



**LEXIA TRIAL – WHOLE SCHOOL –
MAINSTREAM IMPLEMENTATION
July – November 2006**

Rationale:

School-wide assessment using asTTle reading revealed that a significant number of students were reading below the expected level. Based on the understanding of the stages of reading acquisition and the importance of phonemic awareness in learning to read, follow-up assessment of spelling skills using a progressive developmental spelling skills test developed by Macquarie University, showed a co-relation between spelling skills and reading.

A decision was made to trial Lexia and to measure added value by establishing base-line data that could be re-assessed after the trial.

Objectives:

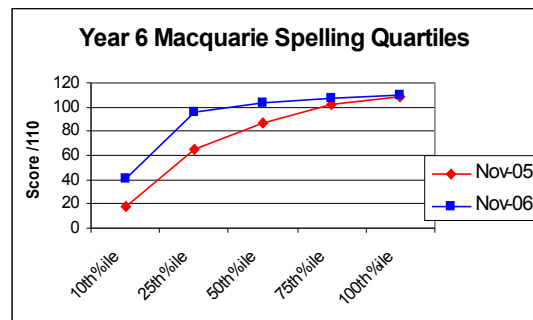
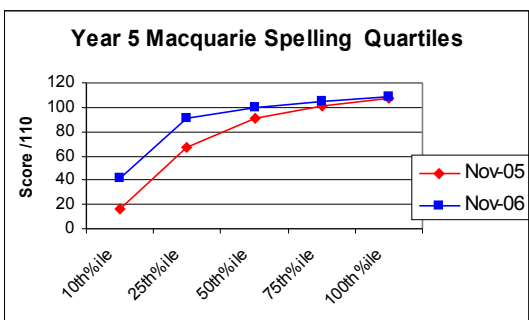
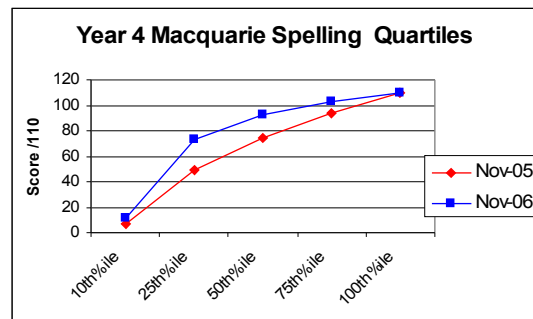
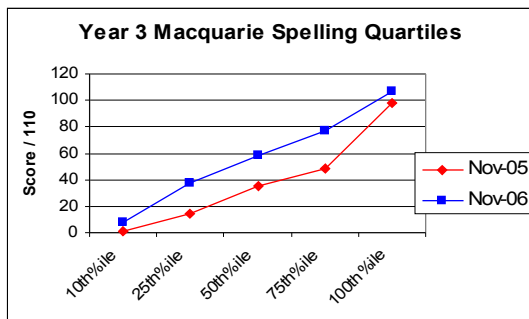
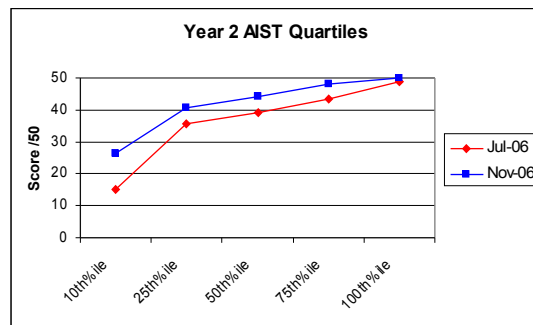
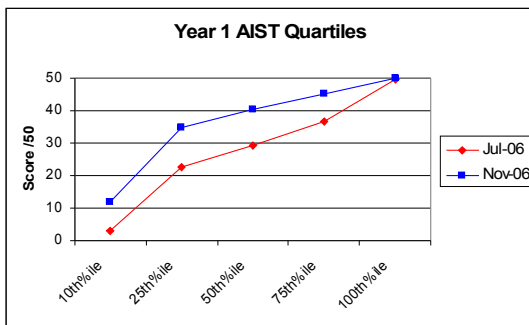
- To measure added value of Lexia Reading software in improving spelling skills of all students.
- To investigate the use of Lexia Reading software in targeting students identified as at-risk in literacy.
- To provide appropriate explicit instruction to bridge gaps in reading/spelling skills identified in whole school assessment.

