# Lexia® Core5® Reading Reports Guide

Lexia™

*© Lexia Learning Systems LLC 2021.*
*All rights reserved.*
*Lexia Core5® Reading® is a registered trademark of Lexia Learning Systems LLC*
*Lexia PowerUp™ is a trademark of Lexia Learning Systems LLC*
*myLexia® is a registered trademark of Lexia Learning Systems LLC*
*Lexia Lessons® is a registered trademark of Lexia Learning Systems LLC*
*Lexia Skill Builders® is a registered trademark of Lexia Learning Systems LLC*
*Acrobat® is a registered trademark of Adobe Systems, Inc.*
*Apple® and Macintosh® are registered trademarks of Apple, Inc.*
*Windows® is a registered trademark of Microsoft, Inc.*

*Information in this document is subject to change without notice and does not represent a commitment on the part of Lexia Learning Systems LLC. The software described in this document is furnished under a license agreement or non-disclosure agreement. The software may be used only in accordance with the terms of the agreement. It is against the law to copy the software on any medium except as specifically allowed in the license or non-disclosure agreement. No part of this manual may be reproduced or transmitted in any form or by any means, electronic or mechanical, including photocopying and recording, for any purpose without the express written permission of Lexia Learning Systems LLC.*

*myLexia v17 July 2021*

Lexia Learning Systems LLC • 300 Baker Avenue • Concord, MA 01742 • USA
TEL: 978-405-6200 • INSIDE US: 800-435-3942 • FAX: 978-287-0062
www.lexialearning.com • info@lexialearning.com
Customer Support: 800-507-2772 • support@lexialearning.com

# CONTENTS

Getting Started on myLexia.com....4
Report Key Concepts....8
District Usage....12
District Progress....14
District Progress by Usage....16
District Predictors....17
District Certificates....19
District Staff Usage....20
School Usage....22
School Progress....24
School Progress by Usage....26
School Predictors....27
School Certificates....29
School Staff Usage....30
Class Overview....32
Class Skill Progress....35
Class Usage....37
Class Predictors....39
Class Auto Placement....40
Student Overview....42
Student Skills Report....44
Student Progress Report....46
Student Usage Report....47
Student Detailed Skills Report....48
Student Standards Report....49
District/School Exports....52
Class Detailed Skills Export....56
Overview of the myLexia App....58

# Getting Started on myLexia.com

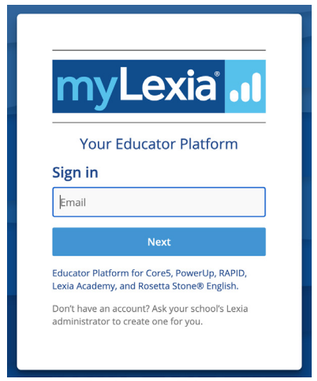
myLexia.com is Lexia's administrative and reporting website for educators to use with all of Lexia's student programs.

## Logging into myLexia.com

Your school or district's Lexia Administrator should have created your account.

If your district or school accesses myLexia via a Single Sign On portal or dashboard, please reach out to your technology staff for login instructions. Teachers in schools using Clever for SSO will be redirected from the myLexia login to Clever in order to authenticate.

1. Launch a web browser (Chrome is recommended for the best experience; Firefox, Safari, and Edge are also supported).
2. Go to www.mylexia.com (bookmark this page for easy access in the future).
3. Enter your email address and click **Next**.
4. Enter your password and click **Sign in**.
   - If you have forgotten your password, click the Forgot Password? link to reset your password via a secure link that will be emailed to you.
5. Click the Log in button.



www.mylexia.com Educator Login

## Get the myLexia App

Access student data on-the-go with the free myLexia App for iPhone®, iPad®, or iPad Touch®. Download the myLexia App in the App store so you can have secure, instant access to your students' performance and usage of Core5 and PowerUp. For more information, see page 58.

## Changing your myLexia.com Account Settings

Account settings include your username, password, and email notification settings.

1. After logging into myLexia.com, hover your mouse over your name in the upper-right hand corner and click **My Profile**.
2. Make desired changes:
   - Under Email Notifications, you may opt-in or opt-out of Orientation emails (which are sent infrequently after students begin program use) and also change the frequency of Student Progress emails (which alert you about new student achievements or students who need instruction in your assigned classes).
3. To save your changes, click the Save button.

## User Roles on myLexia.com

Each educator is assigned a Role that controls what they can view and edit. Your Role was set by your school's Lexia Administrator when your account was created. After logging into myLexia, hover your mouse over your name in the upper-right hand corner and click **My Profile** to view your role.

| Role | Description |
|---|---|
| District Admin | Full access to the information across the district. |
| School Admin | Full access to the information in their assigned school. |
| Teacher | Full access to the information in their assigned class(es). |

Users at any level can be assigned "read-only" access. Read-only users can view reports and information but not add or edit any student, class, or staff information.



## Creating New Classes

You may create as many classes as you need to group students together for easier management and reporting. A student can be in more than one class.

Note: Some schools and districts use automated tools to create and manage classes, students, and staff on myLexia.com. In these cases, the option to edit classes and student information may be unavailable.

1. Login to myLexia.com:
   - If you are a teacher who is not assigned to any class, you will see a Create Class button.
   - If you already have a class and want to create a new class, click **Manage** tab. Make sure you are on the Classes list, and click the + button.
2. On the Create Class screen, define the class:
   a. Enter the Class Name and select the Grade (required).
   b. Click the Add Students button. Select the students you want to add to the class. Make sure you click the Add to Selected Students button so that the students display in the Selected Students list. When you are finished, click the Done button.
   c. If you don't see all of your students, go to the **Manage** tab > Students list in order to create them.
   d. Teachers are automatically added as staff to the class. To add more staff, click the Modify Staff button.
3. To create the class, click the Save button.

## Printing Class Rosters and Login Cards

A class roster is a list of students in a class with the students' usernames and passwords.
Login cards display each student's username and password; they can be cut up and distributed to students individually. Login cards are compatible with Avery® 5395 and 8395.

Note: Some schools and districts use Single Sign On (SSO) to allow students to log in with externally-managed credentials. In these cases, the option to print rosters and login cards may be unavailable.

1. Login to myLexia.com and click the **Manage** tab. Make sure you are on the Classes list.
2. Select the classes:
   - To print rosters, click the Print Rosters button.
   - To print login cards, click the Print Login Cards button.
3. The roster or login cards display and you can print.

## Adding New Students

Note: The ability to add new students may be turned off for your school or district.

1. Login to myLexia.com and click the **Manage** tab. Make sure you are on the Students list.
2. Click the + button.
3. On the Create Student screen, add the information about the student:
   - Usernames are not case sensitive and may only contain letters, numbers, underscores, periods, apostrophes, and dashes. Usernames must be unique across your school district.
   - Passwords must be at least four characters and should be easy for students to remember.
   - You may click the Demographic Data tab to add more information about the student, or the Program tab to specify a reading program assignment or direction language.
4. To create the student, click the Save button.

Note: To add the student to a class, go to the Classes list and create or edit a class to add the student.

## Changing Student Information

You can change a student's information, including student name, username, password, grade, student ID numbers, and student demographic data. Please note:

- Some schools use automated tools in order to provision students. For these schools, some student information is centrally managed in another system and thus cannot be edited in myLexia. In these cases, the information will appear grayed out in the Edit Students window.
- The ability to view and edit student ID numbers, student demographic data, and student passwords is controlled by customer-level administrative settings. If you do have the ability to view and edit this information, Lexia recommends asking your Lexia administrator before entering any non-required student information into myLexia.

1. Login to myLexia.com and click the **Manage** tab. Make sure you are on the Students list.
2. Find the student you want to edit, and click the pencil icon in the student's row.
3. In the Edit Student screen, make any modifications to the student.
4. When you are finished, click the Save button.

## Turning On Native Language (L1) Support

You can enable language support for a student. The LI support feature allows exposure to a clear English model, supports student choice, and allows for fading support over time. When you enable language support, the student will hear the introduction and directions first in English. Then the student can choose to click the Language Support button to hear an introduction and directions summary in their language.

All students have L1 support turned off by default.

- Core5 has support for Spanish, Arabic, Mandarin, Haitian-Creole, Vietnamese, and Portuguese.
- PowerUp has support for Spanish

1. Login to myLexia.com and click the **Manage** tab. Make sure you are on the Students list.
2. Find the student you want to edit, and click the pencil icon in the student's row.
3. To edit the direction language, click the Program tab. Use the Native Language Support drop-down menu to select.
4. When you are finished, click the Save button.

## Managing and Resetting Student Assignments

This section describes how to manage student program and level assignments.

***Important Note!*** These instructions for managing student assignments are provided for exception cases only. Students are automatically placed in Lexia the first time they login after completing the Auto Placement activities. Lexia recommends that students be allowed to progress at their own pace.

***Warning!*** Changing or resetting a student's assignment can result in deleted data. Lexia recommends saving or exporting reports before resetting students. Some report data will be temporarily unavailable for a student after an assignment change, including Performance Predictors (which reappear on the first of month after a consecutive month of usage) and Rate/Accuracy indicators (which reappear when the student progresses to the next program level).

### Changing Student Program Assignments

You can manually change a student's program assignment before or after the student uses Auto Placement; manual changes include changing a student's level, turning activities on or off, and changing units within an activity.

1. Login to myLexia.com and click the **Manage** tab. Make sure you are on the Students list.
2. Find the student you want to edit, and click the pencil icon in the student's row.
3. Click the Program tab.
4. If the student has already started working in Core5 or PowerUp, click the Edit Placement radio button.
   - To change a student's level: In the Select Level drop-down menu, select the level you want to place the student in.
   - To turn off activities in the current level: Select the current level from the drop-down menu and then click on the gear icon to open the Advanced Settings. Use the checkboxes to turn an activity off or on. You must have at least one activity selected. After the student has completed the units in the selected activities and proceeds to the next program level, all activities will be enabled in that level.
   - In Core5, levels have two halves, or phases, to help pace students through activities.
   - To change units in the student's current level: Select the current level from the drop-down menu and then select the gear icon to access the Advanced Settings. Use the Unit drop-down menus to change the student's unit.
5. If the student has not started using Core5, make sure the correct program (Core5) is selected. By default, students will be assigned to take Auto Placement (recommended). You can manually assign the student to a program level and make other changes to the student's assignment:
   - To change a student's level: In the Select Level drop-down menu, select the level you want to place the student in.
   - To turn off activities in the current level: Select the level from the drop-down menu and then click on the gear icon to access the Advanced Settings. Use the checkboxes to turn an activity off or on. You must have at least one activity selected. After the student has completed the units in the selected activities and proceeds to the next program level, all activities will be enabled in that level.
   - In Core5, levels have two halves or phases to help pace students through activities.
   - To change units in the student's current level: Select the level from the drop-down menu and then select the gear icon to access the Advanced Settings. Use the Unit drop-down menus to change the student's unit.
6. Click the **Save** button at the bottom of the screen.

### Resetting Placement

**Warning**: This will delete all of the student's data and progress. If you want to keep a record of the student's progress before you reset the student, Lexia recommends printing out student reports or exports. The student will go through Auto Placement the next time that the student logs in.

1. Login to myLexia.com and click the **Manage** tab. Make sure you are on the Students list.
2. Find the student you want to edit, and click the pencil icon in the student's row.
3. Click the Program tab, and then select the Reset Placement option. Then, click the Save button at the bottom of the screen. If you are switching the student's program, select the other program to place the student in, and then click the Save button at the bottom of the screen.

### Changing Programs

If the student has not begun working in Core5 or PowerUp:

1. Login to myLexia.com and click the **Manage** tab. Make sure you are on the Students list.
2. Find the student you want to edit, and click the pencil icon in the student's row.
3. Click the Program tab, then select the desired program (Core5 or PowerUp).
4. In the Select Level drop-down menu, select Auto Placement, or the level you want to place the student in, and then click the Save button at the bottom of the screen.

If the student has begun working in a program, first reset the student's placement before changing the assignment.

**Warning**: Resetting the student's assignment will delete all of the student's data and progress. If you want to keep a record of the student's progress, Lexia recommends printing out student reports or exports before you reset the student.

1. Login to myLexia.com and click the **Manage** tab. Make sure you are on the Students list.
2. Find the student you want to edit, and click the pencil icon in the student's row.
3. Click the Program tab, and select the Reset Placement option. Click the Save button at the bottom of the screen.
4. Find the student you just edited, and click the pencil icon in the student's row.
5. Click the Program tab, and select the desired program (Core5 or PowerUp) if it's not already selected.
6. In the Select Level drop-down menu, select Auto Placement (recommended) or another level, if no level is already selected. Click the Save button at the bottom of the screen.

# Report Key Concepts

This section describes concepts that are key to understanding student performance.

## About Performance Predictors

Performance Predictors indicate a student's percent chance of reaching the end-of-year benchmark for his or her grade level. The student's current level, progress, usage and performance in Lexia Core5 Reading is compared to a norm sample of Lexia students in order to calculate this critical measure of risk of potential reading failure. Students receive a Performance Predictor percentage that is correlated with one of these risk categories:

- **On Target**: Student has a 80–100% chance of reaching the end-of-year benchmark for his or her grade level. A student with 100% has already reached the grade-level benchmark.
- **Some Risk**: Student has a 31–79% chance of reaching end-of-year benchmark.
- **High Risk:** Student has a 1–30% chance of reaching end-of-year benchmark.

For example, a student with 80% is On Target to reach the benchmark; a student with 50% has Some Risk of not reaching the benchmark; a student with 10% has a High Risk of not reaching the benchmark.

Based on each student's Performance Predictor, myLexia.com provides a usage target needed to increase the probability of the student reaching the end-of-year benchmark for his or her grade level. For more information, see page 10.

| Grade Level | Core5 End-of-Year Benchmark |
|---|---|
| PreK | Finish Level 1 |
| K | Finish Level 5 |
| 1 | Finish Level 9 |
| 2 | Finish Level 12 |
| 3 | Finish Level 15 |
| 4 | Finish Level 18 |
| 5 | Finish Level 21 |

### When does a student get a Performance Predictor?

A student's Performance Predictor is available on the first day of the following month after the student starts using Core5. For example, if a student uses Core5 anytime in the month of August (August 1st-31st), the student will receive a Predictor on September 1st. Students must complete at least one instructional step in a Core5 unit in order to receive a Predictor. Students who only work in Auto Placement will not receive a Predictor unless the student completes Auto Placement and is placed above grade-level benchmark; in this case, the student will receive an On Target predictor upon completion of Auto Placement.

Percentages are updated at the start of each month and are only available for students in grades PreK through 5 using Core5.Predictors are not available (n/a) for a student if any of the following conditions occurred:

- The student has not started or not completed Auto Placement.
- The student did not work in their assigned program level during the previous month (i.e., complete at least one instructional step within a unit).
- The student is not assigned to grades PreK through 5.
- The student does not have a grade assignment or the grade assignment was changed.
- The student was manually placed or moved in the program during previous month (this may cause Predictors to be unavailable for 1-2 months).
- It is the first month of the school year.

After a PreK–5 student uses the program and moves sequentially in Core5 for a calendar month, a Predictor is calculated on the first day of the next month.



## Older Students using Lexia Core5 Reading

Core5 is recommended for students in grades PreK through 5. Lexia PowerUp Literacy is recommended for students in grades 6 and above.

Students in Grades 6-12 who are using Core5 receive the following data in reports:

- Actual Usage is available.
- Recommended Usage is available (all Grade 6+ students receive a default recommendation to use Core5 100 minutes/week).
- No student in Grades 6-12 using Core5 will receive a Performance Predictor (because 6th graders and above can not be compared to K-5 standards).
- These students appear in the Class Skill Progress Report so teachers can track the units gained and units to target. For students in Grades 6 and above, the target is to finish the Core5 program.
- These students have Student reports that allow teachers to track progress, accuracy, and rate, as well as access Lexia Lessons, Lexia Skill Builders, and Certificates.

## Younger Students using Lexia PowerUp Literacy

Lexia PowerUp Literacy accelerates literacy gains for students in grades 6–12 who are at risk of not meeting College- and Career-Ready Standards. Lexia does **not** recommend PowerUp for younger students who have finished Core5. No student in Grades K-5 using PowerUp will receive a Performance Predictor.

## About Prescription of Intensity and Lexia Usage

Based on each student's Performance Predictor, myLexia provides a Prescription of Intensity needed to increase the probability of the student reaching the end-of-year benchmark for his or her grade level. This prescribed intensity includes:

- The student's **usage target**, which is the recommended number of minutes the student should use Lexia each week. This number of minutes is based on the student's grade and Performance Predictor (see table below) and updates if these change. Note that if a student's Predictor changes mid-week, the recommended minutes do not change until the following Monday.
- The student's **units target**, which is intended to be used as guidance around the number of units a student should aim to complete in a week in order to drive the student towards their end of year grade level benchmark (or substantially closing the gap to this benchmark). This research-based measure considers the average amount of time it takes to complete units, how many units are in each grade level of material, and the student's Performance Predictor range. This target corresponds to the student's usage target and is a rate of two units per ten minutes of usage. For example, a student with a weekly usage goal of 40 minutes would have a weekly target of 8 units.
- Targeted instruction to be delivered by the teacher with Lexia Lessons, and
- The suggested need for the teacher to monitor student data in myLexia regularly.

### What is the recommended usage for Prescription of Intensity?

The recommended weekly minutes are based on the student's current Performance Predictor category.

| Grades | Recommended Minutes per Week by Risk Category | | | | |
|---|---|---|---|---|---|
| PreK through 5th Grade | High Risk (1-30%) | Some Risk (31-50%) | Some Risk (51-79%) | On Target (80-99%) | Not Yet Assigned Risk |
| PreK | 20 mins/wk | 20 mins/wk | 15 mins/wk | 15 mins/wk | 15 mins/wk |
| K through 3rd | 60 mins/wk | 50 mins/wk | 30 mins/wk | 20 mins/wk | 40 mins/wk |
| 4th and 5th | 80 mins/wk | 70 mins/wk | 40 mins/wk | 20 mins/wk | 40 mins/wk |
| | | | | | |
| 6th through 12th | 100 mins/wk | | | | |

Students with a grade of "Other" have a target of 60 mins/week; students with a grade of "Graduate" have a target of 100 mins/week.

Students with 100% Performance Predictors do not have recommended usage. These students are considered "meeting usage" in the reports if they continue using Lexia in any amount.

Students who have not used Core5 in the past four full weeks will not be given a recommended usage (NA), except in the first month of the school year. When a student resumes using Lexia, the recommended usage will appear the following day.

### Should students exceed their recommended usage?

The goal is for students to meet their prescribed usage target each week. It is recommended that students do not exceed this weekly target by more than 60 minutes.

Before students spend additional time (above the prescribed target) working in online activities, consider utilizing one of Lexia's critical offline instructional materials. Core5 features offline instructional materials including the Lexia Lessons for teacher-led instruction, Lexia Skill Builders for independent practice, and Lexia Connections for additional reinforcement of skills. It is essential that students have ample time each week (in addition to their prescribed online time) for this instruction and practice.

### How do I monitor if an individual student is meeting recommended usage?

Each student's actual Lexia usage is evaluated against their recommended minutes on a weekly basis. A student is meeting recommended usage for the week when the student's actual minutes (from Monday-Sunday) meet or exceed the student's target.

