

# Lexia Reading and Investing in Innovation (i3) Fund

Based on Prepublication Document October 2009

| Proposed Federal Investing in Innovation (i3) Fund*  |   |
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| Grant  | Description   |
| <p><b><i>Investing in Innovation (i3) Fund</i></b></p> <p>CFDA #: 84.396A, 84.396B, 84.396C<br/>Discretionary/Competitive Funds</p> <p>Amount: \$650 million to be obligated by September 30, 2010</p> <p>URL:<br/><a href="http://www.ed.gov/programs/innovation/index.html">http://www.ed.gov/programs/innovation/index.html</a></p> <p>Contact:<br/>Mia Howerton or Erin McHugh<br/><a href="mailto:i3@ed.gov">i3@ed.gov</a><br/>(202) 205-0147 or (202) 401-1304</p> | <p><b><i>The Investing in Innovation (i3) Fund</i></b>, established under section 14007 of the American Recovery and Reinvestment Act of 2009 (ARRA), provides funding to support (1) LEAs, and (2) nonprofit organizations in partnership with (a) one or more LEAs or (b) a consortium of schools. The purpose of the program is to provide competitive grants to applicants with a record of improving student achievement, in order to expand the implementation of, and investment in, innovative practices that are demonstrated to have an impact on improving student achievement or student growth for high-need students, as well as to promote school readiness, close achievement gaps, decrease dropout rates, increase high school graduation rates, and improve teacher and school leader effectiveness.</p> <p>These grants will (1) allow eligible entities to expand and develop their work so that their work can serve as models of best practices, (2) allow eligible entities to work in partnership with the private sector and the philanthropic community, and (3) identify and document best practices that can be shared and taken to scale based on demonstrated success.</p> |

| Funding Description*          |   |
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| <b><i>Purpose</i></b>         | <p>The purpose of this funding is to provide competitive grants to applicants with a record of improving student achievement, in order to expand the implementation of, and investment in, innovative practices that are demonstrated to have an impact on:</p> <ul style="list-style-type: none"> <li>• Improving student achievement or student growth for high-need students</li> <li>• Promoting school readiness, closing achievement gaps, decreasing dropout rates, increasing high school graduation rates, and improving teacher and school leader effectiveness</li> </ul>  |
| <b><i>Eligibility</i></b>     | <p>Eligibility is based on historical success closing achievement gaps and improving academic achievement. Eligible applicants are:</p> <ul style="list-style-type: none"> <li>• Local education agencies (LEAs)</li> <li>• Nonprofit organizations in partnership with (a) one or more LEAs or (b) a consortium of schools</li> </ul> <p>Eligible applicants <b>MUST</b>:</p> <ul style="list-style-type: none"> <li>• Demonstrate 20% private sector matching funding or request reduced matching level</li> <li>• Conduct an independent program evaluation</li> <li>• Cooperate with technical assistance</li> <li>• Share broadly the results of any evaluations</li> <li>• An applicant may not submit an application for the same proposed project under more than one type of grant</li> </ul>  |
| <b><i>Types of Awards</i></b> | <p>Under the proposed priorities, grants would be awarded in three categories:</p> <ul style="list-style-type: none"> <li>• <b><i>Development Grants</i></b>: The smallest grant level designed to support new and high-potential practices whose impact should be studied further. <ul style="list-style-type: none"> <li>○ <i>Estimated Amount</i>: Up to \$5 million per award</li> <li>○ <i>Evidence Required</i>: Reasonable – research-based findings or theories</li> <li>○ <i>Scaling Required</i>: Able to further develop and scale</li> </ul> </li> <li>• <b><i>Validation Grants</i></b>: Existing, promising programs that have good evidence of their impact and are ready to improve their evidence base while expanding in their own and other communities. <ul style="list-style-type: none"> <li>○ <i>Estimated Amount</i>: Up to \$30 million per award</li> <li>○ <i>Evidence Required</i>: Moderate – either high internal validity and medium external validity, or vice versa</li> </ul> </li> </ul> |

