



# IDEA Funding Criteria & *Lexia Reading*<sup>®</sup>



## PART B, GRANTS TO STATES

Federal	
Grant	Description
<p><b>IDEA – Part B, Section 611, Grants to States</b>            CFDA #: 84.027            Program Type: Formula            Amount: \$11,284,511,000  <a href="http://www.ed.gov/programs/osepgts/index.html">http://www.ed.gov/programs/osepgts/index.html</a></p>	<p>The Individuals with Disabilities Education Act (IDEA) is a law ensuring services to children with disabilities throughout the nation. IDEA governs how states and public agencies provide early intervention, special education and related services to more than 6.5 million eligible infants, toddlers, children and youth with disabilities. Part B of the IDEA provides funds to state educational agencies (SEAs) and local educational agencies (LEAs) to help them ensure that children with disabilities, including children, aged three through five, have access to a free appropriate public education to meet each child’s unique needs and prepare him or her for further education, employment, and independent living. Funds under this program are combined with state and local funds to provide a free appropriate public education (FAPE) to children with disabilities. Funds are distributed on a yearly basis. IDEA, Part B focuses on ages 3-21. IDEA, Part C focuses on birth-3 (not included here).</p>
<p><b>ARRA IDEA – Part B, Grants to States</b>            CFDA #: 84.391            Program Type: Formula            Amount: \$11,300,000,000  <a href="http://www.ed.gov/policy/gen/leg/recovery/index.html">http://www.ed.gov/policy/gen/leg/recovery/index.html</a></p>	<p>The IDEA funds under ARRA will provide an unprecedented opportunity for states, LEAs, and early intervention service providers to implement innovative strategies to improve outcomes for infants, toddlers, children, and youths with disabilities while stimulating the economy. Under the ARRA, the IDEA funds are provided under three authorities: \$11.3 billion is available under Part B Grants to States; \$400 million is available under Part B Preschool Grants; and \$500 million is available under Part C Grants for Infants and Families. The Department released 50 percent of IDEA, Part B funds on April 1, 2009 without requiring new state applications. The second allocation will be released by September 30, 2009. States and LEAs must obligate all IDEA, Part B ARRA funds by September 30, 2011.</p>

### Funding Purpose:

#### IDEA, PART B, SECTION 611 – Grants to State

Permitted expenditures include the salaries of special education teachers and costs associated with related services personnel, such as speech therapists and psychologists. States may use funds reserved for other state-level activities for a variety of specified activities, including: for support and direct services, to provide technical assistance and personnel preparation; to assist LEAs in providing positive behavioral interventions and supports; and to improve the use of technology in the classroom. Some portion of funds reserved for other state-level activities must be used for monitoring, enforcement and complaint investigation, and establishing and implementing the mediation process. Each state has the option to reserve a portion of funds the state reserves for other state-level activities for a fund to assist LEAs in addressing the needs of high-cost children with disabilities.

#### ARRA IDEA, PART B – Stimulus Funding

The purpose of this funding is to supplement the yearly IDEA, Part B, Section 611 allocation and to stimulate the economy, as part of Obama’s stimulus program. Because the ARRA funds constitute a

large increase in IDEA, Part B, Section 611 funding that will likely not be available at the same level beyond September 30, 2011, schools and LEAs have a unique opportunity to improve teaching and learning and should focus these funds on short-term investments with the potential for long-term benefits rather than make ongoing commitments that they might not be able to sustain once ARRA funds are expended. Specific guidelines are located at: <http://www.ed.gov/policy/gen/leg/recovery/guidance/idea-b.pdf>; however, all IDEA ARRA funds must be used consistently with the current IDEA, Part B statutory and regulatory requirements and applicable requirements in the General Education Provisions Act (GEPA) and the Education Department General Administrative Regulations (EDGAR).

#### IDEA, PART B GRANTS TO SCHOOLS Requirements and *Lexia Reading*’s Key Elements:

The requirements for IDEA, Part B are complex and include items such as procedures, finances, discipline, notification, and more. Below are selected IDEA, Part B requirements followed by the key elements of the *Lexia Reading* program that relate to these requirements.



### ► **Relationship to NCLB Requirement -**

The State must establish goals for the performance of children with disabilities in the State that promote the purposes of this title; are the same as the State's definition of adequate yearly progress, including the State's objectives for progress by children with disabilities, under Section 1111(b)(2)(C) of the Elementary and Secondary Education Act of 1965; address graduation rates and dropout rates, as well as such other factors as the State may determine; and are consistent, to the extent appropriate, with any other goals and standards for children established by the State. [34 CFR §300.157(a)] *Lexia Reading* assesses the IEP student's present level of academic achievement and provides an intervention comparable to students in the general education curriculum. The assessments and interventions are appropriate for use by a student's IEP Team...as one additional piece of information for the team's placement and review decisions.

