

# *Student Progress* *2006*

## *Accelerated Literacy* *NT Schools*

*Accelerated Literacy Team*  
*School for Social and Policy Research*

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# Document Approval

The *Analysis of Student Progress – 2006 – Accelerated Literacy – NT Schools* report was prepared by:

Bruce Dunn  
Business Intelligence Specialist  
School for Social and Policy Research

Approval	Signature	Date
Assoc Prof Gary Robinson Co-Director School for Social and Policy Research Institute of Advanced Studies Charles Darwin University		

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# Executive Summary

## Participation

- At the end of the 2006 school year, there were 50 schools participating in the National Accelerated Literacy Program (NALP). Of these, there were 36 schools with recorded assessments in ALIAS.
- There were 4,165 students participating in the Accelerated Literacy program at the end of Week 8 of Term 4 2006. There were 5,167 students who participated in the AL program at some time during 2006.

## Student Progress

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

- There were 4,165 students participating at the end of Week 8 of Term 4 2006.

## IRL Assessment Sequences

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

- In 2006, the average progress rate for students with an IRL assessment sequence on the IRL scale was 1.74 reading year levels per year. There were 914 students included in this calculation.
- Approximately 38% (558 of 1472) of the IRL assessment sequences were unable to be included in calculations as both assessments were below the IRL scale. That is, the students were assessed to be unsuccessful using the Transition-level text for both assessments in the sequence.
- In 2006, there were 458 students whose IRL assessment sequences indicated that they progressed at 2 or more reading year levels per year.

## Torch Assessment Sequences

- In 2006, the average progress rate for students with a Torch assessment sequence was 1.22 reading year levels per year. There were 415 students included in this calculation. Torch assessments are administered to students with a successful IRL at Year 4 or above.
- For Torch, there were 175 students who progressed at 2 or more reading year levels per year during 2006.

## Comparing 2005 and 2006

	IRL		Torch	
	2005	2006	2005	2006
Number of Participating Students - Term 4 2005	2,534	4,165		
Number of Students with Assessment Sequences - On Scale	526	914	212	415
<b>Average Progress Rate</b>	<b>1.67</b>	<b>1.74</b>	<b>1.34</b>	<b>1.22</b>

## Indigenous Students

- During 2006, 75.4% (or 3,898 of 5,167) of the students participating in the AL program were Indigenous.
- The majority (513 or 556) of students with pre-scale assessment sequences during 2006 were Indigenous.
- Of the 441 students with a Torch sequence during 2006, non-Indigenous students are over-represented with 267 (or 60.5%).

## Assessment Sequences with No Progress

- 71 of the 184 students whose IRL assessment sequences indicated No Progress were assessed as reading at Year 8.

## Assessed as Unsuccessful at Transition

- During 2006, there were 2,936 students with one or more IRL assessments recorded. Of these, there 1,338 students (or 45.6%) 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 2006. That is, it compares the students assessed reading levels during 2006 with those received in previous years.

## Data Sources

Student participation is determined using enrolment and attendance information extracted from Centris module of SAMS during 2006. 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 12 February 2007. Any changes or additions made in the operational systems after this date will not be reflected in this report.

## 2006 Data Entry

In 2006, 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 2006.

