



St. Charles Parish Public Schools

Assessment Data Management System

Response to Request for RFP

DUE:

March 2, 2017, 12 P.M.



March 2, 2017

Dear Educational Leader,

Illuminate Education (Illuminate) is proud to offer **Illuminate Data and Assessment (DnA) Management System™** – the next generation of data and assessment management system – in response to St. Charles' Request for Proposal (RFP) for an Assessment Data Management System.

Illuminate DnA provides teachers with one place to seamlessly build and administer formative assessments, capture and analyze multiple sources of data to inform instruction, and direct students to learning resources needed to support specific, targeted standards. With Illuminate DnA, teachers have access to a singular ecosystem of continuous feedback to dramatically improve student performance. We'd like to think of DnA as a teacher's best friend.

We also offer two item bank options to choose from based on the needs of your district. We offer INSPECT by Key Data Systems, which is a Common Core item bank that houses over 37,000 items and is included in the purchase price of Illuminate. Secondly, the Certica FAIB is a formative assessment item bank, which incorporates both Common Core and Louisiana State Standards.

In addition, we include our integrated **parent/student portal, gradebook, and standards-based report cards** at no additional cost, and **Illuminate Resources**, our integrated curriculum/resources component, which SCPPS would have free use of.

A key strength of Illuminate Education is the implementation, training and support of our products. With the knowledge gained from implementing and supporting over **1,600** districts, Illuminate clearly understands how to train and support web-based products. Communication and responsiveness on the part of Illuminate, as well as SCPPS, will ensure a solid Illuminate implementation. We understand that change brings stress to stakeholders and our support and training services at Illuminate are designed to break the system down into sections and target specific training needs in a timely manner.

Of course, the success of any web-based software – whether it is old or new to staff – relies on the strength of the product's customer support. There is no additional cost to SCPPS for Illuminate's Client Support Services, and *any* SCPPS staff member, SCPPS parent, or SCPPS student may call (for a live voice) or email Illuminate for support. Our system is only as good as the use our clients make of it, and we are dedicated to help SCPPS staff make the most of everything Illuminate has to offer – for their benefit and, most importantly, for their students' benefit.

The Illuminate Team looks forward to this opportunity. The attached proposal provides the information requested on our innovative and affordable web-based solution.

Proposal Contact: Jolynn Braswell

Email: rfp@illuminateed.com

Respectfully submitted,

A handwritten signature in black ink, appearing to read "Lane D. Rankin". The signature is fluid and cursive, with a large initial "L" and "R".

Lane D. Rankin
CEO/President



Table of Contents

Table of Contents

Cost

Project Minimums

Ease of Use/Effectiveness/Efficiency

Implementation Plan

Professional Development

Maintenance/Support

Qualifications/Prior Experience



St. Charles Parish Public Schools
Assessment Data Management System Cost Summary Form

Vendor Illuminate Education

E-rate Category _____ SPIN _____

Cost for Year 1

Equipment	<u>N/A</u>
Installation	<u>Included</u>
Services-Software \$6 per student	<u>\$ 58,200</u>
Professional Development - Training 3 days @ \$1,500 per day	<u>\$ 4,500</u>
Travel	<u>Included</u>
Supplies	<u>N/A</u>
Other Items	<u>N/A</u>
Delivery	<u>N/A</u>
Other/Miscellaneous	<u>N/A</u>
Sub Total	<u>\$ 62,700 (YEAR 1)</u>
Equipment Required from Other Vendors	<u>N/A</u>
Software Required from Other Vendors	<u>N/A</u>
Services Sub-Contracted	<u>N/A</u>
Miscellaneous Expenses from Other Vendors	<u>N/A</u>
Grand Total for Turn Key Project	<u>\$ 62,700 (YEAR 1)</u>

Recurring Cost for Years 2 & 3

Describe in detail the recurring cost for 2 years subsequent to year 1.

=====

In addition to this form, provide a detailed narrative with a breakdown of the cost associated with the project. This is a turn key project. The installation cost must include all expenses associated with "turning on" this service. Be sure to include all cost associated with successful completion of the project. Missing or hidden cost will lower your score when the proposals are evaluated. The costs submitted must be valid for at least 90 days from the due date.

Name: Lane Rankin Title: CEO
(print/type) (print/type)

Authorized Representative: Lane Rankin
(signature)

Date _____
(print/type)

Transfer of Personally Identifiable Student Information

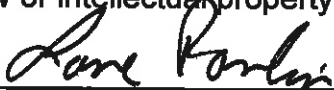
In accordance with Act 677 of the 2014 Louisiana Legislature, the St. Charles Parish School Board (SCPSB) seeks to increase awareness of the transfer of personally identifiable student information to ensure that parents and citizens have an accurate picture of said transfers. To that end, SCPSB wishes to enter into an agreement, or clarify an existing agreement, between ourselves and

hereinafter referred to as "Recipient".

To the fullest extent permitted by law, the Recipient agrees to and shall defend, indemnify and hold the St. Charles Parish School Board (SCPSB), its officers, agents and employees, harmless from and against any and all third party claims, suits, liabilities, losses, expenses, liens, costs, demands and causes of action of every kind and character including those of the Recipient, its agents and employees, as well as parents of SCPSB students, third parties, and all others, for any and all claims including, but not limited to, identify theft, bodily injury, personal injury, damage or destruction of real or personal property, libel, slander, defamation, including costs, attorneys' fees and settlements arising out of or in any way connected with the request, transfer, acquisition, obtainment, processing, use, and/or distribution of data elements and information regarding personally identifiable student information, by any negligent act or omission performed by the Recipient or any agent, employee, invitee or licensee of the Recipient, whether resulting from or contributed to by the negligence in any form by its officers, agents or employees whether active or passive. The Recipient shall pay all reasonable legal fees and costs incurred by SCPSB under this agreement to enforcing the indemnification articulated under this Section.

Recipient agrees that, upon termination of this agreement, it shall return all data to the SCPSB in a usable electronic form, and erase, destroy, and render unreadable all SCPSB data in its entirety in a manner that prevents its physical or digital reconstruction through the use of commonly available file restoration utilities, and certify in writing that these actions have been completed within thirty (30) days said termination. Recipient further acknowledges that the confidentially obligations and duties imposed or implied by the nature of any data elements and information incident to this agreement, as well as those imposed or implied by the agreement itself, shall remain in effect, surviving the termination of this agreement, for a period of fifteen (15) years or for so long as the information remains confidential.

The Executor of this contract for the Recipient herein represents and warrants that he or she has the unrestricted right to execute this agreement and that their doing so will not violate any law or intellectual property, property, proprietary, contract, or other right of any third party.



Recipient – Signed Date

SCPSB – Signed Date



Recipient – Printed

SCPSB – Printed



Title

Title



1. COST

Supply the cost of the product, services, etc. on the Assessment Data Management System Cost Summary Form for year 1 and the recurring costs for two subsequent years. The costs submitted must be valid for at least 90 days from the due date.

In addition to the summary form, provide a detailed narrative with a breakdown of the costs associated with the project.

Be sure to include all costs associated with successful implementation and management of the project. Missing or hidden cost will lower your score, when the proposals are evaluated.

Provide information regarding your company's service assurance. If available, include your service level agreements. Include refund amounts or percentages due to non-performance.

Non-performance is defined as either not successfully completing an action step or not completing the action step within the time allocated.

If an item is E-rate applicable, then state the category and the SPIN number(s) that your company uses in Louisiana.

Our pricing is very straightforward. The **per-student cost available to all clients is never bloated by "hidden fees" other vendors use to increase cost. For example, **Illuminate charges no additional fees for:****

- Software
- Hardware
- Implementation
- Standard data conversion
- Standard data integration
- Annual fees
- Installation set-up fees
- Shipping
- Internet access
- Security
- Project management
- Hosting
- Travel expenses
- Maintenance
- Customer service or technical support
- Help documentation and videos
- Hidden third-party software products
- Upgrade fees

Cost Quotation

Costs for School Year 1 (Based on 9,700 Students and 3 Training Days)			
Description	Cost	Taxes	Extended Cost
Illuminate Data and Assessment Management with GradeCam and INSPECT Item Bank	\$6 per student	\$0	\$58,200
Included: Illuminate Gradebook	\$0	\$0	\$0
Included: Illuminate Standards-Based Report Cards	\$0	\$0	\$0
Included: Illuminate Home Connection Parent and Student Portal	\$0	\$0	\$0
Included: Illuminate Resources	\$0	\$0	\$0
Included: Illuminate Itembank	\$0	\$0	\$0
Product Subtotal:	Illuminate DnA w/ INSPECT-\$58,200		
Staff Training 3 days*	\$1,500 per day	\$0	\$4,500
Total Cost:	Illuminate DnA w/ INSPECT- \$62,700		
Optional Itembank Content Providers:			
Description	Cost	Taxes	Extended Cost
Itembank Option: Ceritca Solutions Item Bank	\$2.90 per student, per year	\$0	\$28,130

Please remember, there are no additional costs for system licensing fees, data conversion, implementation, travel and per diem, documentation, and maintenance.

***Training days are determined after the initial implementation meetings; 3 days used in this estimate is a good guideline.**

Costs for School Years 2-5 (Based on 9,700 Students and 0 Training Days)			
Description	Cost	Taxes	Extended Cost
Illuminate Data and Assessment Management with GradeCam and INSPECT Item Bank	\$6 per student	\$0	\$58,200
<i>Included:</i> Illuminate Gradebook	\$0	\$0	\$0
<i>Included:</i> Illuminate Standards-Based Report Cards	\$0	\$0	\$0
<i>Included:</i> Illuminate Home Connection Parent and Student Portal	\$0	\$0	\$0
<i>Included:</i> Illuminate Resources	\$0	\$0	\$0
<i>Included:</i> Illuminate Itembank	\$0	\$0	\$0
Total Cost:	Illuminate DnA w/ INSPECT- \$58,200		

Please remember, there are no additional costs for system licensing fees, data conversion, implementation, travel and per diem, documentation, and maintenance.



Breakdown of Costs and Inclusions

This proposal includes the following features and components, which are all part (some optionally) of the Illuminate Data and Assessment Management.

Assessment and Summary Assessment Management

While assessment data can also be imported, assessments (assignments, formative or summative assessments, quizzes, exams, etc.) are easy to create, access, and share in DnA. Questions can be linked to any number of standards. Answer keys can be inputted, uploaded, or (if GradeCam is used) scanned. Answer sheets are easily generated in a pre-identified or blank format. The same answer sheets can be laminated and used all year to reduce SCPPS' paper costs. Summary Assessments are also easy to create, and any DnA assessment can populate custom and pre-built (e.g., item analysis) reports.

Illuminate Resources

The Illuminate Resources module offers a database of learning resources. Each of these resources (e.g., video, project, example, book exercises, reading passage, online activity, etc.) is tied to a standard being taught in classrooms, as well as attributes (e.g., difficulty, student and teacher ratings, target audience, prerequisite, etc.) and can be assigned to students to complete to support standard progress. This allows performance data to lead all stakeholders directly to learning resources they can use to respond to the data.

GradeCam

DnA integrates with GradeCam to provide instant formative feedback. In fact, the whole process is so easy that most students can place their answer sheets in front of the camera to instantly see their own mastery of concepts. If SCPPS also opts to use our parent portal and/or gradebook, the assessments results can upload to those, as well. In addition, since GradeCam hardware is so much more affordable than scanning (e.g., most webcams already housed on laptops and computers can be used, or one can be purchased for each classroom at little expense, since even the \$7 HD Skype camera works well with GradeCam), every teacher can and student can quickly see his or her results without leaving the classroom and can respond immediately to results.

INSPECT Itembank

INSPECT® from Key Data Systems is composed of items written to assess the Content Standards as well as the Common Core State Standards. Professional item writers focus on writing quality items that have content accuracy, range in cognitive complexity, and meet grade level standards. Items also include clear rationales for why a student would pick each wrong answer. For this reason, all wrong answers are created based upon the most likely cognitive disconnect in learning. Rigorous field-testing and item analyses are conducted to ensure the quality of the items in the INSPECT® test bank. New items are added on a continual basis.

Integration with Other Vendors' Item Banks

DnA can integrate with item bank vendors that utilize QTI format, and any finished assessment (i.e., using questions from any source) can be uploaded as a whole to DnA and used with DnA. For example, DnA has completely integrated Action Learning Systems, Curriculum Associates, Intel-Assess, and Key Data Systems benchmarks and items into the DnA system. DnA reports display items' standards-based results and rationales for distractors (i.e., why students answered the way they did).

Online Testing

While you are free to use the full realm of scanning options, Illuminate DnA also includes online testing at no additional charge. Students and parents may access online assessments via Student Portal and Parent Portal, and educators may access all the assessment reports that are automatically populated in the Illuminate system.

Standards Support

State standards are built into DnA, where they can easily be linked to any assessment (assignment, formative or summative assessment, quiz, exam, etc.)

Student Demographic Management

Just as users are able to view and report on any demographic data in the system, demographics and other data is easy to add. Users can also incorporate demographics into reports.

Pre-Built Reports

Our prebuilt reports support a host of analysis needs, such as cross-sectional data analysis (like subgroup performance at varied levels). With DnA there is no need to run multiple reports with various filters to compare data sets. Comparisons are made easy, and charts and graphs highlight key data. Developed from an educator's perspective, DnA anticipates the needs of users and provides reports to meet those needs. For example, many educators misread CST cluster performance and mistake a student's highest score as his or her strength. Thus, a report provides instant comparison to State Minimally Proficient performance to highlight probable strengths and weaknesses. In addition, analysis guidelines are provided within report footers (as well as within the "Data Analysis" chapter of our help manual) to discourage the misinterpretation of results.

Custom Reporting Tool

Custom report tools are built into the DnA system. No one should have to write queries to get data, or to run multiple reports to compare datasets like subgroups. DnA is flexible and powerful enough for users to build custom reports that are not possible (or too cumbersome) in other systems. Imagine this: you can "drag and drop" columns to arrange your layout (no having to number and renumber columns); you can select (via mouse click) all desired data on one screen (no having to click to add a column, search for one piece of data, submit, and then repeat); you can group and change the format of all data on one screen (for example, you can decide to group students by language proficiency and grade, then average their language assessment scores and specify that these scores are displayed with 3 decimal places); you can share the report with any users; and you have comprehensive and easy-to-find access to any data in the system (e.g., for assessments, demographics, scheduling, etc.).

Illuminate Itembank

Use items to create assessments, add and edit items (multiple choice, open/constructed response, rubric-based, etc.), and share items with colleagues or even other educators throughout the world. Use free Illuminate Itembank items, create your own, or use those from a vendor. Create and/or link to passages, add diagrams and images, use or include distractor rationales and difficulty ratings, and more. Generate assessment booklets using a variety of templates and options.

Illuminate Gradebook

The Illuminate Gradebook is a full-featured grading application integrated with the rest of the Illuminate system and used to record, report, and monitor student performance. The Illuminate Gradebook is being included for free with this Illuminate Data and Assessment Management Proposal if SCPPS opts to use it.

Illuminate Standards-Based Report Cards

Illuminate grade and report card features allow you to generate individual and/or multiple transcripts, generate traditional and/or standards-based report cards using the district's own templates and allowing for customizable grading periods for teacher grading, customize multiple GPA calculations according to an individual district's requirements, set up other course requirements, permit multiple ranking of classes based on certain criteria, monitor student performance by varied entities (district-wide, school-wide, etc.) and levels (clusters, standards, etc.), report on pre-ID and standardized test data (e.g., state tests, local, etc.), and maintain State and Federal reporting data, including Enrollment Reports, R-30 language census, class size reduction information, etc. Illuminate Standards-Based Report Cards are normally included with Illuminate Student Information, which is *normally* \$10 per student per the first school year and \$5 per student per each additional school year. However, Illuminate Standards-Based Report Cards

are being included for free with this Illuminate Data and Assessment Management Proposal if SCPPS opts to use it.

Illuminate Home Connection Parent and Student Portal

Illuminate Home Connection parent and student portal provides easy-to-use communication tools that empower students, parents, teachers, and administrators to work together to improve student achievement. Illuminate Home Connection is integrated with the rest of the Illuminate system (e.g., assessment results populate the Illuminate Gradebook, display on the portal, etc.). Illuminate Home Connection is being included for free with this Illuminate Data and Assessment Management Proposal if SCPPS opts to use it.

Mass Email

Illuminate gives users the ability to mass email parents/students from inside the system via the Students tab. Once a response is received, teachers are notified upon login to Illuminate and can continue communication directly through the system.

Business Intelligence (BI) Tool

For more advanced users who want to add graphics to their own pre-built reports, our Integrated Business Intelligence (BI) reporting module takes data analysis to the next level.

Data Management

Imported, inputted, and scanned data (e.g., demographic, state and local assessments, scheduling, etc.) is immediately available to users. DnA's prebuilt and custom reporting tools make it easy to view, disaggregate, aggregate, and analyze assessment results and trends. If the data is in the system, it can populate both custom and pre-built reports.

Illuminate Early Warning System

Illuminate Early Warning System (OnTrack)- OnTrack is a system developed to identify students who are potential high-risk candidates for drop out or failure. Districts can generate a student 'score' that corresponds to different 'bands' (similar to performance bands) they have set up in their system. Once these 'bands' are set up and data is configured, the system will calculate all of a student's data (Ex. Attendance is 10% of score, Discipline is 20%, etc.) and place students in the 'band' corresponding to their score. The system then allows users to generate a variety of reports the district can use to identify these at-risk students.

Program Management

Students can be added to programs (e.g., Intervention) to monitor over time. This can be done at any user level, and programs can be selected for reporting purposes (in fact, you can even generate a report first and then use it to add students to a program based on key data).

User Support

DnA features comprehensive and searchable help documentation that is always just one click away from any DnA screen. It includes training videos, step-by-step instruction, and screen capture images. Technical support (online and by phone) is available to all users at no additional charge.

User and Permissions Management

SCPPS will have the ability to manage usernames, passwords, and user data in DnA via online tools (a password retrieval system is also included). Extensive permission management allows users to access student data based on assigned permission levels.

Software License

SCPPS maintains an Illuminate Data and Assessment System™ (DnA) software license for the length of the contract.

Hosting

Illuminate offers to host the solution at no additional cost. Whether the client prefers a client-hosted or vendor-hosted approach, Illuminate will support either.

Data Security

Illuminate uses the highest level of web security to protect all data. Server loads are regularly monitored to ensure performance. Critical system security events immediately generate email notifications to warn against possible intrusions. Application level errors also generate email notifications for development staff that may be used for troubleshooting.

Import and Export

All data can be imported into the SQL database. DnA has the ability to perform field-level imports and exports of data into XML, CSV, DBF, char-delimited formats, etc. Data from MS Excel and Access Database can also be directly imported, and all data tables can be downloaded to Excel, pdf, tab delimited, and XML

Breakdown of *Optional Features and Costs*

SCPPS may also opt to include any of the following in its contract:

Illuminate Special Education

If you prefer to use Illuminate's Special Education tools (e.g., writing IEPs, Medicaid billing, etc.) rather than those you currently use, DnA includes the option of integrating Illuminate Special Education (at a cost of **\$15 per student** per school year). If you use Illuminate's full suite of products (DnA, our SIS, and Illuminate Special Ed.), you can essentially (and affordably) use one cohesive system for all your data requirements (i.e., Illuminate Education's suite of products can be SCPPS' one-stop shop for comprehensive data reform). Or you can pick and choose whichever modules you'd like. Complete installation or phased in module-by-module, Illuminate works seamlessly with other systems to meet all your data and assessment management needs.

Certica Solutions Itembank

Certica Solutions acquired the Northwest Evaluation Association (NWEA) FAIB which was a global not-for-profit educational services organization dedicated to the belief that assessments should make a difference for students. NWEA devoted extensive resources to research and development and better ways to gather data to improve instruction and increase student learning. Since delivering its first computerized adaptive test in 1986, Certica has continued to grow their assessment offerings, research activities, and professional development services in support of its mission: Partnering to help all kids learn. To this end, Certica/NWEA purchased the Formative Assessment Item Bank (Item Bank) that was originally developed by Educational Testing Service (ETS). Certica continues to contract with ETS to help maintain and enhance the Item Bank.

Data Conversion and/or Cleanup

SCPPS may opt to pay for an Illuminate representative to provide data conversion or cleanup services at a daily rate of \$1,500. SCPPS is encouraged to verify with your current student information system and data warehouse vendors of any costs they may charge for providing data extracted in the necessary format.

Customizations Unique to Client

There are no charges for customizations (i.e., the cost is already included in the per student per year charge) if the request also benefits other Illuminate DnA clients. If not, changes would cost \$120 per hour involved in creating the modification. However, with Illuminate DnA, we have never charged for modifications, since all requested customizations of those systems were able to benefit other districts.

Training and Professional Development

Customizable training is available and can be done in person at a rate of \$1,500 per day or online via GoToMeeting at a rate of \$500 per day. Illuminate training documentation, provided in an electronic format, would become the property of SCPPS.

In addition to our Customizable Training **Illuminate's Professional Development group** provides opportunities for extended PD in the following areas: **Cycles of Inquiry, Cycles of Continuous Improvement, Multi-Tiered System of Support (MTSS), Comprehensive Needs Assessment, Data Driven Program Placement (Master Schedule 101), Scheduling for Change, Improving School Experiences of Students, Student and Parent Empowerment, Balanced Assessment Development, and Leadership Strategies to Promote Implementation Success.**

ILLUMINATE EDUCATION SAMPLE

SOFTWARE LICENSE AND SUPPORT AGREEMENT

This Software License and Support Agreement ("**Agreement**") is entered into effective as of January 22, 2014 ("**Effective Date**") by and between Illuminate Education, Inc., a California corporation ("**Illuminate**"), and XXXX Unified School District ("**District**").

RECITALS

WHEREAS, District desires to implement a web-based software system for student data management;

WHEREAS, Illuminate has developed and owns such a system known as the Illuminate Data and Assessment Management System (the "**Software**");

WHEREAS, District desires to license the Software and obtain the services as provided herein.

NOW, THEREFORE, in consideration of the mutual representations, warranties and agreements contained herein, the parties hereto agree as follows:

AGREEMENT

1. Term of Agreement. Unless earlier terminated as provided herein, the Term of this Agreement shall be from the Effective Date through **June 30, 2017** (the "Term"). This Agreement shall thereafter automatically renew for additional successive one year periods unless written notice of non-renewal is given by either party to the other at least 60 days prior to the end of the then-current term (each a "Renewal Term" and together with the Initial School Year, the "Term"), unless sooner terminated as provided herein.

2. License of Software to District. Subject to the terms of this Agreement, Illuminate hereby grants to District during the term of this Agreement a limited, non-exclusive, non-sublicensable and non-transferrable license to District for District employees to use the Software for each of the District locations listed on Exhibit A hereto. As new school sites are added by the District, District and District employees will be provided access to the Software for those sites. The District may not use the Software outside such locations or for other than District operations. **The Software shall permit District to download, at no additional cost to District, GradeCam's software for automated grading of multiple choice exams.**

3. Annual Software License Fee. District agrees to pay to Illuminate an annual license fee for use of the Software as set forth below.

(a) Initial Term. Except as provided below, a fee of \$6.00 per student (calculated yearly based on student count) for the initial school year beginning **January 22, 2014** and continuing through **June 30, 2017**

Estimated annual license fees for the Initial Term assuming no change in cost of living and 7,200 students based on student count would be as follows:

Year	Product	Fee Structure	Estimate of Annual License Fee
2014-2015	Software, GradeCam and INSPECT Item Bank	\$6 per student (7,200 students)	\$43,200.00
2014-2015	Staff Training	3 days in person (\$1,500.00 per day)	\$4,500.00
2015-2016	Software, GradeCam and INSPECT Item Bank	\$6 per student (7,200 students)	\$43,200.00
2016-2017	Software, GradeCam and INSPECT Item Bank	\$6 per student (7,200 students)	\$43,200.00

(b) Renewal School Years. A fee per student for each school year after the Initial Term equal to that generally charged by Illuminate to school Districts at the time of renewal.

(c) Payment. The annual license fee for each school year shall be paid within 30 days of receipt of an invoice from Illuminate.

(d) Failure to Make Payment. In the event District fails to pay the annual license fee or other fees due hereunder when due, upon notice from Illuminate, District agrees to immediately cease using the Software and Illuminate will have no further obligation to provide any maintenance or support to District.

4. Ownership of Software. Illuminate has and shall retain all right, title and interest in the Software and all derivative works, including but not limited to copyrights, patent rights, and trade secrets and all other intellectual property rights as may exist now and/or hereafter come into existence. District shall have no rights in the Software or any derivative works, except the license and related rights expressly set forth in this Agreement.

5. Software Implementation, Data Conversion, Hosting and Training Services. Illuminate agrees to provide the services associated with the implementation of the Software, data conversion, hosting and training of District employees on the use of the Software as follows:

(a) Task List. A preliminary list of tasks and associated targeted completion dates are set forth on Exhibit "B" attached hereto.

(b) Hosting. The Software and District's data will be hosted on Illuminate's server (included in the annual license fee).

(c) Importing of Data. Illuminate will import District's data into the Software within 45 business days after the receipt of useable data.

(d) Initial Training. Illuminate will provide training to District in the basic use of the Software at **\$1,500.00 per day (3 days)**, to be presented as both parties mutually agree.

(e) Additional Training and Services. Upon written request and authorization by District, Illuminate will conduct additional training and provide additional services to District. Custom development shall be at a rate of \$120 per hour. **Training after initial training is exhausted shall be at a rate of \$1,500.00 per day for on-site training and \$500 per day for on-line training.** Fees for such services shall be due and payable within 30 days of receipt of an invoice from Illuminate.

6. Ownership of District Data. District shall retain ownership of all District data imported into the Software. Upon the termination of this Agreement, Illuminate agrees to transfer all District data back to District in an industry standard open format like SQL at no charge.

7. Responsibilities of District. District agrees to prepare and furnish to Illuminate upon request such information as is reasonably requested by Illuminate in order for Illuminate to perform its obligations under this Agreement.

8. Illuminate Software Maintenance and Support. Illuminate agrees to provide maintenance and support of the Software. Such maintenance and support will include coverage in the form of corrections to remove deficiencies in the Software, as reported to Illuminate; ongoing telephone and e-mail support for questions regarding operations of the Software; incorporate/change the Software as necessary for operation including all upgrades and new features; support to District in resolving problems/errors resulting from misuse or hardware/software failure; regular telephone or web conferences with District to address future growth or modifications to the Software. Maintenance and support of the Software is provided at no additional cost to District.

9. Confidentiality.

(a) Confidential Information Defined. Each party (the "**Disclosing Party**") may from time to time during the term of this Agreement disclose to the other party (the "**Receiving Party**") certain information regarding the Disclosing Party's business, including technical, marketing, financial, employee, planning, and other confidential or proprietary information ("**Confidential Information**"). The technology underlying the Software shall in all events be Confidential Information of Illuminate.