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|                           | <ul style="list-style-type: none"> <li>○ <i>Scaling Required:</i> Able to be scaled to the regional or state level</li> <li>● <b>Scale-Up Grants:</b> The largest possible grant category is focused on programs and practices with the potential to reach hundreds of thousands of students. Applicants must have a strong base of evidence that their program has had a significant effect on improving student achievement.             <ul style="list-style-type: none"> <li>○ <i>Estimated Amount:</i> Up to \$50 million per award</li> <li>○ <i>Evidence Required:</i> Strong – both high internal validity and high external validity</li> <li>○ <i>Scaling Required:</i> Able to be scaled to the national, regional, or state level</li> </ul> </li> </ul>  |
| <b>Priorities</b>         | The alignment to the funding priorities is listed below.   |
| <b>Selection Criteria</b> | <p>A panel of peer reviewers will judge applications by allocating points in each of the categories based on how well an application proposes to address the criteria. The final Notice, which the department will publish in the <i>Federal Register</i> in late winter/early spring of 2010, will include the specific point value of each criteria. The following bullets indicate the selection criteria:</p> <ol style="list-style-type: none"> <li>1. Need for the Project and Quality of the Project Design</li> <li>2. Strength of Research, Significance of Effect, and Magnitude of Effect</li> <li>3. Experience of the Applicant</li> <li>4. Quality of the Project Evaluation</li> <li>5. Strategy and Capacity to Scale or to Further Develop and Scale</li> <li>6. Sustainability</li> <li>7. Quality of the Management Plan and Personnel</li> </ol> |

The following chart demonstrates the alignment of *Investing in Innovation (i3) Funds* proposed regulations to **Lexia Reading**. The proposed regulations are listed first in blue and the alignment of the **Lexia Reading** program follows.

| Lexia Reading Alignment to Funding Priorities*    |   |
|---|---|
| REQUIRED FOR ALL APPLICATIONS                     |   |
| <b>Improve Achievement For High-Need Students</b> | <p><b>Requirement for ALL Applications: All applicants must implement practices, strategies, or programs for high-need students (as defined in this notice).</b></p> <p><b>Definition:</b> <i>High-need student means a student at risk of educational failure, or otherwise in need of special assistance and support, such as students who are living in poverty, who are far below grade level, who are over-age and under-credited, who have left school before receiving a regular high school diploma, who are at risk of not graduating with a regular high school diploma on time, who are homeless, who are in foster care, who have been incarcerated, who have disabilities, or who are limited English proficient.</i></p> <p><b>Alignment...</b> All of Lexia’s products are designed according to the latest scientific findings in education and interface design and are tested for outcomes in schools...best practices focusing on closing of the achievement gap. Lessons are scripted and multi-sensory instructionally designed to teach a specific skill. <i>Lexia Reading</i> will suggest a Lexia Lesson if a student is struggling with a skill and has repeated a unit three or more times. These lessons are designed for teachers to use with individuals or in small groups of struggling readers. Each Lexia Lesson utilizes four different mnemonic strategies to promote memory and retrieval of the specific skill - contextual stories, gestures, visualization, and multi-sensory associations.</p> <p><b>Differentiated Instruction...</b> Differentiated instruction is a proven method of closing the achievement gap between high- and low-performing children. <i>Lexia Reading</i> provides ongoing, dynamic assessment of reading skills and progress, enabling educators to foster</p> |

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students' reading success by informing and differentiating reading instruction.

*Multi-cultural Students...* Outcome studies evaluating Lexia products have shown their effectiveness with multi-ethnic populations in Texas, Massachusetts, Utah, Connecticut, and the United Kingdom. To date, these studies have included over 1500 students in more than 20 different schools. The use of Lexia assessments and reading skills development software supported achievement gains by study groups that proved to be significantly superior to those achieved by control groups receiving equal amounts of traditional instruction and practice.

*Special Education...* Students on Individual Education Plans require intensive levels of instruction provided through a carefully developed and monitored educational plan. *Lexia Reading* programs supplement the instructional needs of these students and support professional teaching staff in their efforts to meet the unique educational challenges of special education students. Lexia's emphasis on explicit, systematic and structured skills development is ideally suited for students with diagnosed learning disabilities. Lexia's reporting features provide real-time data on student performance and identify immediately to educators where students are struggling.

*English Language Learners...* *Lexia Reading* provides the practice that ELL students need to master important reading skills in English...intensive instruction in phonological awareness to build decoding skills. *Lexia Reading*:

- addresses the sound-symbol correlations which are difficult for ELL students;
- provides the correct pronunciation of English sounds for ELL students;
- provides instruction on the 6 syllable types, helping ELL students understand why vowel sounds are not consistent; and
- provides multiple opportunities to practice newly acquired phonic skills.

