

Birmingham Lexia Pilot

Introduction

Following an email received from International Dyslexia Learning Solutions (IDL) offering free training, a member of staff attended a session which resulted in IDL delivering a training session to all the teachers within Birmingham's Pupil and School Support service on the 20th March 2018. The service liaised with IDL in order to offer an opportunity to Birmingham schools to pilot the IDL programme for a period of ten weeks with a focus on spelling difficulties for Special Educational Needs pupils.

20 schools across Birmingham took part in the IDL pilot study during April to July 2018.

Implementation

Schools were required to make the following commitments in order to take part in the pilot:-

- Must commit to training and regular timetabled usage of IDL.
- Minimum of 10 pupils to take part
- Had to attend ½ day training session
- Pupils would use IDL for a minimum 4 x 15 minute sessions per week, for a total of one hour per week.
- Schools needed to use the Birmingham Language and Literacy Toolkit to track progress, alongside a standardised reading and spelling assessment, to provide pre and post assessment information.
- Computer and headphones are required with internet access.

All schools attended training on the 17th April 2018. Initial tracking data was submitted on the 23rd April 2018 and final tracking data on the 16th July 2018. Pupils had a maximum time of 10 weeks with access to the programme.

Schools were asked to track pupils using the following threads of Birmingham's Language and Literacy Toolkit, focussing on the spelling element of the descriptor:-

- Reading - Phonics Skills
- Writing - Spelling
- Reading – Understanding (Tracking this was optional)

Of the fourteen schools which completed the pilot successfully eleven were primary and three were secondary. A further six schools took part but no data was available at the time of writing this report.

General Information regarding the Pilot Cohort

Data regarding progress was collected about all the pupils who took part in the pilot, however, information regarding the groups represented by the study was not provided by all settings. See Appendix One for detailed data regarding the specific groups represented in the Pilot Study.

A total of 374 pupils were tracked using the Birmingham Language and Literacy toolkit. 98% were of primary age and 2% were secondary.

Gender – Data was provided for 268 pupils, of these 40% were girls and 60% boys.

Year Groups – 23% of pupils in the pilot were in Years 1 and 2, 69% in Years 3 – 5 and 5% in Years 6 & 7.

SEN Code of Practice – Limited information was obtained regarding the SEN Code of Practice of pupils. This information was provided for 295 (79%) of the pupils in the pilot. Of this 295, 67% were identified as SEN support and 2% as having a EHCP/SP.

Eligible for Free School Meals – Data regarding eligibility for free school meals was provided for 263 (70%) of pupils in the pilot. Of these 48% were eligible for FSM.

Ethnic Groups – Data regarding ethnic groups was provided for 263 (70%) of pupils in the pilot. Of this 263, 27% were White British, 17% Other Pakistani and 16%

Mirpuri Pakistani with the remaining 40% spread across another 22 categories. (For full details see Appendix One)

English as an Additional Language (EAL) – 30% of the pilot pupils were identified as having EAL.

Schools were asked to track pupils using the Birmingham Language and Literacy Toolkit.

2 bands progress over a year is considered to be 'expected' levels of progress.

3 bands progress over a year is considered to be 'accelerated' progress.

As the pilot took place over the equivalent of 10 weeks then any progress identified on the reading threads was considered as accelerated (closing the gap) progress.

Schools were asked to complete a survey about Lexia. This involved them responding against a four point scale (strongly agree, agree, disagree, strongly disagree) to the ten statements below:-

- 1) Lexia Reading Skills Software is easy to manage
- 2) The tuition program is an effective tool for students
- 3) Pupils have responded well to the pace/content of the program
- 4) Lexia reports are a useful tool for monitoring progression
- 5) Lexia reports are useful for diagnostic and formative assessment purposes
- 6) Lexia reports are easy to interpret
- 7) Using Lexia, I can reach more children with the level of support they require
- 8) The programme placement test corresponded well with my own initial assessments on the Birmingham Language and Literacy Toolkit
- 9) I would like to continue using Lexia
- 10) Would you recommend Lexia to another school.

Results

The results of the pilot were collated in a number of ways:-

- The number of bands progress made by all pupils in the pilot
- The number of bands progress made by girls
- The number of band progress made by boys
- The number of bands progress made by pupils identified as SEN support
- The number of bands progress made by pupils identified as AMPK
- The number of bands progress made by pupils identified as AOPL
- The number of bands progress made by pupils identified as WBRI
- The number of band progress made by pupils identified as in receipt of FSM
- The number of bands progress made by pupils identified as not in receipt of FSM
- The number of bands progress made by pupils identified as EAL
- The number of bands progress made by pupils not identified as EAL

Tables detailing the results outlined above can be found in Appendix Two

Results were also analysed in order to compare the progress made by pupils based on their starting points on the Language and Literacy Toolkit threads:-

- Reading Fluency
- Phonics
- Reading Comprehension

Detailed results can be found in the tables in Appendix Three

10 schools in the pilot completed the Lexia Survey – please see **Appendix Four** for the detailed results.