(b) Protection of Confidential Information. The Receiving Party will not use any Confidential Information of the Disclosing Party, except for the purpose of fulfilling its obligations under this Agreement. The Receiving Party will protect the Disclosing Party's Confidential Information from unauthorized use, access, or disclosure in the same manner as the Receiving Party protects its own confidential or proprietary information of a similar nature and with no less than reasonable care.

(c) Exceptions. The Receiving Party's obligations under this Section 9 with respect to any Confidential Information of the Disclosing Party will terminate if the Receiving Party can demonstrate that such information: (i) was already known to the Receiving Party at the time of disclosure by the Disclosing Party; (ii) is disclosed to the Receiving Party by a third party who had the right to make such disclosure without any confidentiality restrictions; (iii) is, or through no fault of the Receiving Party has become, generally available to the public; or (iv) is independently developed by the Receiving Party without access to, or use of, the Disclosing Party's Confidential Information. In addition, the Receiving Party will be allowed to disclose Confidential Information of the Disclosing Party to the extent that such disclosure is (i) approved in writing by the Disclosing Party, (ii) necessary for the Receiving Party to enforce its rights under this Agreement in connection with a legal proceeding; or (iii) required by law or by the order of a court or similar judicial or administrative body, provided that the Receiving Party notifies the Disclosing Party of such required disclosure promptly and in writing and cooperates with the Disclosing Party, at the Disclosing Party's reasonable request and expense, in any lawful action to contest or limit the scope of such required disclosure.

(d) Return of Confidential Information. The Receiving Party will either, at its option, return to the Disclosing Party or destroy all Confidential Information of the Disclosing Party in the Receiving Party's possession or control and permanently erase all electronic copies of such Confidential Information promptly upon the written request of the Disclosing Party or the

expiration or termination of this Agreement, whichever comes first. Upon the written request of the Disclosing Party, the Receiving Party will certify in writing that it has fully complied with its obligations under this Section.

10. Privacy and Collection of Student Data. Each of Illuminate and District represents and warrants that it is familiar with the provisions of the Family Educational Rights and Privacy Act ("FERPA") and California Education Code Sections 49073 through 49078 inclusive, and it agrees that it will comply with such provisions and take all measures reasonably necessary and consistent with industry standards to protect student data from unauthorized access and/or unauthorized release. In the event that any unauthorized access or release of student data occurs, each party agrees to advise the other immediately of such unauthorized access.

11. Illuminate Warranty.

(a) Software Warranty. Illuminate warrants to District that the Software as delivered, will materially comply with the published specifications of Illuminate for such Software. Illuminate's obligations under this warranty shall be limited to providing District with a copy of corrected Software. Illuminate does not warrant that the operation of the Software will be uninterrupted or error-free. IN PARTICULAR, FOR PURPOSES OF THE FOREGOING WARRANTY, ILLUMINATE AND DISTRICT ACKNOWLEDGE THAT THE SOFTWARE IS NOT AND CANNOT BE MADE TO BE 100% ACCURATE, AND THAT ANY ERRORS OR FAILURE TO PERFORM SHALL NOT BE DEEMED A BREACH OF SUCH WARRANTY UNLESS THEY ARE SIGNIFICANT AND NOT TO BE EXPECTED IN LIGHT OF THE LIMITATIONS OF SOFTWARE OF THIS TYPE.

(b) No Other Warranty. EXCEPT AS EXPRESSLY SET FORTH ABOVE, ILLUMINATE DISCLAIMS ALL WARRANTIES, EXPRESS OR IMPLIED, WITH REGARD TO ALL TECHNOLOGY, SOFTWARE OR DERIVATIVE WORKS PROVIDED OR OTHERWISE LICENSED TO DISTRICT IN CONNECTION WITH THIS AGREEMENT, INCLUDING BUT NOT LIMITED TO, THE IMPLIED WARRANTIES OF MERCHANTABILITY, FITNESS FOR A PARTICULAR USE AND NON-INFRINGEMENT.

12. Indemnification.

(a) By Illuminate. Illuminate agrees to defend, indemnify and hold harmless District and its directors, officers, employees, and agents from and against all damages, costs (including reasonable attorneys' fees), judgments and other expenses arising out of or on account of any third party claim: (i) alleging that the Software infringes or misappropriates the proprietary or intellectual property rights of any third party, except to the extent that such infringement results from District's misuse of or modifications to the Software; (ii) that results from the negligence or intentional misconduct of Illuminate or its employees, agents or servants; or (iii) that results from any breach of any of the representations, warranties or covenants contained herein by Illuminate.

(b) By District. District agrees to defend, indemnify and hold harmless Illuminate and its directors, officers, employees, and agents from and against all damages, costs (including reasonable attorneys' fees), judgments and other expenses arising out of or on account of any third party claim that results from (i) the negligence or intentional misconduct of District or its employees, agents or servants or (ii) any breach of any of the representations, warranties or covenants contained herein by District.

(c) Indemnification Procedure. The parties' obligation to indemnify is subject to the conditions that the party with the obligation to indemnify ("**Indemnifying Party**") is given prompt

notice of any such claims and is given primary control of and all reasonably requested assistance (at the other party's cost) for the defense of such claims (with counsel reasonably satisfactory to the party being indemnified ("**Indemnified Party**")), provided that the Indemnified Party shall under no circumstances be required to admit liability, and provided further that any delay in notification shall not relieve the Indemnifying Party of its obligations hereunder except to the extent that the delay materially impairs its ability to indemnify. Without limiting the foregoing, the Indemnified Party may participate in the defense at its own expense and with its own counsel; provided that if the Indemnified Party reasonably concludes that the Indemnifying Party has conflicting interests or different defenses available with respect to such claim, the reasonable fees and expenses of one counsel to the Indemnified Party shall be borne by the Indemnifying Party. The Indemnifying Party shall not enter into or acquiesce to any settlement containing any admission of or stipulation to any guilt, fault, liability or wrongdoing on the part of the Indemnified Party or which would otherwise adversely affect the Indemnified Party without the Indemnified Party's prior written consent (which shall not be unreasonably withheld). The Indemnifying Party shall keep the Indemnified Party advised of the status of the claims and the defense thereof and shall consider in good faith the recommendations made by the Indemnified Party with respect thereto.

13. Insurance. Illuminate agrees to carry a comprehensive general and automobile liability insurance with limits of One Million Dollars (\$1,000,000.00) per occurrence combined single limit for bodily injury and property damage in a form mutually acceptable to both parties to protect Illuminate and District against liability or claims of liability which may arise out of this Agreement. Illuminate agrees to maintain workers' compensation insurance as required under applicable law.

14. Taxes. District shall be solely responsible and liable for payment of all sales, use, excise, value added or similar taxes, duties or charges imposed by any federal, state or local government or jurisdiction with respect to any fees or other payments to be made by District to Illuminate under this Agreement, excluding taxes based on Illuminate's overall net income. Illuminate is not liable for any taxes, including without limitation income taxes, withholdings, value added, franchise, gross receipts, sales, use, property or similar taxes, duties, levies, fees, excises, or tariffs incurred in connection with such payments. District takes full responsibility for all such taxes, including penalties, interest, and other additions thereon. Illuminate shall pay taxes imposed on its income.

15. Termination.

(a) Termination by District. The District may terminate this Agreement without cause prior to the expiration of the Term, effective upon the end of a District fiscal year, by giving Illuminate written notice of its intent to so terminate at least sixty (60) days prior to the end of such District fiscal year.

(b) Termination for Cause. Either party may terminate this Agreement prior to the expiration of the Term, effective immediately upon written notice to the other party, in the event of a material breach of this Agreement by the other party hereto, which breach remains uncured for more than thirty (30) days after written notice thereof. In addition, either party may terminate this Agreement upon ten (10) days written notice to the other party upon the occurrence of any one or more of the following: (i) the institution by or against the other party of insolvency, receivership, or bankruptcy proceedings or any other proceedings for the settlement of the other party's debts; (ii) the other party making an assignment for the benefit of creditors; or (iii) the other party's dissolution. The foregoing rights to terminate are in addition to, not in lieu of, all other rights and remedies which may be available to either party under this Agreement, at law and/or in equity.

(c) Effect of Termination/Survival. Upon termination or expiration of this Agreement, in addition to Illuminate's obligations with respect to District data set forth in Section 6, each party

shall promptly return or destroy the other party's Confidential Information and, if requested, shall promptly certify in writing that all such materials of the requesting party have been returned or destroyed. The obligations in the following Sections will survive any expiration or termination of this Agreement: Sections 4, 6, 9, 10, 11, 12, 14, 15 and 16 and any obligations to pay for license fees, services or training pursuant to Sections 3 or 5 that were earned prior to termination.

16. Miscellaneous.

(a) Assignment; Successors and Assigns. Neither party may assign this Agreement or its obligations hereunder without the prior written consent of the other party hereto, except that either party may assign this Agreement in connection with a sale of all or substantially all its outstanding equity or assets without the consent of the other party hereto. Subject to the foregoing, this Agreement shall be binding upon, and inure to the benefit of, each of the parties hereto and, except as otherwise expressly provided herein, their respective legal representatives, successors and assigns.

(b) Entire Agreement; Counterparts. This Agreement and the other documents referred to herein or delivered pursuant hereto contain the entire agreement between the parties with respect to the transactions contemplated hereby and supersedes all prior negotiations, commitments, agreements and understandings between them with respect thereto. This Agreement may be executed in two or more counterparts, all of which when taken together shall be considered one and the same agreement and shall become effective when counterparts have been signed by each party and delivered to the other party, it being understood that both parties need not sign the same counterpart. In the event that any signature is delivered by facsimile transmission, or by e-mail delivery of a “.pdf” data file, such signature shall create a valid and binding obligation of the party executing (or on whose behalf such signature is executed) with the same force and effect as if such facsimile signature page were an original thereof.

(c) Notices. Any notice or communication given pursuant to this Agreement by any party to any other party shall be in writing and shall be sufficiently given if personally delivered, sent by other means of electronic transmission (including electronic mail) or sent by mail, postage prepaid to the parties at the following addresses or to such other address as either party may hereafter designate to the others by like notice:

If to Illuminate:

Illuminate Education Inc.
47 Discovery Suite 100
Irvine, California 92618
Attention: Lane Rankin, President
E-mail: lane@illuminateED.com

If to District:

XXXX Unified School District
1515 Hughes Way
XXXX, CA 90810
Attention: Christopher Lund
E-mail: CLund@lbschools.net

(d) Amendments, Waivers and Severability. Except as otherwise provided herein, this Agreement may be amended, and compliance with any provision of this Agreement may be omitted or waived, only by written agreement duly signed by Illuminate and District. Any provision of this

Agreement that is prohibited or unenforceable in any jurisdiction shall not invalidate or render unenforceable the remaining provisions of this Agreement.

(e) Governing Law. This Agreement shall be governed by, and construed and enforced in accordance with, the substantive laws of the State of California, without regard to its principles of conflicts of laws. In the event of any dispute arising out of or relating to this Agreement, the parties consent to the exclusive jurisdiction of the federal and state courts sitting in Orange County, California for the purposes of resolving said dispute, except for claims for injunctive relief, which may be brought in any venue having jurisdiction over the parties hereto.

(f) Relationship of the Parties. Nothing contained in this Agreement shall be construed as creating any agency, partnership, or other form of joint enterprise between the parties. The relationship between the parties shall at all time be that of independent contractors. Neither party shall have authority to contract for or bind the other in any manner whatsoever. This Agreement confers no rights upon either party except those expressly granted herein.

(g) Limitation of Liability. In no event shall either party be liable to the other party or to any third party for any incidental, special, indirect, punitive or consequential damages arising out of or relating to this Agreement, even if such party or any of its authorized representatives has been advised of the possibility of such damages. Each party's aggregate liability arising out of or relating to this Agreement for any loss or damages resulting from any claims, demands, or actions arising out of or relating to this Agreement shall not exceed the fees paid or due payable by District to Illuminate during the preceding twelve months pursuant to this Agreement.

(h) Force Majeure. Neither party shall be liable to the other for any delay or failure to perform due to causes beyond its reasonable control. Performance times shall be considered extended for a period of time equivalent to time lost because of any such delay by providing prompt written notice of such expected delay to the other party.

IN WITNESS WHEREOF, the parties have entered into this Agreement effective as of the Effective Date.

ILLUMINATE EDUCATION, INC.

By: _____

Lane Rankin, President

XXXX UNIFIED SCHOOL DISTRICT

By: _____

Print: _____

Its: _____

EXHIBIT A

DISTRICT LOCATIONS

XXXX Unified School District locations and schools:

SAMPLE

EXHIBIT B

TASK LIST

<u>Date</u>	<u>Task</u>
January - February 2014	Initial implementation meeting
January - February 2014	Data conversion and imports
February - March 2014	District begins using Software

SAMPLE

INSPECT ITEM BANK ADDENDUM

TO

SOFTWARE LICENSE AND SUPPORT AGREEMENT

This Inspect Item Bank Addendum to Software License and Support Agreement ("**Addendum**") is entered into effective as of January 22, 2014, by and between Illuminate Education, Inc., a California corporation ("**Illuminate**") and XXXX Unified School District ("**District**").

RECITALS

WHEREAS, District and Illuminate have entered into that certain Software License and Support Agreement dated January 22, 2014 (the "**Agreement**"); and

WHEREAS, District and Illuminate wish to supplement the Agreement to provide that Illuminate will make available to District a database of test questions (the "**Item Bank**") known as "Identifying Needs: Standards Proficiency Exams for New Mexico Teachers" or "INSPECT" for use in conjunction with District's use of the Software (as defined in the Agreement).

NOW, THEREFORE, Illuminate and District mutually agree as follows:

1. Use of Item Bank. Beginning January 22, 2014 Illuminate agrees to make the Item Bank available for use by the District and District's employees solely in conjunction with their authorized use of the Software under the Agreement.
2. Fee for Use of Item Bank. In addition to the annual license fees set forth in the Agreement, District agrees to pay to Illuminate an additional annual fee for use of the Item Bank each school year equal to \$0.00 per student (calculated yearly based on student count) and otherwise on the same terms set forth for the payment of annual license fees in the Agreement.
3. Ownership Rights. District acknowledges that it will have no ownership rights with respect to the Item Bank and that District and District's employees will only be entitled to use the Item Bank in conjunction with their use of the Software.
4. Other Provisions of Agreement. All other provisions of the Agreement shall remain in full force and effect.

[Signature page follows]

IN WITNESS WHEREOF, the District and Illuminate have entered into this Addendum effective as of the date set forth above.

ILLUMINATE EDUCATION, INC.

By: _____
Lane Rankin, President

XXXX UNIFIED SCHOOL DISTRICT

By: _____
Print: _____
Its: _____

SAMPLE



2. PROJECT MINIMUMS

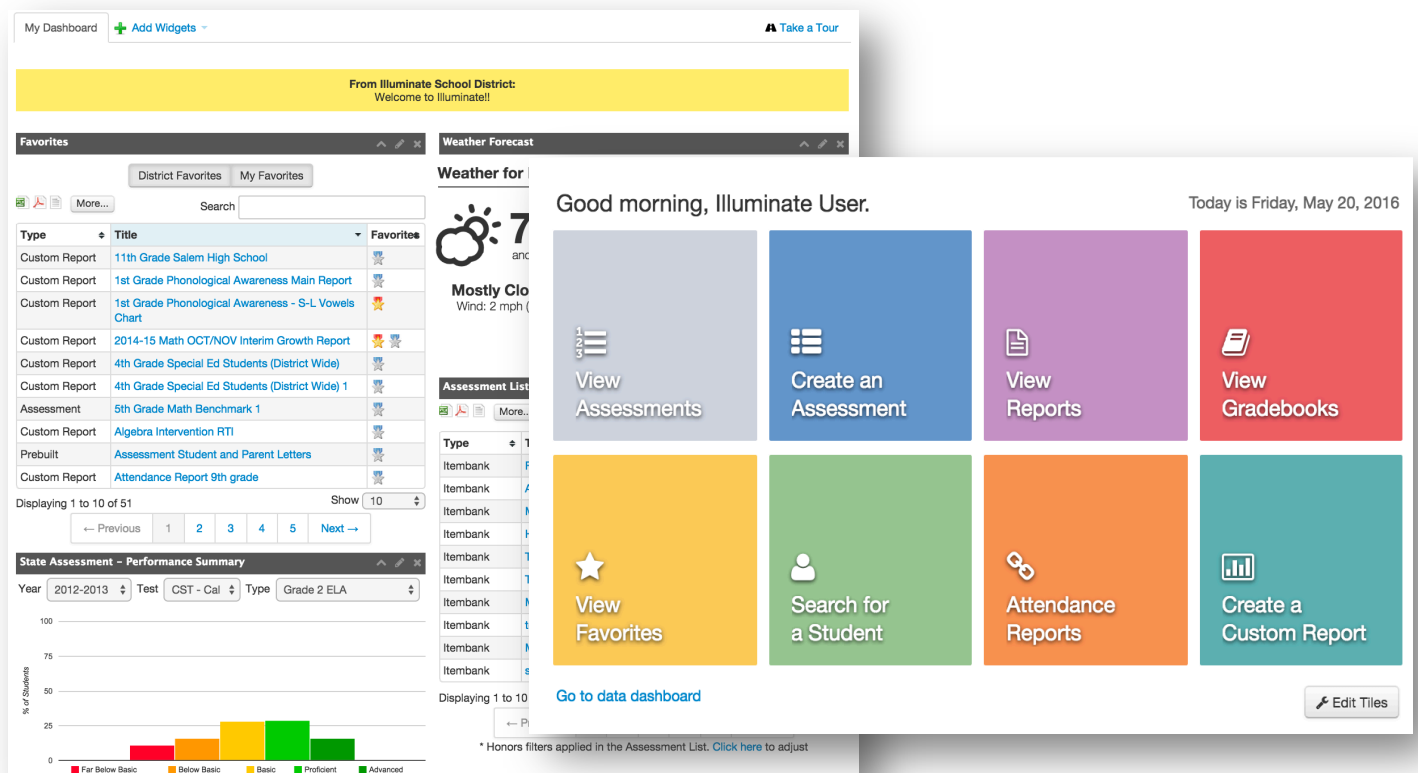
Describe how your product/service aligns with the project minimums. The project minimums were determined from feedback of features from stakeholders, including school and district administrators, teachers, technology and curriculum and instruction staff. Notice that the project minimums say must, should, or could. All project minimums that say “must” or “should” need to be answered. If the project minimum says could, a response may be submitted for consideration but will not be scored. All “must” and “should” responses will be scored. If the product does not meet all “must” project minimums, it will be eliminated from consideration.

- **The system must have the capability to upload and maintain students, courses, sections teachers and staff to the system from SIS (currently PowerSchool). This may be embedded or through a service. If through another service, this upload should be supported by the vendor. Automated update of SIS data must be in a timely fashion.**

Yes, Illuminate integrates with PowerSchool to upload and maintain rostering information on a nightly basis. In fact, currently 171 of our districts representing 864,000 students, or 10% of our clients, use PowerSchool.

- **The system must store and maintain assessment for both formative and summative assessments. Assessments include, but not limited to, state assessments (ie, LEAP 2025, EOC), national assessments (ie, ACT, CollegeBoard AP), local assessments (ie, benchmark, diagnostic, unit tests), teacher made assessments.**

Illuminate is designed to create, administer, store and maintain formative and summative assessments (local/district/teacher created), as well as store and maintain data from all state and national assessments.



A user-friendly interface makes every user's job easier: from district level educators who need to analyze trends, to instructional leaders who require fast and flexible reports to shape curriculum, to teachers using instant formative feedback mid-lesson to inform next steps. Illuminate anticipates your needs and removes the boundaries of your old data system. It allows you to customize for your culture, policies and procedures.

Instruction

Key Features

Align any test to State Standards instantly	Scan Answer Sheets/View results
Upload Already Created Assessments	Import Score Data
Attach Resources	Push results to integrated Gradebook
Print Answer Sheets	Assessment Specific Reports
College and Career Readiness	

Assessments: General

- ↓ Align any teacher or district created test with **state standards** and an answer key to generate rich reports.

Find and link standards

Choose a Standard Collection

Search standard keywords, e.g., Reading, 1.1

English Language Arts (1807)

Grade Nine and Ten

Search

Search Results: 145 standards found

Align Questions to Standards

	Students apply their knowledge of word origins to determine the...	Identify and use the literal and figurative meanings of words...
	CS.LA.9-10.RW.1.0 (Q1)	CS.LA.9-10.RW.1.1 (Q1)
Q1	<input checked="" type="checkbox"/> CS.LA.9-10.RW.1.0 (Q1)	<input checked="" type="checkbox"/> CS.LA.9-10.RW.1.1 (Q1)
Q2	<input checked="" type="checkbox"/> CS.LA.9-10.RW.1.0 (Q2)	<input checked="" type="checkbox"/> CS.LA.9-10.RW.1.1 (Q2)
Q3	<input checked="" type="checkbox"/> CS.LA.9-10.RW.1.0 (Q3)	<input checked="" type="checkbox"/> CS.LA.9-10.RW.1.1 (Q3)
Q4	<input checked="" type="checkbox"/> CS.LA.9-10.RW.1.0 (Q4)	<input checked="" type="checkbox"/> CS.LA.9-10.RW.1.1 (Q4)

Standard Progress

Displaying 1 to 29 of 29

Student ID	Last Name	First Name	CCSS.MA.5.5.NF.6 (4 q's, 4 pts)			CCSS.MA.6.6.EE.2.a (4 q's, 4 pts)		
			Percent Correct	Average	Trend	Percent Correct	Average	Trend
114773	Adi	Krystina	75.00%	75.00%	↓	50.00%	50.00%	↓
117568	Armendarez	Caprice	75.00%	75.00%	↓	75.00%	75.00%	↓
112154	Baaz	Chastity	50.00%	50.00%	↓	100.00%	100.00%	↓
123770	Binz	Tho	75.00%	75.00%	↑	100.00%	100.00%	↓
119485	Campion	Shayan						
111709	Covies	Paulo						
111068	Cuchiara	Sean Huy						
26481	Delamare	Marany						
111126	Dorman	Adriane						
492051	Durley	Siniah						

Standard Progress

↓ In addition to state standards, align questions (and generate reports) for any **content clusters** or other **groups** or standards you desire (e.g., Bloom's taxonomy levels, depth of knowledge, targets and claims, power standards vs. non-power standards, hard questions vs. easier questions, etc. the options are limitless).

CS.MA.8-12.AI.19.0

CS.MA.8-12.AI.1.1

CS.MA.8-12.AI.17.0

CS.MA.8-12.AI.4.0

CS.MA.8-12.AI.11.0

CS.MA.8-12.AI.2.0

CS.MA.8-12.AI.9.0

CS.MA.8-12.AI.22.0

CS.MA.8-12.AI.3.0

CS.MA.8-12.AI.12.0

CS.MA.8-12.AI.23.0

CS.MA.8-12.AI.24.2

CS.MA.8-12.AI.15.0

CS.MA.8-12.AI.6.0

CS.MA.8-12.AI.21.0

CS.MA.8-12.AI.7.0

CS.MA.8-12.AI.13.0

CS.MA.8-12.AI.5.0

CS.MA.8-12.AI.10.0

CS.MA.8-12.AI.20.0

CS.MA.8-12.AI.8.0

CS.MA.8-12.AI.18.0

CS.MA.8-12.AI.14.0

CS.MA.8-12.AI.25.2

Algebra I Blueprint Form A 12-13

(Add description)

Created by: Systems, Key Data

Subject: Mathematics

Scope: Benchmarks

Grade Levels: 8, 9, 10, 11, 12

Questions: 60

Standards: CS.MA.8-12.AI.1.1, CS.MA.8-12.AI.2.0, CS.MA.8-12.AI.3.0, ...

Question Groups: Properties, Operations, & Linear Equations, Functions

Itembank Versions Custom Reports Portal Shared

Curriculum Associates AIS Intel-Assess Online Testing Edusoft

Data Director

Overall Performance

Summary

Avg. % Correct	Students	% Not Mastered	% Mastered
62.7%	103	82.5%	17.5%

Overall/Question Group Performance

Functions & Rational Expressions	61.4%	77.7%	17.5%
Quadratics & Polynomials	65.0%	77.7%	17.5%
Graphs & Systems of Linear Equations	69.4%	77.7%	17.5%

Lowest Performing Questions

Q53	6%
Q21	6%
Q59	6%
Q25	6%
Q62	6%
Q55	7%
Q45	7%

Name *

Add Band

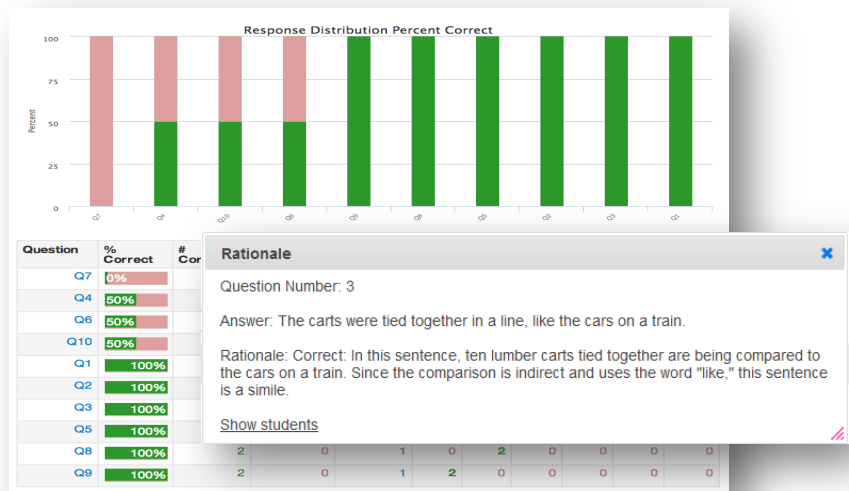
Color	Minimum Value	Label	Mastery	Delete
	90 and above	Standard Exceeded	<input checked="" type="checkbox"/>	
	77 to any value less than 90	Standard Met	<input checked="" type="checkbox"/>	
	65 to any value less than 77	Standard Nearly Met	<input type="checkbox"/>	
	40 to any value less than 65	Standard Not Met	<input type="checkbox"/>	

Save

Save and Return to Assessment

Reset

- You aren't limited to the defaults: **customize performance bands** to whatever cut points/labels/colors you want to use.
- Since **any assessment or assessment-related materials** (e.g., copy of the test, uniform study guides, PLC notes, pre-test lesson plans, data-proven review activities, etc.) can be uploaded to the assessment, users can easily accommodate graphics, graphs of previous test performance, visual aides to assist learners, etc.
- ↓ Use *Response Analysis* reports and more for instant **formative** intervention (which Qs did students miss, how did they answer Qs, what are the rationales for why they answered the way they did, who answered each way, etc. – all displayed instantly before testers even leave the classroom).