## 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.

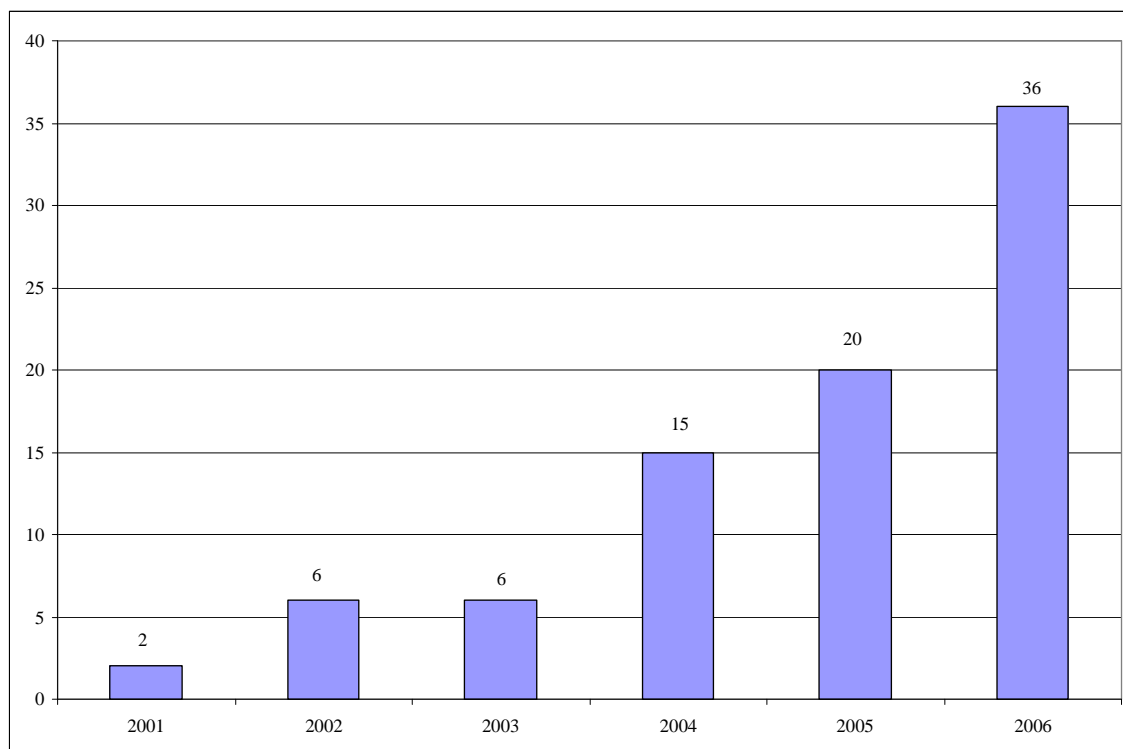
# Participation

## Participating Schools

- At the end of the 2006 school year, there were 50 schools participating in the National Accelerated Literacy Program.
- In December 2006, there were 36 school sites that had recorded student assessments in ALIAS. There were 17 school sites that commenced the program during 2006 and one school that did not continue. Schools commenced at various times 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 2006.

**Graph 1** Number of School Sites with Recorded Assessments by Year



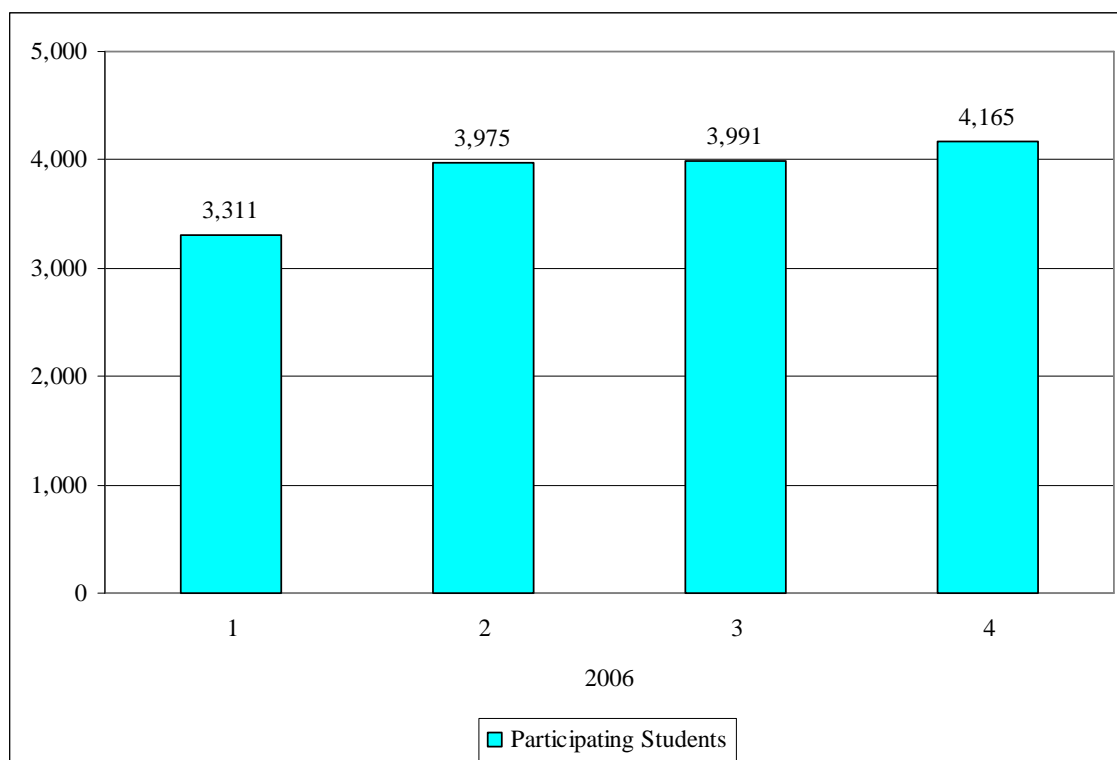
## Participating Students

- There were 4,165 students participating in the Accelerated Literacy program at the end of Week 8 of Term 4 2006. The number of students participating on the census day of each term increased by approximately 600 students during Terms 1, and increased by approximately 200 students during the remaining three terms.
- There were 5,167 students who participated in the AL program at some time during 2006.

**Definition:** *Participating students* are those that 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 2006.

**Graph 2** Number of Students Participating each Term during 2006  
(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 – 2006**

<b>School</b>	<b>Number of Participating Students</b>
<b>Census Measure (end of Week 8 each Term)</b>	
Term 1	3,311
Term 2	3,975
Term 3	3,991
Term 4	4,165
<b>Throughput Measure</b>	
Total Number of Students who Participated at any time during 2006	5,167

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 2006 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 – 2006**

Assessment	Number of Assessments
IRL	4,165
IWL	3,975
Torch	3,991
Number of Students – Term 4	4,165

Table 3 shows the number of student assessments recorded for each term during 2006.

