

Non-readers – AL student progress – NT Schools

This report provides additional analysis and commentary following the release of the *Student Progress – 2007 – Accelerated Literacy – NT Schools* report. It investigates the progress made by the non-readers who entered the AL program during 2005 and 2006.

Background

Initial IL assessments during 2005 to 2007

- There were 7,690 students with an initial IL assessment during 2005 to 2007. That is, well over 7,500 students entered the program during the last three years.
- Of these, 3,884 students were assessed as ‘unsuccessful at transition’. That is, almost 4,000 of the students entering the program during 2005 to 2007 were non-readers.

Table 1 shows the number of the students with an initial IL assessment during each year from 2005 to 2007, and the number and percentage of these students who were assessed as ‘unsuccessful at transition’.

Table 1 Students with their initial IL assessment during 2005 to 2007

Students	2005	2006	2007	Total
Students with their initial IL assessment during the year	1,605	2,386	3,699	7,690
Initial IL assessment of ‘unsuccessful at transition’	711	1,173	2,001	3,884
% Unsuccessful at transition	44.2%	49.2%	54.1%	50.5%

Analysis of non-readers who entered the AL program during 2005 and 2006

For this report, a student who has an IL assessment of ‘unsuccessful at transition’ is considered to be a ‘non-reader’ and students are considered to enter the program at the time of their initial IL or Torch assessment.

The purpose of this report is to analyse the progress made by the non-readers who entered the AL program during 2005 and 2006. That is, students with an initial IL or Torch assessment during 2005 or 2006 were identified as the non-readers entering the program during these years. All assessments for these students were then identified and analysed to determine whether or not these students were progressing sufficiently to become readers (ie have one of more on-scale assessments).

Non-readers who entered the program during 2007 are not included in this analysis as these students are unlikely to have additional IL or Torch assessments until towards the end of Term 4 2008.

Non-readers entering the AL program during 2005

- Of the 711 non-readers who entered the AL program during 2005, by the end of 2007, 279 (or 39.2%) were assessed as readers, 165 (or 23.3%) had been re-assessed as non-readers, and 267 (or 37.6%) had no further IL or Torch assessments.
- Of the 711 identified non-readers, 45 (or 6.3%) were identified as readers during the remainder of 2005, 166 (or 23.3%) during 2006 and 264 (or 37.1%) during 2007.
- About half of these students did not have an IL or Torch assessment during both 2006 and 2007. At the end of 2007, almost 40% of these students had not been re-assessed.

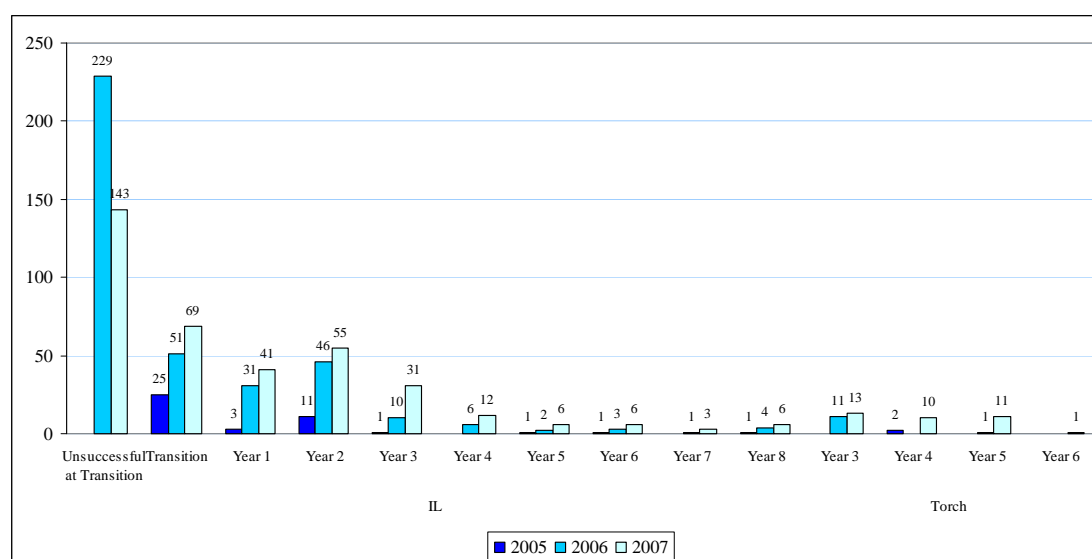
Table 2 shows the number of non-readers who entered the AL program during 2005 (ie students with an initial assessment of 'unsuccessful at transition' during 2005) and how many of these students were re-assessed as non-readers, re-assessed as readers and had no assessments recorded during 2006 and 2007.

