



# ***Student Progress 2008***

## ***Accelerated Literacy NT Schools***

### ***System Level Summary***

***Education Systems Reform  
School for Social and Policy Research***

The National Accelerated Literacy Program is jointly funded by the Australian Government through the Department of Education, Employment and Workplace Relations, and the Northern Territory Government through the Department of Education and Training, and supported by Charles Darwin University.

# 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
DET	Department of Education and Training, Northern Territory
IL	Individual Level
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 63 schools participating in the National Accelerated Literacy Program (NALP) at the end of 2008 – an increase of 3 from the previous year. During the year, 6 schools entered the program and 3 did not continue.
- There were 6,560 students participating in the Accelerated Literacy program at the end of Week 8 of Term 4 2008. There were 8,412 students who participated in the AL program at some time during 2008.

### Student progress

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

- There were 6,560 students participating at the end of Week 8 of Term 4 2008.

### 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 2008, the average progress rate for students with an IL assessment sequence on the IL scale was 1.24 reading year levels per year. There were 1,952 students included in this calculation.
- Approximately 36.4% (1,115 of 3,067) 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 2008, the average progress rate for students with a TORCH assessment sequence was 1.40 reading year levels per year. There were 590 students included in this calculation. TORCH assessments are administered to students with a successful IL at Year 4 or above.

### Comparing 2005 to 2008

	IL				TORCH			
	2005	2006	2007	2008	2005	2006	2007	2008
Participating students - Term 4	2,534	4,165	5,262	6,560				
Students with assessment sequences - on scale	526	914	1,599	1,952	212	415	548	590
<b>Average progress rate</b>	<b>1.67</b>	<b>1.74</b>	<b>1.18</b>	<b>1.24</b>	<b>1.34</b>	<b>1.22</b>	<b>1.35</b>	<b>1.40</b>

## Indigenous students

- During 2008, 80.8% (or 7,111 of 8,412) of the students participating in the AL program were Indigenous.
- There were 1,112 students with IL pre-scale assessment sequences during 2008 (ie these students were unsuccessful at Transition level for both assessments in the sequence). The majority (1,061 or 95.4%) of these students were Indigenous.
- Of the 633 students with a TORCH sequence during 2008, Indigenous students were under-represented with 335 (or 52.9%).

## Assessment sequences with no progress

- During 2008, 86 of the 448 students whose IL assessment sequences indicated no progress were assessed as reading at Transition. There were also 81 students who were re-tested on the highest-level IL assessment (Year 8) and could not demonstrate progress.

## Assessed as 'unsuccessful at transition'

- During 2008, there were 4,840 students with one or more IL assessments recorded. Of these, there were 1,568 students (or 32.4%) who were assessed as 'unsuccessful at transition' at some stage during the year.
- The number and percentage of students who were assessed as 'unsuccessful at transition' at some stage during the year decreased significantly from 2007 to 2008. The number decreased by 738 (from 2,306 to 1,568) and the percentage decreased by 16.0% (from 48.4% to 32.4%).
- There was a significant peak in the number and percentage of students who were assessed as 'unsuccessful at transition' in 2007. In 2006, there were 1,254 of 2,945 (or 42.6%).

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# Introduction

## Purpose

This document reports *student progress* for students participating in the AL program during 2008. That is, it compares the students' assessed reading levels during 2008 with those received in previous years.

## Data sources

Student participation is determined using enrolment and attendance information extracted from Centris module of SAMS during 2008. 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 Wednesday 11 February 2009. Any changes or additions made in the operational systems after this date will not be reflected in this report.

## 2008 data entry

For DET 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) were 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 2008.

