



Comprehensive Core Reading Program Self-Evaluation

*A completed self-evaluation must be submitted on or before June 15, 2011 to:
textbook@doe.in.gov.*

Subject Area in which submitting	Reading													
Category for which submitting	Comprehensive Core Reading Program													
Publisher	Houghton Mifflin Harcourt													
Title of submission	Literacy by Design													
Copyright date	2013													
Intended Grade Levels	K	<input checked="" type="checkbox"/>	1	<input checked="" type="checkbox"/>	2	<input checked="" type="checkbox"/>	3	<input checked="" type="checkbox"/>	4	<input checked="" type="checkbox"/>	5	<input checked="" type="checkbox"/>	6	<input type="checkbox"/>

In addition to the information required on this form, please also submit an attachment of the following documents:

- Licensing Policy and Agreements (required for digital programs only)
- A complete scope & sequence for each applicable grade level that analyzes how instruction progresses throughout the program
- Correlation to curriculum standards (Indiana's Academic Standards & Common Core State Standards)

Guidance on completing the form:

- Be as thorough as possible, as this will be provided to the reviewers of your program and will be made public as part of the review guidance provided to school corporations.
- While text is required in each section, you may want to submit additional documents that offer further explanation of the requested information.

PREPARATION OF SELF-EVALUATION

Person preparing the self-evaluation:

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Tracy Jacobson
Signature

6/15/2012
Date

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HOW DOES YOUR PROGRAM MEET THE NEEDS OF ALL STUDENTS?

Please provide the research to support the learning needs of all students within your program.

English Learner Students:

It is the firm belief of the authorship of Literacy by Design that "all students benefit from carefully scaffolded reading instruction. English language learners require additional support designed to help them activate or build background and use psychological strategies and the three language cueing systems to construct meaning from English texts."

Literacy by Design provides teachers with a variety of supports to meet the needs of English language learners of all proficiency levels. As senior authors, the research of Yvonne and David Freeman informed the instructional framework, ensuring engaging and appropriate interaction with ELLs.

Content area themes inspire both academic and functional English development to achieve academic success across all disciplines. Fiction and nonfiction reading selections feature science and social studies content aligned to grade-level standards. Paired with explicit vocabulary instruction, students develop the content background and academic vocabulary critical for overall academic achievement.



Literacy by Design prompts teachers to use specialized strategies when working with ELLs. The Preview, View, and Review method is used throughout Whole Class lessons in Literacy by Design. The Preview, View, and Review prompts provide teachers with instruction that focuses on the building blocks of reading: building vocabulary, developing and using grammar, supporting reading comprehension, retelling, and extending language.

Special Education Students:

Literacy by Design differentiates instruction with a precise leveling system designed to place students in appropriate text. Literacy by Design has a dual pathway for acceleration: In whole-class settings, students are exposed to on-level skills and texts; instruction in small-group settings is differentiated. Small-group instruction integrates teaching support for struggling learners as they access the core set of grade-level skills.

The Comprehension and Writing Bridges provide differentiated teaching suggestions for students performing below, on, and above level. Targeted instruction inspires the entire learning community to achieve maximum gains. With clearly defined learning targets, meaningful interactions and a commitment to focused learning across multiple texts, small-group experiences provide learners with a strategy “tool belt”.

Interactive Reading, another technique used for interactive instruction in Literacy by Design, is an intermediary step between Shared Reading and Small Group Strategic Reading. Students apply their knowledge of skills and strategies with the support of a peer in a smaller environment more likely to inspire risk-taking. The following interactive reading procedures give an instructional focus and a practical structure to partner work: Read, Cover, Remember, Retell Technique; Say Something Technique; Partner Jigsaw Technique; Two-Word Technique; and Reverse Think-Aloud Technique.

The Comprehensive Teacher’s Manual provides directions and support within each learning objective noted in a blue box as ‘Differentiated Reading Instruction.’ As students transition from whole group to small group, they are automatically differentiated by their instructional and independent reading level texts, affording them the opportunity to practice and apply the objectives at their instructional level.

