

Student Progress *2007*

Accelerated Literacy *NT Schools*

System Level Summary

Accelerated Literacy Team
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Document Approval

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Master file

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Glossary

AL	Accelerated Literacy
ALIAS	Accelerated Literacy Information Analysis System
CDU	Charles Darwin University
DEET	Department of Employment, Education and Training, Northern Territory
IL	Individual Level
MAP	Multilevel Assessment Program
NALP	National Accelerated Literacy Program
NT	Northern Territory
SAMS	DEET Student Administration and Management System
TORCH	Tests of Reading Comprehension
UPN	Unique Student Identifier
WL	Working Level

Executive Summary

Participation

- There were 60 schools that participated in the National Accelerated Literacy Program (NALP) at some time during 2007. Two schools were not active at the end of the school year. 60 schools had recorded assessments in ALIAS.
- There were 5,167 students participating in the Accelerated Literacy (AL) program at the end of Week 8 of Term 4 2007. There were 6,781 students who participated in the AL program at some time during 2007.

Student progress

Care must be taken when interpreting student progress results as these measures were calculated using a small subset of students.

- There were 5,167 students participating at the end of Week 8 of Term 4 2007.

Individual Level (IL) assessment sequences

An *assessment sequence* is a series of valid student assessments of the same type (ie IL or TORCH) in more than one term.

- In 2007, the average progress rate for students with an IL assessment sequence on the IL scale was 1.18 reading year levels per year. There were 1,599 students included in this calculation.
- Approximately 34.8% (855 of 2,454) of the IL assessment sequences were unable to be included in calculations as both assessments were below the IL scale. That is, the students were assessed to be unsuccessful using the Transition-level text for both assessments in the sequence.

Test of Reading Comprehension (TORCH) assessment sequences

- In 2007, the average progress rate for students with a TORCH assessment sequence was 1.35 reading year levels per year. There were 548 students included in this calculation. TORCH assessments are administered to students with a successful IL at Year 4 or above.

Comparing 2005, 2006 and 2007

	IL			TORCH		
	2005	2006	2007	2005	2006	2007
Number of participating students - Term 4	2,534	4,165	5,167			
Number of students with assessment sequences - on scale	526	914	1,599	212	415	548
Average progress rate	1.67	1.74	1.18	1.34	1.22	1.35

Indigenous students

- During 2007, 84.6% (or 5,738 of 6,781) of the students participating in the AL program were Indigenous.
- There were 852 students with IL pre-scale assessment sequences during 2007 (ie these students were unsuccessful at Transition level for both assessments in the sequence). The majority (805 or 94.5%) of these students were Indigenous.
- Of the 583 students with a TORCH sequence during 2007, Indigenous students were under-represented with 273 (or 46.8%).

Assessment sequences with no progress

- 85 of the 362 students whose IL assessment sequences indicated no progress were assessed as reading at Year 8. That is, they were re-tested on the highest-level IL assessment and could not demonstrate progress.

Assessed as ‘unsuccessful at transition’

- During 2007, there were 4,765 students with one or more IL assessments recorded. Of these, there were 2,306 students (or 48.4%) who were assessed as ‘unsuccessful at transition’ at some stage during the year.

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Introduction

Purpose

This document reports *student progress* for students participating in the AL program during 2007. That is, it compares the students assessed reading levels during 2007 with those received in previous years.

Data sources

Student participation is determined using enrolment and attendance information extracted from Centris module of SAMS during 2007. This information is periodically forwarded to CDU for loading into the ALIAS reporting system.

Student assessments are recorded by class teachers, administrators, coordinators or CDU staff in the ALIAS data entry system.

This report uses information extracted from the various systems on Monday 11 February 2008. Any changes or additions made in the operational systems after this date will not be reflected in this report.

2007 data entry

For DEET schools, the ALIAS data entry system used student names, UPNs, demographics and class enrolments extracted from SAMS. No re-keying of this information occurred.

The assessment information (including assessment type, date, text or test name and result) was entered into the ALIAS data entry system by class teachers, administrators, coordinators or CDU staff.

Validation process

At the completion of data entry each term, *validation reports* containing all year-to-date assessment information were distributed to schools for review.

This report uses data from the ALIAS data entry system following the completion of the validation process of Term 4 2007.

AL terminology and methodology

No attempt is made in this report to define or explain Accelerated Literacy terminology, assessment protocols and methodology.

Please refer to the NALP website (<http://www.nalp.edu.au/>) for this information.

