



**Region 10 Education Service Center (ESC)
Partnership Agreement
for**

Contract #ET20200701

for

EdTech Exchange Purchasing Cooperative

with

Ascend Education

Amendment Effective: July 1, 2020

The following documents comprise the executed contract between the Region 10 Education Service Center and Ascend Education:

- I. Vendor Contract and Signature Form
- II. Exceptions to the Amended Terms and Conditions
- III. Supplier's Response to the Original RFP

VENDOR CONTRACT AND SIGNATURE FORM

This Amended Vendor Contract and Signature Form ("Contract") is made as of July 1, 2020, by and between Ascend Education and Region 10 Education Service Center ("Region 10 ESC") for the purchase of digital products and solutions through the EdTech Exchange Purchasing Cooperative ("EdTech Coop").

RECITALS

WHEREAS, both parties agree and understand that the following pages will constitute the contract between the successful vendor(s) and Region 10 ESC, having its principal place of business at 400 E. Spring Valley Rd., Richardson, TX 75081.

WHEREAS, Vendor agrees to include, in writing, any required exceptions or deviations from these terms, conditions, and specifications; and it is further understood that, if agreed to by Region 10 ESC, said exceptions or deviations will be incorporated into the final contract "Vendor Contract."

WHEREAS, this contract consists of the provisions set forth below, including provisions of all attachments referenced herein. In the event of a conflict between the provisions set forth below and those contained in any attachment, the provisions set forth below shall control.

WHEREAS, the Vendor Contract will provide that any state, county, special district, local government, school district, private K-12 school, technical or vocational school, higher education institution (including community colleges, colleges and universities, both public and private), other government agencies or non-profit organization may purchase products and services at prices indicated in the Vendor Contract upon registering and becoming a member with EdTech Coop.

1. ARTICLE 1- GENERAL TERMS AND CONDITIONS

- 1.1. Awarded vendor shall perform all duties, responsibilities and obligations as set forth in this agreement, and required under the Vendor Contract.
- 1.2. Region 10 ESC shall perform its duties, responsibilities and obligations as set forth in this agreement, and required under the Vendor Contract.
- 1.3. Purchasing Procedure:
 - Purchase orders are issued by participating governmental agencies to the awarded vendor indicating on the PO "Per EdTech Coop Contract # ET20200701."
 - Vendor delivers goods/services directly to the participating agency.
 - Awarded vendor invoices the participating agency directly.
 - Awarded vendor receives payment directly from the participating agency.
 - Awarded vendor reports sales quarterly to EdTech Coop.
- 1.4. Customer Support: The vendor shall provide timely and accurate technical advice and sales support to Region 10 ESC staff and participating agencies. The vendor shall respond to such requests within one (1) working day after receipt of the request.

2. ARTICLE 2- ANTICIPATED TERM OF AGREEMENT

- 2.1. The term of the Contract shall commence upon award and shall remain in effect for a period of one (1) year, unless terminated, canceled or extended as otherwise provided herein. The Contractor agrees that Region 10 ESC shall have the right, at its sole option, to renew the Contract for four (4) additional one-year periods or portions thereof. In the event that Region 10 ESC exercises such rights, all terms, conditions and provisions of the original Contract shall remain the same and apply during the renewal period with the possible exception of price and minor scope additions and/or deletions.
- 2.2. Renewal will take place automatically each year unless Region 10 ESC gives written notice to the awarded supplier at least ninety (90) days prior to the expiration.

3. ARTICLE 3- REPRESENTATIONS AND COVENANTS

- 3.1. Scope: This contract is based on the need to provide the economic benefits of volume purchasing and reduction in administrative costs through cooperative purchasing to schools and other members. Although contractors may restrict sales to certain public units (for example, state agencies or local government units), any contract that prohibits sales from being made to public school districts may not be considered. Sales without restriction to any Members are preferred. These types of contracts are commonly referred to as being "piggybackable".
- 3.2. Compliance: Master Interlocal Agreements between Region 10 ESC and its Members have been established under state procurement law.
- 3.3. Offeror's Promise: Offeror agrees all prices, terms, warranties, and benefits granted by Offeror to Members through this contract are comparable to or better than the equivalent terms offered by Offeror to any present customer meeting the same qualifications or requirements.

4. ARTICLE 4- FORMATION OF CONTRACT

- 4.1. Offeror Contract Documents: Region 10 ESC will review proposed offeror contract documents. Vendor's contract document shall not become part of Region 10 ESC's contract with vendor unless and until an authorized representative of Region 10 ESC reviews and approves it.
- 4.2. Form of Contract: The form of contract for this solicitation shall be the Request for Proposal, the awarded proposal(s) and best and final offer(s), this Partnership Agreement, and properly issued and reviewed purchase orders referencing the requirements of the Request for Proposals. If a firm submitting an offer requires Region 10 ESC and/or Member to sign an additional agreement, a copy of the proposed agreement must be included with the proposal.
- 4.3. Entire Agreement (Parol evidence): The contract, as specified above, represents the final written expression of agreement. All agreements are contained herein and no other agreements or representations that materially alter it are acceptable.
- 4.4. Assignment of Contract: No assignment of contract may be made without the prior written approval of Region 10 ESC. Purchase orders and payment can only be made to awarded vendor unless otherwise approved by Region 10 ESC. Awarded vendor is

required to notify Region 10 ESC when any material change in operations is made that may adversely affect members (i.e. bankruptcy, change of ownership, merger, etc.).

- 4.5. Novation: If contractor sells or transfers all assets or the entire portion of the assets used to perform this contract, a successor in interest must guarantee to perform all obligations under this contract. Region 10 ESC reserves the right to accept or reject any new party. A simple change of name agreement will not change the contractual obligations of contractor.
- 4.6. Contract Alterations: No alterations to the terms of this contract shall be valid or binding unless authorized and signed by a Region 10 ESC staff member.
- 4.7. Order of Precedence: In the event of a conflict in the provisions of the contract as accepted by Region 10 ESC, the following order of precedence shall prevail:
- Special terms and conditions
 - General terms and conditions
 - Specifications and scope of work
 - Attachments and exhibits
 - Documents referenced or included in the solicitation
- 4.8. Supplemental Agreements: The entity participating in the Region 10 ESC contract and awarded vendor may enter into a separate supplemental agreement to further define the level of service requirements over and above the minimum defined in this contract i.e. invoice requirements, ordering requirements, specialized delivery, etc. Any supplemental agreement developed as a result of this contract is exclusively between the participating entity and awarded vendor. Neither Region 10 ESC, its agents, members and employees shall be made party to any claim for breach of such agreement.
- 4.9. Adding authorized distributors/dealers: Awarded vendors are prohibited from authorizing additional distributors or dealers, other than those identified at the time of submitting their proposal, to sell under their contract award without notification and prior written approval from Region 10 ESC. Awarded vendors must notify Region 10 ESC each time it wishes to add an authorized distributor or dealer. Purchase orders and payment can only be made to awarded vendor unless otherwise approved by Region 10 ESC. Pricing provided to members by added distributors or dealers must also be less than or equal to the pricing offered by the awarded contract holder, unless otherwise approved by Region 10 ESC.

5. ARTICLE 5- TERMINATION OF CONTRACT

- 5.1. Cancellation for Non-Performance or Contractor Deficiency: Region 10 ESC may terminate any contract if Members have not used the contract, or if purchase volume is determined to be low volume in any 12-month period. Region 10 ESC reserves the right to cancel the whole or any part of this contract due to failure by contractor to carry out any obligation, term or condition of the contract. Region 10 ESC may issue a written deficiency notice to contractor for acting or failing to act in any of the following:
- Providing material that does not meet the specifications of the contract;
 - Providing work and/or material that was not awarded under the contract;
 - Failing to adequately perform the services set forth in the scope of work and specifications;
 - Failing to complete required work or furnish required materials within a reasonable amount of time;

- Failing to make progress in performance of the contract and/or giving Region 10 ESC reason to believe that contractor will not or cannot perform the requirements of the contract; and/or
 - Performing work or providing services under the contract prior to receiving an authorized purchase order from Region 10 ESC or participating member prior to such work
- 5.2. Upon receipt of a written deficiency notice, contractor shall have ten (10) days to provide a satisfactory response to Region 10 ESC. Failure to adequately address all issues of concern may result in contract cancellation. Upon cancellation under this paragraph, all goods, materials, work, documents, data and reports prepared by contractor under the contract shall become the property of the Member on demand.
- 5.3. Termination for Cause: If, for any reason, the Vendor fails to fulfill its obligation in a timely manner, or if the vendor violates any of the covenants, agreements, or stipulations of this contract Region 10 ESC reserves the right to terminate the contract immediately and pursue all other applicable remedies afforded by law. Such termination shall be effective by delivery of notice to the vendor, specifying the effective date of termination. In such event, all documents, data, studies, surveys, drawings, maps, models and reports prepared by vendor for this solicitation may become the property of the participating agency or entity. If such event does occur then vendor will be entitled to receive just and equitable compensation for the satisfactory work completed on such documents.
- 5.4. Delivery/Service Failures: Failure to deliver goods or services within the time specified, or within a reasonable time period as interpreted by the purchasing agent or failure to make replacements or corrections of rejected articles/services when so requested shall constitute grounds for the contract to be terminated. In the event that the participating agency or entity must purchase Ascend Math in an open market, contractor agrees to reimburse the participating agency or entity, within a reasonable time period, for all expenses incurred.
- 5.5. Force Majeure: If by reason of Force Majeure, either party hereto shall be rendered unable wholly or in part to carry out its obligations under this Agreement then such party shall give notice and full particulars of Force Majeure in writing to the other party within a reasonable time after occurrence of the event or cause relied upon, and the obligation of the party giving such notice, so far as it is affected by such Force Majeure, shall be suspended during the continuance of the inability then claimed, except as hereinafter provided, but for no longer period, and such party shall endeavor to remove or overcome such inability with all reasonable dispatch.

The term Force Majeure as employed herein, shall mean acts of God, strikes, lockouts, or other industrial disturbances, act of public enemy, orders of any kind of government of the United States or the State of Texas or any civil or military authority; insurrections; riots; epidemics; landslides; lighting; earthquake; fires; hurricanes; storms; floods; washouts; droughts; arrests; restraint of government and people; civil disturbances; explosions, breakage or accidents to machinery, pipelines or canals, or other causes not reasonably within the control of the party claiming such inability. It is understood and agreed that the settlement of strikes and lockouts shall be entirely within the discretion of the party having the difficulty, and that the above requirement that any Force Majeure shall be remedied with all reasonable dispatch shall not require the settlement of strikes and lockouts by acceding to the demands of the opposing party or parties

when such settlement is unfavorable in the judgment of the party having the difficulty.

- 5.6. Standard Cancellation: Region 10 ESC may cancel this contract in whole or in part by providing written notice. The cancellation will take effect 30 business days after the other party receives the notice of cancellation. After the 30th business day all work will cease following completion of final purchase order. Vendor may be requested to provide additional items not already on contract at any time.

6. ARTICLE 6- LICENSES

- 6.1. Duty to keep current license: Vendor shall maintain in current status all federal, state and local licenses, bonds and permits required for the operation of the business conducted by vendor. Vendor shall remain fully informed of and in compliance with all ordinances and regulations pertaining to the lawful provision of services under the contract. Region 10 ESC reserves the right to stop work and/or cancel the contract of any vendor whose license(s) expire, lapse, are suspended or terminated.
- 6.2. Survival Clause: All applicable software license agreements, warranties or service agreements that were entered into between Vendor and Customer under the terms and conditions of the Contract shall survive the expiration or termination of the Contract. All Purchase Orders issued and accepted by Order Fulfiler shall survive expiration or termination of the Contract.

7. ARTICLE 7- DELIVERY PROVISIONS

- 7.1. Delivery: Vendor shall deliver said materials and/or services purchased on this contract to the Member issuing a Purchase Order. Conforming product shall be delivered within 7 days of receipt of Purchase Order. If delivery is not or cannot be made within this time period the vendor must receive authorization from the purchasing agency for the delayed delivery. At this point the participating entity may cancel the order if estimated shipping time is not acceptable.
- 7.2. Inspection & Acceptance: If defective or incorrect material is delivered, purchasing agency may make the determination to return the material to the vendor at no cost to the purchasing agency. The vendor agrees to pay any costs for the return shipment. Vendor shall be responsible for arranging the return of the defective or incorrect material.

8. ARTICLE 8- BILLING AND REPORTING

- 8.1. Payments: The entity using the contract will make payments directly to the awarded vendor. Payment shall be made after satisfactory performance, in accordance with all provisions thereof, and upon receipt of a properly completed invoice.
- 8.2. Invoices: The awarded vendor shall submit invoices to the participating entity clearly stating "Per EdTech Coop Contract # ET20200701". The shipment tracking number or pertinent information for verification shall be made available upon request.
- 8.3. Tax Exempt Status: Knowing and complying with the tax laws in each state is the sole responsibility of the vendor.
- 8.4. Reporting: The awarded vendor shall provide Region 10 ESC with an electronic accounting report, in a format prescribed by Region 10 ESC in Attachment A, on a quarterly basis summarizing all contract Sales for the applicable three month period.

Reports of Contract Sales for Region 10 ESC and member agencies in each quarter shall be provided by awarded vendor to Region 10 ESC by the 10th business day of the following the close of the quarter. If there are no sales to report, Vendor is still required to communicate that information via email. Failure to provide a quarterly report of the administrative fees within the time and manner specified herein shall constitute a material breach of this contract and if not cured within thirty (30) days of written notice to Supplier shall be deemed a cause for termination of the contract at Region 10 ESC's sole discretion.

9. ARTICLE 9- PRICING

- 9.1. Best price guarantee: The awarded vendor agrees to provide pricing to Region 10 ESC and its participating entities that are the lowest pricing available and the pricing shall remain so throughout the duration of the contract. Pricing offered to Federal government buying consortiums for goods and services is exempt from this requirement. The awarded vendor, however, agrees to lower the cost of any product purchased through Region 10 ESC following a reduction in the manufacturer or publisher's direct cost.
- 9.2. Price increase: Should it become necessary or proper during the term of this contract to make any change in design or any alterations that will increase expense Region 10 ESC must be notified immediately. Price increases must be approved by Region 10 ESC and no payment for additional materials or services, beyond the amount stipulated in the contract, shall be paid without prior approval. All price increases must be supported by manufacturer documentation, or a formal cost justification letter. Awarded vendor must honor previous prices for thirty (30) days after approval and written notification from Region 10 ESC if requested. It is the awarded vendor's responsibility to keep all pricing up to date and on file with Region 10 ESC. All price changes must be provided to Region 10 ESC, using the same format as was accepted in the original contract.
- 9.3. Additional Charges: All deliveries shall be freight prepaid, F.O.B. destination and shall be included in all pricing offered unless otherwise clearly stated in writing.
- 9.4. Price reduction and adjustment: Price reduction may be offered at any time during the contract and shall become effective upon notice of acceptance from Region 10 ESC. Special, time-limited reductions are permissible under the following conditions: 1) reduction is available to all Members equally; 2) reduction is for a specific time period, normally not less than thirty (30) days; 3) original price is not exceeded after the time-limit; and 4) Region 10 ESC has approved the new prices prior to any offer of the prices to a Member. Vendor shall offer Region 10 ESC any published price reduction during the contract period.
- 9.5. Administrative Fees: All pricing submitted to Region 10 ESC shall include the administrative fee to be remitted to Region 10 ESC by the awarded vendor. The awarded vendor agrees to pay a 5% administrative fee quarterly to Region 10 ESC of the total purchase amount paid to awarded vendor, less refunds, credits on returns, rebates and discounts, for the sale of products and/or services to Region 10 ESC and member agencies pursuant to the contract (as amended from time to time and including any renewal thereof) ("Contract Sales"). Region 10 ESC will invoice vendor after verifying quarterly reports. Administrative fee payments are to be paid by the awarded vendor to Region 10 ESC within thirty (30) days of receipt of invoice.

- 9.6. The awarded vendor will receive early access to register for EdTech events and will receive EdTech signs for their conference booths as well as an EdTech partnership logo for use online.
- 9.7. The awarded vendor will also receive a 10% discount on registration for EdTech-related events. When revenue shared with Region 10 exceeds \$5,000, vendor will be able to reserve rooms in the Region 10 Spring Valley or Abrams Conference Center twice a year for vendor events to educate/train/demonstrate the awarded vendor's product, subject to availability. Region 10 ESC will also offer a 50% discount on registration and booking fees at this contract volume for EdTech-related events.
- 9.8. Region 10 ESC agrees to participate in marketing this agreement to its Local Education Agencies through targeted mailing campaigns and at meetings and events as deemed appropriate by Region 10 ESC. Region 10 ESC will work with the vendor to develop co-branded marketing pieces for use by both parties in promoting this contract. All co-branded material must be mutually approved by both parties.

10. ARTICLE 10- PRICING AUDIT

- 10.1. Audit rights: Vendor shall, at Vendor's sole expense, maintain appropriate due diligence of all purchases made by Region 10 ESC and any entity that utilizes this Agreement. Region 10 ESC reserves the right to audit the accounting for a period of three (3) years from the time such purchases are made. This audit right shall survive termination of this Agreement for a period of one (1) year from the effective date of termination. Region 10 ESC shall have the authority to conduct random audits of Vendor's pricing that is offered to eligible entities at Region 10 ESC's sole cost and expense. Notwithstanding the foregoing, in the event that Region 10 ESC is made aware of any pricing being offered to eligible agencies that is materially inconsistent with the pricing under this agreement, Region 10 ESC shall have the ability to conduct an extensive audit of Vendor's pricing at Vendor's sole cost and expense. Region 10 ESC may conduct the audit internally or may engage a third-party auditing firm. In the event of an audit, the requested materials shall be provided in the format and at the location designated by Region 10 ESC or Region 10 ESC.

11. ARTICLE 11- OFFEROR PRODUCT LINE REQUIREMENTS

- 11.1. Current products: Proposals shall be for materials and equipment in current production and marketed to the general public and education/government agencies at the time the proposal is submitted.
- 11.2. Discontinued products: If a product or model is discontinued by the manufacturer, vendor may substitute a new product or model if the replacement product meets or exceeds the specifications and performance of the discontinued model and if the discount is the same or greater than the discontinued model.
- 11.3. New products/Services: New products and/or services that meet the scope of work may be added to the contract. Pricing shall be equivalent to the percentage discount for other products. Vendor may replace or add product lines to an existing contract if the line is replacing or supplementing products on contract, is equal or superior to the original products offered, is discounted in a similar or to a greater degree, and if the products meet the requirements of the solicitation. No products and/or services may be

added to avoid competitive procurement requirements. Region 10 ESC may require additions to be submitted with documentation from Members demonstrating an interest in, or a potential requirement for, the new product or service. Region 10 ESC may reject any additions without cause.

- 11.4. Options: Optional equipment for products under contract may be added to the contract at the time they become available under the following conditions: 1) the option is priced at a discount similar to other options; 2) the option is an enhancement to the unit that improves performance or reliability.
- 11.5. Product line: Offerors with a published catalog may submit the entire catalog. Region 10 ESC reserves the right to select products within the catalog for award without having to award all contents. Region 10 ESC may reject any addition of equipment options without cause.
- 11.6. Warranty conditions: All supplies, equipment and services shall include manufacturer's minimum standard warranty and one (1) year labor warranty unless otherwise agreed to in writing.

12. ARTICLE 12- MISCELLANEOUS

12.1. Funding Out Clause: Any/all contracts exceeding one (1) year shall include a standard "funding out" clause. A contract for the acquisition, including lease, of real or personal property is a commitment of the entity's current revenue only, provided the contract contains either or both of the following provisions:
"Retains to the entity the continuing right to terminate the contract at the expiration of each budget period during the term of the contract and is conditioned on a best efforts attempt by the entity to obtain appropriate funds for payment of the contract."

12.2. Disclosures: Offeror affirms that he/she has not given, offered to give, nor intends to give at any time hereafter any economic opportunity, future employment, gift, loan, gratuity, special discount, trip, favor or service to a public servant in connection with this contract.

Include a complete description of any and all relationships that might be considered a conflict of interest in doing business with participants in Region 10 ESC.

The Offeror affirms that, to the best of his/her knowledge, the offer has been arrived at independently, and is submitted without collusion with anyone to obtain information or gain any favoritism that would in any way limit competition or give an unfair advantage over other vendors in the award of this contract.

