

Cambridge Elementary School Lexia After School Intervention

What is Lexia?

Lexia is a computer-based software program that students work on to master discrete reading skills ranging from letter sounds to Greek and Latin roots. Under the previous administration, Lexia was used in the classroom as additional support for students to strengthen their reading skills.

One may think that since all students within MDUSD have access to i-Ready, Lexia is not necessary. However, Lexia is a stronger and more accurate resource for targeted intervention. There are 18 levels to master within the Lexia program. Each of these levels contains activities in the following core areas of reading: Phonological awareness, phonics, vocabulary, fluency, comprehension, and structural analysis. Each activity consists of 4-8 units. Within each unit, there are approximately 10 items. When all of the items in the activity are complete, the student earns a skill badge. All levels have 2 parts with 3-5 skills to be mastered. Once a student completes all activities within a half, they are automatically moved into the next half.

At the beginning of the year, students take an auto placement test, which is about 20 minutes long. It is adaptive and students are placed according to performance, not grade level.

It is best practice that all lessons begin with a warm-up that spirals back to what has been previously learned. Lexia does just that. When a child logs in, he/she is greeted with a 45-second warm-up that reviews a previous lesson. As the student works on a unit, Lexia adapts according to the student's needs. When a student is working well within the unit, the progress bar is green – standard. If a student begins to struggle and needs additional support, he/she moves into the guided practice level and the progress bar turns blue. When a student struggles beyond that, it is time for direct instruction. At this point, the progress bar turns yellow and their “working” apple turns red for easy identification by the teacher.

2018-2019 Reflection

During the spring of the 2018-2019 school year, in addition to classroom use, Lexia became an intervention tool. With a part-time intervention teacher, it was difficult for her to address the needs of all students requiring intervention. Excluding the students that were being seen during the school day for intervention, there were an additional 82 that qualified for support based on the following DRA cut-offs per grade level:

1st – 6

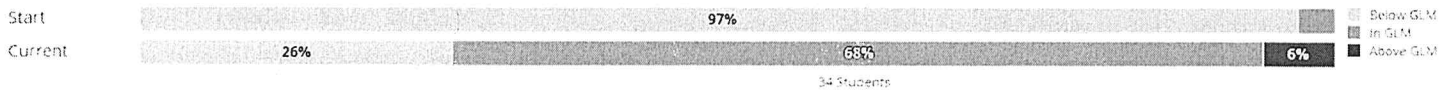
2nd – 12

3rd – 18

Based on the data, it was determined that an opportunity had to be made available for students that were in need of additional support.

Our 2 computer labs had been used up until this point to support 4th and 5th graders receiving intervention through the ELRT process. As soon as they became available, we were set to begin the Lexia Intervention. 82 students qualified for intervention and 71 were invited to participate due to limited space. The progress, to date, of this short-term intervention is as follows:

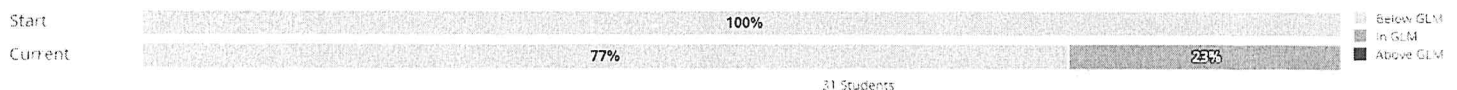
Students by Grade Level of Material (GLM) This School Year



As seen in the above graph, 97% of the 1st grade students invited to participate were working below grade level and only 3% within grade level. Currently, of the 34 1st grade students participating in the Lexia After School Intervention, 68% of them are now working within their grade level goals, 6% are working above grade level goals, and 26% are still working to reach grade level.

For the 2nd-3rd grade students, the information is as follows:

Students by Grade Level of Material (GLM) This School Year



Thirty-one students were invited to participate in this intervention. One additional student was added after the session had begun. As seen in the above graph, 100% of students invited to participate were working below grade level. Currently, 23% are working within grade level and 77% are still working below grade level. Although it might seem like little progress was made, many students were working at kinder level when they began the intervention. In addition, once students get beyond level 6, it takes them longer to master the skills needed to pass a level.

How does this translate to growth in the classroom?

The initial criteria for the intervention was the DRA Level. Below is the pre/post information for the students that participated in the intervention from April 8 – May 30, 2019.