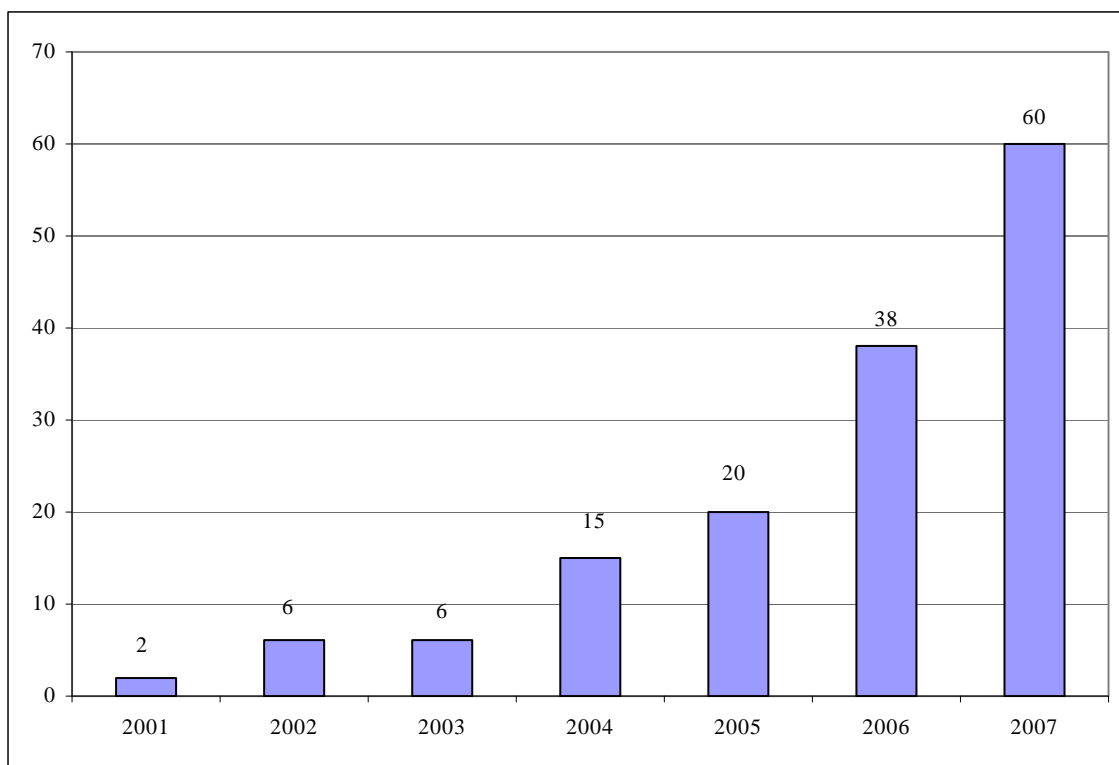
Participation

Participating schools

- At the end of the 2007 school year, there were 58 schools participating in the Accelerated Literacy program. There were 60 schools that participated in the program at some stage during 2007.
- There were 23 schools that commenced the program during 2007 (16 DEET and 7 non-Government). Schools commenced throughout the school year.

Graph 1 shows the total number of school sites with recorded assessments in the AL program each year from 2001 to 2007.

Graph 1 Number of school sites with recorded assessments by year



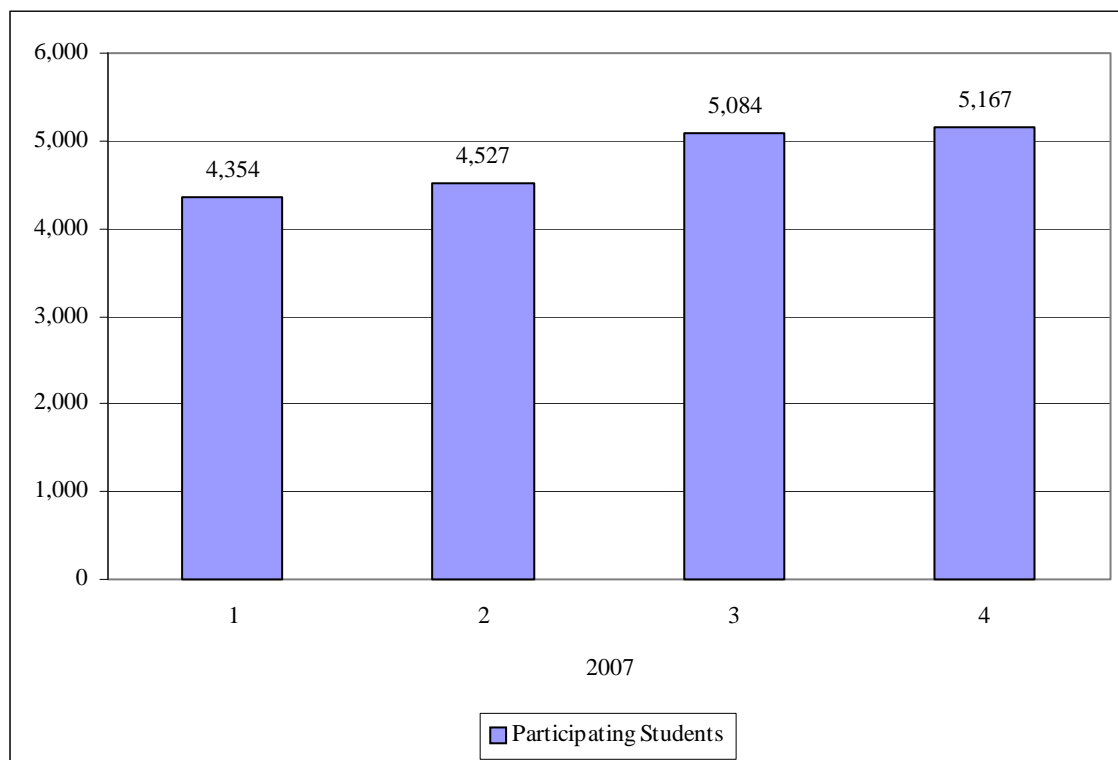
Participating students

- There were 5,167 students participating in the Accelerated Literacy program at the end of Week 8 of Term 4 2007.
- There were 6,781 students who participated in the AL program at some time during 2007.

Definition: *Participating students* are those who are receiving literacy instruction using the Accelerated Literacy methodology.

Graph 2 shows the number of students participating in the Accelerated Literacy program during each term of 2007.

Graph 2 Number of students participating each term during 2007
(Census or point-in-time measure – end of week 8 each term)



Note: The number of students participating in each school was calculated at the end of week 8 each term.

Table 1 shows the number of students participating in AL schools during each term of 2006.

Table 1 Number of participating students – 2007

School	Number of participating students
Census measure (end of week 8 each term)	
Term 1	4,354
Term 2	4,527
Term 3	5,084
Term 4	5,167
Throughput measure	
Total number of students who participated at any time during 2007	6,781

Note: The census measure for the number of students participating in each school was calculated at the end of Week 8 each term. The throughput measure includes all students who attended at any time during the 2007 school year.

Assessments

Number of assessments recorded

Table 2 shows the number of student assessment results recorded in the ALIAS data entry system.

Table 2 Number of assessments – 2007

Assessment	Number of assessments
IL	7,134
WL	16,764
Torch	1,881
Number of students – Term 4	5,167

Table 3 shows the number of student assessments recorded for each term during 2007.