**Table 3 Number of Assessments by Term – 2006**

Assessment	Term			
	1	2	3	4
IRL	1,216	630	379	2,568
IWL	2,357	3,802	2,947	3,341
Torch	344	341	47	908
<b>Total</b>	<b>3,917</b>	<b>4,773</b>	<b>3,373</b>	<b>6,817</b>

## Assessment Consolidation

- In 2006, the 18,880 assessment records were consolidated to 13,868 records.
- Following assessment consolidation, there were 3,640 IRL and 1,374 Torch assessments recorded in 2006.

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.

A small number of invalid assessment records (eg unknown assessment type) were removed during the consolidation exercise. The number of invalid assessment records during 2006 was minimal due to ongoing school validations.

### Business Rule: Assessment Consolidation

- The student's reading level for the term (as measured by the IRL, IWL 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
IRL	264	543	516	1,245	2,207	3,640
IWL	281	900	861	1,423	5,667	8,854
Torch	1	11	83	482	1,009	1,374
<b>Total</b>	<b>546</b>	<b>1,454</b>	<b>1,460</b>	<b>3,150</b>	<b>8,883</b>	<b>13,868</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 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 IRL or Torch measured in year levels, and the time elapsed is measured in years.

For example, a student has the following IRL 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 1,662 students with valid IRL or Torch assessment sequences completed during 2006. (1,439 with IRL assessment sequences and 415 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 IRL assessments in a number of different terms, these assessments are identified as being part of an IRL 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 2006. Please note that students may have assessment sequences for both IRL and Torch tests. That is, the IRL and Torch columns will not 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>
IRL	1,439
Torch	416
<b>Total</b>	<b>1,662</b>

## Student Progress – Individual Reading Level (IRL)

- There were 914 students with an IRL assessment sequence completed during 2006 and able to be assessed using the IRL scale.
- Approximately a third (558 compared to 914) of the IRL assessment sequences were unable to be included in calculations as both assessments were below the IRL scale. That is, the students were assessed to be unsuccessful using the Transition-level text for both assessments in the sequence.
- In 2006, the average progress rate for students with an IRL assessment sequence on the IRL scale was 1.74 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 IRL assessment sequences completed during 2006.

**Table 8 Number of Students with an IRL Assessment Sequence – 2006**

Assessment	Number of Students
On IRL Scale	914
Pre IRL Scale	558

The IRL 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 IRL assessment methodology as they continue to be assessed at a level below the commencement of the IRL 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 IRL 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 IRL scale are included in this calculation.

**Table 9 Average Student Progress Rate – Individual Reading Level (IRL)**

**IRL Student Progress**

Number of Students	914
<b>Progress Rate</b>	<b>1.74</b>

## Student Progress – Tests of Reading Comprehension (Torch)

- There were 415 students with a Torch assessment sequence completed during 2006.
- In 2006, the average progress rate for students with a Torch assessment sequence was 1.22 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**

**Torch Student Progress**

Number of Students	415
<b>Progress Rate</b>	<b>1.22</b>



## Comparing 2005 and 2006

**Table 11 Average IRL Student Progress Rate – 2005 and 2006**

	2005	2006
<b>IRL Student Progress</b>		
Number of Students – Term 4	2,534	4,165
Students with Assessment Sequences (On Scale)	526	914
<b>Progress Rate</b>	<b>1.67</b>	<b>1.74</b>
<b>Torch Student Progress</b>		
Number of Students – Term 4	2,534	4,165
Students with Assessment Sequences (On Scale)	212	415
<b>Progress Rate</b>	<b>1.34</b>	<b>1.22</b>

Note: Care must be taken when interpreting the information in this table as some 2005 assessment information was updated during 2006. It will vary slightly from the information reported in the 2005 Student Progress Report.

## Student Progress Groups

- In 2006, there were 458 students whose IRL assessment sequences indicated that they progressed at 2 or more reading year levels per year.
- For Torch, there were 175 students who progressed at 2 or more reading year levels per year during 2006.

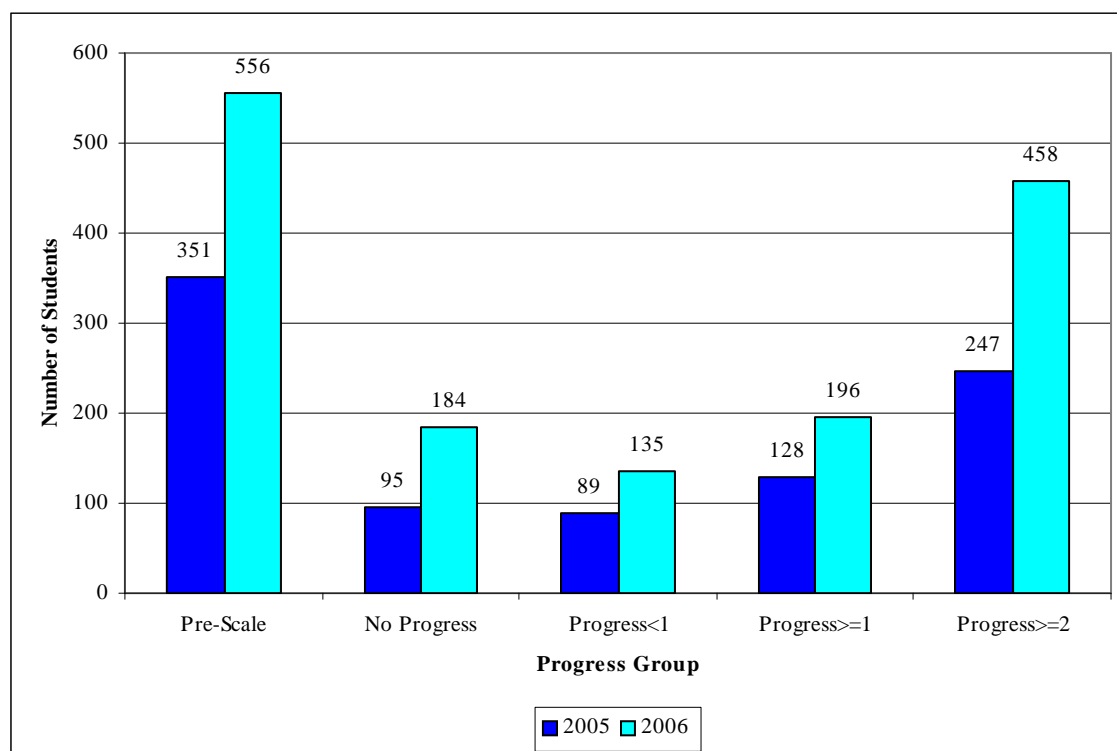
All students with IRL or Torch assessment sequences that were completed during 2005 and 2006 were classified and reported in the groups described in Table 12.