- Use summary and comparative assessment reports for **summative** feedback.

Multiple Assessment Performance Report
Teacher: Walls, Clyde
5th GRADE (86143), 1

Site Name: Lincoln Element
Grade Level: 5

Page 1 of 4

Student ID	Student Name	Gender	Race/Ethnicity	Special Ed	Special & Non	Percent Correct
1. 114773	Adil, Krystalina	Male	Latino			72% 55%
2. 117568	Amendarez, Caprice	Female	Latino			72% 65%
3. 112154	Baaz, Chastity	Female	Latino			85% 65%
4. 123770	Binz, Tho	Male	Latino			68% 100%
5. 119485	Campion, Shayan	Male	Latino			75% 78%
6. 111709	Cowles, Paulo	Male	Latino			75% 72%
7. 111068	Cuchara, Sean Huy	Male	Latino			3% 46%
8. 26481	Delamare, Mairany	Female	Latino			66% 92%
9. 111126	Dorman, Adriane	Female	Latino			97% 83%
10. 492051	Durfey, Siniah	Female	Latino			66% 98%

Selected Assessments:
Assessment 1: Grade 6 Math Blueprint Form B 12-13
Assessment 2: Grade 6 Math Blueprint Form A 12-13

Scan

Which version do you want to edit questions for?
Version 2

Version Order	From Master	Rubric	Correct	Points	Extra Credit	Standards
Q1	Q1		A	1		None
Q2	Q2		B	1		None
Q3	Q3		C	1		None
Q4	Q1		B	1		None
Q5	Q2		C	1		None
Q6	Q3		A	1		None
Q7	Q4		C	1		None
Q8	Q5		B	1		None
Q9	Q6		A	1		None
Q10	Q7		A	1		None

Save

- You can test with **multiple versions** of the same assessment (e.g., to discourage cheating) yet still analyze aggregated results.

- ↓ **Scan** (*without* a scanner – though you may use one if you want to) answer keys and student answer sheets instantly, right **from your web-browser**. Any user can do this, and there is no need for old, antiquated hardware for scanning (though Illuminate supports high-speed scanners and printers for large batches). As soon a student turns in an answer document (i.e., drops it under a camera in any crooked fashion), it is instantly added to the system (giving both student and teacher instant feedback, and freeing the teacher of the need to find time for a traditional scanner). Plus, the results feed into the Illuminate Gradebook and Parent Portal *with ease*.
- ↓ **Error-control** can alert you if a student has bubbled poorly, at which point you can rectify the situation.

Custom response point values are not yet supported with Gradecam scanning on the fly.

1 Scan Answer Keys

2 Scan Student Responses

3 Save & View Results

Sheet 1 Scanned: Student 56038

Student ID	Correct	Possible	Percent Correct	Incorrect Responses
56038	5	5	100	Show

You have already scanned this form. GradeCam will not scan the same form two times in a row.

Tools Teacher Student

Gradecam Plugin Version 2.0.1.28

GradeCam had difficulty reading the following items. The GradeCam ID on the form appears to be: 000099694

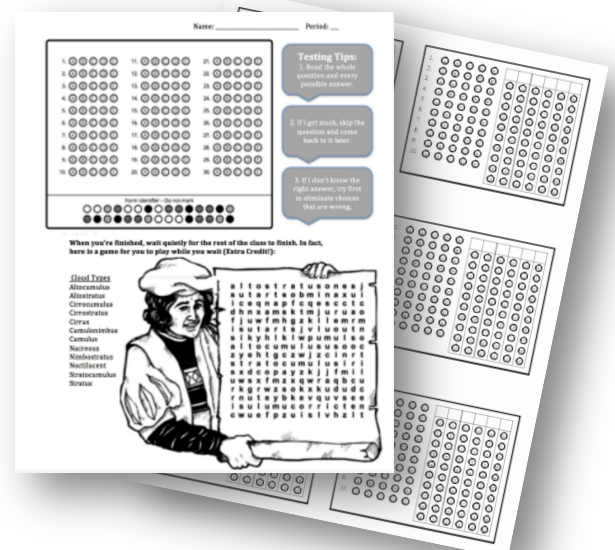
Please verify these items before clicking Accept.

Question 4

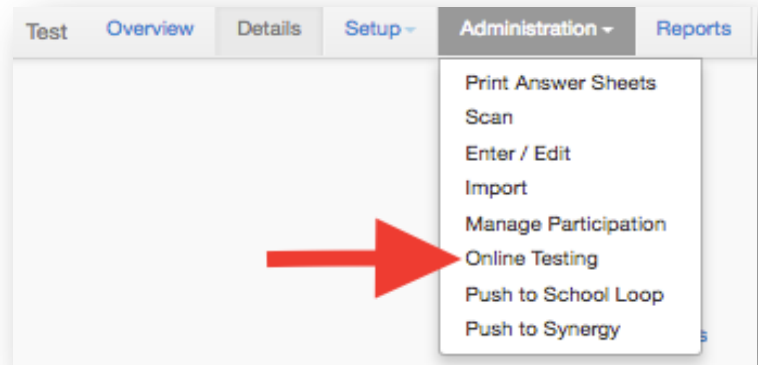
☐ A
 ☐ B
 ☐ C
 ☒
☒

Accept Ignore

- ↓ Print answer sheets on **plain paper** via any regular printer, and you can even opt to laminate (or use inexpensive sheet protectors) with dry- or wet-erase markers to let students use the same answer sheets over and over again all year long (or period to period, as well, if you print blank answer sheets rather than pre-slugged/pre-ID answer sheets). Any user can do this, and you can even use a template to create multiple answers sheets per page (to cut up).



- ↓ Illuminate also offers **Online Testing** administration for all assessments. Students log into their student portal to complete the exam.



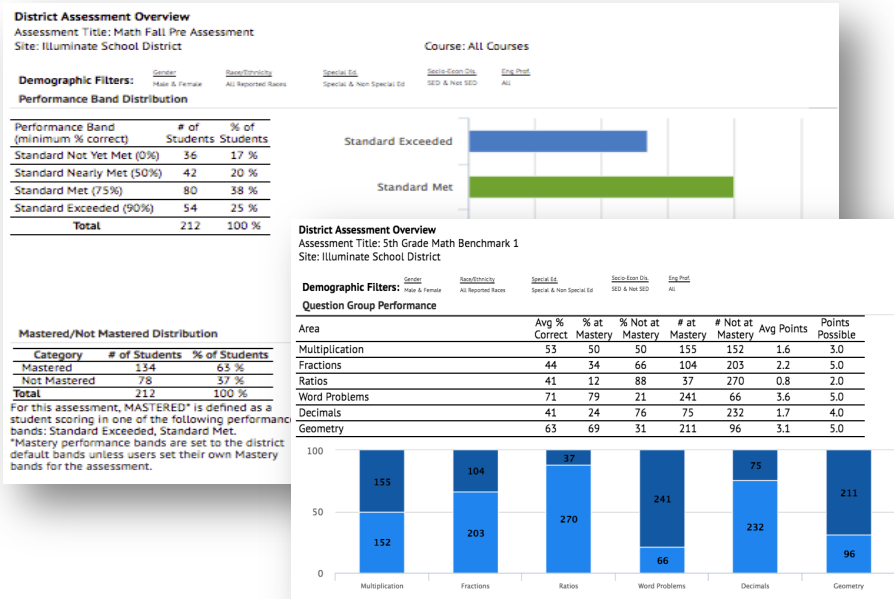
- ⇒ If you prefer to **manually enter or upload scores**, either of these approaches can also be done.

A screenshot of a dialog box titled 'Import Student Responses from a File'. In the top right corner is an 'Upload' button. The dialog contains two input fields, each with a red asterisk indicating a required field. The first field is labeled 'What is your file delimiter?' and has a dropdown menu showing '-- Choose One --'. The second field is labeled 'Choose the student responses file to import' and has a 'Choose File' button next to it. To the right of the 'Choose File' button, it says 'No file chosen'.

- ⇒ Assessment scores can be pushed directly to Illuminate's **Gradebook** as well as the **Parent Portal**.



Assessment reports are available with **varied stakeholders** in mind (e.g., reports for parents, reports for administrators, reports for students, reports for teachers, etc.).



District and teacher assessments can be disaggregated (e.g., by subgroup) and analyzed with ease at **varied levels** (e.g., student, teacher, classroom, period, course, school, district, etc.).

↓ Any user can **create, administer, manage, and share** (only if desired) his or her own assessments and can access any assessments shared with him or her (with a level of access controlled by each assessment's author).

Current Permissions

Can View & Download View Users	Can Administer View Users	Can Edit View Users	Remove
This assessment hasn't been shared with any users. Click here to share it with some users.			
Save Changes			

Share with some users

Select how you would like to share this assessment

Share With:

Example: If you want to share with particular staff members in the district you'll pick User, but if you want all teachers at your school site to access this assessment you'll choose Site & Role, etc.

☐ I understand how sharing works, so get the textual guidance out of my way.

Give these users the ability to

☒ **Can View & Download**
Allows user(s) to open the assessment, view its reports, & download its results

☐ **Can Administer**
Allows user(s) to scan student answer sheets, manually enter student responses, and import student response data for this assessment; user(s) may also remove responses for students to which they have access

☐ **Can Edit**
Allows user(s) to modify the structure of the assessment (change info, answers, standard alignment, etc.); user(s) will never have permission to delete the assessment

Share

- ↓ When viewing our powerful **assessment reports**, you may easily manipulate enrollment dates when necessary to report on historical data linked to students during a certain time period.



As of **Range** From 09/06/2010 To 06/17/2011

Gathering quick feedback from Illuminate even mid-lesson, teachers can instantly use data for flexible grouping of students, Response to Intervention (RtI) protocol, handing out differentiated activities, judging how to pace and plan the next lesson, etc. By linking assessments and assignments to standards and/or clusters or strands in *DnA*, they can more easily determine which lesson plans are successful and which standards individual students need more support in mastering.

Import/Export of Data

Our platform can support data from multiple data sources and it contains an integrated ETL tool, which allows for external data sources to be imported on a schedule (such as nightly). Data can be imported from flat files, direct database queries, etc.

Illuminate also integrates Talend (data extraction, transformation and loading tool) because it allows for quicker creation and management of re-usable data import/export jobs. All data in the Illuminate system can be exported to Excel, pdf, tab delimited, CSV, and XML.

Any **demographic** can be created and stored within Illuminate. **Historical assessment data** can be uploaded to an Assessment or a Summary Assessment, as well as to the system. The data can then be viewed with (or filtered by) any data in the system (e.g., you can disaggregate assessment data by subgroup, you can view the uploaded data next to state assessment scores or by class roster, you can use the uploaded dataset as a filter when viewing other data, etc. the list goes on).

An assessment (assignment, test, etc.) created or saved in multiple formats (e.g., created via a text's test generator, typed in Microsoft Word or Excel, saved as Adobe pdf, etc.) can be **easily uploaded** to Illuminate with just a couple of clicks. This houses the assessment as a file, however, rather than as item bank items that can be selected within the to populate other assessments.

Access to historic/longitudinal data

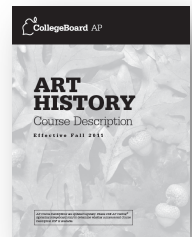
Illuminate allows access to multiple years via filtering options for both our entire system access as well as on filters for all of our prebuilt reports. A user does not

need to entirely log out of our system, but merely select a year from a drop down menu to have access to historical data. The retention of several years of data has no impact on system response time. Most pages within the system are lightweight requests that are processed by the server in less than one second.

Assessments Already in the System

In addition to publisher assessments (we'll work with you to build publisher tests if we don't already have them in the system), there are many assessments already available in the system. For example, we've built assessments for each of the following categories and can work with you to build others:

- ⇒ ACT: Practice Tests
- ⇒ AP: CollegeBoard Sample Questions
- ⇒ Multiple Intelligences Test
- ⇒ PSAT: CollegeBoard Practice Tests
- ⇒ Publisher assessments (if it's used by multiple clients and we don't already have it built in our system for you, we'll add it for you)
- ⇒ Released Test Questions from State Assessments
- ⇒ SAT: CollegeBoard Practice Tests
- ⇒ DIBELS Sixth and DIBELS Next Assessments
- ⇒ Student Surveys
- ⇒ More



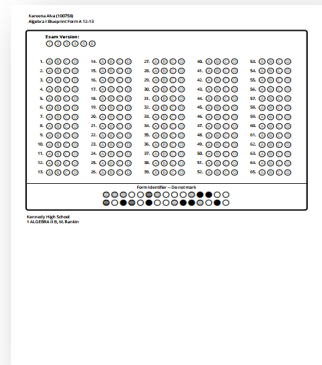
- **The system must provide web-based access for the teachers and administrators to view and disaggregate student assessment results. The software/service should generate secure logins from data in student information system.**

Illuminate is entirely web-based. Logins can be generated from the SIS system. Only users who have been authorized by the school district may login to the Illuminate system. Illuminate offers third party authentication (Active Directory, Google, etc.) integration options to clients who are leveraging the tools in order to bolster login security. All authorized users are provisioned their own individual account, and must provide appropriate credentials with every login. Additionally, users are automatically logged out of the system after a period of inactivity.

- **The system must allow the user to scan, manually enter/edit and import assessment results.**

Illuminate allows for multiple means of assessment data capture in the forms of:

⇒ Plain paper answer sheets that, when bubbled, can be “scanned” via being held in front of (or beneath) a web camera (models costs as little as \$8) or a document camera already in use (depending on the model).



⇒ Online testing- Students and parents may access online assessments via the Student Portal and Parent Portal. Online Testing also supports technology enhanced item types.



⇒ Manual entry

⇒ Data file upload (e.g., imported student answer files or imported summary data files) that are comma delimited, tab delimited, semicolon delimited, colon delimited, or another file type (e.g., Excel .xls or .xlsx) that is successfully converted into any of these formats.

Save or cancel You have unsaved changes.

ID	First Name	Last Name	Grade Level	Q1	All	Filldown
123251	Tho	Abarca	9	A		
5623	Nahel	Aberin	10	B		
92638	Itzel	Abney	12	A		
158	Noene	Abney	12	D		
105212	Monica Xuan	Abrahamson	12			
5115	Lane	Abrahan	10			
5129	Hars	Abrajan	10			

Import Student Responses from a File

What is your file delimiter? * -- Choose One --

Choose the student responses file to import * Choose File No file chosen

Upload

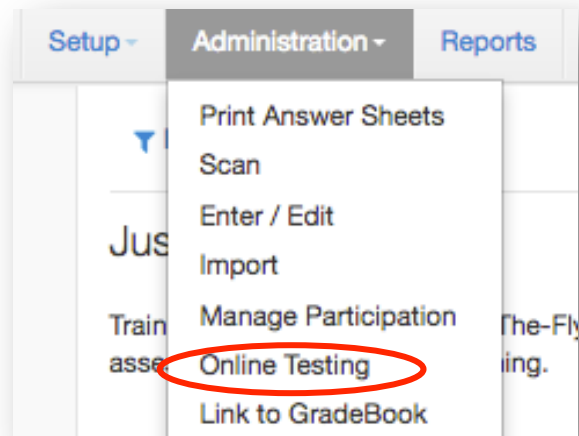
⇒ Traditional batch (high volume) scanning methods, including plain paper scanning with TWAIN-compliant scanners (e.g., Brother and/or Fujitsu)



Online Testing Administration

⇒ Simply open any assessment and click the **Online Testing** link underneath along with all the other options you can use (printing answer sheets, enter/edit, or scanning).

↓ Illuminate lists testing windows with status to show which testing windows are upcoming, open, or have passed. Notice the window can be controlled by time as well as date, so testing during specific class periods is easy to control.



Online Testing - Assessment Rosters

Q Preview Assessment + Add Roster + Add Quick Roster

Delete	Edit	Created By	Window Start	Window End	Time of Day Window	Status	Time Duration	Academic Year	Grade Level	Site	User	Department	Course	Section	Students	Portal	Password
		Venrose, Mike	Aug 17, 2016 12:00:00 AM	Aug 24, 2016 2:00:00 AM	All Day	■	None			Gardner Elementary - Sales PARCC	Venrose, Mike				25		
		Lacivita, Ryan	Aug 17, 2016 12:00:00 AM	Aug 24, 2016 2:00:00 AM	All Day	■	None			Gardner Elementary - Sales PARCC	Lacivita, Ryan				14		
		Lundquist, Karin	Jul 25, 2016 12:00:00 AM	Aug 1, 2016 2:00:00 AM	All Day	■	None			Dewey Elementary - Sales SBAC	Lundquist, Karin		(K6140) 4 Elem - Homeroom (42269)		17		

Legend: ■ Pending ■ Current ■ Passed

The list of students is dynamic, so if a student gets added to a teacher's class within the dates chosen, the student will automatically appear in the test roster without anyone having to do anything.

When setting up a roster for online testing, users have the option to randomize answer choices. When enabled, this will randomize all students answer choices similar to having different versions of the test. Questions/Items will be in the same order for each student, but given a different order of answer choices for the item.

↓ Once the student clicks on an assessment, the *Begin Test* link will start the clock, since you have the *option* of setting **time limits** for how long students have to complete each test.

Time of Day Window ☒ All Day ☐ Daily Window

Time Duration Minutes. Set to '0' for no time limit.

Student Pauses Set to '0' to disallow student pausing.

- ↓ Teachers can monitor student progress throughout the duration of the assessment (including the ability to Live Proctor the test question by question), as well as enable student help, pause student assessments, and force finish assessments.

Students Rostered for this Assessment

Displaying 1 to 19 of 19

Search

Actions	Student ID#	First Name	Last Name	Portal Access*	Started At	Finished At	Time Elapsed	Viewing	# Pauses
Force Finish Pause Enable Text to Speech Reset Password	550020249	Kesiani	Busser	Yes	Aug 18, 2016 09:13 am		26d, 04h, 31m	#1	0
		Tanner	Star	Yes	Jul 25, 2016 12:55 pm		20d, 49m	#1	0
		Jennae	Nebia	Yes					
		Ar	Lizbeth	Yes					

Hybrid Assessment Testing Overview Details Setup Administration Reports Advanced

← Q1 Last Name 1/2

Enable Help Pause Q Zoom + Goto

Responded: 5 out of 5 (100%) Correct: 3 (60%) Incorrect: 2 (40%)

Abercrombie Echols, ... Arias, Stephanie Avent, Samara Blugh, Andrew Bravo, Angel

A A A B E

Hybrid Assessment Testing Overview Details Setup Administration Reports Advanced

← DASH Last Name 1/2

Enable Help Pause Goto

	Q1 Q 60.0%	Q2 Q 80.0%	Q3 Q 40.0%	Q4 Q 60.0%	Q5 Q 80.0%	Q6 Q 60.0%	Q7 Q 100.0%	Q8 Q 80.0%	Q9 Q	Q10 Q
Abercrombie Echols, Broo...										
Arias, Stephanie			B							
Avent, Samara		A	D	B		A, C				
Blugh, Andrew	B		D							
Bravo, Angel	E			A	A	A, C		A, B		

- ↓ Taking the test is very straightforward. As soon as a student clicks an answer choice, the answer is saved (this way, if a window is closed, the student doesn't actually have to click a submit button – every question they answer gets saved).

Online Testing Demo V5

[Begin Test](#)

Due Date Thu Feb 06, 2014 3:17 PM

Questions 7

Time Started Thu May 23, 2013 1:32 PM

- ↓ However, the student may move back and forth to change answers as much as desired before the test's completion. Click *Next* or *Previous*, or use the *dropdown* menu to jump a particular question. Students can also leave notes, flag items to come back to, utilize text to speech, or pause an assessment.

ELA November Interim Assessment B (Constructed Response)

Question 1

Previous Question 1 Next

Passage

The Boasting Traveler / The Best Friends

Sample 1: The Boasting Traveler
Adapted from Aesop's Fables

On returning to his own country, a man who had traveled in foreign lands boasted very much of the many wonderful and heroic feats he had performed in the different places he had visited. Among other things, he said that when he was at Rhodes, he had leaped to such a distance that no man of his day could leap as far. He said that there were in Rhodes many persons who saw him do it and whom he could call as witnesses. One of the bystanders interrupted him, saying, "Now, my good man, if this be all true, there is no need of witnesses. Suppose this to be Rhodes, and leap for us."

Public Domain

Sample 2: The Best Friends

Jack and Jake had lived on the same street since they were three years old. They had grown up together. They went to the same school, Doyle Elementary School, and they were the best of friends despite their many differences. You see, Jack was an athlete. He was tall and strong and could run faster than anyone in his school. Jake was not an athlete, but he was very intelligent. He had the highest grades in all of his fifth-grade class. They were also very different in temperament. Jack was a braggart who was quick to tell anyone who would listen how he was the fastest runner and the best athlete in the whole school. Jake, on the other hand, was very quiet about his talents. Everyone knew that he was the smartest, but he never felt the need to remind anyone of that fact.

It wasn't long before Jack had no friends at all except for Jake. So one day he asked Jake, "Why do you have so many friends, and I have no friends except for you? I am the strongest athlete in the whole school, so why would anyone not want to be my friend?"

Jake replied, "Friends don't want to hear how you are so much better than them all of the time. If you are as good as you say that you are, they will observe it in your actions."

What information is unknown to the reader because "The Boasting Traveler" is told from the narrator's point of view?

☐ A the reason why the bystander questioned the boasting traveler

☐ B the experiences of the boasting traveler

☐ C the thoughts and feelings of the bystander

☐ D the words of the bystander

- ⇒ When a question has a passage, it appears on the left and can be scrolled if it's long, whereas the question will always remain displayed beside it.

ELA Practice Items - Question 6

Previous Question 6 Next

The Moon

Look up at the sky at night and you will often see something special brightly shining. That "special something" that always seems to be with us is called the Moon. We talk about the way it changes during the course of a month. We give special names to the Moon. We even have terms like "once in a blue moon." The Moon is an important part of our lives. It is an amazing object in many ways.

What is the Moon?

For hundreds of years, humans looked at the Moon and wondered about it. No one knows exactly what the Moon is, but scientists think it was once a part of Earth. Many years ago, the Earth may have been hit by a big object racing through space. Rocks broke away from the Earth after the object hit it. Then, the rocks came together in the space near the Earth to form the Moon.

Why does the Moon change shape?

The Moon moves around the Earth once every twenty-seven to twenty-nine days. As it does, the Moon spins. This makes it seem to change shape. It grows from a banana shape to a half moon. In time, it appears as a full moon. Sometimes, these full moons are given special names. People might call a full moon a strawberry moon or a wolf moon. Then, the Moon slowly grows smaller until it cannot be seen. This is called a new moon. The Sun actually causes these changes. The light of the Sun bounces off the Moon, making it glow. The amount of light we can see changes over time. So, it looks like the Moon is changing shape, but it really is not.

What are those spots on the Moon?

If you look closely at the Moon, it has dark spots and light spots. The dark spots are called seas. There is no water in these seas. In fact, there is very little water on the Moon. The seas were made of what is called out, smooth lava. Sometimes, these dark spots seem to take on shapes. To some people, the shapes make it look like there is a giant rabbit on the Moon. Other people think that the shapes make it look like a large frog is roaming the Moon.

The Moon also looks like it has a bunch of holes on it. These holes are called craters. Objects in space hit the Moon and leave craters behind. These craters do not change much over time. The craters you see probably have been that way for many years.

Can people live on the Moon?

Life on the Moon would truly be an adventure. The Moon is a hard place to live. It is quite hot during the day, but at night it turns cold. It also has no air. This means that people cannot live there without special clothing and tools. However, that has not stopped people from visiting the Moon in rockets. Neil Armstrong became the first man to visit and walk on the Moon in 1969. He and a man named Edwin Aldrin stayed on the Moon for less than a day. But, it took years to plan the trip. Since that jaw-dropping moment, several other men have walked on the Moon too. Some people have even driven in special trucks on the Moon.

The Moon is definitely a bright object in the night sky. However, it is more than just a big night-light. It is an amazing part of our lives and has been important ever since people started looking up.

What does the use of headings do to help the reader's understanding of the passage? Pick ALL that are correct.

☐ A It shows the reader clear they will learn about.

☐ B It shows that people know a lot of information about the Moon.

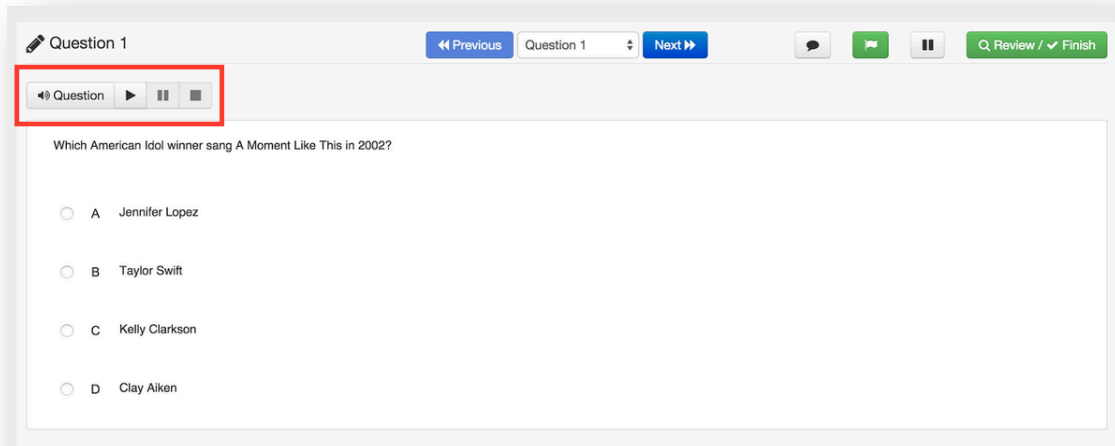
☐ C It shows questions that the reader can try to answer when reading.

☐ D It shows the reader the reasons why people still wonder about the Moon.

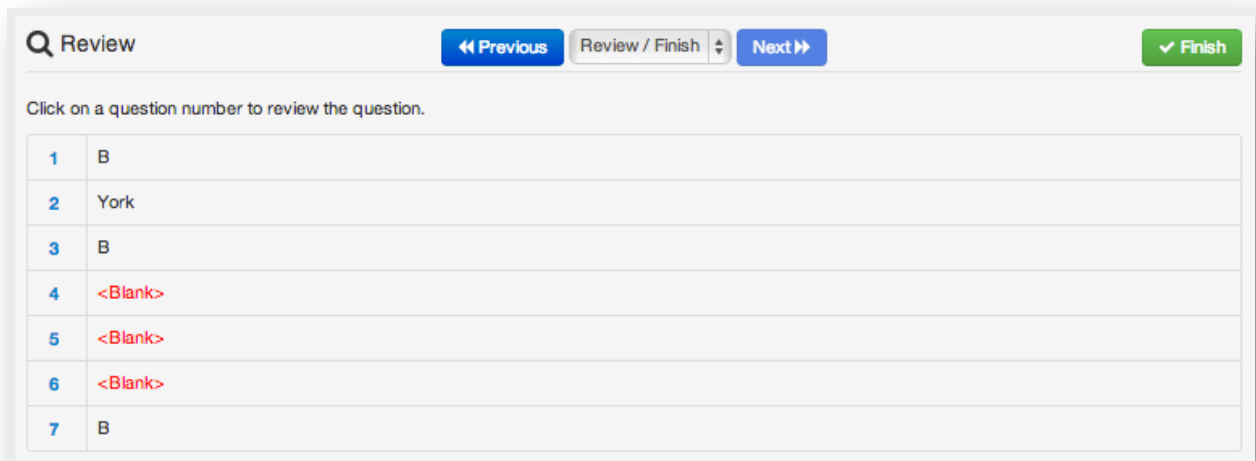
☐ E It shows there are many questions about the Moon that have no answers.