*Older Students...* The activities in Strategies for Older students are specifically designed to remediate basic reading skills while offering age-appropriate content and interface. The focus of the activities helps students increase automatic word recognition by reinforcing phonic elements and sound symbol relationships. Activities in SOS provide extensive practice in everything from basic phonological awareness to advanced word attack skills.

*Special Circumstances...* *Lexia Reading* is a web-based system that can be used with all children residing in a state, including children with disabilities who are homeless, wards of the state, attending private schools, suspended or expelled, and other special situations. *Lexia Reading's* School-to-Home Connection is an access feature that complements these efforts. There is no additional cost for this School-to-Home Connection feature for school districts or LEAs implementing the *Lexia Reading* program. This feature reaches out to all students by providing on-demand access to *Lexia Reading* in homes, hospitals, libraries, after-school programs, community centers, juvenile detention centers, and summer schools. Students can access their own personal *Lexia Reading* account from any computer with an Internet connection.

## ABSOLUTE PRIORITY – MUST ADDRESS ONE OR MORE ITEMS

### #1 Support Effective Teachers and School Leaders

**Absolute Priority #1: Under proposed absolute priority 1, the Department would provide funding to support practices, strategies, or programs that increase the number or percentages of highly effective teachers and school leaders or reduce the number or percentages of ineffective teachers and school leaders, especially for high-need students, by identifying, recruiting, developing, placing, rewarding, and retaining highly effective teachers and school leaders (or removing ineffective teachers and school leaders). In such initiatives, teacher or school leader effectiveness should be determined by an evaluation system that is rigorous, transparent, and fair; performance should be differentiated using multiple rating categories of effectiveness; multiple measures of teachers' effectiveness should be taken into account, with data on student growth as a significant factor; and the measures should be designed and developed with teacher involvement.**

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**Alignment...** *Lexia Reading* supports practices that foster the development of effective teachers and school leaders by providing professional development compatible with intensive district-wide professional development goals for regular education teachers, special education teachers, paraprofessionals, and other related personnel. There are multiple opportunities and multiple forms of delivery of professional development ranging from webinars to video tutorials, to on-site trainings, and more. More specifically:

- *Lexia Reading Content Overview...* *Lexia Reading* software supports reading skills instruction in the development of students at all levels of ability, pre-K through adult, building skills with explicit practice in phonemic awareness and phonics while promoting gains in fluency, vocabulary, and comprehension.
- *Lexia Lessons™ Training Videos* ... Each Lexia Lesson has explicit directions on how to teach the skills in the lessons to students. Sharon Weiss-Kapp, the author of the lessons, discusses a Lexia Lesson and demonstrates its use with a student.
- *Narrated Product Tutorials...* Narrated product tutorials are short video demonstrations that guide educators through the basics of using *Lexia Reading*. The tutorial's host describes what educators need to do and then shows exactly how to do it. Notes from the tutorials are able to be printed for additional review.
- *Webinars & Events...* Lexia's products are designed with the educator in mind. There is every effort to spend time with customers with frequent visits to schools, attending trade shows, and sponsoring user groups. Lexia also offers online webinars where customers can learn how to use *Lexia Reading* most effectively, hear about new features, and ask questions.
- *On-Site Training...* Lexia provides on-site training **customized** to meet the **professional development** needs of schools and districts. **In addition to assuring the successful implementation of Lexia Reading's literacy and RTI opportunities, trainings also include reading theory and pedagogy along with the latest developments in reading education.**
- *Guides & Reference...* Lexia provides resources for getting the most of using *Lexia Reading* in the classroom such as: Quick Reference Cards, Best Practices Guide, *Lexia Reading* Scope & Sequence, Teacher's Guides, Lessons, Posters, Certificates, Templates and Blackline Maters, Achievement Charts, and more.
- *Classroom Kits...* *Lexia Reading* educators receive complimentary Lexia Classroom Kits with each purchase of *Lexia Reading*. Kits are created for specific grade levels and for Lexia's principals and technology directors. Kits include many supplementary items including Superstars chart/stickers template, parent letter from school template, school-to-home connection letter template, and more.
- *Community of Learners...* Lexia is building a community of learners across the nation who is using *Lexia Reading* as part of their reading curriculum. As a member of the *Lexia Reading* community, educators are able to access a constantly growing and changing resource of information, tools, materials, and other relevant information to help save time and help students succeed with *Lexia Reading*.