12.3. Indemnity: The awarded vendor shall protect, indemnify, and hold harmless Region 10 ESC and its participants, administrators, employees and agents against all claims, damages, losses and expenses arising out of or resulting from the actions of the vendor, vendor employees or vendor subcontractors in the preparation of the solicitation and the later execution of the contract, including any supplemental agreements with members. Any litigation involving Region 10 ESC, its administrators and employees and agents will be in Dallas County, Texas. Any litigation involving Region 10 ESC members shall be in the jurisdiction of the participating agency.

12.4. Franchise Tax: The Offeror hereby certifies that he/she is not currently delinquent in the

payment of any franchise taxes.

- 12.5. Marketing: Awarded vendor agrees to allow Region 10 ESC to use their name and logo within website, marketing materials and advertisement. Any use of Region 10 ESC name and logo or any form of publicity, inclusive of press releases, regarding this contract by awarded vendor must have prior approval from Region 10 ESC.
- 12.6. Certificates of Insurance: Certificates of insurance shall be delivered to the Region 10 ESC participant prior to commencement of work. The insurance company shall be licensed in the applicable state in which work is being conducted. The awarded vendor shall give the participating entity a minimum of ten (10) days' notice prior to any modifications or cancellation of policies. The awarded vendor shall require all subcontractors performing any work to maintain coverage as specified.
- 12.7. Legal Obligations: It is the Offeror's responsibility to be aware of and comply with all local, state, and federal laws governing the sale of products/services identified in this RFP and any awarded contract and shall comply with all while fulfilling the RFP. Applicable laws and regulation must be followed even if not specifically identified herein.
- 12.8. Boycott Certification: Respondents hereby certify that during the term of any Agreement, it does not boycott Israel and will not boycott Israel. "Boycott" means refusing to deal with, terminating business activities with, or otherwise taking any action that is intended to penalize, inflict economic harm on, or limit commercial relations specifically with Israel, or with a person or entity doing business in Israel or in an Israeli-controlled territory, but does not include an action made for ordinary business purposes.
- 12.9. Open Records Policy: Because Region 10 ESC contracts are awarded by a governmental entity, responses submitted are subject to release as public information after contracts are executed. If a vendor believes that its response, or parts of its response, may be exempted from disclosure, the vendor must specify page-by-page and line-by-line the parts of the response, which it believes, are exempt. In addition, the Offeror must specify which exception(s) are applicable and provide detailed reasons to substantiate the exception(s). Offeror must provide this information on the "Acknowledgement and Acceptance to Region 10 ESC's Open Record Policy" form found at the beginning of this solicitation. Any information that is unmarked will be considered public information and released, if requested under the Public Information Act.

The determination of whether information is confidential and not subject to disclosure is the duty of the Office of Attorney General (OAG). Region 10 ESC must provide the OAG sufficient information to render an opinion and therefore, vague and general claims to confidentiality by the Offeror are not acceptable. Region 10 ESC must comply with the opinions of the OAG. Region 10 ESC assumes no responsibility for asserting legal arguments on behalf of any vendor. Offeror are advised to consult with their legal counsel concerning disclosure issues resulting from this procurement process and to take precautions to safeguard trade secrets and other proprietary information.

After completion of award, these documents will be available for public inspection.

- 12.10. All parties agree that venue for any litigation arising from this contract shall lie in Richardson, Dallas County, Texas, and that the laws of the State of Texas shall govern

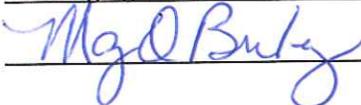
the rights of the parties and the validity and interpretation of any purchase order, contract, or service agreement that shall arise from and include this proposal request.

VENDOR CONTRACT SIGNATURE FORM

The undersigned hereby proposes and agrees to furnish goods and/or services in strict compliance with the terms, specifications and conditions at the prices proposed within response unless noted in writing. The undersigned further certifies that he/she is an officer of the company and has authority to negotiate and bind the company named below and has not prepared this proposal in collusion with any other Offeror and that the contents of this proposal as to prices, terms or conditions of said proposal have not been communicated by the undersigned nor by any employee or agent to any person engaged in this type of business prior to the official opening of this proposal.

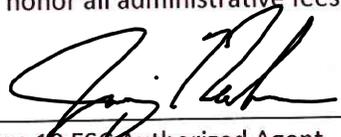
Prices are guaranteed: 120 days from date of contract award

The under-signed hereby acknowledges that where the terms and conditions of the original RFP and RFP response conflict with the terms and conditions of this amendment, the terms and conditions agreed upon in this amendment shall prevail.

Company Name Ascend Education
Address 304 Albany Avenue
City/State/Zip Shreveport, LA 71105
Telephone Number 318-865-8232
Email Address mbriley@ascendmath.com
Printed Name Marjorie Briley
Title Managing Partner
Authorized Signature 

Term of contract July 14, 2020 to July 14, 2021

Unless otherwise stated, all contracts are for a period of one (1) year with options to renew annually for an additional four (4) years if agreed to by Region 10 ESC and the awarded vendor. Awarded vendor shall honor all administrative fees for any sales made based on a contract whether renewed or not.


Region 10 ESC Authorized Agent

7/15/2020
Date

Jim Newhouse, Assistant Director
Printed Name of Authorized Agent

GENERAL TERMS & CONDITIONS ACCEPTANCE FORM

Signature on the Vendor Contract Signature form certifies complete acceptance of the General Terms and Conditions in this solicitation, except as noted below (additional pages may be attached, if necessary).

Check one of the following responses to the General Terms and Conditions:

- We take no exceptions/deviations to the general terms and conditions

(Note: If none are listed below, it is understood that no exceptions/deviations are taken.)

X We take the following exceptions/deviations to the general terms and conditions. All exceptions/deviations must be clearly explained. Reference the corresponding general terms and conditions that you are taking exceptions/deviations to. Clearly state if you are adding additions terms and conditions to the general terms and conditions. Provide details on your exceptions/deviations below:

Section 5.4 was amended to include the name of Ascend Math to the product offering as follows

In the event that the participating agency or entity must purchase **Ascend Math** in an open market, contractor agrees to reimburse the participating agency or entity, within a reasonable time period, for all expenses incurred.

(Note: Unacceptable exceptions shall remove your proposal from consideration for award. Region 10 ESC shall be the sole judge on the acceptance of exceptions/deviations and the decision shall be final.)



EDUCATION SERVICE CENTER, REGION 10
 400 E Spring Valley Rd
 Richardson, TX 75081
 Telephone: (972) 348-1110

Please respond to the following not later than 2 pm CT, May 12, 2020.

PROPOSAL RESPONSE to be marked RFP# 2020-07

Proposal For: Education
 Software and Related Products
 and Services

Education Service Center, Region 10 (ESC-10) is seeking proposals for the procurement of digital products and solutions related to K-12 Educational Technology (EdTech). Responses will be accepted by Education Service Center, Region 10 until **2 pm CT, May 12, 2020**. All times are Central Time.

Vendors should provide competitive pricing and must guarantee that no lower pricing is available to any Texas district. In general, Coop members will reference this RFP when purchasing from the vendor. ESC-10 will not charge a fee to LEAs for participation in the purchasing coop, but will charge an administrative fee to vendors to cover administrative costs. Pricing will be valid for one full year from contract effective date, and may be renewed by mutual agreement between ESC-10 and the vendor for up to four additional terms.

Awarded vendor will make its products and services available to ESC-10 in accordance with the contract negotiated as a result of this procurement and make its pricing available to K-12 school districts and LEAs in the state of Texas through the ESC-10's Ed Tech Purchasing Cooperative.

Faxed responses will not be considered. By submitting a response, responder certifies to the best of his/her knowledge that all information is true and correct. All responses must be received prior to established deadline in the Region 10 ESC Bonfire portal listed in the box below.

Mr. Clint Pechacek Purchasing Consultant Education Service Center, Region 10 400 E Spring Valley Rd Richardson, TX 75081	RFP #2020-07 Education Software and Related Products and Services Response Deadline 2 pm CT May 12, 2020
https://region10.bonfirehub.com/portal/?tab=openOpportunities	

Responses should be submitted on the forms provided. Only responses received by the date and time specified will be considered. **PRICE, QUALITY, AND SUITABILITY:** It is not the policy of ESC-10 to purchase services solely on the basis of low price alone; quality and suitability to purpose are taken into consideration. Term discount, if any, must be indicated on **Deviation Statement & Signature Page** and will be considered.

EDUCATION SERVICE CENTER, REGION 10
400 E Spring Valley Rd
Richardson, TX 75081

RFP #2020-07
Request For : Education Software and Related Products
and Services

Invited vendors who do not respond are requested to submit a "no response on information request" to ESC-10 by email to bids@region10.org if they wish to receive future requests. Failure to do so may result in their being deleted from our vendor list. Proposals marked "subject to price change" or "price in effect on date of delivery" will not be considered.

The ESC-10 Board of Directors may approve awarding of this proposal to one or more vendors at the June 17, 2020 meeting.

Calendar of Dates:

Monday, April 13
Monday, April 13
Monday, April 20
Thursday, April 30
Tuesday, May 12, 2:00 PM
Wednesday, June 17
Wednesday, July 1

First Newspaper Ad
RFP Released
Second Newspaper Ad
Deadline for submitting questions
Deadline for Vendor Response
Award by Region 10 Board
Contract Effective

1.0 SCOPE OF SERVICES

Awards resulting from this RFP will be effective for an initial term of one year and will renew automatically for four additional one-year renewal periods (listed below), unless written notice of intent to discontinue is provided by ESC-10 or the awarded vendor(s) at least 30 days prior to the end of the then current award period. Vendor pricing may be adjusted by mutual agreement of ESC-10 and the vendor at renewal periods. Intent to adjust pricing must be provided to ESC-10 by the vendor no later than 90 days prior to the end of the then current award period.

First Term	-	July 1, 2020 through June 30, 2021
First Renewal Period	-	July 1, 2021 through June 31, 2022
Second Renewal Period	-	July 1, 2022 through June 31, 2023
Third Renewal Period	-	July 1, 2023 through June 31, 2024
Fourth Renewal Period	-	July 1, 2024 through June 31, 2025

2.0 SPECIAL CONDITIONS

- A. Vendor(s) shall safeguard all information and data provided by ESC-10. Further, vendor(s) shall not sell or make available data or mailing lists compiled from data received from ESC-10 without the express written approval of ESC-10, through the Buyer, with appropriate remuneration to ESC-10.
- B. ESC-10 will consider alternates, but reserves the right to be the sole judge to determine which responses offer the best value in meeting the needs of ESC-10.
- C. Services will be purchased as needs arise and funding allows.
- D. ESC-10 shall be sole interpreter of the terms, conditions, specifications and performance requirements contained herein.
- E. The transfer or assignment of contracts is prohibited without written approval from Region 10 ESC.
- F. All delivery charges are to be included in respondent prices.
- G. COMPLIANCE WITH LAW: The respondent will be responsible for compliance with all applicable local, state, and federal laws.
- H. Specifications as written meet ESC-10's minimum standards as to the usage, materials, and contents for our needs and requirements. Specifications received from vendors that are different from the original requirements must meet or exceed original specifications to be considered as equivalent. ESC-10 will be the sole judge of specification equivalency.
- I. Vendor must provide an intellectual property agreement protecting both parties.

3.0 GENERAL TERMS

- A. All contracts and agreements between vendors and ESC-10 shall strictly adhere to the statutes as set forth in the Uniform Commercial Code as last amended in 1990 by the American Law Institute in the National Conference of Commissioners on uniform state laws. Reference: Uniform Commercial Code, 1990 Official Text, 2/Sales.
- B. Responders are advised that ESC-10 contracts are subject to all legal requirements

- provided for in Texas Education Code, Chapter 44, Subchapter B, Section 44.031 and/or applicable state and federal statutes. Any proposal after being awarded becomes subject to the Texas Public Information Act, Texas Government Code, Chapter 552.
- C. If product and/or service provided is not satisfactory to ESC-10, agreement can be terminated at any time upon a 30-day written notice.
 - D. ESC-10 reserves the right to all warranties, express and implied.
 - E. All parties agree that venue for any litigation arising from this contract shall lie in Richardson, Dallas County, Texas, and that the laws of the State of Texas shall govern the rights of the parties and the validity and interpretation of any purchase order, contract, or service agreement that shall arise from and include this proposal request.
 - F. Patented or copyright protected items: Vendor agrees to protect ESC-10 from recourse and all claims arising from rights under patent, copyright, trademark or application infringement.
 - G. It is understood and agreed that ESC-10 reserves the right to make minor modifications to conditions of this request for information due to unforeseen circumstances.
 - H. RESPONSES MUST BE MADE ON THE ENCLOSED SHEETS (or as attachments to respond to Specifications).

4.0 CONTACT

All questions should be submitted in the Bonfire portal below by 5 pm CT on April 30, 2020.
<https://region10.bonfirehub.com/portal/?tab=openOpportunities>

5.0 REFERENCES

Each vendor must submit a list of references for whom vendor has provided like products/services. Educational and governmental agencies are preferred. This list may be labeled "PROPRIETARY" and if so labelled may not subject to public view. Failure to provide references may cause proposal to be considered non-responsive.

Company: Crosby ISD
Address: 706 Runneburg Rd
City/St: Crosby, TX 77532

Contact Person: Todd Hicks Phone number: (281) 328 - 9200

Company: Kilgore High School
Address: 711 North Longview Street
City/St: Kilgore, Texas 75662

Contact Person: April Cox Phone number: (903) 984 - 5591

Company: Fort Stockton ISD
Address: 101 West Division
City/St: Fort Stockton, TX 79735

Contact Person: Gil-Rey Madrid Phone number: (432) 336 - 4000

6.0 REJECTION, WITHDRAWAL, MODIFICATIONS OF PROPOSALS AND LATE PROPOSALS

ESC-10 reserves the right to accept or reject any or all responses, to waive any technicality or irregularity in response submitted, and to accept or reject any part of a response as deemed to be in the best interest of ESC-10. Responses may be withdrawn at any time prior to the final due date. Upon approval of ESC-10, responses may be withdrawn for obvious miscalculations or industry-wide conditions.

Responses received after the final due date/time will be declared late and will be considered ineligible for consideration. ESC-10 is not responsible for mail, courier or other delivery methods' in-transit time or non-delivery. Late deliveries will be held unopened. Respondents will be advised by mail that the proposal was late and not accepted and will be allowed to pick up the proposal package or have the package picked up by a courier.

7.0 CLARIFICATION OR OBJECTION TO PROPOSAL SPECIFICATIONS

ESC-10 is willing to assist any Respondent in the interpretation of request provisions or explanation of how request forms are to be completed. If any person contemplating submitting a response to this request is in doubt as to the true meaning of the specifications, or other documents or any part thereof, he/she may submit a written request for clarification through the Region 10 ESC Bonfire portal at <https://region10.bonfirehub.com/portal/?tab=openOpportunities> by 5 pm DT on Thursday, April 30, 2020.

Any interpretation of the request for information, if made, will be made only by Addendum duly issued to each person receiving a Request for Information. ESC-10 will not be responsible for any other explanation or interpretation of the proposal made or given prior to the award of the contract. Any objections to the specifications and requirements as set forth in this request must be filed in writing with the Chief Financial Officer.

8.0 EVALUATION and AWARD OF CONTRACT

- A. Response evaluation shall be based on the factors listed in sub-section E of this section.
- B. After responses are opened, ESC-10 will check each response for the presence or absence of required information in conformance with the submittal requirements of this response. These submittal requirements are obligatory. If the response fails to meet any requirements to the request for information specifications, such failures will be noted and documented in a formal deficiency report by the purchasing staff. ESC-10 will evaluate each response to assure consistency among the various sections within the request for information. Any items that are inconsistent or appear contradictory will be evaluated to determine if they should be classified as material deviations.
- C. ESC-10 reserves the right to award the proposal to one vendor or multiple vendors.

D. ESC-10 will perform a price/value analysis to ensure that districts are receiving value for purchasing this product or service.

E. Evaluation Criteria: Percentage Weight:

Product alignment with ESC-10 mission/needs	15%
Quality of product	15%
Vendor Reputation	10%
Past relationship with ESC-10	5%
Proposed partnership structure with Region 10 ESC	15%
Price/Value Analysis	35%
Total long-term cost	5%
Vendor ability to comply with HUB rules - Not Applicable to this proposal	

9.0 SPECIFICATIONS

The mission of ESC-10 is to be a trusted, student-focused partner that serves the learning community through responsive, innovative educational solutions. In alignment with the mission, the EdTech Purchasing Cooperative was formed to provide best pricing to member districts for solutions designed to facilitate learning. The scope of the EdTech Purchasing Cooperative is limited to online or computer-based products/solutions that enhance school operations, design and delivery of instruction, assessment/feedback, and/or data utilization. Proposals meeting the following criteria will be considered:

1. Product alignment with ESC-10 mission/needs - the proposal must clearly describe how the product/solution assists districts and/or educators address the needs of learners.
2. Quality of product - the proposal must clearly describe how the product/solution is evaluated in terms of:
 - a. Functionality - how well and under what conditions does the product/solution work?
 - b. Ease of Use - what technical support and how much training is needed for end users to fully utilize the product/solution?
 - c. Outcomes - how is the intended impact measured? What are the results?
 - d. Differentiation - what makes this product/solution unique or what distinguishes it in comparison to similar products/solutions?
3. Best Price - the proposal must clearly describe how the product/solution pricing will be the lowest price available to member districts throughout the term of the contract, whether through exclusivity, "most favored nation" status, price match guarantee, or any other method proposed by the vendor.
4. Administrative fee - the proposal must clearly describe the partnership structure the vendor wishes to establish with Region 10 ESC, which will determine the administrative fee to be remitted to Region 10 ESC. Administrative fees must be factored into pricing offered and are

not to be listed as separate from the contract price. Different levels of partnership available to vendors are as follows:

- a. Cooperative Contract: a contract resulting from this RFP will be available to public agencies to "piggyback" on to satisfy their own bid requirements. Region 10 will put the contract on the EdTech website and administer the contract, however marketing efforts will be limited. Administrative fee is 1%. Customers will pay vendor directly, the vendor will report sales to Region 10 and remit the administrative fee to Region 10 on a quarterly basis.
- b. Marketing Contract: in addition to a "piggybackable" contract, Region 10 will agree to actively market the vendor to Region 10 Local Education Agencies (LEAs). Administrative fee will start at 5% and may be more depending on the level of involvement vendor is requesting of Region 10.
- c. Reseller/Licensing Contract: in addition to a "piggybackable" contract, Region 10 will agree to act as a licensing reseller for the software. Administrative fee will start at 15% and may be more depending on the level of involvement vendor is requesting of Region 10. Customers will pay Region 10 directly; Region 10 will keep the agreed-upon administrative fee and remit the remainder of the sale to the vendor.
- d. Training and Support Contract: in addition to acting as a marketing partner and reseller, Region 10 will give active training and/or customer support to customers buying through Region 10. Vendor should detail the training necessary for Region 10 staff to perform this function. Administrative fee can range from 20%-35% depending on the level of involvement vendor is requesting from Region 10.
- e. Further support including development, data hosting and sharing, and other services may be negotiated between Region 10 and the vendor based on the vendors RFP response.

Vendors must indicate what level of partnership they wish to enter with Region 10 in their response. While the level of partnership proposed will be taken into account by the evaluation committee, scoring for this subsection will primarily be based on the vendor's contract implementation plan for whichever level of partnership they propose.

10.0 ACKNOWLEDGEMENT OF ADDENDA:

The offeror acknowledges receipt of ADDENDA to the solicitation and related documents numbered and dated:

NOB

Addendum No.	RFP 2020-07 QA		
Date	05/07/2020		

All addenda shall be acknowledged on the solicitation/offer. Failure to do so may cause the proposal to be rejected. Any changes to the solicitation will be made by Addendum, delivered to all parties, which ESC-10 shows as having received a copy of the solicitation.