☐ F It shows questions that the author made and wants the readers to learn by reading other passages.

- ↓ Online Testing also allows for **Text to Speech**. This allows students to press a play button at the top of an online test page to have the question/passage read to them along with the answer choices.

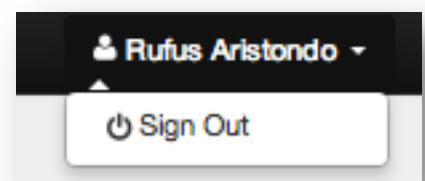


- ↓ After the last question, a review page summarizes student responses. If the student left any questions unanswered, he or she will get a warning upon clicking *Finish* (giving the student another chance to answer the questions).

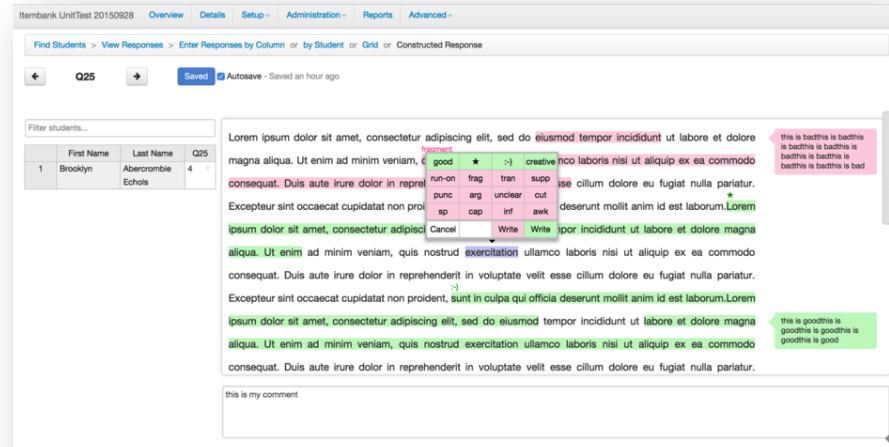


Once a student clicks *Finish*, the scores automatically populate the assessment reports in Illuminate (for teachers, administrators, parents, students, etc.), and results also automatically show in the student and parent portal, along with the other assessments.

- ⇒ Clicking *Sign Out* logs the student out of online testing and back into the portal to immediately view the score.



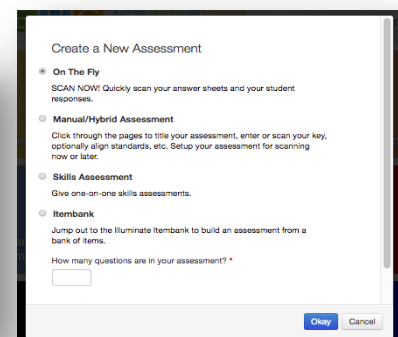
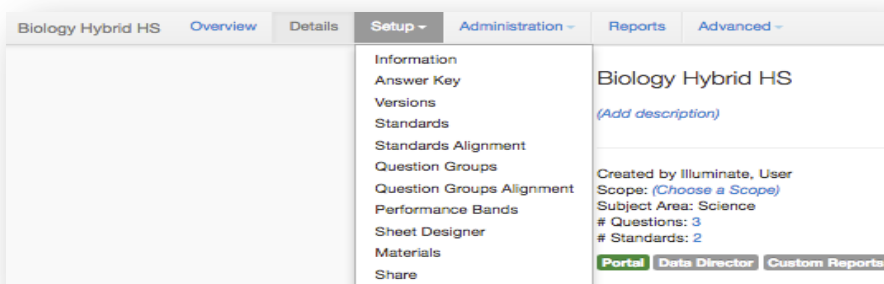
- ⇒ Illuminate online testing also supports alternating answer choices (in cases where an assessment is set up that way).
- ↓ Open-ended response items entered online show up on the Enter/Edit Responses page in Illuminate. Teachers can click 'Question Info' to see the answer in context with the question/rubric as well as add positive/negative notes, comments, corrections and more!



- The system could include the ability for the assessment results to come from an online assessment application as either a part of the system or through a third party. If the system has online assessment capability, please describe the following:
 - o test banks
 - o ability to modify and add questions
 - o user management
 - o test session creation and management
 - o rubrics
 - o tracking partial mastery or partial credit
 - o creation of items/test banks that includes technology enhanced items

Assessment Creation

Create assessments through a **clear**, intuitively simple process (involving **quick clicks** in areas where other systems require a lot of scrolling, repetition, and time).



Assessment Types

On The Fly Assessment Creation Workflow



On The Fly- Typically this is a formative assessment or an assessment you plan to align to standards at a later point in time. This could also be a quick check, as it allows you to quickly see how a lesson went, and you may or may not save the results.

Create a New Assessment

On The Fly

SCAN NOW! Quickly scan your answer sheets and your student responses.

Manual/Hybrid Assessment Creation Workflow



Manual Assessments- A manual assessment basically allows you to create an answer key in Illuminate, i.e. to a paper assessment, or a quiz on the board, etc., and align it to standards, then assess students via bubble sheet, clicker, or online.

The screenshot shows the 'Answer Key' page in the Illuminate assessment tool. The top navigation bar includes 'Test', 'Overview', 'Details', 'Setup', 'Administration', 'Reports', and 'Advanced'. The main content area is titled 'Assessment Detail > Answer Key' and includes buttons for 'Scan', '+ Add Question', and 'Print'. Below these buttons is a table with columns for 'Advanced', 'Rubric', 'Correct', 'Points', 'Extra Credit', and 'Standards'. The table lists five questions (Q1 through Q5) with corresponding input fields for each column. A 'Save' button is located at the bottom right of the table.

	Advanced	Rubric	Correct	Points	Extra Credit	Standards
Q1	<input type="checkbox"/>	<input type="checkbox"/>	<input type="text"/>	<input type="text" value="1"/>	<input type="checkbox"/>	None
Q2	<input type="checkbox"/>	<input type="checkbox"/>	<input type="text"/>	<input type="text" value="1"/>	<input type="checkbox"/>	None
Q3	<input type="checkbox"/>	<input type="checkbox"/>	<input type="text"/>	<input type="text" value="1"/>	<input type="checkbox"/>	None
Q4	<input type="checkbox"/>	<input type="checkbox"/>	<input type="text"/>	<input type="text" value="1"/>	<input type="checkbox"/>	None
Q5	<input type="checkbox"/>	<input type="checkbox"/>	<input type="text"/>	<input type="text" value="1"/>	<input type="checkbox"/>	None

Hybrid Assessments- This assessment type works the same as a manual assessment, but allows users to upload a PDF, Word document, or PowerPoint copy of an assessment to the system. Once uploaded, students have the ability to see a copy of the test online alongside the answer key you've set up for it. No more having a paper copy on the desk to read while they use an online answer key, so no more killing trees!

Math Practice 2

NO CALCULATORS PERMITTED FOR THIS TEST.

PLEASE DO NOT TURN THIS PAGE UNTIL YOU ARE ASKED TO DO SO.

Copyright © EduTest 2008 Mathematical Reasoning Entrance Examination

Question 1
 $-10 + -3 - -4 + 5 =$
 A: 2 B: -12 C: -4 D: 16 E: None of these

Question 2
 $-96 \div -6 \div 8 =$
 A: 2 B: 12 C: -12 D: -2 E: None of these

Question 3
 Jo bought a used car for \$6000 and paid 15% deposit. How much did he still have to pay?
 A: \$900 B: \$5000 C: \$4500 D: \$5100 E: None of these

Question 4
 $5 \times -2 - (8 - 12) \div 16 \div -8 =$
 A: 6 B: -8 C: -16 D: -6 E: None of these

Question 5
 What is 8% of \$600?
 A: \$580 B: \$480 C: \$48 D: \$58 E: None of these

Question 6
 Which is the longest distance?
 A: 3500cm B: 65.5m C: 7500mm D: 15.5m E: 0.1km

Question 5 sidebar: A, B (selected), C, D, E

Question 6 sidebar: A, B (selected), C, D, E

Question 7 sidebar: The circle has a radius of...]

Skills Assessment Creation Workflow



Skills Assessments are an easy way for teachers to assess student's recognition of numbers, short words, letters, etc. The teacher sets up a series of questions (or "prompts") and then assesses the student and records the results in real time form within Illuminate.

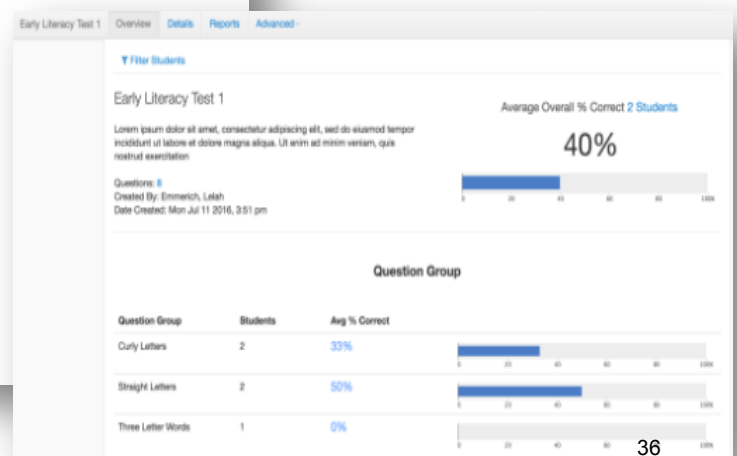
Basic Phonics Skills Test (BPST III)
 Aanestad, Baocchi (560069150)

Exit

m

Item 1 / 91
 Directions: What sound does this letter make?

Previous Correct Incorrect Next



Itembank Standard Assessment Creation Workflow



Itembank Assessments- You can jump directly into the Itembank module to create an assessment as well. There are two types of assessments within the Itembank, **Standard**, where you build your own test by selecting specific items aligned to the standards you wish to assess, or **Quick**, which allows you to input the standards you're assessing and it will automatically build the assessment for you based on the number of items you want.

Hi there. What kind of content do you want to create?

- ☒ **Assessment (Standard Mode)**
Choose this to create your own test. You can select from any of the available public items, use any of your personal items, or use any from the available item banks.
- ☐ **Assessment (Quick Mode)**
This is the new approach to creating assessments. You will be able to select all the standards you want to test against. Furthermore, you will be able to set criteria for each selected standard. Questions will be auto generated based off the selected standards and set criteria.
- ☐ **Item**
Choose this to create your own test question. You can create questions just for you, or you can share them with other teachers.
- ☐ **Passage**
Choose this to create your own question Passage. Usually a Reading or Science Passage that precedes a group of questions on a test.

[Next](#) [Cancel](#)

New Quick Assessment: Quiz 1

STEP 1: Enter Details

STEP 2: Select Standards

STEP 3: Select Exclusions

STEP 4: Generate Questions

The Itembank allows users to generate assessment booklets using a variety of templates and options (2-column vs. full-page, side-by-side horizontal distractors vs. 2-column vertical distractor table vs. 2-column horizontal distractor table, select font type, select font size, etc.). Illuminate also uses a combination of technologies to ensure each question displays appropriately in PDF/print format.

Users can select whether they would like a teacher booklet printed with guidelines, instructions, full text, standards/rationale information and scoring rubrics.

The item bank also allows users to see item revisions and make sure any assessments including that item utilize the most recent revision.

PDF Templates

Template	Description	Example
<input checked="" type="radio"/> 2 Columns	Item Display: 2 Columns Distractor Display: Vertical	
<input type="radio"/> 2 Column Table	Item Display: Side By Side Distractor Display: Vertical	
<input type="radio"/> Full Page		

Print Options

Font Face * ☒ Helvetica (Sans-Serif) ☐ Times (Serif) ☐ DejaVu (Serif) ☐ DejaVu (Sans-Serif)

Font Size * ☐ Tiny - 8pt ☒ Small - 10pt ☐ Med - 12pt ☐ L - 14pt ☐ XL - 16pt

Question Spacing * ☐ Minimal - 1x ☒ Medium - 1.5x ☐ Large - 2x ☐ XL - 3x ☐ XXL - 4x

Choice Spacing * ☐ Minimal - 1x ☒ Medium - 1.5x ☐ Large - 2x ☐ XL - 3x ☐ XXL - 4x

Constructed Response * ☒ Lined ☐ Blank Space

Space Formatting * ☐ Lined ☐ Blank Space

Teacher Edition * ☒ Yes ☐ No

Teacher Edition Options * ☒ Shows on Teacher Edit ☐ Rationale ☐ Attributes

Item Revisions


Master Item Id	332816
This Revision	1
Latest Revision	1
Published Revision	1

Revision	Created	Updated	Published
1	Aug 4, 2014	Aug 4, 2014	Yes

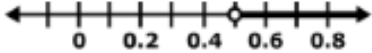
Illuminate Item Types

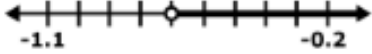
Illuminate supports 17 item types within our Itembank. These include:

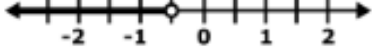
Multiple Choice/Selected Response:

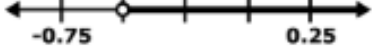
 **Section 1 - Question 1**

Select the number line that represents all solutions of $e > -0.5$.


☐ A 

☐ B 

☐ C 

☐ D 

Non-Traditional Selected Response:

 **Section 1 - Question 3**

Which value for b will make the statement true?

$5 \times b$ is less than 5, but greater than 0

Select *all* that are correct.

☐ A $\frac{1}{2}$

☐ B $\frac{3}{4}$

☐ C 1

☐ D $1\frac{1}{2}$

Evidence Based Selected Response:

<p>The Spider <i>by Jane Taylor</i></p> <p>"Oh, look at that great ugly spider!" said Ann. And screaming, she brushed it away with her fan. "Tis a frightful black creature as ever can be, I wish that it would not come crawling on me."</p> <p>"Indeed," said her mother, "I'll offer to say, The poor thing will try to keep out of your way. For after the fright, and the fall, and the pain, It has much more reason than you to complain."</p> <p>"But why are you afraid of the poor insect, my dear? If it hurt you, there'd be a reason for your fear; But its little black legs, as it hurried away, Did but tickle your arm, as they went, I dare say."</p> <p>"For them to fear us we must agree to be just, Who in less than a moment can tread them to dust. But certainly we have no cause for alarm; For, were they to try, they could do us no harm."</p> <p>"Now look! It has got to its home do you see, What a delicate web it has spun in the tree? Why here, my dear Ann is a lesson for you: Come learn from this spider what patience can do!"</p> <p>"And when you are working you're tempted to play, Recollect what you see in this insect today. Or else, to your shame, it may seem to be true, That a poor little spider is wiser than you."</p> <p>Public Domain</p>	<p>Section 1 - Question 7</p> <p>The following question has two parts. First, answer part A. Then, answer part B.</p> <p>Part A:</p> <p>Which statement best describes how Ann and her mother are different?</p> <p><input type="radio"/> A Ann's mother believes that spiders should be feared, and Ann believes that her mother can learn from spiders.</p> <p><input type="radio"/> B Ann's mother believes that spiders are afraid, and Ann believes that spiders are scary.</p> <p><input type="radio"/> C Ann believes that spiders should be feared, and her mother believes that Ann can learn from spiders.</p> <p><input type="radio"/> D Ann believes that spiders are wise, and her mother believes that spiders are of no use.</p> <p>Part B:</p> <p>Which stanzas from the poem provide the necessary details to answer part A?</p> <p><input type="radio"/> A Stanzas 1 and 2</p> <p><input type="radio"/> B Stanzas 1 and 3</p> <p><input type="radio"/> C Stanzas 1 and 4</p> <p><input type="radio"/> D Stanzas 1 and 5</p>
--	--

Selectable Text:

Section 1 - Question 4

Click on a word or phrase to make a selection. Your response will be saved automatically.

Read the sentence. Select the word in the sentence that should have a comma after it.

Yes I will make cookies for the annual soccer league bake sale .

Select Dropdown:

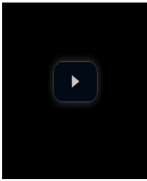
Section 1 - Question 2

A trapezoid has sides.

Constructed Response:

Section 1 - Question 17

Read the question and type your response in the box below the question. Your response will be saved automatically.



Respond to Carl Sagan's The Pale Blue Dot. State your opinion / argument and give reasons to support it.


As you plan, write, and edit be sure to

- include a clear introduction (with a "hook")
- clearly state your opinion / argument
- include facts and reasons that support your opinion / argument
- explain and connect your ideas
- organize your writing so that the information is clear to the reader
- write a conclusion
- check your work for spelling, punctuation, and grammar

There is a 4-point writing rubric included that was based on the Opinion Rubric for Grades 4-5 written by Karin Hees (Source: http://www.coloradopic.org/files/archives/rubrics_hees-ccss_k-5_writing2011.pdf)

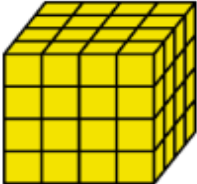
Rich text editor toolbar: Bold, Italic, Underline, Text Color, Background Color, Bulleted List, Numbered List, Indent, Outdent, Link, Unlink, Undo, Redo, and a full screen icon.

Explicit Constructed Response:

 Section 1 - Question 5

Read the question and type your response in the box provided. Your response will be saved automatically.

Sally built a rectangular prism using cubic units. What is the volume of the rectangular prism Sally built?



cubic units

Drawing Response:

Section 1 - Question 6

Draw your response in the box below. Your response will be saved automatically.

Indicate with color the shift of the galaxy moving away from Earth.

A

-

→

↶

↷

.

•

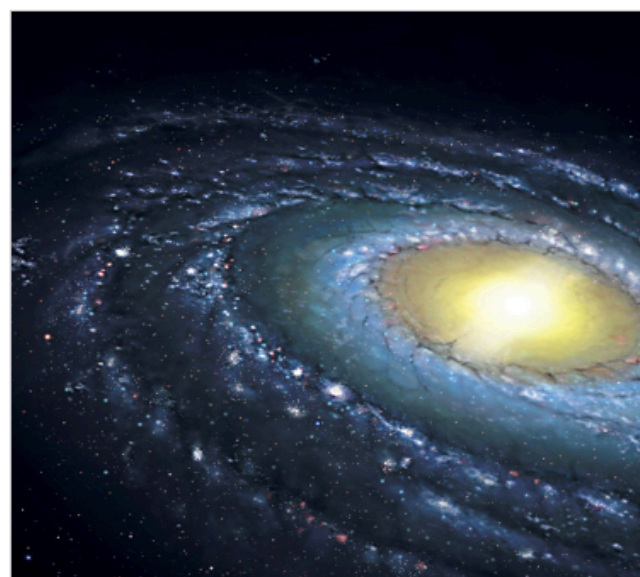
●

⦿

Outline Color:

Fill Color:

Font Color:



Math Equation Response:

Section 1 - Question 10

Read the question and enter your response in the box provided. Use the tools and your keyboard to construct your response.

Alicia is making cupcakes for a party she is having and wants to make sure everyone gets at least one cupcake.

The recipe calls for $\frac{1}{2}$ of a teaspoon of salt for every batch and each batch makes 21 cupcakes. If Alicia is having a party with 84 people attending, how many teaspoons of salt will Alicia use?

▼
teaspoons of salt

+

$\frac{x}{y}$

π

−

(x)

\sqrt{x}

×

$\frac{x}{2}$

$\frac{x}{\sqrt{y}}$

÷

$|x|$

<

=

$\frac{\text{over}}$

¢

±

§

>

≤

≥

Multi-Part:

Teacher Instructions

TEACHER READS:

Read and complete the task that follows.

 [Show Information](#)

At an ice cream social, $\frac{3}{4}$ of a gallon of ice cream is split into bowls, each containing $\frac{1}{16}$ of a gallon of ice cream. How many bowls of ice cream can be made?

If each bowl of ice cream creates a profit of \$0.35, what could be the profit made from the $\frac{3}{4}$ of a gallon of ice cream?

Drag and Drop-Classify:

Section 1 - Question 11

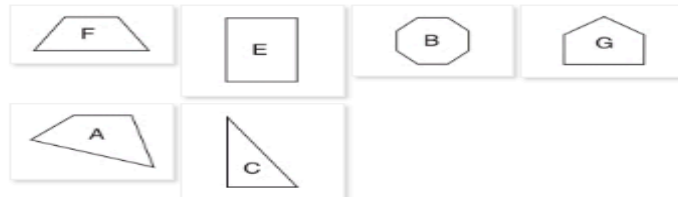
Look at these seven shapes.

Sort the seven shapes into the following two groups.

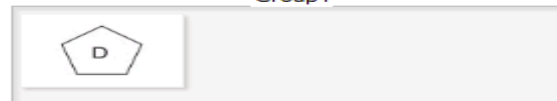
- Group I must have shapes with no pairs of parallel sides.
- Group II must have shapes with at least one pair of parallel sides.

Drag the shapes into the corresponding boxes.

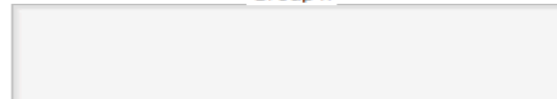
 undo  start over




Group I



Group II





Drag and Drop-Order:

 **Section 1 - Question 12**

You may use this model to help answer the question.

1							
$\frac{1}{2}$				$\frac{1}{2}$			
$\frac{1}{3}$		$\frac{1}{3}$		$\frac{1}{3}$			
$\frac{1}{6}$	$\frac{1}{6}$	$\frac{1}{6}$	$\frac{1}{6}$	$\frac{1}{6}$	$\frac{1}{6}$	$\frac{1}{6}$	
$\frac{1}{8}$	$\frac{1}{8}$	$\frac{1}{8}$	$\frac{1}{8}$	$\frac{1}{8}$	$\frac{1}{8}$	$\frac{1}{8}$	$\frac{1}{8}$

Order the following fractions from **least to greatest**:

 undo
 start over


$\frac{1}{3}$

$\frac{5}{6}$



$\frac{2}{8}$

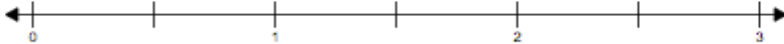
Place answers here

Graphing-Number Line:

 **Section 1 - Question 13**

Use the Add Point tool to place a point on the number line where $\frac{3}{2}$ should be located.

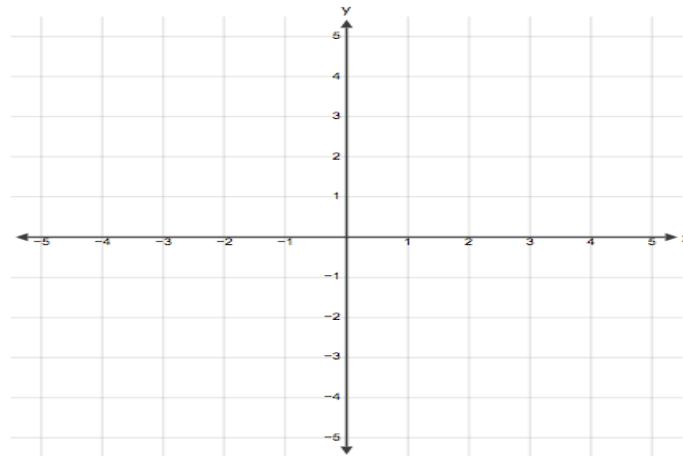
 undo
 start over



Graphing-Place Point:

Section 1 - Question 14

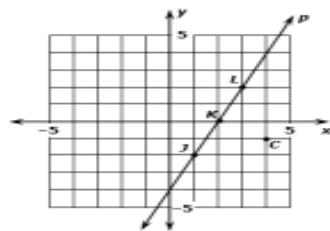
A figure drawn on a coordinate plane has vertices at $(1, 2)$, $(1, 4)$, $(-4, 4)$, and $(-2, 2)$. On the coordinate plane below, plot the vertices of the figure after a rotation of 270° clockwise about the origin.



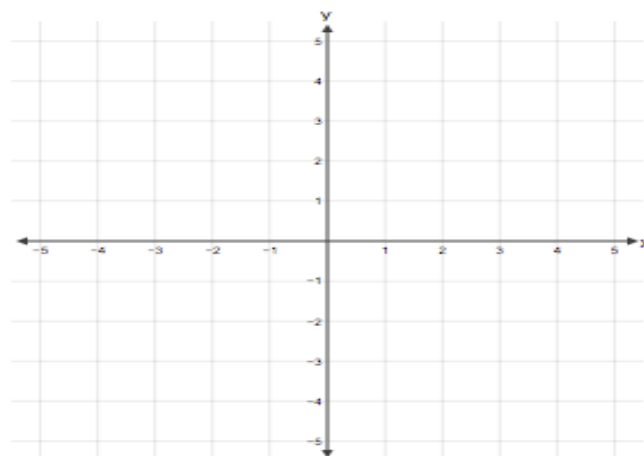
Graphing-Place Line:

Section 1 - Question 15

Line p is shown below. Points J , K , and L are on line p .





On the coordinate plane below, draw the dilation of line p by a scale factor of 2 through the point $C(4, -1)$.



Matching Tables:

Ken has saved \$120 in his bank account. Do the following situations leave Ken with a balance of \$0?

Select Yes or No for each situation.

 undo  start over





Situation	Yes	No
spending \$120 to go on a trip	<input checked="" type="radio"/>	<input type="radio"/>
earning \$120 mowing lawns	<input type="radio"/>	<input type="radio"/>
buying 2 coats that cost \$120 each	<input type="radio"/>	<input type="radio"/>
buying a bike that costs \$120	<input type="radio"/>	<input type="radio"/>

Itembank Content Creation

Not only can you create assessments in the Itembank, but you can also create/edit items and share items with colleagues or even other educators around the world.

Hi there. What kind of content do you want to create?

- ☒ **Assessment (Standard Mode)**
Choose this to create your own test. You can select from any of the available public items, use any of your personal items, or use any from the available item banks.
- ☐ **Assessment (Quick Mode)**
This is the new approach to creating assessments. You will be able to select all the standards you want to test against. Furthermore, you will be able to set criteria for each selected standard. Questions will be auto generated based off the selected standards and set criteria.
- ☐ **Item**
Choose this to create your own test questions for you, or you can share them with other educators.
- ☐ **Passage**
Choose this to create your own question passage. Science Passage that precedes a group of questions.

