

## Kyra Research Pilot January – June 2020

### Overview

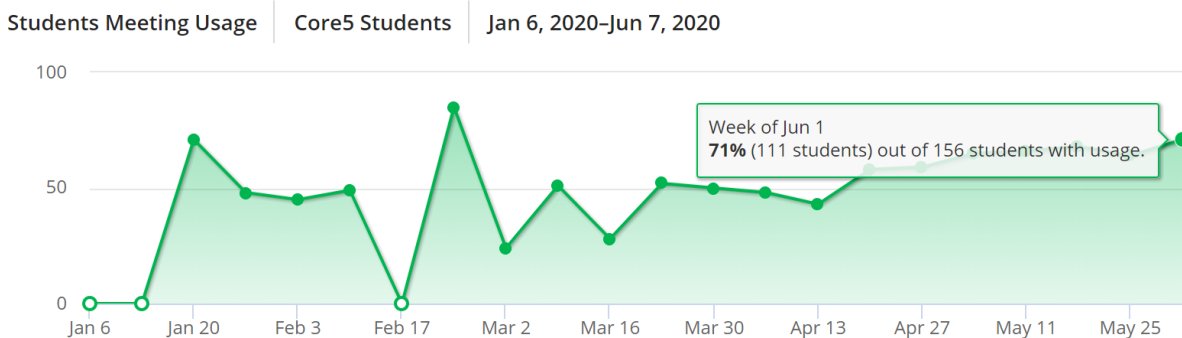
Lexia Reading software is designed to rapidly accelerate reading skills acquisition for ALL students including those who are well below expected levels. When used little and often, students using Lexia advance their reading skills on average at over twice the rate of non-users, with minimal need for expensive and time consuming 1-1 tuition.

There were 8 schools involved this pilot. The data included in the report has been anonymised and measures progress and usage for a varying number of students from January 2020 to June 2020. Most schools have used Core5, our primary program with the exception of one school who have also used PowerUp to target secondary age pupils. The purpose of this report is to share the accelerated progress made by the schools over the course of a pilot with those across the trust.

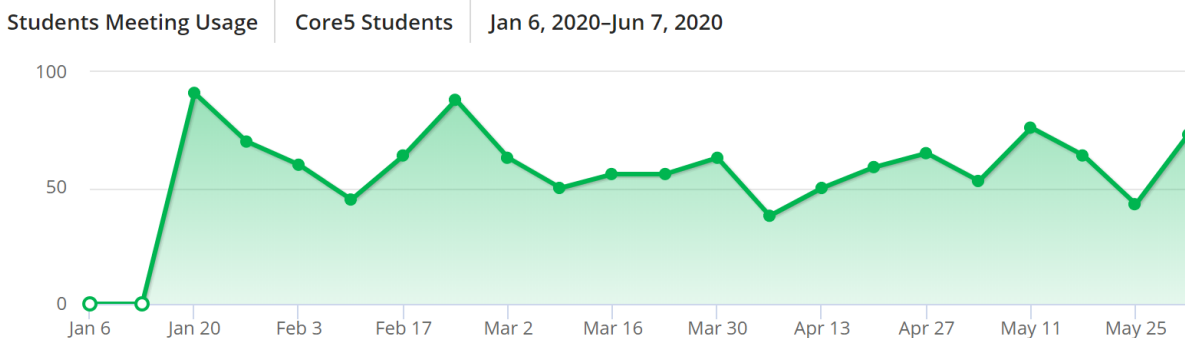
### School Usage

Students are recommended to use Lexia Core5 for 3-4 x 30 minute sessions per week and with this consistent usage, students should see progress at around twice the rate they would than without Lexia. Good usage across the pilot schools has generally been maintained and the progress within this report is testament to the dedication of staff involved.

#### Ellison Boulsters Primary School Usage report



#### Grainthorpe Junior Usage report



## Auto Placement

The first time the students log on to the program, they complete a screener, which picks out gaps in their reading skills and places them at a starting level in the program.