11.0 PROPOSAL

See the following page for answers in line

1. Describe your EdTech Product/Solution and explain how it is used in schools, and how its use in schools falls within the scope of this request.
2. Describe how the product/solution is aligned to the ESC- 10 Mission.
3. Describe how the quality of the product/solution is measured, including the following criteria:
 - i. Functionality
 - ii. Ease of Use
 - iii. Outcomes
 - iv. Differentiation
4. Describe your pricing structure:
 - a. Describe your standard pricing.
 - b. Describe the pricing proposed for this agreement.
 - c. Describe how you will guarantee that no better pricing will be available to Texas districts during the time that this agreement is in place.
 - d. Describe how updates/upgrades will be handled under this agreement.
 - e. Describe any additional fees related to implementation, hosting, data storage, training, support, etc.
5. Describe how existing customers will be transitioned to the new pricing structure under this agreement.
6. Describe the partnership level with Region 10 your company is proposing. Include proposed administrative fee and any necessary information such as training requirements, proposed marketing strategies, etc.
7. Describe any limits and/or costs for usage by ESC staff.
8. Region 10 routinely provides services to districts located beyond Texas Education Agency's defined ESC-10 service area. Describe any geographic limitations to this agreement (i.e. Region 10 service area, North Texas, Texas, No Geographic Limitations).

12.0 BOYCOTT CERTIFICATION

Respondents must certify that during the term of any Agreement, it does not boycott Israel and will not boycott Israel. "Boycott" means refusing to deal with, terminating business activities with, or otherwise taking any action that is intended to penalize, inflict economic harm on, or limit commercial relations specifically with Israel, or with a person or entity doing business in Israel or in an Israeli-controlled territory, but does not include an action made for ordinary business purposes. Agreed

1. Describe your EdTech Product/Solution and explain how it is used in schools, and how its use in schools falls within the scope of this request.

Ascend Math® has demonstrated results that enable students to achieve up to two or more grades level growth in one school year. This research based program is an on-line individualized intervention resource which identifies skill gaps, prescribes targeted instruction and motivates students to succeed. Schools may use Ascend Math as a Core Math Curriculum or a Supplemental Math Curriculum to target the needs of special populations including Tier II and Tier III Interventions, Special Ed, Gifted and Talented and Acceleration and Credit Recovery.

Ascend's initial adaptive Level Recommendation Assessment identifies at which point learning gaps begin. Additionally, Ascend's automated tracking of student performance provides built-in accountability and progress monitoring reporting tied to Texas Essential Knowledge Skills.

Once placed at a recommended functional level, Ascend differentiates instruction for each student by administering pre-assessments and then building learning paths based on students' strengths and weaknesses. Areas in which students successfully complete the pre assessment are automatically removed from their study plan. Upon completion of learning resources in the student learning center, students must successfully complete a post assessment in order to move on to the next lesson in sequence. Each subsequent lesson increases in difficulty as students move through the course plan. If students are unsuccessful in the completion of a post assessment, they are directed back to learning activities.

Instructional options are rich and varied, including video tutorials presented by award-winning mathematics instructors, multimedia explorations including technology-based manipulatives and robust practice. Ascend Math® resources include FlashCard Math which reinforces students' ability to build automaticity in recalling basic math facts. Resources are available in both English and Spanish. Students are enabled anywhere, anytime access wherever they have internet access.

As a one to one learning resource, students can work at their own pace. Ascend Math® is well suited for English Language Learners and Special Ed students since they can review materials as often as they require, press pause or rewind. Students may also review successfully completed materials for ongoing review.

As schools are considering staggered schedule models and facing rolling stay at home orders, Ascend Math's automated plans become an invaluable resource for teachers, students and parents. Please refer to Virtual Learning Models to review how Ascend Math has supported schools during COVID -19

Please refer to the Ascend Math Personalized learning document for a detailed explanation on Ascend Math features and implementation best practices.

2. Describe how the product/solution is aligned to the ESC- 10 Mission.

Ascend Education shares, with ESC-10, the same goals for student success and a mission to provide quality math instruction for all students and to deliver effective blended learning solutions that will maximize student achievement.

Ascend Education's math instructional resources are designed to address the needs of a diverse student population. Through the use of personalized and targeted differentiated math instruction, Ascend helps students close math skills gaps and/or accelerate learning which allows them to successfully develop the knowledge, skills, and attitudes that will enable them to reach their maximum potential – be that in college, their career or for life long skills. Ascend Math learning activities are structured such that student become increasingly motivated to master missing skills and accelerate learning in mathematics for students that are behind and for students that work beyond grade level preparing them for a more rigorous STEM based culture.

When used with fidelity, Ascend Math® is proven to achieve students' gains of up to 2 years growth in a 6-month period. Ascend Math has proven results of success of improving STAAR outcomes in Texas and high stakes tests nationwide.

3. Describe how the quality of the product/solution is measured, including the following criteria:

i. Functionality

Ascend Math® has demonstrated results that enable students to achieve up to two or more grades level growth in one school year. Ascend Math tracks student learning beginning with the screener and then allows students to progress at their own pace through multiple grade levels. At any point in time, teachers and administrators can review students' growth in objectives completed, pre to post test gains and grade level growth. Progress monitoring reports include students grade level equivalency in math in real time.

Please refer to Ascend Math Personalized Learning Document for a complete overview

ii. Ease of Use

Ascend Math study plans are fully automated and direct students to what is next in their study plan at each login. Teachers receive notifications upon login to find real time information on when students are in need of intervention or assistance. The same report will provide teachers with information which students to group for small group instruction whether the group instruction takes place in class or at a distance. Reports are extremely easy to pull for all interested parties – students, parents, teachers, and administrators.

Automated study plans and real time information allow teachers the time to focus on student instruction rather than manipulating study plans and assigning standards. However, should teachers want to assign standards, the interface is simple to use.

The ease of use and automated plans are extremely important now as schools are considering staggered schedules and the reality of rolling stay at home orders.

iii. Outcomes

District objectives dictate learning outcomes on program usage such as pre test post test gains, time on task, objectives completed, grade level growth.

Ascend Math reporting offers on-demand reporting to track each. Please refer to the Ascend Math Report Sampler for examples of reports.

The ultimate goal from Ascend Math usage outcomes and success on state testing (STAAR, Algebra EOC, TSIA). Ascend Math has proven success on STARR growth and STAAR passing rates. Ascend Math has many documented successes. A couple of references are listed below.

School Name	District Name	State	School Size	Type	Ethnic Distribution	Socioeconomic Details	Test Group/ Population	Results	3rd Party Reference
					<input type="checkbox"/> African American <input type="checkbox"/> Hispanic <input type="checkbox"/> Other	<input type="checkbox"/> Asian <input type="checkbox"/> White <input type="checkbox"/> Economically Disadvantaged Students <input type="checkbox"/> Non-Economically Disadvantaged Students			
Crosby Middle	Crosby ISD	TX	809	Suburban			Seventh grade students who had not previously passed the Texas state test in math the past two years	Students achieved a 0% to 38% Improvement in STAAR pass rate. These same students had not been successful in passing the STAAR for the past two years	Criteria STAAR results 2015
Kilgore Middle	Kilgore ISD	TX	598	Rural			2017 STAAR Results	Students who used Ascend Math recorded 56% growth in STAAR Results; 21.6% of which passed STAAR for the very first time. In 8th Grade 73% of students showed growth in STAAR; 32% of these students had never passed STAAR previously	2016 STAAR results

iv. Differentiation

Ascend Math supports each student through differentiated instruction based on screener and pre assessment results. Study plans are unique to students by grade level. For more information refer to page 5 of Ascend Math Personalized Learning TX. All lesson plans are fully aligned to TEKS standards. Ascend Math is a K to 12 program offering a one stop solution. Ascend math also offers a TSIA math course which meets the two guidelines for NCBO courses in Texas

- NCBO (non-course competency based options) – a student enrolls in an intervention that is flexible and individualized to address the student’s weak areas and is generally shorter than the traditional 16-week course.
- Modular/technology-based – a student enrolls in an intervention that offers flexible scheduling with strong technology-based options and individualized, just-in-time support. Modular options can be offered via NCBO and/or corequisite delivery.

4. Describe your pricing structure:

a. Describe your standard pricing.

Ascend Math is a subscription model. Pricing is per student and depends on the number of students requiring a login. Site pricing is also available.

b. Describe the pricing proposed for this agreement.

Ascend Math will offer student subscription based pricing and site based pricing depending on school or ISD preference.

c. Describe how you will guarantee that no better pricing will be available to Texas districts during the time that this agreement is in place.

As a sole source provider, Ascend Math will maintain pricing integrity throughout Texas.

d. Describe how updates/upgrades will be handled under this agreement.

Ascend Math is a web-based program. Updates, patches and maintenance are completed in real time and available to the end user immediately without required action by district personnel. Ascend Math dynamically adds new features based on user feedback. These new features are available to the district as part of the subscription.

e. Describe any additional fees related to implementation, hosting, data storage, training, support, etc.

There are no additional fees related to implementation, hosting, data storage and support. Training fees vary depending whether training is onsite or webbased. Ascend Math offers a variety of free on-demand training options as well as regular CX webinars and drop in sessions at no charge. <https://ascendmath.com/free-training-webinars/>

5. Describe how existing customers will be transitioned to the new pricing structure under this agreement.

Ascend Math is an annual renewal and will be transitioned to the new pricing structure upon renewal.

6. Describe the partnership level with Region 10 your company is proposing. Include proposed administrative fee and any necessary information such as training requirements, proposed marketing strategies, etc.

Ascend Education proposes a Marketing Contract and agrees to the 5% suggested fee. Ascend Education will work closely with Region 10 on marketing copy to support email campaign, web page support and print copy. Ascend Education will also consider Reseller and Training options as the relationship evolves.

Training requirements include onsite and/or web-based training on a train the trainer model. The Ascend Math support team will work closely with Region 10 staff to on-board trainers and consult with implementation best practices. We find that we can shorten the adoption curve when schools see Ascend Math in action at their schools. In that end, Ascend Education will offer free preview periods to Region 10 ISDs to support marketing and sales efforts.

7. Describe any limits and/or costs for usage by ESC staff.

Not applicable

8. Region 10 routinely provides services to districts located beyond Texas Education Agency's defined ESC-10 service area. Describe any geographic limitations to this agreement (i.e. Region 10 service area, North Texas, Texas, No Geographic Limitations).

No Limitations

13.0 Terrorist State Certification

In accordance with Texas Government Code, Chapter 2252, Subchapter F, ESC-10 is prohibited from entering into a contract with a company that is identified on a list prepared and maintained by the Texas Comptroller or the State Pension Review Board under Texas Government Code Sections 806.051, 807.051, or 2252.153. By execution of any agreement, the respondent certifies to ESC-10 that it is not a listed company under any of those Texas Government Code provisions. Responders must voluntarily and knowingly acknowledge and agree that any agreement shall be null and void should facts arise leading the ESC-10 to believe that the respondent was a listed company at the time of this procurement.

14.0 RESIDENT CERTIFICATION:

This Certification Section must be completed and submitted before a proposal can be awarded to your company. This information may be placed in an envelope labeled "Proprietary" and is not subject to public view. In order for a proposal to be considered, the following information must be provided. **Failure to complete may result in rejection of the proposal:**

As defined by Texas House Bill 602, a "nonresident Bidder" means a Bidder whose principal place of business is not in Texas, but excludes a contractor whose ultimate parent company or majority owner has its principal place of business in Texas.

Texas or Non-Texas Resident

- I certify that my company is a "resident Bidder".
- I certify that my company qualifies as a "nonresident Bidder".

If you qualify as a "nonresident Bidder," you must furnish the following information:

What is your resident state? (The state your principal place of business is located.)

Shreveport	LA	71105
City	State	Zip Code

Ascend Education	304 Albany Avenue
Company Name	Address

15.0 UNFAIR BUSINESS PRACTICE

Has your company ever been convicted of unfair business practices?

Yes No If yes, when: _____

VENDOR PROFILE

Minority/Women Business Enterprise (Required by some participating governmental entities) or HUB
Vendor certifies that his/her firm is a M/WBE [Yes] [No]

If yes, circle above certification that applies and list any others: _____
(Enclose copy of certification)

16.0 SIGNATURE PAGE, DEVIATION or COMPLIANCE NOTATION & FELONY NOTIFICATION

DEVIATIONS: In the event the undersigned Respondent intends to deviate from the general terms and conditions or specifications contrary to those listed in the "Terms and Conditions", "Specifications" and other information attached hereto, all such deviations must be listed on this page, with complete and detailed conditions and information also being attached (attach additional pages as necessary). Vendors must list all specifications for item(s) bid that differ from any specifications/brands listed in proposal. ESC-10 will be the sole judge to determine if deviations are acceptable in meeting the needs of ESC-10.

NO DEVIATIONS: In the absence of any deviation entry on this form, the Bidder assures ESC-10 of their full compliance with the Terms and Conditions, Specifications, and information contained in this proposal.

**ALL bidders MUST COMPLETE this page (check appropriate box)
SIGN & RETURN with proposal or proposal may be considered NON-RESPONSIVE.**

Our response is submitted according to (check appropriate box):

Deviations listed See Attached letter for Deviations No Deviations

Marjorie Briley

Having carefully examined the Request for Proposal's, terms and conditions, specifications and proposal form, the undersigned hereby proposes and agrees to furnish goods and/or services in strict compliance with the specifications and conditions contained in this document.

The representative signing this document affirms that they are duly authorized to execute this contract, that this company corporation, firm, partnership or individual has not prepared this proposal in collusion with any other Bidder, and that the contents of this proposal as to prices, terms or conditions of said proposal have not been communicated by the representative signing this document nor by any employee or agent to any other person engaged in this type of business prior to the official opening of this proposal.

FELONY NOTIFICATION

Also, pursuant to the State of Texas Legislative Senate Bill No. 1, Section 44.034, Notification of Criminal History, the undersigned affirms this firm is ___/is not owned or operated by anyone who has been convicted of a felony. This statement is not required of a publicly-held corporation.

By signing this proposal, vendor makes the assurance that vendor has not been debarred or suspended from conducting business with the US Government according to Executive Order 12549 titled Debarment and Suspension.

=====

NOTE - Use this form. If necessary to go

Term Discount: _____ Date: _____

into details, attach a letter.

COMPANY NAME Ascend Education

Exclude Federal and State Taxes.

SIGNATURE Marjorie Briley

(Must be able to sign contracts to obligate

The right is reserved to accept or reject company) quotation on each item separately or as a whole.

TYPED NAME Marjorie Briley

Proposals received after the time and date specified

TITLE Managing Director

will not be accepted.

ADDRESS 302 Albany Avenue Shreveport, LA 71105

Email Address: mbriley@ascendmath.com

PHONE (318)865-8232

FAX (318)865-6227

17.0

**NOTICE OF NO RESPONSE
TO REQUEST**

Please complete this form and return by fax:
Attn: Sue Hayes (972) 348-1110

(Check below)

- 1. We have decided not to submit a response for the reason(s) listed below, but wish to remain on the Bidder's list for other items.
- 2. The product/service we represent should be listed in another category. (Specify)

- 3. We wish to be removed from the Bidders list for the reason(s) listed below:

EXPLANATION FOR "NO" BID ON PROPOSAL:

Company: _____ Phone: _____

Address: _____ Fax: _____

Email Address: _____ Website: _____
Address: _____

Signature of Bidder's Representative: _____

Typed/Printed Named: _____

Title: _____ Date: _____

Thank you for your assistance.

Vendors who respond to this proposal with a formal proposal or this form will remain on our mailing list.
Vendors making no response at all are subject to removal from our Bidders list

18.0 Educational Purchasing Cooperative of North Texas (EPCNT) Price Sharing

Education Service Center Region 10 encourages vendors to check yes to the EPCNT clause because other schools can buy with our bid under the same terms. This streamlines the public purchasing process and cuts costs to the public. It also keeps vendors from having to answer multiple bids for many school districts for the same product(s) or services, thereby saving the vendors resources. Do not check yes if doing so would be detrimental to Education Service Center Region 10 pricing, terms or conditions in your response.

Approximately 63 school districts in the area have formed, through an inter-local agreement, the Educational Purchasing Cooperative of North Texas (EPCNT). You may learn about EPCNT at <http://www.epcnt.com/>. Should any of these entities decide to participate in this bid, would you (the vendor) agree to extend your offer to all member school districts? Terms and conditions and pricing must be the same as for Education Service Center Region 10.

____NO MgbYES

If vendor checks yes, the following will apply:

Terms and conditions and pricing will be the same as Education Service Center Region 10. Members and participants of the EPCNT will be eligible, but not obligated, to purchase materials/services under the contract awarded as a result of this solicitation. All purchases by members and participants other than Education Service Center Region 10 will be billed directly to that entity and paid by that entity. Education Service Center Region 10 will not be responsible for another entity's debts. Each governmental entity will order its own materials/services as needed.

Signature below authorizes EPCNT participation for this offer by the responding vendor.

Signature Marjorie Briley

Printed Name Marjorie Briley

Company Name Ascend Education Date: 05/12/2020

19.0 REGION 10 ESC PROPOSER/VENDOR CERTIFICATION FORMS

REQUIRED CONTRACT PROVISIONS FOR NON-FEDERAL ENTITY CONTRACTS UNDER FEDERAL AWARDS – APPENDIX II TO 2 CFR PART 200

The following provisions are required and apply when federal funds are expended by Region 10 ESC for any contract resulting from this procurement process.

The Region 10 ESC is the subgrantee or Subrecipient by definition.

In addition to other provisions required by the Federal agency or non-Federal entity, all contracts made by the non-Federal entity under the Federal award must contain provisions covering the following, as applicable.

- (A) Contracts for more than the simplified acquisition threshold currently set at \$150,000, which is the inflation adjusted amount determined by the Civilian Agency Acquisition Council and the Defense Acquisition Regulations Council (Councils) as authorized by 41 U.S.C. 1908, must address administrative, contractual, or legal remedies in instances where contractors violate or breach contract terms, and provide for such sanctions and penalties as appropriate.

Pursuant to Federal Rule (A) above, when federal funds are expended by Region 10 ESC, Region 10 ESC reserves all rights and privileges under the applicable laws and regulations with respect to this procurement in the event of breach of contract by either party.

Does vendor agree? YES Mgb
Initials of Authorized Representative of Vendor

- (B) Termination for cause and for convenience by the grantee or subgrantee including the manner by which it will be effected and the basis for settlement. (All contracts in excess of \$10,000)

Pursuant to Federal Rule (B) above, when federal funds are expended by Region 10 ESC, Region 10 ESC reserves the right to immediately terminate any agreement in excess of \$10,000 resulting from this procurement process in the event of a breach or default of the agreement by Vendor, in the event vendor fails to: (1) meet schedules, deadlines, and/or delivery dates within the time specified in the procurement solicitation, contract, and/or a purchase order; (2) make any payments owed; or (3) otherwise perform in accordance with the contract and/or the procurement solicitation. Region 10 ESC also reserves the right to terminate the contract immediately, with written notice to vendor, for convenience, if Region 10 ESC believes, in its sole discretion that it is in the best interest of Region 10 ESC to do so. The vendor will be compensated for work performed and accepted and goods accepted by Region 10 ESC as of the termination date if the contract is terminated for convenience of Region 10 ESC. Any award under this procurement process is not exclusive and Region 10 ESC reserves the right to purchase goods and services from other vendors when it is in the best interest of Region 10 ESC.

Does vendor agree to abide by the above? YES Mgb
Initials of Authorized Representative of Vendor

- (C) Equal Employment Opportunity. Except as otherwise provided under 41 CFR Part 60, all contracts that meet the definition of "federally assisted construction contract" in 41 CFR Part 60-1.3 must include the equal opportunity clause provided under 41 CFR 60-1.4(b), in accordance with Executive Order 11246, "Equal Employment Opportunity" (30 FR 12319, 12935, 3 CFR Part, 1964-1965 Comp., p. 339), as amended by Executive Order 11375, "Amending Executive Order 11246 Relating to Equal Employment Opportunity," and implementing regulations at 41 CFR part 60, "Office of Federal Contract Compliance Programs, Equal Employment Opportunity, Department of Labor."

Pursuant to Federal Rule (C) above, when federal funds are expended by Region 10 ESC on any federally assisted construction contract, the equal opportunity clause is incorporated by reference herein.