## #2 Improve the Use of Data

**Absolute Priority #2: Under proposed absolute priority 2, the Department would provide funding to support strategies, practices, or programs that encourage and facilitate the evaluation, analysis, and use of student achievement or student growth data by educators, families, and other stakeholders in order to inform decision-making; improve student achievement or student growth, and teacher, school leader, school, or LEA performance and productivity; or enable data aggregation, analysis, and research. Where applicable, these data would be disaggregated using the student subgroups described in section 1111(b)(3)(C)(xiii) of the Elementary and Secondary Education Act of 1965, as amended (ESEA) (economically disadvantaged**

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students, students from major racial and ethnic groups, migrant students, students with limited English proficiency, students with disabilities, student gender).

**Alignment...** All of Lexia's products follow the proven approach recommended by the National Reading Panel, Reading First, and leading experts. Students learn skills in sequence, logically building an understanding, while gaining competency and preparing for the next skill.

**Assessment...** Assessment capability is one of the keys to *Lexia Reading's* success. *Lexia Reading* enables educators to foster students' reading success by informing and differentiating reading instruction. Providing a dynamic, integrated assessment tool that immediately assesses and reports to educators exactly how each student in progressing, *Lexia Reading* provides integrated reports that:

- continuously assesses students' areas of reading skill development, providing a formative assessment tool to educators... highlighting students in need of extra support;
- identifies and groups students for appropriate instruction and practice allowing educators to adjust student lessons that may be too difficult, easy, or repetitive;
- supervises and promotes adequate use;
- manages, assesses and monitors students individually, and also by group, class, grade, school, or district; and
- links to appropriate printable, lesson plans and student practice sheets.

**Evaluation/Student Data Featured Reports...** *Lexia Reading* provides multiple permutations of detailed reports focused on student progress, usage, and skills. Teachers and educators can select from school(s), grade(s), or date/period(s). In addition, teachers and educators can select from the following report options: student, class, school, or district. The Report Types vary depending on the selections made; however, the following is the essence of the Report Types:

- **Combined Reports** – Displays Skills, Progress, and Usage reports together. Enables a comprehensive analysis and interpretation of performance related to all three aspects of program use.
  - **Progress Reports** – Shows students progress through each of the activities at the selected program level. Teachers can use these reports to share with parents, share with an IEP team if necessary, or provide accountability records for programs requiring detailed result accounting.
  - **Usage Reports** – Shows student's average weekly use of each product and allows comparison of use patterns to researched-based recommended thresholds.
  - **Skills Reports** – Identifies the skill activities which require additional attention, need practice, and have been successfully completed; also provides a visual display of this information.
- **Detailed Skills Reports** – Provides detailed information on student performance by unit and by each specific skill.

**Demographic Disaggregation...** Provides detailed information on student performance by unit and by each specific skill.

**School Interoperability Framework (SIF)...** Lexia has joined the SIF industry initiative that enables diverse applications to share and interact with data. All Lexia products, including *Lexia Reading*, will be SIF compliant in the future.

**#3 Complement the Implementation of High Standards**

**Absolute Priority #3: Under proposed absolute priority 3, the Department would provide funding for practices, strategies, or programs that support States' efforts to transition to college- and career readiness standards and assessments, including curricular and instructional practices, strategies, or programs in core academic**

