

# Evans Bay Intermediate School

## SCHOOLWIDE ACHIEVEMENT REPORT

### asTTle READING

April 2009

#### INTRODUCTION

This report provides a picture of student achievement across the school in Reading using the asTTle Reading National Standardised Test.

This year the three skill areas targeted for testing were *Understanding, Inference and Grammar*. Understanding and inference were also targeted areas last year. These two skills were kept because they are basic skills vital for success in reading. Grammar was selected as a skill area for this year because when the data was being entered last year most students answered the few grammar questions in the test incorrectly. Grammar is taught as part of the teaching of the writing process. This year it will also be a separate focus as well as being taught through reading and writing.

The data from the test generates graphs that show how we are achieving compared to other Year 7 and 8 students. Comparison is done nationally and regionally i.e. other schools in New Zealand, Male, Female, students who do not have English spoken at home, other ethnic minority students, Pacific and Maori students.

The selection settings were set so that most of the questions in the test were from Levels 3 and 4 in the curriculum, with only some from Level 2. Most of the questions were on *Surface Features* and many on both *Understanding* and *Inference*.

# DATA ANALYSIS

The following is a brief summary of what the data shows in each of the graphs provided.

## Year 7 & 8 - All NZ Schools

When we compare the achievement of EBIS students with other NZ Year 7 and Year 8 students, our students performed above New Zealand norms. The tail and whisker graphs on the Reading Scale show that for both year groups the majority of EBIS students are above the average.

The tails are much shorter than national norms, suggesting that there are fewer at risk students at EBS. Most EBIS students find answering questions relating to *Surface Features* easier than those relating to *Deep Features*.

Of the three areas tested EBIS students achieved above the New Zealand norm in the areas of *Inference* and *Grammar*. Students achieved just below the norm in the skill of *Understanding*. This is the skill that was chosen to be one of the 2009 Annual School Targets.

When looking at the graphs, there is not a large gap between the national norm and EBIS students. However when we analyse the data for the school, the number of students that are underachieving or those who are just below the curriculum level for their age, there is concern and therefore this area is targeted for special attention.

On average EBIS students are on the New Zealand mean for their attitude to reading.

## All Year 7 & 8 students – Lower North Island

EBIS students are performing higher in the two of the three areas tested than students in schools of a similar decile rating in the lower half of the North Island.

Year 8 students are well above their counterparts, however the length of the tail for underachievers indicates that the lowest scoring student is virtually as low as that of the norm. The tail for those achieving in the top 25% is a lot longer than the New Zealand norm indicating that top EBIS students are achieving well above the norm.

This is also the case for the top 25% Year 7 achievers. Once again the length of the Year 7 tail is long but not as long as the norm. The mean for Year 7 students is virtually the same as the New Zealand norm and there is not a big spread of students achieving on either side of the norm.

There was drop in the attitude to reading, to below the New Zealand mean.

## Male and Female Students (Gender Comparison)

There is not much difference in the performance of male and female students in the three skills tested. This is very pleasing to see as it is considered that male students at this age level are generally less interested in Reading.

Both gender groups performed above national norms compared to their New Zealand counterparts in the skills of *Inference* and *Grammar*. Both gender groups performed just below the norms in the skill of *Understanding*.

For both genders the boxes representing 50% of EBIS students are above those for the New Zealand norm. In fact for all groups, except for Year 7 girls, the boxes sit on the New Zealand mean. This means that EBIS students are achieving well above their New Zealand counterparts.

Year 7 boys in the lower 25 percentile have the longest tail but even this is well above the lowest achiever in the New Zealand student comparison. There is a larger spread in the achievement of Year 7 boys at EBIS when compared with both Year 7 girls and Year 8 boys and girls.

Both gender groups have a positive attitude to reading, above the New Zealand means for male and female.

## **Pacifika Students**

Pacifika students at EBIS outperformed their New Zealand counterparts in all of the three areas tested, although only marginally for the skill of *Understanding*. In this skill however within our school when the achievement of Pacifika students is individually analysed, they are achieving well below their EBIS counterparts.