Does vendor agree to abide by the above? YES Mgb
Initials of Authorized Representative of Vendor

- (D) Davis-Bacon Act, as amended (40 U.S.C. 3141-3148). When required by Federal program legislation, all prime construction contracts in excess of \$2,000 awarded by non-Federal entities must include a provision for compliance with the Davis-Bacon Act (40 U.S.C. 3141-3144, and 3146- 3148) as supplemented by Department of Labor regulations (29 CFR Part 5, "Labor Standards Provisions Applicable to Contracts Covering Federally Financed and Assisted Construction"). In accordance with the statute, contractors must be required to pay wages to laborers and mechanics at a rate not less than the prevailing wages specified in a wage determination made by the Secretary of Labor. In addition, contractors must be required to pay wages not less than once a week. The non-Federal entity must place a copy of the current prevailing wage determination issued by the Department of Labor in each solicitation. The decision to award a contract or subcontract must be conditioned upon the acceptance of the wage determination. The non-Federal entity must report all suspected or reported violations to the Federal awarding agency. The contracts must also include a provision for compliance with the Copland "Anti-Kickback" Act (40 U.S.C. 3145), as supplemented by Department of Labor regulations (29 CFR Part 3, "Contractors and Subcontractors on Public Building or Public Work Financed in Whole or in Part by Loans or Grants from the United States"). The Act provides that each contractor or subrecipient must be prohibited from inducing, by any means, any person employed in the construction, completion, or repair of public work, to give up any part of the compensation to which he or she is otherwise entitled. The non-Federal entity must report all suspected or reported violations to the Federal awarding agency.

Pursuant to Federal Rule (D) above, when federal funds are expended by Region 10 ESC, during the term of an award for all contracts and subgrants for construction or repair, the vendor will be in compliance with all applicable Davis-Bacon Act provisions.

Does vendor agree? YES Mgb
Initials of Authorized Representative of Vendor

- (E) Contract Work Hours and Safety Standards Act (40 U.S.C. 3701-3708). Where applicable, all contracts awarded by the non-Federal entity in excess of \$100,000 that involve the employment of mechanics or laborers must include a provision for compliance with 40 U.S.C. 3702 and 3704, as supplemented by Department of Labor regulations (29 CFR Part 5). Under 40 U.S.C. 3702 of the Act, each contractor must be required to compute the wages of every mechanic and laborer on the basis of a standard work week of 40 hours. Work in excess of the standard work week is permissible provided that the worker is compensated at a rate of not less than one and a half times the basic rate of pay for all hours worked in excess of 40 hours in the work week. The requirements of 40 U.S.C. 3704 are applicable to construction work and provide that no laborer or mechanic must be required to work in surroundings or under working conditions which are unsanitary, hazardous or dangerous. These requirements do not apply to the purchases of supplies or materials or articles ordinarily available on the open market, or contracts for transportation or transmission of intelligence.

Pursuant to Federal Rule (E) above, when federal funds are expended by Region 10 ESC, the vendor certifies that during the term of an award for all contracts by Region 10 ESC resulting from this procurement process, the vendor will be in compliance with all applicable provisions of the Contract Work Hours and Safety Standards Act.

Does vendor agree? YES Mgb
Initials of Authorized Representative of Vendor

- (F) Rights to Inventions Made Under a Contract or Agreement. If the Federal award meets the definition of "funding agreement" under 37 CFR §401.2 (a) and the recipient or subrecipient wishes to enter into a contract with a small business firm or nonprofit organization regarding the substitution of parties, assignment or performance of experimental, developmental, or research work under that "funding agreement," the recipient or subrecipient must comply with the requirements of 37 CFR Part 401, "Rights to Inventions Made by Nonprofit Organizations and Small Business Firms Under Government Grants, Contracts and Cooperative Agreements," and any implementing regulations issued by the awarding agency.

Pursuant to Federal Rule (F) above, when federal funds are expended by Region 10 ESC, the vendor certifies that during the term of an award for all contracts by Region 10 ESC resulting from this procurement process, the vendor agrees to comply with all applicable requirements as referenced in Federal Rule (F) above.

Does vendor agree? YES Mgb
Initials of Authorized Representative of Vendor

- (G) Clean Air Act (42 U.S.C. 7401-7671q.) and the Federal Water Pollution Control Act (33 U.S.C. 1251-1387), as amended—Contracts and subgrants of amounts in excess of \$150,000 must contain a provision that requires the non-Federal award to agree to comply with all applicable standards, orders or regulations issued pursuant to the Clean Air Act (42 U.S.C. 7401-7671q) and the Federal Water Pollution Control Act as amended (33 U.S.C. 1251- 1387). Violations must be reported to the Federal awarding agency and the Regional Office of the Environmental Protection Agency (EPA).

Pursuant to Federal Rule (G) above, when federal funds are expended by Region 10 ESC, the vendor certifies that during the term of an award for all contracts by Region 10 ESC resulting from this procurement process, the vendor agrees to comply with all applicable requirements as referenced in Federal Rule (G) above.

Does vendor agree? YES Mgb
Initials of Authorized Representative of Vendor

- (H) Debarment and Suspension (Executive Orders 12549 and 12689)—A contract award (see 2 CFR 180.220) must not be made to parties listed on the government wide exclusions in the System for Award Management (SAM), in accordance with the OMB guidelines at 2 CFR 180 that implement Executive Orders 12549 (3 CFR part 1986 Comp., p. 189) and 12689 (3 CFR part 1989 Comp., p. 235), "Debarment and Suspension." SAM Exclusions contains the names of parties debarred, suspended, or otherwise excluded by agencies, as well as parties declared ineligible under statutory or regulatory authority other than Executive Order 12549.

Pursuant to Federal Rule (H) above, when federal funds are expended by Region 10 ESC, the vendor certifies that during the term of an award for all contracts by Region 10 ESC resulting from this procurement process, the vendor certifies that neither it nor its principals is presently debarred, suspended, proposed for debarment, declared ineligible, or voluntarily excluded from participation by any federal department or agency.

Does vendor agree? YES Mgb
Initials of Authorized Representative of Vendor

- (I) Byrd Anti-Lobbying Amendment (31 U.S.C. 1352)—Contractors that apply or bid for an award exceeding \$100,000 must file the required certification. Each tier certifies to the tier above that it will not and has not used Federal appropriated funds to pay any person or organization for influencing or attempting to influence an officer or employee of any agency, a member of Congress, officer or employee of Congress, or an employee of a member of Congress in connection with obtaining any Federal contract, grant or any other award covered by 31 U.S.C. 1352. Each tier must also disclose any lobbying with non-Federal funds that takes place in connection with obtaining any Federal award. Such disclosures are forwarded from tier to tier up to the non-Federal award.

Pursuant to Federal Rule (I) above, when federal funds are expended by Region 10 ESC, the vendor certifies that during the term and after the awarded term of an award for all contracts by Region 10 ESC resulting from this procurement process, the vendor certifies that it is in compliance with all applicable provisions of the Byrd Anti-Lobbying Amendment (31 U.S.C. 1352). The undersigned further certifies that:

(1) No Federal appropriated funds have been paid or will be paid for on behalf of the undersigned, to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of congress, or an employee of a Member of Congress in connection with the awarding of a Federal contract, the making of a Federal grant, the making of a Federal loan, the entering into a cooperative agreement, and the extension, continuation, renewal, amendment, or modification of a Federal contract, grant, loan, or cooperative agreement.

(2) If any funds other than Federal appropriated funds have been paid or will be paid to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of congress, or an employee of a Member of Congress in connection with this Federal grant or cooperative agreement, the undersigned shall complete and submit Standard Form-LLL, "Disclosure Form to Report Lobbying", in accordance with its instructions.

(3) The undersigned shall require that the language of this certification be included in the award documents for all covered sub-awards exceeding \$100,000 in Federal funds at all appropriate tiers and that all subrecipients shall certify and disclose accordingly.

Does vendor agree? YES--- Mgb
Initials of Authorized Representative of Vendor

RECORD RETENTION REQUIREMENTS FOR CONTRACTS PAID FOR WITH FEDERAL FUNDS - 2 CFR § 200.333

When federal funds are expended by Region 10 ESC for any contract resulting from this procurement process, the vendor certifies that it will comply with the record retention requirements detailed in 2CFR§ 200.333 for a period of three years after grantees or subgrantees submit final expenditure reports or quarterly or annual financial reports, as applicable, and all other pending matters are closed.

Does vendor agree? YES Mgb
Initials of Authorized Representative of Vendor

CERTIFICATION OF COMPLIANCE WITH THE ENERGY POLICY AND CONSERVATION ACT

When federal funds are expended by Region 10 ESC for any contract resulting from this procurement process, the vendor certifies that the vendor will be in compliance with mandatory standards and policies relating to energy efficiency which are contained in the state energy conservation plan issued in compliance with the Energy Policy and Conservation Act (42 U.S.C. 6321, et seq.; 49 C.F.R. Part 18; Pub.L.94-163,89 Stat.871).

Does vendor agree? YES Mgb
Initials of Authorized Representative of Vendor

EDUCATION SERVICE CENTER, REGION 10
400 E Spring Valley Rd
Richardson, TX 75081

RFP #2020-07
Request For : Education Software and Related Products
and Services

CERTIFICATION OF COMPLIANCE WITH PROFIT AS A SEPARATE ELEMENT OF PRICE

For purchases using federal funds in excess of \$150,000, a participating agency may be required to negotiate profit as a separate element of the price. See, 2 CFR 200.323(b). When required by a participating agency, Vendor agrees to provide information and negotiate with the participating agency regarding profit as a separate element of the price for a particular purchase. However, Vendor agrees that the total price, including profit, charged by Vendor to the participating agency shall not exceed the awarded pricing, including any applicable discount, under Vendor's Cooperative Contract.

Does vendor agree? YES Mgb
Initials of Authorized Representative of Vendor

CERTIFICATION OF COMPLIANCE WITH APPLICABILITY TO SUBCONTRACTORS

Offeror agrees that all contracts it awards pursuant to the Contract shall be bound by the foregoing terms and conditions.

Does vendor agree? YES Mgb
Initials of Authorized Representative of Vendor

Ascend Education List of Exhibits

- Ascend Math Personalized Learning Texas
- Ascend Math Virtual Learning Models
- Ascend Math Report Sampler

Personalized Learning Model – Ascend Math

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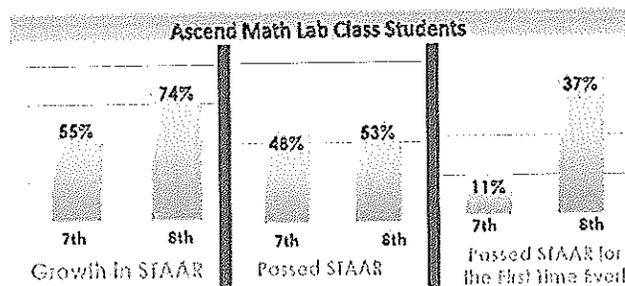
Introduction

Ascend Math® has demonstrated results that enable students to achieve up to two or more grades level growth in one school year. This research-based program is an on-line individualized instructional resource which identifies skill gaps, prescribes targeted instruction and motivates students to succeed. Schools may use Ascend Math as a Core Math Curriculum or a Supplemental Math Curriculum to target the needs of special populations including Tier II and Tier III Interventions, Special Ed, Gifted and Talented and Acceleration and Credit Recovery.

As a one to one learning resource students in the same class can work at their own pace at a level that is appropriate for each student while providing teachers and administrators valuable real time information for progress monitoring, appropriately grouping students in blended classroom environments and providing a truly Individualized Learning model.

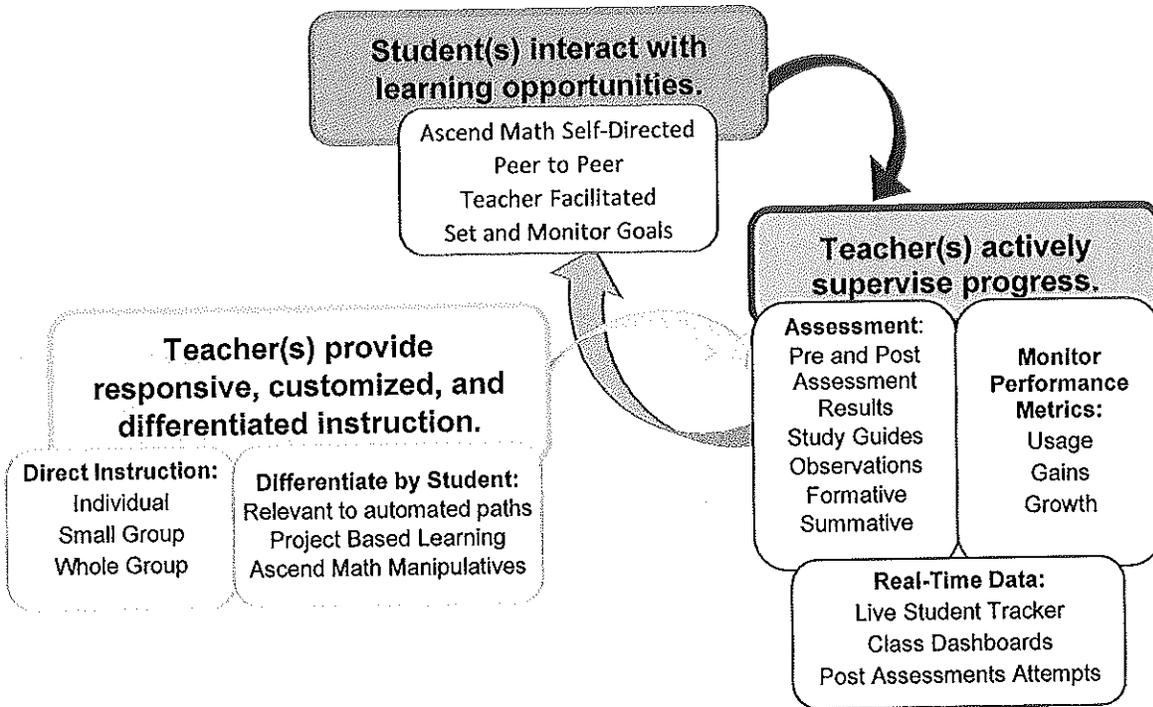
Ascend Math Study Plans are aligned to Texas Essential Knowledge and Skills. Students utilizing Ascend Math have a proven track record of increased performance in STAAR. For example in Kilgore Texas, students who did not pass STAAR in 2018 used Ascend Math for the 2018/19 school year. After using Ascend Math 64.5% of the students showed at least one year's growth in STAAR.

Students who did not pass STAAR in 2018



Active Rotation Model

A personalized learning model may be viewed as an active rotation model which supports a concept that assessments are utilized *for* directing learning not simply assessments *of* learning. The purple and yellow zones in the diagram below illustrates the interaction between teaching and activities while students are in control of their own pace and path of learning. In all cases there is data available to improve learning outcomes rather than simply prove these outcomes.

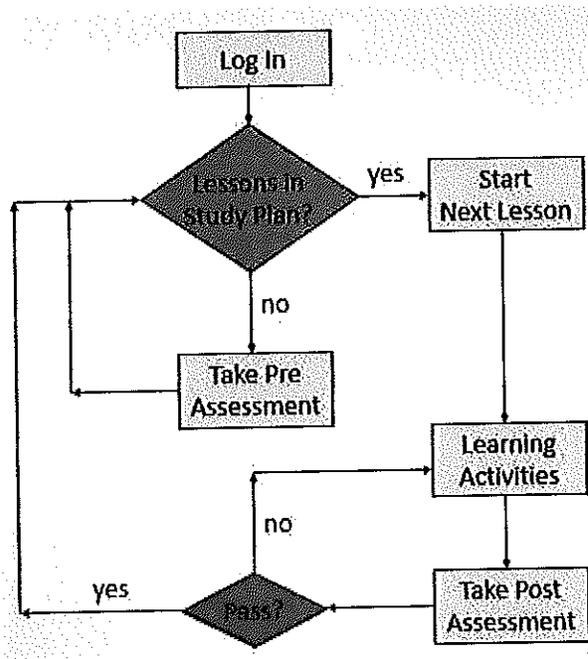


In a personalized learning environment, the learners themselves are responsible for determining one of the following: time, place, path and/or pace of learning.

Ascend Math Architecture

At the initial login, Ascend Math presents students with an adaptive Level Recommendation Assessment or Screener. Assessment items are dictated by grade level according to rigorous state standards. During the assessment, each question varies in difficulty based on student response. At the conclusion, students will begin in Ascend Math at the functional level recommended by Ascend Math as outlined by the state standards. By identifying the starting level of each student, students working on Ascend Math begin to see success immediately and are highly motivated to succeed. Students are directly responsible for determining their starting place in Ascend Math based on their performance of the Level Recommendation Assessment.

Once placed, students automatically build their own path of study based on ongoing and continual assessment results. Ascend Math automatically differentiates instruction and assigns each student an individual education path based on individual needs.



Ascend Math's architecture is as follows:

Ascend Math's study plans are divided into manageable units of study. For each unit, students receive a pre-assessment. Any learning objective in which a student shows proficiency is automatically removed from the study plan. A student is then directed to the first lesson in sequence in the study plan. The student must show mastery for a learning objective before moving on to the next lesson in sequence in the study plan. Once the student successfully completes all the learning activities in a unit, the student moves on to the pre-assessment in the next unit in the study plan. Since students must successfully complete learning objectives before they are automatically directed to the next activity in their path, students have direct responsibility over the pace and path of learning.

If a student shows mastery on a pre assessment, then the learning objective is automatically removed from the student's study plan; therefore the student is only directed to areas in which he needs improvement. Assessments are presented continually throughout the learning path so teachers and administrators can be sure that students' learning plans are personalized and they are always working on what they need next in a logical math sequence. Furthermore, successful completion of post assessments ensure that students have a full understanding of foundational material before they move on to the next learning objective.

Pre Assessments differentiate Each Student's Plan

Below is a representative sample of pre-assessment results. Note the students all working on different skill gaps within each level. Ascend addresses competencies at the objective level.

Legend:

Student has not shown proficiency on pre assessment – becomes part of student's individual, logically sequenced study plan	Student has shown proficiency on pre assessment – not part of student's study plan
--	--

Class Name: Mr. Coffman's 1st Hour

Level 3

	1017	E1.02	E1.03	E2.01	E2.03	E2.05
	Rounding Whole Numbers Using a Number Line Diagram	Addition	Subtraction	Addition & Subtraction	Sums to 18	Subtraction Facts
Student Name						
Paola Cleary						
Erubiel Davila Ruz						
Donald, George						
Roman Mina						

Level 4

	2115	1061	2116.1	2220	2063	2116.2
	Interpreting Multiplication as Scaling	Order of Operations: Parentheses, Brackets, and Braces	Modeling Whole Numbers Divided by Unit Fractions	Line Plots to Display Fractional Data	Comparing Fractions	Interpret a Fraction as Division of the Numerator by the Denominator
Student Name						
Justin Pitt						
Wesley Vazquez						
Eliza Seals						
Irma Clavijero Rivera						
Martin Ornelas						

Level 5

	2117	2221	2062	2063	5222	6288
	Multiplication, Using Area Models with Fractional Sides	Multiplying a Fraction by a Whole Number Using Area Models	Adding and Subtracting Fractions with Unlike Denominators	Modeling Addition and Subtraction of Fractions I	Trapezoids	Plotting Ratio Tables on the Coordinate Plane
Student Name						
Juaquine Brown						
Allen, Robert						
Jones, Rosa						
Moore, Tom						
Smiley, Gary						
Smith, Rosa						

Learning Path

The learning path is clearly defined and connected. That is, there is an integrated learning experience that is not disjointed, obtuse, or non-sequential.

Ascend Math directs students to learning activities based on assessment results. Thus in Ascend Math each student's study plan is defined automatically and continually. A sequential structure is present throughout math. Ascend Math utilizes this by teaching subjects in a logical sequence, e.g. a student whose skill set does not include multiplication of fractions, must first master

multiplication of whole numbers before he has the ability to successfully master fraction-multiplication. As students achieve mastery in math they become better problem solvers on a broader scale. Math prepares students for critical thinking in the real world in preparation for the rest of their lives. Ascend offers critical thinking at all levels, allowing creation of meaningful connections within mathematics.

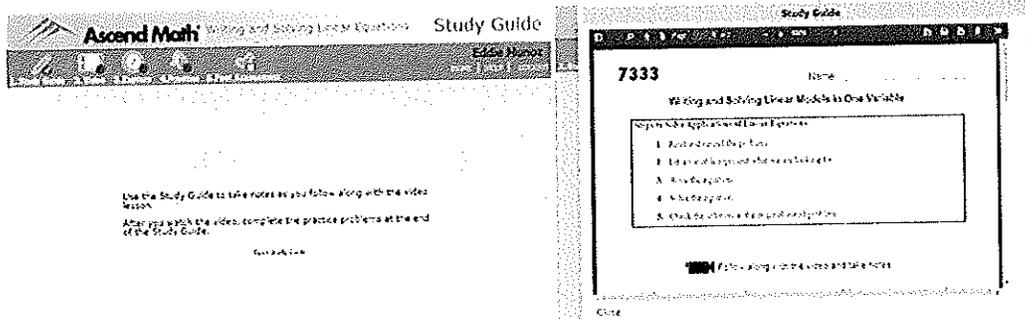
Students are automatically guided to what is next in their study plan and are directed to a full range of instruction.