Table 3 Number of assessments by term – 2007

Assessment	Term			
	1	2	3	4
IL	1,360	1,326	913	3,535
WL	3,470	4,882	4,492	3,920
TORCH	387	140	155	1,199
Unknown			1	
Total	5,217	6,348	5,561	8,654

Assessment consolidation

- In 2007, the 25,780 assessment records were consolidated to 18,980 records.
- Following assessment consolidation, there were 5,839 IL and 1,432 TORCH assessments recorded in 2007.

Where there are multiple assessments of the same type during the same term, these records are consolidated by choosing the most appropriate assessment record during the time period (using the business rule detailed below).

A small number of invalid assessment records (eg unknown assessment type) were removed during the consolidation exercise. The number of invalid assessment records during 2007 was minimal due to ongoing school validations.

Business rule: assessment consolidation

- The student's reading level for the term (as measured by the IL, WL or TORCH) is taken to be the maximum level of success during the term.
- Where all assessments during the term were unsuccessful, the student is assessed to have been unsuccessful on the minimum level attempted during the term.
- During each term, successful assessments take precedence over unsuccessful assessments regardless of chronological order (ie lack of success at a lower level does not cancel out success at a higher level).

Table 4 shows the number of consolidated assessment records by assessment type for each year.

Table 4 Number of consolidated assessment records

	2001	2002	2003	2004	2005	2006	2007
IL	264	543	516	1,244	2,207	3,677	5,839
WL	281	900	861	1,423	5,667	8,892	11,709
TORCH	1	11	82	482	1,019	1,368	1,432
Total	546	1,454	1,459	3,149	8,893	13,937	18,980

Student Progress

Measuring student progress

Student progress is measured by the change in assessed reading year levels during the time period.

Table 5 shows the score associated with each assessed reading level. This score enables a value to be derived for student progress.

Table 5 Reading level scores for measuring student progress

Assessment	Assessed level score
Unsuccessful at Kinder Pre Primary	0
Successful at Kinder Pre Primary	0.5
Year 1	1
Year 2	2
Year 3	3
Year 4	4
Year 5	5
Year 6	6
Year 7	7
Year 8	8
Year 9	9

Unsuccessful at Year 1 – 9 gives an unknown assessment result.

Table 6 Examples of student progress measures

Assessment 1	Assessment 2	Progress (reading year levels)
Year 1	Year 4	3
Kinder	Year 2	1.5
Unsuccessful at Kinder	Year 5	5
Year 3	Unsuccessful at Year 5	Unknown

Time period

The school term is the smallest time period used and each student has at most one consolidated assessment record per term for each assessment type. Elapsed time is calculated as the number of terms between assessments.

For example, from Term 1 2002 to Term 3 2003 is considered to be 6 terms or 1.5 years. However, from Term 1 to Term 4 is considered to be 4 terms or 1 year.

Rate of student progress

The rate of student progress is determined by calculating the ratio of the change in assessed reading levels and the time period elapsed.

$$\text{Student progress rate} = \frac{\text{student progress (in reading year levels)}}{\text{time elapsed (in years)}}$$

Student progress is the change in assessed reading levels for IL or TORCH measured in year levels, and the time elapsed is measured in years.

For example, a student has the following IL assessments

Term 1 2002 - Year 2

Term 3 2003 - Year 6

Student progress is 4 year levels and time elapsed is 6 terms (or 1.5 years).

$$\begin{aligned}\text{Student progress rate} &= \frac{4 \text{ year levels}}{1.5 \text{ years}} \\ &= 2.7\end{aligned}$$

That is, the student's progress rate is 2.7 reading year levels per year.

Note: 1 reading year level per year is considered to be normal.

Assessment sequences

- There were 2,675 students with valid IL or TORCH assessment sequences completed during 2007. (2,419 with IL assessment sequences and 548 TORCH assessment sequences)

In order to calculate student progress, students must have an identifiable assessment sequence (i.e. a series of valid student assessments of the same type or TORCH, in more than one term).

That is, if a student has valid IL assessments in a number of different terms, these assessments are identified as being part of an IL assessment sequence and can be used to calculate student progress.

Table 7 shows the number of students with one or more valid assessment sequences that were completed during 2007. Please note that students may have assessment sequences for both IL and TORCH tests. That is, the IL and TORCH columns will not necessarily add to the Total column as the same student may be counted in each column, but will only be counted once in the Total column.

Table 7 Number of students with valid assessment sequences

Assessment	Number of students
IL	2,419
TORCH	548
Total	2,675

Student progress – Individual Level (IL)

- There were 1,599 students with an IL assessment sequence completed during 2007 and able to be assessed using the IL scale.
- 34.8% (855 of 2,454) of the IL assessment sequences were unable to be included in calculations as both assessments were below the IL scale. That is, the students were assessed to be unsuccessful using the Transition-level text for both assessments in the sequence.
- In 2007, the average progress rate for students with an IL assessment sequence on the IL scale was 1.18 reading year levels per year. Care must be taken when interpreting this result as it was calculated using a small subset of students.

Table 8 shows the number of students with IL assessment sequences completed during 2007.

Table 8 Number of students with an IL assessment sequence – 2007

Assessment	Number of students
On IL Scale	1,599
Pre IL Scale	855

IL Assessments

The IL methodology involves observing students reading previously unseen passages of text that have each been assigned to a reading year level. A student is considered to have successfully read the passage if they decoded at 90% or greater accuracy. If the student can successfully read the passage they are assessed as having reached the reading year level of the passage. The student's assessed reading year level is determined by the highest level passage that they can successfully read.

A large number of students are assessed as unsuccessful at the Transition level for both assessments in their assessment sequence. The progress of these students can not be determined by the IL assessment methodology as they continue to be assessed at a level below the commencement of the IL scale. These students are not included in the rate of student progress calculations as the current method for measuring student progress would incorrectly calculate their progress as 0 reading year levels per year.

Table 9 shows the average student progress rate for those students with at least one valid IL assessment sequence. Where a student has more than one valid assessment sequence, a progress rate is calculated for each sequence and not the total time period.