## 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.

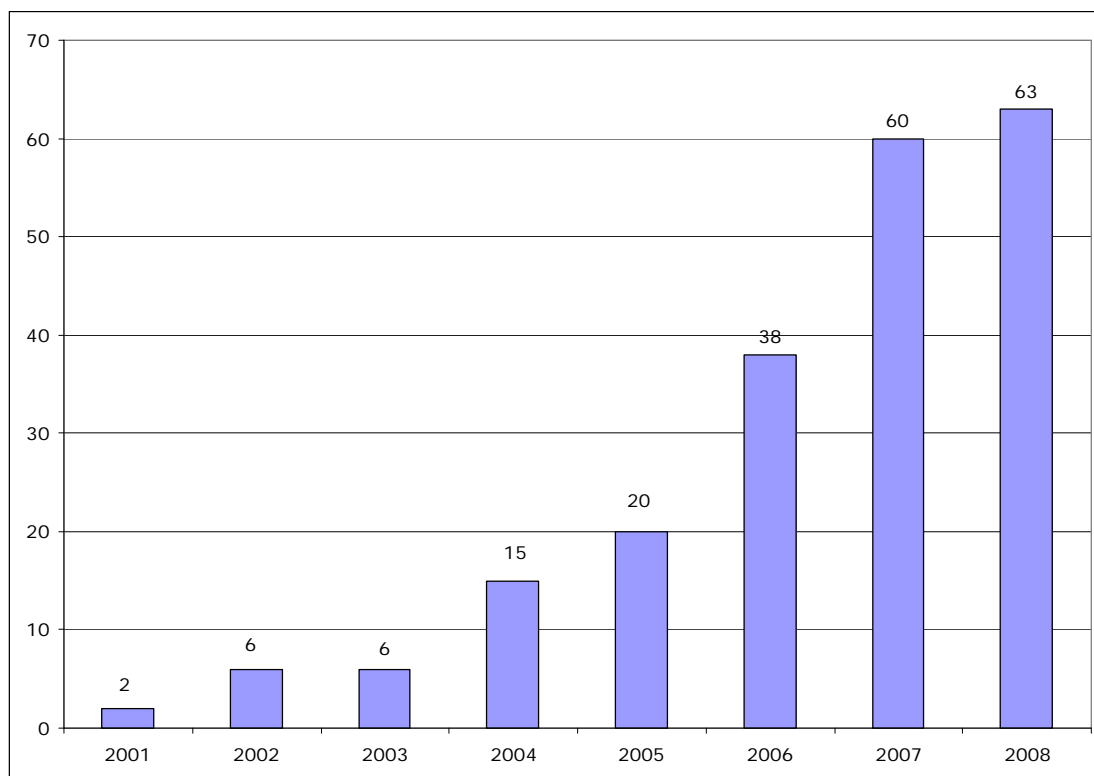
# Participation

## Participating schools

- At the end of the 2008 school year, there were 63 schools participating in the Accelerated Literacy program.
- There were 6 schools that commenced the program during 2008 (4 DET and 2 non-Government) and 3 DET schools did not continue (2 schools and 1 homeland centre). 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 2008.

**Graph 1** Number of school sites with recorded assessments by year



## Participating students

- There were 6,560 students participating in the Accelerated Literacy program at the end of Week 8 of Term 4 2008.
- There were 8,412 students who participated in the AL program at some time during 2008.

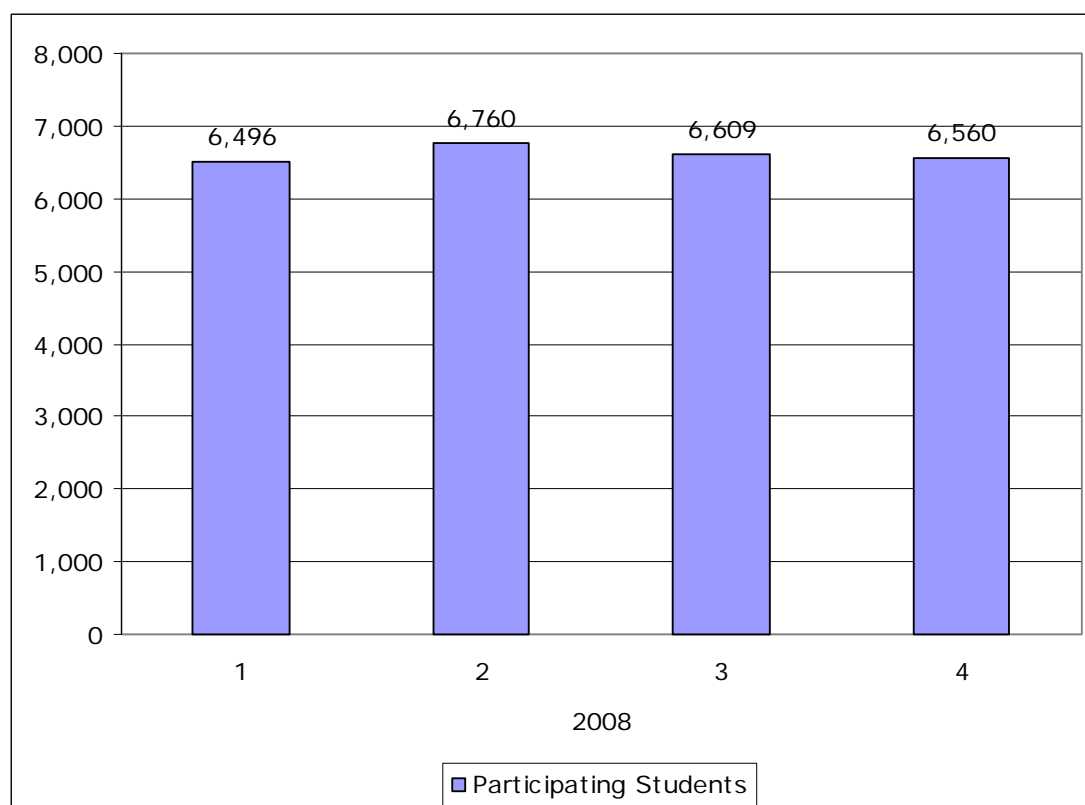
**Definition:** *Participating students* are those who are receiving literacy instruction using the Accelerated Literacy methodology.

For schools using the 'whole school approach' during 2008, all students (excluding pre-school students) were automatically identified as participating in the AL program.

Schools not using the 'whole school approach' during 2008 identified students participating in the AL program in the ALIAS Data Entry System.

Graph 2 shows the number of students participating in the Accelerated Literacy program during each term of 2008.

**Graph 2** Number of students participating each term during 2008  
(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 2008.

**Table 1 Number of participating students – 2008**

School	Number of participating students
<b>Census measure (end of week 8 each term)</b>	
Term 1	6,496
Term 2	6,760
Term 3	6,609
Term 4	6,560
<b>Throughput measure</b>	
Total number of students who participated at any time during 2008	8,412

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 2008 school year.