  Create  Assessments  Items

Question Details Standards Passage Preview Publish Revisions

[Next](#) [Cancel](#)

Content Creation Workflow




Illuminate allows users to create a multitude of item types including:

Multiple choice:

Question 1

Job Hunting

Job Hunting



Hello, how are you? Are you busy today?
I've started a business. I can begin right away.

I only take cash; please don't write a check.
I've heard they can be a real pain in the neck.

5 Do you have a dog I could walk each day?

I'd put on its leash. No, it won't run away.
Don't you have a cat lying round this big place?

I could keep it busy as we play chase.
What about a parrot? I could teach it to talk.

10 Or even an iguana I could take for a walk.

What about those dishes stacking up by the sink?
I could scrub them spotless. Well, what do you think?

Does your car need washing? Or your sidewalks swept clean?
What about those clothes by your washing machine?

15 I noticed the leaves all around your front yard.
I have my own rake. No, it wouldn't be hard.

What an enormous cage! Is that a tiger I see?
I'd best be going now. My mom really needs me!

How is the illustration in the poem helpful to the reader?

- ☒ A It shows some of the jobs that could be done.
- ☐ B It helps the reader understand why the car is dirty.
- ☐ C It shows why the speaker wants to start a business.
- ☐ D It helps the reader know where the leaves come from.


Constructed Response:

Question 6

Read the question and type your response in the box below the question. Your response will be saved automatically.

A student spends 30 minutes walking outside on a day when the air temperature is 20°C. She then spends 30 minutes walking outside on a day when it is 0°C. On the colder day only, she finds herself very tired when she comes back inside. Explain this observation in detail using your understanding of the concept of homeostasis.

Selectable Text:

 Question 5

[<< Previous](#) Question 5 [Next >>](#)


[Review / Finish](#)

Click on a word or phrase to make a selection. Your response will be saved automatically.

Select the **verbs** in the following sentences.

The dog **ran** down the street. I **chased** after him but I could not **catch** him. He was too fast!

Explicit Constructed Response:

 Question 3

[<< Previous](#) Question 3 [Next >>](#)


[Review / Finish](#)

Read the question and type your response in the box provided. Your response will be saved automatically.

Identify the missing word in this famous quote from Shakespeare's Richard III.

Now is the winter of our discontent
Made glorious summer by this sun of ;
And all the clouds that lour'd upon our house
In the deep bosom of the ocean buried.

Non-Traditional Selected Response:

 Question 4

[<< Previous](#) Question 4 [Next >>](#)

[Review / Finish](#)

Which of the following are complete sentences.

A The black and white bird. ☐ True ☐ False

B The bird flew south for the winter. ☐ True ☐ False

C The bird flew. ☐ True ☐ False

D The bird south for the winter. ☐ True ☐ False

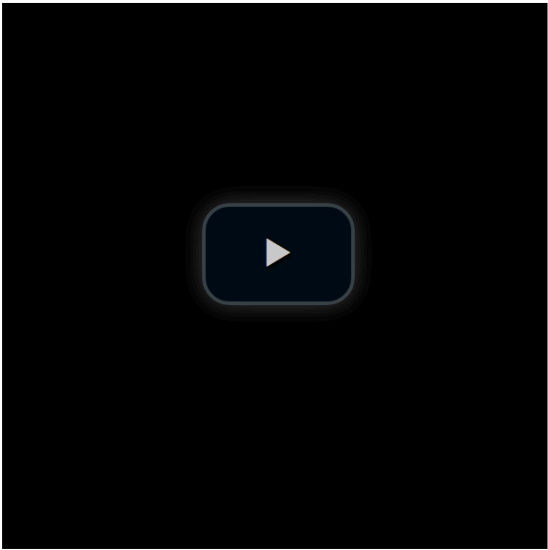
Multimedia:

Question 14

◀ Previous Question 14 Next ▶

⏸ Review / ✓ Finish

Should Kids Have the Right to Vote?



What is the purpose of the video, "Should Kids Have the Right to Vote?"

- ☐ A to explain why kids should have the right to vote
- ☐ B to show both sides of an argument on whether kids should vote
- ☐ C to entertain with a story about a school election where kids voted
- ☐ D to express why kids should not have the right to vote

Drawing Response:

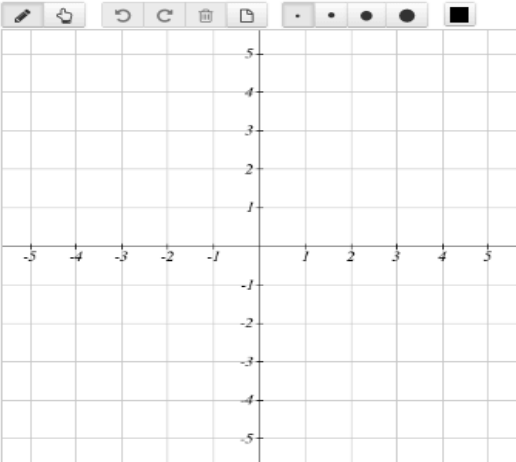
Question 4

◀ Previous Question 4 Next ▶


⏸ Review / ✓ Finish

Draw your response in the box below. Your response will be saved automatically.

Graph the following line.
 $(-4, 3)$ $(3, -2)$



Math Equation Response:

 Question 1

[<< Previous](#) Question 1 [Next >>](#) [Review / Finish](#)

Read the question and enter your response in the box provided. Use the tools and your keyboard to construct your response.

What is the Pythagorean Theorem?

$$a^2 +$$

Illuminate uses LaTeX document markup language (equation editor) as its built-in formula editor to ensure the accuracy of mathematical formulas used in items. Users can add tools for student use, i.e. rulers, protractors, etc.

Create and/or link to passages, add diagrams and images, use or include distractor rationales and difficulty ratings, and more. Our item bank provides users with extensive layout and character options, such as formula characters, foreign language letters, tables, diagrams, etc.

Link items easily to subject area specific standards. More than one standard can be linked to one question. Selected items relating to these standards show up quickly and can easily be added to a test in a single click.

Linked Standards

CCSS.LA.9-10.RST - Grades 9-10 Literacy in Science and Technical Subjects - College- and Career-Readiness Standards and K-12 English Language Arts (2010) - Common Core State Standards - Reading

CCSS.LA.9-10.RCCR.1 - Grades 9-10 Literacy in Science and Technical Subjects - College- and Career-Readiness Standards and K-12 English Language Arts (2010) - Common Core State Standards - Reading

Read closely to determine what the text says explicitly and to make inferences from what is stated and implied using what you know about the text and yourself when speaking to support conclusions drawn from the text.

Search Standards

Common Core - Common Core State Standards

Standard Keywords: NS.1.1, Inequalities, etc

Search Standards

-- Type --

- ✓ Common Core - Common Core State Standards
- Common Core - Dynamic Learning Maps
- National - Advanced Placement Standards
- National - National Standards for Students
- Next Generation Science Standards - Disciplinary Core Idea (DCI) View
- Next Generation Science Standards - Crosscutting Concepts View
- Arkansas - Arkansas State Standards
- Arizona - Arizona State Standards
- California - California State Standards
- Florida - Florida State Standards
- Georgia - Georgia State Standards
- Illinois - Illinois State Standards
- Indiana - Indiana State Standards
- Iowa - Iowa State Standards
- Kansas - Kansas State Standards
- Kentucky - Kentucky State Standards
- Louisiana - Louisiana State Standards
- Maine - Maine State Standards
- Maryland - Maryland State Standards
- Massachusetts - Massachusetts State Standards
- Michigan - Michigan State Standards
- Minnesota - Minnesota State Standards
- Mississippi - Mississippi State Standards
- Missouri - Missouri State Standards
- Montana - Montana State Standards
- Nebraska - Nebraska State Standards
- Nevada - Nevada State Standards
- New Hampshire - New Hampshire State Standards
- New Jersey - New Jersey State Standards
- New Mexico - New Mexico State Standards
- New York - New York State Standards
- North Carolina - North Carolina State Standards
- North Dakota - North Dakota State Standards
- Ohio - Ohio State Standards
- Oklahoma - Oklahoma State Standards
- Oregon - Oregon State Standards
- Pennsylvania - Pennsylvania State Standards
- Rhode Island - Rhode Island State Standards
- South Carolina - South Carolina State Standards
- South Dakota - South Dakota State Standards
- Tennessee - Tennessee State Standards
- Texas - Texas State Standards
- Vermont - Vermont State Standards
- Virginia - Virginia State Standards
- Washington - Washington State Standards
- West Virginia - West Virginia State Standards
- Wisconsin - Wisconsin State Standards
- Wyoming - Wyoming State Standards

Search Filters

Selected Standards: CCSS.LA.9-10.R

Item Banks: [INSPECT](#)

Item Keywords: [Enter Item Keywords](#)

Passages: [With or Without Passages](#)

Item / Passage Identifiers: [Enter Identifiers](#)

Item Types: [Select Item Types](#)

Attributes: [Item \(Language:English\)](#)

Passage Title: [Enter Passage Title](#)

[Q Search](#)

Illuminate seamlessly integrates benchmarks and item banks (including the Illuminate Itembank) into the DnA platform to allow seamless scanning, scoring, and reporting of data. Assessments (assignments, formative assessments, summative assessments, quizzes, etc.) are standards-based, and you can see why students answered the way they did.

What is INSPECT®?

Pre-Built Assessment Suite - INSPECT® includes, at no additional cost, **over 200 pre-built assessments**, including an *Interim Formative Benchmark Program*, a *Summative/End-of-Year Program*, and a *Performance Task Program*, designed to emulate end-of-year, high-stakes exams. Together, these assessments can be used throughout the year to complete a comprehensive assessment program.



50

with over 14,000 ELA items and over 20,000 math items. Items are written using an **evidence-centered design**, following the same specifications used by SBAC, PARCC, and other high-stakes testing providers. INSPECT® is constantly growing with **hundreds of new innovative items added each month**.

Real-World Situations in Mathematics - To display mastery of high-rigor standards, students must be able to apply math in various situations. This requires a deep **conceptual and procedural knowledge** of mathematics. INSPECT® items provide opportunities for students to demonstrate their math skills in real-world contexts.

High Quality Passages - Both quantitative and qualitative measures are used to assess grade-level appropriateness of passages within INSPECT®. INSPECT® goes beyond literary texts, offering **complex history, technology, and science-based content** to support the shifts necessary for college and career readiness. These passages include items written to the literacy standards for History/Social Studies and Science and Technical Subjects. Additionally, INSPECT® includes dual-text passages, allowing for students to synthesize across texts.

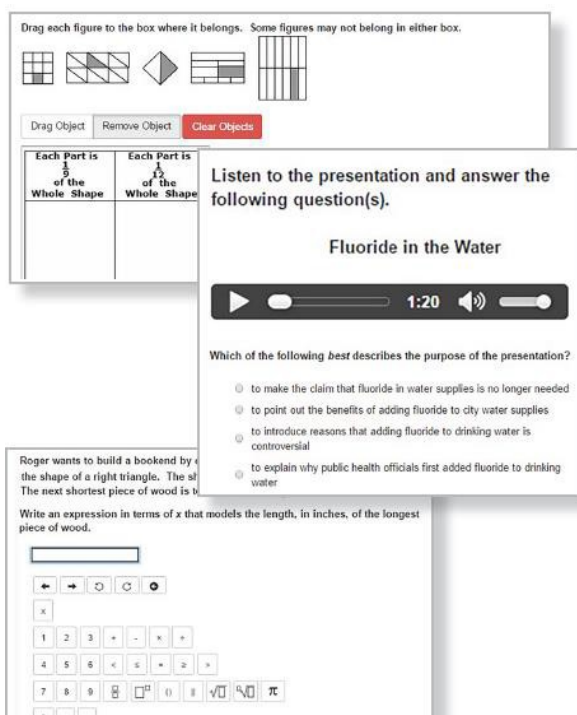
INSPECT® Science and History - INSPECT® supports history and science with a topic-based item bank. Within this item bank, INSPECT® currently offers over **8,000 science** items and over **5,500 history** items.

Next Generation Science Standards (NGSS) - With the release of the Next Generation Science Standards, it is clear that existing science items cannot be repurposed. Providers offering an NGSS item bank are likely doing so prematurely. As NGSS assessment-related resources are made available, INSPECT® will begin developing topic-based **assessments written specifically to the NGSS**. We anticipate development of these assessments during the 2015-16 school year.

INSPECT® Checkpoints- For the 2015-16 school year, INSPECT® will offer Checkpoint Assessments. These mini formative assessments (6-8 questions) include standards within a given content cluster. Checkpoints allow for a quick 'ticket-out-the-door' evaluation of student learning in order to gauge short-term progress.

Technology-Enhanced Item Types - INSPECT® encompasses the most comprehensive array of item types in the industry. In addition to traditional items, INSPECT® includes all item types currently used in the high-stakes testing environment:

- Multiple choice, single correct response



- Multiple choice, multiple correct responses
- Evidence-based selected response
- Short text/Constructed response
- Equation/Numeric
- Fill-in tables
- Drag and drop
- Graphing
- Graphing
- Interaction/Multi-part
- Matching tables
- Hot text
- Drop down
- Technology Enabled-Listening

INSPECT® Assessments en Español- Starting the 2015-16 school year, INSPECT® will include Interim Formative Assessments and Summative Assessments translated into Spanish by professional translators using idiomatic translation techniques. These assessments will assist districts and schools with assessments for dual-immersion programs.

Item Development Process - INSPECT® employs the **most demanding item writing process** in the industry. To be accepted, each item must be unanimously approved by three separate content experts, ensuring items are free of any bias and sensitivity concerns, align to the appropriate standard(s), and meet the rigor expected for the standard. In addition, each item writer must maintain an 85% acceptance rate in order to continue contributing to the item bank.

Item Integrity - Statistical data are collected from items to ensure items and assessments in the bank are **reliable and valid**. Items that fall outside of acceptable statistical norms are removed from the INSPECT® Item Bank or revised and reevaluated.

Item Attributes - Mathematics and English language arts items include **DOK, Revised Bloom's Taxonomy**, and SBAC and PARCC attribute alignments (e.g., claims, sub-claims, targets, etc.). Mathematics items are also aligned to the **Standards for Mathematical Practices**. These attributes can be used during test creation, reporting, and filtering.

Key Features of INSPECT®

- **Several hundred** items added **each month**
- Spans grades **K-12 ELA and math**









- ELA items cover **reading, writing, listening, and language**
- Items requiring **evidence-based responses**
- **Distractor rationale** provided for all multiple choice, evidence-based selected response, and multiple correct response items
- **Complete rubrics** with sample responses for all constructed response items

- **The system should be able to have multiple levels of proficiency, ie, LEAP 2025- Advanced, Master, Basic, Approaching Basic, Unsatisfactory; district assessments scale of 1-10 or 100 points.**

Yes, Illuminate supports multiple levels of proficiency including Advanced, Master, Basic, Approaching Basic, Unsatisfactory, and district specific scales. You aren't limited to the defaults: customize performance bands to whatever cut points/labels/colors you want to use.

Name *

Add Band

Color	Minimum Value	Label	Mastery	Delete
	90 and above	Standard Exceeded	<input checked="" type="checkbox"/>	
	77 to any value less than 90	Standard Met	<input checked="" type="checkbox"/>	
	65 to any value less than 77	Standard Nearly Met	<input type="checkbox"/>	
	40 to any value less than 65	Standard Not Met	<input type="checkbox"/>	

Save Save and Return to Assessment Reset

- **The system must be able to align assessment results to Louisiana Student Standards. Any changes to the standards due to new content adoptions by the Louisiana Department of Education, should be able to be easily updated by the district or automatically uploaded by the vendor.**

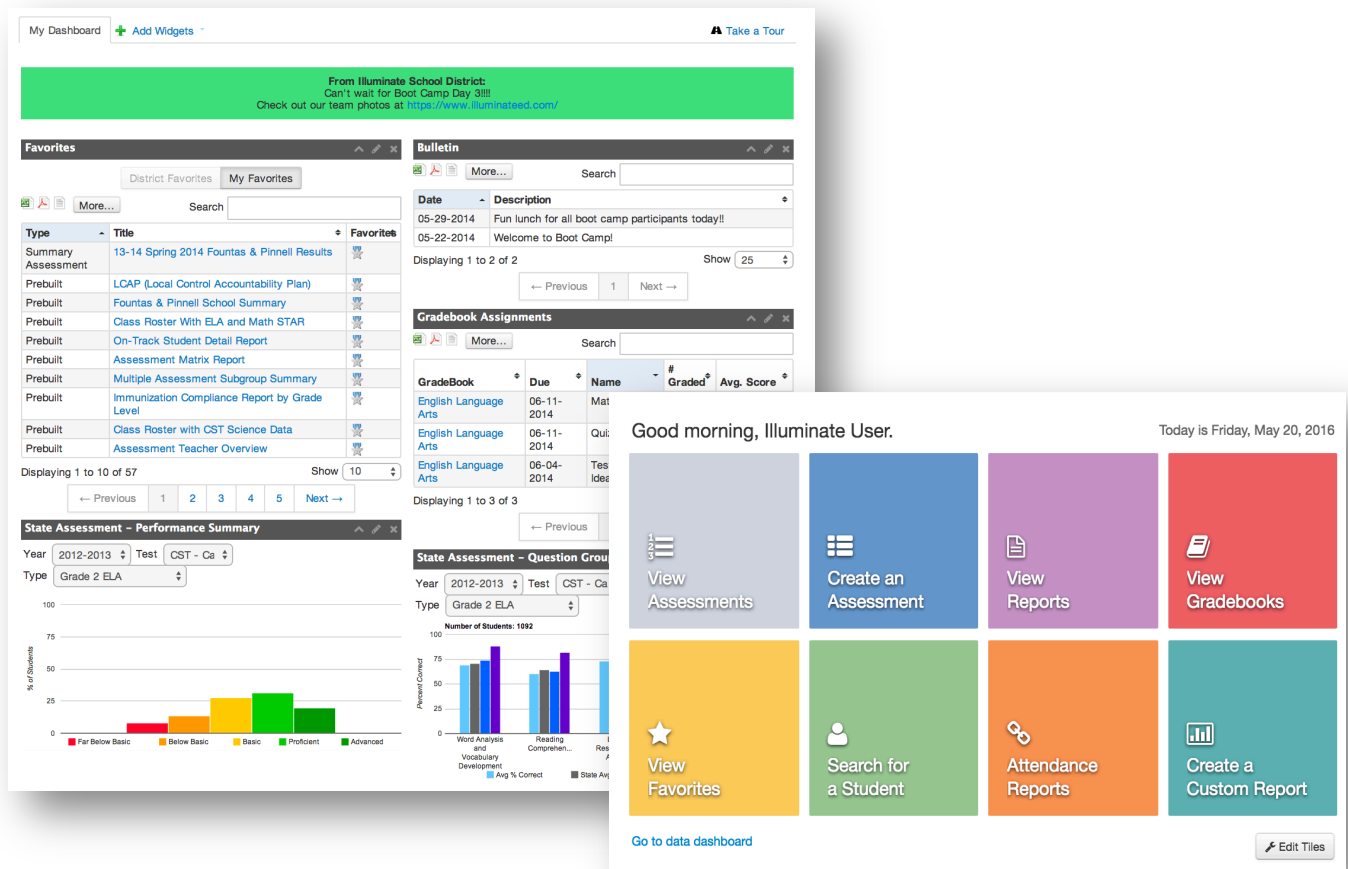
Yes, assessment results can be aligned to Louisiana Student Standards, changes to the standards will be automatically updated by Illuminate through our partnership with Academic Benchmarks.

- **The system must include a reporting system. The system should be able to print reports that are easy to read and will help guide instruction. The reports should be able to be exported. Reports should be easy to read with possible graphs and charts to guide instruction.**

Move from data to analysis to decision-making easier and faster than before. Illuminate DnA prebuilt reports support a host of **analysis needs** (to raise achievement) and **communication needs** (e.g., parent letters, student letters, etc.), our ad hoc reporting tool allows for quick custom reports with graphs, and our integrated Business Intelligence (BI) tool allows districts to create and deploy its own prebuilt reports district-wide as well. These reports provide feedback tied to standards, student demographics, and more. **Remember:** Illuminate DnA is an “all-the-data” product, so you can report on combinations of any data you want.

Dashboard

- ↓ Immediately upon logging on, each user sees customizable dashboard options that provide fast, current feedback on a host of topics.



- ↑ Each user can add, remove, edit, or drag and drop widgets/tiles to new locations in order to customize this home screen to best meet his or her needs.

Pre-Built Reports

No one should have to write queries to get data. Illuminate recognizes that districts don't have time for complicated, antiquated systems. Thus:

- ↓ Illuminate DnA gives you a **straightforward** interface anyone can use – no complex query writing required.

Site: Illuminate School District | Enrollment/Roster Date: Control Panel (07-29-2015) | Student Group: All Students

Departments: Filter Departments (Optional)

Courses: Filter Courses (Optional)

Additional Filters

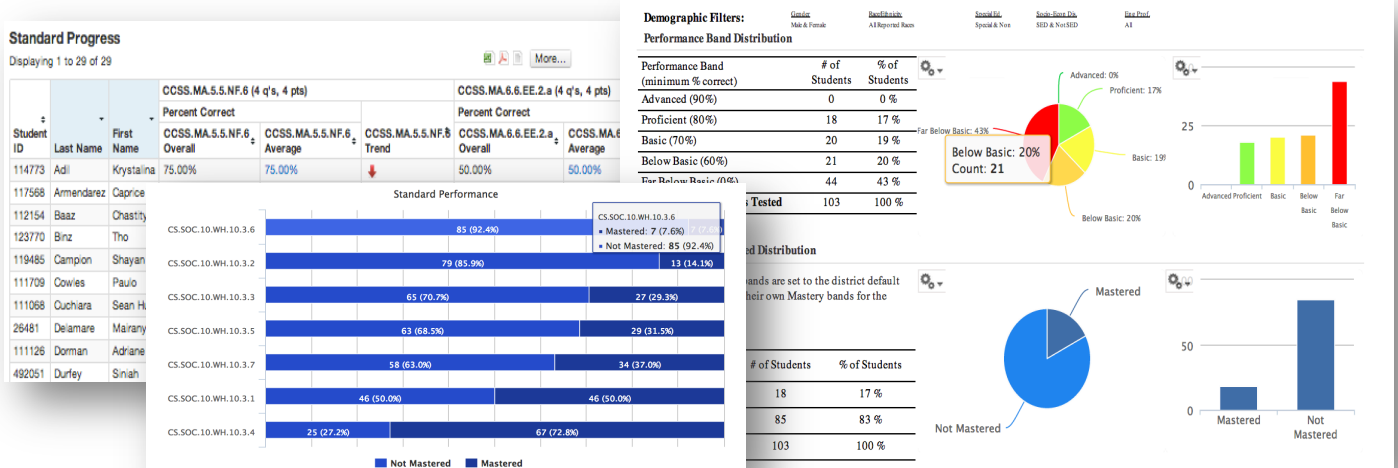
Student Programs: Filter Student Programs (Optional) | Grade Levels: Filter Grade Levels (Optional) | English Proficiencies: Filter English Proficiencies (Optional)

Reported Race: All Reported Races | Additional Student Group Filter: All Students | Gender: Male & Female

Special Education: Special & Non Special Ed | Socio-Economic: SED & Not SED | Counselors: Filter Counselors (Optional)

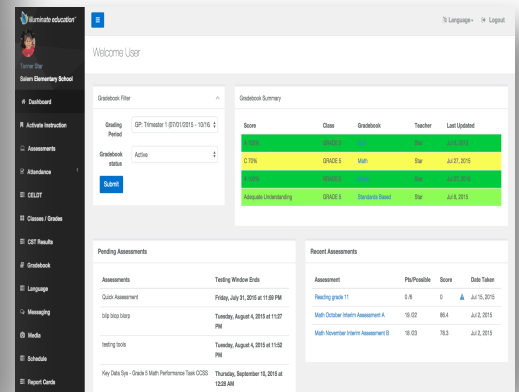
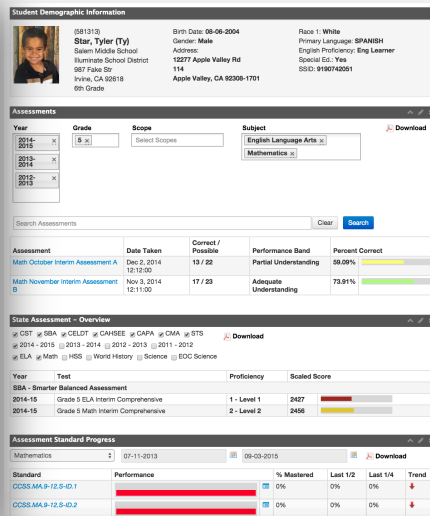
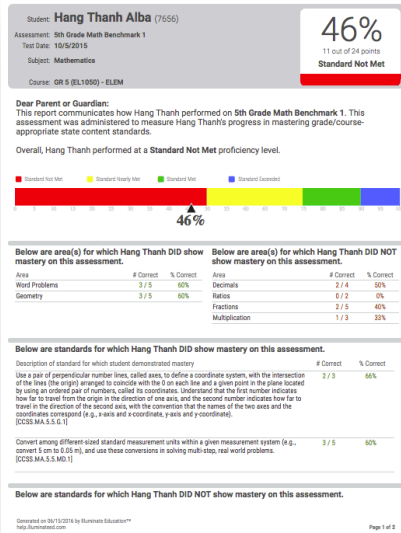
- ↓ **Demographic filters** on pre-built reports (and available for custom reports, as any piece of data can be used as a filter criterion in a custom report) allow you to monitor and compare subgroups of students (such as all AYP accountability subgroups, and other criteria such as gender).

- ↗ Illuminate DnA offers **prebuilt reports** (e.g., for cross-sectional data analysis, like subgroup performance at varied levels).

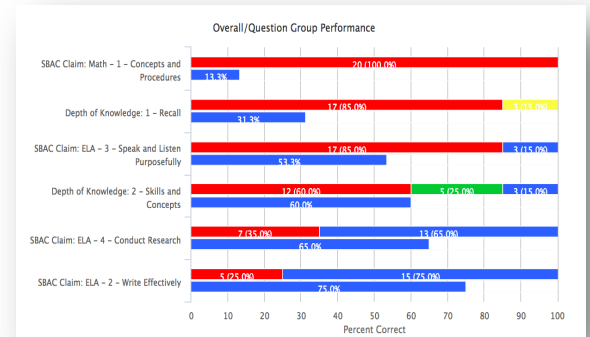
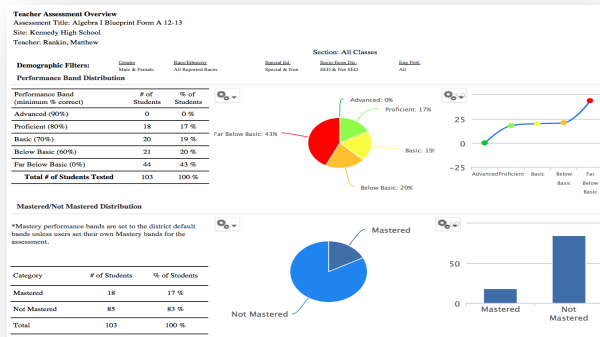


Developed from an educator's perspective, Illuminate DnA **anticipates the needs** of users and provides reports to meet those needs (e.g., how much a teacher's students improved over the course of a year).

