

Lexia Core5 Pilot Study Brief

PRODUCT INFO

Product name: Lexia Core5

Product description: Lexia Core5 supports educators in providing differentiated literacy instruction for K-5 students. The tool targets skills gaps across six areas of reading instruction and provides teachers with the data and student-specific resources needed to support individual or small-group instruction.

Learning focus: ELA grades K-5

Teacher training: Each involved school selected a team of teachers, ranging in size from 5-15, with the support

of the schools' principal and the identification of a key point person to lead the effort. By participating in the pilot with LearnLaunch MassNET, teams received ongoing support and professional development, as well as periodic data analyses. MassNET also facilitated communication between schools and products, but left negotiations and purchasing decisions up to the schools themselves.

Student usage minimum: Lexia targets 60 minutes of use per week

Cost: Pricing information is not available publicly and requires educators to reach out directly to Lexia representatives.

DISTRICT CONTEXT

District demographics: Boston Public Schools educate over 56,000 students in 125 schools. Nearly half of the students speak a language other than English at home and the students come from nearly 140 different countries. About 20 percent of students have disabilities and 50 percent of students are economically disadvantaged.

Pilot demographics: Charles Sumner Elementary included 222 students and 16 teachers throughout grades 2, 4, and 5 in the pilot. Franklin D. Roosevelt K-8 included 178

students and 8 teachers throughout K-5 in the pilot. Hugh R. O'Donnell Elementary involved 107 students and 8 teachers in Kindergarten and first grade in the pilot. About a quarter of students in the pilot were performing at or above their current grade level. Nearly 30 percent of elementary students and over 90 percent of middle school students were placed two or more grade levels below their actual grade. Thus, to provide grade-level content, teachers had to provide extra support for most students and differentiated instruction.

PILOT GOAL

The goal of schools involved in the pilot was to move to personalized learning through the implementation of instructional software for ELA in grades K-8. Teacher teams at each school also identified an academic goal and how to measure it.

IMPLEMENTATION PLAN

Duration: 2016-17 academic school year

Quality of support: The most common support was informal conversations with other teachers, which happened about half of the weeks of the 20 week pilot. Teachers with lower rates of usage reported receiving support more frequently than teachers who used the products more often. Low usage teachers often reported receiving support from coaches more often, as well. The product group also provided support, but teachers did not note that support as particularly useful.

Data collected: A range of qualitative and quantitative data were collected, in addition to product data on usage and student progress. Teachers completed a Fall and Spring survey regarding personalized learning in their classrooms, six months of online logs with both qualitative and quantitative components, and a final reflection. Additionally, two teacher focus groups and two classroom observations occurred at each of the involved schools. The data collection provide a longitudinal perspective and included high rates of participation, leading to a rich and detailed picture of teacher thinking and instructional practices around the use of Lexia Core5.

FINDINGS

Educator engagement: 72% of the teachers (13) used Lexia extensively, while only 11% of teachers used the tool minimally. Evidence suggests that most teachers tend to overestimate the amount of time students are using instructional software.

Educator satisfaction: On average, teachers agreed that the software helped them personalize learning. Teachers with high usage levels were more likely to seek to personalize their instruction and were more concerned about the challenges

of integrating technology with their other pedagogy and whether the content would be adequate. Data also suggests that the teachers who used the tech at higher rates had some experience with edtech in the past. Teachers tended to agree that software took time out of class. Unsurprisingly, this was most prevalent among teachers who used the tool with higher rates of frequency. Tech problems were reported on a broad range of issues including: Wi-Fi issues, logon problems, lack of headphones, lack of working devices, and software problems.

Student satisfaction: Overall, teachers involved in focus groups reported that students were motivated by the objective feedback .

Student learning: Overall, teachers tended to agree that usage increased students' focus and learning. Students in high implementation classes averaged growth of 1.2 grade levels, while those in low use classes averaged 0.6 grades. Surprisingly, students who were in medium implementation classes averaged growth of 1.3 grades. Lexia noted that some grades (grades K and 1, who were in this medium implementation category) are easier to complete than others, so this may be one factor that increased the amount of growth for them. Although, on average, teachers agreed that the software helped with student agency, this level of agreement was at a lower rate than the previously stated areas of impact.

PURCHASING DECISION

The Sumner and the Roosevelt schools purchased Lexia. The O'Donnell, despite positive student results, did not.

See the full report by LearnLaunch at: <http://learnlaunch.org/wp-content/uploads/2018/04/Final-MassNET-Report-April-2018.pdf>