



## GARIN COLLEGE - LEXIA TRIAL 2005

Reasons for Trial.	<ul style="list-style-type: none"><li>• Literacy levels of 2004 Year 9's were well below expectations, with some students presenting with serious difficulties. Assessments took a lot of time before support could be placed in classes.</li><li>• Decision to test Year 8 students at the end of 2004 to give better indication of literacy levels and at risk students before the beginning of 2005.</li><li>• Results indicated literacy levels were well below expectations/requirements for curriculum access: Some significant gaps in phonological knowledge and the deeper features of reading (Macquarrie Spelling Skills/asTTle).</li><li>• asTTle Reading results showed: 18% at Level 2 (Year 3-4 expectation) 61% at Level 3 (Year 5-6 expectation) 21% at Level 4 (Year 7-8 expectation)</li><li>• Teaching aimed at Level 5 at Year 9 = large deficit.</li></ul>
Trial components	<ul style="list-style-type: none"><li>• Suite of 12 designated computers in the Library.</li><li>• Lexia software from Lexia Learning developed by to increase reading fluency by addressing phonological knowledge.</li><li>• Networked for easy access.</li></ul>
Implementation	<ul style="list-style-type: none"><li>• Decision to trial all Year 9s because: overall literacy standards lower than expected/Lexia has multi levels to extend as well as to give remedial instruction/too disruptive having groups in and out of classes as in the 2004 trial.</li><li>• Semi-integrated unit developed by Language Faculty to address research skills/use of resources.</li><li>• Lessons took place in Library so half the class worked on Lexia and half on research skills, with initial skills development for the whole class before Lexia implemented.</li><li>• English booked in Library for first 4 weeks, followed by another 2 faculties donating a week, and using the library space to continue facilitation of Lexia/Research.</li><li>• Students were placed at a start level (1-3) on Lexia based on their Macquarrie results.</li><li>• Post test of Macquarrie Spelling Skills carried out.</li></ul>
Time	<ul style="list-style-type: none"><li>• Trial took place over 6 weeks with a break of 1 week between weeks 4 and 5, and a break of 2 weeks between weeks 5 and 6 of the trial.</li><li>• Students had less than 7 hours in total on Lexia with variance between classes due to timetable disruptions/hols.</li></ul>
Results	<ul style="list-style-type: none"><li>• All students made progress on Lexia.</li><li>• Over all levels, 63% showed an increase in Spelling Skills with average increase of 6.5% (1 - 17 words), 25% showed a decrease with an average decrease of 2% (1 - 6 words) and 12% showed no change.</li><li>• Increase ranged 9% - 15% in lowest group (Level 1 start).</li><li>• Increase ranged 1% - 11% in middle group (Level 2 start).</li><li>• Increase ranged 1% - 6% in top group (Level 3 start).</li><li>• <b>Lowest group:</b> 100% showed increase, average increase of 11%.</li><li>• <b>Middle Group:</b> 91% showed increase with average increase of 6%, 9% showed decrease with average decrease of 2%.</li><li>• <b>Top group:</b> 52% showed increase with average increase of 2.4%, 33% showed decrease with average decrease of 2.5%, and 15% showed no change.</li></ul>

Positive Outcomes	<ul style="list-style-type: none"> <li>• Direct correlation between time on Lexia and Spelling Skills improvement - those showing most time and progress in Lexia showed most progress in Spelling Skills.</li> <li>• All students made progress in Lexia.</li> <li>• Results show most significant increase made by lowest group starting at level 1.</li> <li>• Research Unit was very successful in terms of skills training and independent learning.</li> <li>• Encouraged cross-curricula involvement in literacy.</li> <li>• Facilitated students into and using the Library.</li> <li>• Fulfilled a social need.</li> <li>• Students keen on Lexia with positive feedback on progress - some students still using it independently at lunchtime.</li> </ul>
Negative Outcomes	<ul style="list-style-type: none"> <li>• Term 1 timetable had many disruptions, so not all classes had the same time in the Library and on Lexia.</li> <li>• With all Year 9 classes working in the Library, the Library was booked out with little opportunity for others to use it.</li> <li>• Lexia required supervision - too hard with class teacher doing research with the other students.</li> <li>• Half periods were too disruptive - whole periods and then turn about worked best.</li> <li>• Not all faculties 'bought in', because curriculum requirements too tight to teach all content (couldn't afford the time).</li> <li>• Headphone security was required, as some went missing.</li> <li>• Software version not up to date with systems requirements; difficulty saving data onto network (floppy only), and results difficult to interpret by untrained staff.</li> </ul>
Conclusions	<ul style="list-style-type: none"> <li>• The use of Lexia over a short period of time has improved most students' phonological knowledge (spelling skills).</li> <li>• Students with the largest deficits gained the most.</li> <li>• Students with sound phonological knowledge were placed too low in the programme, which resulted in less significant progress.</li> <li>• Student achievement and welfare, is likely to benefit from the use of Lexia at Year 9 for all students.</li> </ul>
Recommendations	<ul style="list-style-type: none"> <li>• Lexia should be purchased as a minimum package of 12 sites, with a view to extending over the next 1-2 years to a 24 site licence.</li> <li>• 2 sites of Cross trainer should be purchased for individual use.</li> <li>• More able students in Year 9 should be placed at level 4 for the duration of one term or until completed level 5.</li> <li>• Most needy students should be using Lexia for the duration of at least one year, for a minimum of 3X a week.</li> <li>• Average group should be using Lexia for at least one term and preferably two.</li> <li>• Suggest that Lexia be used only in 2 English periods, and 2 periods of Social Sciences in Term 1, so as not to block Library timetable.</li> <li>• Alternative is to have Literacy suite in designated room e.g. W1.</li> <li>• If all faculties involved, then Terms 2 and 3 are less disruptive.</li> <li>• More needy students could choose Literacy as an alternative option to one language in Year 9.</li> <li>• Year 10 students with identified problems should continue on Lexia.</li> <li>• Students need to have regular feedback about their progress.</li> <li>• Staff require training on how to use and interpret Lexia.</li> <li>• To support Lexia: staff need training on Reading process and acquisition, as well as phonological knowledge - sequence of learning.</li> <li>• Study Skills to include specific instruction on 5-step process to essay/report writing: task descriptor/graphic organiser/resources/note taking/presentation.</li> </ul>