Summary and Analysis of the Results

Table to compare the accelerated progress made by different groups			
Group	% of the group making accelerated progress with Reading Fluency	% of the group making accelerated progress with Phonics	% of the group making accelerated progress with Understanding thread
Total Pilot (374)	60%	68%	69%
SEN Support	58%	65%	63%
Boys	54%	63%	60%
Girls	59%	68%	72%
WBRI	41%	67%	53%
AMPK	76%	68%	68%
AOPL	52%	54%	63%
FSM	45%	55%	59%
Not FSM	65%	67%	65%
EAL	71%	67%	65%
Not EAL	52%	64%	62%

The results of the pilot saw high numbers of pupils making accelerated progress particularly in the Phonics thread. There were minor differences between the results of different groups but it would appear that the program worked for all. Some differences to note are:-

- Pupils identified as being in receipt of free school meals generally did not show the same levels of progress as other groups across all of the threads.
- EAL pupils and those identified as Mirpuri Pakistani showed greater levels of progress in the reading fluency thread.
- Pupils identified as White British progressed equally as well as other groups on the phonics thread but less well on the reading fluency and reading comprehension thread.

Analysis of Progress Made against starting points

Progress was analysed in relation to Language and Literacy Toolkit starting points to identify whether this impacted on the amount of progress made. See Appendix Three

Reading Fluency Thread

Pupils who were assessed pre-intervention as Bands 1 – 11 generally made

accelerated (1 band or more) progress. This ranged from Band 1 where 100% of pupils made accelerated progress down to Band 3 where 50% of pupils made accelerate progress. (See Appendix Three for details of around specific bands)

Pupils who started at higher bands (12 – 16) were not as successful, with a lower range of accelerated progress being made. 50% of pupils at Band 14 to no pupils at Band 16. It should be noted that there were small numbers of pupils recorded at Band 14 and above so this data is not as reliable, e.g. The data for Band 16 is based on only 5 pupils.

Phonic Thread

The results on the phonics thread were very good as a whole with the majority of pupils making accelerated (1 band or more progress) and high numbers of pupils making 2 or more bands of progress. 100% of pupils whose starting points were in Band 1, 3 or 5 made accelerated progress, with 70-75% of pupils making accelerated progress whose starting points were Band 2, Band 4, Band 7, Band 11.

Most noticeably 40% of pupils whose starting point was Band 8 made **more than two** bands progress, 23% of Band 9 and 11 and 25% of those starting at Band 12.

Once again less pupils made progress when starting at higher bands; Band 13 – 37% made accelerated progress, Band 14 – 25%, Band 15 – 25% and Band 16 – 0%

Reading Comprehension Thread

The results for the Reading Comprehension were also good, with percentages of pupils making accelerated progress in Bands 2 – 9 ranging from 100% at Bands 2 and 3, to 69% at Band 9.

Those pupils whose starting points were at Band 6 and 7 appeared to do particularly well where 57% (Band 6) and 37% (Band 7) of pupils made **two or more** bands progress.

Less pupils made accelerated progress in Bands 10 – 15 but these still ranged from 40% up to 69%

Summary of Survey Results

10 schools responded to the survey about using Lexia. The entire survey responses can be seen in Appendix Four.

The Headlines:-

- 90% felt that Lexia Reading Skills Software is easy to manage
- 100% felt that the tuition program was an effective tool for students
- 100% felt that pupils had responded well to the pace and content of the program
- 100% felt that Lexia reports were easy to interpret, a useful tool for diagnostic and formative purposes and useful for monitoring progression.
- 100% felt that by using Lexia they could reach more children with the level of support they require.
- 100% surveyed would like to continue to use Lexia and would recommend it to another school.

The only negative comments related to the programme placement test and how well this corresponded with the school's own initial assessments. 40% felt that the placement test didn't match with their own tracking , e.g. "some children did not hear/listen correctly" "some pupils were placed much lower." However this was not always felt to be a negative as it gave "an opportunity to revisit to reinforce or reassess". Where a pupil was placed at a level that was deemed to high the school was able to manually adjust the starting point.

Conclusion

The response to the use of Lexia by schools in Birmingham has been a positive one. Given that pupils had a maximum of 10 weeks using the programme the number of pupils who made accelerated progress was high particularly when tracked against phonic targets.

The results suggest that this program works well for pupils in primary school who are currently working within Bands 1 - 12 of Birmingham's Language and Literacy Toolkits. There was not enough data in the pilot to ascertain how appropriate it is for secondary aged pupils although feedback from both secondary schools involved in the pilot was positive. It also appears that the program is equally appropriate for a variety of different pupil groups. Those who are SEN, EAL and/or from minority ethnic groups do equally as well as other pupils.