Being mindful of the diverse student population, core instruction in both whole group and small group provide both visual and auditory support. Students are engaged in high-quality literature. On-line resources provide students with the opportunity to engage in an auditory fashion as they interact with exciting fiction and non-fiction literature. Phonics CDs provide students with an opportunity to practice and apply the objectives in a different modality.

High Ability Students:

Standards drive the need to ensure all students receive instruction in grade-level skills. Literacy by Design meets that challenge and continues to differentiate instruction so that high-performing students are engaged through meaningful and appropriate lessons. High-ability students benefit from the natural design of the program through Whole Class and Small Group



Instruction. Direct skill instruction which encompasses grade-level appropriate content is addressed in a whole-group setting, while students are then matched to text that is at their level during the small group experience.

Additionally, explicit instruction in phonics/word study ensures students are able to stretch their proficiency and maximize on potential growth. A specific instructional path for moving students from whole class to small group and eventual independence enables teachers to provide appropriate enrichment and supports as students grow academically.

The Comprehension Bridge Cards target specific reading skills and offer the supports necessary to achieve maximum independence as students move from the shared to independent experience. Designed to address the needs of all students, differentiated instructional suggestions appear for below, on and above level activities to motivate all learners. As the graphics and skills are consistent throughout the continuum in Literacy by Design, students are afforded the opportunity to connect the entire learning experience, affording them with an in-depth application and subsequent mastery of skills.

Additional research information can be found in Attachment C documents:

Scientific Research Base Literacy by Design; A Summary of the Treatment Group-Findings from the Evaluation of HMH Supplemental's Literacy by Design Program; A Summary of Reviews of Literacy By Design

DESCRIPTION OF SUBMISSION

1. IDENTIFY AND DESCRIBE THE COMPONENTS OF THE COMPREHENSIVE CORE READING

PROGRAM *The Comprehensive Core Reading Program (CCRP) is comprised of the items necessary to meet the standards and requirements for which it is designed and submitted.*

1a. Educational Approach

As part of this section, include a description of the educational approach of the submission. The information provided here will be used as a program description in the case of state approval.

Literacy by Design is a research-based core program for Grades K–5. It is a balanced, comprehensive literacy program designed to help students become active, successful learners through the following features:

- Content aligned to Common Core State Standards that connects all language skills—reading, writing, speaking, listening, and critical thinking across both print and digital delivery media
- A systematic routine that bridges whole-class instruction to small-group delivery, while gradually releasing responsibility for learning to students
- Engaging material that meaningfully ties literacy skills to grade-level science and social studies topics

The underlying pedagogy of the program is the gradual release of responsibility. Students benefit by participating in grade-level skill instruction, regardless of their reading and writing ability. Through small-group strategic reading and unique small-group writing instruction, the responsibility for learning gradually shifts to the student as teachers provide the right instruction at the right level and at the right time.



1b. Teacher components of the Comprehensive Core Reading Program

(Please include the format description of each item & alignment with scientifically-based reading research.)

Core Teacher Components:

Comprehensive Teacher's Guide: provides teacher materials for whole class, grade-level instruction with suggestions for scaffolding (in print in a grab-and-go box format and online)

Small Group Teacher's Guide: provides teacher materials for strategic small group and one-on-one instruction (in print in a grab-and-go box format and online)

Literacy by Design is based on scientific research into how young readers learn. Best practices have been identified and incorporated into the program, and instruction aligns to the Common Core State Standards including the Foundational Reading Skills, Reading Standards for literature and informational skills, Writing Standards and the Speaking & Listening Standards. Instruction is guided by the gradual release principle.

1) Phonemic Awareness

Research Shows:

"Explicit training in the alphabet principle, followed by explicit training in whole word and onset-rime connections, led to greater transfer of the alphabet principle to untrained monosyllabic words. ... Teaching multiple connections between spoken and written words at the whole-word and subword level may facilitate transfer of the alphabet principle across word contexts, and training in both explicit phonological and orthographic awareness and explicit phonological-orthographic connections should be taught to achieve transfer to untrained words." (Berninger et al., 1998, p. 603).