Multi-Modal Instructional Environment

Students explore the multi modal environment of Ascend available for each objective. Ascend Math is more than an online workbook. Ascend Math Learning Objectives contain video instruction, interactive practice, interactive explore features and printable study guides for every learning objective.

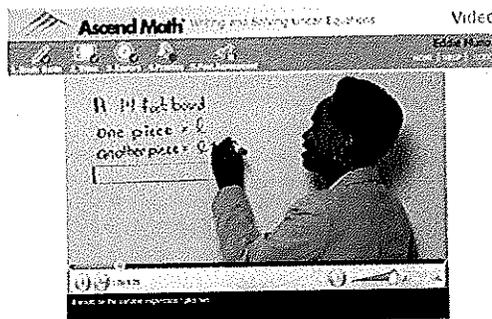
Printable Study Guides:

Students or teachers may print Study Guides on demand or save study guides as pdfs to use virtually in shared classrooms.



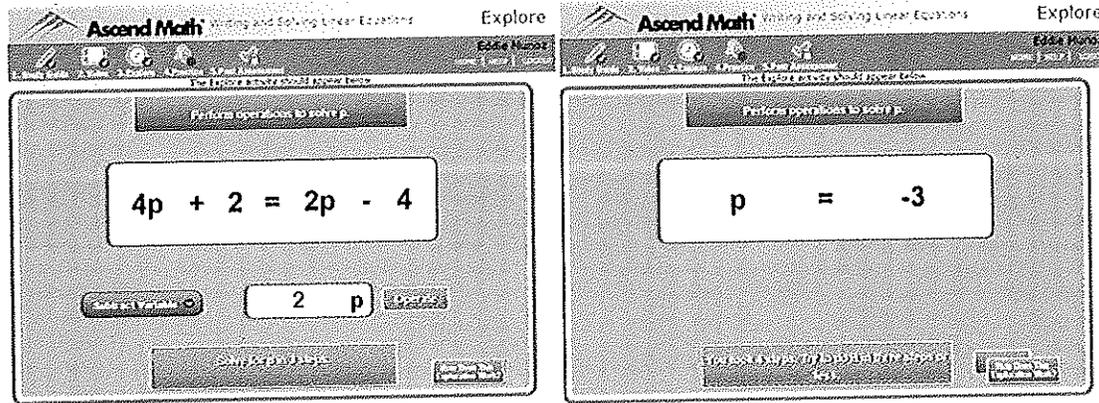
Video Instruction:

Each learning objective in Ascend math contains a video with captions in English and Spanish.



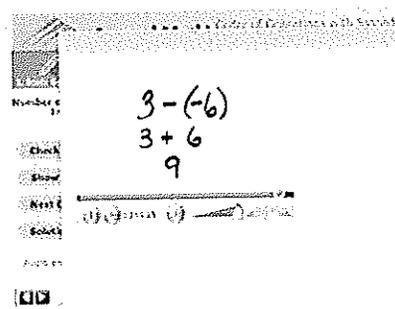
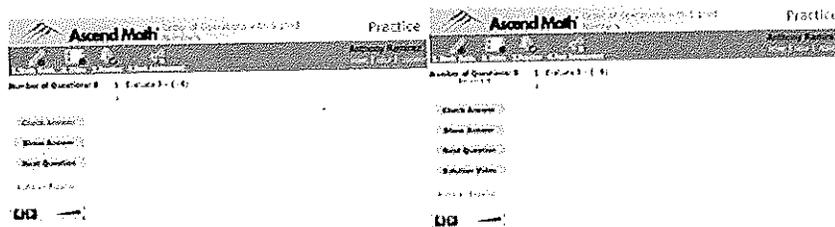
Interactive Explore Feature:

Interactive manipulatives present opportunities for students to model what they learned in the video instruction.



Interactive Practice

Students use the Interactive Practice to verify their understanding prior to moving onto the post assessment. Immediate re-teaching is available when a student has trouble solving a practice exercise. Students can check their answer and watch a video explaining the solution for that specific exercise with the click of a button.



Automated Re-Teaching - Post Assessments

If the post assessment is not passed successfully, Ascend facilitates re-teaching and remediation. The student is redirected to the appropriate virtual teaching materials.

Ascend Math Post Assessment
 Eddie Morales
 10/11/2018

GREAT EFFORT!
 You have not mastered this objective yet!
 Try working through the exercises in the
 lesson again and your hard work
 will pay off!

Continue

Ascend Math Post Assessment
 Eddie Morales
 10/11/2018

Good try, but you have not passed the post
 assessment. As a result, your teacher has
 been notified to offer you additional
 assistance.
 Once you have received assistance from your
 teacher, you can continue working on your study
 plan. Be sure to finish the post assessment
 you must complete each of the learning activities
 again. Please watch the video and be sure you
 understand the practice problems before your
 next post assessment attempt.
 Click Continue to review the lesson.

Continue

Additional review sheet modules unlock for the student to examine.

Ascend Math Rates and Units Using Fraction Notation Review

Grade 6 Math Basic Mathematics Review 3122

Rates

Define rate and unit rate.

A rate is a comparison of one quantity to another quantity. (Remember that a rate is a comparison of two quantities.)

Rates have units included as part of the number.

Example: Wins 2 miles in any 6 hours is a rate.

Answer: $\frac{2}{6} = \frac{1}{3}$ miles per hour. This can also be written $\frac{1 \text{ mile}}{3 \text{ hours}}$.

Unit rates are rates that have 1 unit in the denominator.

Example: $\frac{20 \text{ miles}}{1 \text{ hour}}$, or 20 miles per hour. (The 1 in the denominator need not have been written as was just included to make the point.)

Convert rates to unit rates.

Close

Students can review previously mastered objectives from their progress page:


Progress

David Fox
11/09/17 11:01 AM

Your current objective is: Multiplication & Division Applications of Fractions
 You have completed 0 of 3 objectives in the current unit.

Your current unit is: Fractions Applications
 You have completed 4 of 11 units in the current level.

Last Login: 6/10/2017 04:37:23 PM
Time Worked: Yesterday: 00:09:00 **This Week:** 00:15:24 **Last Week:** 01:35:12

Study Plan: (Click on the arrow to view details)

Sort By: **Unit** Objective

Unit Title	Objective Title	Code	Time on Task	Date Completed	Status	Post Assessment Score
<ul style="list-style-type: none"> ▶ Whole Number Multiplication and Division ▶ Whole Number Exponents and Order of Operations ▶ Fractions Concepts ▶ Fractions Operations <ul style="list-style-type: none"> Multiplying Fractions by Fractions 2071 - 9/11/2017 Completed Visualizing Quotients of Fractions 2118 00:08:09 9/11/2017 Completed 100% Dividing Fractions by Fractions 2072 00:14:07 9/11/2017 Completed 100% Multiplying and Dividing Mixed Numbers 2073 - 9/11/2017 Completed Adding and Subtracting Fractions with Like Denominators 2081 00:12:51 9/11/2017 Completed 100% Adding and Subtracting Fractions with Unlike Denominators 2082 - 9/11/2017 Completed ▶ Fractions Applications 						
Average Post Assessment Score:						100%

You have completed 4 levels:

 Flag
  Macaron
  Mount
  Everest

Status

- Mastered in the Pre Assessment
- Mastered in the Course
- Skipped

Progress – From the Students Point of View

Students track their own progress by viewing the student progress page, which is available on each student’s home screen by clicking the “reports” button. The student can see how much time he spent mastering each objective, as well as how much time he spent total working in Ascend. The student progress page helps them manage their time by providing time worked yesterday, this week and the previous week.

Students see the objectives they’ve learned with date completed and time spent on each objective. Each student progresses quickly and efficiently at his or her own pace. Students take a post assessment for each learning objective that Ascend Math automatically prescribed in their study plan. Successful completion of post assessments ensure that students have a full understanding of foundational material before they move on to the next learning objective.


Progress

David Fox
Home | Help | Logout

Your current objective is: **Multiplication & Division Applications of Fractions**
 You have completed 0 of 3 objectives in the current unit.

Your current unit is: **Fractions Applications**
 You have completed 4 of 11 units in the current level.

Last Login: 8/10/2017 04:37:23 PM
 Time Worked: Yesterday: 00:00:00 This Week: 00:15:24 Last Week: 01:35:12

Study Plan (click on the arrow to view details)
 Sort By: \uparrow Unit \rightarrow Objective

Unit Title	Objective Title	Code	Time on Task	Date Completed	Status	Post Assessment Score
<ul style="list-style-type: none"> • Whole Number Multiplication and Division • Whole Number Exponents and Order of Operations • Fractions Concepts • Fractions Operations • Fractions Applications <ul style="list-style-type: none"> Modeling Multiplication and Division of Fractions Modeling Addition and Subtraction of Fractions I Modeling Perimeter and Area Using Whole Numbers and Fractions 						
		2074	-	-	In Progress	
		2083	-	-	Assigned	
		2091	-	-	Assigned	

Average Post Assessment Score: 0%

You have completed 4 levels

Flag

Mastery

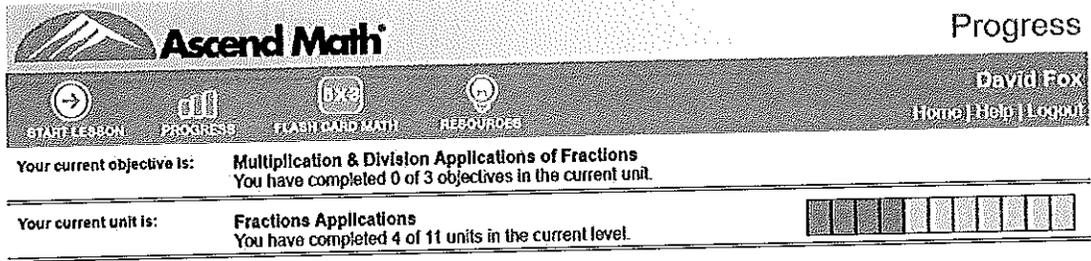
Mount Olympus

Everest

Status

Mastered in the Pre Assessment
 Mastered in the Course
 Skipped
 Objectives Assigned and In Progress

The unit progress bar gives the student an overview of work completed and work remaining to be completed.



The screenshot shows the Ascend Math interface. At the top right, the word "Progress" is displayed. Below it, the user's name "DAVID FOX" is shown, along with links for "Home", "Help", and "Logout". A navigation bar contains icons and labels for "START LESSON", "PROGRESS", "FLASH CARD MATH", and "RESOURCES". The main content area displays the current objective: "Multiplication & Division Applications of Fractions" with a sub-message "You have completed 0 of 3 objectives in the current unit." Below this, the current unit is identified as "Fractions Applications" with a sub-message "You have completed 4 of 11 units in the current level." To the right of this text is a progress bar consisting of 11 segments, with the first 4 segments filled in dark grey.

Teachers Actively Supervised Learning

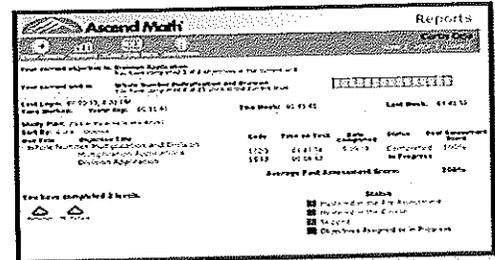
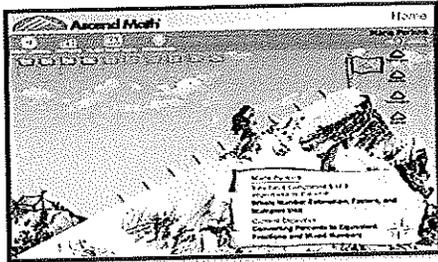
The learning is actively supervised: This means that learners are regularly assessed, engaged in the multi-media environment, and have opportunities for re-teaching and remediation by educators when skills are clearly not developing as projected.

The key to successful personalized learning lies in weaving together direct teacher instruction with the computer based instruction. Ascend empowers teachers to do so by offering at-a-glance reports allowing for active supervision.

Progress from the Teachers Point of View

1. Activity Completion Report

The Activity Completion Report shows the date of last login as well as total hours worked within user defined date ranges. Time spent in conjunction with the number of objectives completed gives an overview of progression of student accomplishments.



Activity Completion Report

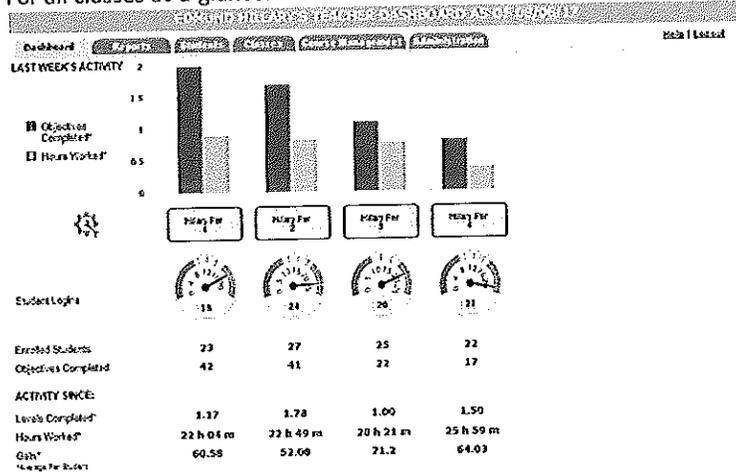
Teacher	Cox, Harold
Class	8thGradeMath
Time Frame	Last 30 Days
Start Date	06/03/2013
End Date	06/10/2013
Report Date	6/11/2013 14:18

Name	Actual Grade	Level	Objectives Completed on Pre Assessment	Objectives Completed on Post Assessment	Total Hours Worked	Last Login Date
Garcia, Ryan	8	7	4	2	02:07:26	06/03/2013
Hofoway, Brett	8	4	4	6	01:39:27	06/03/2013
Davis, Derek	8	4	7	0	02:10:19	06/03/2013
Wills, Annetta	8	3	4	6	01:50:20	06/03/2013
Flores, Ignacio	8	5	3	3	01:31:12	06/04/2013

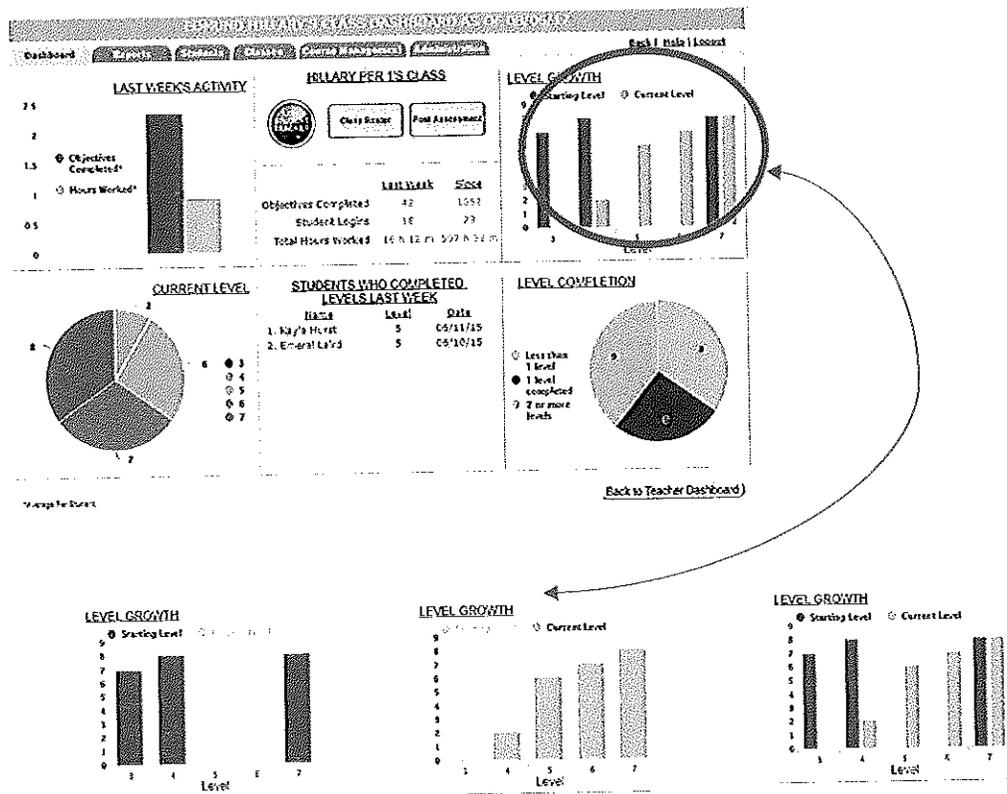
2. Teacher Dashboards

Teacher Dashboards display an over view for varying levels of details:

For all classes at-a-glance:



For a one class snapshot



The teacher Dashboard is one click away from the Live Student Tracker described below.

Real Time Data to Facilitate Teaching

Alerts to Identify Students in Need of Teacher Assistance

The Live Student Tracker shows the number of post assessment attempts, thereby highlighting a student who is struggling on one objective, as well as a group of students struggling on a similar topic.

Information for Small Instructional Groupings

Ascend helps develop momentum in blended learning by giving interactive immediate feedback and empowering teachers to find the ideal moments and opportunities to re-teach. Ascend offers the tools for teaching or re-teaching in a small group environment.

This real time information provides a powerful tool to allow teachers to intervene immediately as necessary.

LIVE STUDENT TRACKER		MR. JOHNES' 3RD PERIOD LIVE STUDENT TRACKER							Color On/Off	Print
STUDENT	LEVEL	UNIT	OBJECTIVE	OBJ #	ATTEMPTS	LAST ATTEMPT	NEXT OBJ			
Allen, Kristy	5	Whole Number Exponents and Order of Operations	Introduction to Exponents	1024	1	6/15/15 02:10 PM	1034			
Alvarez, Juan	4	Metric and Customary Systems of Measurement	Length, Capacity and Weight	4171	5	6/19/15 02:38 PM	---			
Beckenmier, Andreas	6	Decimal Operations	Converting Decimals to Fractions	3101	3	6/18/15 01:40 PM	3102			
Blekr, Bogdan	7	Percent Applications	Solving Percent Equations	4145	5	6/17/15 02:30 PM	4151			
Erubusansabifa, Nailah	6	Ratio and Proportion	Rates and Units Using Fraction Notation	3122	2	6/17/15 02:15 PM	New Unit			
Franque, Gisselle	4	Fractions Concepts	Line Plots to Display Fractional Data	2220	0	---	2221			
Hassan, Amir	3	Whole number Addition and Subtraction	Adding Whole Numbers in Columns	1014	5	6/17/15 02:30 PM	1015			
Hasseer, Fatima	5	Fraction Concepts	Introduction to Fractions	2061	5	6/15/15 01:55 PM	2062			
Jajovic, Mikaela	3	Whole Number Multiplication and Division	Properties of Multiplication with Whole Numbers	1021	4	6/19/15 01:38 PM	1022			
Mejar, Otto	4	Geometry Concepts	Symmetry	5232	1	6/19/15 02:09 PM	---			
Michaels, Leon	7	Percent Applications	Solving Percent Equations	4145	0	---	4151			
Newman, Charfe	5	Fractions Operations	Multiplying Fractions by Fractions	2071	3	6/17/15 02:43 PM	2117			
O'Brien, Odell	2	Whole Numbers	Skip Counting by 2s	E2.04.C	1	6/17/15 02:17 PM	E.204.D			
O'Conner, Fiona	5	Fractions Applications	Modeling Multiplication and Division of Fractions	2074	5	6/16/15 02:30 PM	2084			
Recinos, Sara	2	Elementary Addition and Subtraction	3 - Digit Addition	E2.07.C	1	6/15/15 02:00 PM	E.203.A			
Sabatini, Francisco	4	Statistics and Probability	Reading and Interpreting Pictographs, Bar Graphs and Line Graphs	6261	0	---	New Unit			

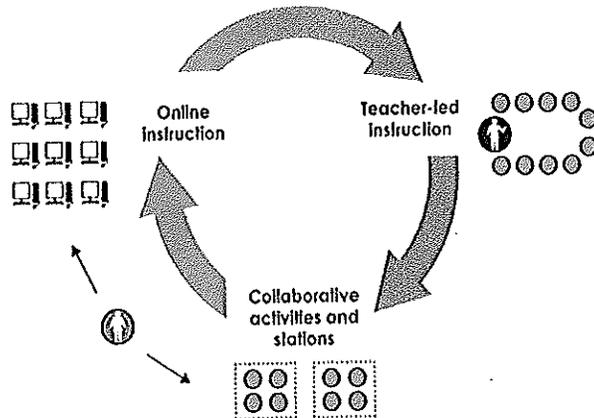
[Back To Class Dashboard](#)

Attempts
 One or Two Attempts
 Three to Five Attempts
 Six or more Attempts

Group Instructional Models

Ascend Math Provides tools for teachers to effectively group students to differentiate instruction for whole and small group instruction utilizing a combination of digital, print based and project based learning resources. One popular model is a station rotation model as illustrated below.