Teachers, parents, students, administrators, counselors, district staff... Illuminate DnA has reports catered to **each user's needs**.



↓ **Graphs** make trends easier to spot (they can even be added to custom reports any user can make, and user-created custom BI reports).



📊 Reports are **dynamic**, so you can interact with them. "Drill-down" (e.g., from site, to teacher, to student), hover over a graph bar to see the data it contains, click a content standard abbreviation to see the standard's complete verbiage, click a column header to sort the report by that criteria and instantly update the displayed

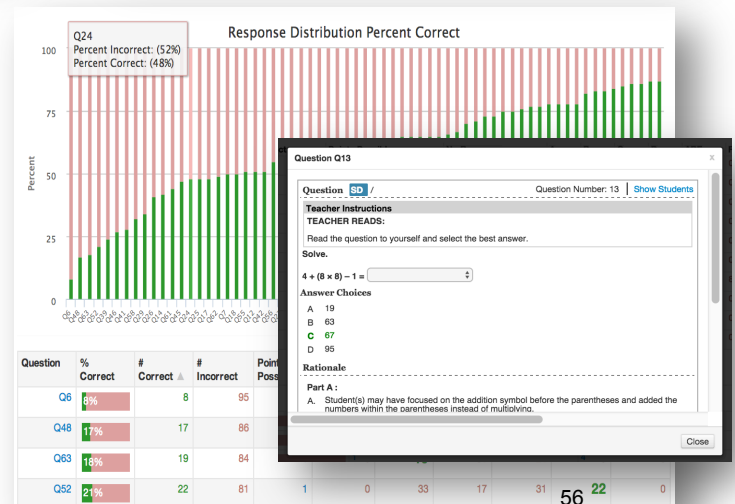


chart...these are just some of the many ways in which Illuminate DnA reports are dynamic.

Assessment Specific Pre Built Reports

Matrix Report- displays a breakdown of an assessment by question, question group, or standard for each individual student and overall.

Response Frequency- displays a graphical and numerical breakdown of student responses.

Performance Summary- allows users to compare your students' performance to that of other periods, the site, and the district.

Peer Comparison- reports to users how students, teachers, or sites performed on the test and in relation to one another.

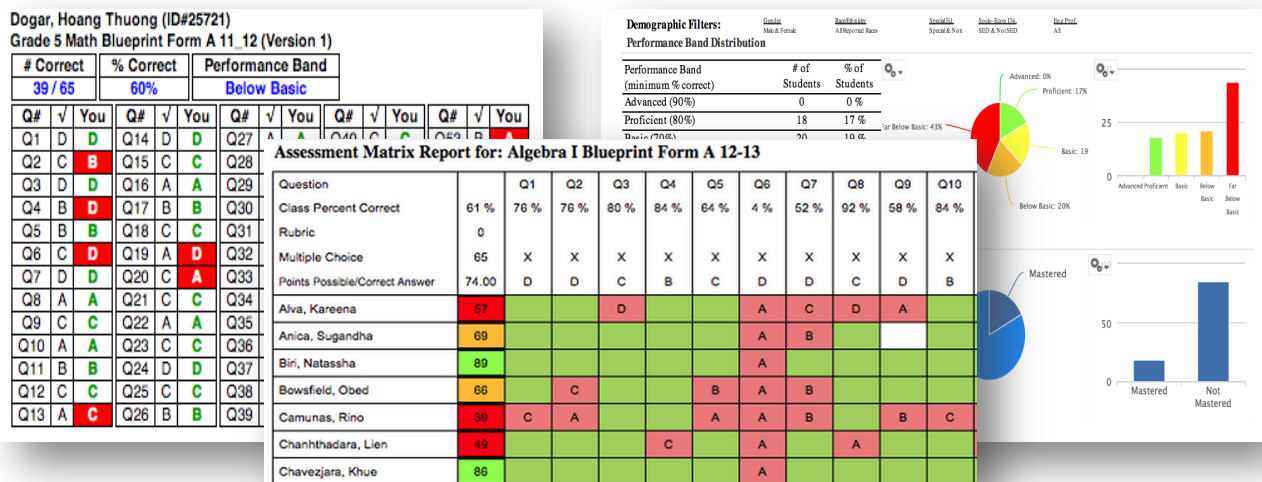
District Peer Comparison- reports to users how the entire district performed on the test and in relation to one another.

Site Peer Comparison- reports to users how the entire site's worth of teachers performed on the test and in relation to one another.

Teacher Peer Comparison- reports to users how an entire class performed on the test and in relation to one another.

Student Parent Letters- communicates to a student or parent how 1 student performed on 1 test in letter format with graphical and standard breakdowns.

Student Small Slips- paper saving "mini reports" for multiple students on the same sheet of paper, which can be cut to distribute.



Statistics- provides statistics on a test's composition and results.

Standard Progress- helps users monitor students' progress on standards or question groups. This report also gives an option to run only by assessments with common standards and question groups.

District Overview- reports a basic summary of a district's performance on a test.

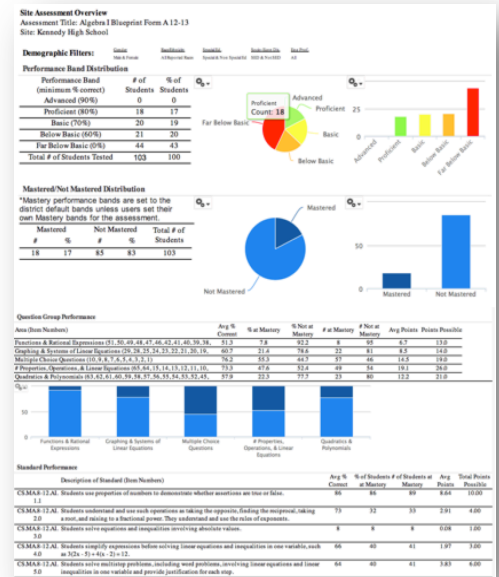
Site Overview- reports a basic summary of a site's performance on a test.

Teacher Overview- reports a basic summary of a teacher's classes overall or a specific period's performance on a test.

Student Overview- reports a basic summary of a student's overall performance on a test.

Assessment Comparison Pivot Table Report- compares student results on two assessments. Based on the assessment you are looking at, you are able to compare this one to another assessment using a Standard Pivot View or Performance Level (PL) Change View.

*We consistently add new reports to the system.



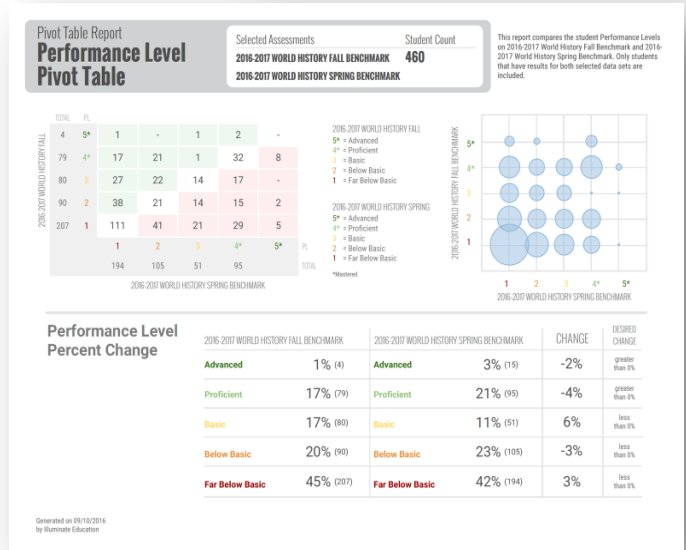
Multiple Assessment Performance Report
Teacher: Walls, Cyde
5th GRADE (86143), 1

Page 1 of 4

Site Name: Lincoln Element
Grade Level: 5

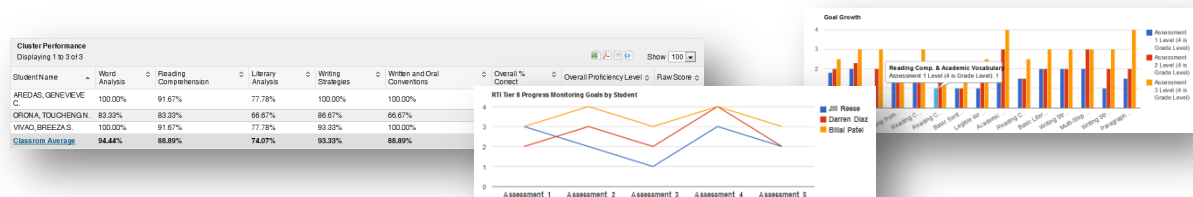
Student ID	Student Name	PL 1	PL 2	PL Summary	Test 1 %	Test 2 %
1. 114773	Adil, Krystalina	Basic	Far Below Basic	72%	72%	55%
2. 117568	Armendarez, Caprice	Basic	Below Basic	72%	72%	65%
3. 112154	Baaz, Chastity	Proficient	Below Basic	85%	85%	65%
4. 123770	Binz, Tho	Below Basic	Proficient	68%	68%	100%
5. 119485	Campion, Shayan	Basic	Basic	75%	75%	78%
6. 111709	Cowles, Paulo	Basic	Basic	75%	75%	72%
7. 111068	Cuchiara, Sean Huy	Far Below Basic	Far Below Basic	3%	3%	46%
8. 26481	Delamare, Mairany	Below Basic	Proficient	66%	66%	92%
9. 111126	Dorman, Adriane	Proficient	Proficient	97%	97%	83%
10. 492051	Durfey, Siniah	Below Basic	Proficient	66%	66%	98%

Selected Assessments:
Assessment 1: Grade 6 Math Blueprint Form B 12_13
Assessment 2: Grade 6 Math Blueprint Form A 12-13



Custom Reports

↓ Illuminate DnA is flexible and powerful enough for users to build **custom reports** that are not possible (or too cumbersome) in other systems. You can filter; group datasets; run averages, sums, counts, etc.; “**drag and drop**” columns, change the way text or numbers display, add graphs (line graphs, bar graphs, pie charts, column graphs, motion graphs), and more.







- ↓ DnA's custom reporting tool allows users to **group by any datasets** (e.g., creating specialized grouping reports for intervention purposes that group and/or sort students by skills, standards-based performance, or other measures automatically; these reports can also be used to populate dynamic programs within Illuminate DnA).

Created by Admin User on 2011-04-05 15:05:37

Averages on Assessment 1 Compared to Starting CST Level

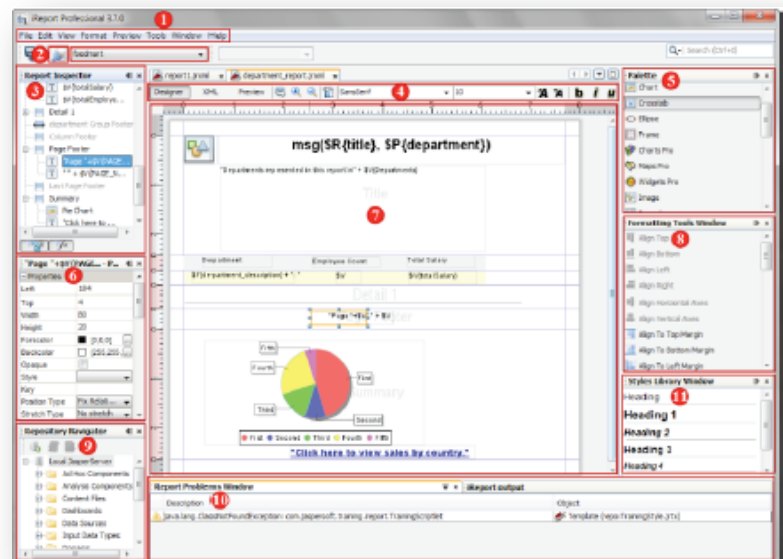
Displaying 1 to 5 of 5





 Search Show 10

2010 CST Math Performance Level Text	2010 CST Math Level	# of Students	Benchmark 1 Level	Benchmark 1 LA.5.RW.1.3 % Correct	Benchmark 1 LA.5.RW.1.5 % Correct	Benchmark 1 LA.5.RC.2.3 % Correct	Benchmark 1 LA.5.RC.2.4 % Correct	Benchmark 1 LA.5.RL.3.2 % Correct
Far Below Basic	1	587	2.3	33.3	41.7	38.9	33.3	29.2
Below Basic	2	1717	2.8	72.2	65.0	48.1	44.9	44.9
Basic	3	1826	3.2	83.9	80.0	57.5	62.2	52.2
Proficient	4	1583	3.7	91.3	90.6	60.8	70.8	66.3
Advanced	5	886	4.0	97.1	95.0	67.1	77.6	74.7

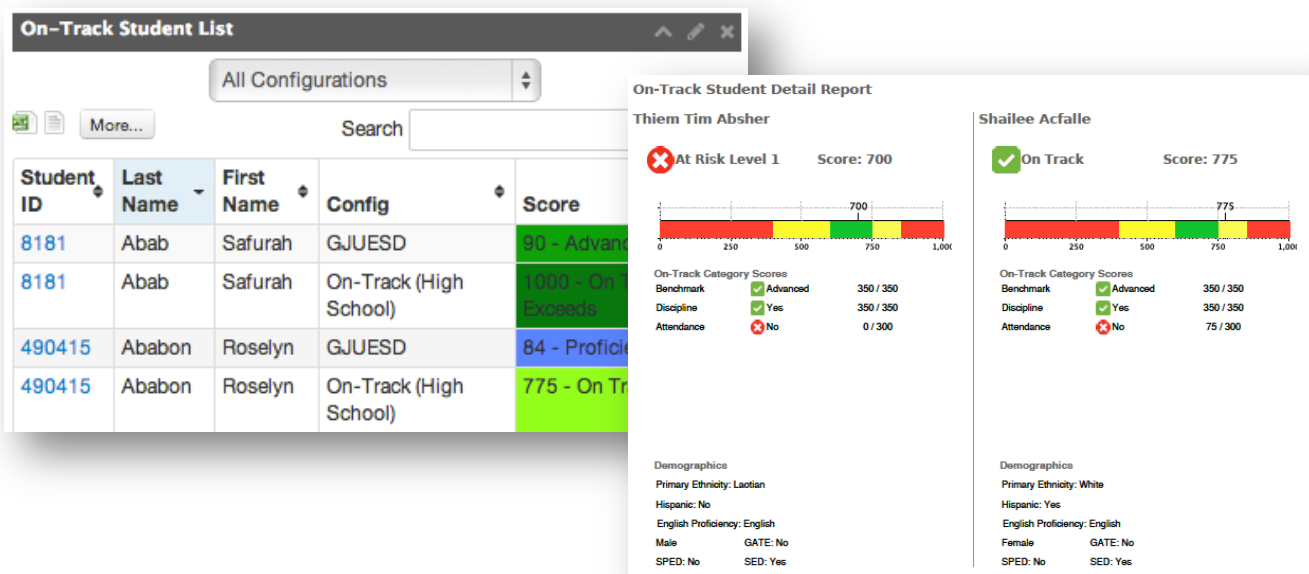
Business Intelligence (BI) Tool

- ⇒ An integrated **Business Intelligence (BI)** reporting module takes reporting and data analysis to the next level.
- ⇒ Create your own pre-built, pixel-perfect reports and deploy them district-wide.
- ⇒ Share reports with (and use reports from) other districts if you want.



Early Warning System (OnTrack)

OnTrack is a system developed to identify students who are potential high-risk candidates for drop out or failure. Districts can generate a student 'score' that corresponds to different 'bands' (similar to performance bands) they have set up in their system. Once these 'bands' are set up and data is configured, the system will calculate all of a student's data (Ex. Attendance is 10% of score, Discipline is 20%, etc.) and place students in the 'band' corresponding to their score. The system then allows users to generate a variety of reports the district can use to identify these at-risk students.



Report Sharing

The screenshot shows the 'Share with more users' dialog box. It includes a section for 'Select how you would like to share this report' and a dropdown menu for 'Share With'. The dropdown menu is open, showing options like 'Everyone', 'Site', 'Role', 'Grade Level', 'Department', 'Course', 'Site & Role', 'Site & Grade Level', 'Site & Department', 'Site & Course', 'Permission Group', and 'User'. There is also a checkbox for 'Can View & Download' and a text area for 'Give these users the ability to...'.

↔ Reports can be **shared** electronically within Illuminate DnA (via secure transfer to the accounts of other users).

Share by:

- ☐ Site
- ☐ Role
- ☐ Grade level
- ☐ Department
- ☐ Course
- ☐ Site + role combination

- ☐ Site + grade level combination
- ☐ Site + department combination
- ☐ Site + course combination
- ☐ Permission group (that you customize)
- ☐ User

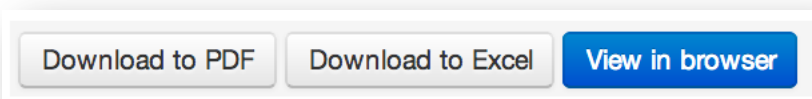
Current Permissions		Can View & Download View Users	Can Edit View Users	Can Delete View Users	Remove
SITE	Cleveland Elementary School	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
USER	Illuminate, User	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
USER	Rankin, Matthew	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
USER	Walls, Clyde	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

↑ At any time, see with whom a report is shared and easily make changes.

Access to All Your Data

You have complete access to **your data** anytime you need it; With Illuminate DnA, your district can design and deploy complex reports to all users, and any user can author a report and share it with colleagues.

↓ Reports can also be downloaded (e.g., as Adobe Reader PDF, Microsoft Excel, Text file, or XML file) and then shared as attachments via email or copied and pasted within the email.



⇒ Illuminate DnA also accommodates data **generated by other systems** (e.g., DIBELS, DataDirector, etc.), which can be imported for reporting and analysis purposes.

Import Student Responses from a File

What is your file delimiter? Comma (,)

Choose the student responses file to import Choose File No file chosen

Upload

Web-Based

Remember, since the product is **web-based**, all of this can be done anywhere the user has Internet



access (e.g., in the classroom, at home, etc.) without having to upload any software.

Student Groups (e.g., Programs)

⇒ DnA's **Student Groups** feature allows users to create programs (i.e., groups) where students are manually selected (providing the user with control over group size and more) or selected dynamically and automatically via any report they want to fashion (controlling the selection criteria, such as performance on a benchmark assessment and/or particular demographics, etc.).

After School Tutoring

Save Changes

Student ID	First Name	Last Name	Group Start Date	Group End Date	Remove
10027	Ngoctran	Agiero	03/03/2014		<input type="checkbox"/>
10029	Yuyeon	Cioara	03/03/2014		<input type="checkbox"/>
1000	Grisell	Farahiem	03/03/2014		<input type="checkbox"/>
1004	Lymann	Faulkner	03/03/2014		<input type="checkbox"/>
10007	Maquela	Faulkner	03/03/2014		<input type="checkbox"/>
10034	Tai	Fukuzawa	03/03/2014		<input type="checkbox"/>
100	Sunhi	Gudino	03/03/2014		<input type="checkbox"/>
1	Brianne	Kolose	03/03/2014		<input type="checkbox"/>
10033	Hoover	Markey	03/03/2014		<input type="checkbox"/>
10037	Phat Pham	Orosquieta	03/03/2014		<input type="checkbox"/>

Accountability

- ❑ Illuminate DnA saves you from surprises (e.g., reports showing you which areas are at risk of not making next year's AYP based on most recent performance, or which sites are at risk of PI and why).
- ❑ Illuminate DnA works with districts to ensure data integrity.
- ❑ Illuminate DnA reports help you set appropriate goals (e.g., which subgroups and which students need the most help to make performance goals.).

Data Analysis Support

Illuminate understands that simply giving users the numbers is not enough, as data can become a *detriment* if it is analyzed incorrectly. Illuminate also understands that few districts have the funds or time to put staff through extensive data analysis training. Thus, DnA has **data analysis support built directly into the system** in the following ways:

- Pre-built reports have footers that **assist users in understanding** how to look at the data.
- Reports are **structured to encourage proper analysis** in research-based ways.
- Our searchable Help manual contains a **Data Analysis** chapter with easy-to-follow lessons and handouts that can be used for reference or at data-related meetings. Topics range from basic understanding, to analysis, to application. These resources help advance the analysis skills of users at all levels, and it allows us to answer questions users might be too embarrassed to ask.
- Our Help manual also contains an **Accountability and Requirements** chapter. Lessons like “APR: Understanding AYP, Etc.” allow users to bypass searching state resources for an answer. Again, this allows us to answer questions users might be too embarrassed to ask.

08/18/2014

Class Roster with ELA and Math STAR

Control Panel (06-02-2014), Kennedy High School
(1131) Rankin, Matthew
ALGEBRA II B, 1

Page 1 of 11

SS Legend - ■ Advanced ■ Proficient ■ Basic ■ 2 Below Basic

Gender Male ■ Female ■ Special Ed. At Risk ■ Special Exceptional ■

Social-Em. Dis. SED ■ ASD ■

Eng. Proficiency A1 ■ Prof or Adv ■ Not Proficient

55 Legend - ■ Advanced ■ Proficient ■ Basic ■ 2 Below Basic

Reading Basic ■ Proficient ■ 2 Below Basic

English Language Arts Basic ■ Proficient ■ 2 Below Basic

PL Legend - ■ Prof or Adv ■ Not Proficient

Student StudentID Grade Level Birth Date Age Gender 15SS 12SS 15SS 12PL 13PL 15SS 12SS 15SS 12PL 13PL 15PL

1. Alonso, Moises 402999 9 06/20/00 14 M

2. Alva, Kareena 101028 12 10/16/08 17 M

3. Anica, Sugandha 101410 12 10/05/06 18 M

4. Biri, Natassha 201630 12 05/05/06 18 M

5. Bowersfield, Obed 100990 12 02/16/08 18 M

6. Camunas, Rino 102002 12 10/27/06 18 M

7. Chanthadara, Lien 00008 12 10/16/08 18 M

8. Chavezjara, Khue 502 12 06/27/07 17 F

9. Deas, Izalayeth 16037 12 10/12/08 17 F

10. Dewees, Elsy 102022 12 12/08/06 18 M

11. Fullis, Shaion 07720 12 10/16/08 18 M

12. Gajardo, Sohrab 02942 12 06/09/06 18 M

13. Hamili, Zony 100075 12 11/16/08 18 M

14. Hanson, Holly A 18001 12 10/09/06 17 F

15. Hutton, Trinidad 223 12 10/16/08 18 M

16. Koop, Jav 102030 11 10/06/06 17 F

17. Koop, Jav 102030 12 10/06/06 17 F

18. Mansfield, Trina 100620 12 11/04/06 17 F

19. Marquina, Natassja 20405 12 06/10/06 18 M

20. Marquina, Natassja 20405 12 06/10/06 18 M

21. Marquina, Natassja 20405 12 06/10/06 18 M

22. Marquina, Natassja 20405 12 06/10/06 18 M

23. Marquina, Natassja 20405 12 06/10/06 18 M

24. Marquina, Natassja 20405 12 06/10/06 18 M

25. Marquina, Natassja 20405 12 06/10/06 18 M

26. Marquina, Natassja 20405 12 06/10/06 18 M

27. Marquina, Natassja 20405 12 06/10/06 18 M

28. Marquina, Natassja 20405 12 06/10/06 18 M

29. Marquina, Natassja 20405 12 06/10/06 18 M

30. Marquina, Natassja 20405 12 06/10/06 18 M

31. Marquina, Natassja 20405 12 06/10/06 18 M

32. Marquina, Natassja 20405 12 06/10/06 18 M

33. Marquina, Natassja 20405 12 06/10/06 18 M

34. Marquina, Natassja 20405 12 06/10/06 18 M

35. Marquina, Natassja 20405 12 06/10/06 18 M

36. Marquina, Natassja 20405 12 06/10/06 18 M

37. Marquina, Natassja 20405 12 06/10/06 18 M

38. Marquina, Natassja 20405 12 06/10/06 18 M

39. Marquina, Natassja 20405 12 06/10/06 18 M

40. Marquina, Natassja 20405 12 06/10/06 18 M

* indicates that the student took the CMA

G7 grade-level math (Grade 7)

G8A general math (Grades 8 & 9)

G8B integrated HS Math (9-11)

A1 Algebra I

B1 Integrated Math

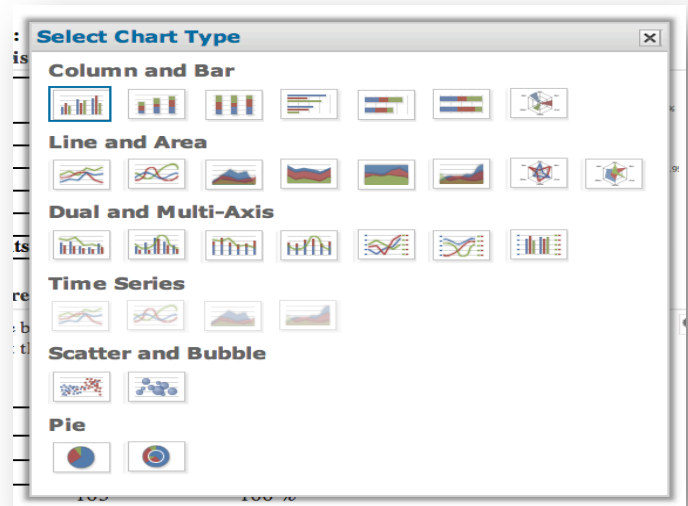
A2 Geometry

Algebra II

Generated by Illuminate Data & Assessment™

Use of Graphics

Illuminate DnA offers a wide range of graphical views based on what is the best way to communicate each type of data (e.g., pie charts, pivot tables, motion charts, bar graphs, line graphs, etc.). Graphs in reports make trends easier to spot, and they can even be added to custom reports any user can make. For example, on any custom report any user may opt to add a column chart, line graph, pie chart, bar chart, or motion graph). We also include an integrated Business Intelligence (BI) reporting module that takes reporting and data analysis to the next level, allowing you to create your own pre-built, pixel-perfect reports and deploy them district-wide. Also, when appropriate (e.g., on each user's Dashboard or Student Profile Report), each user can add, remove, edit, or drag and drop report widgets (line graphs, pie charts, bar graphs, etc.) to new locations in order to customize this home screen to best meet his or her needs).



