



Lexia Reading[®]

and

Race To The Top (RTTT) Funding

BASED ON FINAL DOCUMENT ANNOUNCED NOVEMBER 12, 2009



Federal Race to the Top (RTTT) Funding*	
Grant	Description
<p>Race to the Top Funds CFDA #: 84.395A Amount: \$4 billion to be awarded in two phases. Estimated range of awards is \$20 million to \$700 million. http://www.ed.gov/programs/racetothetop/index.html Contact: James Butler US Department of Education 400 Maryland Avenue SW, Room 3E109 Washington, DC 20202 Phone: 202-205-3775 Toll Free: 800-872-5327</p>	<p>Race to the Top funds asks States to advance reforms around four specific areas:</p> <ul style="list-style-type: none"> • Adopting standards and assessments that prepare students to succeed in college and the workplace and to compete in the global economy; • Building data systems that measure student growth and success, and inform teachers and principals about how they can improve instruction; • Recruiting, developing, rewarding, and retaining effective teachers and principals, especially where they are needed most; and • Turning around our lowest-achieving schools. <p>Awards in <i>Race to the Top</i> will go to States that are leading the way with ambitious yet achievable plans for implementing coherent, compelling, and comprehensive education reform. <i>Race to the Top</i> winners will help trail-blaze effective reforms and provide examples for States and local school districts throughout the country to follow as they too are hard at work on reforms that can transform our schools for decades to come.</p> <p>Technical Assistance Planning Workshops... The first will be in Denver, Colorado on December 3, 2009. The second will be in the Washington, D.C. area on December 10, 2009. The government recommends that applicants attend one of these two workshops. For those who cannot attend, transcripts of the meetings will be available on the RTTT website.</p>

Funding Description*	
<p>Purpose</p>	<p>The ARRA provides \$4.35 billion for the <i>Race to the Top Fund</i>, a competitive grant program designed to encourage and reward States that are creating the conditions for education innovation and reform; achieving significant improvement in student outcomes, including making substantial gains in student achievement, closing achievement gaps, improving high school graduation rates, and ensuring student preparation for success in college and careers; and implementing ambitious plans in four core education reform areas:</p> <ul style="list-style-type: none"> • Adopting standards and assessments that prepare students to succeed in college and the workplace and to compete in the global economy; • Building data systems that measure student growth and success, and inform teachers and principals about how they can improve instruction; • Recruiting, developing, rewarding, and retaining effective teachers and principals, especially where they are needed most; and • Turning around our lowest-achieving schools. <p><i>Race to the Top</i> will reward States that have demonstrated success in raising student achievement and have the best plans to accelerate their reforms in the future. These States will offer models for others to follow and will spread the best reform ideas across their States, and across the country.</p>