Only students whose assessment places them on the IL scale are included in this calculation.

Table 9 Average student progress rate – Individual Level (IL)

IL student progress

Number of students	1,599
Progress rate	1.18

Student progress – Tests of reading comprehension (TORCH)

- There were 548 students with a TORCH assessment sequence completed during 2007.
- In 2007, the average progress rate for students with a TORCH assessment sequence was 1.35 reading year levels per year. Care must be taken when interpreting this result as it was calculated using a small subset of students.

Table 10 shows the average student progress rate for those students with at least one valid TORCH assessment sequence. Where a student has more than one valid assessment sequence, a progress rate is calculated for each sequence and not the total time period.

Table 10 Average student progress rate – TORCH

TORCH student progress

Number of students	548
Progress rate	1.35

Comparing 2005, 2006 and 2007

Table 11 Average IL and TORCH student progress rate – 2005, 2006 and 2007

	2005	2006	2007
IL student progress			
Number of students – term 4	2,534	4,165	5,262
Students with assessment sequences (on scale)	526	914	1,599
Progress rate	1.67	1.74	1.18
TORCH student progress			
Number of students – term 4	2,534	4,165	5,262
Students with assessment sequences (on scale)	212	415	548
Progress rate	1.34	1.22	1.35

Note: Care must be taken when interpreting the information in this table as some 2006 assessment information was updated during 2007. It will vary slightly from the information reported in the 2006 Student Progress Report.

Student Progress Groups

- In 2007, there were 591 students whose IL assessment sequences indicated that they progressed at 2 or more reading year levels per year.
- For TORCH, there were 264 students who progressed at 2 or more reading year levels per year during 2007.

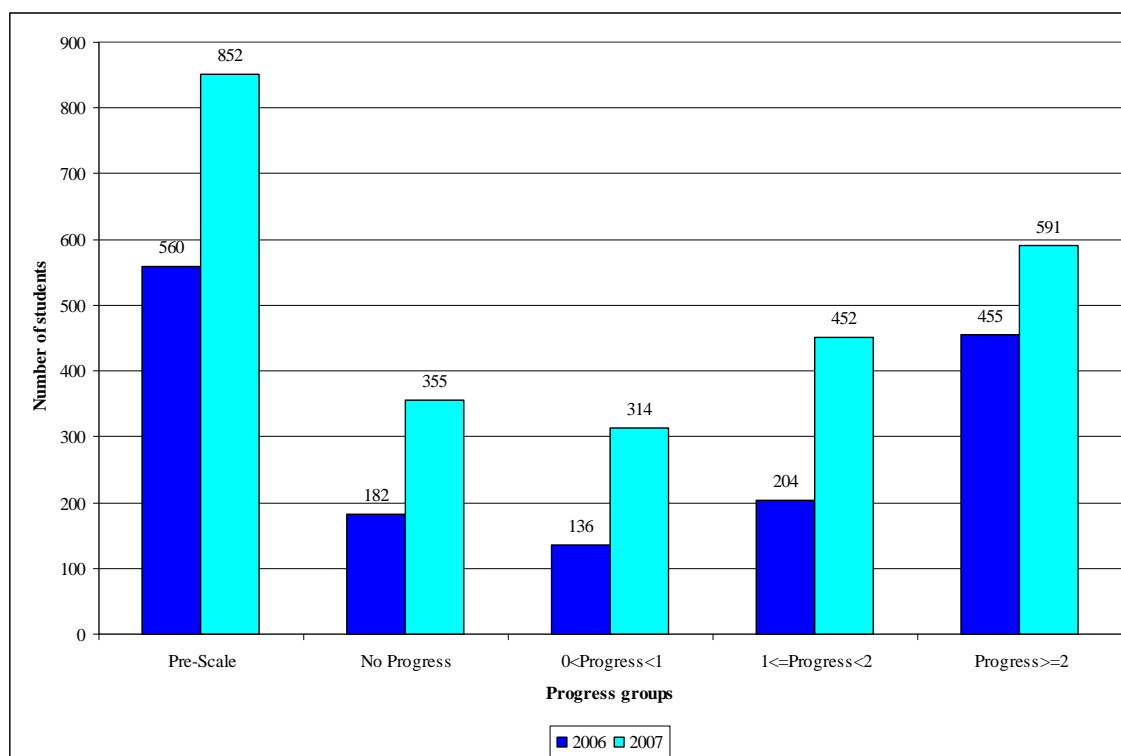
All students with IL or TORCH assessment sequences that were completed during 2006 and 2007 were classified and reported in the groups described in Table 12.

Table 12 Student progress groups

Student progress group	Description
Pre-scale	Both assessments were 'unsuccessful at transition'
No progress	Both assessments are at the same level (includes negative progress)
0<progress<1	Student progress between 0 and 1 reading year levels per year
1<=progress<2	Student progress between 1 and 2 reading year levels per year
Progress>=2	Student progress greater than 2 reading year levels per year