Method:

- School-wide screening pre and post Lexia trial using:
 - a. Astronaut Invented Spelling Test for Years 0 – 2
 - b. Macquarie Spelling Skills for Years 3 – 6
- Further assessment of students achieving at the 25th percentile or less using Sutherland Phonological Awareness Test – Revised (SPAT-R) and [Lexia Quick Reading Test](#).
- A literacy suite of 10 computers set up in the library.
- School-wide network implementation of [Lexia Early Reading](#) (10), [Lexia Primary Reading](#) (10 but now upgraded to 15) and [Lexia Strategies for Older Students](#) (10) on computer suite in library and on class computers and teacher laptops.
- Library periods timetabled for each class to attend three times a week for 30 minutes per session.
- Every student had one of those 30 minute sessions on Lexia each week.
- Students identified at-risk in literacy had 3–4 20 minute sessions per week on Lexia in class on a rotational basis. At library time, they used selected spelling skills games instead of Lexia to reinforce a multi-sensory approach.
- All students started at Level 1 of the Lexia programme that they were working on.
- Staff received Professional Development on the stages of reading, spelling and phonemic awareness.

Results:

- Quartile percentiles were calculated for all year groups for both tests for both assessment periods.
- All year groups showed an increase in quartile percentile scores.
- The percentage of improvement made by students identified as being at-risk in literacy was significantly greater than other students.
- The overall trend showed that students performing below the average range for their year group (<25th percentile), made the most significant gains.



Teacher Observations:

- Wonderful to see the progress children have been making. Have heard comments during writing time relating back to Lexia.
- Students very keen to use Lexia – can't wait for their turn.
- Great excitement at jumping a level with lots of discussion about levels and activities between children, and sharing of information.
- Significant progress with lower level spellers and beneficial reinforcement of skills for others.
- All children have shown much improvement in their written language, learning spelling patterns well.
- Children all have success and reinforcement where needed.
- A beneficial independent activity where the teacher is not needed every 5 minutes – a great asset to have in the school.
- Very supportive programme that accelerates the low ability students with some quite dramatic improvements.
- A fun, enjoyable, independent hands-on software programme that caters for all children's needs – children are working at their level and having success.
- Provides teachers with information about where future teaching is needed.
- I am amazed at some children's progress and hear comments such as "I love this", "When can I have my turn?", "It's great getting all my graph filled – just look at it!"

Conclusions:

- Research suggests that students performing below the 25th percentile (at risk of failing in literacy) would be unlikely to out-perform more able students in terms of progress made, without specifically targeted intervention.
- Results suggest that the use of Lexia has targeted the areas of need effectively.
- There was an overall pattern of improvement in all year groups without exception, across two separate tests and the greatest gains were made by those with the greatest needs.
- Commitment to ongoing monitoring and assessment will continue.
- Lexia software is highly compatible with other resources such as 'Switch On To Spelling', Sound Linkage, Alpha to Omega, Smart Phonics, Letterland and Multilit.

Trial supervised and report prepared by [Deb Grover](#) (SENCO, Literacy Coordinator, Curriculum Development).

Principal's Comment:

Lexia has become an important component of our school-wide, multi-faceted reading programme for all children, while at the same time demonstrating that it is particularly effective when aimed at children with high literacy needs.

The programme has the advantage of being:

- Very popular with all of the children
- Able to provide immediate and useful feedback to both children and their teachers
- A very good indicator of next teaching steps
- Demonstrably effective over time

Teachers have been most impressed with the results that have been achieved to date.

Peter Baker – Principal,
Enner Glynn School, Nelson.

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