As CDU does not receive enrolment information for the non-government and Catholic school students, all students that are identified as participating students are considered to have participated for the whole 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 – 2008**

<b>Assessment</b>	<b>Number of assessments</b>
IL	7,699
WL	19,806
TORCH	2,172
Number of students – Term 4	6,560

Table 3 shows the number of student assessments recorded for each term during 2008.

**Table 3 Number of assessments by term – 2008**

<b>Assessment</b>	<b>Term</b>			
	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>
IL	1,700	1,084	771	4,144
WL	3,900	6,045	5,123	4,738
TORCH	488	241	164	1,279
<b>Total</b>	<b>6,088</b>	<b>7,370</b>	<b>6,058</b>	<b>10,161</b>

## Assessment consolidation

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.

- In 2008, the 29,677 assessment records were consolidated to 21,621 records.
- Following assessment consolidation, there were 5,996 IL and 1,826 TORCH assessments recorded in 2008.

A small number of invalid assessment records (eg unknown assessment type) were removed during the consolidation exercise. The number of invalid assessment records during 2008 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	2008
IL	264	543	516	1,244	2,207	3,677	5,868	5,996
WL	281	900	861	1,423	5,667	8,892	11,732	13,799
TORCH	1	11	82	482	1,019	1,368	1,459	1,826
<b>Total</b>	<b>546</b>	<b>1,454</b>	<b>1,459</b>	<b>3,149</b>	<b>8,893</b>	<b>13,937</b>	<b>19,059</b>	<b>21,621</b>

# 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 Transition	0
Successful at Transition	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 Transition	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.

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

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 3,258 students with valid IL or TORCH assessment sequences completed during 2008. (3,031 with IL assessment sequences and 590 TORCH assessment sequences)

In order to calculate student progress, students must have an identifiable assessment sequence (ie a series of valid student assessments of the same type, IL 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 2008. 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**

<b>Assessment</b>	<b>Number of students</b>
IL	3,031
TORCH	590
<b>Total</b>	<b>3,258</b>

## Student progress – Individual Level (IL)

- There were 1,952 students with an IL assessment sequence completed during 2008 and able to be assessed using the IL scale.
- 36.4% (1,115 of 3,067) 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 2008, the average progress rate for students with an IL assessment sequence on the IL scale was 1.24 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 2008.

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

Assessment	Number of students
On IL Scale	1,952
Pre IL Scale	1,115

### IL Assessments

The IL methodology involves observing students reading previously unseen passages of text that have each been assigned to a reading year level. 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 level per year.

Table 9 shows the average student progress rate by school 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)**

<b>IL student progress</b>	
Number of students	1,952
<b>Progress rate</b>	<b>1.24</b>

### **Student progress – Tests of Reading Comprehension (TORCH)**

- There were 590 students with a TORCH assessment sequence completed during 2008.
- In 2008, the average progress rate for students with a TORCH assessment sequence was 1.40 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 by school 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**

<b>TORCH student progress</b>	
Number of students	590
<b>Progress rate</b>	<b>1.40</b>



## Comparing 2005 to 2008

**Table 11 Average IL and TORCH student progress rate – 2005 to 2008**

	2005	2006	2007	2008
<b>IL student progress</b>				
Number of students – term 4	2,534	4,165	5,262	6,560
Students with assessment sequences (on scale)	526	914	1,599	1,952
<b>Progress rate</b>	<b>1.67</b>	<b>1.74</b>	<b>1.18</b>	<b>1.24</b>
<b>TORCH student progress</b>				
Number of students – term 4	2,534	4,165	5,262	6,560
Students with assessment sequences (on scale)	212	415	548	590
<b>Progress rate</b>	<b>1.34</b>	<b>1.22</b>	<b>1.35</b>	<b>1.40</b>

Note: Care must be taken when interpreting the information in this table as some 2007 assessment information was updated during 2008. It will vary slightly from the information reported in the 2007 Student Progress Report.

## Student progress groups

- In 2008, there were 725 students whose IL assessment sequences indicated that they progressed at 2 or more reading year levels per year, an increase of 22.6% from 2007 (591 students).
- For TORCH, there were 289 students who progressed at 2 or more reading year levels per year during 2008. This is an increase of 9.5% from 2007 (264 students).

