

Evans Bay Intermediate School

SCHOOLWIDE ACHIEVEMENT REPORT

asTTle READING

November 2009

INTRODUCTION

This report provides a picture of student achievement across the school in Reading using the asTTle Reading Test. The three skills that were targeted at the start of the year, the skill weighting and the levels were all kept the same for the purpose of comparison.

(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*.)

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. Since testing at the start of the year the asTTle version that we were using had to be upgraded and in the end of year testing the *Grammar* skill has been split into two categories – *Grammar* and *Punctuation*.

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.

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 those Year 7 and Year 8 students nationally our students performed above the 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 tail of the Year 8 students is much shorter than that of the both the Year 7 students and the New Zealand norm.

At the start of the year the length of the *Year 7 tail* was long but not as long as the norm. It is now as long as the norm suggesting that although most of our students are achieving above the norm there is a wider spread in the underachievers. The length of this tail is a concern.

Most EBIS students find answering questions relating to *Surface Features* (the ability to use one or more unconnected lists of facts, information, or ideas to answer questions) easier than those relating to *Deep Features* (the ability to relate the facts, ideas, or information to each other or to hypothesise about them in a more abstract manner). AsTTle cannot give a breakdown of the *Surface* and *Deep Features* for the individual year groups.

Of the three areas tested EBIS students achieved above the New Zealand norm in all areas tested. In the report at the start of the year the area of *Understanding* was the only one just below the norm. This was the skill that was chosen as one of the school targets.

The attitude to reading of EBIS students has remained the same since the start of the year.

All Year 7 & 8 students – Lower North Island

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

The Year 8 students are well above their counterparts. The length of the tail for underachievers has moved to being above the New Zealand norm. At the start of the year it was of equal length. The overall tail has been reduced. The tail for those achieving in the top 25% is longer than the New Zealand norm indicating that top EBIS students are achieving well above the norm. This was the case at the start of the year too.

At the start of the year the length of the Year 7 tail was long but not as long as the norm. It is now longer than the norm suggesting that although most of our students are achieving above the norm there is a wider spread in the underachievers. This is consistent with the comparison of EBIS students with all schools.

The attitude to reading has not changed since the start of the year.

Male and Female Students (Gender Comparison)

There is not much difference in the performance of male and female students in the three skills tested. Both gender groups performed above the norms compared to their New Zealand counterparts for the three skills tested. At the start of the year both groups performed below the norm for the skill of *Understanding*.

For both genders the boxes representing 50% of EBIS students are above those for the New Zealand norm. There has been an improvement in all of the breakdowns here as the boxes have moved from just above the New Zealand median to well above. This means that EBIS students are achieving well above their New Zealand counterparts.

Year 7 boys and girls in the lower 25 percentile still have the longest tail. There is still a larger spread in the achievement of Year 7 boys at EBIS. This is what is making the tail longer in the Year 7 achievement overall. This group will have to be monitored carefully at the start of next year.

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

Pasifika Students

Pasifika students at EBIS outperformed their New Zealand counterparts in all of the three areas tested. The main shift since the start of the year was in the skill of *Understanding* where the improvement went from marginally above the New Zealand norm, to above the norm.

Both year groups outperformed their New Zealand counterparts, with 75% of both groups being above the New Zealand median. This was only the case with Year 8 students at the start of the year.

The length of the tail for Year 7 Pasifika students was longer at the start of the year compared to the Term 4 results indicating a raise in the overall performance of students. Both Year groups have a much smaller spread of achievement of students in the tail than the New Zealand norms. There has been a marked improvement in the achievement of Pasifika students.

In the attitude to reading Pasifika students remained on 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 median. The length of the tails for the lower 25% of students is much shorter and well above the lowest point of the New Zealand norm. The length of the top 25% of students has increased since the start of the year suggesting that these students have been extended.

The attitude of Maori students to reading has remained above the New Zealand mean suggesting that teachers were able to motivate and sustain the interest of these students for reading.

LOTE – Language other than English.

The overall Term 4 results are similar to those at the start of the year.

Like Maori and Pasifika 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 however a larger spread in the tail of Year 7 students as compared to Year 8 students.

In the attitude to reading, these students show an improvement. This has risen from being at the New Zealand mean to above it.

Curriculum Functions and Processes.

Student results are spread across Levels 2-4 of the curriculum. There has been a shift across the levels of the curriculum for all of the areas towards the right. The range at the start of the year was between <2B to >4A and at the start of Term 4 was from <3B to >5A. The graph of 'The Expected Levels Of Progress

Through The New Zealand Curriculum' shows that the expectations of achievement for each year group shifts up at the end of the year.
(NB Year 7 have to be achieving at Level 3 Achieved and above and Year 8 students at Level 4 Basic and above.)