<p>Eligibility</p>	<p>Governors may apply and awards are made to States. States are the eligible applicants under section 14006(a)(2) of the ARRA. As defined by section 14013 of the ARRA, the term “State” means each of the 50 States, the District of Columbia, and the Commonwealth of Puerto Rico.</p> <p>Section 14006(c) of the ARRA requires at least 50 percent of <i>Race to the Top</i> funding to States to be sub-granted to participating LEAs according to their relative shares of funding under the ESEA Title I, Part A program for the most recent year.</p> <p>States have considerable flexibility in awarding or allocating the remaining 50 percent of their <i>Race to the Top</i> awards, which are available for State-level activities, disbursements to LEAs, and other purposes as the State may propose in its plan.</p>										
<p>Application</p>	<p>The application can be accessed at: http://www.ed.gov/programs/racetothetop/index.html.</p>										
<p>Timeline</p>	<p>Round 1 Due January 19, 2010. The Department will hold two rounds of competition for the grants. Applications for the first round will be due January 19, 2010. Peer reviewers will evaluate the applications and the Department will announce the winners of the first round of funding in Spring 2010.</p> <p>Round 2 Due June 1, 2010. Applications for the second round will be due June 1, 2010, with the announcement of all winners by September 30, 2010.</p> <p>Note: States that apply for the first round of funding but are not awarded grants may reapply for funding in the second round (together with those States that are applying for the first time in the second round). First round winners receive full-sized awards and so do not apply for additional funding in the second round.</p>										
<p>Budgets</p>	<p>Nonbinding Budget Ranges... To support States in planning their budgets, the Department has developed nonbinding budget ranges for each State; these are listed below. These ranges may be used as rough blueprints to guide States as they think through their budgets, but States may prepare budgets that are above or below the ranges specified. The categories were developed by ranking every State according to its share of the national population of children ages 5 through 17, and identifying the natural breaks. Then, based on population, overlapping budget ranges were developed for each category.</p> <table border="1" data-bbox="420 1293 1443 1803"> <tr> <td>Category 1—\$350-700 million</td> <td>California, Texas, New York, Florida</td> </tr> <tr> <td>Category 2—\$200-400 million</td> <td>Illinois, Pennsylvania, Ohio, Georgia, Michigan, North Carolina, New Jersey</td> </tr> <tr> <td>Category 3—\$150-250 million</td> <td>Virginia, Arizona, Indiana, Washington, Tennessee, Massachusetts, Missouri, Maryland, Wisconsin</td> </tr> <tr> <td>Category 4—\$60-175 million</td> <td>Minnesota, Colorado, Alabama, Louisiana, South Carolina, Puerto Rico, Kentucky, Oklahoma, Oregon, Connecticut, Utah, Mississippi, Iowa, Arkansas, Kansas, Nevada</td> </tr> <tr> <td>Category 5—\$20-75 million</td> <td>New Mexico, Nebraska, Idaho, West Virginia, New Hampshire, Maine, Hawaii, Rhode Island, Montana, Delaware, South Dakota, Alaska, North Dakota, Vermont, Wyoming, District of Columbia</td> </tr> </table> <p>Note: The Department is not bound by these estimates. The Department will decide on the size of each State’s award based on a detailed review of the budget the State requests, considering such factors as the size of the State, level of LEA participation, and the proposed activities.</p>	Category 1 —\$350-700 million	California, Texas, New York, Florida	Category 2 —\$200-400 million	Illinois, Pennsylvania, Ohio, Georgia, Michigan, North Carolina, New Jersey	Category 3 —\$150-250 million	Virginia, Arizona, Indiana, Washington, Tennessee, Massachusetts, Missouri, Maryland, Wisconsin	Category 4 —\$60-175 million	Minnesota, Colorado, Alabama, Louisiana, South Carolina, Puerto Rico, Kentucky, Oklahoma, Oregon, Connecticut, Utah, Mississippi, Iowa, Arkansas, Kansas, Nevada	Category 5 —\$20-75 million	New Mexico, Nebraska, Idaho, West Virginia, New Hampshire, Maine, Hawaii, Rhode Island, Montana, Delaware, South Dakota, Alaska, North Dakota, Vermont, Wyoming, District of Columbia
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<p>Priorities</p>	<p>Priority 1: Absolute Priority – Comprehensive Approach to Education Reform</p> <p>Priority 2: Competitive Preference Priority – Emphasis on Science, Technology, Engineering, and Mathematics (STEM) <i>(15 points, all or nothing)</i></p> <p>Priority 3: Invitational Priority – Innovations for Improving Early Learning Outcomes</p> <p>Priority 4: Invitational Priority – Expansion and Adaptation of Statewide Longitudinal Data Systems</p> <p>Priority 5: Invitational Priority – P-20 Coordination, Vertical and Horizontal Alignment</p> <p>Priority 6: Invitational Priority – School-Level Conditions for Reform, Innovation, and Learning.</p> <p>The alignment to these funding priorities is listed below.</p>
<p>Selection Criteria</p>	<p>A. State Success Factors <i>(125 points)</i></p> <p>(A)(1) Articulating State’s education reform agenda and LEAs’ participation in it <i>(65 points)</i></p> <p>(A)(2) Building strong statewide capacity to implement, scale up, and sustain proposed plans <i>(30 points)</i></p> <p>(A)(3) Demonstrating significant progress in raising achievement and closing gaps <i>(30 points)</i></p> <p>B. Standards and Assessments <i>(70 points)</i></p> <p>(B)(1) Developing and adopting common standards <i>(40 points)</i></p> <p>(B)(2) Developing and implementing common, high-quality assessments <i>(10 points)</i></p> <p>(B)(3) Supporting the transition to enhanced standards and high-quality assessments <i>(20 points)</i></p> <p>C. Data Systems to Support Instruction <i>(47 points)</i></p> <p>(C)(1) Fully implementing a statewide longitudinal data system <i>(24 points)</i></p> <p>(C)(2) Accessing and using State data <i>(5 points)</i></p> <p>(C)(3) Using data to improve instruction <i>(18 points)</i></p> <p>D. Great Teachers and Leaders <i>(138 points)</i></p> <p>(D)(1) Providing high-quality pathways for aspiring teachers and principals <i>(21 points)</i></p> <p>(D)(2) Improving teacher and principal effectiveness based on performance <i>(58 points)</i></p> <p>(D)(3) Ensuring equitable distribution of effective teachers and principals <i>(25 points)</i></p> <p>(D)(4) Improving the effectiveness of teacher and principal preparation programs <i>(14 points)</i></p> <p>(D)(5) Providing effective support to teachers and principals <i>(20 points)</i></p> <p>E. Turning Around the Lowest-Achieving Schools <i>(50 points)</i></p> <p>(E)(1) Intervening in the lowest-achieving schools and LEAs <i>(10 points)</i></p> <p>(E)(2) Turning around the lowest- achieving schools <i>(40 points)</i></p> <p>F. General Selection Criteria <i>(55 points)</i></p> <p>(F)(1) Making education funding a priority <i>(10 points)</i></p> <p>(F)(2) Ensuring successful conditions for high-performing charters and other innovative schools <i>(40 points)</i></p> <p>(F)(3) Demonstrating other significant reform conditions <i>(5 points)</i></p>