"Teaching phonemic awareness, particularly how to segment words into phonemes, helps children learn to spell." (Armbruster et al., 2001, p.6)

From Research to the Classroom:

Literacy by Design teaches phonemic awareness with oral activities that motivate and engage students in exploration with sounds.

Phonemic awareness activities include:

- Isolating phonemes by recognizing individual sounds in words
- Identifying phonemes by recognizing the same sound in different words
- Categorizing phonemes by recognizing one word in a group of words that begins with a different sound
- Blending phonemes by combining a sequence of separately spoken sounds to form a word
- Segmenting phonemes by breaking a word into its separate sounds
- Deleting phonemes from a word to make a new word
- Adding phonemes to a word to make a new word
- Substituting one phoneme in a word for another to make a new word

Phonemic awareness is linked to phonics instruction through:

- Word awareness – identifying words in sentences
- Syllable awareness – identifying syllables in words

2) Phonics/Word Study

Research Shows:

"[G]etting the meaning of text is facilitated when the reader can easily recognize the individual words on the page.... Thus, one way to develop comprehension abilities is to develop decoding skills during the primary years." (Pressley, 2000, p. 551-552)



"Systematic and explicit phonics instruction makes a bigger contribution to children's growth in reading than instruction that provides non-systematic or no phonics instruction." (Armbruster et al., 2001, p. 13)
"Some children may need more explicit instruction to develop all levels of phonological awareness....The activities can and should be an extension of a literary experience so that children can see how the activity connects to reading and writing." (Opitz, 2000, p. 16)

From Research to the Classroom:

Literacy by Design provides explicit and systematic phonics instruction in context of connected reading and writing activities. Students learn, practice, and apply phonics skills to read words and comprehend texts. As students read quality, relevant texts with different levels of teacher support, they use phonics knowledge such as decoding, memory, analogy, and prediction with the use of context clues to read words.

Explicit and systematic phonics instruction focuses on:

- Naming and identifying letters of the alphabet
- Knowledge of letter/sound relationships
- Consonant sounds, blends, digraphs
- Short and long vowels
- R-controlled vowels
- Vowel diphthongs, digraphs, variants
- Word families
- Spelling patterns
- Writing application

3) Fluency

Research Shows:

"Fluency is important because it provides a bridge between word recognition and comprehension. Because fluent readers do not have to concentrate on decoding the words, they can focus their attention on what the text means." (Armbruster et al., 2001, p. 22)

"It is also recommended that for students at the early stages of literacy development, teacher support in the form of mental modeling through mini-lessons and peer support in the form of echo or choral reading be added to the partner activity." (Dixon-Krauss, 1995, pp. 61-62)

From Research to the Classroom:

Literacy by Design scaffolds instruction to provide different levels of teacher support as students listen and read a text or parts of the text orally with a high degree of success. The teacher models reading fluency and provides feedback and guidance as needed to support the development of reading fluency.

Students have multiple opportunities to practice reading and re-reading with fluency. The program builds fluency through:

- Repeated readings
- Echo reading
- Choral reading
- Reading along with a more fluent reader

Teachers will be able to effectively assess fluency, paying particular attention to both prosodic features and rate.

4) Vocabulary

Research Shows:

"Although a great deal of vocabulary is learned indirectly, some vocabulary should be taught directly.... Direct instruction includes providing students with specific word instruction and teaching students word-learning strategies." (Armbruster et al., 2001, p. 36)

"Direct instruction in vocabulary terms makes good sense based on the existing research, particularly if



those terms are important to academic subject areas." (Marzano, 2004, p.70)

From Research to the Classroom:

Literacy by Design provides direct vocabulary instruction to teach specific words and word-learning strategies in a research-based, six-step process. Fiction and nonfiction texts are written with developmentally appropriate and content-related vocabulary that builds academic language throughout the grades. Additional support is offered to English language learners by providing Spanish cognates.