*Lexia Reading* is steeped in sound educational design. All of Lexia's products follow the proven approach recommended by the National Reading Panel, Reading First, and leading experts. Computerized diagnostic assessments screen for at-risk students. Reports diagnose a student's skill level and identify areas where practice or instruction is needed for an individual or for a whole class, school, or district. Lessons are targeted to students based on the detailed diagnosis. Students learn skills in sequence, logically building an understanding, while gaining competency and preparing for the next skill. All these features help teachers and administrators monitor all their students' progress, including students identified under IDEA.

Students on IEPs 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. Students also benefit from the immediate corrective feedback as well as positive reinforcement for correct response selection.

Instruction and practice is not enough. Educators want to know that students are practicing "correctly" and that instructional routines are highly effective. Lexia's reporting features provide real-time data on student performance and immediately identifies where students are struggling. This insight into students' progress assists educators to strategically target critical skills for re-teaching. In addition, real-time data reports allow educators to adjust student lessons that may be too difficult, easy, or repetitive...preventing frustration or possible inappropriate student behavior and encouraging students to keep on trying. *Lexia Reading* is appropriate for all students, including students on IEPs.

**Alignments...** The *Lexia Reading* program aligns to state academic standards, DIBELS, and some publishers' reading programs.

- State Standards... *Lexia Reading* currently is correlated to the following state standards: Arkansas, California, Florida, Indiana, North Carolina, South Carolina, Texas, Virginia, and Washington.
- DIBELS... *Lexia Reading* currently is correlated to DIBELS, including documents entitled:

*From DIBELS Benchmark Assessment to Lexia Intervention*

*Kindergarten Correlations to Lexia Software to DIBELS*

*First Grade Correlations to Lexia Software to DIBELS*

*Second Grade Correlations of Lexia Software to DIBELS*

*Third Grade Correlations to Lexia Software to DIBELS*

- Reading Publishers... *Lexia Reading* currently is correlated to four reading publishers: *Harcourt Trophies*-Core Reading Correlations, *Houghton Mifflin*-Core Reading Correlations, *Open Court*-Core Reading Correlations, and *Scott Foresman*-Core Reading Correlations.

### ► **Response to Intervention (RtI) Eligibility for Special Education Requirement -**

IDEA regulations incorporate new requirements regarding the identification of children with specific learning disabilities (SLD) and early intervening services (EIS). Procedures other than the discrepancy model may be used, including allowing a local educational agency to consider a child's response to scientific, research-based intervention (RtI) as part of the SLD determination process. Response to Intervention is so important, that a child cannot be determined to be a child with a disability under IDEA Part 300 if the determinant factor for that determination is lack of: 1) appropriate instruction in reading, 2) including the essential components of reading instruction, 3) lack of appropriate instruction in math, or 4) limited English proficiency. [34 CFR §300.206(b)(1)] By identifying students who are performing below grade level, *Lexia Reading* can be used to assist in helping to identify children with specific learning disabilities or in helping to identify children who need early intervening services. The program assesses a student's current reading abilities through the use of tailored assessments and then incorporates differentiated instruction to provide a specific intervention plan and re-assessment.

**Response to Intervention (RtI)...** Incorporating scientifically-based best practices, both IDEA and Title I, Part A places great emphasis on a Response-to-Intervention model. *Lexia Reading* 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 the IEP Team make decisions on whether early intervention has been sufficient prior to making a special education placement. More specifically, *Lexia Reading* fosters the use of the program in all three tiers of RtI:

### 1. RtI/Lexia Reading - Tier I

*(Instruction for students on or above-level)*

- a. Early Reading can be started and completed in Kindergarten.
- b. Primary Reading can be used in Kindergarten through grade 3 after mastery of the skills presented in Early Reading.
- c. Strategies for Older Students
  - i. Used in grades 2 and 3 after completing Primary Reading (start at Level 3)
  - ii. Used in grade 4 and above as additional enrichment (Levels 4 & 5).

### 2. RtI/Lexia Reading - Tier II

*(Instruction for students who are at-risk)*

- a. Early Reading can be used in Kindergarten and grade 1.
- b. Primary Reading can be used in Kindergarten through grade 4 after mastery of the skills presented in Early Reading.
- c. Strategies for Older Students
  - i. Used in grade 3 after completing Primary Reading (start at Level 3).
  - ii. Used in grade 4 and above as an intervention (start Levels 1-3 based on ability).

### 3. RtI/Lexia Reading - Tier III

*(Instruction for students with identified learning disabilities)*

- a. Early Reading can be used in Kindergarten through grade 2.
- b. Primary reading can be used in grade 1 through grade 5 after mastery of the skills presented in Early Reading.
- c. Strategies for Older Students
  - i. Used in grade 4 or 5 after completing Primary Reading (start Level 3).
  - ii. Used in grade 5 and above as intensive remediation (start Level 1).

**Limited English Proficiency...** *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.

*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.