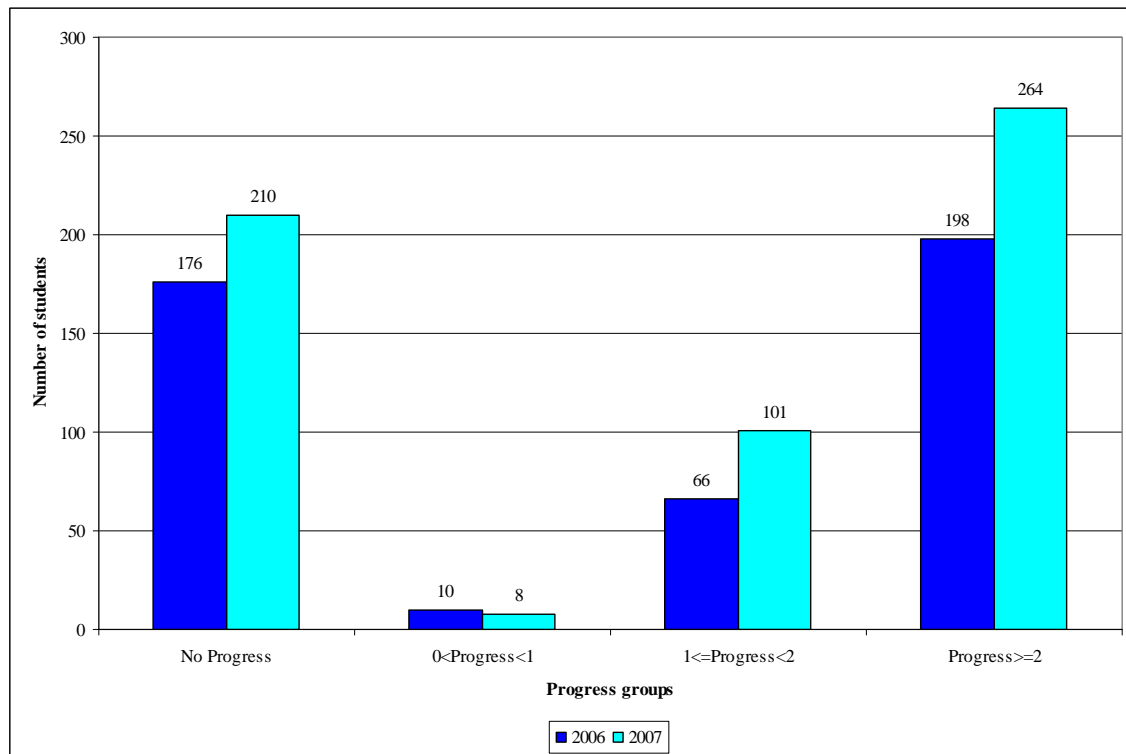
Graph 3 shows the number of students with IL assessments in each student progress group during 2006 and 2007.

Graph 3 Number of students – IL assessment student progress groups – 2006 and 2007



Graph 4 shows the number of students with TORCH assessments in each student progress group during 2006 and 2007.

Graph 4 Number of students – TORCH assessment progress groups – 2006 and 2007

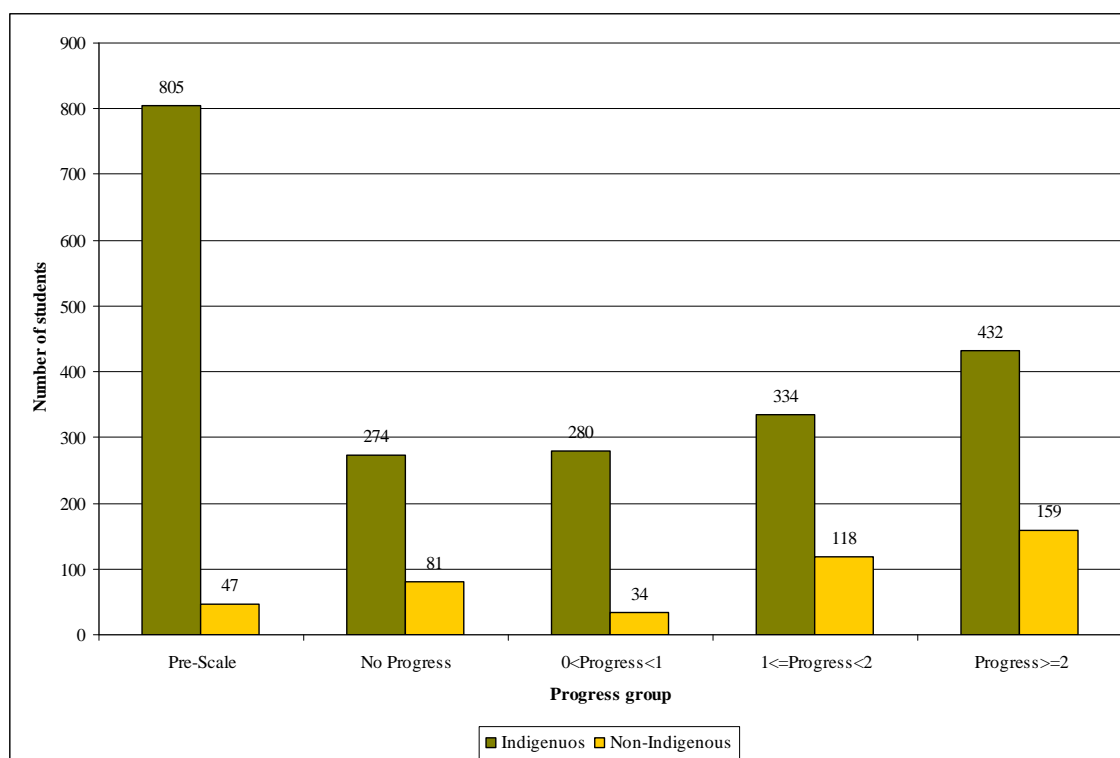


Indigenous status – progress groups

- During 2007, 84.6% (or 5,738 of 6,781) of the students participating in the AL program were Indigenous.
- There were 852 students with IL pre-scale assessment sequences during 2007 (ie these students were unsuccessful at Transition level for both assessments in the sequence). The majority (805 or 94.5%) of these students were Indigenous.
- Of the 583 students with a TORCH sequence during 2007, Indigenous students were under-represented with 273 (or 46.8%).