### Monks Abbey Primary School

< Class Overview

## Year 5 Auto Placement

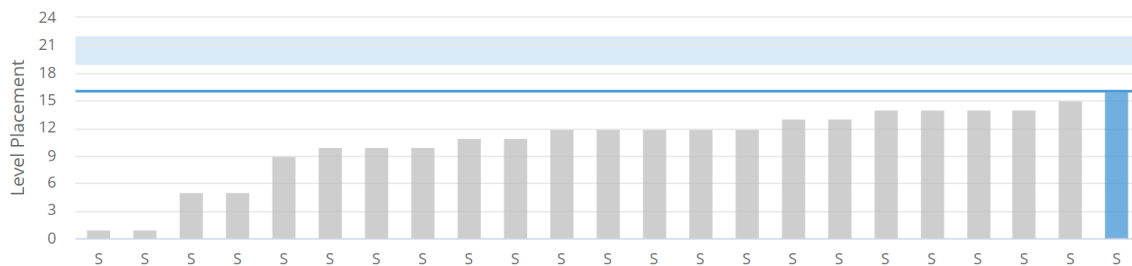
Year 5

Class Auto Placement

As of Jun 8, 2020

Students begin Auto Placement with skills on grade-level. Students only advance in the placement tool when they score 90–100% in both word recognition and comprehension activities. If they score below 66% in one or both of these activities, they drop to skills below grade-level.

**36 Students** | **23 Placed in Core5 This Year** | ⬇️ **96% Below Year Level (22)** | ⬆️ **4% In Year Level (1)** | ⬆️ **0% Above Year Level (0)**

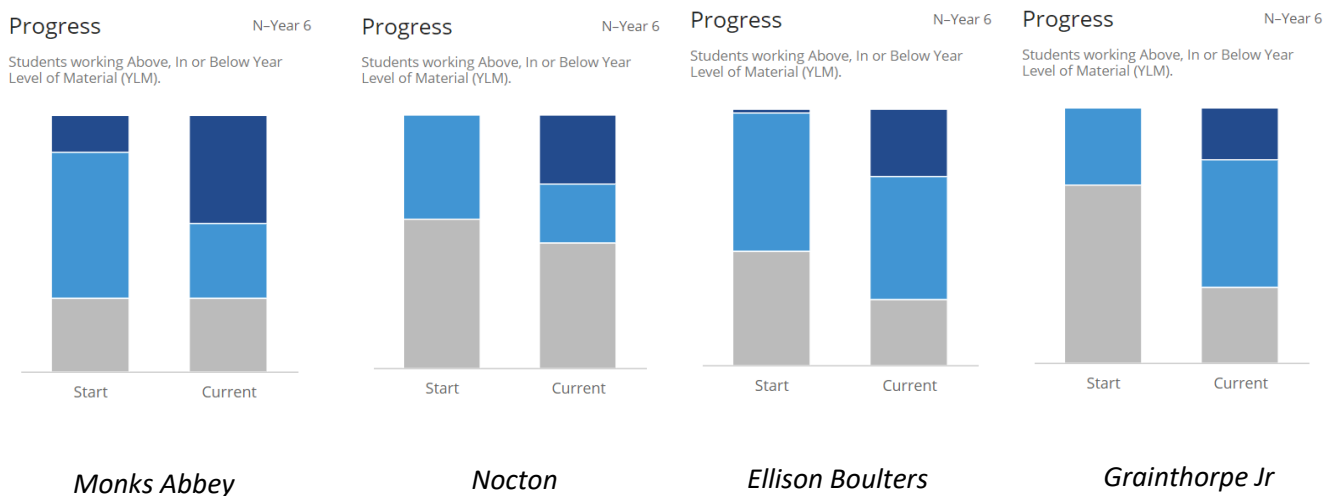


The students are in rank order according to the graph above. The blue students are those placed ‘at year-level material’. The grey students are those placed ‘below year-level material’, or below where they should be according to age-related expectations. This can be used to assess all students and select focus groups.