Step 1: Explain

Step 2: Restate

Step 3: Show

Step 4: Discuss

Step 5: Refine and Reflect

Step 6: Apply

5) Comprehension

Research Shows:

"Text comprehension can be improved by instruction that helps readers use specific comprehension strategies." (Armbruster et al., 2001, p. 48)

"[Teachers] can guide students to analyze the reading task, to make efficient plans for purposeful reading, and to use appropriate strategies to enhance their ability to comprehend and reason from the text.... The use of these metacognitive strategies can significantly enhance these important components of reading comprehension for students...." (Tregaskes & Daines, 1989, p. 58)

"Comprehension strategy instruction helps students become purposeful, active readers who are in control of their own reading comprehension." (Armbruster et al., 2001, p. 49)

From Research to the Classroom:

Literacy by Design employs multiple effective instructional strategies for teaching comprehension with a variety of fiction genres and nonfiction text types. Comprehension instruction includes a specific plan for connecting grade-level strategies to small-group strategic reading.

Comprehension strategies include:

- Making connections
- Summarizing
- Inferring
- Creating images
- Asking questions
- Determining importance
- Monitoring understanding
- Using fix-up strategies

Gradual release of responsibility

Research shows:

"This model [the gradual release of responsibility model] indicates a progression from teacher modeling to shared reading and writing, to guided reading in writing in small groups, to sustained reading and writing. In other words, the model shows, from top to bottom key literacy events that give increasing responsibility to learners." (Weaver, 2002, p. 326)

"The teacher models and explains, relinquishing part of the task to novices only at the level each one is capable of negotiating at any one time. Increasingly, as the novice becomes more competent, the teacher increases her demands, requiring participating at a slightly more challenging level." (Palinscar & Brown, 1984, p. 169)

From Research to the Classroom:



Literacy by Design follows the research that identifies the gradual release of responsibility as an effective model for supporting student independence in reading and writing. Using this research-based model, teachers guide students through important skills and strategies, hence building layers of knowledge and ability. Because students receive the right instruction at the right time, with plenty of opportunities for practice and application, their confidence grows with each learning achievement. The ultimate goal of the gradual release of responsibility model is to help students become independent readers and writers.

References:

Armbruster, B. B., Lehr, F., & Osborne, J. (2001). *Put Reading First: The research building blocks for teaching children to read — Kindergarten through grade 3*. Washington, DC: National Institute for Literacy.

Berninger, V. W., Vaughn, K., Abbott, R. D., Brooks, A., Abbott, S. P., Rogan, L., et al. (1998). Early intervention for spelling problems: Teaching functional spelling units of varying size with a multiple-connections framework. *Journal of Educational Psychology*, 90, 587–605.

Dixon-Krauss, L. A. (1995). Partner reading and writing: Peer social dialogue and zone of proximal development. *Journal of Reading Behavior*, 27, 45–63.

Marzano, R. J. (2004). *Building background knowledge for academic achievement: Research on what works in schools*. Alexandria, VA: Association for Supervision and Curriculum Development.

Opitz, M. O. (2000). *Rhymes and reasons: Literature and language play for phonological awareness*. Portsmouth, NH: Heinemann.

Pressley, M. (2000). Comprehension instruction in elementary school: A quarter century of research progress. In B. M. Taylor, M. Graves, & P. van den Broek (Eds.), *Reading for meaning: Fostering comprehension in the middle grades* (pp. 32–51). Newark, DE: International Reading Association.

Tregaskes, M. R., & Daines, D. (1989). Effects of metacognitive strategies on reading comprehension. *Reading Research and Instruction*, 29, 52–60.

1c. Student component of the Comprehensive Core Reading Program

(Please include the format description of each item and alignment with scientifically-based reading research.)

Grades K-2:

Leveled Readers: leveled texts meet students at their guided reading level (in print and online)

Whole Class Charts: flip-charts to support modeled, shared, and interactive reading (in print and online)

Big Books and small versions of Big Books: support shared and interactive reading (in print with audio and online)

Interactive Writing Charts: flip-charts to support modeled, interactive, and shared writing (in print and online)

Grades 3-5:

Leveled Readers: leveled texts meet students at their guided reading level (in print and online)

Sourcebooks: support modeled, interactive, and shared reading (in print and online)

Please see item 1b above for program reading research



DESCRIPTION OF SUBMISSION

2. IDENTIFY AND DESCRIBE THE ANCILLARY MATERIALS *Briefly describe the ancillary materials and their relationship to the Comprehensive Core Reading Program (CCRP).*

2a. Ancillary Materials – Teacher Components

(Please include the format description of each item and alignment with scientifically-based reading research.)