Station Rotation Model



Tool to Guide Group Instruction – Live Student Tracker

Ascend Math’s Live Student Tracker provides real time information for what is happening in a class at any point in time. For example, see below, teachers may sort the Live Student Tracker by the student’s current Unit, the teacher notices that 5 of her students are working on objectives in the unit Elementary Division. The teacher may now choose to follow up with small group instruction.

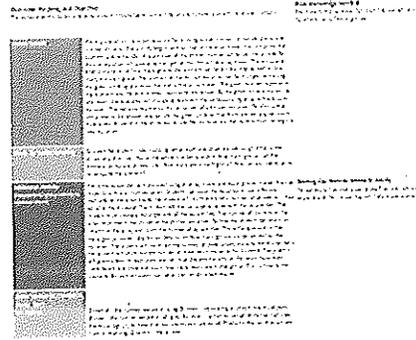
STUDENT	LEVEL	UNIT	OBJECTIVE	Obj	ATTEMPTS	LAST ATTEMPT	Next Obj
Stricker, Cody	2	Addition and Subtraction	Subtraction Sentences, Missing Numbers	E2.01 D	<div style="width: 100%; height: 10px; background-color: #ccc;"></div>	9/12/17 11:03 AM	Next Unit
Bishop, [unclear]	2	Elementary Division	3-Digit Addition, 3-Digit Answers	E2.07 C	<div style="width: 100%; height: 10px; background-color: #ccc;"></div>	9/12/17 11:05 AM	Next Unit
Bonfort, Sophia	3	Elementary Addition and Subtraction Unit	283 Digit Subtraction	E2.03	<div style="width: 100%; height: 10px; background-color: #ccc;"></div>	9/12/17 11:12 AM	Next Unit
Keivens, Logan	3	Elementary Division	Foundations of Division	E5.21	<div style="width: 100%; height: 10px; background-color: #ccc;"></div>	9/12/17 11:12 AM	Next Unit
Mattimore, Donovan	4	Elementary Division	Foundations of Division Using Area Models	1036	<div style="width: 100%; height: 10px; background-color: #ccc;"></div>	9/12/17 11:07 AM	E3.03
Mercer, Meckenzia	4	Elementary Division	Foundations of Division Using Area Models	1036	<div style="width: 100%; height: 10px; background-color: #ccc;"></div>	9/11/17 02:54 PM	E3.07
Antobin, Denise	4	Elementary Division	Foundations of Division Using Area Models	1036	<div style="width: 100%; height: 10px; background-color: #ccc;"></div>	9/12/17 11:03 AM	E3.07
Leonard, Kiyah	4	Elementary Division Unit	Understanding Division	E3.07	<div style="width: 100%; height: 10px; background-color: #ccc;"></div>	9/12/17 10:59 AM	E3.10
Cong, Parker	4	Elementary Measurement Unit	Metric Measurement	E4.03	<div style="width: 100%; height: 10px; background-color: #ccc;"></div>	9/12/17 10:51 AM	Next Unit
Rosa, Nerzah	4	Elementary Measurement Unit	Metric Measurement	E4.03	<div style="width: 100%; height: 10px; background-color: #ccc;"></div>	9/12/17 10:47 AM	Next Unit

[Back To Class Dashboard](#)

This will allow teachers to address each learner by planning tasks that are interesting, relevant, and powerful because Ascend Math resources provide information on where each student is in knowledge, skill, and understanding and where he or she needs to move. Teachers may easily differentiate instruction to facilitate that goal and utilize a rotation model or engage in one to one instruction.

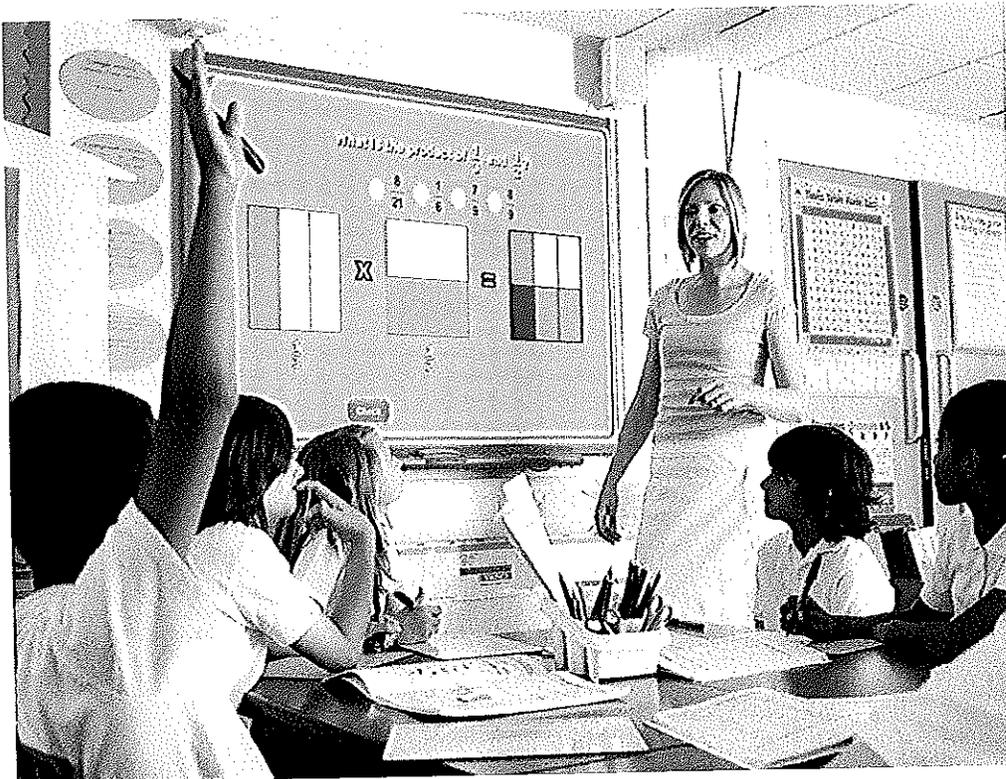
Teacher Guides

Resources include Teacher Guides “Ascend Math Compasses” that provide lesson specific guidance for small group instruction and project based learning (hands-on, technology simulations, guided practice). Ascend Math Compasses also contain math vocabulary, strategies for developing math conceptual knowledge and questions to check for understanding that will encourage students to speak about math



Technology Manipulatives for Mathematical Modeling

Utilizing technology manipulatives, students working on like learning objectives and units allows students to work through problems together and providing opportunities to speak about math. Ascend Math technology manipulatives may be accessed on interactive boards.



On Demand Printable Study Guides

Ascend Math _____ Name _____
 Area and Unit Squares with Fractional Sides

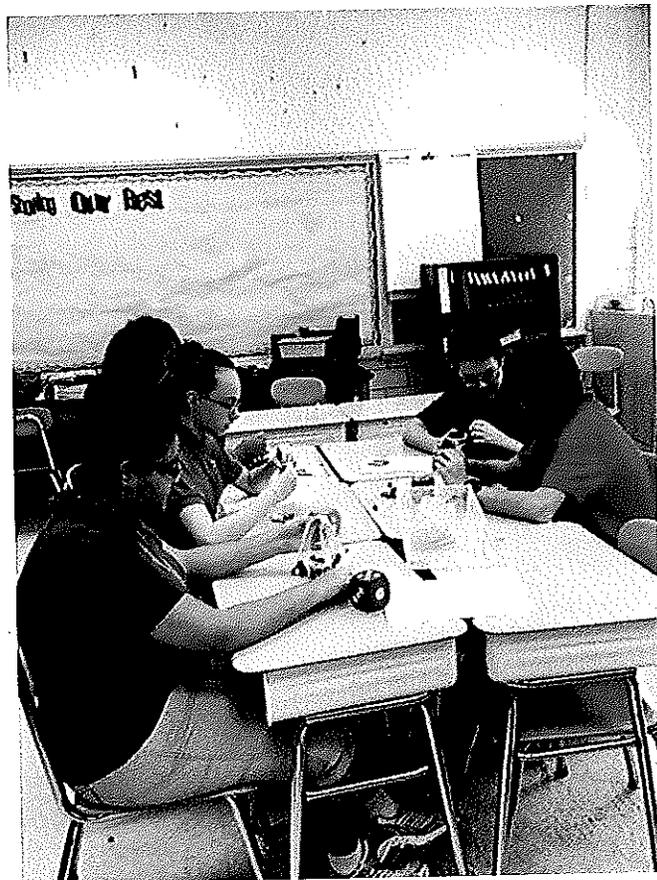
 Follow along with the video and take notes.
 Find $\frac{1}{2}$ of 2 wholes. Draw along with the video.

Kira baked 8 muffins. She only had enough frosting for $\frac{1}{2}$ of the muffins. How many muffins had frosting? Draw along with the video.

Geo's backyard is $\frac{2}{3}$ of an acre of land. He wants to use $\frac{1}{3}$ of that land for gardening. How much land will he use for his garden?

Teachers may print study guides at any time on demand to support group instruction.

Engage in Project Based Activities
 Ascend Math Guides suggests projects for hands on learning. Ascend Math real time reports indicating what is up next in students' learning paths allow teachers to group students working on similar standards. Students are working on projects that are relevant to their progress in Ascend Math.



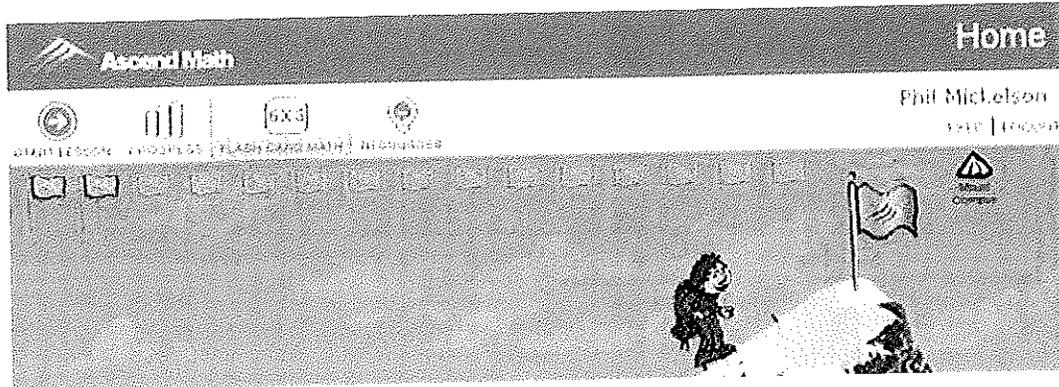
Optional Customized Pathways – Assign Standards

In addition to the Ascend's prescriptive study plan, teachers may choose to utilize the Assign Objectives feature: This provides teachers and school administrators the ability to easily search by standard and then assign objectives outside of a student's automated study plan. Based on students' needs objectives may be assigned to an entire class or selected students. Once students complete their assigned objective, they are directed back to their automated study plan.

In addition to the Ascend's prescriptive study plan, teachers may choose to utilize the Assign Objectives feature: This provides teachers and school administrators the ability to assign objectives outside of a student's automated study plan. Based on students' needs objectives may be assigned to an entire class or selected students. Once students complete their assigned objective, they are directed back to their automated study plan.

Assign Objectives support a Flipped Learning environment and give opportunities for grade recovery or review of in class instruction.

Students can access Flash Card Math by selecting the icon from their Home Page.



To create their quiz:

- Students choose an **operator**: addition, subtraction, multiplication or division.
- Next, they select an individual **number** between 0 and 12, a range of numbers or one of the default preset options.
- Next, students choose from the **timer options** and the number of problems for their quiz.
- They can choose the default number which is the total **number of possible questions** available given how many numbers in the range. Or choose a specific number of questions from the dropdown menu.

Flash Card Math



Your name:

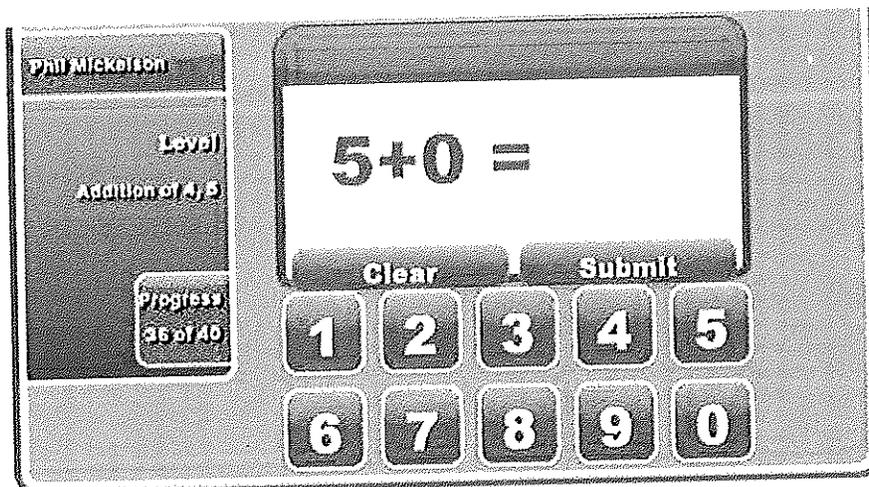
Operator:

Number:

Timer Options

of possible questions

During the quiz, students enter their answer to the problem and click Submit. After clicking Submit, students are notified immediately if their response is correct. If the response is incorrect, students receive the correct answer.

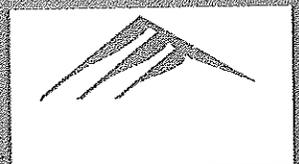


At the completion of the quiz, students are directed to a summary of the problems received and accuracy during the quiz, as well as their total test time.

Main Menu


Name	Section																								
Phil Mickelson	Addition of 4, 5																								
<table style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 33%; text-align: center;">$5+2=7$</td> <td style="width: 33%; text-align: center;">$8+4=12$</td> <td style="width: 33%; text-align: center;">$4+3=7$</td> </tr> <tr> <td style="text-align: center;">$0+5=5$</td> <td style="text-align: center;">$5+2=7$</td> <td style="text-align: center;">$4+0=4$</td> </tr> <tr> <td style="text-align: center;">$8+5=13$</td> <td style="text-align: center;">$5+3=8$</td> <td style="text-align: center;">$10+4=14$</td> </tr> <tr> <td style="text-align: center;">$10+5=15$</td> <td style="text-align: center;">$3+4=7$</td> <td style="text-align: center;">$6+5=11$</td> </tr> <tr> <td style="text-align: center;">$6+4=10$</td> <td style="text-align: center;">$4+10=14$</td> <td style="text-align: center;">$1+5=6$</td> </tr> <tr> <td style="text-align: center;">$5+1=6$</td> <td style="text-align: center;">$7+4=11$</td> <td style="text-align: center;">$5+5=10$</td> </tr> <tr> <td style="text-align: center;">$5+10=15$</td> <td style="text-align: center;">$4+9=13$</td> <td style="text-align: center;">$4+1=5$</td> </tr> <tr> <td style="text-align: center;">$7+5=12$</td> <td style="text-align: center;">$4+5=9$</td> <td style="text-align: center;">$2+4=6$</td> </tr> </table>	$5+2=7$	$8+4=12$	$4+3=7$	$0+5=5$	$5+2=7$	$4+0=4$	$8+5=13$	$5+3=8$	$10+4=14$	$10+5=15$	$3+4=7$	$6+5=11$	$6+4=10$	$4+10=14$	$1+5=6$	$5+1=6$	$7+4=11$	$5+5=10$	$5+10=15$	$4+9=13$	$4+1=5$	$7+5=12$	$4+5=9$	$2+4=6$	
$5+2=7$	$8+4=12$	$4+3=7$																							
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$10+5=15$	$3+4=7$	$6+5=11$																							
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$5+1=6$	$7+4=11$	$5+5=10$																							
$5+10=15$	$4+9=13$	$4+1=5$																							
$7+5=12$	$4+5=9$	$2+4=6$																							
Test Time 04:42	<div style="border: 1px solid black; padding: 5px; display: inline-block;">Print</div>	Accuracy 33 of 40																							

The Ascend Math Sample Reports



Ascend Math Reporting

Ascend is an online math instructional resource that offers pre and post assessment reporting. Reports include both formative and summative results. All assessment questions are randomly pulled from a test question database. Ascend reports will show the learning objective and the State Standard for which each objective correlates. Reports include the following:

- **Teacher/Campus Usage**

Administrator Dashboard – The School Administrator Dashboard provides a snapshot of teacher and student usage. Data provided includes teacher logins, student hours worked for the last 14 days and since the beginning of implementation or the school year. The dashboard also reports student gains.

- **Student Usage**

Level Recommendation Test – The Level Recommendation Test is an adaptive test that identifies where skill gaps begin; regardless of their actual grade level. Students then begin their work in Ascend at the recommended grade level. The Level Recommendation Report shows students' actual grade level and the recommended grade level.

Activity Completion Report – The Activity Completion Report displays the amount of activity a student completed within a specified time frame.

Pre Assessment Report – The diagnostic Pre Assessment Report outlines the student results of the pre assessment. Learning objectives and State Standards are identified at the top.

Post Assessment Report – The Post Assessment Report outlines the student results of each post assessment. Learning Objectives and State Standards are identified at the top of the report. This is a formative report that tracks individual student progress throughout the course of their individual study plan.

- **Student Growth**

Level Completion Report – The Grade Level Completion Report calculates student progress as students achieve more than one grade level gain in Ascend.

Quiz Report - The Quiz Report is a summative report that shows how students are performing at a single point in time. Quizzes may be assigned on demand at the preference of a teacher.

Growth Report - The Growth Report automatically tracks the first and last attempt of students taking the same quiz multiple times and calculates the related growth. The report is available for any given date range and will display results for one or multiple quizzes.

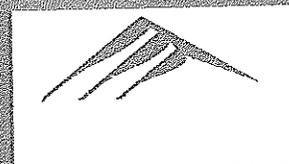
- **Student Progress**

The Course Progress Report shows both summary and detailed learning progress for individual students. The summary data shows pre assessment scores, post assessment scores, gains and time on task. The lower section of the report details the student individual learning plan. This report illustrates which learning objectives Ascend automatically removes from the student learning plan based on pre assessment results and demonstrates how Ascend differentiates instruction for each student.

The Class Summary Report is a summary of pre and post assessment results for each student in a class. Teachers and administrators may also pull this report for multiple classes at one time.

- **Campus Progress**

School Progress Report – The School Progress Report is a summary of results for each grade level in an Ascend School or after school program.



- Reports
- Students
- Classes
- Course Management
- Administration

Washington Middle Dashboard

- Favorite Reports
- Student Reports
- Class Reports
- Progress Reports
- Activity Reports
- Quiz Reports
- Flash Card Math
- Certificates
- Administration Dashboard

Currently Logged in: Students: 22 Teachers: 3
 Number of Licenses: 400 Assigned Licenses: 388 Unassigned Licenses: 12
 Renewal Date: 12/01/15 Assigned Licenses Used*: 388 Assigned Licenses Unused** : 0
 Usage over the Last 14 Days:
 Student Logins: 320/388 Teacher Logins: 10/12 Total Hours Worked for Students: 425:15:05

These tables include data from 01/14/2014 to 04/23/2014

Usage	
Average Time Per Student for Active Students	11:12:44

Results		
Pre Test	Post Test	Gain
69.4%	100%	30.60%

Results in this table do not include data from Level K or 1.