## Progress overview

Over time, the graph below will show progress students have made since starting Lexia. As students working below year level material (grey) make progress through levels and catch up to year level material, the grey section will reduce, showing overall progress. We can also see that many students who began working on Lexia at the expected level of material have now moved into above level material (navy).

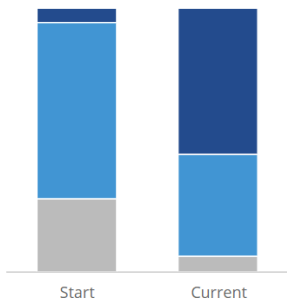
Over 6 months, all eight schools saw students make progress using Lexia.



### Progress

N-Year 6

Students working Above, In or Below Year Level of Material (YLM).

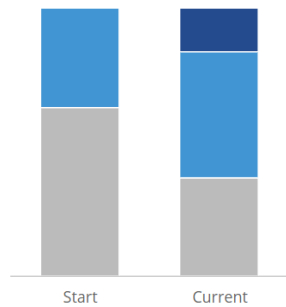


*Marshchapel Infant*

### Progress

N-Year 6

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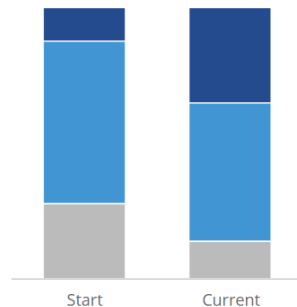


*Edward Richardson*

### Progress

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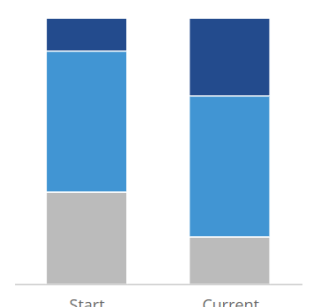


*St. Margaret's*

### Progress

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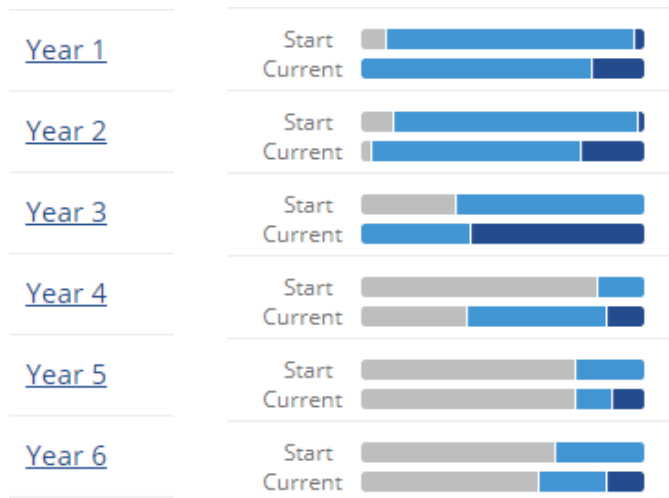
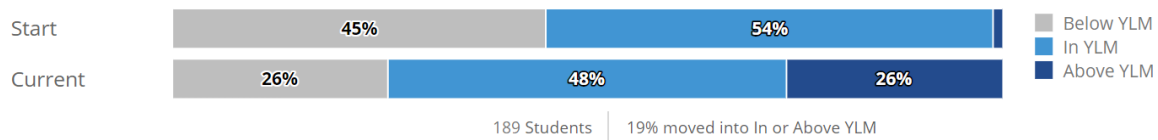
*St. Lawrence*

This progress shift can be seen on a whole school level or broken down by year group or class by clicking into the progress graph.