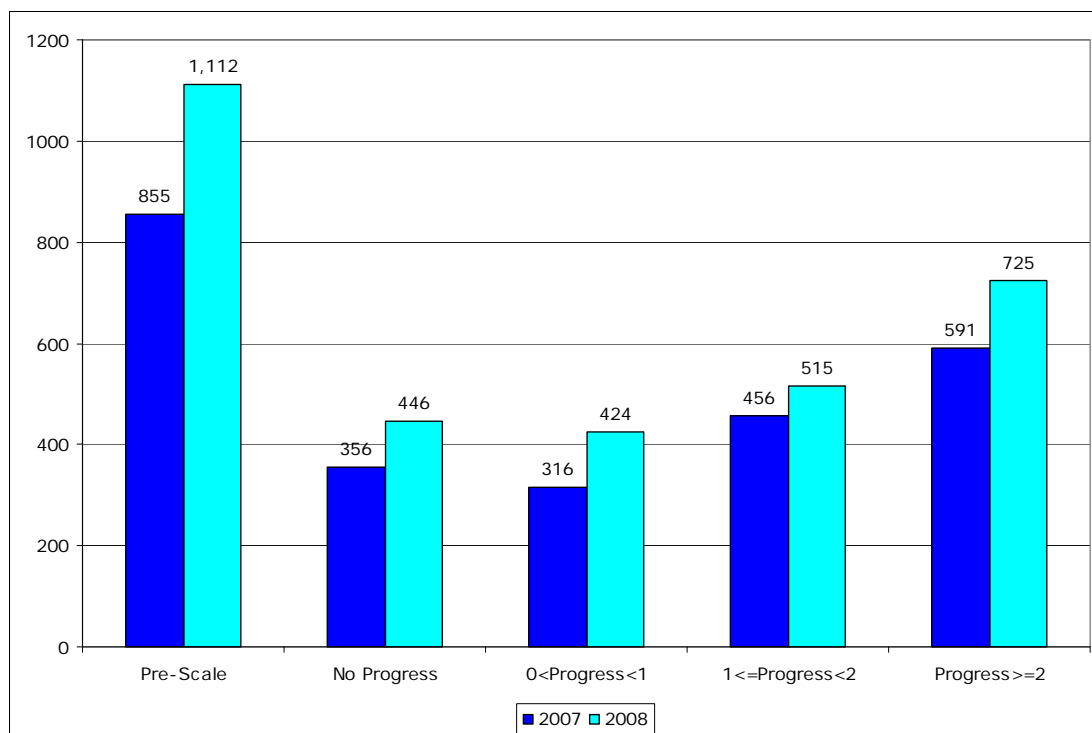
All students with IL or TORCH assessment sequences that were completed during 2007 and 2008 were classified and reported in the groups described in Table 12.

**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

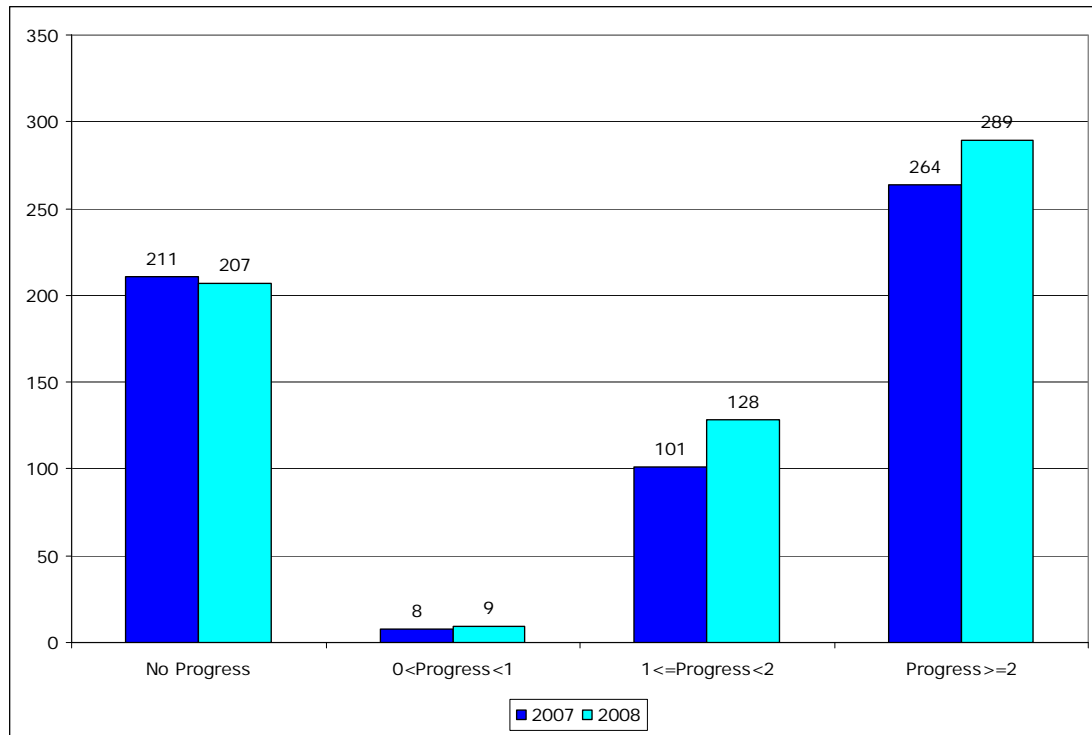
Graph 3 shows the number of students with IL assessments in each student progress group during 2007 and 2008.

**Graph 3 Number of students – IL assessment student progress groups – 2007 and 2008**



Graph 4 shows the number of students with TORCH assessments in each student progress group during 2007 and 2008.