*Assigned Licenses Used: Students that have started an Assessment.

**Assigned Licenses Unused: Students that have been created but have never logged in.



Level Recommendation

Manage Students

Help | Logout

Reports Students Classes Course Management Administration

- Student Roster
- Manage Students
- View / Adjust Student Study Plan
- Student Search
- Student Shortcut Menu
- Student Settings

Select Class* AfterSchoolMath Retrieve Students

Student Name	Grade	Class	Level	L.S. Assigned Checks All	L.S. Subscore	Auto-Assign A/R Check All	Date	Recommended Level
Abbott, Raquel	9-12	AfterSchoolMath	Level 6	<input type="checkbox"/>	English	<input type="checkbox"/>	2013-02-20	6
Alvarado, Angela	4th Grade	AfterSchoolMath	-Assign-	<input type="checkbox"/>	English	<input type="checkbox"/>	--	--
Estrada, Joey	5th Grade	AfterSchoolMath	Level 4	<input type="checkbox"/>	English	<input type="checkbox"/>	2013-02-20	4
Goodwin, Megan	4th Grade	AfterSchoolMath	Level 4	<input type="checkbox"/>	English	<input type="checkbox"/>	2013-02-20	4
Gutierrez, Raymond	5th Grade	AfterSchoolMath	Level 2	<input type="checkbox"/>	English	<input type="checkbox"/>	2013-02-20	2
Holland, Eva	5th Grade	AfterSchoolMath	Level 2	<input type="checkbox"/>	English	<input type="checkbox"/>	2013-02-20	2
James, Caroline	9-12	AfterSchoolMath	-Assign-	<input type="checkbox"/>	English	<input type="checkbox"/>	--	--
King, Yolanda	4th Grade	AfterSchoolMath	-Assign-	<input type="checkbox"/>	English	<input type="checkbox"/>	--	--
Marquez, Viola	5th Grade	AfterSchoolMath	Level 2	<input type="checkbox"/>	English	<input type="checkbox"/>	2013-02-20	2
Mendez, Andy	4th Grade	AfterSchoolMath	Level 2	<input type="checkbox"/>	English	<input type="checkbox"/>	2013-02-20	2
Nash, Zachary	9-12	AfterSchoolMath	Level 8	<input type="checkbox"/>	English	<input type="checkbox"/>	2013-02-20	8

Save Reset



Ascend Math
 TARGETED INSTRUCTION & ASSESSMENT...ONLINE
 © 2012 Ascend Education
 Teacher - Sonia Rowe



Activity Completion Report

School: MemorialMiddleSchool
 Teacher: ALL
 Class: ALL
 Time Frame: Date Range
 Start Date: 08/01/2014
 End Date: 01/20/2015
 Report Date: 01/20/15 11:11:16 AM



Name	Actual Grade	Level	Objectives Completed on Pre Assessment	Objectives Completed on Post Assessment	Total Hours Worked	Last Login Date	User Name	Teacher	Class Name
Alger, Linzi	7th Grade	4	13	13	48:45:01	01/20/15	lalger	Hernandez, Mke	2nd Period Math RU
Arnaldo, Jake	7th Grade	3	4	4	3:14:57	09/08/14	jamaldo	Hernandez, Mke	2nd Period Math RU
Arnaldo, Jake	7th Grade	4	22	19	19:18:31	10/28/14	jamaldo	Hernandez, Mke	2nd Period Math RU
Arnaldo, Jake	7th Grade	5	2	3	2:38:27	11/04/14	jamaldo	Hernandez, Mke	2nd Period Math RU
Arnaldo, Jake	7th Grade	6	7	8	17:20:51	01/20/15	jamaldo	Hernandez, Mke	2nd Period Math RU
Attaway, Gary	7th Grade	4	18	23	17:29:09	10/16/14	gattaway	Hernandez, Mke	2nd Period Math RU
Attaway, Gary	7th Grade	5	1	4	9:06:04	11/17/14	gattaway	Hernandez, Mke	2nd Period Math RU
Attaway, Gary	7th Grade	6	8	9	13:06:17	01/20/15	gattaway	Hernandez, Mke	2nd Period Math RU
Barlow, Nigel	7th Grade	4	2	5	46:27:37	01/20/15	nbarlow	Hernandez, Mke	2nd Period Math RU
Barukh, Ashley	7th Grade	5	9	23	17:06:49	10/20/14	abarukh	Hernandez, Mke	2nd Period Math RU
Barukh, Ashley	7th Grade	6	9	32	26:10:20	01/20/15	abarukh	Hernandez, Mke	2nd Period Math RU
Bass, Lavem	7th Grade	4	13	16	21:15:18	10/29/14	lbass	Hernandez, Mke	2nd Period Math RU
Bass, Lavem	7th Grade	5	4	1	0:34:04	10/29/14	lbass	Hernandez, Mke	2nd Period Math RU
Bass, Lavem	7th Grade	6	6	6	22:18:17	01/20/15	lbass	Hernandez, Mke	2nd Period Math RU
Cartwright, Rowanne	7th Grade	3	3	6	4:08:44	09/08/14	rcartwright	Hernandez, Mke	2nd Period Math RU
Cartwright, Rowanne	7th Grade	4	9	32	12:53:12	10/15/14	rcartwright	Hernandez, Mke	2nd Period Math RU
Cartwright, Rowanne	7th Grade	5	0	3	24:50:51	01/20/15	rcartwright	Hernandez, Mke	2nd Period Math RU
Fairchild, Ahab	7th Grade	4	19	10	8:19:54	09/17/14	afairchild	Hernandez, Mke	2nd Period Math RU
Fairchild, Ahab	7th Grade	5	13	14	10:34:32	10/22/14	afairchild	Hernandez, Mke	2nd Period Math RU
Fairchild, Ahab	7th Grade	6	3	16	22:05:24	01/20/15	afairchild	Hernandez, Mke	2nd Period Math RU
Harrison, Melany	7th Grade	3	6	6	43:35:24	01/13/15	mharisson	Hernandez, Mke	2nd Period Math RU
Hogarth, Penny	7th Grade	5	10	12	35:10:53	12/10/14	phogarth	Hernandez, Mke	2nd Period Math RU
Hogarth, Penny	7th Grade	6	2	3	7:05:53	01/20/15	phogarth	Hernandez, Mke	2nd Period Math RU
Ray, Jeriah	7th Grade	7	0	0	0:18:11	08/29/14	jray	Hernandez, Mke	2nd Period Math RU
Ray, Jeriah	7th Grade	5	11	11	16:32:45	10/15/14	jray	Hernandez, Mke	2nd Period Math RU
Ray, Jeriah	7th Grade	6	5	7	20:54:30	01/20/15	jray	Hernandez, Mke	2nd Period Math RU
Singh, Victoria	7th Grade	6	23	47	26:54:32	11/10/14	vsingh	Hernandez, Mke	2nd Period Math RU
Singh, Victoria	7th Grade	7	4	8	15:19:32	01/20/15	vsingh	Hernandez, Mke	2nd Period Math RU
Snyder, Lenora	7th Grade	4	6	13	33:25:11	01/14/15	lsnyder	Hernandez, Mke	2nd Period Math RU
Wembley, Tamera	7th Grade	3	2	7	7:34:03	09/24/14	twembley	Hernandez, Mke	2nd Period Math RU
Wembley, Tamera	7th Grade	4	9	7	8:22:24	01/16/15	twembley	Hernandez, Mke	2nd Period Math RU

Total Hours Worked Total: 562:57:37

For instructions on how to change the data in the Total Hours Worked column so it can be used for calculations, click on the help button in the upper right hand corner of the page from which this report was generated.



Pre Assessment Results

School Name: Memorial Middle School
 Report Date: 01/20/15 11:14:26 AM

Teacher:	Miko Hernandez
Class Name:	2nd Period Math Rd

No.	Student Name	1039 4.2.C Comparing Whole Numbers Using Symbols	E2.08 4.2.A, 4.4.B Place Value	1010 4.4.B Place Value When Multiplying and Dividing	1011 4.2.A, 4.2.B, 4.4.B Whole Numbers and Place Value	1017 4.2.D, 4.4.G Rounding Whole Numbers Using a Number Line Diagram	1018 4.2.D Rounding Whole Numbers	E2.03 4.4.A Sums to 18	E2.05 4.4.A Subtraction Facts	E5.12.A 4.5.C, 4.5.D The Concept of Perimeter and Area Models Connected to Addition	E5.12.B 4.4.C Applications of Multiplication Using Area Models	E5.12.C 4.4.C Conceptual Multiplication Application
1	Alger, Linzi	3/3	3/3	3/3	1/3	3/3	0/3	3/3	3/3	2/3	3/3	3/3
2	Barow, Nigel	2/3	2/3	3/3	3/3	2/3	0/3	2/3	2/3	3/3	2/3	3/3
3	Snyder, Lenora	3/3	3/3	2/3	3/3	3/3	3/3	3/3	3/3	1/3	3/3	1/3
4	Wembley, Tamara	0/3	2/3	3/3	3/3	3/3	3/3	3/3	3/3	3/3	2/3	2/3

No.	Student Name	1017 6.2.C Rounding Whole Numbers Using a Number Line Diagram	1018 6.2.C Rounding Whole Numbers	1009 6.7.D Associative and Commutative Properties	1007 6.7.D Distributive Property, Using Place Value Strategies	1008 6.3.E Multiplication and Division of Rational Numbers	2115 6.5.A, 6.3.B Interpreting Multiplication as Scaling	1081 6.7.A, 6.7.D Order of Operations: Parentheses, Brackets, and Braces	1027 6.7.A Multiplying and Dividing Exponents	1024 6.7.A Introduction to Exponents	1034 6.7.D Order of Operations with Division and Exponents	1054 6.7.A Factor Pairs
1	Arnaldo, Jake	3/3	2/3	1/3	3/3	2/3	1/3	2/3	2/3	2/3	2/3	3/3
2	Attaway, Gary	3/3	3/3	0/3	3/3	3/3	2/3	3/3	2/3	0/3	0/3	3/3
3	Banikh, Ashley	3/3	3/3	2/3	3/3	2/3	2/3	1/3	3/3	2/3	1/3	2/3
4	Bass, Lavern	3/3	3/3	1/3	1/3	1/3	1/3	3/3	3/3	3/3	2/3	2/3
5	Fairchild, Ahab	3/3	2/3	3/3	1/3	3/3	2/3	2/3	2/3	0/3	0/3	2/3
6	Hogarth, Penny	3/3	0/3	2/3	2/3	2/3	2/3	3/3	1/3	1/3	2/3	3/3
7	Ray, Jeriah	3/3	2/3	3/3	3/3	3/3	2/3	2/3	3/3	3/3	1/3	3/3



Post Assessment Results

School Name: MemorialMiddleSchool
 Report Date: 01/20/15 11:15:11 AM

Teacher:	Mike Memandez
Class Name:	2nd Period Math Rtl
	Level 4

No.	Student Name	1039 4.2.C		E2.06 4.2.A, 4.4.B		1010 4.4.B		1011 4.4.B		1017 4.2.D, 4.4.G		1018 4.2.D		E2.03 4.4.A	
		T.Att	Score	T.Att	Score	T.Att	Score	T.Att	Score	T.Att	Score	T.Att	Score	T.Att	Score
1	Alger, Linzi	3	80.0%	3	100.0%	4	80.0%	1	100.0%	3	80.0%	3	80.0%	5	100.0%
2	Barlow, Nigel	1	100.0%	5	100.0%	3	100.0%	4	80.0%	1	80.0%	3	80.0%	1	80.0%
3	Snyder, Lenora	4	80.0%	4	80.0%	4	80.0%	3	80.0%	3	100.0%	1	100.0%	2	100.0%
4	Wembley, Tamera	3	100.0%	1	100.0%	4	100.0%	3	100.0%	2	100.0%	4	80.0%	5	80.0%

No.	Student Name	1017 6.2.C		1018 6.2.C		1009 6.7.D		1007 6.7.D		1008 6.3.E		2115 6.5.A, 6.3.B		1061 6.7.A, 6.7.D	
		T.Att	Score	T.Att	Score	T.Att	Score								
1	Arnaldo, Jake	1	100.0%	4	100.0%	1	100.0%	4	100.0%	3	80.0%	1	80.0%	1	100.0%
2	Attaway, Gary	5	80.0%	4	80.0%	1	100.0%	3	100.0%	5	100.0%	2	100.0%	3	80.0%
3	Barikh, Ashley	5	80.0%	1	80.0%	1	100.0%	4	80.0%	2	100.0%	3	80.0%	2	100.0%
4	Bass, Lavern	1	100.0%	3	80.0%	1	80.0%	3	80.0%	2	80.0%	5	80.0%	3	80.0%
5	Fairchild, Ahab	2	80.0%	2	100.0%	1	80.0%	1	100.0%	1	100.0%	3	80.0%	3	100.0%
6	Hogarth, Penny	4	100.0%	1	80.0%	2	100.0%	5	100.0%	4	100.0%	3	80.0%	4	100.0%
7	Ray, Jeriah	1	80.0%	1	100.0%	3	80.0%	1	100.0%	1	80.0%	2	80.0%	1	100.0%

Mastered
Needs Improvement

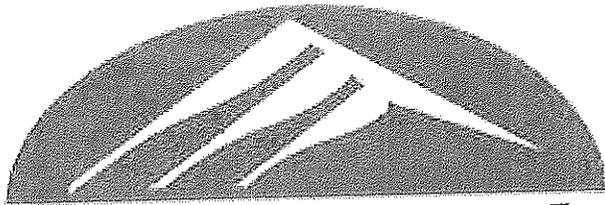
Level Completion Report Data



School Name: Memorial Middle School
 Report Date: 01/20/15 01:36:03 PM
 Time Frame: Date Range
 Start Date: 08/01/2014
 End Date: 01/20/2015
 Number Of Students: 14

Information listed on this report is limited to the date range selected.

Name	User Name	Class Name	Last Login	Total Time on Task	Number of Levels Completed	Level	Avg. Pre Assessment Result (%)	Avg. Post Assessment Result (%)	Gain in Score (%)	Number of Prescribed Objectives	Number of Objectives Completed	Current Objective Code	Start Date	Completion Date
Alger, Linzi	lalger	2nd Period Math Rtl	01/20/15	22:60:37	<1	4	65.4	89.2	23.8	14	13	E4.03	08/29/14	-
Arnaldo, Jake	jarnaldo	2nd Period Math Rtl	01/20/15	01:19:28	3	3	70.4	95	24.6	4	4	-	08/29/14	09/03/14
Arnaldo, Jake	jarnaldo	2nd Period Math Rtl	01/20/15	09:16:13		4	72.4	90.5	18.2	19	19	-	08/03/14	10/28/14
Arnaldo, Jake	jarnaldo	2nd Period Math Rtl	01/20/15	01:04:54		5	73.3	88.7	13.3	3	3	-	10/28/14	11/04/14
Arnaldo, Jake	jarnaldo	2nd Period Math Rtl	01/20/15	06:58:23		6	71.1	92.5	21.4	8	8	-	11/04/14	-
Attaway, Gary	gattaway	2nd Period Math Rtl	01/20/15	08:17:00	2	4	69.9	88.7	18.8	23	23	-	08/28/14	10/16/14
Attaway, Gary	gattaway	2nd Period Math Rtl	01/20/15	05:25:09		5	46.7	85	38.3	4	4	-	10/16/14	11/17/14
Attaway, Gary	gattaway	2nd Period Math Rtl	01/20/15	05:14:27		6	55.6	91.1	35.6	13	9	2221	11/17/14	-
Barlow, Nigel	nbarlow	2nd Period Math Rtl	01/20/15	23:11:16	<1	4	66.7	88	21.3	6	5	E2.03	08/29/14	-
Baruth, Ashley	abaruth	2nd Period Math Rtl	01/20/15	10:37:02	1	5	52.1	89.6	37.5	23	23	-	08/27/14	10/15/14
Baruth, Ashley	abaruth	2nd Period Math Rtl	01/20/15	11:50:34		6	45.5	89.4	43.8	32	32	-	10/20/14	-
Bass, Lavern	lbass	2nd Period Math Rtl	01/20/15	11:59:49	2	4	72.4	87.5	15.1	16	16	-	08/02/14	10/29/14
Bass, Lavern	lbass	2nd Period Math Rtl	01/20/15	00:24:13		5	93.3	80	-13.3	1	1	-	10/29/14	10/29/14
Bass, Lavern	lbass	2nd Period Math Rtl	01/20/15	09:35:40		6	64.4	86.7	22.2	9	6	2062	10/29/14	-
Cartwright, Rowanne	rcartwright	2nd Period Math Rtl	01/20/15	01:59:33	2	3	59.3	93.3	34.1	6	6	-	08/27/14	09/08/14
Cartwright, Rowanne	rcartwright	2nd Period Math Rtl	01/20/15	05:44:49		4	45.5	90	44.5	32	32	-	08/03/14	10/15/14
Cartwright, Rowanne	rcartwright	2nd Period Math Rtl	01/20/15	10:59:59		5	26.7	80	53.3	5	3	E4.06	10/15/14	-
Fairchild, Ahab	afairchild	2nd Period Math Rtl	01/20/15	04:37:21	2	4	80.7	94	13.3	10	10	-	08/02/14	09/17/14
Fairchild, Ahab	afairchild	2nd Period Math Rtl	01/20/15	07:44:44		5	72.8	88.6	15.7	14	14	-	08/17/14	10/22/14
Fairchild, Ahab	afairchild	2nd Period Math Rtl	01/20/15	10:45:50		6	61.7	90	38.3	17	16	2031	10/22/14	-
Harrelson, Melany	mharrelson	2nd Period Math Rtl	01/13/15	17:44:31	<1	3	57.1	83.3	26.2	8	6	E1.06	09/02/14	-
Hogarth, Penny	phogarth	2nd Period Math Rtl	01/20/15	22:26:54	1	5	68.2	91.7	23.5	12	12	-	08/29/14	12/03/14
Hogarth, Penny	phogarth	2nd Period Math Rtl	01/20/15	04:35:57		6	58.3	85.7	28.3	6	3	1027	12/10/14	-
Ray, Jeriah	jray	2nd Period Math Rtl	01/20/15	08:22:46	1	5	80.3	89.1	8.8	11	11	-	08/02/14	10/15/14
Ray, Jeriah	jray	2nd Period Math Rtl	01/20/15	10:06:21		6	61.9	91.4	29.5	9	7	2063	10/15/14	-
Singh, Victoria	vsingh	2nd Period Math Rtl	01/20/15	16:38:02	1	6	60.5	85.1	24.6	47	47	-	08/02/14	11/10/14
Singh, Victoria	vsingh	2nd Period Math Rtl	01/20/15	07:24:17		7	58.8	85	26.2	13	8	2074	11/10/14	-
Snyder, Lenora	lsnyder	2nd Period Math Rtl	01/14/15	19:01:18	<1	4	52.2	85.2	34	17	13	E1.06	08/02/14	-
Wembley, Tamera	twembley	2nd Period Math Rtl	01/16/15	04:03:14	1	3	48.1	91.4	43.3	7	7	-	08/29/14	09/24/14
Wembley, Tamera	twembley	2nd Period Math Rtl	01/16/15	04:49:14		4	74.1	91.4	17.4	9	7	E1.07	09/24/14	-



Ascend Math⁰⁹
 TARGETED INSTRUCTION & ASSESSMENT...ONLINE

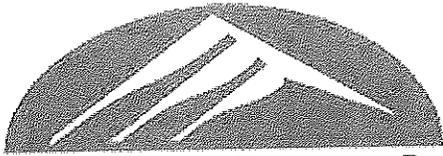
Class Quiz Report

Report Date: 01/20/15 01:41:41 PM
 Date Range: 08/01/2014 - 01/20/2015

School Name:	MemorialMiddleSchool
Teacher:	Hernandez, Mike
Class Name:	2nd Period Math Rtl

Quiz Name:	7th Grade Fall Final 2014 (6)	
Date Quiz is Assigned:	Dec 16, 2014	
Student Name	Att.No	Score
Alger, Linzi	1	72.0%
Arnaldo, Jake	1	68.0%
Attaway, Gary	1	88.0%
Barlow, Nigel	1	84.0%
Barukh, Ashley	1	92.0%
Bass, Lavern	1	96.0%
Cartwright, Rowanne	1	52.0%
Fairchild, Ahab	1	80.0%
Harrelson, Melany	1	64.0%
Hogarth, Penny	1	96.0%
Ray, Jeriah	1	80.0%
Singh, Victoria	1	96.0%
Snyder, Lenora	1	92.0%
Wembley, Tamera	1	36.0%

	Mastered
	Needs Improvement



Growth Report

Report Date: 01/20/15 01:37:39 PM
 Date Range: 08/01/2014 - 01/20/2015

Ascend Math
 TARGETED INSTRUCTION & ASSESSMENT...ONLINE

School Name:	MemorialMiddleSchool
Teacher:	Hernandez, Mike
Class Name:	2nd Period Math RtI

Quiz Name:		7th Grade Fall Final 2014 (6)				
Student Name	Level	First Attempt Within Date Range	Date	Last Attempt Within Date Range	Date	Growth
Alger, Linzi	4	72.00%	12/17/2014	89.00%	1/16/2015	17.00%
Arnaldo, Jake	6	68.00%	12/17/2014	77.00%	1/16/2015	9.00%
Attaway, Gary	6	88.00%	12/17/2014	99.00%	1/16/2015	11.00%
Barlow, Nigel	4	84.00%	12/17/2014	94.00%	1/16/2015	10.00%
Barukh, Ashley	6	92.00%	12/17/2014	98.00%	1/16/2015	6.00%
Bass, Lavern	6	96.00%	12/17/2014	100.00%	1/16/2015	4.00%
Cartwright, Rowanne	5	52.00%	12/17/2014	60.00%	1/16/2015	8.00%
Fairchild, Ahab	6	80.00%	12/17/2014	93.00%	1/16/2015	13.00%
Harrelson, Melany	3	64.00%	12/17/2014	67.00%	1/16/2015	3.00%
Hogarth, Penny	6	88.00%	12/17/2014	99.00%	1/16/2015	3.00%
Ray, Jeriah	6	80.00%	12/17/2014	88.00%	1/16/2015	6.00%
Singh, Victoria	7	96.00%	12/17/2014	98.00%	1/16/2015	2.00%
Snyder, Lenora	4	92.00%	12/17/2014	100.00%	1/16/2015	8.00%
Wembley, Tamera	4	36.00%	12/17/2014	51.00%	1/16/2015	15.00%

	0% - 69%
	70% - 79%
	80% - 100%
NA =	Student has not been assigned to this quiz.