For each grade K-5:

Assessment Guide: Theme Progress Tests and Test Practice for weekly assessments (in print and online)

Rigby READS Assessment: provides placement and diagnostic assessment (in print and online)

Writer's Resource Guides: writing graphic organizers and additional grammar and craft lessons (in print and online)

Skills Masters: spiral-bound resource of home connection letters, text and comprehension graphic organizers, and additional grammar/word study practice (in print and online)

Spelling Masters: provide BLM for spelling lists (online)

Comprehension Organizers: graphic organizers for comprehension strategies

Online Implementation Training: provide 24-hour access to four modules of professional development implementation training and on-going teacher support (online access 24/7)

For each grade 3-5:

Reading and Writing Transparencies: provide support for interactive and shared reading (in print and online)

Please see item 1b above for program reading research

2b. Ancillary Materials – Student Components

(Please include the format description of each item and alignment with scientifically-based reading research.)

For each grade K-5:

Comprehension Bridge Sets: spiral-bound set of cards with student-facing instruction for strategic small group work with comprehension strategies (in print and online)

Writing Bridge Sets: spiral-bound set of cards with student-facing instruction for strategic small group work with writing process, traits, and forms (in print and online)

Benchmark Books: student readers that provide assessment during authentic literary experiences (in print and online)

Developmental Phonics Activities: engaging, interactive activities to provide extra phonics support (online)

Phonics Manipulative Kit: magnetic board (one side blank, one side Elkonin boxes) with letter, word family, digraph, and colored tiles

Writer's Handbook: student-friendly reference guide (in print and online)

Please see item 1b above for program reading research.



2c. Does your program have a companion intervention included with this submission?

Intervention by Design Primary Kit for grades K-2, Reading Levels A-I

Intervention by Design Intermediate Kit for grades 3-5, Reading Levels D-P

Intervention by Design is an intensive program for students in Grades K-5 who are reading two or more grade levels below their on-level peers. This program uses the same effective tools and strategies as Literacy by Design along with specially crafted instruction for intensive intervention and support for the problem-solving model of RtI.

PROFESSIONAL DEVELOPMENT

3. WHAT PROFESSIONAL DEVELOPMENT IS AVAILABLE? *Describe the training and ongoing professional development available from the publisher for successful implementation of the program, as well as the cost associated with each session and the delivery method (online, in-service, etc.).*

In your description, please address the following:

Briefly describe the ancillary materials and their relationship to the Comprehensive Core Reading Program (CCRP).

- *Initial and ongoing professional development customized to meet the needs of teachers, literacy coaches, and principals.*
- *Teacher instruction in the administration and interpretation of assessment that accompany the program.*
- *Recurring professional development for new and returning teachers, literacy coaches, and principals for the duration of the LEA contract.*

See Attachment entitled Literacy By Design Comprehensive Implementation Plan for Indiana.



The following two sections apply only to digital materials. If the materials being submitted are in print only, please check the box below and skip the *Hardware and Equipment* and *Licensing* sections. If software is being submitted, please attach a copy of the company's licensing policies and/or agreements.

The program being submitted is print only.

HARDWARE AND EQUIPMENT

4a. WHAT HARDWARE/EQUIPMENT IS REQUIRED?

Briefly list and describe the hardware and equipment needed to implement the submission in the classroom.

System Requirements:

Minimum Windows Client Specifications

CPU: 2.0 GHz Processor or better

OS: Windows XP, Vista

RAM: 1 GB or higher

Screen Resolution: 1024 x 768 16-bit colors or higher

Network Card: 10BaseT or better

Sound Card: SoundBlaster 16 or compatible; Headphones optional

Plugins: Adobe Flash Player 10; Adobe Acrobat Reader 9 or higher; Quicktime 7.5 or higher

Additional: Confirm that pop-up blockers are disabled, JavaScript is active and Cookies are allowed; Confirm Firewall allows full communication with ThinkCentral on ports 80 and 443. If using a proxy, allow traffic to and from <http://www-k.6.thinkcentral.com> and do not cache pages from ThinkCentral.