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| <p><i>and High-Quality Assessments</i></p>   | <p>subjects that are aligned with high academic content and achievement standards and with high-quality assessments based on those standards. Proposals may include practices, strategies, or programs that:</p> <p>a) increase the success of under-represented student populations in academically rigorous courses and programs (such as Advanced Placement or International Baccalaureate courses; dual enrollment programs; early college high schools; and science, technology, engineering, and mathematics courses, especially those that incorporate rigorous and relevant project-, inquiry-, or design-based contextual learning opportunities);</p> <p><b>Alignment...</b> Not applicable.</p> <p>(b) increase the development and use of formative assessments or interim assessments, or other performance-based tools and metrics that are aligned with student content and academic achievement standards; or</p> <p><b>Alignment...</b> <i>Lexia Reading's</i> placement assessment complements state assessment systems and allows teachers to evaluate what students know and do not know prior to beginning the <i>Lexia Reading</i> program. The assessment helps identify struggling students and helps monitor low performing student progress. Depending on a state's regulations and the determination of the student's IEP Team's plan regarding alternative assessments, <i>Lexia Reading</i> might be used for the reading portion of a state and district-wide assessment.</p> <p><b>Academic Standards...</b> The <i>Lexia Reading</i> program aligns to state academic standards, DIBELS, and some publishers' reading programs.</p> <ul style="list-style-type: none"> <li>• <b>State Standards...</b> <i>Lexia Reading</i> currently is correlated to the following state standards: Arkansas, California, Florida, Indiana, North Carolina, South Carolina, Texas, Virginia, and Washington.</li> <li>• <b>DIBELS...</b> <i>Lexia Reading</i> currently is correlated to DIBELS, including documents entitled:             <ul style="list-style-type: none"> <li>○ <i>From DIBELS Benchmark Assessment to Lexia Intervention</i></li> <li>○ <i>Kindergarten Correlations to Lexia Software to DIBELS</i></li> <li>○ <i>First Grade Correlations to Lexia Software to DIBELS</i></li> <li>○ <i>Second Grade Correlations of Lexia Software to DIBELS</i></li> <li>○ <i>Third Grade Correlations to Lexia Software to DIBELS</i></li> </ul> </li> <li>• <b>Reading Publishers...</b> <i>Lexia Reading</i> currently is correlated to four reading publishers: <i>Harcourt Trophies-Core Reading Correlations</i>, <i>Houghton Mifflin-Core Reading Correlations</i>, <i>Open Court-Core Reading Correlations</i>, and <i>Scott Foresman-Core Reading Correlations</i>.</li> </ul> <p>(c) translate the standards and information from assessments into classroom practices that meet the needs of all students, including high-need students.</p> <p><b>Alignment...</b> Not applicable.</p> |
| <p><b>#4 Turn Around Persistently Low-Performing Schools, Whole-School Reform, and Targeted Approaches to Reform</b></p> | <p><b>Absolute Priority #4:</b> Under proposed absolute priority 4, the Department would provide funding to support strategies, practices, or programs that turn around persistently low-performing schools through either whole-school reform or targeted approaches to reform. Applicants addressing this priority must focus on either:</p> <p>(a) Whole-school reform, such as comprehensive interventions to assist, augment, or replace persistently low-performing schools; or</p> <p><b>Alignment...</b> Schoolwide reform has many aspects, including producing academically competent students based on scientifically-based instructional strategies. The <i>Lexia Reading</i> program complements schoolwide reform. Lexia Learning, in affiliation with</p>  |

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professional research and design consultants, conducts scientifically-based outcomes studies to measure the efficacy of the *Lexia Reading* programs in schools across the country. Studies have been published in three, peer-reviewed research journals. Lexia's Key Findings are:

- *Lexia Reading* improves reading scores in grades K-3 and middle school;
- lowest performing students benefit the most from using *Lexia Reading*;
- Title I students using *Lexia Reading* close the achievement gap;
- benefits of *Lexia Reading* are tied to strong use patterns; and
- teachers strongly endorse *Lexia Reading*.

Lexia research results can be downloaded from:  
[http://lexialearning.com/files/research/Lexia\\_Research.pdf](http://lexialearning.com/files/research/Lexia_Research.pdf)

**(b) Targeted approaches to reform, including, but not limited to:**

- (1) providing more time for students to learn core academic content by expanding the school day, school week, or the school year, or by increasing instructional time for core academic subjects during the day and in the summer;
- (2) integrating student supports to address nonacademic barriers to student achievement; or
- (3) creating multiple pathways for students to earn regular high school diplomas (e.g., transfer schools, awarding credit based on demonstrated evidence of student competency, offering dual enrollment options).

**Alignment...** Not applicable; however, because *Lexia Reading* is web-enabled and hosted by Lexia, students with an Internet connection can have anytime-anywhere access.