On the Class Table on the Class Overview (see page 32), the student's actual minutes for the current week (since



Monday) display alongside the recommended "target" usage. The target usage is compared to the actual usage (and the number of minutes to add for that student for that week is displayed.)

Every Monday morning, the student's actual usage resets to 0 minutes. Actual usage refers to the minutes that the student spends in Lexia, and includes time from student login to logout. Actual usage is updated as soon as the student logs out.

### How do I monitor if groups of students are meeting recommended usage (at the grade, school, and district level)?

On the grade, school, and district level, student usage is aggregated into a monthly snapshot to allow a historical, trend-based view into if students are using Lexia at the recommended levels.

This monthly view includes the last four full weeks, starting the previous Monday. For each week, all of the students who used Lexia at least once are evaluated in terms of whether or not they met or did not meet their usage recommendations. A student does not have to meet his or her recommended usage all four weeks to be considered "meeting usage." A student is meeting usage if, in the past four weeks:

- The student used Lexia for one week and met recommended usage for that week
- The student used Lexia for two weeks and met recommended usage for one or two weeks
- The student used Lexia for three weeks and met recommended usage for two or three weeks
- The student used Lexia for all four weeks and met recommended usage for two, three or four weeks.

In other words, only students who have used Lexia in the past four weeks are evaluated in terms of "meeting usage" on the grade, school, and district level. This helps to account for the start of the school year, vacations, and testing weeks, as well as students who have met their benchmarks and do not have a usage recommendation.

## When is the student data in myLexia.com updated?

Performance Predictors: Updated on the first day of each month (starting the second month of use). Note that students who reach their end-of-year benchmark will have a 100% Performance Predictor immediately after they log out from that session.

skillProgress/Skills, Time on Task, and Performance: After the student logs out.

Lexia Lessons/Priority icon/Plan Instruction list: After the student logs out.

Achievement Certificates: After the student logs out.

Actual Usage: After the student logs out.

Target Usage for Core5 students: After the student completes a unit.

Meeting Usage for Core5 Students: After the student completes a unit.

## What information in myLexia.com is available at the start of a school year?

Student performance data from the previous school year is available on the Student Skills Report and Detailed Skills Report.

Performance Predictor information from the previous school year is not available. Students' Predictors will update for the new school year the month after students begin using Core5 (on the first day of the month).

All student licenses are "freed" at the beginning of the school year.

At the start of the new school year, information on the Class level will become available as students begin to use the program.

# District Usage

### Who is included in this report?

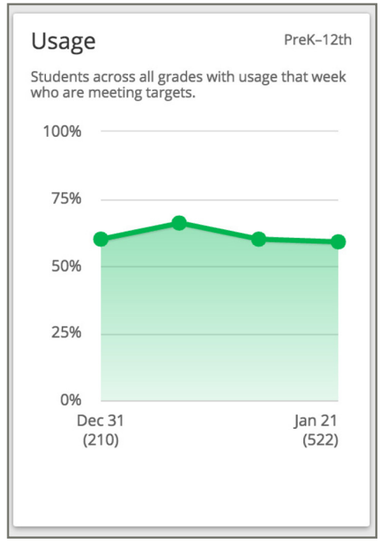
Students in grades PreK–12 using Core5. For each week in the report, students are only included if they logged into the program.

### What does this report display?

The **Usage card** displays the number and percentage of students who met their recommended usage targets in the previous four full weeks (Monday-Sunday). This number of students displays in parentheses under the date. You can roll your cursor over each point on the graph in order to see the percentage and number of students for that week.

To view the **Usage detail**, click the card. (Note: If you do not have any usage displayed in the card for the previous four weeks, you can still click into the detail to view past time periods, including last school year).

On the Usage detail, the **Usage graph** shows the percentage of students in the district who met their Lexia usage targets for that week (full weeks only, starting on Mondays). The line graph displays the last four full weeks by default; you can use the Time Period buttons at the top to see meeting usage percentages for This Year, This Week, Last Week, or select a custom time period.




District Usage Card

The "This Week" time period option displays the number of students in the school, grade, or class who have used Lexia since the Monday of the current week. The graph displays the average number of minutes per day that Lexia was used (including only students who logged in to Lexia that day). Days with no student usage do not display. This view does not contain any "meeting usage" information because usage is evaluated for full weeks only.

When viewing more than 10 weeks in the graph, some dots on the graph may turn white to indicate a week of low usage. Low usage is calculated by taking the median of the number of students who have usage and then taking 25% of that median. Often, these weeks of low usage are vacation weeks, and by displaying these "outliers" as a white dot, you can more effectively evaluate long-term usage trends.

Below the Usage graph, the **Usage table** displays each school in the district (including schools with no usage). To view usage by the grades in the district, select the Grades button at the top of the screen. (All grades display, including those with no usage). You can hide and show the graph to get a better view of the usage table by clicking the "Hide Chart"/ "Show Chart" toggle.

There is a District aggregate row at the top of the table that remains fixed when the table is sorted. The table displays these columns, all of which can be sorted by clicking the column header:

- The Students column displays the current student enrollment for the district and each school or grade (note that, even when selecting a time period in the past, this column only shows the current number of students).
- The Students with Usage column displays the number of students who used Lexia at last once during the selected time period.
- The Students Meeting Usage column displays the number of students who met their usage during the selected time period.
- The % Students Meeting Usage column displays the percentage of students who met their usage during the selected time period. When a one-week time period is selected, this is the percentage of students who met or exceeded their usage target that week. When multiple weeks are selected, this is the percentage of students who met or exceeded their usage target 50% or more of the weeks.



Click the column headings in order to sort the table. To drill-down to see a School Usage report, click the name of the school. Note that the selected time period is "sticky" when navigating through the usage reports. To view the School Overview, click the **i** icon in the school's row.

Use the Export and Print buttons at the bottom of the screen to export or print the report data.

### When does this report get updated?

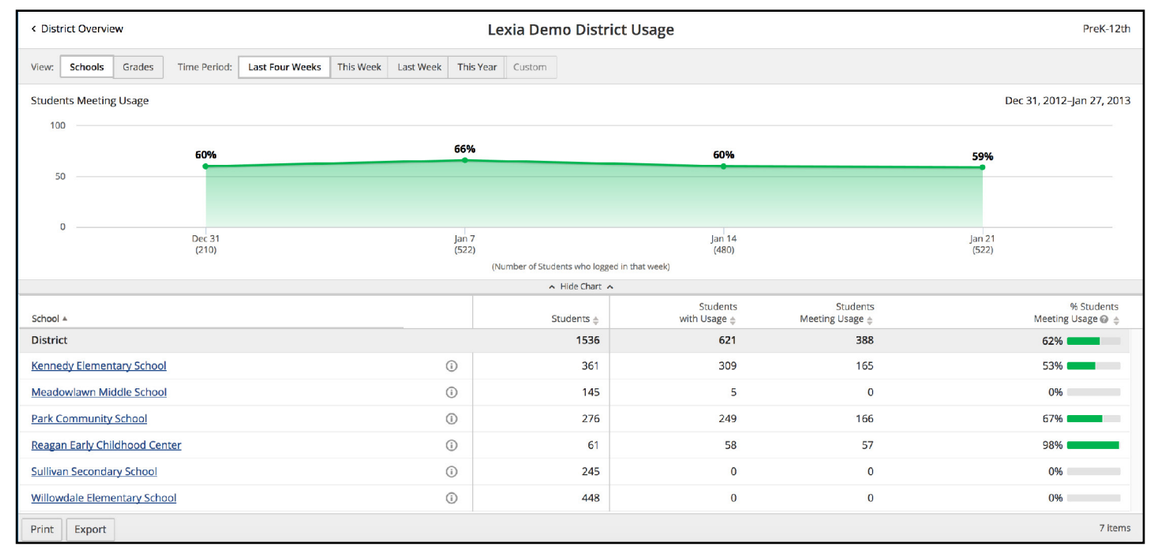
The usage report updates every Monday morning with data from the previous week (except for the "This Week" option, which updates daily).

### How should I use this report?

The District Usage card allows you to quickly determine how many students (number and percentage) in the district across PreK–12th have been meeting their recommended usage targets across a four week period. Lexia usage is associated with reading gains on standardized measures of reading skill development. It is important that student usage is monitored and supported so that students are meeting their individualized recommended levels.

In the Usage detail, you can use the report to compare usage patterns between schools and verify that all schools are adhering to any usage guidelines that were set during the initial implementation of Lexia. Schools with a low percentage of students meeting usage may need assistance determining whether their low usage is a resource or scheduling problem. Schools with a high percentage of students meeting usage may serve as mentors or models in this process. To increase student usage of Lexia, at the district level, you can consider reallocating resources and software licenses to ensure students have access to the program. This information can also be seen at the grade level across a district.

It is helpful to check this information weekly or every other week to make sure that the overall usage across the district remians high and that no particular schools or grades are struggling to meet recommended usage targets.




District Usage Detail

# District Progress

### Who is included in this report?

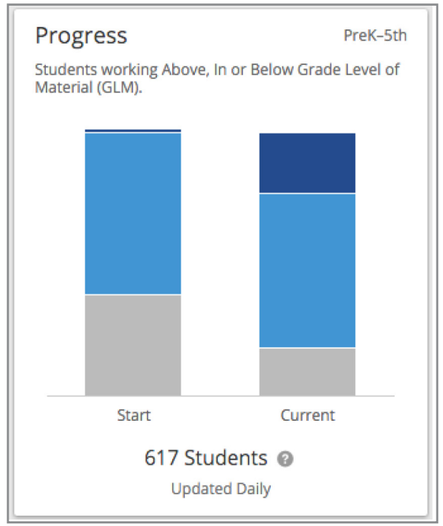
Students in grades PreK–5th using Core5 who have completed at least one unit during the current school year. Only includes students with usage in the previous four full weeks and/or students who have met their end of year benchmark.

### What does this report display?

The **Progress card** shows the progress students in the district have made within Core5 during the current school year. This card displays two bar graphs that represent where the students started the school year in terms of grade level of material (GLM), and where students are currently working.

Note that students can start working in Core5 at any point during the school year and this is considered the Start level.

This information is represented in three categories, Above, In, or Below Grade level. Roll your cursor on the bars to see both the numbers and percentages of students in each category.




District Progress Card

To view the **Progress detail**, click the card. On the Progress detail, the graph at the top shows the same percentages as the Progress card on the overview. You can show and hide the graph to get a better view of the Progress table. The start of the date range is the school year start date; this report updates nightly, so the end of the date range is yesterday.

Below the graph, the table displays each school in the district. To view progress by the grades in the district, select the Grades button at the top of the screen. You can drill into a grade to view progress for all of the students in the district assigned to that grade. Students are listed by school. Use the breadcrumb to navigate back to view all grades.

The Students column displays the number of students included (see “Who is Included” above). The Currently Above GLM column displays the percentage of students currently working above GLM. Roll your cursor on the Start and Current bars to see both the numbers and percentages of students in each category.

The Movement into In/Above displays the percentage of students who started Below GLM and then progressed into In/Above GLM. Note that PreK students can never be working Below GLM, so the Movement into In/Above is not applicable to this grade. 5th grade students are considered Above GLM when they have finished Core5.

The % Students Meeting Usage column displays the percentage of students who are meeting their usage targets for the school year. Use the Usage drop-down menu to filter the report to see progress for only students who are meeting usage, or only students who are not meeting usage.

Use the Export and Print buttons at the bottom to export or print the report data.

### When does this report get updated?

The progress report will start to show data the Monday after students begin use. It is updated nightly.

### How should I use this report?

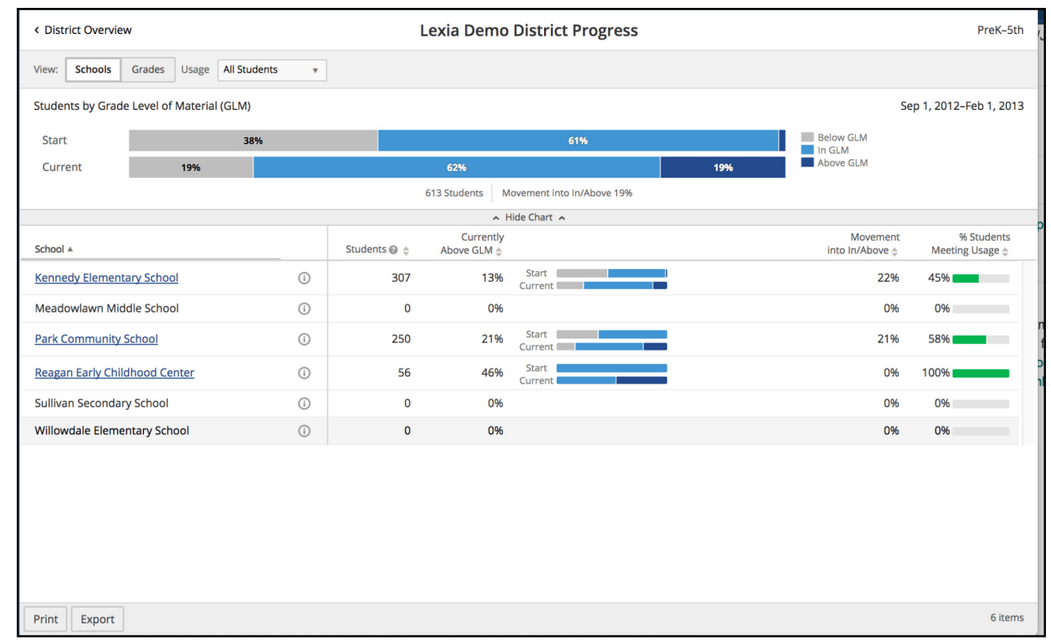
The District Progress card allows you to quickly compare where students started in Core5 to the students’ current level in the program to see how much growth has occurred so far in this school year. You can see, as a whole, how the students in the district have grown in relation to material at their current grade level. By rolling over each section of the bar graph, you can see the percentage of students in each group. For example, if you started the year with 47% of students working on material below grade level, and now, four months later, there is only 22% of students in this group, you would be able to assess the power of the program.

By clicking on the card, you can get more details about this type of information. You can see the summary graph of the district at the top of the page, and then see the same information by school or by grade by selecting the toggle at the top.

You can see the total percentage of students that are currently in the Above Grade Level of Material category, and this information can be sorted by clicking on the column header name. This percentage is out of the number of students with usage in the last four weeks. The number of students also displays and can be sorted to see if some schools or grades across the district have larger or smaller implementations. Knowing how many students are currently working in skills above their grade level is helpful when assessing how many students are likely to be successful on end of year measures, outside of Core5.

The Movement into In/Above percentage identifies how many students have made significant growth from the below category to In/Above categories. Again, this helps identify implementations that have been moving students and are helping to close the achievement gap.

The Usage column allows you to see how many students are meeting their recommended usage targets for the school year. Typically, students who consistently meet their usage targets will see more progress; you can use the Usage drop-down for a clearer picture of how usage fidelity will increase student skill progress.




District Progress Detail

# District Progress by Usage

### Who is included in this report?

Students in grades PreK–12th using Core5. Only includes students with usage in the previous four full weeks and/or students who have met their end of year benchmark.

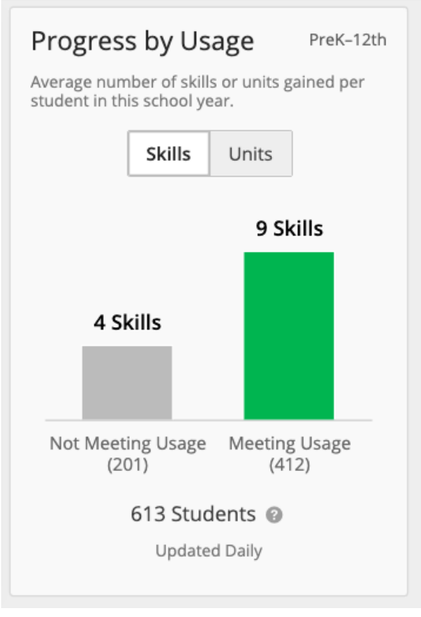
### What does this report display?

The **Progress by Usage card** displays the number of skills (i.e., activities) and units completed by students in the district, broken down by if the student is meeting or not meeting their recommended usage targets over the school year. Students are considered meeting their recommended usage if they have met their usage target for 50% or more of the weeks that they used Lexia during the school year.

This card is currently not clickable.

### When does this report get updated?

The Progress by Usage card will start to show data the Monday after students begin use and complete at least one activity. It is updated nightly.




District Progress by Usage Card

### How should I use this report?

The Progress by Usage card allows you to analyze the power of the program for students who are using it with fidelity. Across the district, you can see how many skills (i.e., activities) and units students have completed when they have met their recommended usage targets for more than 50% of the time period represented versus the skills and units completed by students who are not meeting their targets consistently. This information is helpful to district administrators to see how many students are receiving the true benefits of the program. This card puts the usage and progress information together to highlight students who truly need instruction and making limited progress versus those students who are not making progress because they are not using the program consistently.

Performance in Core5 varies in accordance with how consistently students met their personalized recommended usage targets on the program. On average, students who are Meeting Usage complete substantially more skills than students who are Not Meeting Usage. However, this graph may show that students who are Not Meeting Usage are completing more skills than students who are Meeting Usage. This might occur because some students have higher usage targets that are not being met.



# District Predictors

### Who is included in this report?

Students in grades PreK–5th using Core5. Only includes students with usage in the previous calendar month and/or students who have met their end of year benchmark.

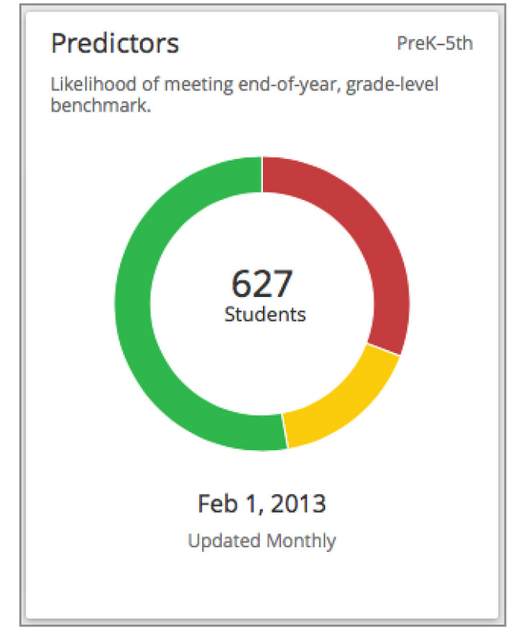
### What does this report display?

The **Predictors card** displays a donut chart that shows the district's monthly snapshot of students' likelihood of meeting end-of-year, grade-level benchmarks. Each PreK–5th student is given a percentage that correlates with one of three risk categories:

- Green (On Target, 80-100%). Students with 100% have already met benchmark
- Yellow (Some Risk, 31-79%)
- Red (High Risk, 1-30%)

To view the **Predictors detail**, click the card. (Note: This card is not clickable if there are no months this school year in which students received Predictors).

On the Predictors detail, the donut chart matches the chart on the card. By default, the On Target donut piece is selected, which filters the number of students in the donut as well as the table. Clicking pieces of the donut will filter the table on the right by that particular risk category. "Closing" the donut (so it is whole) will show all categories in the table. You can also select "All" from the Categories drop-down menu.




District Predictors Card

The bars under the donut show the district's monthly Predictors percentages since the start of the school year (displaying first month, second month, third month, etc.)