**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)
$0 < \text{Progress} < 1$	Student progress between 0 and 1 reading year levels per year
$1 \leq \text{Progress} < 2$	Student progress between 1 and 2 reading year levels per year
$\text{Progress} \geq 2$	Student progress greater than 2 reading year levels per year

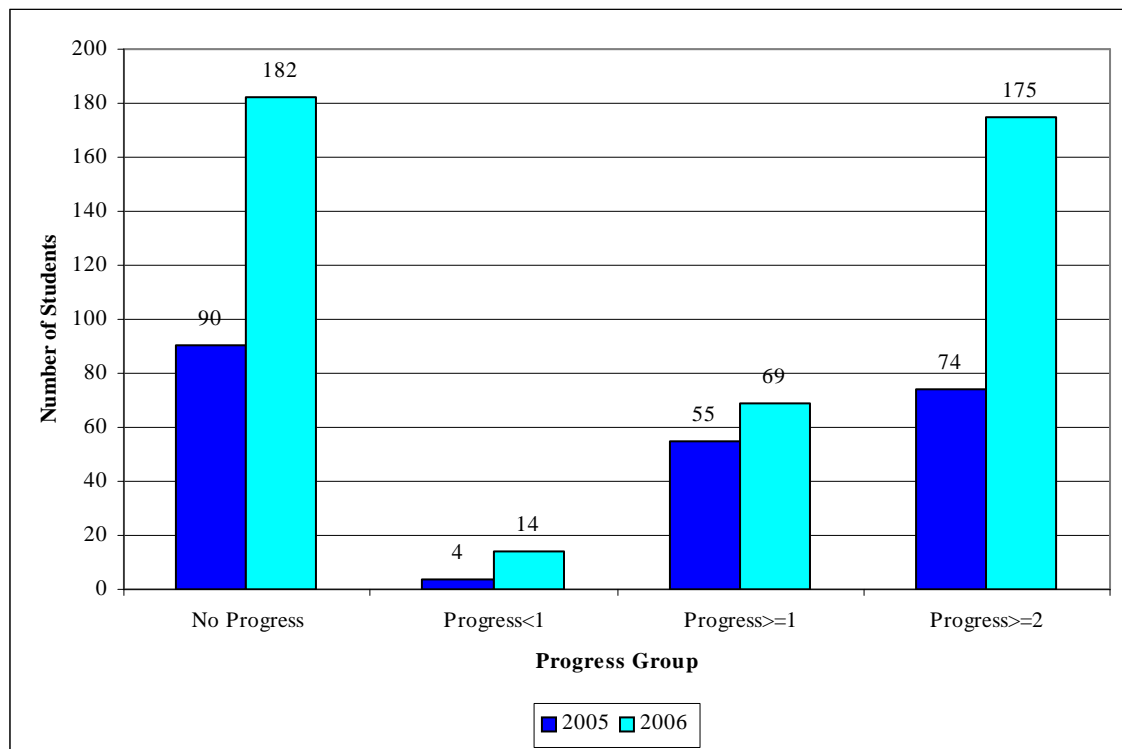
Graph 3 shows the number of students with IRL assessments in each student progress group during 2005 and 2006.

**Graph 3 Number of Students – IRL Assessment Student Progress Groups –2005/06**



Graph 4 shows the number of students with Torch assessments in each student progress group during 2005 and 2006.