Appendix One

Data regarding groups Represented in the Pilot Study

Gender

Gender	Number of pupils identified	% of total pilot	% of those where information was provided
Girls	41	29%	32%
Boys	89	64%	68%
Data not provided*	10	7%	

Year Groups

Year Group	Number of Pupils	% of the pilot
1	7	5%
2	16	11%
3	25	18%
4	17	12%
5	30	21%
6	15	11%
7	8	6%
8	9	7%
9	6	4%
10	7	5%

SEN Code of Practice

SEN Code of Practice	Number of pupils identified	% of total pilot	% of those where information was provided
EHCP	10	7%	7.7%
SEN Support	94	67%	72.3%
Not on Code	26	19%	20%
Data not provided*	10	7%	

Free School Meals/Pupil Premium

Identified as Free School Meals	Number of pupils	% of the pilot	% of those where information was provided
Yes	64	45.7%	49.6%
No	65	46.4%	50.4%
Data not provided*	11	7.9%	

Ethnic Groups Represented

Ethnicity Codes	Number of pupils identified	% of the pilot identified	% of those where information was provided
ABAN Bangladeshi	2		
AIND	1		

Indian			
AKPA Kashmiri Pakisani	2		
AMPK Mirpuri Pakistani	4		
AOPK Other Pakistani	13		
AOTH Any other Asian background	2		
BAOF Other Black African	1		
BCRB Black Caribbean	2		
BOTB Other Black			
BOTH Any other Black Background			
BSOM Black Somali			
BSUD Black – Sudanese			

MOTH Any other Mixed Background	1		
MWAP White and Pakistani			
MWAS White and Asian	2		
MWBA White and Black African	3		
MWBC White and Black Caribbean	5		
NOBT	5		
OAFG Afghan	1		
OOTH Any other Ethnic group	1		
OYEM Yemeni			
REFU	1		
WBRI	10		

White British			
WEEU White Eastern European	2		
WENG White English	46		
WIRI	1		
WOTH Any other white background	6		
WROM Gypsy/Roma	7		
Data not provided*	21		

EAL Census Code	Number of pupils identified
A	5
B	30
C	57
D	15
E	2
N	4

Total identified as EAL*	113
% of pilot identified as EAL	30%

Appendix Two – Tables of Results

Key to Colour

Red	No Progress
Blue	Unable to show progress
Green	Accelerated (closing the gap progress)

Table to show the number of bands progress made by pupils in the pilot			
Number of Bands Progress on Birmingham Toolkit	Number of Pupils		
	Thread Reading Fluency	Thread Phonics	Thread Understanding
-3	0	1	0
-2	1	1	1
-1	4	2	2
0	138	113	111
1	142	149	170
2	63	61	53
3	9	25	23
4	5	8	4

5	0	7	1
6	0	0	0
7	0	0	1
Total	362	367	366
% Making Accelerated progress	219/362 = 60%	250/367 = 68%	252/366 = 69%

Table to Show Progress made by Girls			
	Number of Pupils		
Number of Bands Progress on Birmingham Toolkit	Reading Fluency	Phonics	Understanding
-1	1	1	1
0	54	42	36
1	47	53	59
2	27	24	29
3	4	9	6
4	1	3	2
5	0	2	1
Total	134	134	134
% Making Accelerated	79/134 = 59%	91/134 = 68%	97/134 = 72%

progress			
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Table to Show Progress made by Boys			
	Number of Pupils		
Number of Bands Progress on Birmingham Toolkit	Reading Fluency	Phonics	Understanding
-3	0	1	0
-2	1	1	1
-1	3	1	1
0	90	73	79
1	79	81	89
2	24	26	19
3	3	12	12
4	4	5	2
5	0	4	1
Total	204	204	204
% Making Accelerated progress	110/204 = 54%	128/204 = 63%	123/204 = 60%

Table to Show Progress made by Pupils Identified as SEN Support	
	Number of Pupils

Number of Bands Progress on Birmingham Toolkit	Reading Fluency	Phonics	Understanding
-3	0	1	0
-2	1	0	0
-1	4	0	1
0	77	67	72
1	78	74	81
2	30	32	25
3	6	12	14
4	1	7	3
5	0	4	1
Total	197	197	197
% Making Accelerated progress	115/197 = 58%	129/197 = 65%	124/197 = 63%

Table to Show Progress made by Pupils Identified as AMPK			
	Number of Pupils		
Number of Bands Progress on Birmingham Toolkit	Reading Fluency	Phonics	Understanding
0	10	13	13

1	18	19	19
2	12	3	5
3	1	4	3
4	0	1	1
5	0	1	1
Total	41	41	41
% Making Accelerated progress	31/41 = 76%	28/41 = 68%	28/41 = 68%