**Graph 4** Number of students – TORCH assessment progress groups – 2007 and 2008

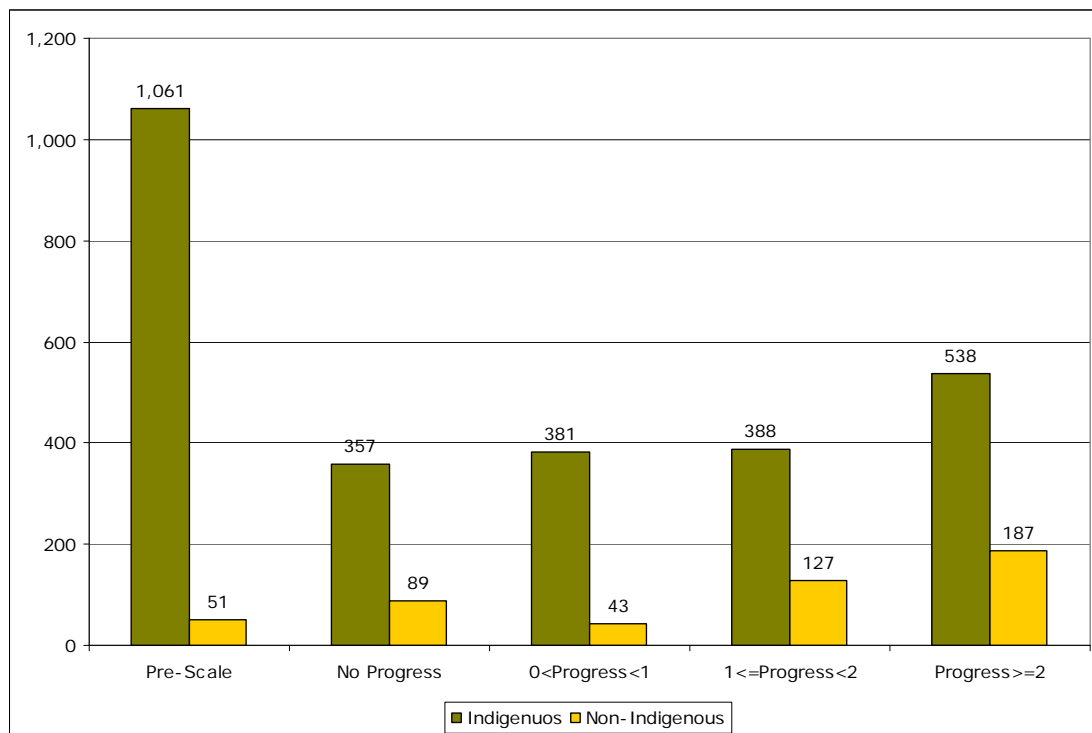


## Indigenous status – progress groups

- During 2008, 80.8% (or 7,111 of 8,412) of the students participating in the AL program were Indigenous.
- There were 1,112 students with IL pre-scale assessment sequences during 2008 (ie these students were unsuccessful at Transition level for both assessments in the sequence). The majority (1,061 or 95.4%) of these students were Indigenous.
- Of the 633 students with a TORCH sequence during 2008, Indigenous students were under-represented with 335 (or 52.9%).

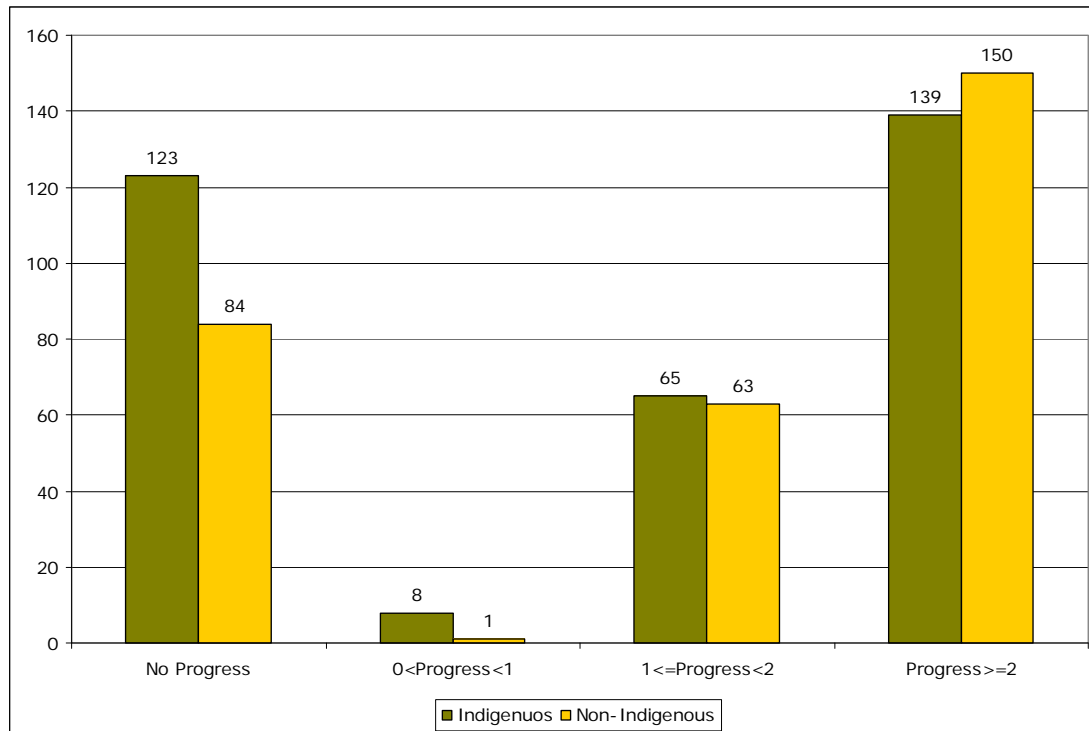
Graph 5 shows the number of IL assessments by Indigenous status in each student progress group during 2008.