The following chart demonstrates the alignment of *Race to the Top 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*

Priority 1: ABSOLUTE PRIORITY – COMPREHENSIVE APPROACH TO EDUCATION REFORM

The absolute priority will be addressed under State Success Factors, section A, and through the State’s comprehensive approach to addressing the four education reform areas, selection criteria sections B, C, D and E. A State that is responding to the competitive preference priority should address it throughout the application, as appropriate, and provide a summary of its approach to addressing the priority in the text box below the priority in Section VII. Applicants responding to the invitational priorities may address them throughout their applications or in the text boxes below each priorities in Section VII. Responding to the competitive and invitational priorities is optional.

#1 Comprehensive Approach to Education Reform

Requirement...

To meet this priority, the State’s application must comprehensively and coherently address all of the four education reform areas specified in the ARRA as well as the State Success Factors Criteria in order to demonstrate that the State and its participating LEAs are taking a systemic approach to education reform. The State must demonstrate in its application sufficient LEA participation and commitment to successfully implement and achieve the goals in its plans; and it must describe how the State, in collaboration with its participating LEAs, will use Race to the Top and other funds to increase student achievement, decrease the achievement gaps across student subgroups, and increase the rates at which students graduate from high school prepared for college and careers.

Product Alignment...

Schoolwide reform has many aspects, including producing academically competent students based on scientifically-based instructional strategies. The *Lexia Reading* program complements schoolwide reform. Lexia Learning, in affiliation with 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

Overall Design...

Lessons are scripted and multi-sensory instructionally designed to teach a specific skill. *Lexia Reading* suggests 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. *Lexia Reading’s* overall design supports increasing student achievement.

Differentiated Instruction...

Differentiated instruction is a proven method of closing the achievement gap between high- and low-performing children. *Lexia Reading* provides ongoing, dynamic assessment of reading skills and progress, enabling educators to foster students’ reading success by informing and differentiating reading instruction. *Lexia Reading* has demonstrated success in closing the achievement gap.

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. *Lexia Reading* is effective with multi-ethnic populations.

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. *Lexia Reading* effectively supplements the instructional needs of specialized subgroups and provides professional support for educators.