Table to Show Progress made by Pupils Identified as AOPL			
	Number of Pupils		
Number of Bands Progress on Birmingham Toolkit	Reading Fluency	Phonics	Understanding
-3	0	1	0
-2	1	0	0
-1	4	1	1
0	17	19	17
1	18	17	18
2	4	5	7
3	2	2	2
4	0	1	2

Total	46	46	46
% Making Accelerated progress	$24/46 = 52\%$	$25/45 = 54\%$	$29/46 = 63\%$

Table to Show Progress made by Pupils Identified as WBRI			
	Number of Pupils		
Number of Bands Progress on Birmingham Toolkit	Reading Fluency	Phonics	Understanding
0	41	23	33
1	20	22	26
2	5	16	10
3	4	4	1
4	0	3	0
5	0	2	0
Total	70	70	70
% Making Accelerated progress	$29/70 = 41\%$	$47/70 = 67\%$	$37/70 = 53\%$

Table to show the number of bands progress made pupils identified as in receipt of FSM	
	Number of Pupils

Number of Bands Progress on Birmingham Toolkit	Thread Reading Fluency	Thread Phonics	Thread Understanding
-3	0	1	0
-2	1	0	0
-1	2	0	0
0	69	58	54
1	38	43	51
2	16	19	16
3	3	6	8
4	2	3	2
5	0	1	0
6	0	0	0
7	0	0	0
Total*	131*	131*	131*
% Making Accelerated progress	59/131 45%	72/131 55%	77/131 59%

Table to show the number of bands progress made pupils NOT identified as entitled to FSM

	Number of Pupils
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Number of Bands Progress on Birmingham Toolkit	Thread Reading Fluency	Thread Phonics	Thread Understanding
-3	0	0	0
-2	0	1	1
-1	2	2	2
0	46	43	45
1	62	58	61
2	23	17	20
3	3	9	7
4	2	5	1
5	0	3	1
6	0	0	0
7	0	0	0
Total*	138*	138*	138*
% Making Accelerated progress	90/138 65%	92/138 67%	90/138 65%

Table to show the number of bands progress made pupils identified as EAL			
	Number of Pupils		
Number of Bands	Thread	Thread	Thread

Progress on Birmingham Toolkit	Reading Fluency	Phonics	Understanding
-3	0	0	0
-2	0	0	0
-1	1	1	1
0	32	36	38
1	52	44	47
2	26	17	17
3	1	9	7
4	0	3	2
5	0	3	1
6	0	0	0
7	0	0	0
Total	113	113	113
% Making Accelerated progress	80/112 71%	76/113 67%	74/113 65%

Table to show the number of bands progress made pupils NOT identified as EAL			
	Number of Pupils		
Number of Bands Progress on Birmingham	Thread Reading Fluency	Thread Phonics	Thread Understanding

Toolkit			
-3	0	0	0
-2	0	0	0
-1	0	0	0
0	51	38	41
1	40	41	45
2	13	18	15
3	3	4	5
4	0	3	0
5	0	3	1
6	0	0	0
7	0	0	0
Total*	107*	107*	107*
% Making Accelerated progress	56/107 52%	69/107 64%	66/107 62%

Appendix Three – Tables to compare progress made on the Language and Literacy Toolkit based on starting point

Reading Fluency Thread		
Pre Intervention Assessment Band	Numbers of pupils and the progress made	% of pupils who made accelerated progress (1 band or more)

1	3 bands progress = 1 pupil(s)	100%
2	Unable to show progress = 2 pupil(s) 1 band progress = 4 pupil (s) 2 bands progress = 1 pupil(s) 3 bands progress = 1 pupil(s) 4 bands progress = 1 pupil(s)	7/9 = 78%
3	Unable to show progress = 4 pupil(s) 1 band progress = 1 pupil(s) 2 bands progress = 2 pupil(s) 3 bands progress = 0 pupil(s) 4 bands progress = 1 pupil(s)	4/8 = 50%
4	Unable to show progress = 1 pupil(s) 1 band progress = 7 pupil(s) 2 bands progress = 2 pupil(s)	9/10 = 90%
5	Unable to show progress = 4 pupil(s) 1 band progress = 3 pupil(s) 2 bands progress = 3 pupil(s)	6/10 = 60%
6	Unable to show progress = 3 pupil(s) 1 band progress = 12 pupil(s) 2 bands progress = 4 pupil(s) 3 bands progress = 1 pupil(s)	17/20 = 85%
7	Unable to show progress = 17 pupil(s)	30/47 = 64%