To the right of the donut chart, the table displays each school in the district (including schools with no Predictors). To view Predictors by grade, select the Grades button at the top of the screen.

You can filter the table by risk level with the Risk Levels drop-down menu; selecting All will show all risk categories.

The Meeting Usage column displays the percent of students in that risk category who met usage for the time period associated with the Predictor. Note that since the Predictor time periods (one calendar month) do not exactly overlap with usage (which is measured in full weeks, Monday-Sunday) the usage that is being shown is for the last four full weeks before the first of the month.

You can filter the table to view Predictors for only students who are meeting usage, and only students who are not meeting usage with the Usage drop-down menu.

Click the column headings in order to sort the table. To drill-down to see a School Predictors report, click the name of the school. To view the School Overview, click the **i** icon in the school's row.

Use the Export and Print buttons at the bottom to export or print the report data.

### When does this report get updated?

Predictors are updated on the first day of every month, based on student performance the previous month.

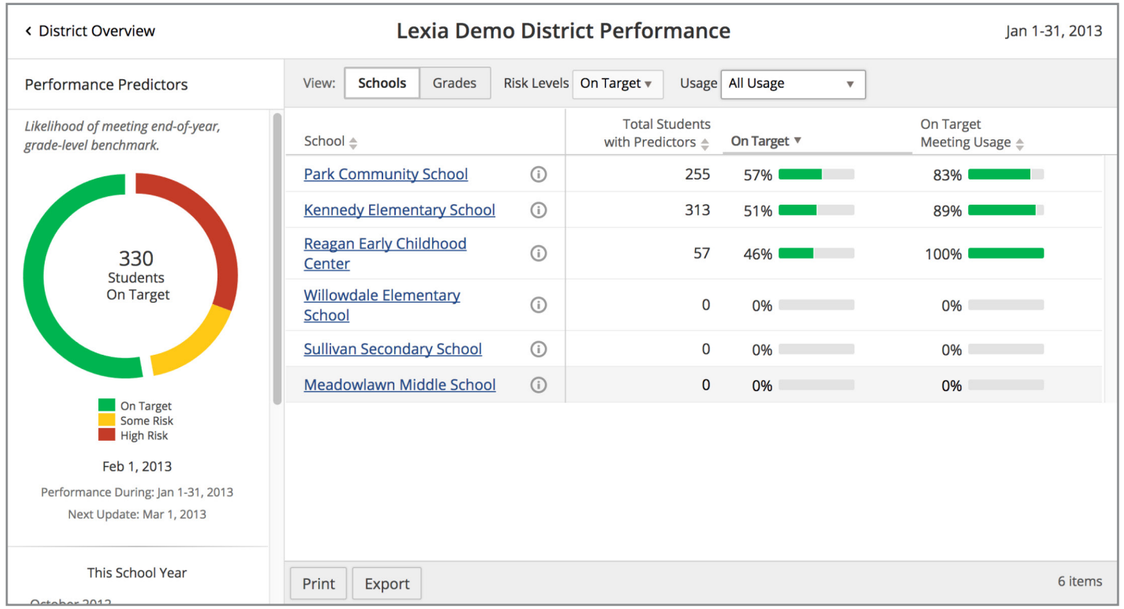
### How should I use this report?

The Predictors indicate a student's likelihood of meeting end-of-year, grade-level benchmark. This is a powerful tool for understanding the district's overall reading profile as well as determining the intensity of instruction that will be needed for some students to close the gap and meet grade-level standards by the end of the year. Predictors give educators a glimpse into the future trajectory of a student if no changes are made to their instruction, but the good news is that teachers can make changes to instruction and change the trajectory for these students.

When you click into the Predictor card, you can see more details about the overall risk levels by schools and grade levels across the district. In the left hand margin, you can see historical data across the year for the district. The bars allow you to monitor monthly progress at the district level, while the table allows you to monitor progress on a monthly basis at the school and grade levels.

When using Lexia at the recommended levels and providing targeted instruction based on the progress monitoring data, you will typically see the percentages in the On Target or green group increase. On the right hand side of the page, you can see information broken down by schools (default view) or by grades. You can select to see all of the risk categories or just one group at a time. The total number of students with Predictors is also listed, so when comparing schools or grades, you are not misled because one grade has 100% of their students On Target but it is only 3 students, versus. a grade that has 300 students in it. These column headers are sortable and will sort with the highest percentage in the particular risk category showing first. This is helpful if you are tracking one group of students, perhaps your intervention students will most likely align with the High Risk students. Often times, districts or schools will monitor their Some Risk students (sometimes referred to as "bubble" students because they are on the bubble of being On Target) to see if extra instruction has made them progress to the On Target group.

The meeting usage percentages for students display to help you determine if any lack of progress that is seen is due to poor or limited usage or if students are truly struggling with their reading skills. Use the Usage drop-down to filter the table to see only students who are meeting or not meeting usage; typically, you will see higher percentages of "On Target" Predictors for the group of students who are meeting their usage.




District Predictors Detail



## District Certificates

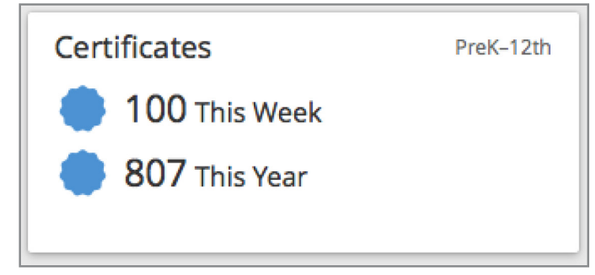
### Who is included in this report?

Students in grades PreK–12 using Core5.

### What does this report display?

The **Certificates card** displays the number of certificates earned by students across the district this week (starting Monday morning) and this year (since the start of the school year).

To view the **Certificates detail**, click the card.




District Certificates Card

The top of the Certificates detail displays the number of certificates earned across the district this week (starting Monday morning), this month (since the start of the calendar month), and this year (since the start of the school year). The number of students who have finished Core5 since the start of the school year also displays.

In the table, this same information is broken down by school. You can sort any of the columns in the table.

To navigate to the School Certificates detail, click the name of the school. The School Certificates detail shows the names of the students earning certificates. For more information, see page 29.

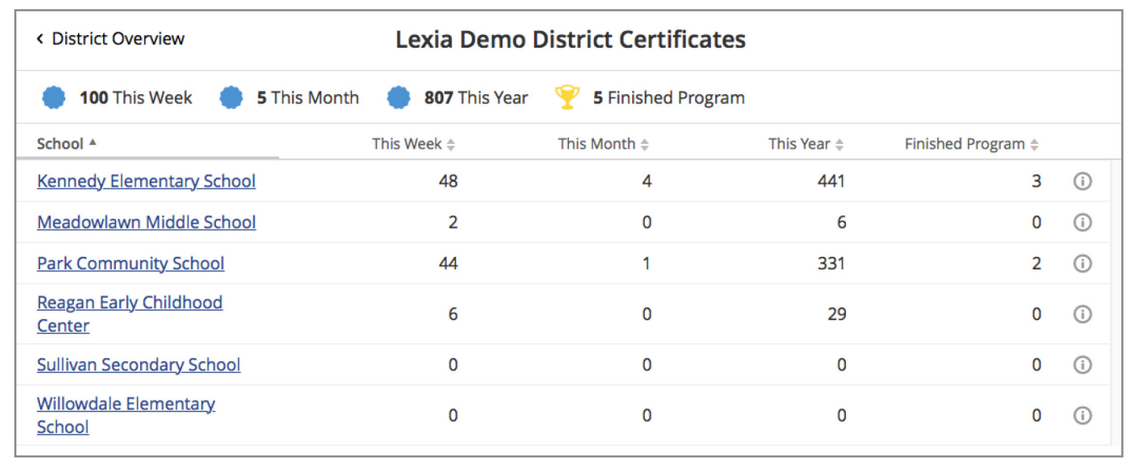
To navigate to the School Overview, click the **i** icon at the far right of the school's row.

### When does this report get updated?

When a student earns a certificate, this report will update in real time. "This Week" resets on Monday morning, "This Month" resets on the first day of the calendar month, and "This Year" resets at the start of the school year.

### How should I use this report?

The District Certificates report allows you to see school-level tallies of students earning certificates by completing program levels in Core5. Celebrating success will help motivate your students to progress in Lexia.



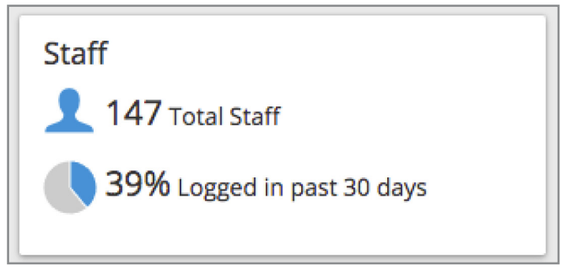

District Certificate Detail

# District Staff Usage

### Who is included in this report?

All staff in the district with a myLexia account.

### What does this report display?




District Staff Usage Card

The **Staff card** displays the number of staff in the district with a myLexia account, as well as the percentage of staff who have logged into myLexia.com in the past 30 days.

To view the **Staff Usage detail**, click the card. The Staff Usage detail displays each teacher and staff member along with their assigned school, their role (District Admin, School Admin, or Teacher), the date of their last login to myLexia or access with the myLexia App, and the number of logins to myLexia.com in the past 30 days. The Mobile column displays whether the user has used the myLexia App in the past 30 days. The Progress Notifications column lists the frequency of the staff member's Student Progress emails (a setting controlled in My Profile).

The Export button allows the information in the table to be exported into a spreadsheet.

To view details about a particular staff, click the staff name to view the staff overview. The staff overview displays information about the staff, as well as links to the staff's assigned class(es).

### When does this report get updated?

Nightly

### How should I use this report?

The staff usage reports allow administrators to ensure that their teachers and staff members have sufficient access to myLexia. In as little as 5 minutes per week, classroom teachers can login to myLexia to use student data that can effectively drive their instruction. Teachers should be trained and encouraged to regularly access myLexia in order to view data that tracks student usage and progress and to make sure that students who would benefit from additional instruction are getting the targeted lessons they need in order to progress.

‹ District Overview

**Lexia Demo District Staff Usage**

| Staff Name | Role | School | Last Access | Mobile Access | Logins in Last 30 Days | Progress Notifications |
|---|---|---|---|---|---|---|
| Echols, Mary Beth | District Read-only | Meadowlawn Middle School | Dec 29, 2013 | Yes | 0 | Weekly |
| Educator, RAPID | District Read-only | Willowdale Elementary School | | | 0 | Semi-Monthly |
| Elder, Christina | Teacher Read-only | Reagan Early Childhood Center | Jan 31, 2013 | | 4 | Weekly |
| Ervin, Elizabeth | School Read-only | Park Community School | Dec 29, 2013 | Yes | 0 | Weekly |
| Escobar, Lauren | Teacher Read-only | Park Community School | Dec 29, 2013 | Yes | 15 | Weekly |
| Farris, Melissa | Teacher Read-only | Park Community School | | | 0 | Weekly |
| Felix, Mary | Teacher Read-only | Kennedy Elementary School | Oct 16, 2012 | | 0 | Monthly |
| Flanagan, Cherie | Teacher Read-only | Park Community School | Dec 29, 2013 | Yes | 0 | Weekly |
| Galvan, Stephanie | School Read-only | Kennedy Elementary School | | | 0 | Never |
| Godfrey, Edith | Teacher Read-only | Park Community School | Jan 17, 2013 | | 2 | Weekly |
| Gore, Kayla | Teacher Read-only | Park Community School | Dec 29, 2013 | Yes | 0 | Weekly |

Print Export 147 items

District Staff Usage Detail

# School Usage

### Who is included in this report?

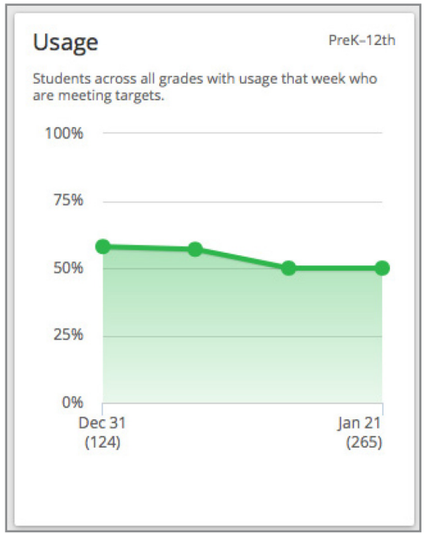
Students in grades PreK–12 using Core5. For each week in the report, students are only included if they logged into the program.

### What does this report display?

The **Usage card** displays the number and percentage of students who met their recommended usage targets in the previous four full weeks (Monday-Sunday). This number of students displays in parentheses under the date. You can roll your cursor over each point on the graph in order to see the percentage and number of students for that week.

To view the **Usage detail**, click the card. (Note: If you do not have any usage displayed in the card for the previous four weeks, you can still click into the detail to view past time periods, including last school year).

On the Usage detail, the **Usage graph** shows the percentage of students in the school who met their Lexia usage targets for that week (full weeks only, starting on Mondays). The line graph displays the last four full weeks by default; you can use the Time Period buttons at the top to see meeting usage percentages for This Year, This Week, Last Week, or select a custom time period.




School Usage Card

The “This Week” time period option displays the number of students in the school, grade or class who have used Lexia since the Monday of the current week. The graph displays the average number of minutes per day that Lexia was used (including only students who logged in to Lexia that day). This view does not contain any “meeting usage” information because usage is evaluated for full weeks only.

When viewing more than 10 weeks in the graph, some dots on the graph may turn white to indicate a week of low usage. Low usage is calculated by taking the median of the number of students who have usage and then taking 25% of that median. Often, these weeks of low usage are vacation weeks, and by displaying these “outliers” as a white dot you can more effectively evaluate long-term usage trends.

Below the Usage graph, the **Usage table** displays each grade in the school (including grades with no usage). To view usage by the classes in the school, select the Classes button at the top of the screen. All classes in the school display, grouped by grade, including those with no usage. You can hide and show the graph to get a better view of the usage table by clicking the “Hide Chart”/“Show Chart” toggle.

There is a School aggregate row at the top of the table that remains fixed when the table is sorted. The table displays these columns, all of which can be sorted by clicking the column header:

- The Students column displays the current student enrollment for the school and each grade or class (note that, even when selecting a time period in the past, this column only shows the current number of students).
- The Students with Usage column displays the number of students who used Lexia at last once during the selected time period.
- The % Students Meeting Usage column displays the number of students who met their usage during the selected time period.
- The Percent Meeting Usage column displays the percentage of students who met their usage during the selected time period. When a one-week time period is selected, this is the percentage of students who met or exceeded their usage target that week. When multiple weeks are selected, this is the percentage of students who met or exceeded their usage target 50% or more of the weeks.



Click the column headings in order to sort the table. To drill-down to see a Class Usage report, click the name of the class. To view the Class Overview, click the **i** icon in the class’s row. Note that grades cannot currently be drilled into.

Use the Export and Print buttons at the bottom to export or print the report data.

### When does this report get updated?

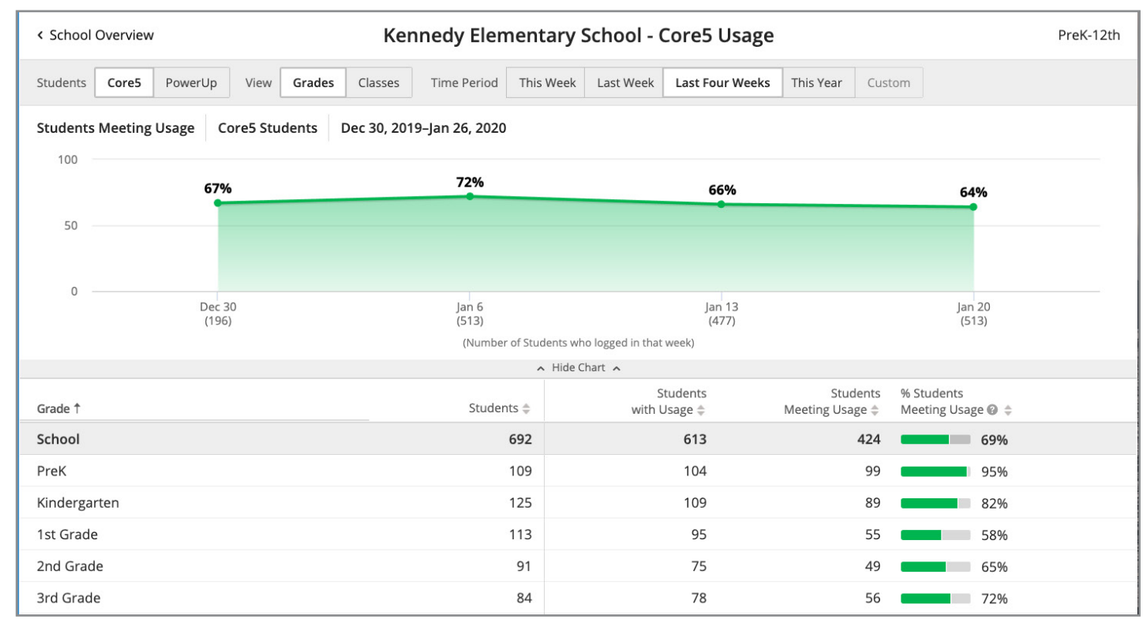
The Usage report updates every Monday morning with data from the previous week (except for the “This Week” option, which updates daily).

### How should I use this report?

The School Usage card allows you to quickly determine how many students (number and percentage) in the school have been meeting their recommended usage targets across a four week period. Lexia usage is associated with reading gains on standardized measures of reading skill development. It is important that student usage is monitored and supported so that students are meeting their individualized recommended levels.

In the Usage detail, you can use the report to compare usage patterns between grades and verify that all grades are adhering to any usage guidelines that were set during the initial implementation of Lexia. Grades or classes with a low percentage of students meeting usage may need assistance determining whether their low usage is a resource or scheduling problem. Grades or classes with a high percentage of students meeting usage may serve as mentors or models in this process. To increase student usage of Lexia, at the school level, you can consider reallocating resources (laptop carts, etc) to ensure students have access to the program.

It is helpful to check this information weekly or every other week to make sure that the overall usage across the school remains high and that no particular grades or classes are struggling to meet recommended usage targets.




| Grade | Students | Students with Usage | Students Meeting Usage | % Students Meeting Usage |
|---|---|---|---|---|
| School | 692 | 613 | 424 | 69% |
| PreK | 109 | 104 | 99 | 95% |
| Kindergarten | 125 | 109 | 89 | 82% |
| 1st Grade | 113 | 95 | 55 | 58% |
| 2nd Grade | 91 | 75 | 49 | 65% |
| 3rd Grade | 84 | 78 | 56 | 72% |

School Usage Detail

# School Progress

### Who is included in this report?

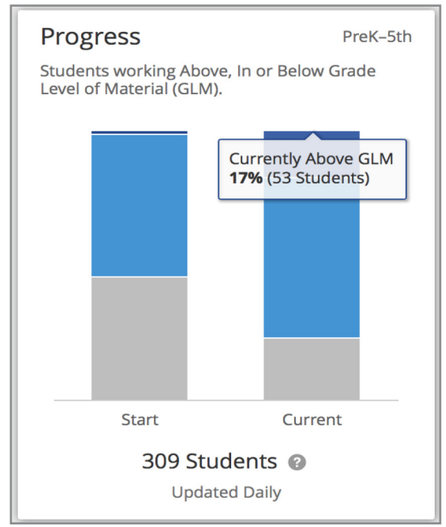
Students in grades PreK–5th using Core5 who have completed at least one unit during the current school year. Only includes students with usage in the previous four full weeks and/or students who have met their end of year benchmark.