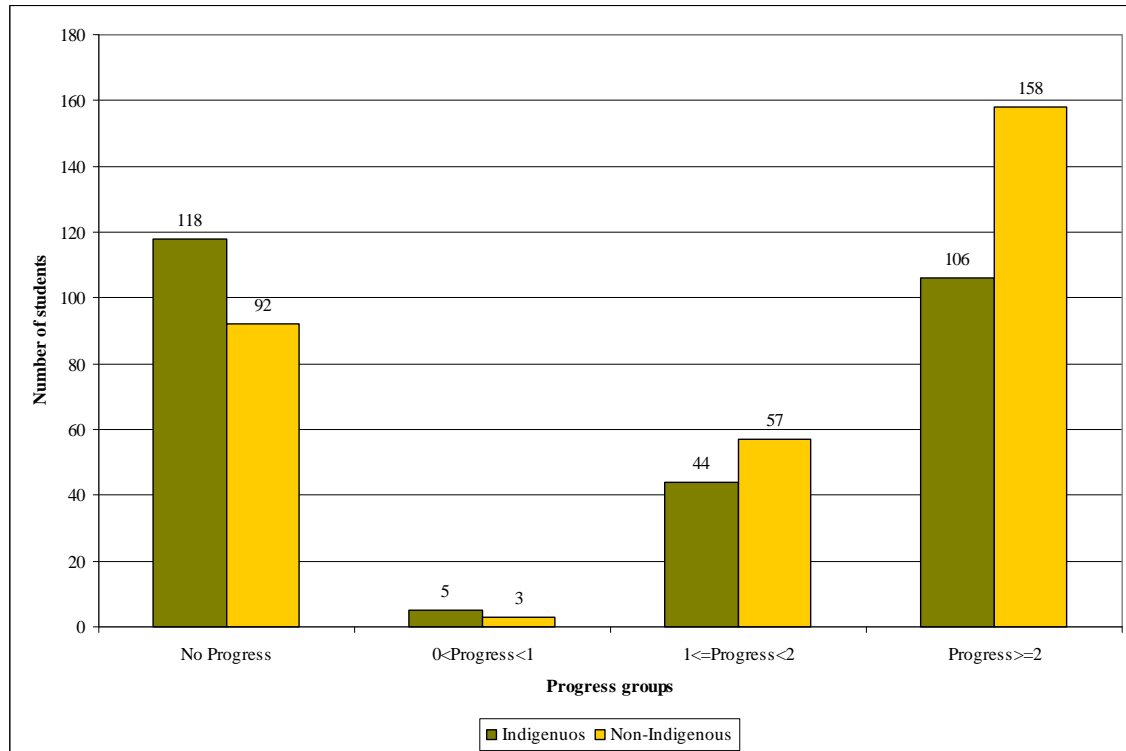
Graph 5 shows the number of IL assessments by Indigenous status in each student progress group during 2007.

Graph 5 Number of students – IL assessment student progress groups by Indigenous status – 2007



Graph 6 shows the number of TORCH assessments by Indigenous status in each student progress group during 2007.

Graph 6 Number of students – TORCH assessment student progress groups by Indigenous status – 2007

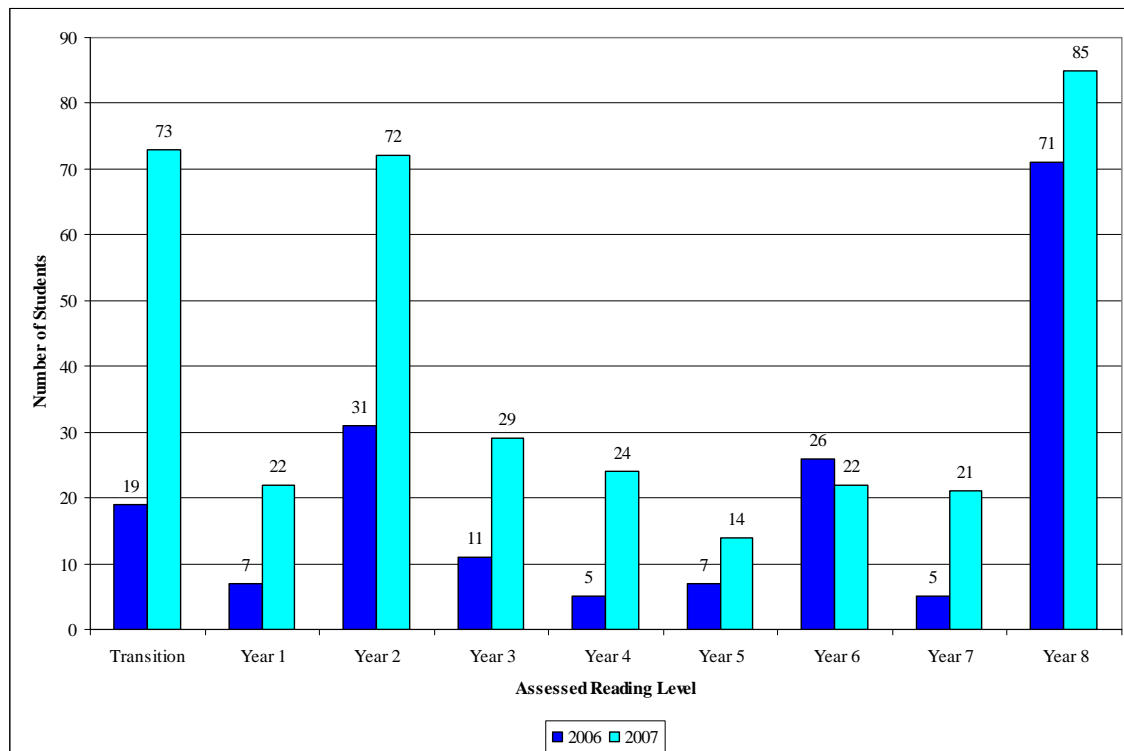


Assessment sequences with no progress

- 85 of the 362 students whose IL assessment sequences indicated no progress were assessed as reading at Year 8. That is, they were re-tested on the highest-level IL assessment and could not demonstrate progress.