Supported Windows Browsers: Microsoft Internet Explorer 6.0, Microsoft Internet Explorer 7.0, Microsoft Internet Explorer 8.0 (Windows Vista only), Google Chrome, Mozilla Firefox 2.0.0.14 (Windows XP only), Mozilla Firefox 3.x

Minimum Macintosh Client Specifications

CPU: 1.83 GHz Processor or faster

OS: OSX 10.3.9, 10.4.11, 10.5.x

RAM: 1 GB or higher

Screen Resolution: 1024 x 768 16-bit colors or higher

Network Card: 10BaseT or better

Sound Card: Standard Macintosh Sound; Headphones optional

Plugins: Adobe Flash Player 9 or 10; Adobe Acrobat Reader 7 or higher; Quicktime 7.6

Additional: Confirm that pop-up blockers are disabled, JavaScript is active and Cookies are allowed; Confirm Firewall allows full communication with ThinkCentral on ports 80 and 443. If using a proxy, allow traffic to and from <http://www-k.6.thinkcentral.com> and do not cache pages from ThinkCentral.



Supported Macintosh Browsers:
Safari 2.0 Supported: OSX 10.3.9
Safari 3.0.4 Supported: OSX 10.4.11
Safari 4 Supported: OSX 10.5.x

4b. WHAT HARDWARE/EQUIPMENT IS PROVIDED?

Briefly list and describe the hardware and equipment that accompanies the core reading program.

None.

4c. IS THE PRODUCT AVAILABLE IN E-READER FORMAT OR SMARTBOARD COMPATIBLE? IF SO, WHAT DEVICES IS IT COMPATIBLE WITH? (IPAD, NOOK, KINDLE, ETC.)

Yes. Yes. It is compatible with the Nook, the Kindle, Android based devices, iOS based devices, and Windows 8 devices.

4d. WHAT REPORTING STRUCTURES ARE IN PLACE FOR TEACHERS TO TRACK STUDENT USAGE, MASTERY, OR OTHER RELEVANT DATA?

The ThinkCentral platform has robust reporting tools and allows teachers to run performance reports against either assessments taken or standards. Users can apply a number of filters to reports, ranging from date restrictions, NCLB criteria, grade level, subject, and standards set being covered so that they get the best report for their needs. In addition to teacher-generated reports on their personal students and classes, school and district administrators are also able to run roll-up reports on entire grades and schools to get a larger picture view into overall student performance. Reports can be exported.

4e. WHAT ADDITIONAL FEATURES OR OPTIONS ARE AVAILABLE THROUGH YOUR PRODUCT FOR CUSTOMIZING LEARNING?

In the ThinkCentral platform, teachers are also able to create specialized learning groups so that customized assignments tailored to each group's learning style or need can be made to each group— all in the same classroom.

LICENSING

5a. WHAT SET-UP AND ONGOING SUPPORT AND LICENSING FEES APPLY TO THE DIGITAL COMPONENTS OF THE PROGRAM?

There are no additional fees.

5b. WHAT LICENSING STRUCTURE DOES THE PROGRAM UTILIZE?

Per-student model, building model, concurrent seat model, corporation model, etc.

The program utilizes the per student model and per teacher model.



5c. IF STUDENT ACCOUNTS ARE NECESSARY, WHO IS RESPONSIBLE FOR MAINTAINING STUDENT REGISTRATION, CREATION, AND ACCESS?

Generally speaking, the customer is responsible for this process, though we do offer some assistance with administrator set-up and the initial account creation or import process through our Digital Customer Experience group.

5d. IS THE PRODUCT AVAILABLE FOR STUDENT USE 24/7?

The website is kept up and running the vast majority of the time. Of course, occasional updates and maintenance requiring a system outage must be performed, but we aim to schedule these outages at times when users are least likely to be accessing the system (typically between 3:00 and 5:00 am). Additionally, we post messages in advance of any planned outages on the login screen to alert users of upcoming periods of downtime.