

# MindPlay Education Vendor FAQ

Vendor Name: MindPlay Education

Product Name: MindPlay Signals

Question	Answers
What grades are covered?	K-12 Reading
Is there a pre/post-test?	<p>The adaptive Universal Screener serves as the primary pre-test, efficiently identifying each student’s strengths and weaknesses across essential literacy domains, including phonemic awareness, phonics, vocabulary, fluency, comprehension, and grammar for meaning. Progress Monitoring and Benchmark assessments are ongoing, and post-test measures to evaluate growth, instructional effectiveness, and mastery of grade-level standards. The system also includes a Dyslexia Screener for K–3 students, which serves as a diagnostic pre-test to identify those at risk for dyslexia by evaluating key literacy indicators, including optional Rapid Automatized Naming (RAN). Additionally, the suite features AI-scored Oral Reading Fluency (ORF) assessments, which measure reading accuracy, rate, and prosody. These can be administered multiple times throughout the year to establish baseline and post-test data, providing educators with continuous insight into student progress and growth over time.</p>
What is MindPlay Signals?	<p>MindPlay Signals is a comprehensive K–12 assessment suite and diagnostic-prescriptive system designed to support literacy instruction for all kindergarten through twelfth-grade students. The system provides educators with actionable, evidence-based data that identifies each student’s reading strengths and areas of need across the essential components of reading. Its primary purpose is to support data-driven instructional decisions by delivering precise diagnostic and progress-monitoring insights that enable teachers to target instruction, strategically group students, and differentiate interventions based on individual performance and growth. MindPlay Signals facilitates continuous monitoring of student progress and aligns with evidence-based practices and state literacy frameworks, including the Texas Essential Knowledge and Skills (TEKS). The data generated can be used for state reporting and accountability, supporting district implementation of Multi-Tiered Systems of Support (MTSS).</p> <p>The system includes an efficient and adaptive Universal Screener (15–30 minutes) that assesses foundational skills such as phonological awareness, phonics, fluency, comprehension, listening vocabulary, and grammar for meaning. For students in grades K–3, the Dyslexia Screener is an evidence-based tool aligned with early identification mandates, detecting students at risk for dyslexia by evaluating key indicators, including optional Rapid Automatized Naming (RAN). Detailed, actionable reports are available immediately.</p>

	<p>Additionally, AI-scored Oral Reading Fluency (ORF) assessments measure reading rate, accuracy, and prosody, providing educators with precise, data-driven insights to guide instruction.</p>
<p>What was MindPlay Signals designed to do?</p>	<p>MindPlay Signals was designed to provide educators with actionable, evidence-based information that identifies each student’s reading strengths and areas of need across the essential components of reading. Its purpose is to support data-driven instructional decisions by delivering precise diagnostic and progress-monitoring insights, enabling teachers to target instruction, group students strategically, and differentiate interventions based on individual performance and growth. The system also facilitates continuous monitoring of student progress, promotes collaboration among teachers, administrators, and families, and aligns with evidence-based practices and state literacy frameworks to ensure that all students receive timely, targeted, and effective reading instruction.</p>
<p>How can I use MindPlay Signals?</p>	<p>MindPlay Signals provides educators with actionable, evidence-based data that directly informs instruction by identifying each student’s reading strengths and areas of need across the essential components of reading. The system delivers precise diagnostic and progress-monitoring information that supports data-driven instructional planning and aligns with scientifically based reading research and evidence-based intervention practices recognized in Texas. Educators use MindPlay Signals to identify students at risk for reading difficulties and to pinpoint specific foundational skill gaps in phonological awareness, phonics, fluency, vocabulary, comprehension, and grammar for meaning. This information allows teachers to form targeted intervention groups, differentiate instruction based on student performance, and monitor individual growth over time.</p> <p>Continuous progress monitoring within MindPlay Signals enables educators to evaluate instructional effectiveness and adjust intervention intensity or focus. The reports facilitate data-informed collaboration among teachers, administrators, and families, ensuring that instructional decisions are grounded in objective, reliable evidence of student performance. Additionally, the data generated by MindPlay Signals can be used to document progress for state reporting and accountability purposes, supporting district implementation of Multi-Tiered Systems of Support (MTSS) and alignment with Texas literacy frameworks. Through valid, reliable, and instructionally relevant measures, MindPlay Signals empowers educators to deliver timely, targeted, and evidence-based reading instruction that accelerates growth and advances literacy proficiency for all learners.</p>
<p>Does MindPlay Signals provide expected growth targets for students? Yes/No Answer</p>	<p>Yes. MindPlay Signals is explicitly designed to provide expected growth targets for students by establishing goals and benchmarks related to grade-level proficiency and overall achievement. The Foundational Skills Profile visually displays a learner's progress against these expectations, including a clear line indicating the grade-level goal. Continuous progress monitoring categorizes student performance relative to these expected targets, designating abilities as Critical, Approaching, Meeting, or Exceeding grade-level standards.</p>
<p>How can districts use MindPlay Signals to determine end-of-year student growth for purposes of TIA?</p>	<p>Districts can use MindPlay Signals to measure end-of-year student growth, a key component of the Texas Teacher Incentive Allotment (TIA). The system provides reliable, evidence-based diagnostic and progress-monitoring data across essential reading skills, allowing educators to track individual performance over time and document measurable learning gains. These data help teachers evaluate instructional effectiveness, identify students who meet or exceed grade-level goals, and make targeted instructional adjustments. Aggregated results in</p>