Both year groups outperformed their New Zealand counterparts, especially Year 8 EBIS students where over 75% of them were above the New Zealand mean.

The length of tail for the EBIS Year 7 Pacifika students, was quite long indicating that the lowest performing student had a low score. The tail however was not as long as that of New Zealand Pacifika students.

In the attitude to reading Pacifika students were at the New Zealand mean.

## **Maori Students**

When compared to their New Zealand counterparts, Maori students at EBIS out performed them in every way – in the areas tested and in the year group comparisons.

Over 75% of EBIS students performed well above the New Zealand mean.

The length of the tails for the lower 25% of students is well above that of their New Zealand counterparts.

The Length of the top 25% is not as long as their New Zealand counterparts suggesting that these students need to be extended.

The attitude to reading of Maori students at EBIS, is well above the New Zealand mean. The challenge for teachers is to keep that attitude always alive.

## **LOTE – Language other than English.**

Like Maori students, students speaking another language other than English are outperforming their New Zealand counterparts in all of the three areas tested.

They are also out performing their counterparts on the reading scale for both year groups.

There is a larger spread in the achievement of Year 7 students at EBIS as compared to Year 8 students.

In the attitude to reading these students are at the New Zealand mean.

## **Curriculum Functions and Processes.**

Student results are spread across Levels 2-4 of the curriculum. This is similar to the start of last year.

The breakdown of functions and processes clearly shows that there are too many students at Level 2 for the skill of *Understanding*. This area clearly stands out as the area needing development.

Generally there are not many students achieving at Level 4 of the curriculum. The only exception is in the area of Thinking Critically, an area that is focused on at EBIS across curricula.

## **CONCLUSION**






EBIS students performed above their New Zealand counterparts in all of the data breakdowns. The only area that they did not perform as well as their counterparts was in the skill of *Understanding* and even there, the difference was not great.

The achievement data for each student group was also analysed identifying achievement levels for each of the reading skills as well as an average level of achievement. The levels of achievement are categorised into achieving at Year 7 or Year 8 level, underachieving or needing extension. The achievement level is the minimum level students are expected to have achieved by the end of the year for their current year level.

When the individual student levels were analysed it was found that there were too many students underachieving for the skill of *Understanding*. (67% of Year 7 students, 64% of Year 8 students, 71% of Maori students and 81% of Pacifica students.) While this seems alarming, when the achievement of EBIS students is compared with the achievement of Year 7 and Year 8 students in New Zealand the variance between the two is not great.

The purpose of the asTTle test is for teachers to gather information about the achievement and skill level of students in their class and to use this data to plan targeted teaching.

The skill area of *Understanding* is very broad and encompasses the following skills:

-  Read for meaning.
-  Understanding/identification of main ideas and details.
-  Use understandings and information.
-  Question to clarify meaning.
-  Discuss texts and identify aspects.

- 📖 Analyse and discuss the effect of a range of language features (e.g. grammatical choices, vocabulary choices, literary devices) found in texts.
- 📖 Explore some levels and types of humour in text.
- 📖 Understand differences between text types and forms in terms of rhetorical text structure and language features in a range of contemporary or historical texts.

These skills are broken down into the expectations for each curriculum level on the asTTle website.

Teachers are using their deepening knowledge and understanding of the reading skills that they gained last year through professional development (as apart of the AtoL Project) to target and teach skills more effectively. This year will be used for teachers to consolidate these skills with ongoing support from the project.

Students underachieving including Pacifica and Maori are being empowered through the one on one and paired teaching by our three teacher aides.

Teachers are continuing to promote reading in their classes and using the library on a regular basis, to encourage and help all students to select books that interest them, promote reading in the classroom through peer reading, shared reading and teacher reading and share many different genre with the class.

This Year with the change to a 6 day timetable, each syndicate has a rostered day in the Library which will ensure that the use of the Library is being maximised and fully enjoyed by all classes.

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March 2009