### What does this report display?

The **Progress card** shows the progress students in the school have made within Core5 during the current school year. This card displays two bar graphs that represent where the students started the school year in terms of grade level of material (GLM), and where students are currently working.

Note that students can start working in Core5 at any point during the school year and this is considered their Start level.

This information is represented in three categories, Above, In, or Below Grade level. Roll your cursor on the bars to see both the numbers and percentages of students in each category.




School Progress Card

To view the **Progress detail**, click the card. On the Progress detail, the graph at the top shows the same percentages as the progress card on the overview. You can show and hide the graph to get a better view of the Progress table. The start of the date range is the school year start date; this report updates nightly, so the end of the date range is yesterday.

Below the graph, the table displays each grade in the school. You can drill into a grade to view progress for all of the students in the district assigned to that grade. Students are listed by school. Use the breadcrumb to navigate back to view all grades.

To view progress by the classes in the school, select the Classes button at the top of the screen.

The Students column displays the number of students included (see “Who is Included” above). The Currently Above GLM column displays the percentage of students currently working above GLM. Roll your cursor on the Start and Current bars to see both the numbers and percentages of students in each category.

The Movement into In/Above displays the percentage of students who started Below GLM and then progressed into In/Above GLM. Note that PreK students can never be working Below GLM, so the Movement into In/Above is not applicable to this grade. 5th grade students are considered Above GLM when they have finished Core5.

The % Students Meeting Usage column displays the percentage of students who are meeting their usage targets for the school year. Use the Usage drop-down menu to filter the report to see progress for only students who are meeting usage, or only students who are not meeting usage.

Use the Export and Print buttons at the bottom to export or print the report data.

### When does this report get updated?

The Progress report will start to show data the Monday after students begin use. It is updated nightly.



### How should I use this report?

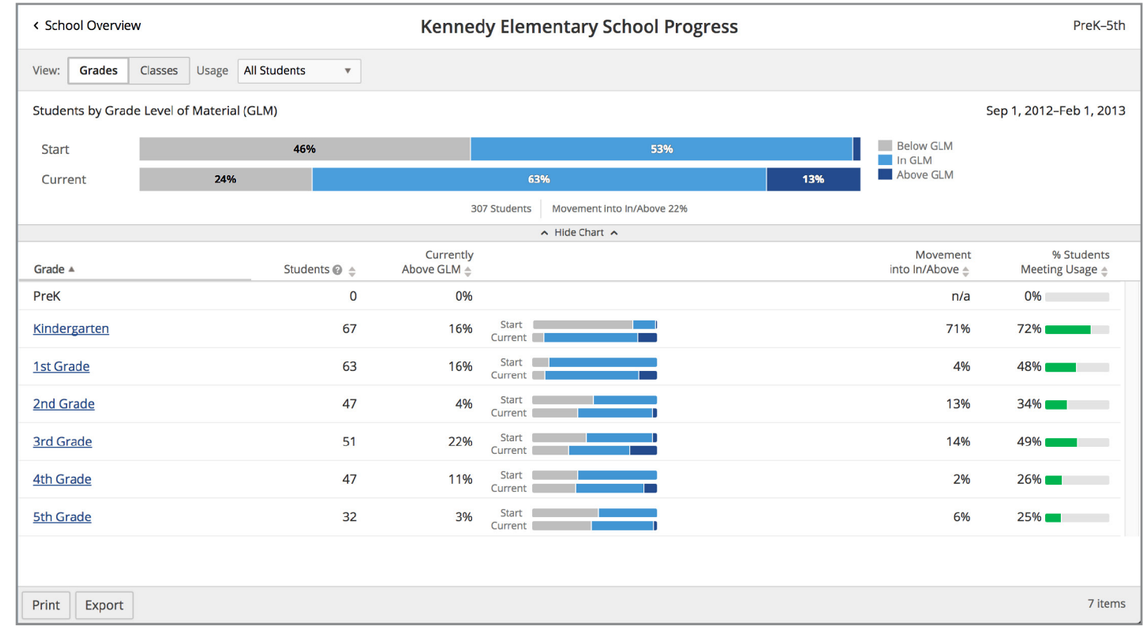
The School Progress card allows you to quickly compare where students started in Core5 to the students’ current level in the program to see how much growth has occurred so far in this school year. You can see as a whole, how the students in the school have grown in relation to material at their current grade level. By rolling over each section of the bar graph, you can see the percentage of students in each group. For example, if you started the year with 47% of students working on material below grade level, and now four months later there is only 22% of students in this group, you would be able to assess the power of the program.

By clicking on the card, you can get more details about this type of information. You can see the summary graph of the school at the top of the page, but then can see the same information by grade as the default, or by class by selecting the toggle at the top.

You can see the total percentage of students that are currently in the Above Grade Level of Material category, and this information can be sorted by clicking on the column header name. This percentage is out of the number of students with usage in the last four weeks. The number of students also displays and can be sorted to see if some grades or classes across the district have larger or smaller implementations. Knowing how many students are currently working in skills above their grade level is helpful when assessing how many students are likely to be successful on end of year measures, outside of Core5.

The Movement into In/Above percentage identifies how many students have made significant growth from the below category to In/Above categories. Again, this helps identify implementations that have been moving students and are helping to close the achievement gap.

The Usage column allows you to see how many students are meeting their recommended usage targets for the school year. Typically, students who consistently meet their usage targets will see more progress; you can use the Usage drop-down for a clearer picture of how usage fidelity will increase student skill progress.




School Progress Detail

# School Progress by Usage

### Who is included in this report?

Students in grades PreK–12th using Core5. Only includes students with usage in the previous four full weeks and/or students who have met their end of year benchmark.

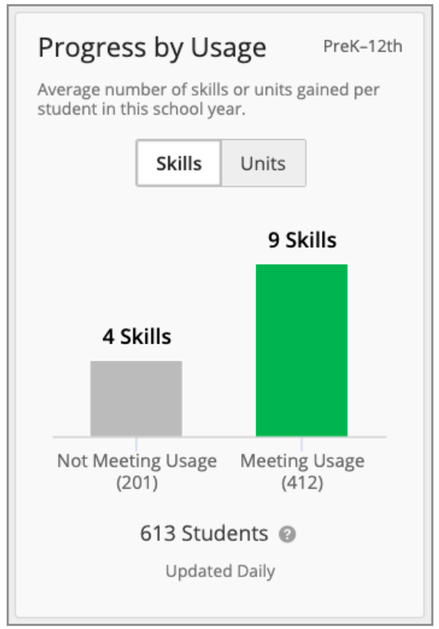
### What does this report display?

The **Progress by Usage card** displays the number of skills (i.e., activities) and units completed by students in the school, broken down by if the student is meeting or not meeting their recommended usage targets over the school year. Students are considered meeting their recommended usage if they have met their usage target for 50% or more of the weeks that they used Lexia during the school year.

This card is currently not clickable.

### When does this report get updated?

The Progress by Usage card will start to show data the Monday after students begin use and complete at least one activity. It is updated nightly.




School Progress by Usage Card

### How should I use this report?

The Progress by Usage card allows you to analyze the power of the program for students who are using it with fidelity. Across the school, you can see how many skills (i.e., activities) and units that students have completed when they have met their recommended usage targets for more than 50% of the time period represented versus the skills and units completed by students who are not meeting their targets consistently. This information is helpful to school administrators to see how many students are receiving the true benefits of the program. This card puts the usage and progress information together to highlight students who truly need instruction and making limited progress versus those students who are not making progress because they are not using the program consistently.

Performance in Core5 varies in accordance with how consistently students met their personalized recommended usage targets on the program. Typically, students who are meeting usage targets complete substantially more skills than students who are not meeting usage targets. However, this graph may show that students who are Not Meeting Usage are completing more skills than students who are Meeting Usage. This might occur because some students have higher usage targets that are not being met.



# School Predictors

### Who is included in this report?

Students in grades PreK–5th using Core5. Only includes students with usage in the previous calendar month and/or students who have met their end of year benchmark.

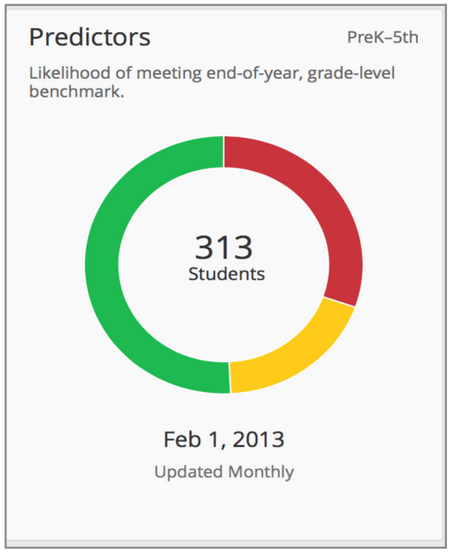
### What does this report display?

The **Predictors card** displays a donut chart that shows the school monthly snapshot of students' likelihood of meeting end-of-year, grade-level benchmarks. Each PreK–5th student is given a percentage that correlates with one of three risk categories:

- Green (On Target, 80-100%). Students with 100% have already met benchmark
- Yellow (Some Risk, 31-79%)
- Red (High Risk, 1-30%)

To view the **Predictors detail**, click the card. (Note: This card is not clickable if there are no months this school year in which students received Predictors).

On the Predictors detail, the donut chart matches the chart on the card. By default, the On Target donut piece is selected, which filters the number of students in the donut as well as the table. Clicking pieces of the donut will filter the table on the right by that particular risk category. "Closing" the donut (so it is whole) will show all categories in the table. You can also select "All" from the Categories drop-down menu.




School Predictors Card

The bars under the donut show the school monthly Predictors percentages since the start of the school year (displaying first month, second month, third month, etc.)

To the right of the donut chart, the table displays each grade in the school (including PreK–5 grades that have students with no Predictors). To view Predictors by class, select the Classes button at the top of the screen. To view the students in the school within each predictor category, select the Students button at the top of the screen.

You can filter the table by risk level with the Risk Levels drop-down menu; selecting All will show all risk categories.

When viewing grades and classes, the % Students Meeting Usage column displays the percent of students in that risk category who met usage for the time period associated with the Predictor. Note that since the Predictor time periods (one calendar month) do not exactly overlap with usage (which is measured in full weeks, Monday-Sunday) the usage that is being shown for Grades and Classes is for the last four full weeks before the first of the month. You can filter the table to view Predictors for only students who are meeting usage, and only students who are not meeting usage with the Usage drop-down menu.

When viewing students, the % Weeks Meeting Usage This Year column displays the percentage of weeks that the student has meet usage for the entire school year (out of all of the weeks used).

Click the column headings in order to sort the table. To drill-down to see a Class Progress report, click the name of the class. To view the Class Overview, click the **i** icon in the school's row. Note that grades cannot currently be drilled into.

Use the Export and Print buttons at the bottom to export or print the report data.

### When does this report get updated?

Predictors are updated on the first day of every month, based on student performance the previous month.

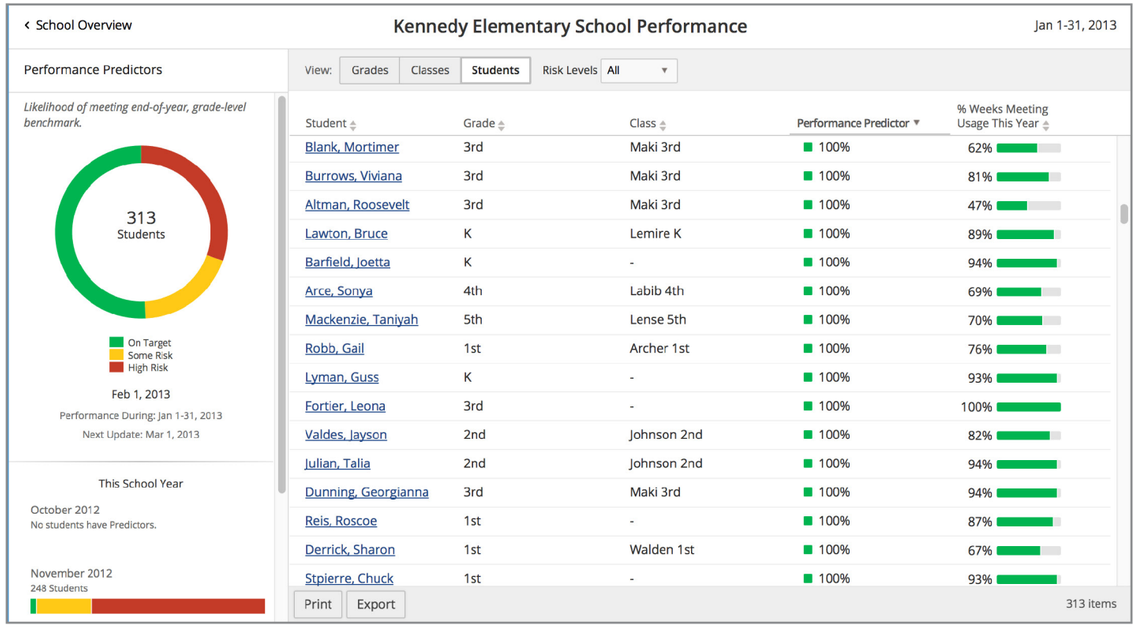
### How should I use this report?

The Predictors indicate a student's likelihood of meeting end-of-year, grade-level benchmark. This is a powerful tool for understanding the school overall reading profile as well as determining the intensity of instruction that will be needed for some students to close the gap and meet grade-level standards by the end of the year. Predictors give educators a glimpse into the future trajectory of a student if no changes are made to their instruction, but the good news is that teachers can make changes to instruction and change the trajectory for these students.

When you click into the Predictor card, you can see more details about the overall risk levels by grades, classes and the students in the school. In the left hand margin, you can see historical data across the year for the school. The bars allow you to monitor monthly progress at the school level, while the table allows you to monitor progress on a monthly basis at the grade, class, and student levels.

When using Lexia at the recommended levels and providing targeted instruction based on the progress monitoring data, you will typically see the percentages in the On Target or green group increase. On the right hand side of the page you can see information broken down by grade (default view), by class, or by student. You can select to see all of the risk categories or just one group at a time. The total number of students with predictors is also listed so when comparing grades or classes, you are not misled because one grade has 100% of their students On Target, but it is only 3 students vs. a grade that has 300 students in it. These column headers are sortable and will sort with the highest percentage in the particular risk category showing first. This is helpful if you are tracking one group of students, perhaps your intervention students will most likely align with the High Risk students. Often times, districts or schools will monitor their Some Risk students (sometimes referred to as "bubble" students because they are on the bubble of being On Target) to see if extra instruction has made them progress to the On Target group.

The meeting usage percentages for students display to help you determine if any lack of progress that is seen is due to poor or limited usage or if students are truly struggling with their reading skills. Use the Usage drop-down to filter the table to see only students who are meeting or not meeting usage; typically, you will see higher percentages of "On Target" Predictors for the group of students who are meeting their usage.




School Predictors Detail (view by student)



## School Certificates

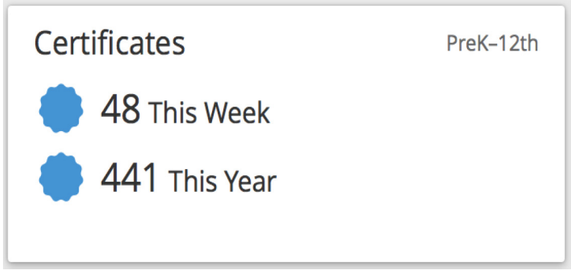
### Who is included in this report?

Students in grades PreK–12 using Core5.

### What does this report display?

The **Certificates card** displays the number of certificates earned by students across the school this week (starting Monday morning) and this year (since the start of the school year).

To view the **Certificates detail** and mark certificates as delivered, click the card.




School Certificates Card

The top of the Certificates detail displays the number of certificates earned in the school this week (starting Monday morning), this month (since the start of the calendar month), and this year (since the start of the school year). The number of students who have finished Core5 since the start of the school year also displays.

The table shows each certificate earned this school year by students in the school. You can sort this list by clicking column headers, and filter the list by clicking the Filter button. To print one or more student certificates, select the student(s) and click the View and Mark as Delivered button at the bottom of the screen. This button will change the Certificate Status to "Delivered" and open the selected certificates for printing.

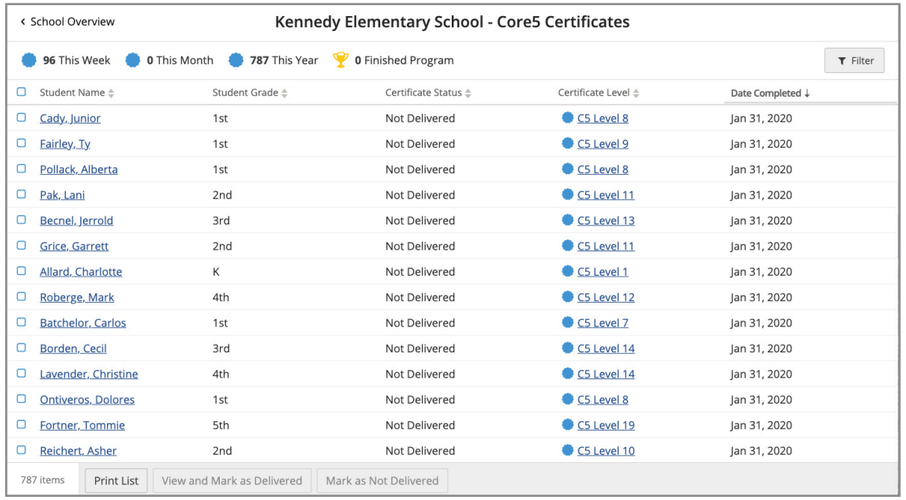
To view the Student Overview, click the student's name.

### When does this report get updated?

When a student earns a certificate, this report will update in real time. "This Week" resets on Monday morning, "This Month" resets on the first day of the calendar month, and "This Year" resets at the start of the school year.

### How should I use this report?

The School Certificates report allows you to bulk-print student certificates in order to celebrate your student's success. Celebrating success will help motivate your students to progress in Lexia. You can also track the delivery of certificates to students.




School Certificates Detail

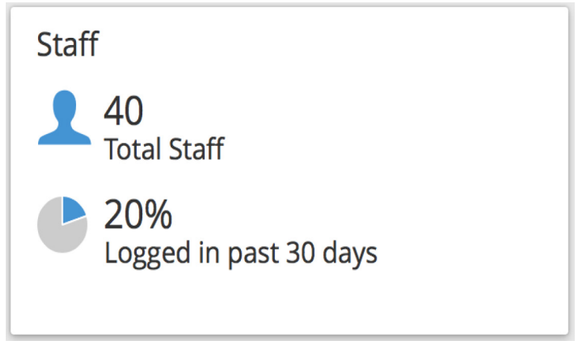
# School Staff Usage

### Who is included in this report?

All staff in the school with a myLexia account.

### What does this report display?

The **Staff card** displays the number of staff in the school with a myLexia account, as well as the percentage of staff who have logged into myLexia.com in the past 30 days.