## COMPETITIVE PREFERENCE – MAY ADDRESS ONE OR MORE ITEMS

### #5 Improve Early Learning Outcomes

**Competitive Preference #5: We propose to give competitive preference to proposals that include practices, strategies, or programs to improve educational outcomes for high-need students who are young children (birth through 3rd grade) by enhancing the quality of early learning programs. Proposals must focus on:**

- (a) improving young children's school readiness (including social, emotional, and cognitive) so that children are prepared for success in core academic subjects;**

**Alignment...** *Lexia's* youngest component of *Lexia Reading* helps preschool children develop pre-reading skills. A powerful combination of methodology and motivation propels *Lexia Early Reading* students into independent practice in engaging, age-appropriate activities which introduce phonological principles and the alphabet—both proven predictors of reading success. *Lexia Early Reading* reinforces both emergent literacy skills and introduces students to basic computer skills.

- Kindergarten students can work independently on targeted skills following brief instructions.
- Activities in *Early Reading* help students practice early basic reading skills.
- Interactive activities branch automatically, providing practice where needed and automatically advancing students as they master skills.
- Students using the program build speed and accuracy.
- Explicit, systematic, and multi-sensory practice activities engage students' auditory, visual, and kinesthetic senses.
- Easy-to-read Reports provide teachers with invaluable information about students' progress and skill development.

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|  | <p>Lexia Learning's Research Department has a manuscript currently under review for publication in a peer-reviewed journal. The highlights of the results are:</p> <ul style="list-style-type: none"><li>• Pre-K Students using <i>Early Reading</i> made significantly greater gains on the GRADE assessment than the control group.</li><li>• Gains were especially significant in the Phonological Awareness and Sound Matching subtests for these groups.</li></ul> <p><b>(b) improving and aligning developmental milestones and standards with appropriate outcome measures; and</b></p> <p><b>Alignment...</b> Currently not applicable.</p> <p><b>(c) improving alignment, collaboration, and transitions between early learning programs that serve children from birth to age three, in preschools, and in kindergarten through third grade.</b></p> <p><b>Alignment...</b> Not applicable.</p>  |
| <p><b>#6 Support College Access and Success</b></p>  | <p><b>Competitive Preference #6: We propose to give competitive preference to proposals for practices, strategies, or programs that enable K-12 students, particularly high school students, to successfully prepare for, enter, and graduate from a two or four-year college. Proposals must include practices, strategies, or programs for K-12 students that address students' preparedness and expectations related to college; help students understand issues of college affordability and the financial aid and college application processes; and provide support to students from peers and knowledgeable adults.</b></p> <p><b>Alignment...</b> Not applicable.</p>  |
| <p><b>#7 Address the Unique Learning Needs of Students with Disabilities and Limited English Proficient Students</b></p> | <p><b>Competitive Preference #7: We propose to give competitive preference to proposals that include innovative strategies, practices, or programs to address the unique learning needs of students with disabilities, or the linguistic and academic needs of limited English proficient students. Proposals must focus on particular practices, strategies, or programs that are designed to improve academic outcomes and increase graduation rates for students with disabilities or limited English proficient students.</b></p> <p><b>Alignment...</b></p> <p><b>Response-to-Intervention...</b> Incorporating scientifically-based best practices, both IDEA and Title I, Part A places great emphasis on a Response-to-Intervention model. These models are appropriate for <i>Investing in Innovation (i3) Funds</i>. <i>Lexia Reading</i> is an effective, scalable RtI tool, leveraging teachers' instructional time, and providing the needed practice, additional paper-based instruction, and skills practice to enable students to learn to read. In fact, national initiatives such as the Response to Intervention (RtI) instructional model require that instruction and remediation be structured to meet the needs of the struggling students by using the most intensive interventions. The RtI three tiers helps educators, including an IEP Team, make decisions regarding the needs of students being screened for disabilities and also focus on the linguistic and academic needs of limited English proficient students. More specifically, <i>Lexia Reading</i> fosters the use of the program in all three tiers of RtI:</p> <ol style="list-style-type: none"><li>1. <i>RtI/Lexia Reading - Tier I (Instruction for students on or above-level)</i><ol style="list-style-type: none"><li>a. Early Reading can be started and completed in Kindergarten.</li><li>b. Primary Reading can be used in Kindergarten through grade 3 after mastery of the skills presented in Early Reading.</li><li>c. Strategies for Older Students<ol style="list-style-type: none"><li>i. Used in grades 2 and 3 after completing Primary Reading (start at Level 3)</li></ol></li></ol></li></ol> |

