

Funding Alignment for Title I Federal Programs

How BrightFish Reading supports Title I, Part A: Improving the academic achievement of the disadvantaged



BrightFish Reading Alignment to Title 1, Part A

Title I is designed to help disadvantaged students achieve proficiency on challenging State academic achievement standards. Based on demographics and objectives, schools may use Title I funds to operate a "schoolwide program" to upgrade the instructional program for the whole campus or implement a "targeted assistance program" for failing or at-risk students.

The table below outlines the key components of Title I, Part A and the support provided by BrightFish Reading to help schools achieve those objectives.

PROGRAM OBJECTIVES*	BRIGHTFISH READING SUPPORT
<p>(1) Ensuring that high-quality academic assessments, accountability systems, teacher preparation and training, curriculum, and instructional materials are aligned with challenging State academic standards so that students, teachers, parents, and administrators can measure progress against common expectations for student academic achievement.</p>	<p>BrightFish Reading® is a research-based, online instructional program that makes grade-level text accessible to struggling readers. Students choose from a wide range of nonfiction and fiction passages in the Lexile® band for their grade, then "construct" the text from word level up, building fluency, vocabulary and comprehension skills in activities aligned to challenging Common Core and state standards. Through close reading, students forge a deep understanding of connected text and gain confidence with question types from high-stakes assessments, including technology-enhanced items.</p> <p>Teachers monitor student progress in the online Teacher's Dashboard. Data is captured in real time as students work through the program. Convenient color coding and drill-down options enable teachers to see error patterns and identify areas of weakness. For each story that students complete, teachers can see any missed learning objectives from Common Core and state standards. Reports and error lists can be exported or printed for remediation and review with stakeholders, including parents.</p>
<p>(2) meeting the educational needs of low-achieving children in our Nation's highest-poverty schools, limited English proficient children, migratory children, children with disabilities, Indian children, neglected or delinquent children, and young children in need of reading assistance.</p>	<p>Released in February 2016 for use by K12 schools, BrightFish Reading is being used with students in Tier 1 supplemental and Tier 2 instructional groupings in grades 2-10. Students designated as English Language Learners, Economically Disadvantaged, migratory, special education and delinquent have successfully used the program in the spring and fall semesters of the 2016-17 school year.</p> <p>BrightFish Learning regularly publishes case studies and efficacy studies based on our implementations. We have a planned efficacy study from the use of BrightFish Reading by Indian children in the 2017-18 school year.</p>

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<p>(3) Closing the achievement gap between high- and low-performing children, especially the achievement gaps between minority and nonminority students, and between disadvantaged children and their more advantaged peers.</p>	<p>Students take a grade-level Cloze test at the beginning of the semester and again at the midpoint and end of the year to determine grade-level reading comprehension. The test is automatically scored and results are immediately available in the Teacher Dashboard for teachers to review.</p> <p>As students work through the program, their learning data is captured in real time and is viewable from the Teacher Dashboard. Convenient color-coding and email notifications alert teachers to any issues that students are encountering as they work through the program. Error lists can be viewed and used for individualized instruction and feedback sessions.</p> <p>Activities are tagged by standard and teachers can see at a glance which objectives are being missed for further instructional opportunities.</p> <p>All data from the program can be exported into csv files.</p>
<p>(8) Providing children an enriched and accelerated educational program, including the use of schoolwide programs or additional services that increase the amount and quality of instructional time.</p>	<p>BrightFish Reading is a self-paced reading intervention program that provides structured practice and close reading opportunities for struggling readers. Access at any time on virtually any device gives students opportunities to practice reading beyond the classroom – in labs, after school, in small group programs or from home. Packaging of content from grades 2-10 provides teachers with flexible options to start students below grade level, on grade level or accelerate them forward to tackle material above grade level.</p> <p>A wide range of activities – including graphic organizers, video questions and drag-and-drop exercises – engage students, while positive and corrective feedback written by classroom teachers provides guidance and support.</p> <p>Game theory techniques motivate students to achieve mastery, unlock levels and earn points that can be redeemed for interactive educational game play. Points, badges and progress bars let students track their own progress against their goals.</p> <p>Individual, class, school and district licensing options enable educators to make BrightFish Reading available to a few students up to thousands district-wide.</p>

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<p>(9) ...Ensuring the access of children to effective, scientifically based instructional strategies and challenging academic content.</p>	<p>Brightfish Reading is a structured, online program that pairs standards-aligned, scaffolded lessons with continuous feedback and a points-based reward system to motivate students and keep them progressing in their reading.</p> <p>Research in the following reading pillars was used to inform the instructional design of BrightFish Reading, including:</p> <ul style="list-style-type: none"> • LeBerge and Samuels (1974) found that mastering reading sub-skills to the level of automaticity allows readers to have the cognitive capacity to attend to meaning. Students not fluent in word recognition focus on individual letters and letter combinations (Pressley 2002). Slow, effortful word recognition inhibits reading comprehension because it consumes working memory needed for understanding the content of the text (Begoney, 2013). • Fluent reading requires simultaneous operation of multiple processes, including word identification and comprehension (Samuels and Farstrup, 2006). Beginning and struggling readers focus inflexibly on word-level text; learning words to the point of rapid recognition improves fluency and reading comprehension (Tan and Nicholson, Breznitz, 1997). • Vocabulary is critical at higher grades, when content-area instruction becomes central to school success (Balajthy, 2010); struggling readers learn only one-third of words acquired by their proficient peers (White, Graves, and Slater, 1990). Direct, explicit instruction is a proven approach to vocabulary acquisition. • Combining word recognition and comprehension training is significantly more effective than word recognition or comprehension training alone in improving reading ((Berninger et al 2003).
<p>(10) Significantly elevating the quality of instruction by providing staff in participating schools with substantial opportunities for professional development.</p>	<p>BrightFish Reading is an online reading practice program that can be used to supplement a comprehensive reading program. Helping teachers to integrate BrightFish Reading effectively into their instructional programs is key to getting successful results. Instructional guides provide remediation techniques and tips for using data from the program for remediation. Our implementation specialists work with campus leaders to develop</p>

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	a localized program based on the number of schools, students and teachers using BrightFish Reading. In addition, schools receive unlimited instructional and technical support for the duration of the license term. Support can be accessed by phone, email or live chat.
(12) Affording parents substantial and meaningful opportunities to participate in the education of their children.	Teachers can share progress reports from BrightFish Reading with parents, detailing how their children are progressing in their reading. Badges and certificates from the program can be printed to send home. Students can also access the program from home if Internet access and devices are available.

*Source: <https://www2.ed.gov/policy/elsec/leg/esea02/pg1.html#sec101>