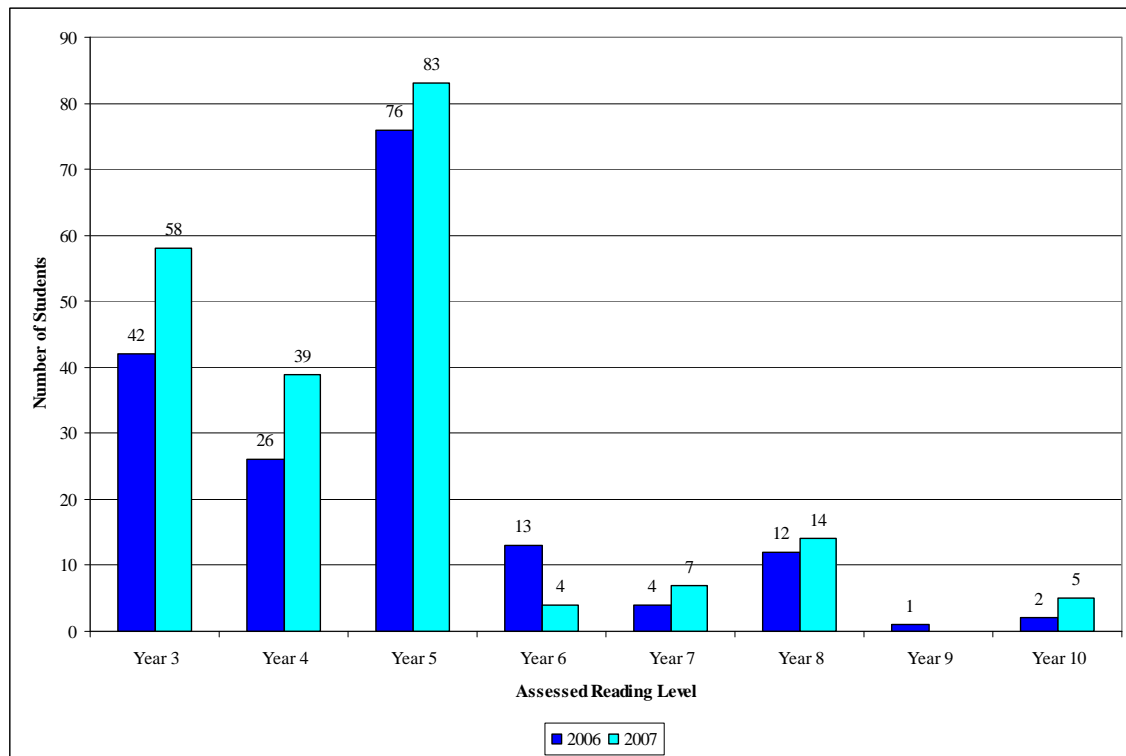
For the students who were assessed as showing no progress according to their IL sequence, Graph 7 shows the number of students at each assessed reading level.

Graph 7 Students with no progress – IL assessment sequence – 2006 and 2007



For the students assessed as showing no progress using their TORCH assessment sequences, Graph 8 shows the number of students assessed at each reading year level.

Graph 8 Students with no progress – TORCH assessment sequence – 2006 and 2007

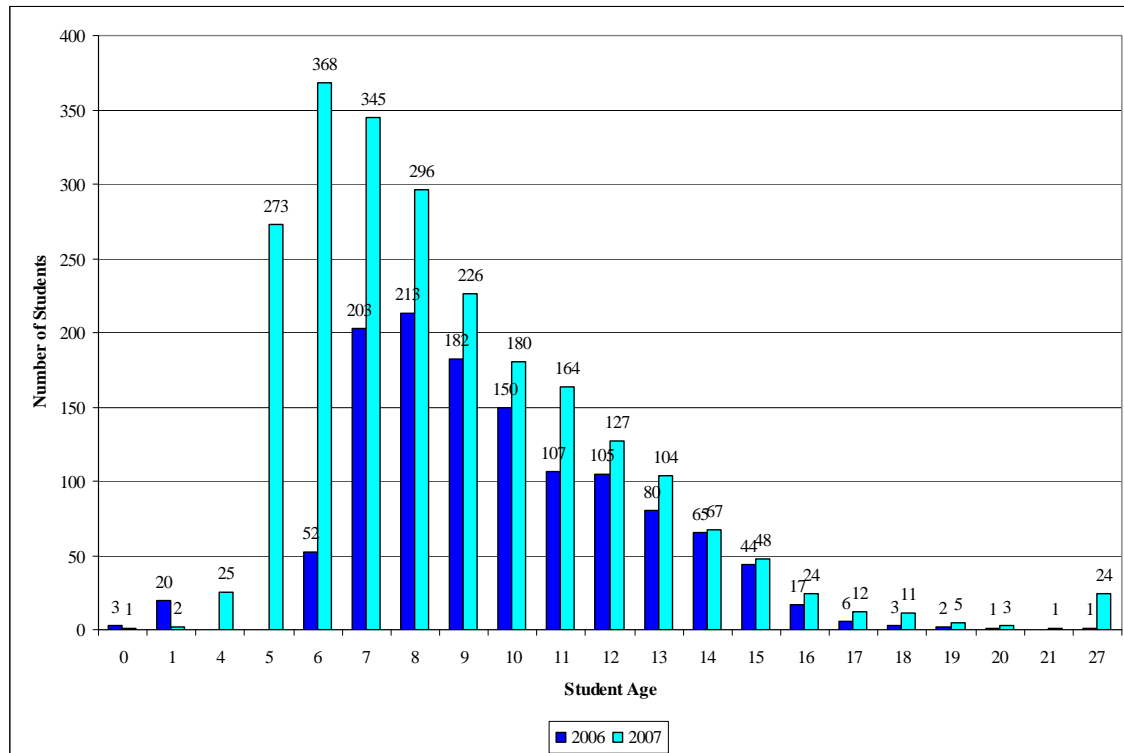


Assessed as ‘unsuccessful at transition’

- During 2007, there were 4,765 students with one or more IL assessments recorded. Of these, there were 2,306 students (or 48.4%) who were assessed as ‘unsuccessful at transition’ at some stage during the year.

Graph 9 shows the age profile for the students who were assessed as ‘unsuccessful at transition’ at some stage during 2006 and 2007.