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.

Lexia Reading supports ELL students to meet challenging academic standards.

Older Students... The activities in Strategies for Older (SOS) 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, skills necessary to improve students' ability to meet graduation requirements and prepare them for post-secondary opportunities and careers.

Research on Effectiveness... Scientifically based, peer-reviewed studies and reviews attest to the effectiveness *Lexia Reading* in a comprehensive reform program. Summaries are below.

- **What Works Clearinghouse** - *Lexia Reading* is one of only 10 programs to have ever been deemed to show effectiveness in two or more "beginning reading skills" categories by the What Works Clearinghouse (WWC). Described by the U.S. Department of Education's Institute of Education Sciences as "a central and trusted source of scientific evidence for what works in education," the WWC is one of the most respected standards of effectiveness for instructional programs, products, practices, and policies, giving educators the tools to make informed decisions. Based on studies submitted to WWC by Lexia Learning, *Lexia Reading* was found to have potentially positive effects on alphabets and reading comprehension. More information about the WWC report can be found at: http://www.lexialearning.com/files/about/071409_LexiaWWC.pdf

- **Florida Center for Reading Research** - In 2008, the FCRR categorized *Lexia Reading* as a “Comprehensive Reading Program” able to address the needs of students in a wide range of grades and skill levels. Lexia was deemed appropriate in more categories than any other program within the FCRR review framework.
- **Lexia Reading – Research Report** – 2008. Results of three research studies (2001-2002, 2003-2004, and 2005-2006 school years) are reported in this compilation study. The report can be downloaded at: http://www.lexialearning.com/files/research/Lexia_Research.pdf
- **Lexia Best Practices – Using Lexia Software to Drive Reading Achievement** – This document is a complement to the Lexia Research Report and provides information on how educators can learn best practices for implementing the software in their schools. The document can be downloaded at: http://www.lexialearning.com/files/support/Lexia_Best_Practices.pdf

Lexia Reading contributes support for the following Selection Criteria:

A. State Success Factors

- (A)(1) Articulating State’s education reform agenda and LEAs’ participation in it
- (A)(3) Demonstrating significant progress in raising achievement and closing gaps

E. Turning Around the Lowest-Achieving Schools

- (E)(1) Intervening in the lowest-achieving schools and LEAs
- (E)(2) Turning around the lowest- achieving schools

Priority 2: COMPETITIVE PREFERENCE PRIORITY – EMPHASIS ON SCIENCE, TECHNOLOGY, ENGINEERING, AND MATHEMATICS (STEM) – 15 points all or nothing

**#2
Emphasis on
Science, Technology,
Engineering and
Mathematics (STEM)**

Requirement...

To meet this priority, the State’s application must have a high-quality plan to address the need to (i) offer a rigorous course of study in mathematics, the sciences, technology, and engineering; (ii) cooperate with industry experts, museums, universities, research centers, or other STEM-capable community partners to prepare and assist teachers in integrating STEM content across grades and disciplines, in promoting effective and relevant instruction, and in offering applied learning opportunities for students; and (iii) prepare more students for advanced study and careers in the sciences, technology, engineering, and mathematics, including by addressing the needs of underrepresented groups and of women and girls in the areas of science, technology, engineering, and mathematics.

Product Alignment... Not applicable.

Priority 3: INVITATIONAL PRIORITY – INNOVATIONS FOR IMPROVING EARLY LEARNING OUTCOMES

**#3
Innovations for
Improving Early
Learning Outcomes**

Requirement...

The Secretary is particularly interested in applications that include practices, strategies, or programs to improve educational outcomes for high-need students who are young children (pre-kindergarten through third grade) by enhancing the quality of preschool programs. Of particular interest are proposals that support practices that (i) improve school readiness (including social, emotional, and cognitive); and (ii) improve the transition between preschool and kindergarten.

Product 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.

Research on Effectiveness.... Lexia Learning, in affiliation with 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 and an article featuring Lexia’s methodology. Each of these studies is described below along with an article which focuses on the effectiveness of pattern recognition.