Growth data displays for students who have taken a quiz two or more times. Growth data is not applicable if a student has only taken one quiz.

Report: Course Progress

Student Name	Gloria Meadows
Class	4th Period Resource Math
Level	Level 2
Pre-Assessment Results	
Test Date	11/19/2014 12:40

Total Number of Problems	33
Problems Attempted	32
Problems Correct	25
Percent Correct	75.80%

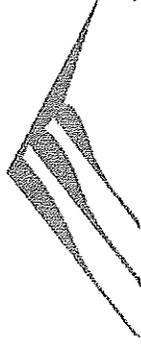
Course Progress	
Hours Per Week	-
Estimated Hours to Completion	-
Estimated Weeks to Complete	-
Total Hours Worked	2:45:19
Remaining Weeks to Complete	-

Post-Assessment Results	
Date of last login	1/14/2015 12:17
Total Problems Attempted	19 of 20
Total Problems Correct	18
Average of Passing Scores	90.00%
Gain In Score	14.30%
Date of Last Completed Test	12/5/2014 10:41

S.No.	Objective	Standard	Pre Assessment Result	Time On Task	Post Assessment Attempted	Post Assessment Correct	Post Assessment Score	Time Spent Post-Assessment	Objective	Texas Essential Knowledge and Skills	Section Code	Number of attempts at Post Assessment
Introduction to Patterns												
1	Introduction to Number Line Diagrams Using Whole Numbers	Number and operation	0.00%	1:11:37	5 of 5	5	100.00%	0:04:43	E5.27	2.9.C, 2.2.D, 2.2.E, 2.2.F	EM1	3
Introduction to Addition												
1	Addition, Applications	Personal financial II	100.00%						E1.02.D	2.4.B	EM1	
Greater Than, Less Than												
1	Greater Than, Less Than, Intro	Number and operation	66.70%	0:31:44	5 of 5	5	100.00%	0:01:09	E1.04.A	2.2.C, 2.2.D	EM1	4
2	Greater Than, Less Than	Number and operation	100.00%						E1.04.B	2.2.C, 2.2.D	EM1	
3	Which is Greater?	Algebraic reasoning	100.00%						E1.04.C	2.7.B, 2.2.C, 2.2.D	EM1	
4	Greater Than & Less Than, Applications	Algebraic reasoning	66.70%	0:07:45	5 of 5	4	80.00%	0:03:00	E1.04.D	2.7.B, 2.10.C, 2.2.C, 2.10.D, 2.2.D	EM1	1
Introduction to Money												
1	Money, Intro	Number and operation	100.00%						E1.05.A	2.5.A, 2.5.B	EM1	
2	Counting Money	Number and operation	66.70%	0:04:34	4 of 5	4	80.00%	0:01:46	E1.05.B	2.5.A, 2.5.B	EM1	1
3	Counting Money, Applications	Number and operation	66.70%	0:16:33	5 of 5	3	60.00%	0:09:38	E1.05.C	2.5.A, 2.5.B	EM1	1
4	Making Change	Number and operation	100.00%						E1.05.D	2.5.A, 2.5.B	EM1	
5	Counting Money, Review	Number and operation	66.70%						E1.05.E	2.5.A, 2.5.B	EM1	
Total Prescribed Objectives												
Objectives Attempted												
6												
Objectives Completed												
4												

Objectives Mastered in the Pre Assessment
 Objectives Mastered in the Course
 Objectives Assigned

Combined Class Report Summary



Ascend Math®

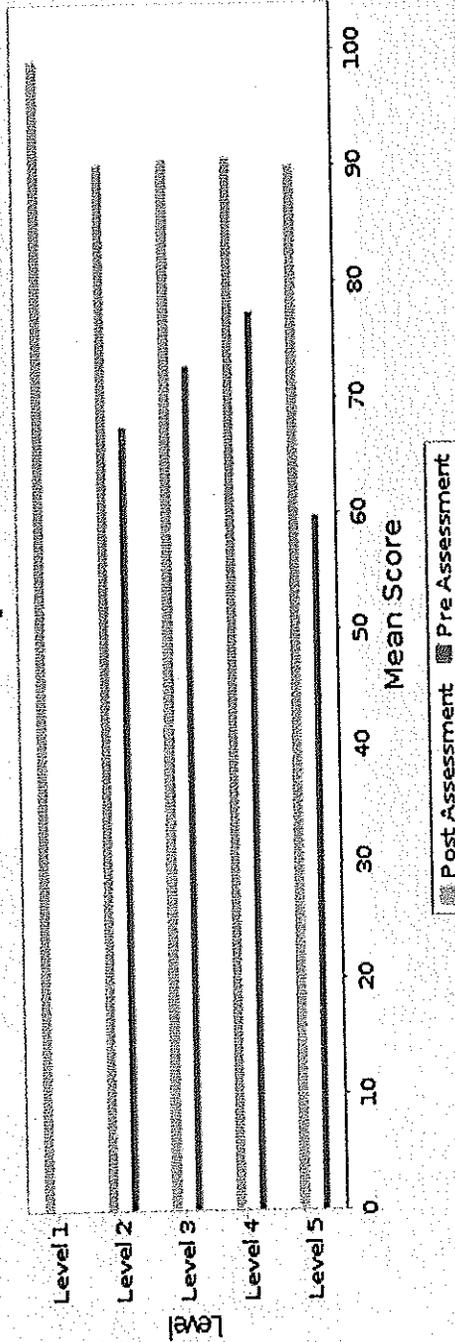
School Name: MemorialMiddleSchool
 Report Date: 01/20/15 01:44:47 PM
 Number Of Students: 14

No.	Name	Pre Assessment Results	Number of Prescribed Objectives	Number of Objectives Completed	Objective Test Score (Average)	Gain in Score	Number of Objectives Remaining	Current Objective Code	Class Name
1	Alger, Linzi	65.40%	14	13	89.20%	23.80%	1	E4.03	2nd Period Math RtI
2	Amalido, Jake	71.10%	8	8	92.50%	21.40%	0	-	2nd Period Math RtI
3	Attaway, Gary	55.60%	13	9	91.10%	35.60%	4	2221	2nd Period Math RtI
4	Barlow, Nigel	66.70%	6	5	88.00%	21.30%	1	E2.08	2nd Period Math RtI
5	Barukh, Ashley	45.50%	32	32	89.40%	43.80%	0	-	2nd Period Math RtI
6	Bass, Lavern	64.40%	9	6	86.70%	22.20%	3	2062	2nd Period Math RtI
7	Cartwright, Rowanne	26.70%	5	3	80.00%	53.30%	2	E4.06	2nd Period Math RtI
8	Fairchild, Ahab	51.70%	17	16	90.00%	38.30%	1	2081	2nd Period Math RtI
9	Harrelson, Melany	57.10%	8	6	83.30%	26.20%	2	E1.06	2nd Period Math RtI
10	Hogarth, Penny	58.30%	6	3	86.70%	28.30%	3	1027	2nd Period Math RtI
11	Ray, Jeriah	61.90%	9	7	91.40%	29.50%	2	2063	2nd Period Math RtI
12	Singh, Victoria	58.80%	13	8	85.00%	26.20%	5	2074	2nd Period Math RtI
13	Snyder, Lenora	52.20%	17	13	86.20%	34.00%	4	E1.06	2nd Period Math RtI
14	Wembley, Tamara	74.10%	9	7	91.40%	17.40%	2	E1.07	2nd Period Math RtI
		Average Score			87.92%	30.09%			

Memorial Middle School Progress Report

Level	Number of Students	Mean Score Pre Assessment	Average Time On Task Per Student	Mean Score Post Assessment	Gain in Score*
Level 1	3	N/A	0:52:43	99.30%	N/A
Level 2	140	67.70%	1:47:39	90.40%	22.70%
Level 3	116	73.00%	2:25:37	90.80%	17.80%
Level 4	131	77.50%	2:04:38	90.90%	13.50%
Level 5	24	59.90%	1:41:19	90.10%	30.20%

School Report



*The 'Gain in Score' percentage is based upon the average gain in score of each individual student that has completed a pre assessment and at least one post assessment. It is not a calculation of the Mean Post Assessment Score minus the Mean Pre Assessment Score.





Mr. Johnes' 1st Period Live Student Tracker

STUDENT	LEVEL	UNIT	OBJECTIVE	OBJ#	ATTEMPTS	LAST ATTEMPT	NEXT OBJ
Allen, Kristy	3	Elementary Multiplication	The Concept of Perimeter and Area Models Connected to Addition	E5.12.A	3	8/11/15 12:36 PM	E5.12.B
Alvarez, Juan	4						New Unit
Beckennier, Andreas	4	Statistics	Introduction to Line Plots Using Measurements	E5.26	3	8/19/15 12:54 PM	Next Level
Blekr, Bogdan	3	Metric and Customary Systems of Measurement	Length, Capacity and Weight	4171	5	8/21/15 01:01 PM	Next Unit
Erubu, Nali	4						New Unit
Franque, Gisselle	3	Elementary Multiplication	Applications of Multiplication Using Area Models	E5.12.B	0	8/21/15 01:00 PM	E5.12.C
Hassan, Amir							IN LR
Hasseer, Fatma	6	Fractions Concepts	Comparing Fractions	2063	3	8/20/15 12:55 PM	2064
Jajovic, Mikaela	3	Elementary Measurement	Time	E1.06		8/19/15 12:47 PM	E1.07
Meier, Otto	3	Elementary Multiplication	The Concept of Perimeter and Area Models Connected to Addition	E5.12.A	0	8/19/15 12:47 PM	E5.12.B
Michaels, Leon	3	Whole Number Addition and Subtraction	Modeling Addition and Subtraction of Whole	1016	0		Next Unit

[Back To Class Dashboard](#)

Multi School Report

School: North Middle School

Report Date: 05/07/15 04:21:48 PM

Start Date: 08/01/2014

End Date: 05/07/2015

NOTE:

Information listed on this report is limited to the date range selected.

Student	Actual Grade	Recommended Level	Level	Ascend Class	Objectives Prescribed	Objectives Completed	Total Hours Worked	Completion Date	Last Login Date
Allen, Krisy-Leanne	7th Grade	Level 5	Level 5	Brent Hour 2	4	3	03:21:12	03/10/15	04/23/15
Alvarez, Juan	8th Grade	Level 4	Level 4	Brent Hour 3	3	3	-	01/16/15	
	8th Grade	Level 4	Level 6	Brent Hour 3	1	0	11:03:52		04/21/15
Bleik, Bogdan	7th Grade	Level 4	Level 4	Brent Hour 2	9	8	20:31:46	11/11/14	04/23/15
Carl, Jackson	7th Grade	Level 4	Level 4	Swart Hour3	58	0	-		
	7th Grade	Level 4	Level 4	Swart Hour3	0	0	-		
	7th Grade	Level 4	Level 6	Swart Hour3	93	10	05:49:55	03/25/15	03/25/15
	7th Grade	Level 4	Level 7	Swart Hour3	58	0	-		
Hassan, Amir	7th Grade	Level 4	Level 4	Swart Hour3	94	7	06:44:43	03/25/15	03/31/15
	7th Grade	Level 4	Level 7	Swart Hour3	1	0	-		
Mier, Otto	6th Grade	Level 2	Level 2	Brent Hour 7	4	3	-	10/17/14	
	6th Grade	Level 2	Level 4	Brent Hour 7	13	12	23:32:54	03/20/15	04/23/15
	6th Grade	Level 2	Level 5	Brent Hour 7					
Nalijaham, Susan	6th Grade	Level 2	Level 2	Brent Hour 7	2	2	-	09/30/14	
	6th Grade	Level 2	Level 4	Brent Hour 7	21	20	-	12/19/14	
	6th Grade	Level 2	Level 5	Brent Hour 7	19	17	21:38:43	04/23/15	04/28/15
Sanchez, Kelly	8th Grade	Level 2	Level 3	Brent Hour 3	14	13	-	01/15/15	
	8th Grade	Level 2	Level 5	Brent Hour 3	13	11	08:34:50	04/24/15	04/27/15

North Middle School East Middle School South Middle School Compass High School Western Elementary +

MR. JOHNES' CLASS DASHBOARD AS OF 08/23/15

Dashboard

Reports

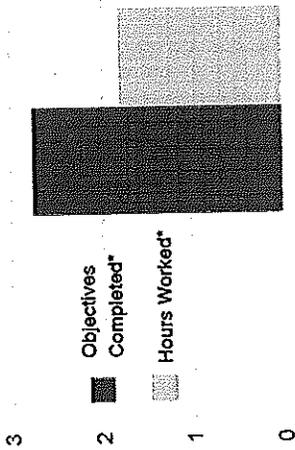
Students

Classes

Course Management

Administration

LAST WEEK'S ACTIVITY



THIRD PERIOD CLASS

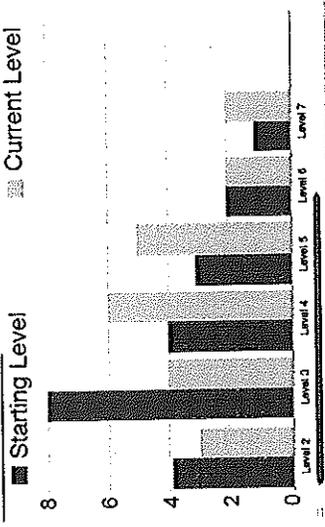


Class Roster

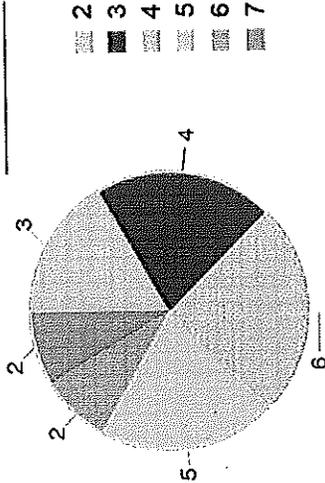
Post Assessment

	LAST WEEK	SINCE 09/02/14
Objectives Completed	49	800
Student Logins	18	22
Total Hours Worked	32 h 20 m	648 h 45 m

LEVEL GROWTH



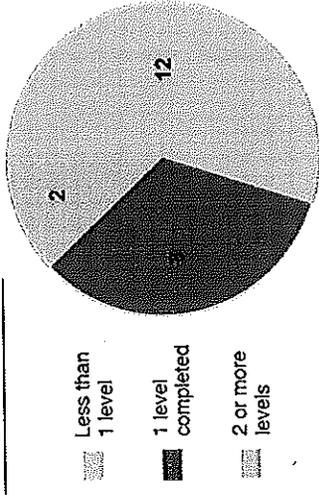
CURRENT LEVEL



STUDENTS WHO COMPLETED LEVELS LAST WEEK

NAME	LEVEL	DATE
1. Alvarez, Juan	Level 3	09/16/15
2. Hassan Amir	Level 3	09/17/15
3. Susie Que	Level 6	09/16/15

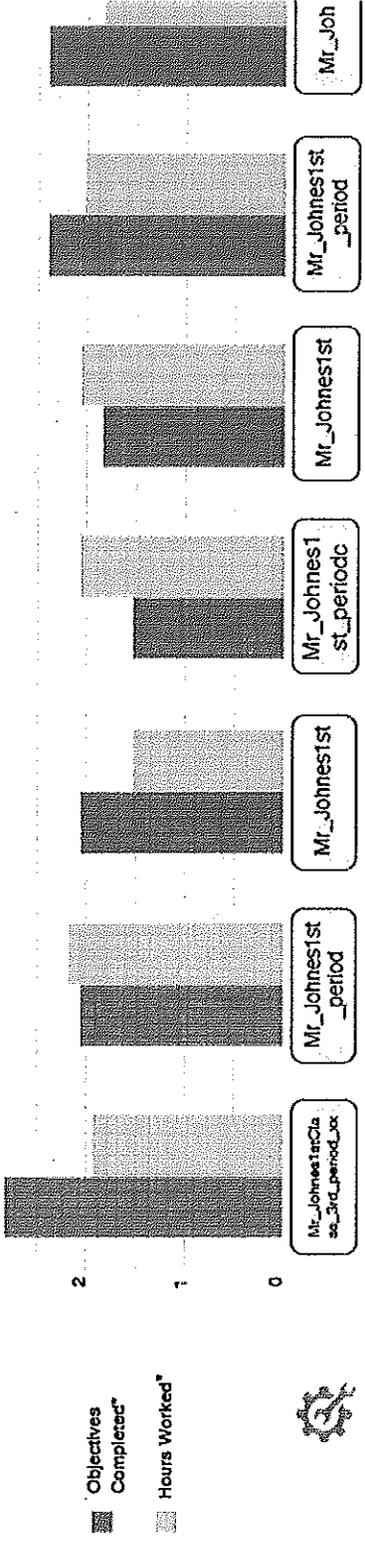
LEVEL COMPLETION



MR. JOHNES' TEACHER DASHBOARD AS OF 08/23/15

Dashboard | Reports | Students | Classes | Course Management | Administration | Help | Logout

LAST WEEK'S ACTIVITY 3



Category	Active Student Logins	Enrolled Students	Objectives Completed
Mr_Johnes1st_3rd_period_100	23	35	49
Mr_Johnes1st_period	15	35	46
Mr_Johnes1st	15	15	37
Mr_Johnes1st_period	15	15	35
Mr_Johnes1st	20	20	49
Mr_Joh	23	23	56

ACTIVITY SINCE: 09/02/14

Levels Completed*	1.50	2.12	3.00	0.55	1.90	1.08	4
Hours Worked*	29 h 25 m	36 h 01 m	37 h 30 m	30 h 40 m	37 h 15 m	48 h 03 m	48 h 0

* Average Per Student

User Login History Report

Time Frame: Date Range
User Name : Kendra Smith
Role : Student
Start Date: 08/03/2015
End Date: 08/25/2015
Report Date: 08/25/15 03:01:31 PM

Information listed on this report is limited to the date range selected.

<u>Login Date</u>	<u>Length Of Session</u>
2015-08-07	00:05:16
2015-08-10	00:11:15
2015-08-11	00:43:10
2015-08-12	00:10:35
2015-08-13	00:03:05
2015-08-17	00:25:15
2015-08-18	00:50:01
2015-08-20	00:37:00
2015-08-22	00:09:00