	1 band progress = 16 pupil(s) 2 bands progress = 9 pupil(s) 3 bands progress = 5 pupil(s)	
8	Unable to show progress = 13 pupil(s) 1 band progress = 14 pupil(s) 2 bands progress = 11 pupil(s)	$25/38 = 66\%$
9	Unable to show progress = 22 pupil(s) 1 band progress = 22 pupil(s) 2 bands progress = 10 pupil(s) 3 bands progress = 1 pupil(s) 4 bands progress = 1 pupil(s)	$34/56 = 61\%$
10	Unable to show progress = 15 pupil(s) 1 band progress = 21 pupil(s) 2 bands progress = 11 pupil(s) 3 bands progress = 1 pupil(s) 4 bands progress = 1 pupil(s)	$34/49 = 69\%$
11	Unable to show progress = 17 pupil(s) 1 band progress = 19 pupil(s) 2 bands progress = 6 pupil(s) 3 bands progress = 0 pupil(s) 4 bands progress = 1 pupil(s)	$26/43 = 60\%$
12	Unable to show progress = 22 pupil(s)	$13/35 = 37\%$

	1 band progress = 10 pupil(s) 2 bands progress = 3 pupil(s)	
13	Unable to show progress = 18 pupil(s) 1 band progress = 7 pupil(s)	$7/25 = 28\%$
14	Unable to show progress = 5 pupil(s) 1 band progress = 5 pupil(s)	$5/10 = 50\%$
15	Unable to show progress = 7 pupil(s) 1 band progress = 1 pupil(s)	$1/8 = 13\%$
16	Unable to show progress = 5 pupil(s)	$0/5 = 0\%$ (All Y6)

Phonics		
Pre Intervention Assessment Band	Numbers of pupils and the progress made	% of pupils who made accelerated progress (1 band or more)
1	2 bands progress – 2 pupil(s)	100%
2	Unable to show progress = 1 pupil(s) 1 band progress = 2 pupil(s) 2 bands progress = 1 pupil (s)	$\frac{3}{4} = 75\%$
3	Unable to show progress = 0 pupil(s) 1 band progress = 2 pupil(s) 2 bands progress = 1 pupil(s)	$4/4 = 100\%$

	5 bands progress = 1 pupil(s)	
4	Unable to show progress = 0 pupil(s) 1 band progress = 15 pupil(s) 2 bands progress = 6 pupil(s) 3 bands progress = 2 pupil(s)	23/31 = 71%
5	1 band progress = 12 pupil(s) 2 bands progress = 8 pupil(s) 3 bands progress = 6 pupil(s) 5 bands progress = 2 pupil(s)	28/28 = 100% 16/26 = 62% making 2 or more bands progress
6	Unable to show progress = 9 pupil(s) 1 band progress = 14 pupil(s) 2 bands progress = 7 pupil(s) 4 bands progress = 4 pupil(s) 5 bands progress = 1 pupil(s)	26/35 = 74% 12/35 = 34% making 3 or more bands progress
7	Unable to show progress = 10 pupil(s) 1 band progress = 22 pupil(s) 2 bands progress = 2 pupil(s) 3 bands progress = 6 pupil(s)	30/40 = 75%
8	Unable to show progress = 16 pupil(s) 1 band progress = 11 pupil(s) 2 bands progress = 12 pupil(s) 3 bands progress = 2 pupil(s)	29/45 = 64% 18/45 = 40% making more than 2 bands progress

	<p>4 bands progress = 1 pupil(s)</p> <p>5 bands progress = 3 pupil(s)</p>	
9	<p>Unable to show progress = 15 pupil(s)</p> <p>1 band progress = 18pupil(s)</p> <p>2 bands progress = 3 pupil(s)</p> <p>3 bands progress = 5 pupil(s)</p> <p>4 bands progress = 2 pupil(s)</p>	<p>$28/43 = 65\%$</p> <p>$10/43 = 23\%$ making 2 or more bands progress</p>
10	<p>Unable to show progress = 15 pupil(s)</p> <p>1 band progress = 16 pupil(s)</p> <p>2 bands progress = 7 pupil(s)</p> <p>3 bands progress = 3 pupil(s)</p>	<p>$26/41 = 63\%$</p>
11	<p>Unable to show progress = 9 pupil(s)</p> <p>1 band progress = 14 pupil(s)</p> <p>2 bands progress = 5 pupil(s)</p> <p>3 bands progress = 1 pupil(s)</p> <p>4 bands progress = 1 pupil(s)</p>	<p>$21/30 = 70\%$</p> <p>$7/30 = 23\%$ making two or more bands progress</p>
12	<p>Unable to show progress = 8 pupil(s)</p> <p>1 band progress = 10 pupil(s)</p> <p>2 bands progress = 6 pupil(s)</p>	<p>$16/24 = 66\%$</p> <p>$6/24 = 25\%$ making two or more bands progress</p>
13	<p>Unable to show progress = 12 pupil(s)</p> <p>1 band progress = 6 pupil(s)</p> <p>2 bands progress = 1 pupil(s)</p>	<p>$7/19 = 37\%$</p>