School Staff Usage Card

To view the **Staff Usage detail**, click the card. The staff usage detail displays each teacher and staff member along with their assigned school, their role (District Admin, School Admin, or Teacher), the date of their last login to myLexia or access with the myLexia App, and the number of logins to myLexia.com in the past 30 days.

The Mobile column displays whether the user has used the myLexia App in the past 30 days. The Progress Notifications column lists the frequency of the staff member's Student Progress emails (a setting controlled in My Profile).

The Export button allows the information in the table to be exported into a spreadsheet.

To view details about a particular staff, click the staff name to view the staff overview. The staff overview displays information about the staff, as well as links to the staff's assigned class(es).

### When does this report get updated?

In real time

### How should I use this report?

The Staff Usage reports allow administrators to ensure that their teachers and staff members have sufficient access to myLexia. In as little as 5 minutes per week, classroom teachers can login to myLexia to use student data that can effectively drive their instruction. Teachers should be trained and encouraged to regularly access myLexia in order to view data that tracks student usage and progress and to make sure that students who would benefit from additional instruction are getting the targeted lessons they need in order to progress.

‹ School Overview

**Kennedy Elementary School Staff Usage**

| Staff Name | Role | Last Access | Mobile Access | Logins in Last 30 Days | Progress Notifications |
|---|---|---|---|---|---|
| Access, Mobile SA | School Read-only | | | 0 | Semi-Monthly |
| Andersen, Cynthia | Teacher Read-only | Oct 16, 2012 | | 0 | Semi-Monthly |
| Apple, Sales | District Read-only | | | 0 | Semi-Monthly |
| Archer, Ann | Teacher Read-only | Jan 31, 2013 | | 25 | Semi-Monthly |
| Bennis, Sara | District Read-only | | | 0 | Semi-Monthly |
| Boggs, Maureen | Teacher Read-only | Oct 18, 2012 | | 0 | Weekly |
| Boyce, Guy | Teacher Read-only | | | 0 | Monthly |
| Bunch, Tami | School Read-only | Dec 29, 2013 | Yes | 46 | Daily |
| Childs, Jeesun | School Read-only | Dec 29, 2013 | Yes | 0 | Weekly |
| Demo, Lexia | Teacher Read-only | | | 0 | Semi-Monthly |
| Demo, Rosetta | District Read-only | Dec 29, 2013 | Yes | 0 | Semi-Monthly |
| Demo, School | School Read-only | | | 0 | Semi-Monthly |
| Dodd, Dayna | Teacher Read-only | Jan 23, 2013 | | 15 | Semi-Monthly |
| Dougherty, Geraldine | Teacher Read-only | | | 0 | Weekly |

Export 40 items

School Staff Usage Detail

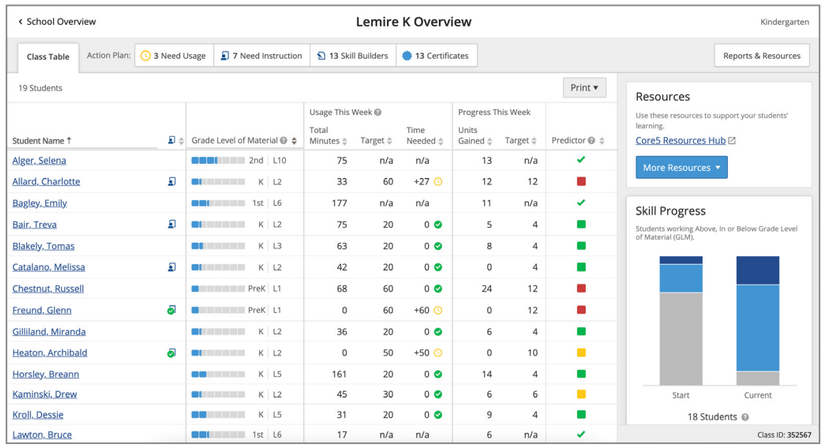
# Class Overview

### Who is included in this report?

The Class Overview displays information for all students assigned to the class.

### What does this report display?

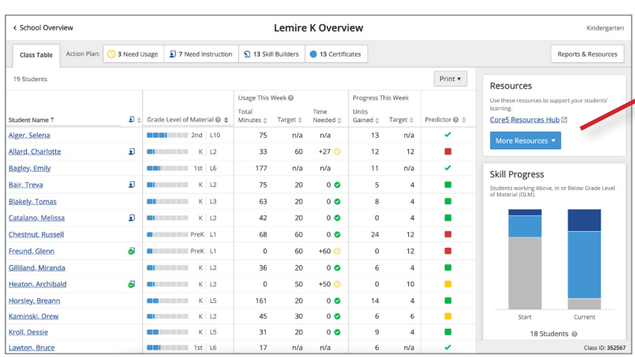
The Class Overview displays a **Class Table** of students, with the overall status of the students in the class and what actions are needed to support those students. Above the Class Table is the class **Action Plan**, which provides you with a "to-do" list to support your students.

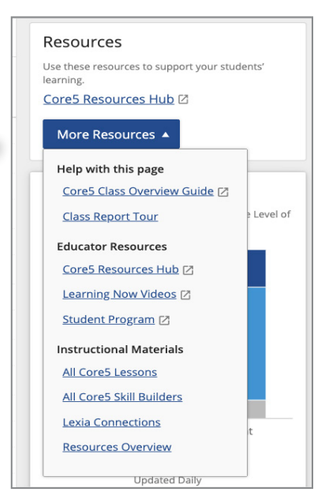



Class Overview

Choose the Resources card for quick access to the same resources available on the Resources tab, along with "Help with this Page" to access the Class Overview Guide and guided tutorial of the Class reports.

To the right of the Class Table, you can see the **Class Reports** for Class Progress (see page 35), Class Usage (see page 37), Class Predictors (see page 39), and Class Auto Placement (see page 40). To collapse the Class Table and get a better view of these reports, click the Reports and Resources button of the overview.








*Class Table: Grade Level of Material*

The Grade Level of Material column displays a visual representation of the student's current GLM. Each bar represents a GLM (starting at PreK and ending at 5th grade). The GLM label displays after the bar along with the student's current program level. You can sort this column in order to group students by the grade level of the material they are working in.

*Class Table: Grade*

The Grade column only displays for classes with the Grade of Other. This column displays the student's grade.

*Class Table: Usage This Week*

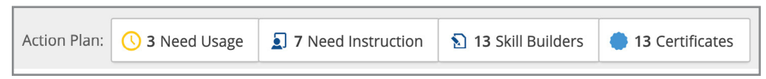
The Total Minutes column displays the student's actual total minutes for the current week (Monday-Sunday). The Target column displays the student's weekly usage target.The Time Needed column displays the number of minutes the student needs in order to meet their weekly usage target. Students who have not met their usage target for the week have a clock indicator . You can sort the Needs column in order to see who needs more usage for the week.

*Class Table: Progess This Week*

The Units Gained column displays the number of units the student has completed for the current week (Monday-Sunday). The Target column displays the student's weekly units target, which is based on a rate of two units per ten minutes of prescribed usage.

*Class Table: Predictor*

The Predictor column displays the student's risk level, based on the student's percentage chance of meeting their end-of-year benchmark. You can sort this column to see the high-risk students appear first in the list.




*Action Plan: Need Usage Tab*

You can filter the overview to see only the students who need more usage along with more usage information for those students. To filter the overview, click the **Need Usage tab** 4 Need Usage at the top of the overview. You will see a list of only the students who need more time this week, along with the total minutes needed per student, total minutes this week per student, the student's usage target minutes for the week, and date that the student last used the program.

To see more in-depth usage for the entire class, click the **Usage Details** button at the top-right of the usage list. For more information about the usage details view, see page 37.

*Action Plan: Needs Instruction Tab*

In the Actions column on the class table, the Lexia Lesson column displays an icon for students who are currently struggling in the student program and may need teacher-led instruction in order to progress. Click the Lexia Lesson icon to access a PDF that provides scripted instruction in the specific skill. Note that students may benefit from additional instruction in more than one program activity, and that the icon in the Actions column will open all of the student's assigned lessons. While viewing the lesson, click the Mark as Delivered button to mark the lesson as delivered. Lessons that have been marked as delivered display a delivered icon . The delivered icon will continue to display until the student progresses in the online activity and no longer needs additional instruction.

You can also filter the overview to see only the students who need instruction along with more information about what the student is struggling with. To filter the overview, click the **Need Instruction** tab 7 Need Instruction at the top of the overview. You will see a list of students who currently need instruction along with the student's Instructional Priority, the Lesson name, and the status of the lesson (delivered or not delivered). Students may display more than once if they need instruction in multiple activities or if the activity they need instruction in has more than one lesson. Use the status toggle to mark the lesson as delivered. Marking a lesson as delivered on this report will not remove the student's name from the list. Students will remain on this list until they stop needing instruction in the program.

To see all Lexia Lessons that have been delivered for students in the class this school year, click the **All Delivered Lessons** link at the top-right of the needing instruction list.

Note: The **All Delivered Lessons** button only tracks Lexia Lessons that have been marked as delivered. When the student stops needing instruction in the student program, lessons that are not marked as delivered will "disappear" from the class overview. If you want to keep a historical record of the lesson, you should mark it as delivered.

*Action Plan: Skill Builders*

In the Actions column, the Skill Builders column displays an icon for students who have completed a program level and earned a Skill Builder. This icon only displays for Skill Builders earned in the past 3 weeks that have not been delivered. Click the Skill Builder icon to access the Skill Builders for the student's completed level. While viewing the Skill Builders, click the Mark as Delivered button to mark the Skill Builder as delivered. The Skill Builder icon will disappear from the Actions column after it is marked as delivered.

To filter the overview to see only students who have undelivered Skill Builders and batch-print the Skill Builders, click the Skill Builder tab at the top of the overview. Use the **squares** to the left of the student names to select the students, then click the **View and Mark As Delivered** button at the **top** of the **Skill Builder list**.

To see all Skill Builders (both delivered and not delivered) that have been earned for students in the class this school year, click the **All Skill Builders** link at the top-right of the Skill Builder list.

*Action Plan: Certificates*

In the Actions column, the Certificates column displays an icon for students who have completed a program level and earned a certificate. This icon only displays for Certificates earned in the past 3 weeks that have not been delivered. Click the Certificate icon to access the certificate for the student's completed level. While viewing the certificate, click the Mark as Delivered button to mark the certificate as delivered. The Certificate icon will disappear from the Actions column after it is marked as delivered.

You can also filter the overview to see only students who have undelivered certificates and batch-print the certificates. To filter the overview, click the Certificates tab at the top of the overview. Use the squares to the left of the student names to select the students, then click the **View and Mark As Delivered** button at the bottom of the screen.

To see all certificates (both delivered and not delivered) that have been earned for students in the class this school year, click the **All Certificates** link at the top-right of the certificate list.

### When does this report get updated?

Most of the information in the Class Overview is updated in real-time, as students work in the program or upon logout from the program. Performance Predictors are updated monthly.

### How should I use this report?

The Class Overview provides you with quick access to the actionable data you need to support your students while they are using Core5. By regularly monitoring the Action Plan, you can easily see who needs more usage, who needs instruction and who is ready for a Skill Builder or Certificate. Using the "Mark as Delivered" functionality allows you easily manage and track these actions.



## Class Skill Progress

### Who is included in this report?

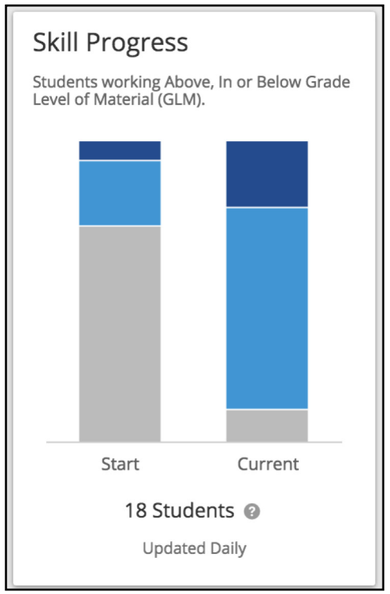
The Class Skill Progress card shows a chart that includes only students in grades PreK–5th using Core5 who have completed at least one unit during the current school year. Additionally, only students with usage in the previous four full weeks and/or students who have met their end of year benchmark are included.

If no students in the class meet this criteria, then no chart displays on the card.

The Class Skill Progress detail displays all students in the class.

### What does this report display?

The **Skill Progress card** shows the progress students in the class have made within Core5 during the current school year. This card displays two bar graphs that represent where the students started the school year in terms of grade level of material (GLM), and where students are currently working.



Class Progress Card (for Core5 Students)

Note that students can start working in Core5 at any point during the school year and this is considered their Start level.

This information is represented in three categories: Above, In, or Below Grade level. Roll your cursor on the bars to see both the numbers and percentages of students in each category.

To view the **Skill Progress detail**, click the card. On the detail view, the chart at the top shows the same percentages as the progress card on the overview. You can show and hide the chart to get a better view of the Progress table. The start of the date range is the school year start date; this report updates nightly, so the end of the date range is yesterday.

Students who display in the table below the chart, but not in the chart, have a clock icon next to their name. Students have this icon and do not appear in the graph if they have not used Core5 in the past four full weeks or have not yet reached benchmark.

The table on the progress detail tracks each student's completion of program levels. The summary row lists the number of students in the class currently working in each GLM. A percentage in the student's row is the percent of the level that the student has completed. A blue check mark indicates that the student has completed the level with proficiency.

The Units Gained column displays the number of units each student has successfully completed in the current school year (including units the student was manually advanced over). The Units to Target column indicates the number of units that the student must complete to reach the end-of-year benchmark for his or her assigned grade.

Use the Print and Export buttons at the bottom to export or print the report data. Use the Details button to export a more detailed spreadsheet containing student progress data (see page 56).

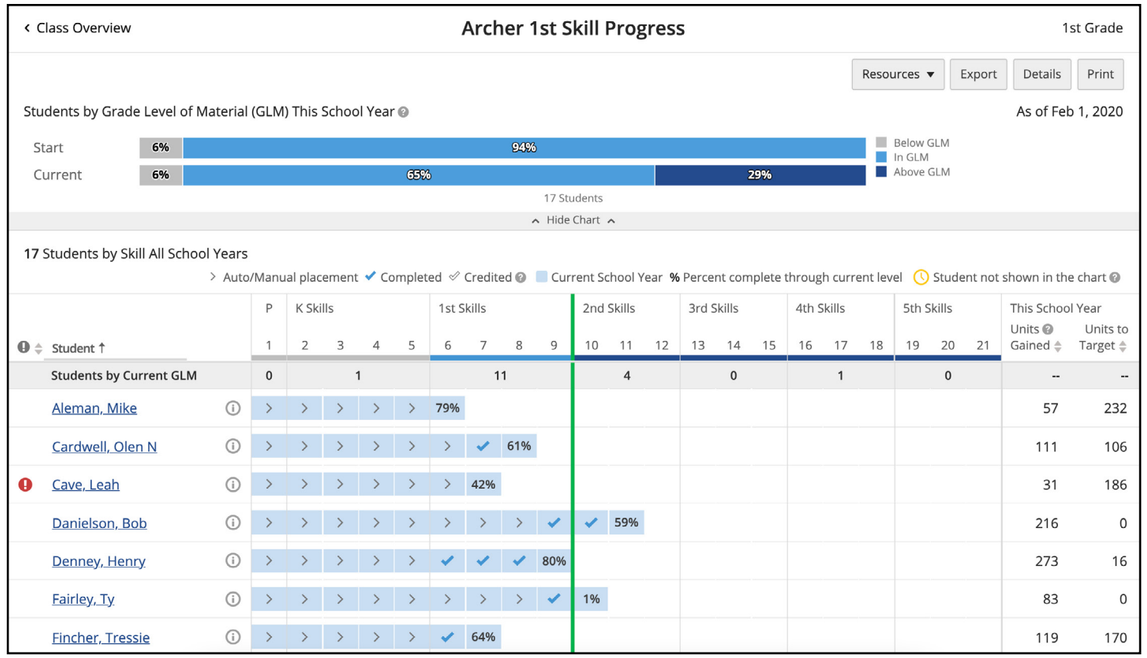
### When does this report get updated?

The progress graph will start to show data the Monday after students begin use, and is updated nightly. The progress table is updated in real-time, as students work in the program or upon logout from the program.

### How should I use this report?

The Class Skill Progress card allows you to quickly compare where students started in Core5 to the students' current level in the program to see how much growth has occurred so far in this school year. You can see as a whole, how the students in the class have grown in relation to material at their current grade level. By rolling over each section of the bar graph, you can see the percentage of students in each group. For example, if you started the year with 47% of students working on material below grade level, and now four months later there is only 22% of students in this group, you would be able to assess the power of the program.

By clicking on the card, you can get more details about this type of information. You can assess the general development of your class's reading skills by showing the percentage of your class who have completed the grade level of program material. You can use the summary row at the top to determine what percentage of your class is working on skills that are ahead of, consistent with, or behind the students' grade levels. Clicking the Units to Target column allows you to gauge how far students have to reach their end-of-year benchmark target.




Class Skill Progress Report



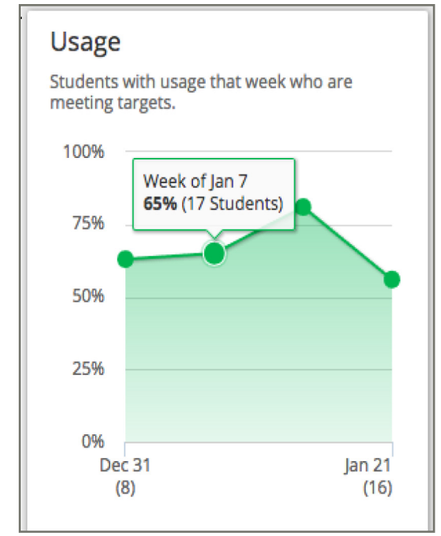
## Class Usage

### Who is included in this report?

All students in the class. For each week in the meeting usage report, students are only included if they logged into the program.

### What does this report display?

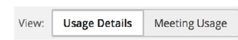
The **Usage card** displays the number and percentage of students who met their recommended usage targets in the previous four full weeks (Monday-Sunday). This number of students displays in parentheses under the date. You can roll your cursor over each point on the graph in order to see the percentage and number of students for that week.




Class Usage Card

To view the **Usage detail view**, click the card. (Note: If you do not have any usage displayed in the card for the previous four weeks, you can still click into the detail to view past time periods.)

On the usage detail view, use the toggle at the top to display the **Usage Details** or the **Meeting Usage**:




*Usage Details View*

The Usage Details view shows usage information for all the students in the class in a table.

The table displays usage details for the current week (This Week) by default; you can use the time period buttons at the top to see usage details for Last Week, Last Four Weeks, This Year, or select a custom time period. The Usage Details table displays these columns, all of which can be sorted by clicking the column header. Note that the columns in the table will change depending on the time period that you select.