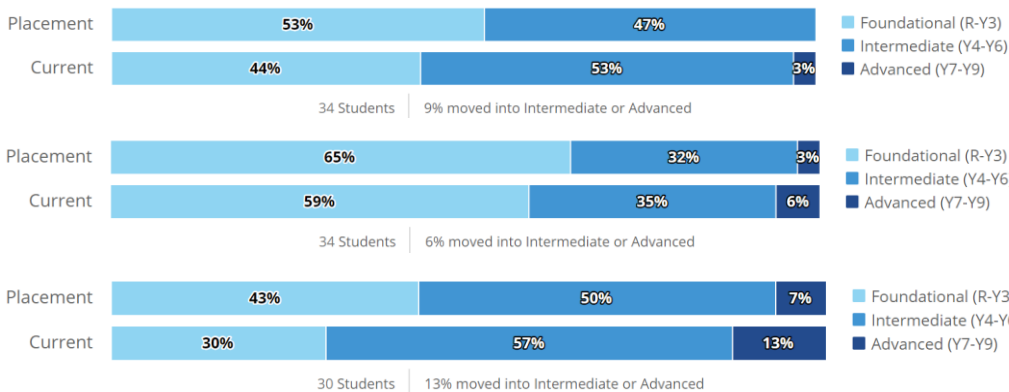
### Ellison Boulters

Students by Year Level of Material (YLM)

Sep 1, 2019–Jun 8, 2020



### PowerUp progress (St. Lawrence)



Word Study

Grammar

Comprehension

## Skill Progress

Below, the **arrows** represent the auto placement, so these are skills or levels that the students have already mastered. You can see the **percentage** showing how much of the student's current level has been completed. Where you see the **ticks**, this shows that students have completed full levels.

The **green line** is the end-of-year target for students (to meet age-related expectations). Along the top, you can see the Lexia Core5 levels and how they correspond to the different year groups according to the national curriculum.

N/R	Y1 Skills					Y2 Skills				Y3 Skills			Y4 Skills		
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
0			2					1			4				3
	>	>	>	>	>	>	>	>	>	✓	✓	✓	✓		61%
	>	>	>	>	>	>	>	>	>	✓	✓	✓			83%
	>	>	>	>	>	>	>	>	>	✓	✓	✓			13%
	>	>	>	>	>	>	>	✓	✓						58%
	>	>	>	>	>	>	>	>	✓	✓					13%

St. Margaret's (Year 3)

N...	Y1 Skills					Y2 Skills				Y3 Skills			Y4 Skills			Y5 Skills			Y6 Skills	
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20
	>	>	>	>	>	>	>	>	>	>	✓	✓	✓	✓	23%					
	>	>	>	>	>	>	>	>	>	>	✓	✓	✓	✓	0%					
	>	>	>	>	>	>	>	>	>	>	>	>	>	>	>	✓	✓	✓		59%
	>	>	>	>	>	>	>	>	>	>	>	>	✓	✓	45%					
	>	>	>	>	>	>	>	>	>	>	>	>	✓	✓	✓					

Edward Richardson (year5)

Student names appear here

Some students have completed all levels within their year level material and are now working at a higher ability. These students are easily identified as working 'above year level material' on the right of their end of year benchmark (green line)

## Certificates and skill builders

When a student completes a full level, a certificate is generated to celebrate success and skill builders are provided as an optional resource to extend and consolidate learning offline.



**Skill Builders®**  
Paper and pencil:  
Develop automaticity  
& expressive skills

Certificates

N-Year 11

25 This Week

466 This Year

A total of 845  
certificates have been  
achieved over the  
course of the pilot.