Data Organization and Display

Data (reports, assessments, etc.) are displayed in easy to navigate ways. For example, they are listed with information (e.g., titles, descriptions, authors, # tested, etc.) in a table that is sortable by column header, searchable with a search field, exportable in varied formats, etc. Each list has filters at the top (which clients have access to customize), so users may also click to narrow the list down (e.g., I only want data from assessments, for ELA tests, for 8th grade students, that I authored, and that are considered quizzes). You may use multiple filters, single filters, or none. In any case, your data lists are easy to navigate and use.

- **The system should allow all staff to filter student groups (ie., by demographics, intervention groups, etc for reporting purposes).**

No one should have to write queries to get data. Illuminate recognizes that districts don't have time for complicated, antiquated systems. Thus:

- ↓ Illuminate DnA gives you a **straightforward** interface anyone can use – no complex query writing required.

Site: Illuminate School District | Enrollment/Roster Date: Control Panel (07-29-2015) | Student Group: All Students

Departments: Filter Departments (Optional)

Courses: Filter Courses (Optional)

Additional Filters

Student Programs: Filter Student Programs (Optional) | Grade Levels: Filter Grade Levels (Optional) | English Proficiencies: Filter English Proficiencies (Optional)

Reported Race: All Reported Races | Additional Student Group Filter: All Students | Gender: Male & Female

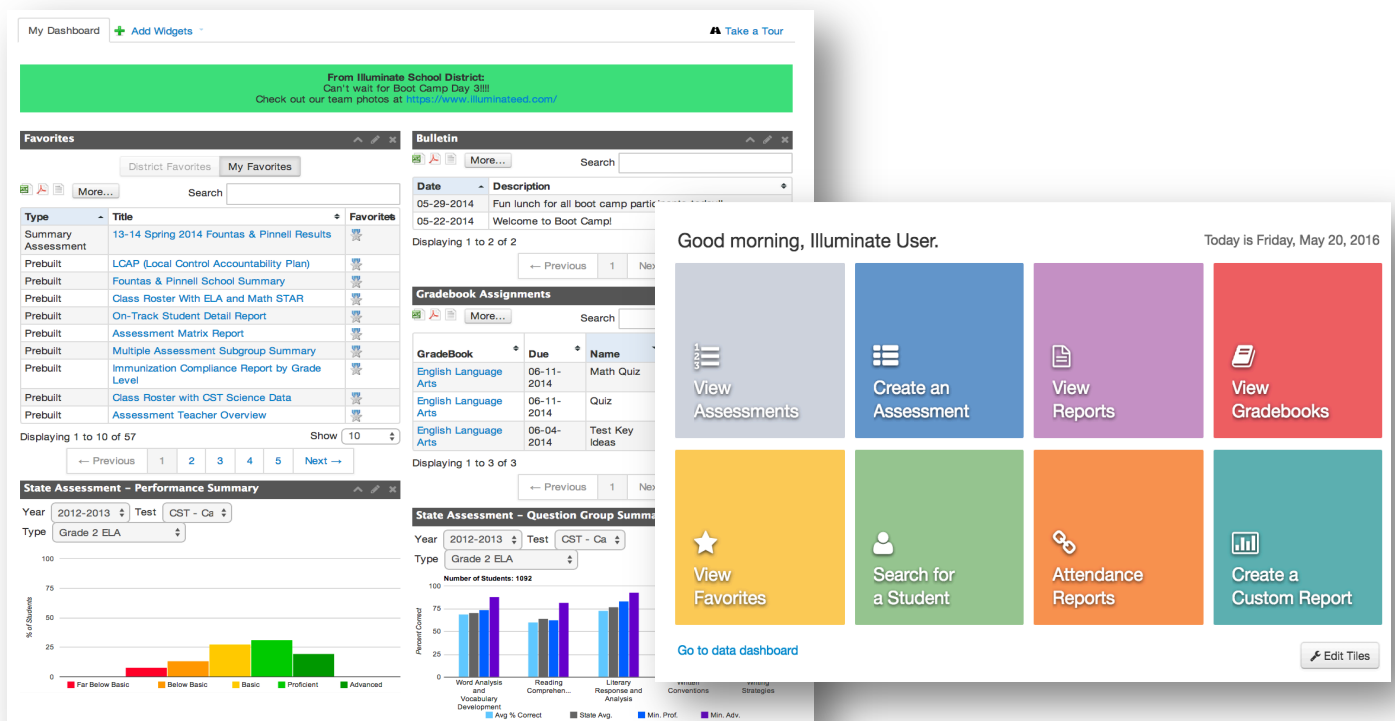
Special Education: Special & Non Special Ed | Socio-Economic: SED & Not SED | Counselors: Filter Counselors (Optional)

↑ **Demographic filters** on pre-built reports (and available for custom reports, as any piece of data can be used as a filter criterion in a custom report) allow you to monitor and compare subgroups of students (such as all AYP accountability subgroups, and other criteria such as gender).

- The system should have a dashboard for quick assessment analytics.

Dashboard

↓ Immediately upon logging on, each user sees customizable dashboard options that provide fast, current feedback on a host of topics.



↑ Each user can add, remove, edit, or drag and drop widgets/tiles to new locations in order to customize this home screen to best meet his or her needs.

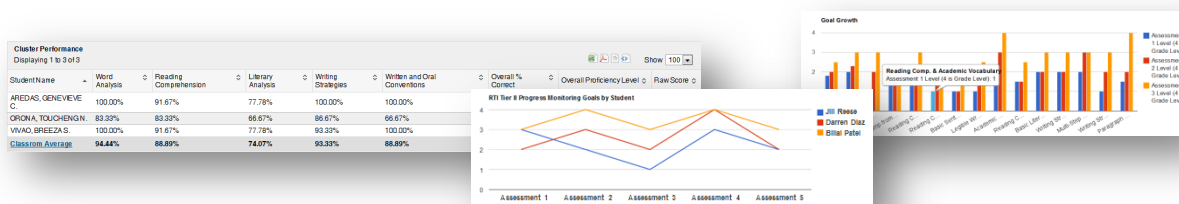
- The system must be able to disaggregate multiple assessments (state, local, etc) at a time.

Yes, the system can disaggregate multiple assessments (state, district, teacher, etc.) at the same time.

- The system should have the ability to create customized reports.

Custom Reports

↓ Illuminate DnA is flexible and powerful enough for users to build **custom reports** that are not possible (or too cumbersome) in other systems. You can filter; group datasets; run averages, sums, counts, etc.; “**drag and drop**” columns, change the way text or numbers display, add graphs (line graphs, bar graphs, pie charts, column graphs, motion graphs), and more.



↓ DnA’s custom reporting tool allows users to **group by any datasets** (e.g., creating specialized grouping reports for intervention purposes that group and/or sort students by skills, standards-based performance, or other measures automatically; these reports can also be used to populate dynamic programs within Illuminate DnA).

Created by Admin User on 2011-04-05 15:05:37

Averages on Assessment 1 Compared to Starting CST Level									
Displaying 1 to 5 of 5									
2010 CST Math Performance Level Text	2010 CST Math Level	# of Students	Benchmark 1 Level	Benchmark 1 LA.5.RW.1.3 % Correct	Benchmark 1 LA.5.RW.1.5 % Correct	Benchmark 1 LA.5.RC.2.3 % Correct	Benchmark 1 LA.5.RC.2.4 % Correct	Benchmark 1 LA.5.RL.3.2 % Correct	
Far Below Basic	1	587	2.3	33.3	41.7	38.9	33.3	29.2	
Below Basic	2	1717	2.8	72.2	65.0	48.1	44.9	44.9	
Basic	3	1826	3.2	83.9	80.0	57.5	62.2	52.2	
Proficient	4	1583	3.7	91.3	90.6	60.8	70.8	66.3	
Advanced	5	896	4.0	97.1	95.0	67.1	77.6	74.7	

- The system should have the ability to report item analysis depending on assessment entry method.





Yes, item analysis is available on all assessments via the reports module.

- The system must be able to disaggregate the assessment results by student, class, course, school, district, grade level, Louisiana Student Standards, student demographics (ie, ethnicity, gender, LEP), assessment score/proficiency.

Yes, Illuminate allows data to be disaggregated by student, class, course, school, district, grade level, Louisiana Student Standards, student demographics, scores and proficiency levels.

- **Hardware and Software:**
 - o must be compatible with multiple operating systems, browsers

Browsers Supported:

	 IE v9+	 Firefox v5+	 Safari v5+	 Chrome v20+
Windows 7	X	X	X	X
Windows 8	X	X	X	X
Mac OS X	X	X	X	X

Since our system is entirely web-based, our desktop requirements (e.g. recommended desktop environment) are driven by our browser support. We currently support Internet Explorer versions 9 and above, Safari versions 5 and above, Firefox versions 5 and above and Chrome version 20 and above. The recommended Internet connection/bandwidth is somewhat dependent upon system utilization, but as a web-based system, our software typically requires no more bandwidth than one would need for regular web browsing.

- o **must be able to operate on multiple devices (ie, iPads, ChromeBooks, PCs, laptops)**

- **could have an app for mobile devices**

Since Illuminate is entirely web-based, clients can use Illuminate with mobile devices such as Chromebooks, iPads and laptops. We do have a mobile device app.

- o **must interface with PowerSchool**

- **but does not change student information**

Illuminate can absolutely integrate with PowerSchool. In fact, currently 171 districts representing 864,000 students, or 10% of our clients, use PowerSchool. Illuminate pulls data from PowerSchool but does not push data to PowerSchool.

- **may be hosted on hardware of the school district or the vendor. If district owned hardware, please provide specs and include in the cost proposal.**

Illuminate Education hosts data on our secure and redundant servers at no cost. In these critical times of budget cuts, saving thousands annually by outsourcing the server hardware, maintenance, and technical support is an excellent option. In addition, Illuminate Education leverages open source technology, effectively avoiding expensive licensing costs helping to keep the cost of the Illuminate system very affordable. Our approach is to remove support and maintenance from the District resources so the District can concentrate on other critical items.

- **must have hardware in sufficient numbers and with capabilities to support sustainability of data for 5 years**

Our web-based software is developed on top of a Postgres SQL relational, open-source database. Illuminate DnA can run **on any hardware** capable of running Linux (CentOS), NGINX, PostgreSQL, and PHP. Illuminate will refresh the hardware as needed (hardware costs are included).

Our application servers are clustered on physical machines with four 6-core processors and 24GB of memory. Database servers are outfitted with four 8-core CPUs and at least 256GB of memory. In the event of a failure, the application and/or database are offloaded to one of the other servers that we currently have in service. Our servers are colocated at Coresite and Equinix facilities. They provide multiple levels of power redundancy, including battery and diesel generator backups. We can easily sustain for the data for the next five years.

- o must include all hardware needed (do not assume that the district has servers, scanners, etc.)**

Yes, assuming SCPPS follows our normal business practice for hosting the district's solution, there is no need to install software and hardware because it will already be set up in our facilities immediately after contract signing.



3. INTEGRATION WITH OTHER DISTRICT SYSTEMS

Illuminate can absolutely integrate with PowerSchool. In fact, currently 171 districts representing 864,000 students, or 10% of our clients, use PowerSchool. Illuminate does not change any information within PowerSchool.

Illuminate also can integrate with the following types of other vendors' products in a manner appropriate for the user (e.g., no manual importing/exporting when possible):

- ☒ Student Information Systems
- ☒ Special Education Systems
- ☒ Data and Assessment Management Systems
- ☒ Gradebooks
- ☒ Calling Systems
- ☒ Student Portals
- ☒ Parent Portals
- ☒ Student Response Systems (e.g., "Clickers")
- ☒ Test/Item Banks
- ☒ Other Publisher Content (e.g., Curriculum)
- ☒ Data Files

For more information, visit the following page:
<https://www.illuminateed.com/resources/integrations/>



4. EASE OF USE/EFFECTIVENESS/EFFICIENCY

Describe features included in your product and services that contribute towards its ease of use, effectiveness in carrying out the tasks at hand and efficiency within an office setting. This system will be used by multiple stakeholders of varying technology skills and assessment knowledge.

Illuminate was designed by teachers for teachers. The user-friendly interface makes every user's job easier: from district level educators who need to analyze trends, to instructional leaders who require fast and flexible reports to shape curriculum, to teachers using instant formative feedback mid-lesson to inform next steps. Illuminate anticipates your needs and removes the boundaries of your old data system. It allows you to customize for your culture, policies and procedures.

The screenshot displays the Illuminate Education dashboard. At the top, there's a navigation bar with the logo and a search bar. Below it, a horizontal menu lists various sections: Students, Attendance, Scheduling, SpecEd, Language, Health, Grades, GradeBook, Behavior, Reports, Counselor, Assessments, and more. The main dashboard area is divided into several sections:

- My Dashboard:** Includes a "Take a Tour" button and a "Welcome to Illuminate!" message.
- Favorites:** A list of custom reports and assessments, such as "11th Grade Salem High School" and "1st Grade Phonological Awareness Main Report".
- Weather Forecast:** A widget showing the weather for Irvine, including a 7-day forecast with temperatures and conditions.
- Assessment List:** A table listing various assessments, including "For Fun" and "Algebra Intervention RTI".
- State Assessment - Performance Summary:** A bar chart showing the percentage of students performing at different levels (Far Below Basic, Below Basic, Basic, Proficient, Advanced) for the 2012-2013 school year.

At the bottom, there's a "Good morning, Illuminate User." message and a grid of eight large, colorful buttons for quick access to key features:

- View Assessments
- Create an Assessment
- View Reports
- View Gradebooks
- View Favorites
- Search for a Student
- Attendance Reports
- Create a Custom Report

Additional links at the bottom include "Go to data dashboard" and "Edit Tiles".

5. IMPLEMENTATION PLAN

The district desires to have this project ready for the beginning of the 17-18 school year. Describe your implementation plan in detail. The action plan, at a minimum, should include a description of the action steps, timeline(s), and the critical players required to complete each action step. Identify the critical players as employees from your firm, sub-contracted employees or from the school district.

At a minimum include the following action steps:

- Procurement
- Installation
- Upload of student data from prior system exports (exports will be provided by the district).

The district would like to upload 3 years of prior state and local assessment data.

- Account setups
- Professional Development

A key strength of Illuminate Education is the implementation, training and support of our products. With the knowledge gained from implementing and supporting over **1,600** districts, Illuminate clearly understands how to train and support web-based products. Communication and responsiveness on the part of Illuminate, as well as SCPPS, will ensure a solid Illuminate implementation. We understand that change brings stress to stakeholders and our support and training services at Illuminate are designed to break the system down into sections and target specific training needs in a timely manner. To facilitate the communication between the district and Illuminate, SCPPS will have a dedicated Implementation Manager as the primary contact and liaison. This Illuminate employee will be backed by team members working on the SCPPS project from within Illuminate's Customer Service, Data and Development Departments.



Of course, there are also other ways in which we help to groom on-site Illuminate experts within the district. We offer support to any staff members who opt to conduct their own, additional trainings through our free Help system's "Trainer Toolkit" manual (with sample agendas, setup checklists, and more), and all users can also find support from our extensive, searchable Help lessons and training videos (all also included for free with the per-student cost).

We help clients through the entire implementation process, and other districts are happy to share their experiences and approaches, as well. We also share all handouts and presentations from our annual Illuminate Education User Conferences in our Help system, and these include implementation presentations by current clients sharing their own experiences and tips. These are great resources for learning how other districts won buy-in from stakeholders, generated a positive “buzz” about the product, involved site tech leads in the roll-out, and more.

Lastly, the success of any web-based software – whether it is old or new to staff – relies on the strength of the product’s customer support. There is no additional cost to SCPPS for Illuminate’s Client Support Services, and *any* SCPPS staff member, SCPPS parent, or SCPPS student may call (for a live voice) or email Illuminate for support. Our system is only as good as the use our clients make of it, and we are dedicated to help SCPPS staff make the most of everything Illuminate has to offer – for their benefit and, most importantly, for their students’ benefit.

Implementation Plan

Implementation begins with focus group meetings with the Implementation Manager, key district personnel, and district implementation team around specific system sections to identify what currently meets the needs of the district in the Illuminate system. The focus groups also assist in performing a gap analysis to identify district specific requirements that may need to be incorporated into Illuminate for a successful implementation.

While we strive to tailor each implementation to the needs of the district, our project management process generally follows the following sequence:

Implementation Meeting

A new implementation begins with an initial implementation or ‘discovery’ meeting. Illuminate staff will meet with key district staff to understand and clarify goals, needs, expectations and timelines. Channels of communication are adopted and if necessary future meetings are scheduled.

Data Integration

Illuminate’s data integration team will work with the district’s data/technical team very early in the implementation to review and clarify the necessary data migration requirements. Following this meeting, the district will immediately begin the work of extracting and formatting their data to Illuminate specification.

System Management Training

Once the initial required data is uploaded into Illuminate, the Implementation Manager will train district project leads the essentials of how to manage their Illuminate website, included but not limited to managing user accounts, permissions, roles, state data, code tables, and more. A basic 'site check' will also be performed to determine the quality of imported data up to that point.

District Site Setup

With Illuminate's guidance, the district will work through the various setup tools and procedures to prepare Illuminate to be used by district staff.

Ongoing Project Meetings

Up until the initial rollout trainings, project management meetings may be held regularly to ensure the project is on schedule and to address issues as they arise. The District Illuminate Team should be an active part of these meetings.

Key Confirmations

District staff will confirm with Illuminate that essential components of the system are ready for end users. These include teacher rosters, student demographic data, state assessments, site data, etc.

District Rollout Training

Once all essential data has been loaded and verified for accuracy, and the site 'setup' has been completed more or less, then the district is ready for additional trainings conducted by either Illuminate or district staff. These trainings would include district office staff, site admin, teachers, site clerical, advisors/counselors, and support staff.

Go Live

At a point when the data migration has been sufficiently addressed and end users are ready to use the system, the district will set a Go Live date. This is the date when the system will become the official Instructional Management System and any previous system will no longer be used.

Other Modules

Once basic Illuminate functions have been rolled out additional modules will follow.

Development Meeting

If necessary, the Illuminate development team may meet with the district to discuss and consider the possibility of additional components and features within the software.

Key Illuminate Roles

Implementation Manager (IM)

This is the key contact for the district and will guide the district through the implementation process. The typical implementation takes on a client load that is sustainable for the IM and works for the districts they serve.

Data Integration Manager (DIM)

This is the key contact for the district for all things data and will work closely with the district data integration team during the initial stages of the implementation.

Key SCPPS Roles

Technology Lead

It is important to have a technology lead when implementing a web-based system. Do you have updated browsers everywhere? What about online testing (if applicable)? What are your plans for scanning (if applicable)? Is your network infrastructure ready for staff accessing a web-based system, and for many students taking online assessments? Have you thought about Single Sign On? Who is going to troubleshoot issues at the district? What about at the sites?

Superintendent/Assistant Superintendent

This one may seem like a no brainer, but a successful implementation takes leadership. Will the superintendent support the use of Illuminate as a primary resource for educators and students to use for success; champion of the project, builds support, enthusiasm and buy in; and models/encourages use of Illuminate?

District and School Administrative Leads

It only starts at the top but the other district leaders involvement is critical as well. Will they ensure that the use of Illuminate aligns with the goals and priorities of the district, will expectations be set for school administrators to use Illuminate as part of the school improvement process, will they set expectations that their staff will learn and adopt new practices and procedures to support Illuminate?

Site Level Lead/Training Lead

Does the district have capacity to create internal Illuminate experts? Who will provide on-going to support at the site (district and school) level? Since Illuminate is an All - the - Data System, chances are it will be replacing multiple legacy systems. It is important that the training lead coordinate necessary PD with the Illuminate Implementation Manager to ensure a successful and sustainable implementation.

Assessment Lead

The assessment lead is closer to the ground to curriculum and standards based initiatives. Who's in charge of making sure your benchmarks are ready? Who is going to get all of your state assessment data loaded into Illuminate? What

assessments do you want to get "turned on"? What standards do you need installed?

Here is a sample of the items the district and Illuminate will be responsible for:

DISTRICT STAFF	ILLUMINATE STAFF
✓ Working with Illuminate to develop an implementation and data integration plan	✓ Working with the district to develop an implementation and data integration plan
✓ Providing Illuminate the required data sets to successfully deploy the system	✓ Importing correctly formatted required core data files and non-core data files provided by the district in a timely manner first into a sandbox site for testing, then once verified by district, to the live site.
✓ Addressing SIS related and other data issues managed by the district in a timely manner	✓ Developing strong communication with key district stakeholders
✓ Reviewing and addressing data import error logs	✓ Training District Illuminate Team and other mutually agreed upon staff for system management training
✓ Developing strong channels of communication to ensure a successful implementation	✓ Addressing issues that arise in a timely and straightforward manner
✓ Ensuring essential district and site leaders 'buy into' and support the project	✓ Successfully deploying agreed upon system modules
✓ Ensuring all staff using the system receive adequate training and support	
✓ Advising Illuminate well in advance (8 weeks minimum) of when they anticipate rolling out a new module or system area	

There are several key items that must be considered to avoid failures:

- ⇒ First, we would want to know what can be gleaned from past implementation failures within the district. Why have particular implementations succeeded and others failed? This information will be vital as we work with the district to develop implementation plans.
- ⇒ Second, districts have failed by not carefully considering the guidance and expertise of Illuminate staff. Having implemented hundreds of districts, we will pass along the success factors and failure points we have observed and experienced working with those districts. Those insights should be carefully considered and not disregarded.
- ⇒ Third, communication is critical. Poor or no communication can easily result in a failed implementation. Especially early on in the implementation, communication between Illuminate and SCPPS will be essential, whether its regarding the data transition process, or developing and implementing a training plan, or addressing issues that arise out of the implementation, or any number of other key considerations. Additionally, strong channels of information sharing between the district and key stakeholders at the district and site levels are paramount.
- ⇒ Fourth, the district must ensure key district and site leaders; especially principals and site leaders have ‘buy in’ and are committed to the project. Failure to support and push the project from leadership especially at the site level generally has a negative impact on the implementation.
- ⇒ Fifth, the District Data Lead and the District Assessment and Curriculum Lead must work closely together when creating the required Core Data files and any non-core data files. We have found that districts who do have less issues with their data quality and completeness.
- ⇒ Sixth, successful districts have a staff person or third party who has as part of their regular responsibilities writing custom SQL queries (or modifying our courtesy scripts) to pull data from the district student information. That person also is able to make adjustments to that process in a timely and accurate fashion.
- ⇒ Also, districts who attempt to implement ‘too much, too fast’ have generally struggled. It is strongly recommended to consider a ‘phased in’ approach and give sites and teachers simple steps to implement initially.

Milestones and Timelines

Illuminate customizes each implementation plan to meet the client’s communicated needs. As a result, the specific activity level project plan (detailing how the proposed solution is to be implemented, milestones, and timelines) will be created with District input. However, samples are provided on the following pages.