**Graph 5 Number of students – IL assessment student progress groups by Indigenous status – 2008**



Graph 6 shows the number of TORCH assessments by Indigenous status in each student progress group during 2008.

**Graph 6 Number of students – TORCH assessment student progress groups by Indigenous status – 2008**

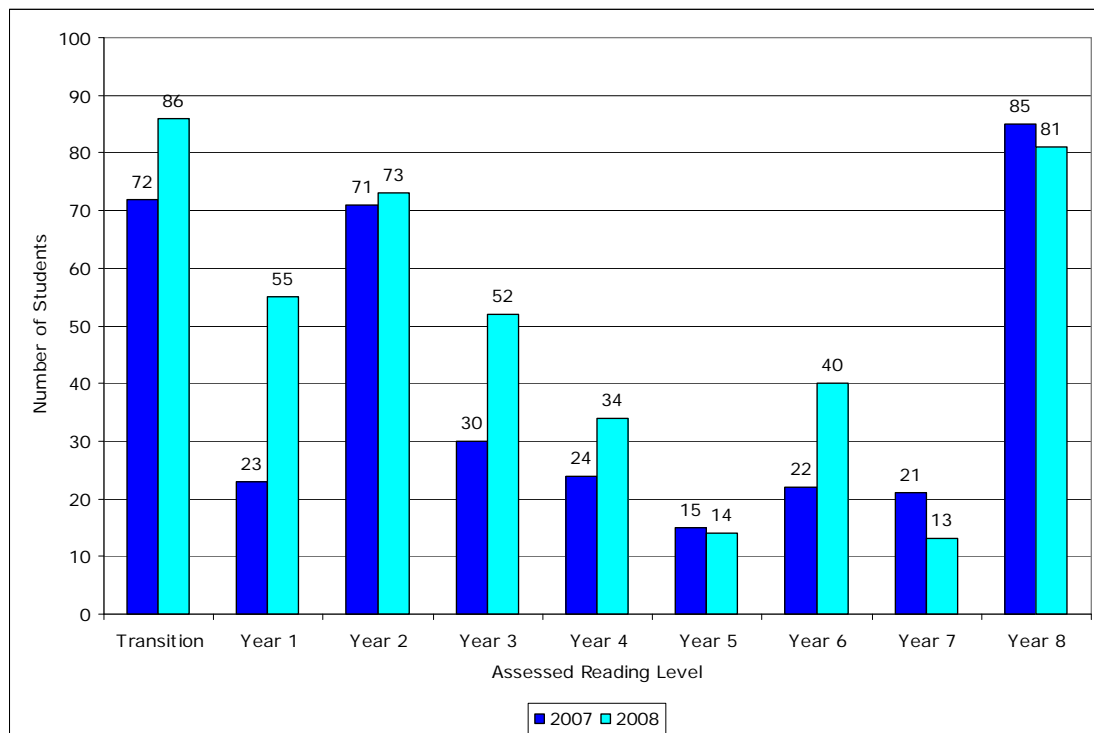


## Assessment sequences with no progress

- During 2008, 86 of the 448 students whose IL assessment sequences indicated no progress were assessed as reading at Transition. There were also 81 students who were re-tested on the highest-level IL assessment (Year 8) and could not demonstrate progress.

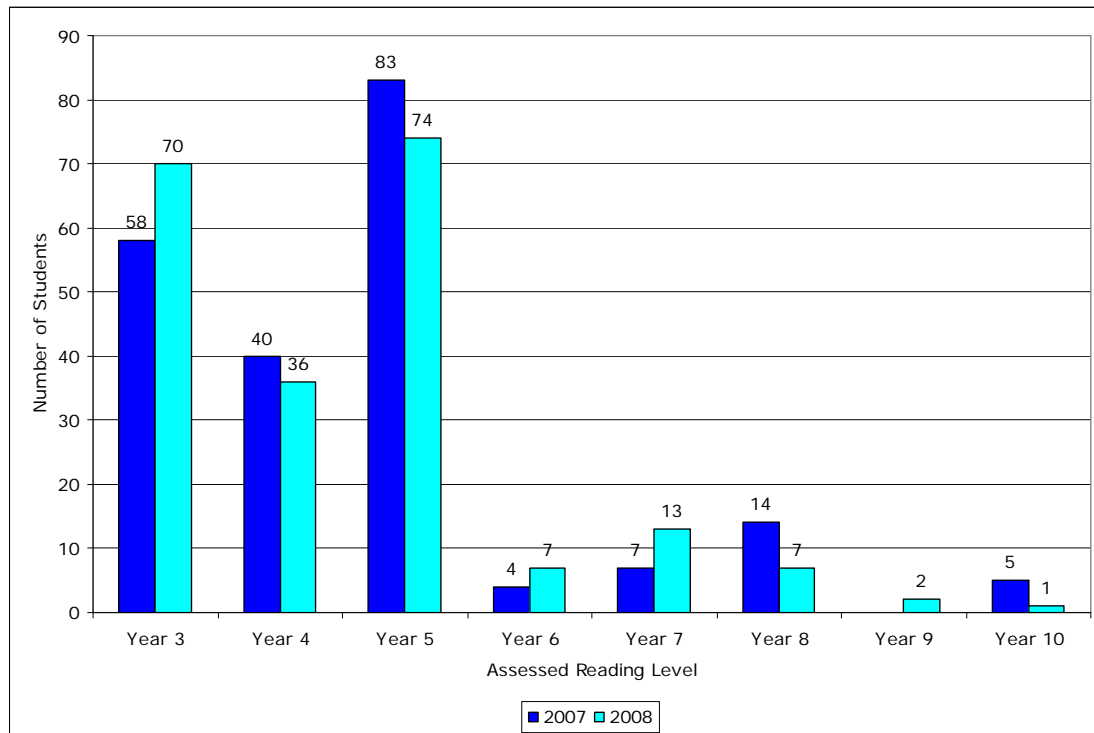
For the students who were assessed as showing no progress according to their IL sequence, Graph 7 shows the number of students at each assessed reading level.