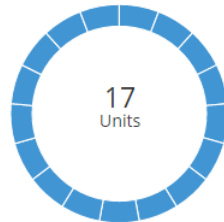
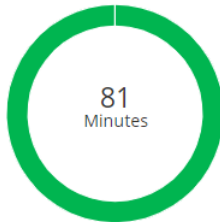
## Student overview

### Core5

School: Ellison Boulters CE Primary School | Classes: Willow- Miss Williams

#### This Week

✓ Met Usage

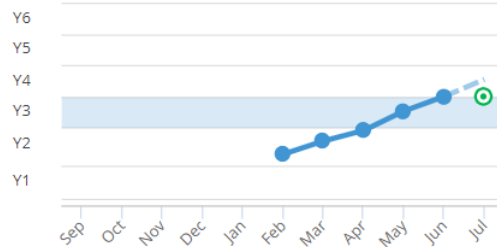


No Usage or Units Targets because the student has reached benchmark.

Last Used: Jun 5, 2020

#### This Year

↑ Above YLM



Target: End of Year 3 | Units above Target: 17

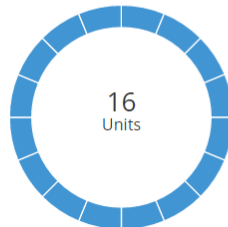
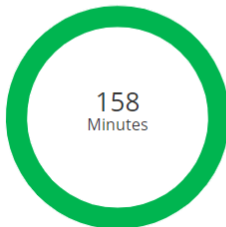
This graph shows the trajectory for an individual student on Core5 and this will update on a monthly basis to reflect any increase or decrease in usage in the previous month. The blue shaded section shows where the student would be working within year level material. This student began Lexia working below year level material on Year 2 skill gaps in February and has reached their end of year benchmark in just 4 months use of Lexia.

### PowerUp

School: The Horncastle St Lawrence School | Classes: Starlings

#### This Week

✓ Met Usage



Target: 125 minutes | Last Used: Jun 11, 2020

#### Usage and Progress

	Usage	Units
Last Week	🕒 93m	15
Last Four Weeks	4h 31m	54
This Year	15h 26m	197

### St Lawrence (Kingfishers)

#### PowerUp Progress

Strand	Foundational Levels				Intermediate Levels								Advanced Levels			
Word Study	1	2	3	4	5	6	7	8	9	53%	11	12				
Grammar	1		2		3		0%		5		6	7				
Comprehension	1	2	3	4	5	6	7	8	0%	10	11	12	13	14	15	16

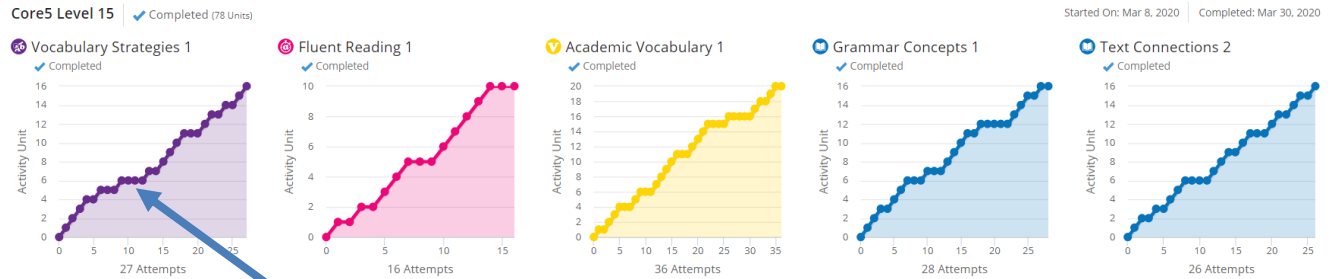
■ Auto/Manual Placement 
 ● Completed Level 
   Current School Year 
 % Percent Complete Current Level

The graph above shows an individual's progress across all 3 strands in PowerUp, showing where skills gaps are being plugged. This student began all 3 strands in the foundational stage in February 25th and has now progressed into intermediate for all skills and is closed to reaching advanced skills in Word study in just 3-4 months

## Student Progress Graphs

Each dot on the line represents an attempt at an activity. Where the lines are not as steep, it shows where the program has differentiated to the individual needs of the student and has plugged the gap for that particular skill without the need for teacher intervention.