Milestones & Timelines

HIGH-LEVEL MILESTONE	RESPONSIBILITY		DURATION (in days)	TAKES PLACE IN MONTH		
	Client	Illuminate		1	2	3
Project Kick-Off and Planning	●	●	varies	●		
Implementation Knowledge Transfer/Analysis	●	●	3	●		
Server Installation and Configuration	● (client chooses)	●		●		
Application Installation		●		●		
Core Data Preparation	● (varies)			●		
Core Data Extraction & SFTP Transfer	●			●		
Initial Data Review and Training	●	●	2	●		
Other Years of Data Import	●	●		●		
System Management Training	●	●	2	●	●	
Permissions/User Management		●	1	●	●	
State Assessment Upload	●		1	●	●	
Assessment Preparation	●		2	●	●	
GradeCam Preparation	●	●	1	●	●	
Client Site Check	●	●	1	●	●	
Initial Training & Data Review	●	●	varies			●
Implementation & Training Plan Review	●	●	varies			●
3rd Party Integration	●	●	1		varies	
Gradebook Preparation	●	●	1		varies	
Parent & Student Portal Preparation	●	●	1		varies	
BI Tool Preparation	●	●	1		varies	

Data Conversion Process



1	Initial Implementation Conversation You will be contacted to discuss the details of the implementation.	•	•
2	Initial Data Conversation You will be contacted to discuss the details of the data conversion.	•	•
3	SIS Data Extraction and Transfer District personnel will begin to extract data from the SIS and/or legacy system and send it to the Illuminate SFTP.	•	
4	Illuminate Site Creation/Data Import- Upon receipt of data The Illuminate data team will create your site and review and import your data.		•
5	Site Check- After successful import After SIS and/or legacy system data has been successfully imported the site will be ready for a preliminary site check.	•	•
6	User Management Training During the System management training session, you will learn very basic navigation, user management (usernames, passwords, affiliations, and permissions), as well as how to upload state assessment data.		•
7	Load State Assessment Data State assessment data will be loaded using the built in data import tools.	•	
8	Rollout Training & Data Review Now your site is ready for an initial training. Data has been imported, user accounts have been managed, and state data has been imported. The initial training is an introduction to the system as well as an opportunity to review all of the data.	•	•
9	Evaluation & Follow Up Illuminate will follow up with you to discuss any data issues that were encountered, debrief after the training, and map out the next steps regarding data and implementation.	•	•
10	Refine Implementation Plan Typically, next steps include training district and site staff. Depending on your particular needs, you will also learn and rollout more advanced features (custom reports, gradebook, parent portal, etc.).	•	•
11	Continue Rollout Periodically, you will review your implementation plan with Illuminate staff. Your key contact as well as the customer support team will be able to support. Our goal is to help you operate independently.	•	•

DnA Implementation Training Options

Sessions	Description	Time	Who?	Resources
Systems Management Training (Required)	Prerequisite - All student and state data loaded to site, validated, and admin users created (Phases 1 & 2 complete). This required training will cover an overview of the system, set up usernames passwords, and how to load your state data and other ways the district can customize the site. This training is scheduled via a webinar and is conducted online.	1-2 Hours	District leads, IT, and other key decision makers for Illuminate with your district.	DnA System Admin Manual
District Rollout (Required)	This is the first training with your live data. Your rollout training is a full day and covers 1) Basic navigation, prebuilt reports, assessments and GradeCam (scanning). This can be customized according to your implementation plan. This training also serves as another step of the data validation process. 2) The afternoon is reserved for a meeting about specific implementation items including assessment management and system administration items.	Full Day: 3 hour training in the morning followed by an implementation meeting approx. 2 hours	Key district decision makers, a few lead admin and IT (principals / teacher leaders are optional).	DnA Introduction Quick Guides
Principal / Core Leaders Rollout	The principal training can give an overview of the system and focus primarily on reports. The training will cover prebuilt reports as well as custom reports if you would like. A brief overview of assessments and assessment reports is covered in this training.	3 hours (option to do Full day of two sessions covering Elementary / Secondary)	All site admins, TOSAs	Dna System Admin Manual
Custom Reporting	Basic training of custom reports and how to build and share them.	1 Hour	District Admin, Principals, Site Leads	Custom Reports
Report Card	Teachers will learn how to access report cards, enter report card data and print report cards.	1 Hour	Teachers	

Sessions	Description	Time	Who?	Resources
Site Experts/Trainers	Recommended full day training would primarily cover an overview of the system, assessments, scanning, and rollout of scanning in your district. A full day will allow for coverage of additional assessment and reporting features, student groups and other topics based on your implementation plan. This format of the training will use the trainer of trainer method.	Full Day	Trainer of Trainers	Assessments Illuminate UI! - Assess Illuminate UI! - Student Groups
Teacher Trainings	This training can be repeated as many times as needed to train all teachers on DnA. Covers basic navigation, prebuilt reports, assessments and GradeCam. Can be customized according to your staff, grade level, or course specific needs.	3 Hours (option to do Full day of two sessions)	Teachers	Illuminate UI! - Assess Itembank Online Testing Assessment Scanning
Pre-built Reports	Covering the pre-built reports that are most useful and beneficial to districts. Examples: State Reports for Percent Proficient, Class Roster with ELA and Math, Pivot table, Cluster//SBAC Claim report	1 Hour	Teachers, Principals, Site Leads	Pre-Built Report Abstracts Illuminate UI! - Pre-Built
Assessments and GradeCam	Users will learn how to build assessments manually and successfully scan. Come ready with to create and scan assessments. You will spend a lot of time covering GradeCam set up, how to scan, options for printing answer sheets, and accessing assessment results.	2-3 Hours	Teachers, Site Leads	Illuminate UI! - Assess Assessment Scanning
ItemBank Module	Users will learn how to create assessments by pulling items from the Itembank, generate test booklets and publishing to Illuminate. Teachers will learn about available item types if the district is interested in having teachers create their own items.	1-2 Hours	Teachers, Site Leads	ItemBank Webinar - Create a n Itembank Assessment
Assessment Reports for Data Analysis	This training is best conducted soon after benchmarks have been administered. The training will focus on a review of student test results using various Illuminate assessment reports for data analysis, data interpretation, and next steps.	2-3 Hours	Teachers, Site Leads	Assessment Reports (Teachers) Assessment Reports (Trends)
Advanced Custom Reports	Users will learn the ins and outs of the custom report writing tool, custom form letters, grouping and aggregating data.	1 Hour	District Admin, Principals, Site Leads	Custom Reports (Advanced)

Sessions	Description	Time	Who?	Resources
Student Groups	Users will learn how to create Student Groups and how to use them throughout the system.	1 Hour	Principals, Site Leads, Teachers	Illuminate U! (Student Groups)
GradeBook	Teachers will learn how to set-up their gradebook(s) in Illuminate: setting preferences, categories, custom marks, using filters, creating assignments aligned to standards, entering data, running reports, pushing assessment data into gradebook, and linking assignments to Illuminate report cards (if applicable).	2 Hours	Teachers	Illuminate U! (GradeBook)
Activate	Participants learn how to create an Activate account, access Activate resources, navigate Activate, build resources and playlists, and guide student use.	2 Hours	Principals, Site Leads, Teachers	Activate Overview Video iBook - Activate
Online Testing & Student Portal	Participants learn how to create a roster for online testing administration, proctoring options, setup and manage student passwords for the portal (if not using LDAP or Google), and learn about the steps students take to access an online test and their results.	1 Hour	Teachers	Online Testing Webinar - Online Testing
Summary Assessments	Participants learn how to capture information for students often recorded on a checklist, one-to-one assessment, or other format. Participants will create a Summary Assessment (for reading levels, discipline, call logs, phonics skills, etc.) and a corresponding form letter.	1 Hour	Teachers	Summary Assessments
School Focus	This feature allows Illuminate users to share pictures of students with parents through the portal. Participants learn how to download the iPhone app, sync to the current Illuminate account, navigate the features, and use in conjunction with the Home Connection student/Parent Portal.	1 Hour	Teachers	Webinar - School Focus
On Track	District level planning meeting to select criteria for On-Track measures, build one on-track configuration, train System / District Admin how to build additional configurations.	1 Hour	District Admin	On Track

Additional Illuminate Professional Development Offerings		
Offering	Description	Learning Targets
Cycles of Inquiry	Leaders engage in comprehensive data-informed inquiry cycles to develop systems for strategic improvement. Participants will be guided through district and site data, investigate root causes, develop theories of improvement, identify measurable goals, apply research based strategies to ensure equitable outcomes for all students.	<ul style="list-style-type: none"> • Use Data-informed Cycle of Inquiry • Analyze Root Causes • Develop a Theory of Improvement • Identify Measures • Plan for Action (Strategies & Research)
Cycles of Continuous Improvement	Picking up from where the Inquiry Cycle left off, leaders articulate a problem of practice and working theories of improvement to gauge the efficacy of applied strategies. Leaders will form networks in Communities of Practice (CoP) to leverage the collective capacity of the group to identify key levers for change. Participants will engage in short data cycles by triangulating qualitative and quantitative measures to drive equitable access for all students.	<ul style="list-style-type: none"> • Implement Theory of Improvement • Answer Essential Questions • Reflect on Impact Using Measures • Review/Refine/Revise Strategies & Research
Multi Tiered System of Support (MTSS)	Site and District Leaders will explore the factors that students come to school with a wide range of academic, behavioral, and social strengths and needs. To serve these students well, districts/ schools need a carefully crafted plan aligning supports and services to address individual student strengths and needs. A comprehensive, integrated, approach to intervention is a proactive approach to meet the academic, behavioral, and social needs of students. Response to Intervention aims to prevent and respond effectively to the development of learning and behavioral challenges through thoughtful intervention.	<ul style="list-style-type: none"> • Engage in an Adoption/Refinement Analysis of Current Practices • Planning for Purpose and Coherence • Implement Key Strategies and Measurement for Impact • Cycles of Continuous Improvement
Comprehensive Needs Assessment	Conducting a needs assessment is a systematic process of investigating a population or community of educators to assess the state of current resources such as knowledge, abilities, interests, and approaches pertinent to the focus of the needs assessment	<ul style="list-style-type: none"> • Collect detailed information about a target population, school and/ or district • Surface what needs are being met and what resources exist to support

	such as a concern, aspiration, or intention. A needs assessment is a focused examination of the way things currently are and the way things can or should be in order to fill a gap in services, (e.g., establish trainings to address a specific need). A needs assessment is most commonly conducted to guarantee that there is a need for a type of program or service and to determine what type of content should be included the program curriculum, for example.	<p>current initiatives</p> <ul style="list-style-type: none"> • Determine what needs are not being addressed and next steps needed to bridge the gap •
Data Driven Program Placement (Master Schedule 101)	Current and future site administrators who are interested in a student-centered methodology for building a master schedule. The session is open to all participants, regardless of SIS. A hands-on, activity-filled day that introduces the theory and practice of master scheduling. Participants will work in groups to create a master schedule beginning with course requests and ending in a completed board.	<ul style="list-style-type: none"> • Create a student-centered approach for developing master schedules • Identify scheduling priorities • Construct a master schedule that meets site goals • Schedule for equity and access
Scheduling for Change	District and site administrators interested in using data-centered approach to scheduling and improvement. This session is open to all participants, regardless of SIS. An engaging and collaborative day focused on how to use the master schedule as an instrument for change within a school.	<ul style="list-style-type: none"> • Identify measures of success • Use data-mapping to visualize the instructional program • Identify and locate data for each key transition in the data map. • Apply appropriate plan. Theory of Action, 2-step decision making, etc. • Develop a plan for engaging stakeholders
Improving School Experiences of Students	School and district-level educators and staff participate in workshops, collect data, and develop action plans in order to improve the academic skills, and reduce suspension and expulsion rates of students.	<ul style="list-style-type: none"> • Develop action plans
Student and Parent Empowerment	Through interactive workshops, students will develop a Personalized Action Plan that is designed to help	<ul style="list-style-type: none"> • Student will develop a Personalized Action Plan • Parents and guardians

	<p>them improve their academic skills, resolve conflicts wisely, improve their relationships with peers from different racial/ethnic backgrounds from their own, overcome adversity, and prepare for college or the workforce.</p> <p>When parents and educators work together to promote students' academic success, all three groups benefit. Through interactive workshops, parents and guardians will learn strategies to help their children improve their reading, writing, mathematics, and test-taking skills, as well as how to prepare their children for college, how to decrease their children's chances of being suspended and expelled from school, and how to work more effectively with educators.</p>	<p>will learn strategies to help their children improve their reading, writing, mathematics, test-taking skills, and how to prepare their children for college</p>
Balanced Assessment Development	<p>District and school level educators develop the basis for a comprehensive student achievement system that maximizes student learning. In this component of the project, Illuminate Education facilitates an efficient process to develop standards schedules and high quality formative assessments, based on state testing specifications.</p>	<ul style="list-style-type: none"> • Develop standards schedules • Develop high quality formative assessments, based on state testing specifications.
Leadership Strategies to Promote Implementation Success	<p>Find yourself suddenly in charge of an implementation of Illuminate? Whether you are a leader at the county office leading several districts' implementation of Illuminate, or are a district leader who is leading the district implementation (while doing the rest of your work), the last thing you want to do is spin your wheels. Come learn strategies that will help you as a district leader focus your implementation on success. Topics include making decisions effectively and collaboratively, aligning implementation to school improvement planning, mapping out processes to understand where everyone fits, and leading through change.</p>	<ul style="list-style-type: none"> • Learn how to stop the wheel spinning and step up, lead and make actionable decisions collaboratively • Make a project's implementation relevant and sustainable by aligning goals and strategies to school improvement goals • Key components that promote successful change will be discussed, and the impact if those components are not present • Map key processes involved in implementation and who is involved in order to bring clarity and ownership of tasks



7. PERSONNEL

Project Managers and Support

Day to Day

Natalie Howell, Implementation Manager. Natalie began her career in education at a small private school in Natchitoches, LA teaching Biology and Chemistry. After spending the next few years at home with her four children, she went back into the classroom to teach 6th grade science in Shreveport, LA. Natalie's penchant for science and technology led her to become a master teacher at Centenary College. The professional development courses she taught emphasized science and technology topics designed to engage learners and accommodate individual differences.

Natalie joined Illuminate because of her excitement for the product and seeing it change lives first hand within her own classroom. She holds a B.S. in Biological Sciences from the University of New Orleans and a Master of Arts in Teaching from Northwestern State University. She also holds Educational Leadership certification from the state of Louisiana.

Kent Turansky, Data Integration Specialist. Kent has more than a decade of experience managing data integration into student data systems. He will now support the SCPPS–Illuminate data integration project.

Oversight and Support

Please keep in mind that we work as a team, therefore you will interact with a variety of Illuminate team members throughout your implementation. Our entire team is here to support you during this process, including your initial setup, project planning, trainings and staff developments, and later with your ongoing maintenance and day-to-day support.

Should one of the above-mentioned individuals not be available on a particular day, numerous people from the Illuminate team will be able to assist SCPPS staff. All of these Illuminators can be reached at 949.656.3133, by Fax at 909.266.1935 or the address of our office, which is 6531 Irvine Center Dr., Suite 100, Irvine, CA 92618.



8. SECURITY/BACKUP/BUSINESS RECOVERY/MAINTENANCE/SUPPORT

- **If hosting data, describe the protection that you have in place to ensure that the hosted data is secured and only updated by those individuals who have the rights to do so.**

User access via the web UI

Only users who have been authorized by the school district may login to the Illuminate system. Illuminate offers third party authentication (Active Directory, Google, etc.) integration options to clients who are leveraging the tools in order to bolster login security. All authorized users are provisioned their own individual account, and must provide appropriate credentials with every login. Additionally, users are automatically logged out of the system after a period of inactivity.

Direct database access

At the client's request, direct read-only access to the Illuminate database can be granted to specific administrative users. This read-only access provides access only to the client database. All data is transmitted via SSL. The database user is given specific credentials to login to the database and access to the database is restricted to a client-specified IP address.

API access

Illuminate offers an open API to external parties at the request of clients. Prior to establishing the API access, the external party's data usage plan is evaluated by Illuminate staff. All API consumers are vetted by Illuminate. Once an API partner has been provided secure API access, the actual access to a district's installation is controlled by the district. API access is controlled by two levels of security -- first with API consumer tokens, and second with client administered and permissioned user access controls.

SFTP file transfers

Where routine file transfers are necessary for data imports and exports, only authorized users are granted restricted access to an Illuminate SFTP server. Secure FTP is used to ensure that sensitive data is encrypted in transit.

- **If hosting data, describe your business recovery plan, backup processes, etc.**

Illuminate maintains both onsite and offsite backups for all client databases, allowing us to store and retrieve data anytime. Backups are shipped offsite nightly, and are encrypted at rest to prevent data theft. In the event of a catastrophic data center failure, we can retrieve data that is at most 24 hours old.

- **If the data is on-site, what backup processes or redundant systems are recommended?**

Illuminate was designed to be a cloud-based solution, not necessarily to be hosted on-site at a District. We have spent a significant amount of capital on redundant sites and services so the District does not have to worry about hosting costs.

- **Tell how often updates are performed. Will all updates be automatic or will there be opportunity for the district to time updates for convenience.**

All software updates are included in the purchase of Illuminate for the duration of the contract. Our major software updates generally occur every 3 weeks (automatically, unless the district prefers otherwise), and we typically bring the system offline for maintenance for roughly 30-60 minutes during low-usage evening hours. All sites hosted by Illuminate are updated at the same time and all are on the most current version of Illuminate. Full access to our support desk via email and phone, as well as our online help documentation system is included in the purchase of Illuminate.

We also perform minor “rolling release” updates because it is easier and less impactful to the system to push small updates intermittently rather than always perform large updates. All updates, rolling and major, are always documented in our Help System so users are aware of what has been released.

- **Describe your support technical support system. Include hours of support, average time of downtime annually, average turnaround time on support issues, and support tier system (if applicable)**

We are well known for our “above and beyond” customer support. Illuminate Education knows that satisfied clients, more than any other single factor, determine a company’s ongoing success. Support is a key component of client satisfaction.

We know that we can't make a difference in the education community if educators can't use our products. Our support team is here to make sure everyone at your district gets answers to the questions they have so they can use Illuminate effectively in their schools and classrooms.

As a company we're growing quickly. We're careful to hire friendly, smart support agents who care deeply about helping people. New support agents go through a 6-week intensive on-boarding process that exposes them to key areas of all of our products and prepares them to answer the questions they'll get from our clients.

Each support agent is a member of a 6-8 person specialized "pod" that focuses on a specific Illuminate product. These pods are agile, self-sufficient, and can handle all questions about their specific product focus.

So, what happens when I need help?


Online Self Service

Any user seeking information in his or her classroom or office, as well as any SCPPS staff member leading trainings (who might want some great handouts) has access to lessons in our extensive, searchable, illustrated, easy-to-follow Illuminate Help system. Help is accessible to all users at any time and all lessons can be downloaded to Adobe PDF to use as training handouts.

Illuminate Help Manuals contain over 1,500 easy to follow lessons, along with more than 80 videos (great to play in the staff lounge or at staff/PLC meetings to provide "training refreshers" at no cost). Our help manuals also open in a separate browser tab for following of the steps outlined in a lesson within a users own Illuminate portal.

- ↓ Every lesson contains a brief **introduction** describing the exact task the lesson will help the user accomplish. This helps the user determine if the lesson is what he or she is looking for, or if another might better suit his or her needs.

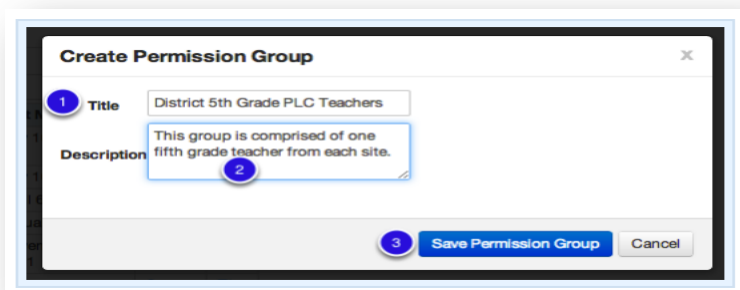
Customize the Student Demographics Page



Jolynn Braswell
Updated 8 days ago

Follow

This lesson will guide you through the customization of your Student Demographics page. This page can be customized to see just information pertinent to your role. This feature is permission based- if you want to turn on the Page Customization for Demographics, there are two permissions. One is Administrative- 'Administrative Customization' and the other is for the individual user- 'Self-Customization'.



← Each step contains a **screenshot** (with explanation) showing exactly what to do or where to go.

Videos	
Introduction	Admin
VIDEO: Welcome to Illuminate	VIDEO: Assign Permissions
VIDEO: Intro to Illuminate Student Information	
Assessments	Attendance
VIDEO: Finding an Assessment	VIDEO: Take Attendance
VIDEO: Find, Edit and Share INSPECT Assessments	VIDEO: Office-Attendance Part 1
VIDEO: Advanced Assessment Options	VIDEO: Office-Attendance Part 2
VIDEO: Assessment Reports	
VIDEO: Analyze Assessment Reports	
VIDEO: Linking Assessments to Gradebook and to Report Cards	
See all 10 articles	

⇒ We offer online **videos** for lessons that are embedded within our searchable Help system so they are easy to find. This allows any user can follow mini training sessions for specific tasks. These are great to play in the staff lounge or at staff/PLC meetings to provide “training refreshers” at no cost. This also provides “tech-intimidated” staff members with an easy way to view training a second time, and provides “go getters” with training for tasks they might not be scheduled to receive until later.

⇒ Lessons begin with a **Where to Start** step. The inclusion of this opening step allows any user (no matter where he or she begins in the system) to get to where he or she needs to be to accomplish the desired tasks.

Where to Start

1. Click **Assessments**.
2. Under **General**, click **List Assessments**.

Next Steps

If you experience any problems scanning, please see the **Scanning Troubleshooting** lessons for additional support. Also, for additional resources on Scanning- See Illuminate U's lesson: [U300- Find, Print and Scan Assessments](#)

↑ Many lessons end with **Next Steps** information that helps users know where to go next for support with likely follow-up tasks.

In addition to our comprehensive help documentation, recorded webinars, and videos, we've recently added a program called **WalkMe** to Illuminate. WalkMe works in Illuminate to guide people through common tasks with step-by-step on screen instructions.

Training Documentation

For any SCPPS staff members delivering training to other staff (e.g., in the event that any clients opt for a “Train the Trainer” model), our Help manuals include a **Trainer Toolkit** manual that walks trainers through the process of planning and delivering an effective training session.

Illuminate training documentation is provided in an electronic format and is the property of SCPPS, which allows the District to customize as needed.



Phone and Email Support

There is no additional cost to SCPPS for Client Support Services, and any SCPPS staff member may call or email Illuminate for support. Live customer support is available via phone or email from 5am to 5pm PST/PDT.

To make sure that the right person answers your call, we use a phone system that allows anyone on your team to call in, select one of our three main products from a simple menu. After selecting an option, the system will direct the call to the agent who is best able to answer that question.

In cases where there are too many calls for our team to handle, new callers will be placed in a short call queue until the next agent is available. While in the queue, they'll have the option to wait for the next agent, leave a voicemail message, or, if they're calling from a phone with a unique caller ID, receive an automatic callback when they get to the front of the queue.

Emails to our help@illuminateed.com email address are managed using a customer support ticketing system called Zendesk. This system allows us to track interactions with our customers, escalate issues to the implementation or development teams as appropriate, and make sure problems are resolved as quickly as possible. We're constantly looking to improve the way we do things so after each support "ticket" an automatic feedback email is sent to the person who originally asked for help so they can rate their support experience.

This system provides us with reporting and analytics that allow us to monitor “the big picture” and each area of customer support. For example, we can track which areas might need increased Help documentation or clarification based on frequent questions, or determine which staff members are fielding the most tickets. We can also track response time to ensure responses are timely, and know when additional support hires will be soon be needed by using staff performance and ticket volume metrics.

Problem Escalation Process

Our support team or the client's Implementation Manager will receive an issue. If the issue can be resolved by these staff members, they will do so. If an issue cannot be resolved, it will be escalated to Illuminate's Development or Product Management Team depending on the nature and demands of the particular issue.

Timeline for Application Enhancements

Illuminate focuses on developing software solutions that meet educator's needs. Complex new features can take 2-4 months to develop and deploy. Depending on the complexity of the project, other projects can last between 1 and 4 weeks. Smaller component enhancements can be done relatively quickly, often within hours and days. The software development life cycle of a particular project is completely dependent on the complexity of the project, customer timelines, and readiness of the customer to deploy the enhancement.

Timeframe for Report Enhancements

Report enhancements vary depending on the demand of the particular enhancement. Simple requests can be written and deployed within hours. More complex enhancements can take upwards of one to two weeks depending on the complexity of the proposed enhancement.

Ongoing Professional Development Opportunities

Illuminate offers extensive professional development tools to enhance SCPPS' ongoing professional development program at little or no cost:

Trainer Toolkit

5 Steps to Deliver a Successful Illuminate Training

Step 1: Gear Up for Your Training

Step 2: Plan Your Training

Step 3: Set Up for Your Training

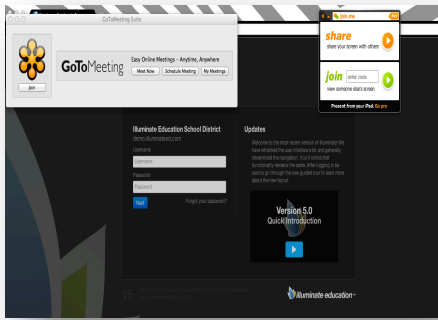
Step 4: Deliver Your Training

Step 5: Follow Up After Your Training

Trainer Toolkit

Cost: \$0

For SCPPS staff members delivering training to other staff, our Help manual contains a **Trainer Toolkit** chapter that walks trainers through the process of planning and delivering an effective training session. All stages and aspects of training are covered, including sample agendas, handouts, technology setup (not always a strong point for some otherwise highly-effective staff), collaboration and integration considerations, expectations, follow-up, and more.



Customizable Online Training

Cost: \$500 per session

Illuminate staff can conduct an online training session customized to meet your needs conducted via GoToMeeting. SCPPS staff can attend from various locations simultaneously, and/or SCPPS can opt to project the screen and sound in a location where numerous SCPPS staff can gather. Staff will have the ability to interact with the trainer and ask questions throughout the training.



Customizable In-Person Training

Cost: \$2,500 per day

Illuminate staff can devote a day to in-person training customized to meet your needs at a location you select. SCPPS staff can learn “hands on” on individual computers or can attend “demo style” to cover more topics in a shorter amount of time. The agenda will be set with SCPPS input, and time can be allotted to answering questions, classroom visitations or anything SCPPS desires that allows for a successful training experience.



Illuminate User Conferences

Cost: \$299 for 2 Days

The Illuminate User Conference is an annual event that takes place in February in San Diego, CA. The 2-day conference allows educators and others to learn and share concerning ways in which the Illuminate system can be used to help students, educators, and parents. **Conference session presentation materials are available for all users** via our online Help system.



Illuminate DnA CCSS Professional Development

Cost: \$2,500

Districts seeking assistance with implementation, instruction, performance and data analysis in regards to the transition to Common Core State Standards have access to the Illuminate DnA Professional Development team. Our team will work closely with the district to create a customized professional development system to make the transition into Common Core driven instruction as smooth as possible.



Illuminate Professional Development

Cost: Varies

In addition to our Customizable Training **Illuminate's Professional Development group** provides opportunities for extended PD in the following areas: **Cycles of Inquiry, PDSA Cycles, Improving School Experiences of African American, Latino and Low-Income Students, Student Empowerment, Parent Empowerment, Standards Schedule and Assessment Development, Detailed Data Analysis and Instructional Planning Based on Data.**



9. PRIOR EXPERIENCE

References

1. Ascension Public Schools

1100 Webster Street, Donaldsonville, Louisiana 70346

Contact: Melissa Langlois

Phone: 225.473.7981 ext. 277

Email: melissa.langlois@apsb.org

2. Bossier Parish Schools

PO Box 2000, Benton, Louisiana 71006

Contact: Linda Rocks

Phone: 318.549.5000

Email: linda.rocks@bossierschools.org

3. Central Community School District

P.O. Box 78094, Baton Rouge, Louisiana 70837

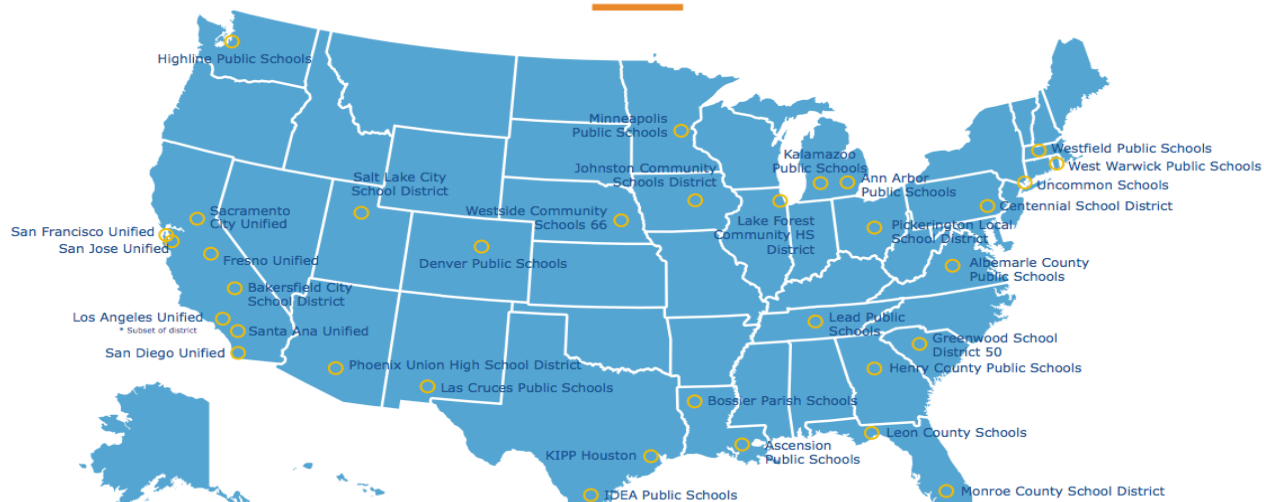
Contact: Jason Dupuy

Phone: 225.262.1919

Email: jdupuy@centralcss.org

Illuminate Education Inc. was founded in June of 2009. When we formed Illuminate Education, over 100 districts joined us within our first year of business, and we have continued to grow to over **1,600 districts** while maintaining a **99% client retention rate**. Illuminate products are currently being used in districts as small as 50 students and large as 150,000 students nationwide.

Notable Illuminate Districts Across the Country



Over 10% of top 100 districts in the U.S. use Illuminate