- **Student Name** displays the student name. Click the student's name to navigate to the Student Overview.
- **First Used** displays the date that the student first used the program during the selected time period (only shows when viewing This Year and Custom).
- **Last Used** displays the date that the student last used the program during the selected time period.
- **Total Minutes** displays the total minutes that the student spent in the program during the selected time period.
- **Target** displays the student's recommended usage and units target for that week (only shows when viewing This Week and Last Week).
- **Time Needed** or Time Missed displays the additional time needed for the student to meet their target (only shows when viewing This Week or Last Week).
- **Units Gained** displays the number of units that the student completed during the selected time period (only shows when viewing This Week and Last Week).
- **Levels Used** displays the levels that the student used (while in units in the level) during the selected time period (only shows when viewing This Week and Last Week). Students with usage minutes but no work in units will display the product name or the words "In Placement."
- **Avg Minutes/Week** displays the average minutes per week that the student used the program (weeks with no usage are not included in the calculation). Only shows when viewing This Year.
- **Avg Units/Week** displays the average units per week that the student used the program (weeks with no usage are not included in the calculation). Only shows when viewing This Year.
- **Skill Completed** displays the number of skills (i.e., program activities) that the student complete during the selected time period. Only shows when viewing This Year and Custom.
- **Levels Completed** column displays the program levels that the student completed during the selected time period (only shows when viewing This Year and Custom).

*Meeting Usage View*

The Students Meeting Usage graph shows the percentage of students in the class who met their Lexia usage targets for that week (full weeks only, starting on Mondays). The line graph displays the last four full weeks by default; you can use the Time Period buttons at the top to see meeting usage percentages for Last Week, This Year, or select a custom time period (full weeks, Monday to Sunday only). When viewing more than 10 weeks in the graph, some dots on the graph may turn white to indicate a week of low usage.

Below the graph, the meeting usage table displays each student in the class (including students with no usage). You can hide and show the graph to get a better view of the usage table by clicking the "Hide Chart"/"Show Chart" toggle. The table displays these columns, all of which can be sorted by clicking the column header:

- **Student** displays the student name. Click the student's name to navigate to the Student Overview.
- **Weeks Meeting Usage** displays the number of weeks that the student met their recommended usage during the selected time period.
- **Weeks Used** displays the number of weeks the student used the program during the selected time period.
- **% Weeks Meeting Usage** displays the percentage of weeks the student met usage during the selected time period.
- **Last Used** displays the date that the student last used the program during the selected time period.

Use the Print and Export buttons at the bottom to export or print the report data.

### When does this report get updated?

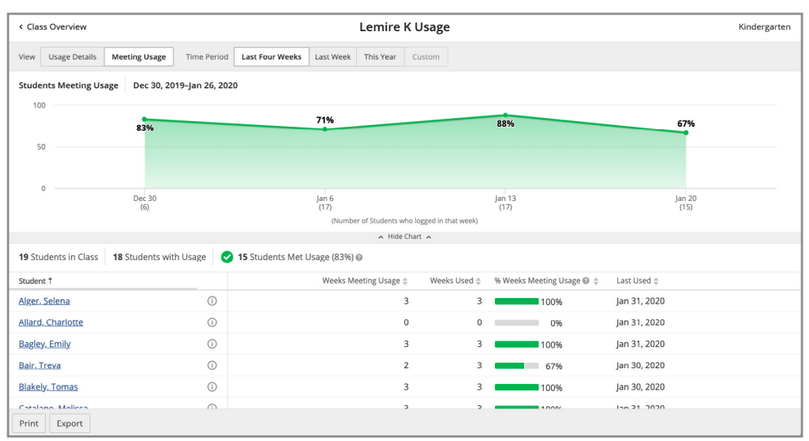
The usage details view updates in real-time (i.e., as students work in the program or upon logout). The meeting usage view updates every Monday morning with data from the previous week.

### How should I use this report?

The class usage card allows you to quickly determine how many students (number and percentage) in the class have been meeting their recommended usage targets across a four week period. Lexia usage is associated with reading gains on standardized measures of reading skill development. It is important that student usage is monitored and supported so that students are meeting their individualized recommended levels.

In the usage details and meeting usage views, you can use the report to monitor and schedule computer time for the class by seeing which students are consistently meeting or not meeting their recommended usage. Depending on use patterns, you may need to rearrange how student computer use is scheduled. To increase student usage, at the class level, you can consider using Lexia during center rotation, using Lexia in before/after school programs, and allowing usage at home.

The usage details view allows you to monitor how many units, skills, and levels that students are gaining, so you can see student progress within a time period alongside the student's usage minutes. This allows you to easily see students who are spending time in the program but not making progress.




Class Meeting Usage Report



## Class Predictors

### Who is included in this report?

Students in the class who are in grades PreK–5th and using Core5. Only includes students with usage in the previous calendar month and/or students who have met their end of year benchmark.

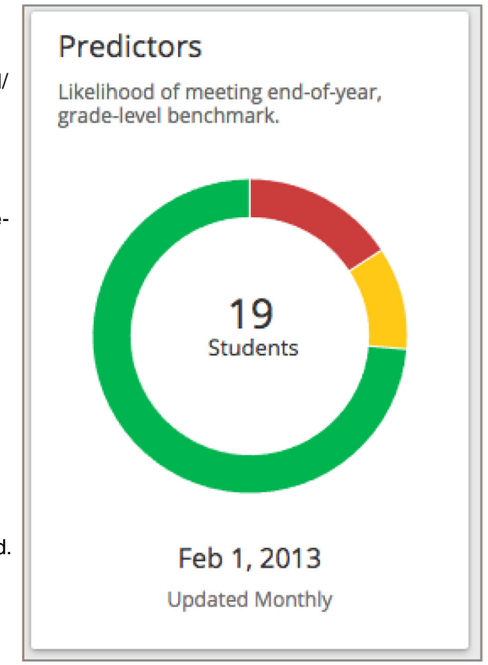
### What does this report display?

The **Predictors card** displays a donut chart that shows the class monthly snapshot of students' likelihood of meeting end-of-year, grade-level benchmarks. Each student is given a percentage that correlates with one of three risk categories:

- Green (On Target, 80-100%). Students with 100% have already met benchmark
- Yellow (Some Risk, 31-79%)
- Red (High Risk, 1-30%)

To view the **Predictors detail**, click the card. (Note: This card is not clickable if there are no months this school year in which students received Predictors).

On the Predictors detail, the donut chart matches the chart on the card. Clicking pieces of the donut will filter the table of students on the right by that particular risk category. The bars under the donut show the school monthly Predictors percentages since the start of the school year (displaying first month, second month, third month, etc.)




Class Predictors Card

To the right of the donut chart, the table displays each student in the class who has a Predictor for the current month. You can filter the table by risk level with the Risk Levels buttons. Each student displays with their monthly Predictors for the current school year. Additionally, each student's meeting usage percentage for the school year displays. This is the percent of weeks that the student has met usage this school year (out of the total weeks that the student used the program).

Click a student name to navigate to the student overview.

Use the Print and Export buttons at the bottom to export or print the report data.

### When does this report get updated?

Predictors are updated on the first day of every month, based on student performance the previous month.

### How should I use this report?

This report allows you to see which students in a class are making progress and which students are at-risk. You can see how the whole class is doing right now by looking at the pie chart, which is a snapshot of current data. For Performance Predictors, you want to see that the majority of your students are "green," meaning they are working On Target to meet their end-of-year benchmark. The progress bars allow you to gauge your class' progress by monitoring how the percentages of Performance Predictor and categories are increasing or decreasing over time.

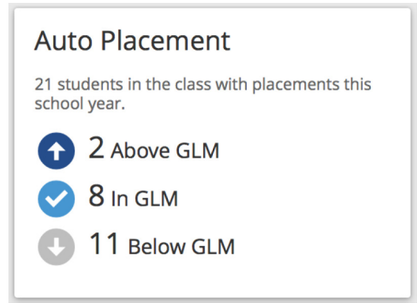
When evaluating a student's progress over a school year, pay attention to the usage percentages for the school year. Students who are at risk who have a low meeting usage percentage may have to increase usage in order to make progress. Students who are at risk who have a high meeting usage percentage are typically far behind their grade level of material and/or are struggling to make progress. Keep in mind that the usage targets for high risk students are higher than the targets for students with some or low risk, so if high-risk students are not given more computer time to meet their targets, these students will have lower meeting usage percentages.

# Class Auto Placement

### Who is included in this report?

All Core5 students

### What does this report display?

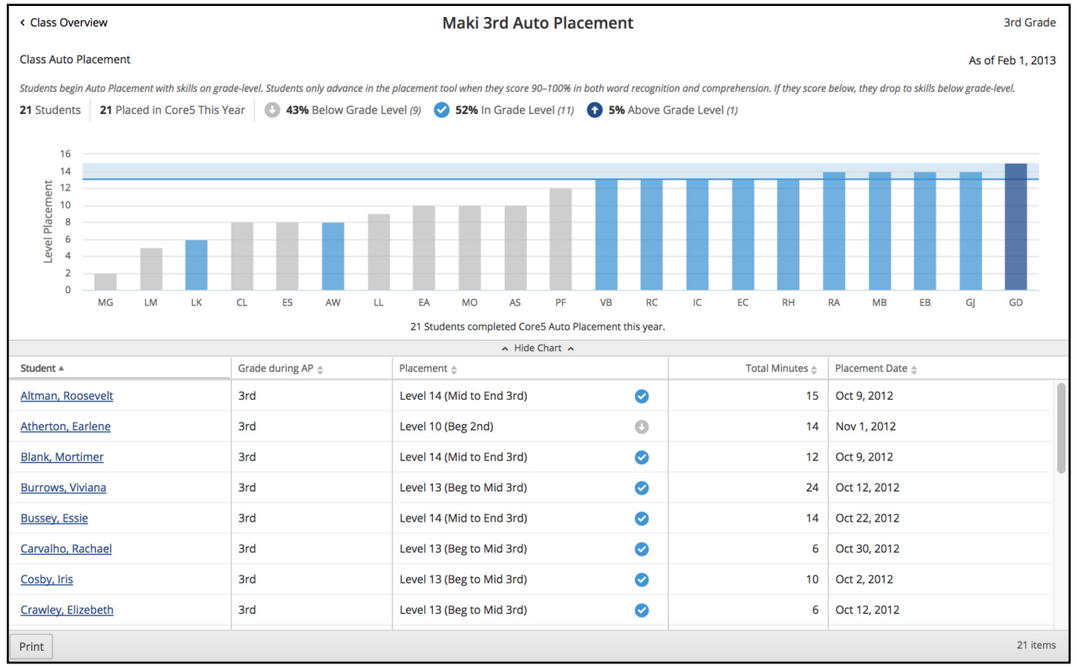



The **Auto Placement card** on the Class Overview displays the number of students who completed the Core5 Auto Placement during the current school year. Core5 students are categorized as being Above, In, or Below GLM (Grade Level of Material) based on the Core5 program level that they placed into relative to the student's grade. Note that all Core5 students in Grades 6 or above are categorized as Below GLM.

When at least one student in the class has completed Auto Placement in the last 30 days, the Auto Placement card displays underneath the Class Skill Progress card on the Class Overview; when no students have completed Auto Placement in the last 30 days, the Auto Placement card displays at the bottom of the cards.

When no students have completed Auto Placement during the current school year, the card can still be accessed in order to view student placements from previous years.

Click the Auto Placement card to view the **Auto Placement detail**. If at least one student in the class has completed Core5 Auto Placement in the current school year, a chart displays the GLM distribution of student placement in the Core5 program levels. A blue line displays to show the skill level where students began Auto Placement according to the class grade (but note that students begin Auto Placement according to their assigned grade) and a blue band colors the levels that are considered "In Grade Level" according to the class grade. Student placement is categorized as being Above, In, or Below Grade Level according to the student's grade when they complete Auto Placement, and the grade level of material of Core5 that they are placed into.




Class Auto Placement Detail



Below the chart, the Auto Placement table displays all students in the class, regardless of if and when the student has completed Auto Placement.

Students who have completed Auto Placement display with the grade that the student was assigned to when they completed Auto Placement, the program level and GLM that the student placed in, the total minutes in Auto Placement, and the date that the student finished Auto Placement. Note that Core5 students can be "in progress" because Core5 Auto Placement does not have to be finished in one session.

Students who did not take the Auto Placement and were manually placed are designated as "Manual Placement." (Note that students who are manually placed after taking Auto Placement will not have this designation.) Students who have placed out of Core5 are shown as Above GLM. Core5 students can "place out" of Core5 if the Auto Placement Tool determines that the student's skill level is advanced beyond the scope of the program.

You can view the details of a Core5 student's Auto Placement by clicking the student's name. A dialog box shows each of the levels that the student reviewed, along with the accuracy in each activity, and where the student ultimately placed in the program.

### When does this report get updated?

This report updates as students log out from Auto Placement.

### How should I use this report?

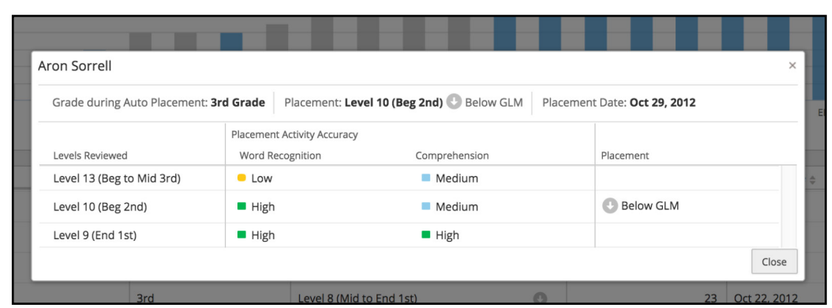
This report allows you to view the results of Auto Placement. Core5 students' Auto Placement levels have been correlated with their beginning-of-year performance on four commonly used norm-referenced assessments: Dibels® Next, aimsweb®, MAP®, and STAR(TM). With one exception, the correlations fell in the medium or high range. These findings indicate that Core5 Auto Placement is a valid placement tool and indicator of a student's reading ability at the start of the school year.

The Auto Placement tool adjusts and places students into a level based on the following rules:

- If a student demonstrates high proficiency in both activities at a Core5 level (≥90% accuracy), he/she will advance to the next level.
- If a student does not demonstrate proficiency in one or both activities at a Core5 level (<65% accuracy), he/she will "drop" to a lower level.
- A student is placed at a Core5 level once he/she demonstrates moderate proficiency in both activities at a level (66%-89% accuracy) or a high level of proficiency in one activity and a moderate level of proficiency in the other activity in a level.

Note that if the student has very low accuracy in one skill, then the second skill may be skipped. In levels five and eleven, there are no comprehension items presented for the Auto Placement so the lowest word recognition activity accuracy displays.

**Note**: Lexia does not recommend using this report in order to manually adjust a student's program assignment. Lexia believes that a student's own work is the best indicator of where they should be placed.



# Student Overview

### What does this report display?

The Student Overview contains progress, usage, skills, and standards information at the student level, as well as the student action plan that provides you with a quick to-do list to support that student.

The **This Week** section displays the student's total minutes and units gained for the current week (Monday-Sunday). This section updates when students log out from the program.

The **This Year** section displays a trendline graph showing the student's monthly gain in activity units over the current school year. The green "bulls eye" target shows where the student should be at the end of the year in order to meet his or her grade-level benchmark; the dotted trend line shows if the student is on track to meet that target based on the previous month's gain. Under the graph, key metrics about the student's progress display, including the number of units to the green X target. Note that the student's Units to Target/Below Target may be "n/a" if the student's assignment was manually moved. This section updates on the first day of each month based on progress in the previous month.

The **Action Plan** section shows you any actions needed to support the student. If the student hasn't yet met his or her usage target for the week, the number of minutes needed appears at the top of the action plan. If the student currently needs instruction in the program, the action plan displays scripted Lexia Lessons that can be delivered to the student to provide direct instruction and help the student progress. After providing instruction to the student, you can mark these lessons as delivered; the lessons will remain on the action plan until the student progresses in the program. Skill Builders display for the previously completed program level to help reinforce the skills that the student learned. You can print and mark these Skill Builders as delivered. Certificates display for the previously completed program level to celebrate the student's success. You can print and mark these Certificates as delivered.

The **Activities** section displays the percentage complete in each activity in the student's current program level. Activities in which the student currently needs instruction are flagged with an instructional priority icon. Click any activity name to view the student's Detailed Skills Report (see page 48). The report may also be accessed by selecting Detailed Skills Report from the More Reports dropdown. Click the Skills Report button to view the student's Skills Report (see 44). This section updates when students logout from the program.

The **Usage and Progress** section displays the student's usage and units gained for last week, the last four weeks, and this school year. Use the More Reports dropdown to view additional report options. Select Detailed Skills Report to view student's Detailed Skills Report (page 48). Progress Report to view the student's Progress Report (see page 46). Standards Report to view the student's Standards Report (see page 49). Usage Report to view the student's Usage Report (see page 47).

The **Predictors** section shows the current and historical risk level for the student. Predictors are updated on the first day of each month based on the previous month's performance.

### When does this report get updated?

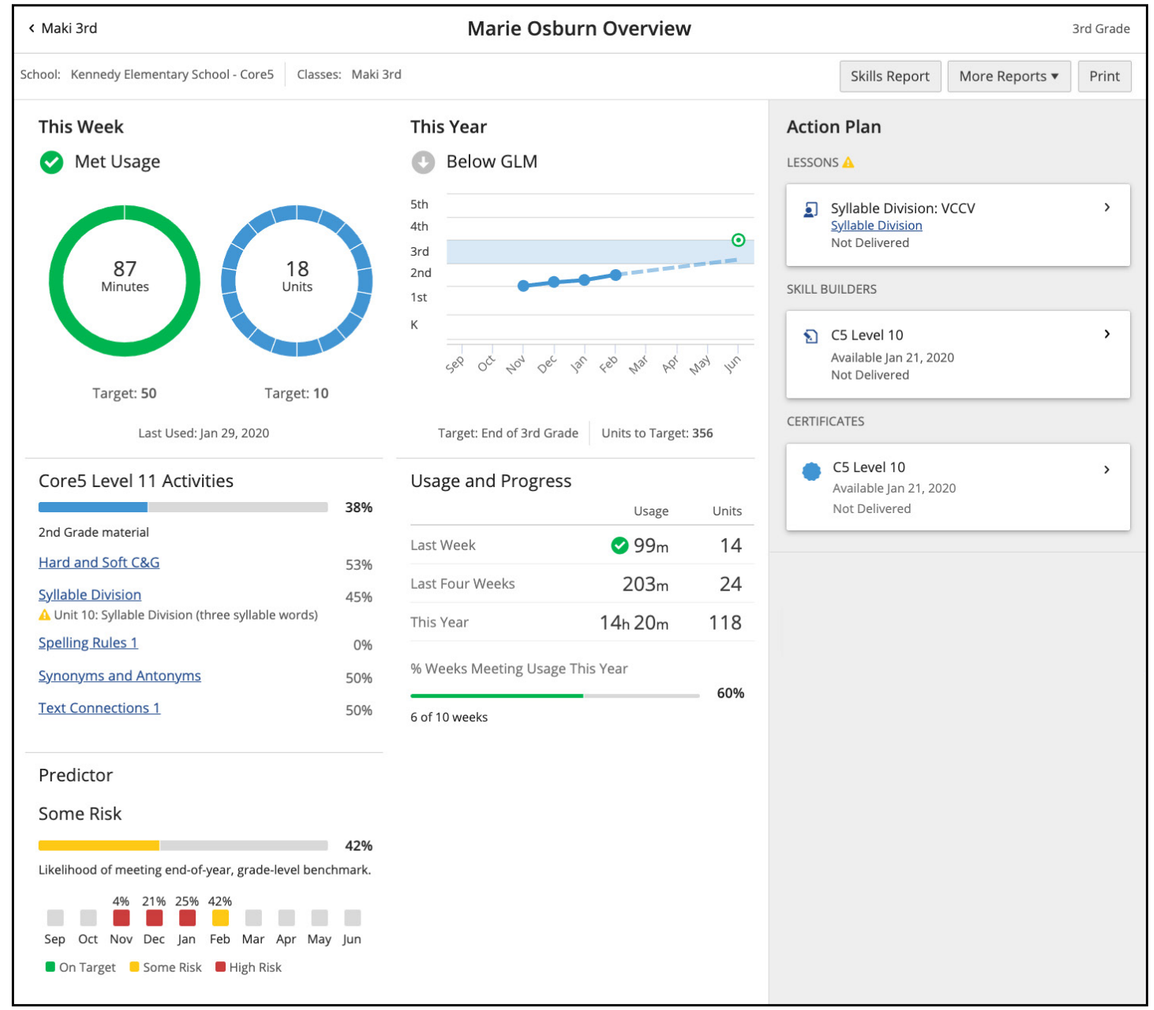
See the previous section for information about when the various sections of this report are updated.