### Grainthorpe Jr



The program has identified skill gaps in multiple activities for this student. Teachers can click on a dot on the graph to take them to a detailed skills report which highlights the specific errors students have made. Where students are struggling to get past these units on their own, Lexia will highlight this and provides a scripted intervention lesson.

## Detailed skills report

You can drill into student progress even further, by looking at specific tasks completed on the program as well as specific errors made. The colour-coded dots represent the 3 layers of differentiation in the program, so you can see how much support students received.

### Grainthorpe Jr

Date	Time	Unit Time	Unit	Unit Description	Type of Error & WPM	Step Attempts
Sight Words 5   Total Unit Time: 47:18   Current Unit: 19 out of 19   Total Attempts: 29   Accuracy: Medium   Fast						
2020-02-08	05:45 AM	3:13	1	Recognition Task (full, try, own, done, laugh)		1 <span style="color: green;">■</span>
		2:44	2	Construction Task (full, try, own, done, laugh)		1 <span style="color: green;">■</span>
		5:33	3	Phrases (full, try, own, done, laugh)	laugh, done, own, full	8 <span style="color: green;">■</span> <span style="color: green;">■</span> <span style="color: green;">■</span> <span style="color: yellow;">■</span> <span style="color: blue;">■</span> <span style="color: green;">■</span>
2020-02-10	06:23 AM	0:13	3	Phrases (full, try, own, done, laugh)		1 <span style="color: blue;">■</span>
2020-02-11	02:00 PM	4:46	3	Phrases (full, try, own, done, laugh)	laugh, full	8 <span style="color: yellow;">■</span> <span style="color: blue;">■</span> <span style="color: green;">■</span> <span style="color: green;">■</span> <span style="color: green;">■</span> <span style="color: green;">■</span>
		1:01	4	Automaticity Task (full, try, own, done, laugh)	done	1 <span style="color: green;">■</span>

Students are accessing the program at home and can be monitored in the detailed skills report by clicking on 'Activity and Date'.

Exact errors made

Layers of support

## PowerUp

Drilling into a student's 'Skills Report', you can see specifically their strengths and areas for improvement. We can see that within the comprehension activities below, this student has chosen to use the listen mode to help them access the text.

### St Lawrence

<u>Level 2: Expanding Simple Sentences</u>	✓ Completed	30 of 30	Started on Apr 10, 2020	Completed on Apr 22, 2020
1: Parts of Speech		16 of 16	0	High Slow
2: Parts of Sentence		5 of 5	0	High Average
3: Capitalisation and Punctuation		5 of 5	0	Medium Slow
4: Text Structure		4 of 4	0	<b>Low</b> <b>Slow</b>

By clicking on the level, teachers will be taken to the detailed skills report, showing any exact errors students have made.

The accuracy and rate indicators above can be used to determine if the student is working through the activity in a manner similar to typical readers or whether the student is struggling in terms of accuracy and/ or rate. When the student is both "Low" in accuracy and "Slow" in rate in an activity, these values are bolded. This is an indicator to a teacher that although the student has completed/mastered this skill, the student took more time and effort than typical, and the student may benefit from additional focus in this area

### Detailed Skills Report

By clicking on the level, we can also see where specific skill gaps appeared for this student, including how many attempts they took.

3: Capitalisation and Punctuation				Total Unit Time: 36:59	Current Unit: 5 out of 5	Accuracy: Medium	Rate: Slow	Step Attempts	Legend
Task	9:47	Identifying Correct Capitalisation	capitalisation						■ Standard Instruction ■ Direct Instruction
	2:38	Identifying Correct Capitalisation & Punctuation					1		
3	2:24	Identifying Correct Capitalisation & Punctuation	comma (series)				1		
4	14:19	Ordering Sentences	subject & predicate				7		
5	7:51	Combining Simple Sentences	complex sentences				1		

Thank you for reading.

For more information, please contact:

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