Table 2 Progress made by non-readers entering the program during 2005

	Number	Percentage
Number of non-readers who entered the program during 2005	711	
During 2005		
assessed as readers	45	6.3%
During 2006		
assessed as readers	166	23.3%
assessed as non-readers	229	32.2%
no assessments	361	50.8%
During 2007		
assessed as readers	264	37.1%
assessed as non-readers	143	20.1%
no assessments	357	50.2%
By the end of 2007		
assessed as readers	279	39.2%
assessed as non-readers	165	23.2%
no assessments	267	37.6%

Graph 1 shows the subsequent IL and Torch assessments for the 711 non-readers who entered the AL program during 2005.

Graph 1 IL and Torch assessments – non-readers entering AL during 2005



Non-readers entering the program during 2006

- For the 1,173 non-readers who entered the AL program during 2006, an analysis of their 2007 IL and Torch assessments indicated that 319 (or 27.2%) were assessed as readers, 429 (or 36.6%) were re-assessed as non-readers, and 469 (or 40.0%) had no IL or Torch assessment.
- By the end of 2007, 356 (or 30.3%) of the 711 non-readers had been assessed as readers.

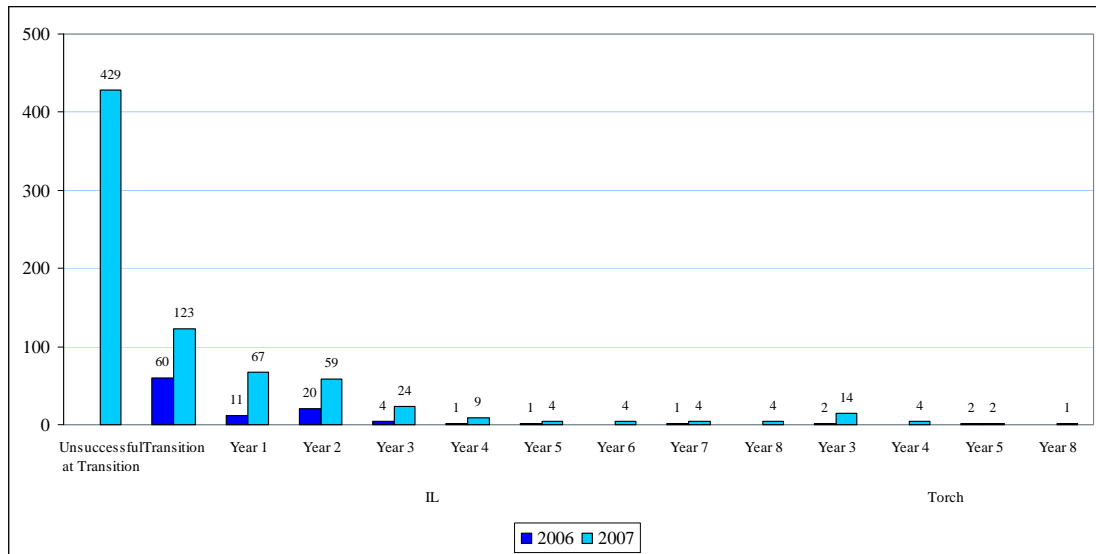
Table 3 shows the number of non-readers who entered the AL program during 2006 and how many of these students were re-assessed as non-readers, re-assessed as readers and had no assessments recorded during 2007.

Table 3 Progress made by non-readers entering the program during 2006

	Number	Percentage
Number of non-readers who entered the program during 2006	1,173	
During 2006		
assessed as readers	102	8.7%
During 2007		
assessed as readers	319	27.2%
assessed as non-readers	429	36.6%
no assessments	469	40.0%
By the end of 2007		
assessed as readers	356	30.3%

Graph 2 shows the subsequent IL and Torch assessments for the 1,173 non-readers who entered the AL program during 2006.

Graph 2 IL and Torch assessments – non-readers entering AL during 2006



Conclusion

There were a total of about 1,900 non-readers who entered the AL program during 2005 and 2006.

About 25% to 30% of these students were assessed as readers by the end of the following year. A significant number showed accelerated progress.

About 40% were assessed as readers following the second year after entering the program.

About 40% to 50% of the non-readers have no further IL or Torch assessments during the following years.

An extension of these analyses to include the 2008 IL and Torch assessments for these students (including the 2,001 non-readers who entered the AL program during 2007) will determine whether or not these trends have been sustained.