### How should I use this report?

This report is an ideal place to start when evaluating an individual student because it provides a holistic view of that student's performance that can be quickly scanned for key information, including the student's instructional needs, progress through program activities, performance in aligned standards, and weekly minutes of use. The report is designed so that you can easily drill-down into any section and click a link to view a more detailed report.

In the This Year section, the trendline graph allows you to assess how many grade-level skills the student is gaining over the course of the current school year. Pay attention to students who are not on track to meet this target by the end of the year. These students may have low Performance Predictors and may need teacher invention and/or increased usage to progress. Refer to the Action Plan to see how you can help.






Student Overview

You can quickly scan each section of the report. Look for any **Instructional Priority** icons that indicate the student needs instruction in a unit. You can also quickly evaluate usage to verify that the student is meeting the recommended minutes. If the student meets usage consistently, keep an eye on the Action Plan for the student's specific instructional needs. Consider reviewing skills the student has historically struggled with to better support their progress through the program.

# Student Skills Report

## What does this report display?

The Student Skills Report provides a summary of a student's progress and performance on specific skills from each level of the program across school years.

At the top of the report, you can see a condensed view of the student's progress through the program levels across school years. A green line marks the student's end-of-year, grade-level target; the student's Performance Predictor indicates the percent chance that this student will meet this benchmark.

Below the progress line, you can view data for each program activity in which the student has worked. The Category selector at the top of the report allows you to toggle between seeing the student's activities grouped by program level or by reading area (e.g., Phonics, Phonological Awareness, Fluency, Vocabulary, Comprehension, and Structural Analysis). When first going to the report, all the levels that the student has worked in display; you can use the Level drop-down menu to view a particular level.

The following data displays for each activity in a level:

- Each **activity** in a level is listed with the student's current **progress**. Click an activity name to view the Detailed Skills Report (see page 48).
- If the student currently needs instruction on a unit, an Instructional Priority icon displays next to the activity name. This icon incorporates a students' risk level to help teachers prioritize direct instruction.
- **Total Attempts** displays the total number of times the student has attempted the standard step in each unit in the activity, either successfully or unsuccessfully. (Accuracy is based on total attempts.)
- **Time on Task** is the total number of minutes for all attempts of this activity. (Rate is based on total time on task.)
- The **Accuracy** categories are determined by comparing the student's Total Attempts to a norm sample of peers in the grade level appropriate for the skill/material.
  - High = number of attempts in this activity are above the 75th percentile
  - Medium= number of attempts are between the 25th to 75th percentiles
  - Low = number of attempts below the 25th percentile
- The **Rate** categories are determined by comparing the student's Time on Task to a norm sample of peers in the grade level appropriate for the skill/material.
  - Fast = time on task is above the 75th percentile
  - Average = time on task is between the 25th to 75th percentiles
  - Slow = time on task is below the 25th percentile

When viewing this report on the screen, you can access a parent-friendly version of the report by clicking the **Print** button at the bottom left-hand corner. The Parent reports feature an introduction for parents that explains the major themes of the report in simple language in English or Spanish.

## When does this report get updated?

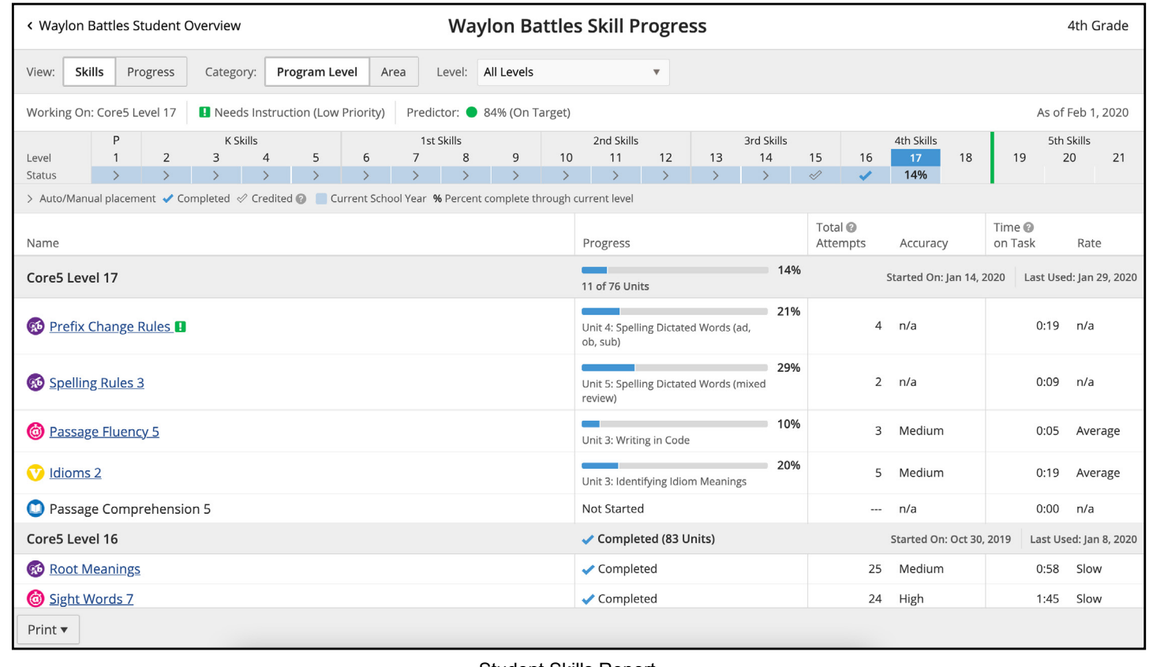
The information in this report is updated in real-time (after student logout) with the exception of the Performance Predictor, which is updated monthly. Note that manually changing a student's program assignment will cause some information to be not available (e.g., accuracy and rate).

## How should I use this report?

This report allows you to assess the student's development of reading skills. The progress line displays the results of student work across school years and includes grade levels (Kindergarten, 1st Grade, etc.) that correspond to when the skills are typically introduced. This allows you to see if the student is working on skills that are ahead of, consistent with, or behind the student's grade-level.

The program activities include the skill "badge" that corresponds with the reading area (e.g., Phonics, Phonological Awareness, Fluency, Vocabulary, Comprehension, and Structural Analysis.) Use the "Category" selector to toggle






Student Skills Report

between seeing the activities grouped by program level or by reading area. For students who have used multiple levels of Core5, viewing the activities grouped by reading area allows you to see a trend of that student's strengths and weaknesses. For example, a student who is consistently "Low" and "Slow" in Comprehension activities may benefit from additional focus on this weakness.

The report also highlights the student's performance on skills covered in the current and prior program levels. The accuracy and rate indicators, which are norm-referenced measures, 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. If the student has not done the Skill Builder for that skill that would be the first action to take. The teacher could also deliver the Lexia Lesson related to that skill, and/or look at the Lexia Connection related to that skill for ideas on how to focus some more attention on the skill.

# Student Progress Report

### What does this report display?

The Student Progress Report allows teachers to gauge an individual student's rate of progress through current and past activities using graphs. Each graph represents an activity within the student's current level. Each point on the graph represents an attempt at the unit's standard step (whether successful or not). Multiple dots for a unit indicate that the student has dropped to the unit's guided practice and/or instructional step before returning to the standard step for another attempt.

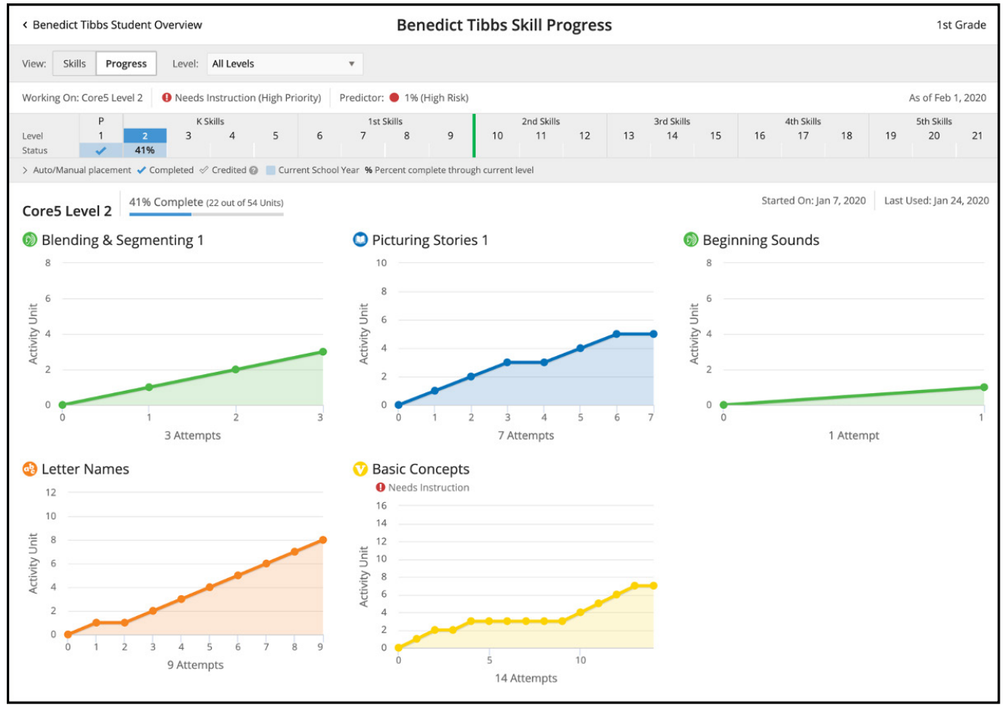
You can rollover your mouse on any point to view the name and number of the unit. Click any point to open a Detailed Skills Report (see page 48) in order to get more detailed information about the student's work within a unit.

### How should I use this report?

This report provides a quick visual look at the student's progress through each activity. In the progress graphs, each attempt at the Standard step of a unit is represented by a dot; as the student progresses though an activity, the line of dots goes "up" when the student completes a unit. Flawless progress is represented by a straight diagonal line at a 45-degree angle, though it is typical to see a step-wise progression with several attempts at the Standard step. Look for any patterns of flat-lining; when the student's progress line is not moving up, this indicates the student is unsuccessfully repeating a unit.

The report indicates when a student needs instruction in an activity with a Needs Instruction icon. You can click on a dot in order to navigate to the student's Detailed Skills Report. When first going to the report, you will see all levels that the student has worked in; you can use the Level drop-down menu to view a particular level.

As an alternative to using the Parent Report option on the Student Skills Report (see page 44), the Progress report can be used as a simpler way to show and explain student progress to parents.




Student Progress Report



# Student Usage Report

### What does this report display?

The Student Usage Report allows you to track individual student usage of Lexia.

The bar chart at the top of the report displays the student's usage minutes by day (if viewing a time period for one week or less) or by week (if viewing a time period for more than one week; only full weeks Monday-Sunday are displayed), with a green bar indicating the student met their usage target and a gray bar indicating the student did not meet their usage target. The blue background behind the bar indicates the student's usage target for that week (if applicable). The table displays the total minutes used, units gained, levels used, and minutes missed for past weeks.

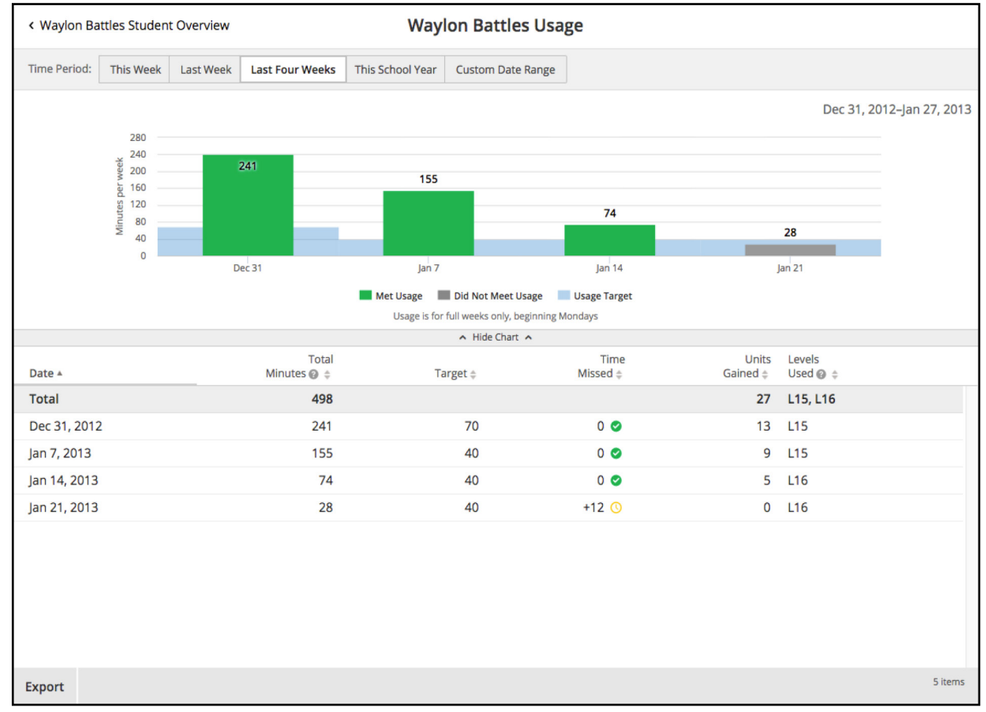
The table displays the program levels that the student worked in, the student's usage target for that week, if the student met that target, the minutes of use for that week, and the number of units gained (completed) that week.

### How should I use this report?

This report provides a detailed look at a student's current and historical Lexia usage. You can view the student's actual usage minutes as well as if the student is consistently meeting their recommended usage minutes. Students who consistently meet recommended usage have a greater probability of reaching end-of-year benchmarks and making greater reading gains.

Dips and peaks in use may often be related to attendance; a student's usage should be evaluated in combination with progress and skill mastery.

The Units Gained column allows for better progress monitoring on a weekly and monthly basis by showing a student's progress in that time period. Pay attention if the student has usage for a day or week but no units gained; this indicates that the student is not finishing units, either because the student is struggling or not working through units to completion.




Student Usage Report

# Student Detailed Skills Report

### What does this report display?

The Student Detailed Skills Report for students using Core5 provides information on the student's work within each activity at the unit level. It displays detailed, diagnostic information about the student's session, including the date/time that the student accessed an activity, the amount of time the student spent in each unit, the specific errors that the student made in the skill, and the number of attempts made at each branching step.

Use the "View Units By" selector at the top of the report to view units in the student's current level grouped by activity, by date, or by activity and date. When viewing by "Activity" or "Activity and Date," activity information including total time, progress, and overall activity accuracy and rate displays.

The "Type of Error" column displays the specific subskill(s) that the student erred on while in the Standard step. For the Passage Fluency activities in Levels 12 through 19, the words per minute (wpm) is calculated based on the time it took the student to complete their first attempt at reading the passage (their first Standard step) compared to the number of words in the passage.

The step attempts column displays the number of total attempts at the Standard, Practice and Instruction steps of the unit. Students who complete a unit without dropping to the Practice or Instruction steps have one step attempt at the Standard step.

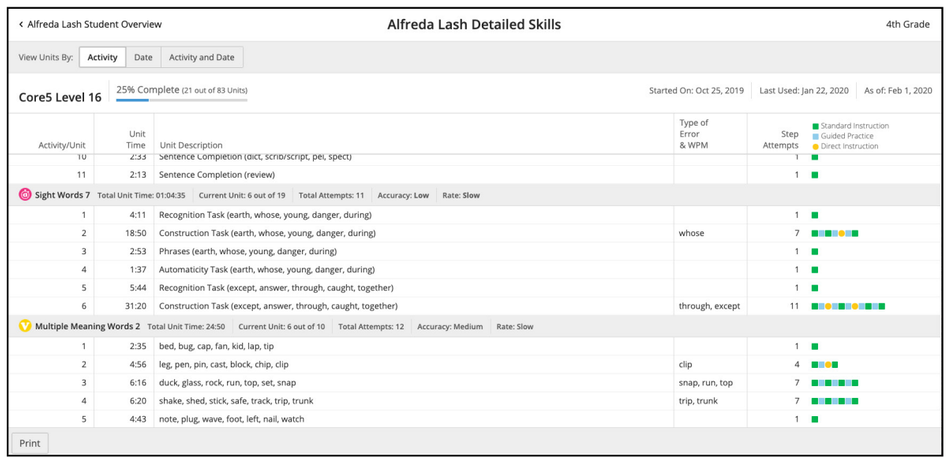
### When does this report get updated?

The information in this report is updated in real-time (after student logout).

### How should I use this report?

This report provides you with detailed insight into a student's work in any level of Core5, and gives you the data to deliver targeted and personalized offline instruction. You can glean additional information about how many times the student has repeated the Standard, Guided Practice, and Instruction Step of a unit. Pay attention to students with patterns of multiple step attempts in an activity. Use the identified subskills to plan offline instruction, and look at the student's history in previous units to determine if this skill has consistently been a problem for the student.

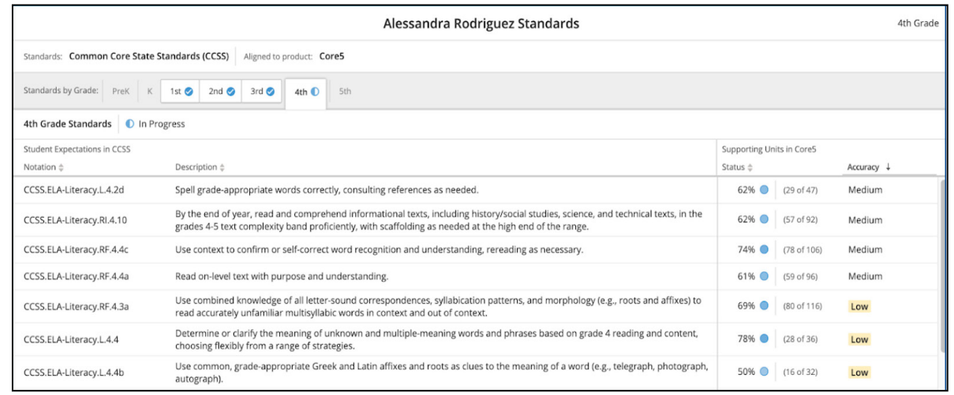
This report also shows the time of day of use to assist educators in monitoring school-to-home use, as well as session length totals to ensure the student is receiving regular, consistent usage. When viewing by "Date," you can understand how the student manages their time in Core5. Do they work through units to completion, or constantly change activities? Looking for these patterns can explain why students with consistent usage may not be making progress in the program.