Graph 9 Age profile – students assessed as ‘unsuccessful at transition’ – 2006 and 2007

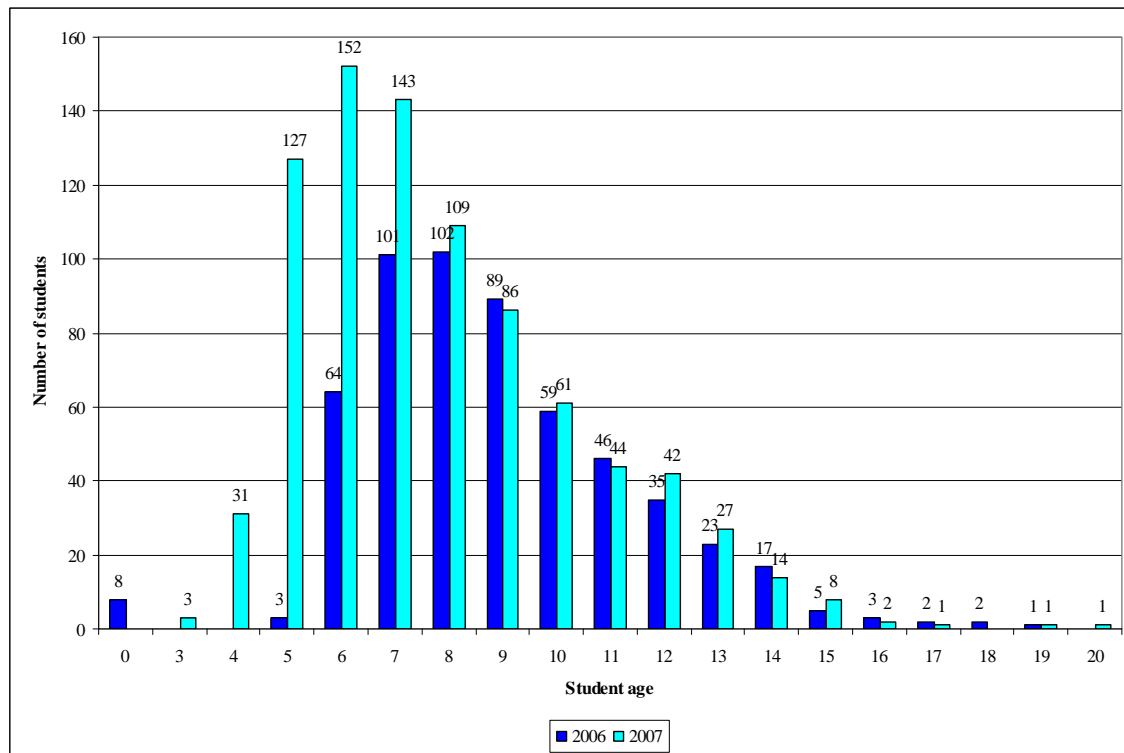


Pre-scale assessment sequences

An assessment sequence is considered to be 'pre IL scale' when the second assessment in the sequence was 'unsuccessful at transition'. All other assessment sequences are considered to be 'on IL scale'.

Graph 10 shows the number of students by age whose IL assessment sequences were considered to be pre-scale during 2006 and 2007.

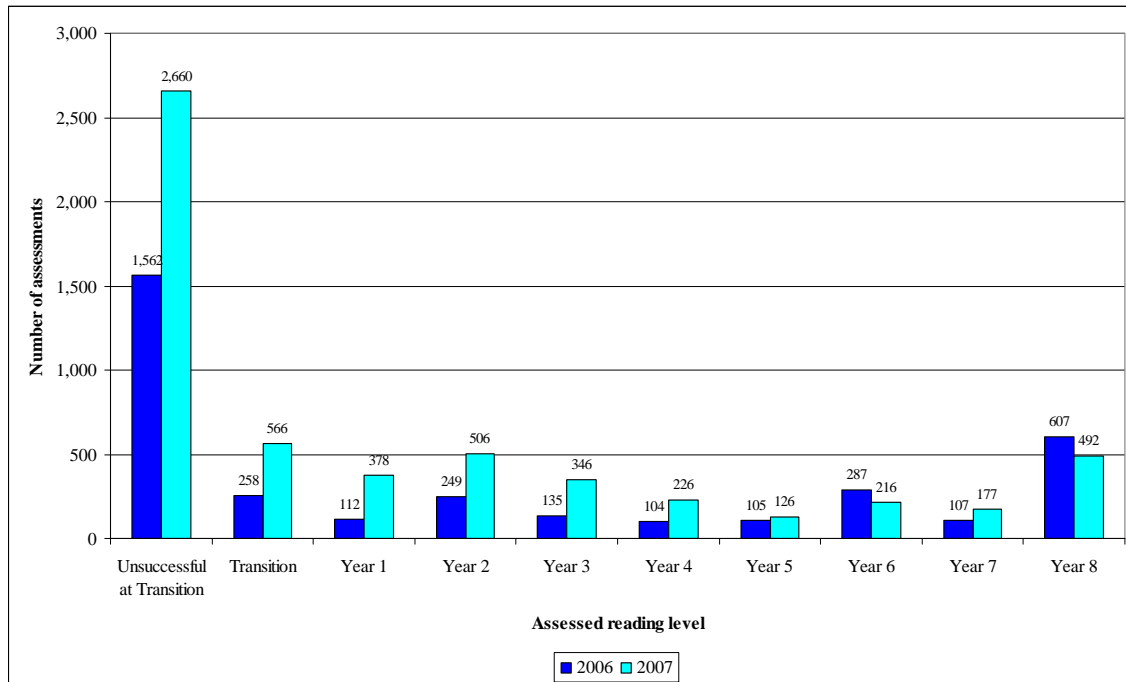
Graph 10 Age profile – pre-scale IL students – 2006 and 2007



Distribution of assessment results

Graph 11 and Graph 12 show the number of student assessments at each reading year level during 2006 and 2007 for IL and TORCH assessments respectively.

Graph 11 IL assessment result distribution – 2006 and 2007



Graph 12 TORCH assessment result distribution – 2006 and 2007