First Grade (Title I) Study:

This study, conducted during the 2001 – 2002 school year, examined the benefits of using Lexia Reading software at an urban public school system north of Boston, Massachusetts. First grade students used Lexia Phonics Based Reading (now called Lexia Primary Reading) for additional, individualized practice in basic reading skills.

Title I first graders who used the Lexia program made significantly greater gains on the Gates-MacGinitie Reading Test than Title I students in the control group who did not use the software. Title I students using Lexia closed the achievement gap when they were compared to non-Title I students who also used Lexia.

[“The Efficacy of Computer-Based Supplementary Phonics Programs for Advancing Reading Skills in At-Risk Elementary Students”](#) is published in the peer-reviewed journal *The Journal of Research in Reading*. The study can be downloaded from the Lexia website.

Kindergarten Study:

This study, conducted during the 2003 – 2004 school year, examined the effects of Lexia Early Reading as a supplement to a phonics-based reading curriculum in kindergarten in an urban public school system north of Boston, Massachusetts.

The district utilized an am/pm kindergarten model, which allowed for a carefully controlled study where each teacher had one class that was randomly assigned to use the Lexia program and the other class assigned to the control group. This allowed the researchers to make comparisons between the matched groups. Students identified as low-performers at pretest who used Lexia Early Reading made significantly greater gains in phonological awareness skills on the Gates-MacGinitie than low-performing students in the control group.

[“The Efficacy of Computer Assisted Instruction for Advancing Literacy Skills in Kindergarten Children”](#) is published in the peer-reviewed journal *Reading Psychology*. The study can be downloaded from the Lexia website.

Current Study:

Lexia Learning’s Research Department has a manuscript currently under review for publication in a peer-reviewed journal. The highlights of the results are:

- Pre-K Students using Early Reading made significantly greater gains on the GRADE assessment than the control group.
- Gains were significant in the Phonological Awareness and Sound Matching subtests for these groups.

Lexia Reading contributes support for the following Selection Criteria:

A. State Success Factors

(A)(1) Articulating State’s education reform agenda and LEAs’ participation in it

(A)(3) Demonstrating significant progress in raising achievement and closing gaps

E. Turning Around the Lowest-Achieving Schools

(E)(1) Intervening in the lowest-achieving schools and LEAs

(E)(2) Turning around the lowest- achieving schools

Priority 4: INVITATIONAL PRIORITY – EXPANSION AND ADAPTATION OF STATEWIDE LONGITUDINAL DATA SYSTEMS

**#4
Expansion and
Adaptation of
Statewide Longitudinal
Data Systems**

Requirement...

The Secretary is particularly interested in applications in which the State plans to expand statewide longitudinal data systems to include or integrate data from special education programs, English language learner programs, early childhood programs, at-risk and dropout prevention programs, and school climate and culture programs, as well as information on student mobility, human resources (i.e., information on teachers, principals, and other staff), school finance, student health, postsecondary education, and other relevant areas, with the purpose of connecting and coordinating all parts of the system to allow important questions related to policy, practice, or overall effectiveness to be asked, answered, and incorporated into effective continuous improvement practices.

The Secretary is also particularly interested in applications in which States propose working together to adapt one State’s statewide longitudinal data system so that it may be used, in whole or in part, by one or more other States, rather than having each State build or continue building such systems independently.

Product Alignment... A key to targeted instruction, *Lexia Reading* uses assessment to drive instruction. Assessment, monitoring, and reporting data is easy to use and to incorporate into school/district management systems. This information could also be used in statewide longitudinal systems.

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 using data. 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.

Assessment information is provided in various formats and can be used across many of the educational sectors.

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.

Professional Development... One of the selection criteria related to the use of longitudinal data to improve education includes professional development. *Lexia Reading* supports professional development by providing:

- **Lexia Reading Content Overview...** *Lexia Reading* software supports reading skills development in 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 can 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, attendance at 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.
- **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 Masters, 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 which 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*.