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|  | <p>ii. Used in grade 4 and above as additional enrichment (Levels 4 &amp; 5).</p> <p>2. <i>Rtl/Lexia Reading - Tier II (Instruction for students who are at-risk)</i></p> <ol style="list-style-type: none"><li>Early Reading can be used in Kindergarten and grade 1.</li><li>Primary Reading can be used in Kindergarten through grade 4 after mastery of the skills presented in Early Reading.</li><li>Strategies for Older Students<ol style="list-style-type: none"><li>Used in grade 3 after completing Primary Reading (start at Level 3).</li><li>Used in grade 4 and above as an intervention (start Levels 1-3 based on ability).</li></ol></li></ol> <p>3. <i>Rtl/Lexia Reading - Tier III (Instruction for students with identified learning disabilities)</i></p> <ol style="list-style-type: none"><li>Early Reading can be used in Kindergarten through grade 2.</li><li>Primary reading can be used in grade 1 through grade 5 after mastery of the skills presented in Early Reading.</li><li>Strategies for Older Students<ol style="list-style-type: none"><li>Used in grade 4 or 5 after completing Primary Reading (start Level 3).</li><li>Used in grade 5 and above as intensive remediation (start Level 1).</li></ol></li></ol> <p><i>Limited English Proficiency...</i> Lexia Reading works with multi-ethnic students, including those students who have limited English proficiency. The program can be used with students who need Early Intervening Services and not IDEA placements. Outcome studies evaluating Lexia products have shown their effectiveness with multi-ethnic populations in Texas, Massachusetts, Utah, Connecticut, and the United Kingdom. To date, these studies have included over 1500 students in more than 20 different schools. The use of Lexia assessments and reading skills development software supported achievement gains by study groups that proved to be significantly superior to those achieved by control groups receiving equal amounts of traditional instruction and practice.</p> <p><i>Lexia Reading</i> provides the practice that ELL students need to master important reading skills in English...intensive instruction in phonological awareness to build decoding skills.</p> <p><i>Lexia Reading:</i></p> <ul style="list-style-type: none"><li>addresses the sound-symbol correlations which are difficult for ELL students;</li><li>provides the correct pronunciation of English sounds for ELL students;</li><li>provides instruction on the 6 syllable types, helping ELL students understand why vowel sounds are not consistent; and</li><li>provides multiple opportunities to practice newly acquired phonic skills.</li></ul> |
| <p><b>#8 Serve Schools in Rural LEAs</b></p> | <p><b>Competitive Preference #8: We propose to give competitive preference to proposals that focus on the unique challenges of high-need students in schools within a rural LEA (as defined in this notice) and address the particular challenges faced by students in these schools. Proposals must include practices, strategies, or programs that improve student achievement or student growth, close achievement gaps, decrease dropout rates, increase high school graduation rates, or improve teacher and school leader effectiveness in one or more rural LEAs.</b></p> <p><b>Alignment...</b> Students who are in rural areas, home-schooled, home-bound, hospital-bound, truant, suspended, or expelled frequently need to improve their academic achievement in reading. Because <i>Lexia Reading</i> is web-enabled and hosted by Lexia, students with an Internet connection can have anytime-anywhere access. The program directly aligns to the goals of meeting the unique challenges of high-needs students in schools within a rural LEA.</p>  |

For additional information contact Lexia Learning at: <http://www.lexialearning.com/index.html>.

\* Selected information for this worksheet was excerpted from the following federal government resources:

- Investing in Innovation (i3) Fund Website: <http://www.ed.gov/programs/innovation/index.html>

## ***Lexia Reading and Investing in Innovation (i3) Fund***

**Based on Prepublication Document October 2009**

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- *Investing in Innovation (i3) Fund* Press Release:  
<http://www.ed.gov/news/pressreleases/2009/10/10062009a.html>
- *Investing in Innovation (i3) Fund* PowerPoint:  
<http://www.ed.gov/news/pressreleases/2009/10/10062009a.html>
- *Investing in Innovation (i3) Fund* Prepublication of Federal Register:  
<http://www.ed.gov/legislation/FedRegister/proprule/2009-4/100909a.html>