**Graph 7 Students with no progress – IL assessment sequence – 2007 and 2008**



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 – 2007 and 2008**

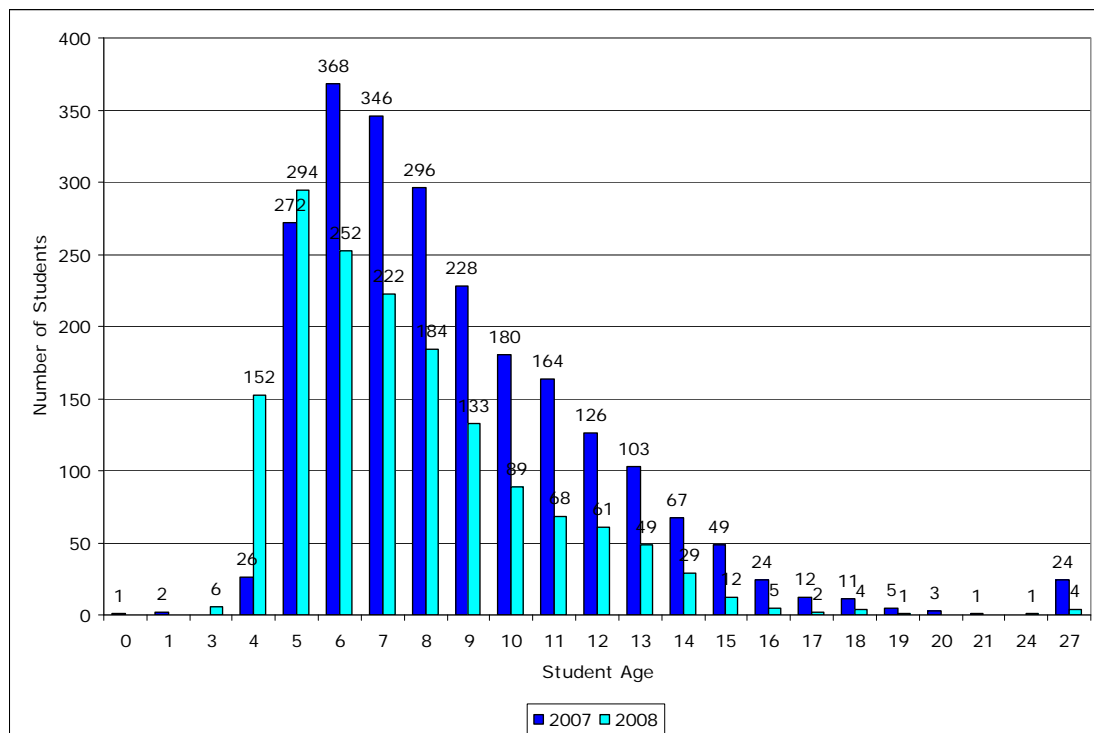


**Assessed as 'unsuccessful at transition'**

- During 2008, there were 4,840 students with one or more IL assessments recorded. Of these, there were 1,568 students (or 32.4%) who were assessed as 'unsuccessful at transition' at some stage during the year.
- The number and percentage of students who were assessed as 'unsuccessful at transition' at some stage during the year decreased significantly from 2007 to 2008. The number decreased by 738 (from 2,306 to 1,568) and the percentage decreased by 16.0% (from 48.4% to 32.4%).
- There was a significant peak in the number and percentage of students who were assessed as 'unsuccessful at transition' in 2007. In 2006, there were 1,254 of 2,945 (or 42.6%).

Graph 9 shows the age profile for the students who were assessed as 'unsuccessful at transition' at some stage during 2007 and 2008.