States Working Together... The methods of *Lexia Reading* data collection is applicable for large-scale sharing of data between states, this is especially important for students who relocate to other districts or states or for migrant students who frequently move. *Lexia Reading* has scaling-up capabilities.

Lexia Reading contributes support for the following Selection Criteria:

A. State Success Factors

- (A)(1) Articulating State’s education reform agenda and LEAs’ participation in it
- (A)(2) Building strong statewide capacity to implement, scale up, and sustain proposed plans
- (A)(3) Demonstrating significant progress in raising achievement and closing gaps (30 points)

B. Standards and Assessments

- (B)(2) Developing and implementing common, high-quality assessments

C. Data Systems to Support Instruction

- (C)(1) Fully implementing a statewide longitudinal data system
- (C)(2) Accessing and using State data
- (C)(3) Using data to improve instruction

E. Turning Around the Lowest-Achieving Schools

- (E)(1) Intervening in the lowest-achieving schools and LEAs
- (E)(2) Turning around the lowest- achieving schools

Priority 5: INVITATIONAL PRIORITY – P-20 COORDINATION, VERTICAL AND HORIZONTAL ALIGNMENT

#5 P-20 Coordination, Vertical and Horizontal Alignment

Requirement...

The Secretary is particularly interested in applications in which the State plans to address how early childhood programs, K-12 schools, postsecondary institutions, workforce development organizations, and other State agencies and community partners (e.g., child welfare, juvenile justice, and criminal justice agencies) will coordinate to improve all parts of the education system and create a more seamless preschool-through-graduate school (P-20) route for students. Vertical alignment across P-20 is particularly critical at each point where a transition occurs (e.g., between early childhood and K-12, or between K-12 and postsecondary/careers) to ensure that students exiting one level are prepared for success, without remediation, in the next.

Horizontal alignment, that is, coordination of services across schools, State agencies, and community partners, is also important in ensuring that high-need students (as defined in this notice) have access to the broad array of opportunities and services they need and that are beyond the capacity of a school itself to provide.

Product Alignment Vertical... *Lexia Reading* provides a comprehensive scope and sequence beginning with early childhood reading skills. *Lexia Reading* includes an Auto Placement tool, helping new students quickly and seamlessly begin using Lexia at their individually-suited skill level. For students, each objective within the scope and sequenced is assessed and a specific instructional program is suggested - ensuring that all students exit one skill level and are prepared for success at the next skill level.

Product Alignment Horizontal... *Lexia Reading* is a web-based system that can be used with all children residing in a state or across states, including children with disabilities who are homeless, wards of the state, attending private schools, suspended or expelled, and other special situations. This Internet access supports high-need students by having access to a broad array of opportunities and services they need.

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. The flexibility of *Lexia Reading* encourages students to meet graduation requirements – even in special circumstances.

Lexia Reading contributes support for the following Selection Criteria:

A. State Success Factors

- (A)(1) Articulating State’s education reform agenda and LEAs’ participation in it
- (A)(2) Building strong statewide capacity to implement, scale up, and sustain proposed plans
- (A)(3) Demonstrating significant progress in raising achievement and closing gaps
(30 points)

B. Standards and Assessments

- (B)(2) Developing and implementing common, high-quality assessments

C. Data Systems to Support Instruction

- (C)(1) Fully implementing a statewide longitudinal data system
- (C)(2) Accessing and using State data
- (C)(3) Using data to improve instruction

E. Turning Around the Lowest-Achieving Schools

- (E)(1) Intervening in the lowest-achieving schools and LEAs
- (E)(2) Turning around the lowest- achieving schools

Priority 6: SCHOOL-LEVEL CONDITIONS FOR REFORM, INNOVATION, AND LEARNING

#6 School-Level Conditions for Reform, Innovation, and Learning

Requirement...