### IEP Provisions Requirement -

**The Individualized Education Plan (IEP) must include a statement of the child's present levels of academic achievement and functional performance, including how the child's disability affects the child's involvement and progress in the general education curriculum; and a statement of measurable annual goals, including academic and functional goals designed to: meet the child's needs that result from the child's disability to enable the child to be involved in and make progress in the general education curriculum; and meet each of the child's other educational needs that result from the child's disability. [34 CFR §300.320(a)(1)(i) and (2)(i)(A) and (B)]** *Lexia Reading* meets the needs of special needs children to progress in the general education curriculum. This is accomplished through the use of differentiated instruction and purposeful design of the *Lexia Reading* program.

**Differentiated Instruction...** Differentiated instruction is a proven method of closing the achievement gap for all children, including children identified under IDEA and children in the general education program. *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's* emphasis on assessment and 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 which can be used to determine the student's present levels of academic achievement. Also, these reports identify immediately to educators where students are struggling.

**Program Design...** 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. *Lexia Reading* 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.

### ▶ **IEP Measures of Achievement Requirement -**

The IEP must include a description of how the child's progress toward meeting the annual goals will be measured and when periodic reports on the progress the child is making toward meeting the annual goals (such as through the use of quarterly or other periodic reports) will be provided. [34 CFR §300.320(a)(3)] *Special ARRA Note: ARRA suggests the use of stimulus funds to develop or expand the capacity to collect and use data to improve teaching and learning.* Accountability is one of the keys to *Lexia Reading's* success. With similar goals of improving teaching and learning, *Lexia Reading* complements state assessment systems. *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 is 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;
- 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.

**Reporting Features...** *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.
- **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.

### ▶ **State and District-wide Alternative Assessment Requirement -**

The State's alternate assessments must be aligned with its challenging academic content standards and child academic achievement standards, and if it has adopted alternate academic achievement standards permitted under Section 1111(b)(1) of the Elementary and Secondary Education Act of 1965, measure the achievement of children with disabilities against those standards. [34 CFR §300.160(c)(2)] *Lexia Reading's* placement assessment complements state assessment systems and allows teachers to evaluate what students know and do not know prior to beginning the *Lexia Reading* 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, *Lexia Reading* might be used for the reading portion of a state and district-wide assessment.

### ▶ **Scientifically-Based Research Requirement –**

Instruction should be based in scientifically-based research as defined in section 9101(37) of the ESEA. Scientifically-based research means research that involves the application of rigorous, systematic, and objective procedures to obtain reliable and valid knowledge relevant to education activities and programs, among other specifics. A cross-reference to the definition of scientifically based research in section 9101(37) of the ESEA has been added as [new Sec. 300.35]. 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](http://lexialearning.com/files/research/Lexia_Research.pdf)

## Highly Qualified Personnel Professional Development Requirement -

The State educational agency (SEA) must establish and maintain qualifications to ensure that personnel necessary to carry out Part B are appropriately and adequately prepared and trained including qualifications for related services personnel and paraprofessionals. The qualifications must be consistent with any State-approved or State-recognized certification, licensing, registration, or other comparable requirements. [34 CFR §300.156(a) and (b)] *Special ARRA Note: ARRA suggests stimulus funding provide intensive district-wide professional development for special education and regular education teachers that focuses on scaling-up, through replication, proven and innovative evidence-based school-wide strategies in reading, math, writing and science, and positive behavioral supports to improve outcomes for students with disabilities.* 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. More specifically:

- **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 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.
- **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 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.

## Acquisition of Technology Requirement -

IDEA encourages the use of technology, including technology with universal design principles and assistive technology devices, to maximize accessibility to the general education curriculum for children with disabilities. [34 CFR §300.704(b)(4)] *Special ARRA Note: ARRA suggests the use of stimulus funds to obtain state-of-the art assistive technology devices and provide training in their use to enhance access to the general curriculum for students with disabilities.* Lexia Reading's web-based platform encourages the use of technology with all students, including special education students. Lexia is committed to Section 508 compliance for its web-based teacher and administrator products. Lexia's student-based products are focused on students without hearing or visual impairment. Currently, Lexia Reading partially supports Section 508; however, Lexia is committed to Section 508 compliance as part of the product development roadmap.

## Serving All Students Requirement -

All children with disabilities residing in the State, including children with disabilities who are homeless children or are wards of the State and children with disabilities attending private schools, regardless of the severity of their disabilities, and who are in need of special education and related services, are identified, located, and evaluated and a practical method is developed and implemented to determine which children with disabilities are currently receiving needed special education and related services. [34 CFR §300.111(a)] and includes children with disabilities who have been suspended or expelled. [34 CFR §§300.101-300.108]. 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. School districts and LEAs are required to provide an education for these students [34 CFR §§300.101-300.108]. 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. Lexia Reading may be assigned as a regular lesson or as homework by teachers. Lexia Reading offers printable scripted lessons and practice sheets to help students further hone their reading skills. Additionally, the reporting capabilities of the MyLexia educators' portal allows teachers to create individual student reports that can then be shared with parents or a student's IEP Team to demonstrate a student's progress, usage, and skill development.