There has been an improvement since the start of the year in all of the areas. What stands out is the number of students achieving well below in the area of Punctuation. As was stated at the start of this report *Punctuation* was not separated from *Grammar* at the start of the year. This therefore makes it difficult to be able to truly compare.

The National Standards

In assessing students against the National Standards, we will use a number of assessment tools to help us to accurately do that. One of the tools we will use will be asTTle Reading. Students achieving the Standard in Reading by the end of Year 7 need to be achieving at *early Level 4*. By the end of Year 8 they need to be *achieving at Level 4*. Using data from just this one test, of our Year 8 students leaving EBIS 69% of the students have met the Standard according to asTTle Reading.

It must be remembered that this is only a snapshot of student performance on the day of testing. There will be students in the 31% of underachievers that may indeed be performing at or above the Standard but for a number of reasons on the day did not do well in the test. All students who scored below the expected level will be tested for reading using the Probe Reading Test, which is another standardised test. This would mean that the figure of 69% would more than likely be higher.

Analysis Of The Tail

31% of all EBIS students are in the tail, "underachieving".

29% of all Year 7 students are in the tail.

31% of all Year 8 students are in the tail.

45% of all Pasifika students are in the tail.

39 % of all Maori students are in the tail.

		Pasifika Students	Maori Students	Students Not on Special Needs Register
Total Students In Tail	119	29 24%	24 20%	25 21%
Year 7 Students	55	13 24%	9 16%	16 30%
Year 8 Students	64	16 25%	15 23%	9 14

Change In Student Level Of Achievement

(3 Increments per curriculum level – Basic, Proficient, Achieved/Advanced)

All students with comparative data included below. There were 4 Year 7 students and 2 Year 8 students with no data for the start of the year.

Increment Change	Total Students	Year 7	Year 8
+3	5	1	4
+2	14	2	12
+1	33	13	20
0	25	18	7
-1	21	11	10
-2	13	6	7

-3	1		1
-5	1		1

Ideally there should be a minimum of a two step increment for students in the tail as these students are already behind and by the end of the year the expected achievement level raises by one level for Year7 students and remains the same for Year 8 students.

It should be noted that the results in the table above will be subject to change as all of the students will be individually tested to confirm the results. There are quite a few students who went down that in fact are achieving a lot higher but on the day did not perform well.

As a school we are improving overall and the tail is shorter and less spread out by the end of Year 8. The challenge still remains to increase the rate of improvement for students in the tail.

CONCLUSION

EBIS students performed above their New Zealand counterparts in all of the data breakdowns. There was value added to student learning in reading in all of the skills tested, the levels and in all of the breakdowns.

The achievement data for each student 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. Each teacher was given this data plus the breakdown of the skills for each student in their class. From this information teachers will select the skills still needing improvement in Reading, in Term 4. Reading will also be the English Curriculum aspect reported to parents in the end of year report.

Students at the start of the year were underachieving in the skill of *Understanding*.

When the individual student levels were analysed it was found that there were too many students underachieving here. (67% of Year 7 students, 64% of Year 8 students, 71% of Maori students and 81% of Pasifika students.) This is no longer the case. There has been a clear shift in this area in all of the breakdowns.

There are several challenges in this report. The first is the length of the Year 7 tail. This is longer than the New Zealand norm. There is a wider spread in the underachievers suggesting that the level of achievement of a few students is far too low. This has to be monitored and addressed. As a school though, we are improving overall and the tail is getting shorter and less spread out by the end of Year 8.

The other challenge is to increase the rate of improvement for students in the tail. These students have to be monitored and tested on a more regular basis than they have been. This has already been taken into account and in next year's English Annual Plan it is clearly stated when these students are to be tested throughout the year using the Probe Reading Test. EBIS is not yet part of e-asTTle and so individual teachers cannot use the facility that is available on e-asTTle allowing for tests to be tailored and progress monitored for individual groups. We have applied to join e-asTTle but the number of schools is limited. To get around this problem, students in the tail could be tested as a group on a more regular basis than the whole school. ie End of each term.

The students identified on the Special Needs Register received support/empowerment through Teacher Aides. One thing that should be taken into consideration was that this year Teacher Aides spent less time at Reading with students in Term 3 as they were sharing their talents with other students across the school with the Production.

Listening Posts have been purchased for all syndicates. This is another tool for teachers to use in the classroom with students who are underachieving and it will also help with the enjoyment of reading for reluctant readers.

Teachers at EBIS have a good understanding of assessment tools now and how they are used in the teaching/learning cycle. This has been achieved through professional development over the last two years. As we gain more understanding and become more experienced at using these tools expectations will change. As a staff, we are now analysing data more deeply. We are more aware of raising expectations further for both teachers and students. The proposed new reporting to parents for next year will help to raise achievement. Parents will be included in the learning partnership on a far more regular basis with the role of the home acknowledged as an integral part of student success in learning. This is especially important for our students represented in the tail.

This report was compiled by Sandra Boolieris - November 2009