The Secretary is particularly interested in applications in which the State’s participating LEAs (as defined in this notice) seek to create the conditions for reform and innovation as well as the conditions for learning by providing schools with flexibility and autonomy in such areas as--

- (i) Selecting staff;
- (ii) Implementing new structures and formats for the school day or year that result in increased learning time (as defined in this notice);
- (iii) Controlling the school’s budget;
- (iv) Awarding credit to students based on student performance instead of instructional time;
- (v) Providing comprehensive services to high-need students (as defined in this notice) (e.g., by mentors and other caring adults; through local partnerships with community-based organizations, nonprofit organizations, and other providers);
- (vi) Creating school climates and cultures that remove obstacles to, and actively support, student engagement and achievement; and
- (vii) Implementing strategies to effectively engage families and communities in supporting the academic success of their students.

Product Alignment... *Lexia Reading* supports conditions for reform and innovation as well as the conditions for learning by providing schools the necessary elements of flexibility and autonomy. For example:

(i) *Selecting staff;*

Although *Lexia Reading* does not assist in selecting staff, *Lexia Reading* provides 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. This professional development helps attract and retain high-quality educators along providing educators continual exposure to effective best-practices in education.

(ii) *Implementing new structures and formats for the school day or year that result in increased learning time (as defined in this notice);*

Lexia Reading's new web-enabled version offers a School-to-Home Connection, extending the school day by providing on-demand access to *Lexia Reading* in homes, libraries, after-school programs, community centers, and summer schools – anywhere there is an Internet connection.

(iii) *Controlling the school's budget;*

In an effort to help control a school's budget, *Lexia Reading* provides an effective, cost-efficient scalable tool to support reading skill development in students of all ability levels, district-wide or for larger collaborations. Please contact a sales representative to discuss product pricing and bid procedures. The sales representative for your school or district can be located at: <http://www.lexialearning.com/about/contact/salesexpert.php>

(iv) *Awarding credit to students based on student performance instead of instructional time;*

Lexia Reading is steeped in sound educational design that aligns to academic standards. Depending on state requirements, these alignments could support credit retrieval programs where student credit is based on student performance instead of instructional time.

(v) *Providing comprehensive services to high-need students (as defined in this notice) (e.g., by mentors and other caring adults; through local partnerships with community-based organizations, nonprofit organizations, and other providers);*

Schools, LEAs, and states are held accountable for improving academic achievement and providing comprehensive services for all students, including high-need students. High-need students are students at risk of educational failure or otherwise in need of special assistance and support. *Lexia Reading* supports these efforts through detailed assessment, differentiated instruction, and extensive monitoring and reporting for all students, including high-needs students.

(vi) *Creating school climates and cultures that remove obstacles to, and actively support, student engagement and achievement; and*

Lexia Reading provides engaging activities, keeping student focused and enthusiastic about learning. The program's automatic branching offers appropriate and targeted practice for students fostering student success and keeping them on track. The easy-to-read reports demonstrate progress to students enabling them to control and take pride in their learning.

(vii) *Implementing strategies to effectively engage families and communities in supporting the academic success of their students.*

Lexia Reading has the ability for students to continue using the program from home via the Internet. With *Lexia Reading's* School-to-Home connection, students are able to continue where he/she left off in school and continue to make progress developing reading skills at home. There is no starting over or repeating what students have already mastered. The teacher will be able to monitor student work from home.

Lexia Reading contributes support for the following Selection Criteria:

A. State Success Factors

(A)(1) Articulating State's education reform agenda and LEAs' participation in it

(A)(3) Demonstrating significant progress in raising achievement and closing gaps)

B. Standards and Assessments

(B)(2) Developing and implementing common, high-quality assessments

C. Data Systems to Support Instruction

(C)(3) Using data to improve instruction)

D. Great Teachers and Leaders

(D)(1) Providing high-quality pathways for aspiring teachers and principals

(D)(4) Improving the effectiveness of teacher and principal preparation programs

(D)(5) Providing effective support to teachers and principals

E. Turning Around the Lowest-Achieving Schools

(E)(1) Intervening in the lowest-achieving schools and LEAs

(E)(2) Turning around the lowest- achieving schools

F. General Selection Criteria

(F)(3) Demonstrating other significant reform conditions

*Excerpted from the *Race to the Top Program Executive Summary*, November 2009.

For additional information contact Lexia Learning at:

<http://www.lexialearning.com/index.html>.