**Graph 9 Age profile – students assessed as 'unsuccessful at transition' – 2007 and 2008**



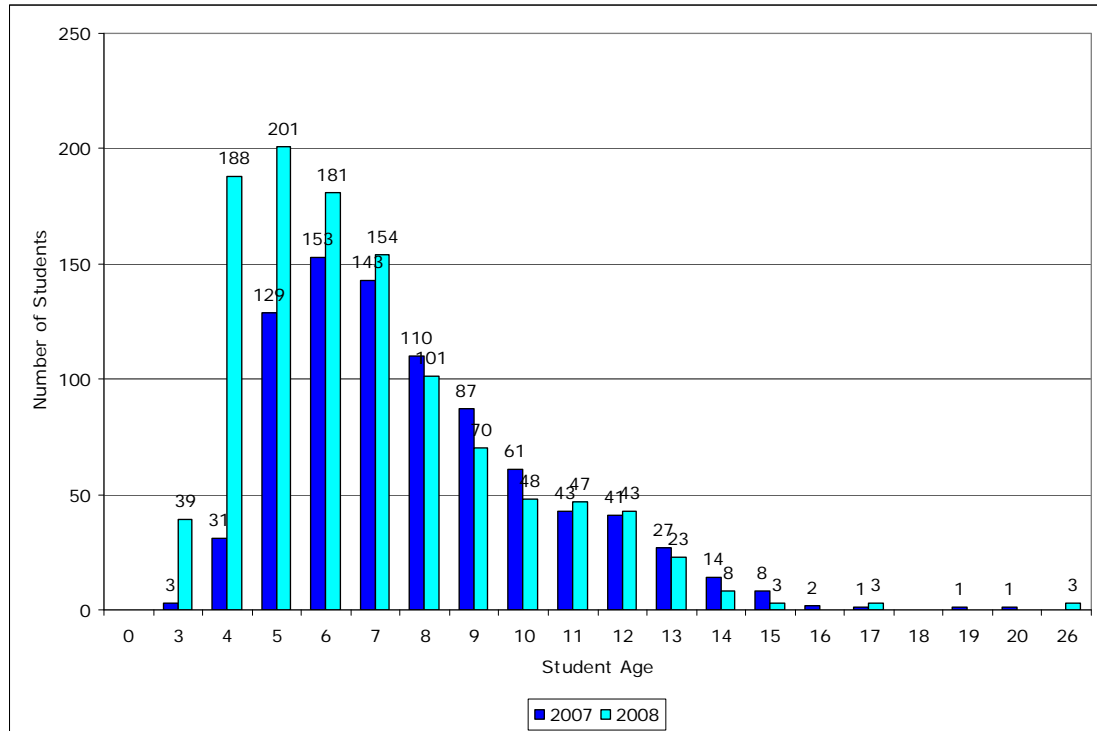


### Pre-scale assessment sequences

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 2007 and 2008.

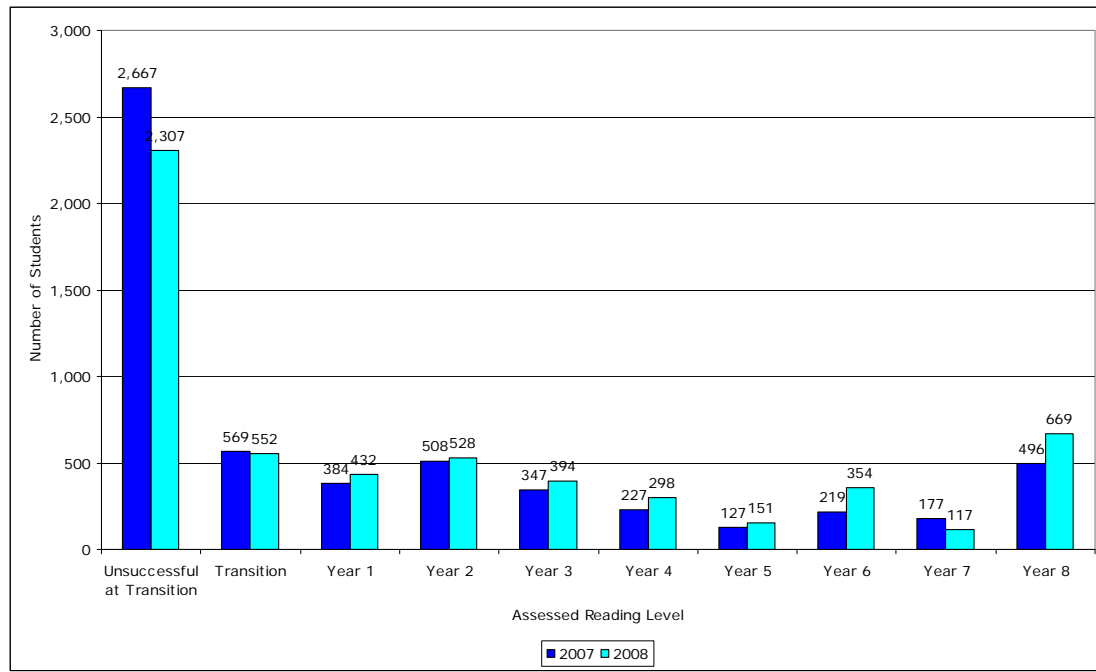
**Graph 10 Age profile – pre-scale IL students – 2007 and 2008**



### Distribution of assessment results

Graph 11 and Graph 12 show the number of student assessments at each reading year level during 2007 and 2008 for IL and TORCH assessments respectively.

**Graph 11 IL assessment result distribution – 2007 and 2008**



**Graph 12 TORCH assessment result distribution – 2007 and 2008**

