Appendix E: Publicly Available Service Summary

Information provided will be posted on the Ohio Department of Education’s website for all proposals that are approved in conjunction with this RFQ to allow LEAs to understand proposed offerings in advance of directly contacting providers regarding potential further procurements.

**Provider Information**

<table>
<thead>
<tr>
<th>Name of Provider:</th>
<th>Lexia Learning Systems LLC</th>
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</table>
| Provide Information for Two Contacts (include name, phone number and email address for both): Note: If contact information changes, provider must contact the Department to update its Service Summary. | Lindsey Pollock  
Account Executive  
614-369-5180  
lpollock@lexialearning.com | Julie Tonkonogy  
Account Manager  
978-405-6206  
jtonkonogy@lexialearning.com |

<table>
<thead>
<tr>
<th>Name of Product Proposed:</th>
<th>Lexia RAPID Assessment</th>
</tr>
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<tbody>
<tr>
<td>Assessed Content</td>
<td>Reading</td>
</tr>
<tr>
<td>Assessed Grade Level</td>
<td>K-12</td>
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**Assessment Area** (check all that apply)

- Comparable Assessments to Ohio’s Diagnostic Assessment for the Third Grade Reading Guarantee
- Alternative Standardized Assessment for Third Grade Reading
- Alternative High School Assessments for Graduation Teacher and Principal Evaluation: Qualifications for Student Assessments to be used by Ohio Districts for a Portion of Teachers’ and Principals’ Evaluations
- Student Survey Instruments for Use in Teacher Evaluation
- Prescreening and Identification Instruments for Children Who Are Gifted

**Summary of Reliability Evidence**

Reliability describes the consistency of test scores across multiple administrations over time, as well as the consistency of test scores across test forms. RAPID uses Item Response Theory (IRT) as its method of validation. In IRT, reliability then describes the level of precision of measurement across ability; it may therefore be difficult to summarize the precision of scores in IRT with a single number. Across grades K-12 and tasks, marginal reliability estimates range from .85 to .96, indicating high individual reliability levels for most students, not only those within the average range of performance.
Overall, test-retest correlations for Fall to Spring performance across K-12 tasks generally fall within the moderate (.4-.6) to high (.7-.9) range. While some cross grade variability is apparent, the strongest test-retest reliability trends were observed in the K-2 Word Reading and Spelling tasks and in 3-12 Syntactic Knowledge and Reading Comprehension tasks.

<table>
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<tr>
<th>Summary of Validity Evidence</th>
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<td>A variety of analyses demonstrate the validity of using RAPID as a screening measure of reading and language. Correlations between RAPID and the Peabody Picture Vocabulary Test (PPVT-IV), subtests within the Clinical Evaluation of Language Fundamentals (CELF-4), the Grammaticality Judgement Task (GJT) and the Test of Word Reading Efficiency (TOWRE-2), provide evidence of the construct validity in reading and language. In addition, logistic and linear regressions with the Stanford 10 provide evidence of predictive validity, which is particularly important for screening measures. For example, in grade 3, 61% of variance in performance on the Stanford 10 Achievement Test can be explained by RAPID performance. Further, classification accuracy, as well as differentiated accuracy of prediction analyses are also provided.</td>
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</table>
Please provide an overview of your proposal for LEAs describing in detail the assessment, use of the assessment and how your organization supports implementation of the assessment (no more than two pages).

Lexia RAPID Assessment for grades K-12 helps teachers and educational leaders make decisions that promote reading success. This research-based, computer-adaptive reading and language assessment allows educators to gather predictive, norm-referenced data up to three times a year, with immediate scoring and reporting.

Please see: www.lexialearning.com/products/rapid-assessment

RAPID employs a 2-parameter item response theory (IRT) measurement methodology to deliver reliable results. With questions that span a wide range of difficulty, RAPID allows for accurate measurement of students’ knowledge and growth, whether they are performing above or below grade level. At each grade level, RAPID uniquely assesses the specific skills that have been shown to predict end-of-year success, including tasks targeting academic language (e.g., Syntactic Knowledge). RAPID’s emphasis on academic language is critical, because students in all grades need to acquire and apply academic language to express complex ideas and engage deeply with texts. As students progress through school, the challenges of using and comprehending academic language increase. RAPID helps educators focus on these important skills in both instruction and assessment.