14	Unable to show progress = 12 pupil(s) 1 band progress = 4 pupil(s)	$4/16 = 25\%$
15	Unable to show progress = 3 pupil(s) 1 band progress = 3 pupil(s)	$3/6 = 25\%$
16	Unable to show progress = 6 pupil(s)	$0/6 = 0\%$

Reading Comprehension Thread		
Pre Intervention Assessment Band	Numbers of pupils and the progress made	% of pupils who made accelerated progress (1 band or more)
1	Unable to show progress = 1 pupil(s) 1 bands progress = 1 pupil(s)	$\frac{1}{2} = 50\%$
2	1 band progress = 2 pupil(s) 2 bands progress = 1 pupil(s) 7 bands progress = 1 pupil(s)	$4/4 = 100\%$
3	1 band progress = 2 pupil (s) 2 bands progress = 2 pupil(s) 3 bands progress = 2 pupil(s)	$6/6 = 100\%$




4	<p>Unable to show progress = 4 pupil(s)</p> <p>1 band progress = 6 pupil(s)</p> <p>3 bands progress = 1 pupil(s)</p>	<p>$7/11 = 64\%$</p>
5	<p>Unable to show progress = 1 pupil(s)</p> <p>1 band progress = 9 pupil(s)</p> <p>2 bands progress = 3 pupil(s)</p> <p>3 bands progress = 2 pupil(s)</p>	<p>$14/15 = 93\%$</p>
6	<p>Unable to show progress = 3 pupil(s)</p> <p>1 band progress = 12 pupil(s)</p> <p>2 bands progress = 10 pupil(s)</p> <p>3 bands progress = 5 pupil(s)</p> <p>4 bands progress = 1 pupil(s)</p>	<p>$28/31 = 90\%$</p> <p>$16/28 = 57\%$ making 2 or more bands progress</p>
7	<p>Unable to show progress = 7 pupil(s)</p> <p>1 band progress = 17 pupil(s)</p> <p>2 bands progress = 9 pupil(s)</p> <p>3 bands progress = 3 pupil(s)</p> <p>4 bands progress = 1 pupil(s)</p> <p>5 bands progress = 1 pupil(s)</p>	<p>$31/38 = 82\%$</p> <p>$14/38 = 37\%$ making two or more bands progress</p>
8	<p>Unable to show progress = 9 pupil(s)</p> <p>1 band progress = 16 pupil(s)</p> <p>2 bands progress = 6 pupil(s)</p> <p>3 bands progress = 5 pupil(s)</p>	<p>$27/36 = 75\%$</p>



9	<p>Unable to show progress = 18 pupil(s)</p> <p>1 band progress = 31 pupil(s)</p> <p>2 bands progress = 8 pupil(s)</p> <p>3 bands progress = 2 pupil(s)</p>	$41/59 = 69\%$
10	<p>Unable to show progress = 28 pupil(s)</p> <p>1 band progress = 28 pupil(s)</p> <p>2 bands progress = 5 pupil(s)</p> <p>3 bands progress = 2 pupil(s)</p> <p>4 bands progress = 1 pupil(s)</p>	$36/64 = 56\%$
11	<p>Unable to show progress = 20 pupil(s)</p> <p>1 band progress = 18 pupil(s)</p> <p>2 bands progress = 5 pupil(s)</p> <p>3 bands progress = 1 pupil(s)</p> <p>4 bands progress = 1 pupil(s)</p>	$25/45 = 56\%$
12	<p>Unable to show progress = 17 pupil(s)</p> <p>1 band progress = 14 pupil(s)</p> <p>2 bands progress = 4 pupil(s)</p>	$18/35 = 51\%$
13	<p>Unable to show progress = 6 pupil(s)</p> <p>1 band progress = 4 pupil(s)</p>	$4/10 = 40\%$
14	<p>Unable to show progress = 4 pupil(s)</p> <p>1 band progress = 9 pupil(s)</p>	$9/13 = 69\%$
15	<p>Unable to show progress = 1 pupil(s)</p>	$\frac{1}{2} = 50\%$



	1 band progress = 1 pupil(s)	
16	Unable to show progress = 3 pupil(s)	0/3 = 0%

Appendix Four – Individual Survey Comments

10 schools responded to the survey about using Lexia.

1. Please choose the most appropriate response to reflect your own towards each statement: Lexia Reading Skills Software is easy to manage.							Response Percent	Response Total	
1	Strongly Agree						50.00%	5	
2	Agree						40.00%	4	
3	Strongly Disagree						0.00%	0	
4	Disagree						10.00%	1	
Analysis	Mean:	1.7	Std. Deviation:	0.9	Satisfaction Rate:	23.33	answered	10	
	Variance:	0.81	Std. Error:	0.28			skipped	0	
Additional comments: (1)									
1	10/07/17 9:25AM ID: 60511839	We had lots of issues- no fault of Lexia. Site kept crashing, failed to connect to internet, children having to start again etc.							