**Graph 4 Number of Students – Torch Assessment Student Progress Groups –2005/06**



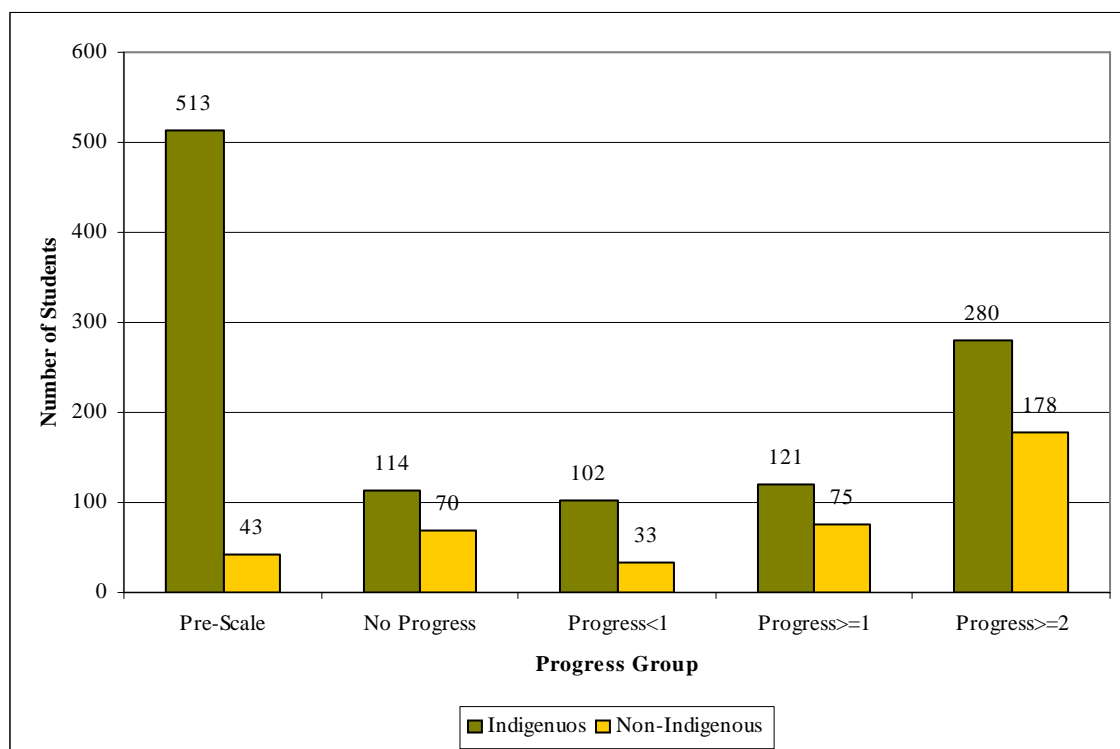
## Indigenous Status – Progress Groups

- During 2006, 75.4% (or 3,898 of 5,167) of the students participating in the AL program were Indigenous.
- The majority (513 or 556) of students with pre-scale assessment sequences during 2006 were Indigenous.
- Of the 441 students with a Torch sequence during 2006, non-Indigenous students are over-represented with 267 (or 60.5%).

The number and percentage of Indigenous students who participated in the AL program during 2006 can be found in Appendix 2.

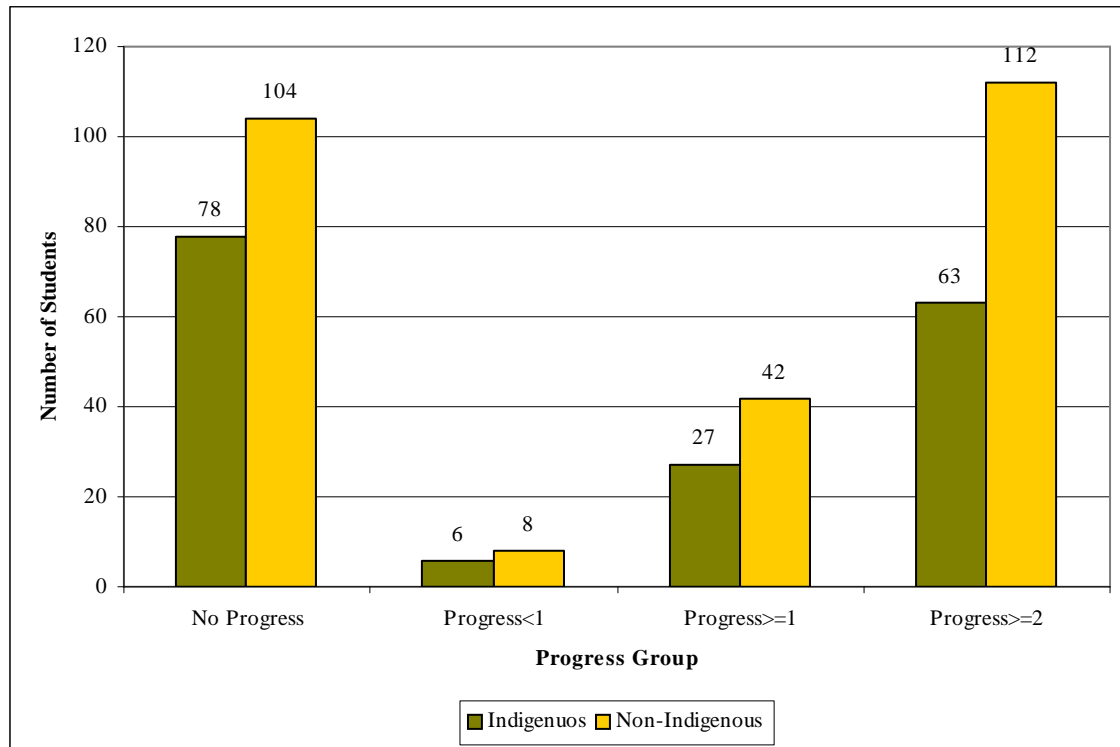
Graph 5 shows the number of IRL assessments by Indigenous Status in each student progress group during 2006.