In grades K-2, RAPID assesses foundational reading and language skills through a combination of teacher- and student-led tasks. In grades 3-12, RAPID is entirely computer-based. As soon as a student finishes, results are available on myLexia.com, with no paper scoring or data entry required.

**ASSESSMENT CONTENT**

**Grades K-2**—RAPID assesses phonological awareness, letter sound knowledge, word reading, spelling, and oral language in grade-based screening task sequences. Additional listening and reading comprehension tasks are recommended but not required. Recommended comprehension tasks results do not factor into a student’s overall screening assessment results.

- **Kindergarten tasks:** Phonological Awareness, Letter Sounds (fall and winter), Word Reading (spring), Vocabulary Pairs; recommended: Sentence Comprehension (item-adaptive listening task)
- **Grade 1 tasks:** Word Reading, Vocabulary Pairs, Following Directions; recommended: Passage Comprehension (placed reading task using a printed booklet)
- **Grade 2 tasks:** Word Reading, Spelling, Vocabulary Pairs, Following Directions; recommended: Passage Comprehension (placed reading task using a printed booklet)

**Grades 3-12**—RAPID assesses word recognition, academic language, and reading comprehension with four screening tasks. First, each student takes the Word Recognition, Vocabulary Knowledge, and Syntactic Knowledge tasks, which begin with five standard items based on the student’s grade level.
Tasks then adapt based on the student’s individual performance. Performance on the first three tasks places the student into an appropriate passage in the fourth task, Reading Comprehension. Each student receives at least one and no more than three passages. Passages and items in the Grades 3-12 Reading Comprehension task were written to address rigorous state standards in three strands—Reading Informational Text, Reading Literary Text, and Language.

**ASSESSMENT PURPOSE**

**Universal Screener**—RAPID quickly screens reading and language skills to provide educators with an indicator of future reading success. By combining a student’s performance on reading, language, and comprehension tasks, the Reading Success Probability score predicts a student’s likelihood of success on a standardized outcome measure (i.e. the Stanford Achievement Test, Tenth Edition). This helps educators identify the students on track for reading success, as well as the students in need of additional support. RAPID reports also provide administrators and teachers with an aggregate view showing how many students have a high probability of success (RSP of 70% or greater), as well as a view with the distribution of scores across a grade, school, or district.

**Measure of Skill Development**—RAPID is designed to reliably measure long-term growth. Performance Scores provide an estimate of a student’s development in each skill. These scores are sensitive to changes in a student’s ability as skill levels increase or decrease. With an equal interval scale that can be added, subtracted, and used to create a mean score, Performance Scores can be used to determine the degree of growth in a skill for individual students, as well as for groups of students. In addition, because each skill is measured on its own scale, educators can more easily observe progress in each specific area of performance, parsing out change in word recognition, academic language, and reading comprehension.

**INSTRUCTIONAL RESOURCES**

RAPID places students into instructional groups based on their profiles of strengths and weaknesses. Class reports provide access to a bank of 80+ Lexia Connections™. These downloadable resources extend and expand learning related to listening, speaking, reading, and writing by providing opportunities for oral and written expression, as well as peer collaboration. Each Lexia Connection includes a skill sequence and overview, classroom ideas, cross-curriculum connections, and resources.

**PROFESSIONAL LEARNING & SUPPORT**

At no additional cost, RAPID Launch and Logistics trainings for grades K-2 and 3-12 are provided. These pre-recorded webinars are designed to prepare administrators, teachers, and support staff to administer the RAPID assessment. Training on Demand videos and comprehensive Help Desk support are also provided at no charge.

Available for purchase, a RAPID Implementation Service Package provides a combination of onsite and webinar based trainings, as well as administrator consultations throughout the year to ensure a smooth and sustainable implementation process and effective data use.