2. The tuition program is an effective tool for students.							Response Percent	Response Total
1	Strongly Agree						40.00%	4
2	Agree						60.00%	6
3	Disagree						0.00%	0
4	Strongly Disagree						0.00%	0
Analysis	Mean:	1.6	Std. Deviation:	0.49	Satisfaction Rate:	20	answered	10
	Variance:	0.24	Std. Error:	0.15			skipped	0

3. Pupils have responded well to the pace / content of program.							Response Percent	Response Total
1	Strongly Agree						40.00%	4
2	Agree						60.00%	6
3	Disagree						0.00%	0

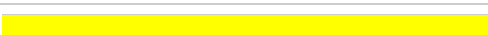
3. Pupils have responded well to the pace / content of program.

							Response Percent	Response Total	
4	Strongly Disagree						0.00%	0	
Analysis	Mean:	1.6	Std. Deviation:	0.49	Satisfaction Rate:	20	answered	10	
	Variance:	0.24	Std. Error:	0.15			skipped	0	
Additional comments: (2)									
1	10/07/17 9:43AM ID: 60512685	There were some glitches at the beginning due to children being placed on a level too easy for them - due to technical issues when completing the initial assessment. Some children needed moving on more quickly than the programme automatically did.							
2	11/07/17 3:06PM ID: 60605383	children have engaged well with the program, even children who find learning and focusing difficult							

4. Lexia reports are a useful tool for monitoring progression.

							Response Percent	Response Total	
1	Strongly Agree						20.00%	2	
2	Agree						80.00%	8	
3	Disagree						0.00%	0	
4	Strongly Disagree						0.00%	0	
Analysis	Mean:	1.8	Std. Deviation:	0.4	Satisfaction Rate:	26.67	answered	10	
	Variance:	0.16	Std. Error:	0.13			skipped	0	
Additional comments: (3)									
1	10/07/17 9:43AM ID: 60512685	I have used these with children who say it is too easy - I have shown them the graphs that show they are making mistakes.							
2	10/07/17 1:09PM ID: 60531315	The continuum was useful too.							
3	11/07/17 3:06PM ID: 60605383	Tracking progress has been good, and gives a clear picture of where each child is working							


5. Lexia reports are useful for diagnostic and formative assessment purposes.

							Response Percent	Response Total	
1	Strongly Agree						0.00%	0	
2	Agree						100.00%	10	
3	Disagree						0.00%	0	
4	Strongly Disagree						0.00%	0	
Analysis	Mean:	2	Std. Deviation:	0	Satisfaction Rate:	33.33	answered	10	
	Variance:	0	Std. Error:	0			skipped	0	
Additional comments: (1)									
1	11/07/17 3:06PM	Over time we feel that the data collected would help with diagnostic and formative							



5. Lexia reports are useful for diagnostic and formative assessment purposes.

			Response Percent	Response Total
ID: 60605383	assessments, as it's all new we haven't used it as much as we could for individual target work.			



6. Lexia reports are easy to interpret.

			Response Percent	Response Total
1	Strongly Agree		0.00%	0
2	Agree		100.00%	10
3	Disagree		0.00%	0
4	Strongly Disagree		0.00%	0
Analysis	Mean:	2	Std. Deviation:	0
	Variance:	0	Std. Error:	0
			Satisfaction Rate:	33.33
			answered	10
			skipped	0
Additional comments: (1)				
1	10/07/17 1:09PM ID: 60531315	I had an additional training session which helped.		

7. Using Lexia, I can reach more children with the level of support they require.

			Response Percent	Response Total
1	Strongly Agree		40.00%	4
2	Agree		60.00%	6
3	Disagree		0.00%	0
4	Strongly Disagree		0.00%	0
Analysis	Mean:	1.6	Std. Deviation:	0.49
	Variance:	0.24	Std. Error:	0.15
			Satisfaction Rate:	20
			answered	10
			skipped	0
Additional comments: (1)				
1	11/07/17 3:06PM ID: 60605383	Children are engaged in learning at the correct level for them.		



8. The programme placement test corresponded well with my own initial assessments on the Birmingham Language and Literacy Toolkit.

			Response Percent	Response Total
1	Strongly Agree		0.00%	0
2	Agree		60.00%	6
3	Disagree		40.00%	4
4	Strongly Disagree		0.00%	0

8. The programme placement test corresponded well with my own initial assessments on the Birmingham Language and Literacy Toolkit.