Student Detailed Skills Report (Core5)



# Standards Report




### What does this report display?

The Core5 Student Standards report displays the K-5 standards that are aligned to Core5's online activities. Core5's content is aligned to grade-level standards (with the exception of PreK content, which is aligned to K standards).

At the top of the page the **Standards by Grade** tab is clickable if the student has worked in material associated with a specified grade level. A blue circle with a check mark indicates the student has completed all Grade Level Material (GLM) aligned with that grade's standards. A partially filled blue circle indicates that the student is currently working in that GLM. If a student has placed out of a grade or has not begun working in a grade, the grade will appear in grey and will not be clickable.

The **Notation** and **Description** columns display each standard's alphanumeric notation and a description of that standard.

The **Status** column shows a percentage that represents the number of units the student completed in the activity or activities aligned to the standard, out of the total number of aligned units available in Core5 (which displays next to the status, e.g., 16 of 32).

The **Accuracy** column displays the student's cumulative Accuracy in the standard based on the units they have completed. If multiple Activities align to a standard, then the Accuracy is the average of those Activities.

The Accuracy categories are determined by comparing the student's Total Attempts in that Activity or set of Activities (i.e., how many times they dropped from the Standard Step) to a representative normative sample of peers from the GLM associated with that program Activity

- High = number of attempts in this Activity are above the 75th percentile
- Medium= number of attempts are between the 25th to 75th percentiles
- Low = number of attempts are below the 25th percentile

Low Accuracy will be highlighted in yellow.

Use the Filter by Accuracy drop-down menu to filter the report by Accuracy category.

### How do I select a set of Standards for my site?

Site administrators are able to select the set of standards they would like to appear in the Standards Report using the **Settings** tab under the **Site Settings** gear. They may choose "none" if they do not wish to include any standards reporting in their site reports. Currently these state standards are available: Common Core State Standards (CCSS), Texas Essential Knowledge and Skills (TEKS), Florida B.E.S.T. Standards, and Virginia English Standards of Learning (SOLs). Additional state standards may be available in the future. Please note, the Standards Report is not available in the United Kingdom.

# Standards Report (continued)

### When does this report get updated?

The information in this report is updated in real-time (after student logout). Note that Accuracy information is not available if a student's program assignment in the aligned activity has been manually changed. The initials n/a will display as the Accuracy information is not available.

### How should I use this report?

This report will help you understand how Core5 aligns with English Language Arts standards and allows you to monitor an individual student's norm-referenced accuracy and overall progress through K-5th standards to identify strengths and gaps in a student's skills. You may track student performance in the program against the most discrete level of the academic standard for a clearer picture of a student's completion of their standards-aligned learning targets and the contribution of those target learning progressions to the classroom's learning objectives.

In this way, you may use the Low Accuracy indicator to determine if a student might benefit from additional support in particular standards to facilitate their classroom learning and support their performance on state assessments.

# District/School Exports

Lexia offers two on-demand data exports for students in myLexia that can be used to monitor and evaluate individual students using Core5 across a district or school:

- The District or School **Monthly Export** provides one row per month for each student who used Lexia this school year (including the current month to date).
- The District or School **YTD Export** provides one row for each student who used Lexia this school year.

See the following sections for more details about each export.

Lexia also offers automated exports via a secure SFTP site. For more information, contact Lexia Customer Support.

## Accessing the District/School Exports

1. In myLexia.com, on the Reading tab, navigate to a District or School Overview and click the **District Exports** button or **School Exports** button on the bottom-left hand side of the screen.
2. Enter your email address where a secure link to the report results will be sent after the export has run. By default, the email address associated with your myLexia account displays. You can change the email address, but note that the email must be associated with a valid myLexia staff account.
3. Select the report type: Monthly Export or Year to Date Export.
4. To request the export, click the **Submit** button.
5. Check your email account for the secure link to access the report results. We recommend logging into myLexia before clicking the link in the email.

**Note**: If you need multiple exports, please retrieve the results after each export before running a new export. The secure link will take you to the most recent export that you generated.

**Important!** The export files may contain sensitive student information. Please securely store the export file.

## District/School Monthly Export Columns

This export file includes all students who are in the district/school; there is one row for each month that each student used Lexia (months without student usage of Lexia are excluded). The current (partial) month also displays, with “n/a” for monthly values that are not yet available. See the following table for details.

| Column Name | | Description |
|---|---|---|
| A | Customer Name | District or customer name. |
| B | School Name | The student’s assigned school. |
| C | Classes | A list of classes the student is assigned to, separated by commas. |
| D | First Name | The student’s first name. |
| E | MI | The student’s middle initial. |
| F | Last Name | The student’s last name. |
| G | Username | The student’s username to log in to Core5. |
| H | Grade | The student’s current grade. |
| I | Year | Corresponds with the month. |
| J | Month | A number representing the calendar month for the data. For example, if the month says 9, the month is September. |
| K | Program | The name of the program (Core5). |
| L | Start of Year Level | The program level that the student began this school year working on. |
| M | Start GLM | The grade level of material in which the student began the program this school year (K, 1st, 2nd, etc). |
| N | Start Status | A numerical value of where student began working this school year relative to grade level. |
| O | Start Status Label | The GLM label for where the student began working this school year (Below, In, and Above). |
| P | End of Month Level | The program level that the student was working in as of the last day of that month. |
| Q | End of Month GLM | The grade level of material that the student was working in as of the last day of that month. |
| R | End of Month Status | A numerical value of where student was working at the end of the month relative to grade level. |
| S | End of Month Status Label | The GLM label for where the student was working in as of the last day of that month (Below, In, and Above). |
| T | Monthly Units | The total number of units the student has completed for the month. |
| U | Units to Target | The student’s units to target benchmark as of the end of the month. |
| V | Monthly Minutes | The total minutes the student was logged in to Lexia that month. |
| W | Usage Target | The student’s individualized usage recommendation for that month. |
| X | Predictor Date | The date on which the Performance Predictor was calculated (e.g., the September performance predictor is calculated on October 1st). |
| Y | Weeks Met Usage | The number of weeks in the month that the student met usage. |
| Z | Weeks of Use | The number of weeks in the month that the student used the program. Weeks of usage are Monday to Sunday; a week is counted for the month if the Sunday ends in that calendar month. |
| AA | Performance Predictor | The student’s percent chance of reaching end-of-year benchmark at month’s end. |
| AB | Risk Level | A risk level category based on the student’s Predictor. |
| AC | Last Login | The date of the student’s last login for that month. |
| AD | Needs Instruction | Indication if the student needed additional instruction as of the month’s last login. |
| AE | Num Log In Days | Total number of days the student has logged in to Lexia for the month. |
| AF | Date of Birth* | Student’s date of birth. |
| AG | Gender* | Student’s gender. 0=Male, 1=Female |
| AH | Race* | 998=American Indian or Alaska Native, 999=Asian, 1000=Black or African American, 1001=Native Hawaiian or Other Pacific Islander, 1002=White, 5000=Other, 5001=Multiracial |
| AI | HispanicLatino* | Student’s Ethnicity. 0=Not Hispanic/Latino, 1=Hispanic/Latino |
| AJ | Meal Status* | Student’s eligibility for free and reduced meals. 0=None, 1=Reduced, 2=Free |
| AK | IDEA* | Student’s eligibility for IDEA. 0=Not IDEA, 1=IDEA |
| AL | ESL ELL* | If the student is ESL/ELL. 0=Not ELL/ESL, 1=ELL/ESL |
| AM | Title 1* | Student’s eligibility for Title 1. 0=Not Title I, 1=Title I |
| AN | Ref ID | The student’s unique identifier in Lexia. |
| AO | State ID** | Student’s State ID. |
| AP | SIS ID** | Student’s SIS (Student Information System) ID. |
| AQ | Student Number** | Student’s Number. |

* Student Demographic Data only displays if the customer setting for student demographic data is enabled.

**Student IDs and Number only displays if the customer settings to show these fields are enabled.

## District/School YTD Export Columns

The YTD (Year to Date) export includes all students in the district/school who have used Core5 at least once in the current school year. There is one row per student. See the following table for details.

| Column Name | | Description |
|---|---|---|
| A | Customer Name | District or customer name. |
| B | School Name | The student's assigned school. |
| C | Classes | The class(es) the student is assigned to. Multiple classes are separated by commas. |
| D | First Name | The student's first name |
| E | MI | The student's middle initial. |
| F | Last Name | The student's last name. |
| G | Username | The student's Lexia username. |
| H | Grade | The student's current grade. |
| I | First Use | First date that the student used Core5 this school year. |
| J | Last Use | Most recent date that the student used Core5. |
| K | Program | The name of the program (Core5). |
| L | Start GLM | The grade level of material in which the student began Core5 this school year. |
| M | Start Lexia Level | The program level at which the student began the program this school year. |
| N | Start Status | Numerical code representing the student's position in the program when he/she started the program compared to his/her grade level: 0=working in material at grade level, 1= working in material 1 grade above, 2=working in material 2 grades above, -1=working in material 1 grade below, -2=working in material 2 grades below, etc. |
| O | Start Status Label | Categorization based on student's Start Status: 2+ Below=working in material 2 or more grade levels below, 1 Below=working in material 1 grade level below, In Student Grade=working in material in the student's grade, Above Student Grade=working in material above student's grade level |
| P | Current GLM | The student's grade level of material at the time of the export. |
| Q | Current Lexia Level | The student's current program level at the time of the export. |
| R | Current Lexia Level Percent | The student's percent through the current Lexia level. |
| S | Current Status | Numerical code representing the student's current position in the program compared to his/her Grade level. 0=working in material at grade level, 1= working in material 1 grade above, 2=working in material 2 grades above, -1=working in material 1 grade below, -2=working in material 2 grades below, etc., Finished=completed the program |
| T | Current Status Label | Categorization based on student's Current Status. 2+ Below=working in material 2 or more grade levels below, 1 Below=working in material 1 grade level below, In Student Grade=working in material in the student's grade, Above Student Grade=working in material above student's grade level |
| U | Met Benchmark | A flag that notes whether a student Met Benchmark at the end of year. (Meeting benchmark means 100% completing the final level of his/her grade-level materials). 0=Did not meet benchmark, 1=Met benchmark |
| V | GLM Gained | The difference between the student's current grade level of material and Start grade level of material. 0=No change in GLM, 1=End GLM is one grade level above Start GLM, etc. |
| W | Levels Completed | # of levels the student completed in the program since the start of the school year. |
| X | Activities Completed | # of activities completed in the program since the start of the school year. |
| Y | Units Completed | # of units the student completed in the program since the start of the school year. |
| Z | Weeks of Use | # of weeks the student used the program since the start of the school year. |



| Column Name | | Description |
|---|---|---|
| AA | Weekly Average | The average number of minutes the student spent on the program per week (calculated from all of the student's weeks of use in the school year). |
| AB | Target Average | The average number of minutes prescribed to this student as a usage target. |
| AC | Weeks Met Usage | The total number of weeks the student met his/her usage prescription |
| AD | Percent Weeks Met Usage | A decimal representing the weeks that the student met usage divided by the weeks that the student had usage. |
| AE | Target Missed Average | For the weeks that the student used the program and missed their target, the average number of minutes the student needed to reach their target. |
| AF | Total Minutes | The total number of minutes the student spent on the program throughout the school year |
| AG | Avg Units Per Week | The average number of units per week that the student completed (based on total units completed divided by weeks that the student had usage. |
| AH | Date of Birth* | The student's date of birth. |
| AI | Gender* | The student's gender. 0=Male, 1=Female |
| AJ | Race* | 998=American Indian or Alaska Native, 999=Asian, 1000=Black or African American, 1001=Native Hawaiian or Other Pacific Islander, 1002=White, 5000=Other, 5001=Multiracial |
| AK | HispanicLatino* | Student's Ethnicity. 0=Not Hispanic/Latino, 1=Hispanic/Latino |
| AL | Meal Status* | Student's eligibility for free and reduced meals. 0=None, 1=Reduced, 2=Free |
| AM | IDEA* | Student's eligibility for IDEA. 0=Not IDEA, 1=IDEA |
| AN | ESL ELL* | If the student is ESL/ELL. 0=Not ELL/ESL, 1=ELL/ESL |
| AO | Title 1* | Student's eligibility for Title 1. 0=Not Title I, 1=Title I |
| AP | Ref ID | The student's unique identifier in Lexia. |
| AQ | State ID** | Student's State ID. |
| AR | SIS ID** | Student's SIS (Student Information System) ID. |
| AS | Student Number** | Student's Number. |

* Student Demographic Data only displays if the customer setting for student demographic data is enabled.

**Student IDs and Number only displays if the customer settings to show these fields are enabled.

# Class Detailed Skills Export

This export allows teachers to see detailed progress information for each student in a class in one view. By sorting and filtering, teachers can group students for targeted instruction based on strengths and weaknesses and identify skill topics to plan for instruction for groups of any size.

You can see a description of each column included in the Class Detailed Skills export in the table below. For each student in the class, the export displays a row for each Core5 activity that the student worked in during the current school year. This includes activities that the student is currently working in. Activities in the student's current level that have not been started do not display.

Note: The export only includes students using the Core5 program.

## Accessing the District/School Exports

1. On the Class Overview, click the Skill Progress card.
2. At the bottom of the Class Skills detail, select the Details button.

## Class Detailed Skills Export Columns

| Column | Description |
|---|---|
| School Name | The school that the class is in. |
| Class | The name of the class. |
| First Name | The student's first name. |
| MI | The student's middle initial. |
| Last Name | The student's last name. |
| Username | The student's username. |
| Grade | The student's assigned grade. |
| GLM Status | Numerical code representing the student's current position in the program compared to his/her Grade level. 0=working in material at grade level, 1= working in material 1 grade above, 2=working in material 2 grades above, -1=working in material 1 grade below, -2=working in material 2 grades below, etc., Finished=completed the program |
| GLM Status Label | Categorization based on student's GLM Status. 2+ Below=working in material 2 or more grade levels below, 1 Below=working in material 1 grade level below, In Student Grade=working in material in the student's grade, Above Student Grade=working in material above student's grade level |
| GLM Program Level | The grade level of material of the student's current Core5 level. |
| Program Level | The Core5 program level (1-18). |
| Core5 Focus | The reading area of focus for the Core5 activity. |
| Skill Activity | The name of the Core5 activity. |
| Needs Instruction Indicator | 1 = the student currently **needs instruction** in the activity (they attempted the Instruction step more than once); 0 = the student does not currenlty **need instruction** in the activity. |
| Activity Accuracy | The student's accuracy (based on total attempts) compared to a norm sample of peers in the grade level appropriate for the skill/material. High = number of repeats is equal or above to the 75th percentile; Medium = number of repeats is between the 25th and 75th percentile; Low = number of repeats is below the 25th percentile |



*Description of Class Detailed Skills Export, continued*

| Column | Description |
|---|---|
| Activity Rate | The student's rate compared to a norm sample of peers in the grade level appropriate for the skill/material. Fast = time on task is equal or above the 75th percentile; Avg = time on task is between the 25th and 75th percentile; Slow = time on task is below the 25th percentile |
| Activity Progress % complete | The percentage of the activity that the student has completed. |
| Complete | If the student has completed the activity (Yes/No). |
| Activity Start Date | The date that the student started the activity. |
| Activity End Date | The date that the student finished the activity, if applicable. |
| Activity Max Unit | The total number of units in the activity. |
| Current Unit | The current unit that the student is working in. If the student has finished the activity, then the last unit displays. |
| Attempts at Standard | The number of attempts at the Standard step (cumulative for the activity). |
| Attempts at Practice | The number of attempts at the Practice step (cumulative for the activity). |
| Attempts at Instruction | The number of attempts at the Instruction step (cumulative for the activity). |
| Certificate delivered | If the certificate for this level was delivered or not. 1=Yes; 0=No |
| Skillbuilder delivered | If the Skill Builder for this level was delivered or not. 1=Yes; 0=No |
| Lessons delivered | Number of Lexia Lessons delivered for this activity so far. |
| Date of Birth* | Student's date of birth. |
| Gender* | Student's gender. 0=Male, 1=Female |
| Race* | 998=American Indian or Alaska Native, 999=Asian, 1000=Black or African American, 1001=Native Hawaiian or Other Pacific Islander, 1002=White, 5000=Other, 5001=Multiracial |
| HispanicLatino* | Student's Ethnicity. 0=Not Hispanic/Latino, 1=Hispanic/Latino |
| Meal Status* | Student's eligibility for free and reduced meals. 0=None, 1=Reduced, 2=Free |
| IDEA* | Student's eligibility for IDEA. 0=Not IDEA, 1=IDEA |
| ESL ELL* | If the student is ESL/ELL. 0=Not ELL/ESL, 1=ELL/ESL |
| Title 1* | Student's eligibility for Title 1. 0=Not Title I, 1=Title I |
| Ref ID | The student's unique identifier in Lexia. |
| State ID** | Student's State ID. |
| SIS ID** | Student's SIS (Student Information System) ID. |
| Student Number** | Student's Number. |

* Student Demographic Data only displays if the customer setting for student demographic data is enabled.

**Student IDs and Number only displays if the customer settings to show these fields are enabled.

# Overview of the myLexia App

Access student data on-the-go with the free myLexia App for iPhone®, iPad®, or iPad Touch®. Download the myLexia App in the iTunes or App store so you can have secure, instant access to your students' performance and usage of Lexia Core5 Reading.

If your school or district uses a management system to manage apps on student iPads, please check with your IT department about the best way to make sure that Core5 is installed on student iPads.

## Downloading the myLexia App on your iPhone, iPad, or iPad touch

Download the free myLexia App in the App or iTunes store by searching for "Lexia."

Minimum System Requirements:

- iPhone and iPod touch with iOS 12.0 or higher
- iPad with iPadOS 12.0 and higher
- Apple Watch with watchOS 6.0 and higher (Core5 only)

## Launching the myLexia App and Logging In

Launch the myLexia App by tapping the myLexia icon on your device. First-time users will need to login with a valid myLexia account. You will stay logged in and are not prompted to login again unless you logout via the Settings screen or your account is deleted in myLexia.

Note: If mobile access is not enabled for your district or school, you cannot login even with valid credentials.

First-time users will be able to set a passcode after logging in. When a passcode is set, you are prompted to enter the passcode every time the myLexia App is launched. If the incorrect passcode is entered five (5) times, you will be automatically logged out, all data will be erased from the device, and the login screen will display. This is also how you could reset your passcode if you forget it.

Data is automatically refreshed in the myLexia App when you login/logout, as well as every 5 minutes. To manually do a refresh, "pull down" on the screen until you see a message to release.

## Mobile Security Settings (District and School Admins Only)

myLexia provides security settings that allow District Admins and School Admins to configure mobile access for educators in their district or school.

Mobile access to Lexia data is automatically turned on for all users. Administrators do not need to configure anything unless they want to prevent teachers and educators from using the myLexia App (i.e., turn off mobile access).

To access these settings, in myLexia.com, click the Settings tab. Click the Site Settings link and then scroll to the Security Settings section:

The Enable mobile device access setting is automatically selected to allow educators to use the myLexia App. To prevent educators from using the myLexia App, unselect this option.

Password