Last Name	Grade	Current DRA Level	End of Year DRA Level
Perdomo	1	1	1
Torres	1	1	1
Chomo	1	1	2
Young	1	1	1
Martinez	1	2	2
Carrera	1	2	2
Ramirez	1	2	2
Mosa	1	2	3
Perez	1	2	3
Melgar	1	2	4
Gonzalez	1	2	4
Havili	1	2	6
Rosas	1	3	3
Sostenez	1	3	3
Estrada	1	3	3
Ventura	1	3	4
Jimenez	1	3	4
De La Cruz	1	3	6
Rahimi	1	3	8
Mejia	1	3	10
Ixtaua	1	4	4
Velazquez	1	4	4
Lopez	1	4	4
Rodriguez	1	4	4
Iraheta	1	4	6
Isidro	1	4	6
Lezama	1	4	6
Orellano	1	4	8
Lopez	1	4	10
Montesdeioica	1	4	10
Rahman	1	4	10
Hernandez	1	4	10
Dorante	1	4	14
Garcia	1	4	14
Lezama	1	6	10
Poob	1	A	1
De Los Santos	1	A	A
Gonzalez	2	3	4
Zarate	2	3	4
Garcia	2	3	6
Rosas	2	3	3
Torres	2	4	4
Saboor	2	4	-
Granados	2	6	6
Martinez	2	6	10

Perez	2	8	12
Abdulahimzai	2	8	16
Montoya	2	8	16
Ruiz	2	8	10
Torres	2	10	14
Garcia	2	10	14
Ochoa	2	10	8
Flores	2	12	18
Garcia	2	A	1
Orellana	2	A	A
Chafoori	3	2	4
Lezama	3	3	4
Hernandez	3	8	6
Juarez-Ochoa	3	8	12
Ramirez	3	12	20
Ramos	3	12	20
Martinez	3	14	16
Pardo Aguilar	3	14	18
Catalan-Isidro	3	16	18
Villa Gorgonio	3	16	18
Molina	3	16	20
Lyanna	3	18	20
Emmanuel	3	18	20
Rubio	3	18	24
Gutierrez	3	18	28
Aguillon Umana	3	A	2

Total number of sessions: 23

Given the short period, 75% of participating students demonstrated growth of one or more levels according to the DRA assessment.

How Will This Inform Our Practice?

During the 2019-2020 school year, the computer labs will be available at the start of the school year. With Lexia, all students will take the initial assessment during the second week of school to determine placement. As teachers complete their initial DRA/QRI assessments, data will be collected for ALL students to determine those with greater need. The timeline is as follows:

August 15, 2019 First Day of School

8/19/19 – 12/6/19 Intervention begins (43 sessions) for students within the Round 1 cut-off criteria based on Spring 2019 DRA/QRI levels.

Incoming Grade Level	Qualifying Reading Level	# of students that qualify for Round 1
1 st	DRA A	13
2 nd	DRA 4	26
3 rd	DRA 12	13
4 th	DRA 20	18
5 th	QRI 2	11

This round will be the longest due to the time students had off during the summer, knowing they will have regressed in their skills.

8/19/19 – 8/23/19 Students in 1st – 5th grades complete placement assessment for Lexia baseline

8/26/19 – 8/30/19 Data review of student Lexia Levels

Sept – Oct 2019 Students complete i-Ready Diagnostic 1
Teachers administer Fall DRA and QRI
Monitor student use and progress on Lexia

Nov – Dec 2019 Gather data to determine students who qualifies for second round of Lexia Intervention based on the cut-off criteria:

Grade Level	Qualifying Reading Level for Round 2
1 st	DRA 3
2 nd	DRA 10
3 rd	DRA 18
4 th	QRI 2
5 th	QRI 3

1/7/20 – 3/12/20 Intervention begins (26 sessions) for students within the Round 2 cut-off criteria based on Fall 2019 DRA/QRI levels.

Jan – Feb 2020 Monitor student use and progress on Lexia
Students complete i-Ready Diagnostic 2

March 2020 Teachers administer Winter DRA and QRI

3/6/20 – 3/9/20 Gather data to determine students who qualify for third round of Lexia Intervention based on the cut-off criteria:

Grade Level	Qualifying Reading Level for Round 3
1 st	DRA 6
2 nd	DRA 12
3 rd	DRA 20
4 th	QRI 2
5 th	QRI 3

3/17/20 – 5/28/20 Intervention (28 sessions) for students within the Round 3 cut-off criteria based on Spring DRA/QRI levels.

5/29/19 – 6/1/19 Gather data to evaluate effectiveness of Lexia After School Intervention based on end-of-year DRA/QRI/Lexia Levels.

Lexia is needed at Cambridge Elementary School to develop and support the reading skills of our students who are currently struggling to meet end of year standards. In conjunctions with small group instruction during the school day and Lexia use during Universal Access time, we know the targeted intervention with Lexia will prove to be beneficial to our students. More struggling students will be reached with this program over the next 5 years, at about half the cost of a part-time intervention teacher for one school year. This is a strategic, cost-conscious investment of Title 1 funds.

Thank you for taking the time to read and consider my petition.