**Graph 5 Number of Students – IRL Assessment Student Progress Groups by Indigenous Status –2006**



Graph 6 shows the number of Torch assessments by Indigenous Status in each student progress group during 2006.

**Graph 6** Number of Students – Torch Assessment Student Progress Groups by Indigenous Status –2006

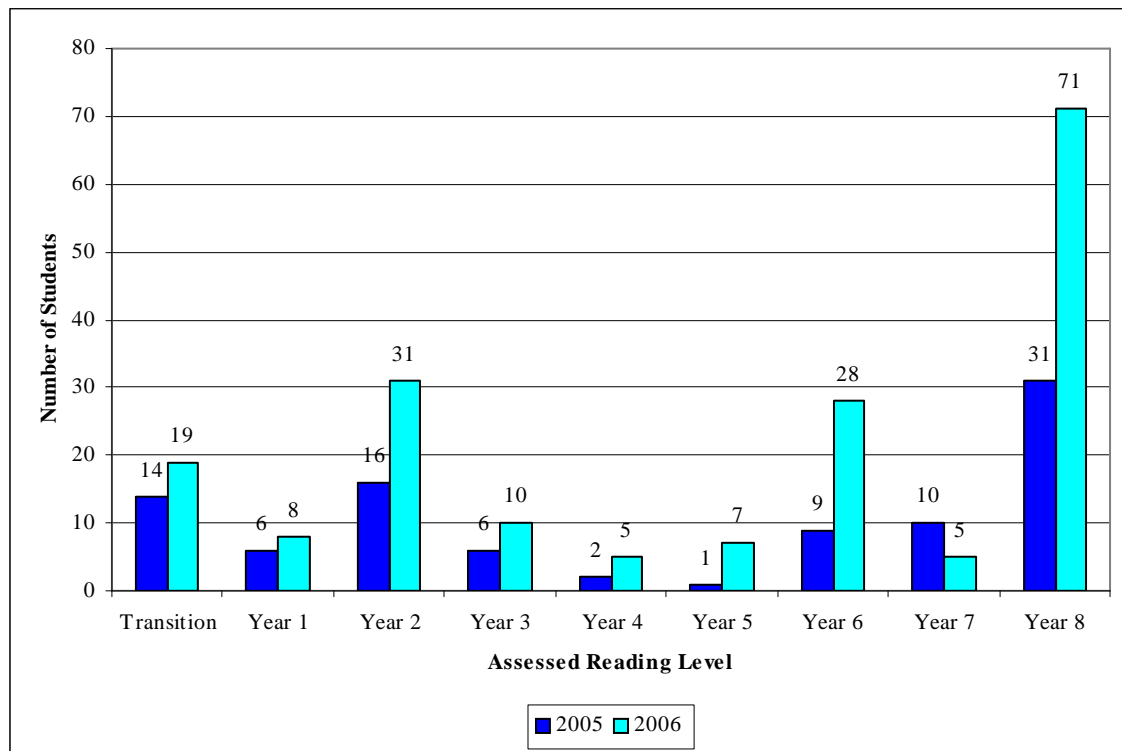


## Assessment Sequences with No Progress

- 71 of the 184 students whose IRL assessment sequences indicated No Progress were assessed as reading at Year 8.

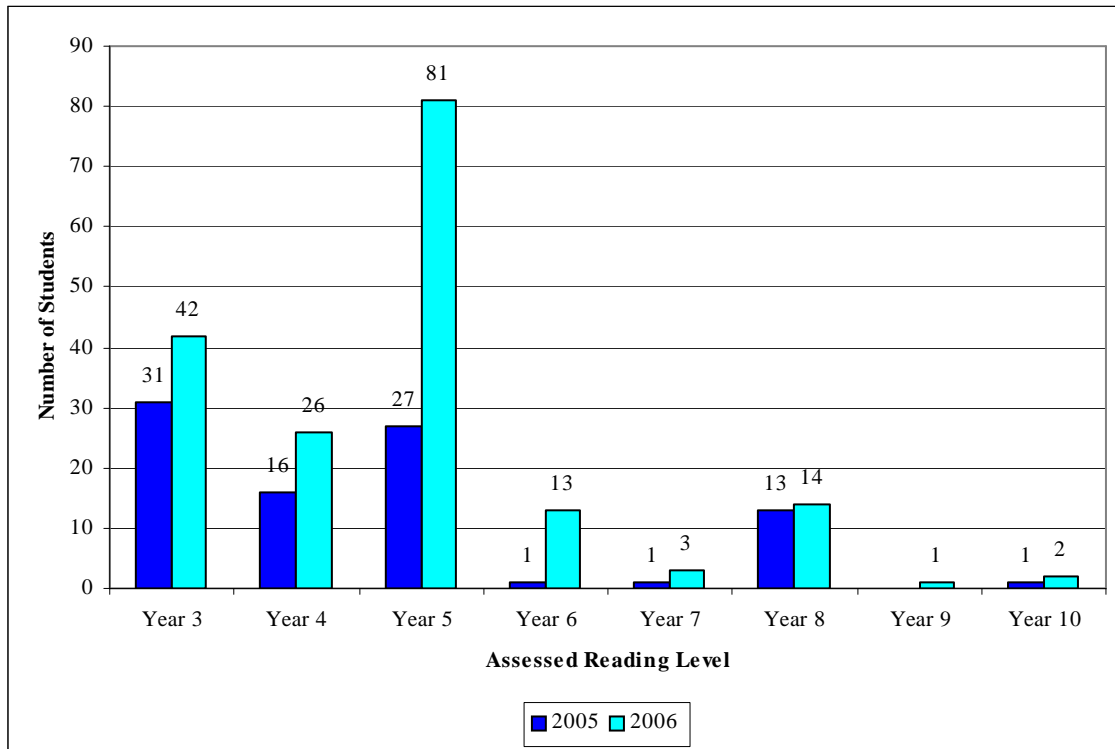
For the students who were assessed as showing no progress according to their IRL sequence, Graph 7 shows the number of students at each assessed reading level.