							Response Percent	Response Total
Analysis	Mean:	2.4	Std. Deviation:	0.49	Satisfaction Rate:	46.67	answered	10
	Variance:	0.24	Std. Error:	0.15			skipped	0
Comments: (10)								
1	10/07/17 9:25AM ID: 60511839	Some were accurate, some were not. I think some children did not hear/listen correctly etc.						
2	10/07/17 9:43AM ID: 60512685	Some children were placed much lower - ie in Year 2 where they are completing the B'ham toolkit at Year 4.						
3	10/07/17 10:59AM ID: 60517859	We have only just started using the BLLTs and Lexia has helped the TAs with completing them.						
4	10/07/17 1:09PM ID: 60531315	Only one child came out higher on Lexia so they found the programme difficult. Ashley showed me how to adjust levels.						
5	10/07/17 8:01PM ID: 60559401	No comment						
6	11/07/17 3:06PM ID: 60605383	Children who were using Lexia were not necessarily picked because they were SEN, this meant they did not have continuums completed and they are on school trackers. Transferring information was completed but it was not always in line with assessments. Some children were placed below due to one area of weakness, usually spelling, this meant they were not working at the reading level that best fit.						
7	19/07/17 5:16PM ID: 61059086	It didn't link						
8	20/07/17 8:57PM ID: 61138600	Not for all children but gave an opportunity to revisit and to reinforce or reassess.						
9	25/07/17 3:29PM ID: 61475895	I agree						
10	05/09/17 1:21PM ID: 63500600	yes it did						


9. I would like to continue using Lexia.

							Response Percent	Response Total
1	Strongly Agree						50.00%	5
2	Agree						50.00%	5
3	Disagree						0.00%	0
4	Strongly Disagree						0.00%	0
Analysis	Mean:	1.5	Std. Deviation:	0.5	Satisfaction Rate:	16.67	answered	10
	Variance:	0.25	Std. Error:	0.16			skipped	0
Additional comments: (1)								
1	05/09/17 1:21PM ID: 63500600	it will not be possible to continue with Lexia this current academic year due to funding shortages, however I definitely would like to consider it in the future.						

10. Please provide a statement summarising your experience of Lexia, expanding on the points above.

			Response Percent	Response Total
1	Open-Ended Question		100.00%	10
1	10/07/17 9:25AM ID: 60511839	It's difficult to manage and set up when you have to load it on netbooks en masse each time. We had to try a few different ways to enable the internet to not drop out as when this happened, children had to start again. When the programme gets going, it's great - but hard to manage a group of 30 on your own. Some children complained at the repetition at times.		
2	10/07/17 9:43AM ID: 60512685	The children have engaged really well with the programme. They are keen to use it on a daily basis. It has a good range of activities. Staff managing the programme need to know the children well enough to alter the levels if they do not feel the children are accurately placed.		
3	10/07/17 10:59AM ID: 60517859	The pupils have taken to it very well and I think the activities and exercises are accessible to them in order to help them improve - this enables an increase in self-esteem and confidence. The fact that the pupils can work unassisted is excellent.		
4	10/07/17 1:09PM ID: 60531315	Lexia was easy to administer and use. Despite having technical difficulties with our school laptops pupils still made progress. Not all the teachers used the programme to the full eg skills lessons were not delivered. If used to the full I think pupils would have made even more progress. Teachers and pupils made positive comments about using Lexia. Staff would need further training/support to use it should we purchase it.		
5	10/07/17 8:01PM ID: 60559401	Lexia is easy to use and the children have enjoyed the sessions. The Americanisms are sometimes an issue as the vocabulary is not familiar to the children. We have also had some technical issues but the Lexia staff have been available to help. Most children have made different levels of progress.		
6	11/07/17 3:06PM ID: 60605383	As a school we have engaged in the Lexia Program. Children have enjoyed going to sessions and have shared their enthusiasm with staff, peers and family. Staff have been very impressed with children who find it difficult to engage, they have been focused and on task in the sessions.		
7	19/07/17 5:16PM ID: 61059086	Many thanks for allowing us to be part of the trial.		
8	20/07/17 8:57PM ID: 61138600	We have enjoyed using Lexia. Children are motivated by the certificates.		
9	25/07/17 3:29PM ID: 61475895	Very clever way of individualising learning.		
10	05/09/17 1:21PM ID: 63500600	Lexia was easy to use and engaged children fully. I particularly liked the way that the program was able to help pupils who made simple errors and gave them an opportunity to address these errors.		
			answered	10
			skipped	0

11. Would you recommend Lexia to another school?

			Response Percent	Response Total
1	Yes		100.00%	10
2	No		0.00%	0
Analysis	Mean:	1	Std. Deviation:	0
	Variance:	0	Std. Error:	0
			answered	10
			skipped	0

Please provide details below: (1)

11. Would you recommend Lexia to another school?

			Response Percent	Response Total
1	10/07/17 1:09PM ID: 60531315	Although if we purchase and use it for longer I may be in a better position to recommend it.		