	<p>foundational reading skills, such as phonological awareness, phonics, fluency, vocabulary, and comprehension, can support TIA reporting and accountability. This ensures that districts have objective evidence of student growth to inform teacher performance evaluations and incentive decisions.</p>
<p>What types of data reporting capabilities are included with MindPlay Signals?</p>	<p>MindPlay Signals provides a range of detailed reports to support data-driven instruction. The Foundational Skills Profile visually charts a student’s progress across key reading components, against established grade-level goals and expectations. The Improvement Report consolidates baseline data from the Universal Screener with progress monitoring assessments, visually tracking growth over time, and displaying current performance metrics, including Independent Reading Level scores and progress relative to grade-level standards (Critical, Approaching, Meeting, or Exceeding). This report is particularly valuable for measuring progress toward instructional goals and for use in Individualized Education Programs (IEPs). Class growth widgets allow educators to understand average reading growth quickly. MindPlay Signals provides comprehensive diagnostic and at-risk reporting tools to support educators in monitoring student performance. Reports identify students at risk for dyslexia and other reading difficulties using the K–3 Dyslexia Screener and optional Rapid Automatized Naming (RAN). Student reports provide detailed subtest results and at-risk indicators. AI-scored Oral Reading Fluency (ORF) assessments measure reading accuracy, rate, and prosody, with teacher review and override options to ensure instructional fidelity. Family Reports, available in English and Spanish, support engagement. All data are delivered instantly through intuitive dashboards and are exportable in CSV format for integration with district systems, providing reliable, actionable insights to monitor growth and inform instruction at every level.</p>
<p>What outcomes studies have been done on MindPlay Signal’s efficacy of the tools used and outcomes for student growth/performance? (Link Outcome Study or enter Outcome Study not available)</p>	<p>MindPlay Signals and its complementary instructional system, MindPlay Reading Studio, are supported by robust, independent research, earning an ESSA Level 2 rating ("Moderate Evidence") for proven effectiveness. <a href="#">ESSA Level 2 Evidence PDF</a> Research demonstrates that MindPlay consistently accelerates student reading growth, particularly for struggling readers. One extensive study found that students using MindPlay for 60 or more minutes per week were 3.4 times more likely to advance at least one reading level. In Dayton Public Schools, 32% of struggling readers achieved two or more years of growth within a single school year, while Shepherd ISD reported that 80% of participating students closed their reading gap by an average of 1.6 years. MindPlay’s effectiveness extends across diverse student populations, supporting English Language Learners in achieving parity with their General Education peers and facilitating significant literacy gains for high school students with disabilities. These results underscore MindPlay’s proven ability to deliver measurable, equitable growth across grade levels and learner profiles.</p> <p><a href="#">Dayton Public Schools CRESA Analysis</a>  <a href="#">Dayton IXD Research</a>  <a href="#">Shepherd ISD Study</a>  <a href="#">English Language Learners Internal Study</a></p>

For more information on this resource, please refer to the vendor website and contact a representative.

Vendor Website: [www.mindplay.com](http://www.mindplay.com)

Vendor Contact: Ashley Whitney, Competitive Bids & Strategic Growth Manager

For more information on the Teacher Incentive Allotment, please visit the [Teacher Incentive Allotment website](#).