**Graph 7 Students with No Progress – IRL Assessment Sequence – 2005 and 2006**



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 – 2005 and 2006**

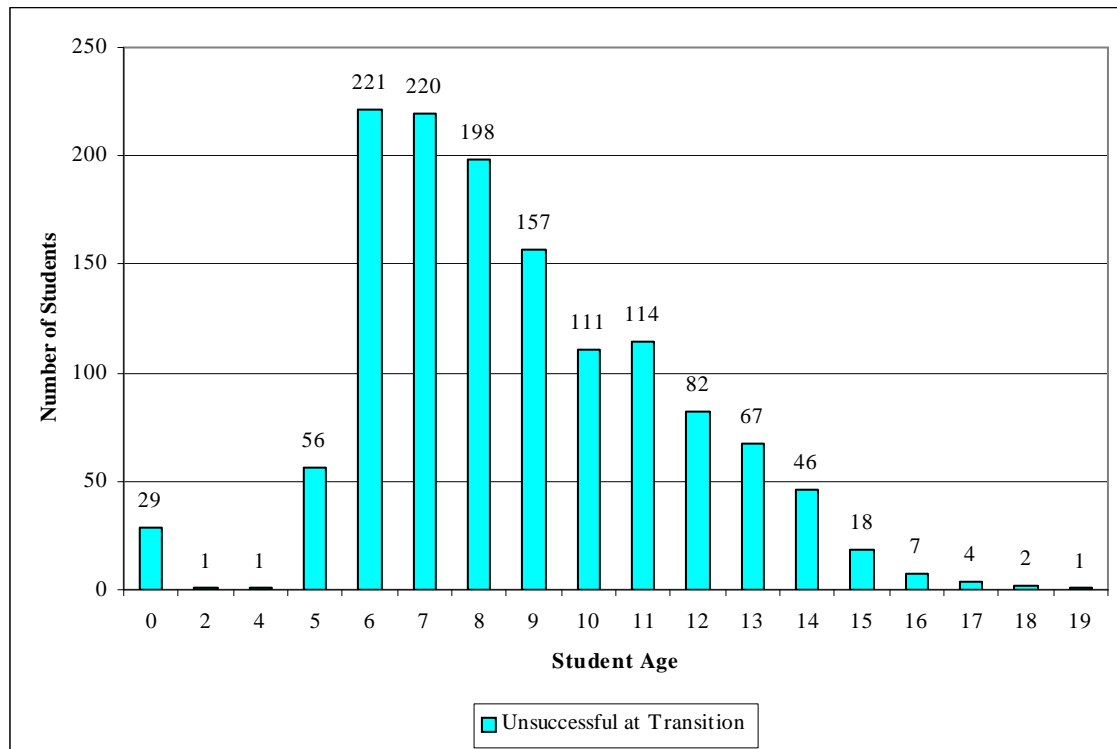


## Assessed as Unsuccessful at Transition

- During 2006, there were 2,936 students with one or more IRL assessments recorded. Of these, there 1,338 students (or 45.6%) who were assessed as Unsuccessful at Transition at some stage during the year.

Graph 9 shows the age profile for the 1,338 students who were assessed as Unsuccessful at Transition at some stage during 2006.

**Graph 9 Age Profile – Students Assessed as Unsuccessful at Transition**



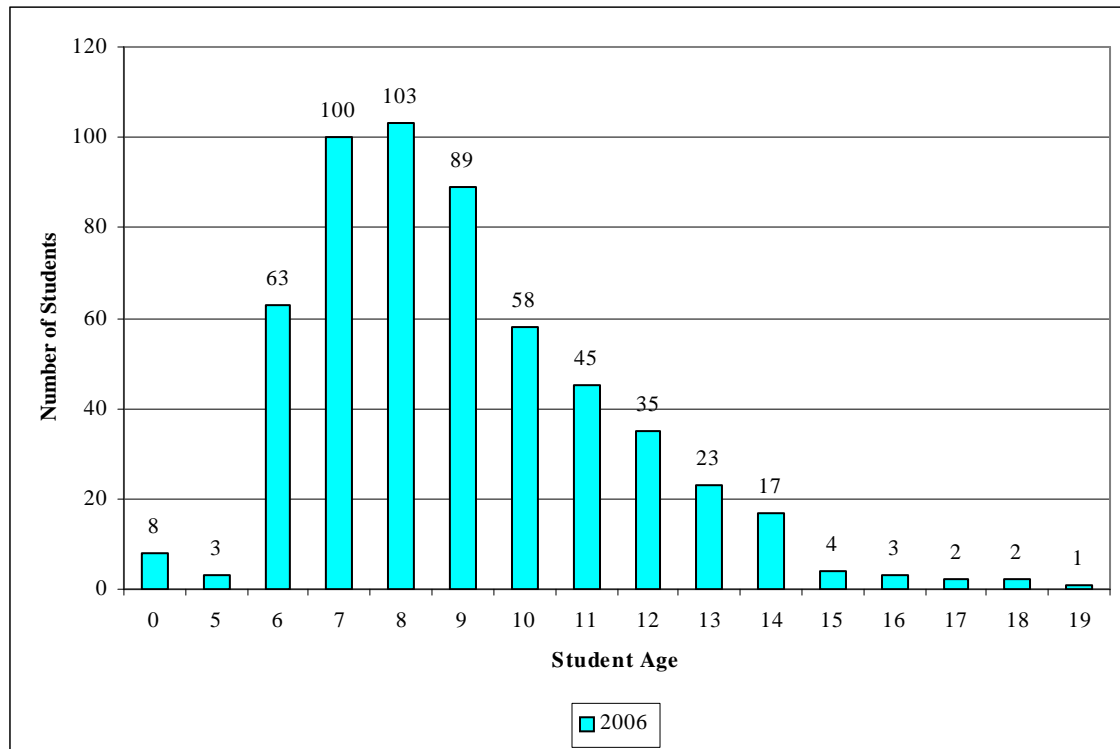


## Pre-Scale Assessment Sequences

An assessment sequence is considered to be 'pre IRL scale' when the second assessment in the sequence was 'Unsuccessful at Transition'. All other assessment sequences are considered to be 'on IRL scale'.

Graph 10 shows the number of students at each level for the students whose IRL assessment sequences during 2006 were considered to be pre-scale.

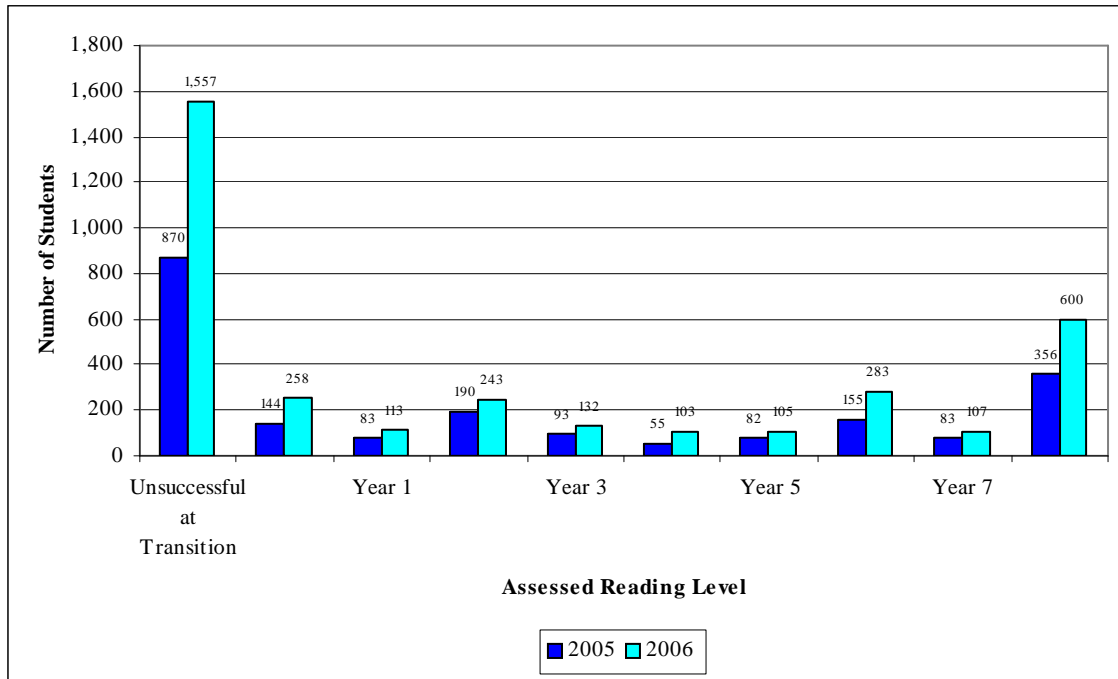
**Graph 10 Age Profile – Pre-Scale IRL Students**



## Distribution of Assessment Results

Graph 11 and Graph 12 show the number of student assessments at each reading year level during 2005 and 2006 for IRL and Torch assessments respectively.

**Graph 11 IRL Assessment Result Distribution – 2005 and 2006**



**Graph 12 Torch Assessment Result Distribution – 2005 and 2006**

