

## STUDENT ACHIEVEMENT TARGET 2008 REPORT TO COMMUNITY.

### Strategic Goal:

To raise student achievement in Literacy

### Target Area:

All identified students who scored Stanine 4 (low average) or below in Year 4 will be achieving within the typical range in Subtests 1 and 2 of the STAR Reading test.

\* Subtest 1 is Word Recognition

\* Subtest 2 is Sentence Comprehension

### Historical Position:

Over a 3 year period we have analysed and reviewed data pertaining to reading levels and ages and become aware of a critical area in the transition from junior school to Year 4 in the senior school. This data was collated manually as we did not have access to a SMS that would allow us to review the data over a period of years. Much of the evidence was anecdotal and had become a point of discussion at team and leadership level without a clear action plan for addressing the issues.

Anomalies in student achievement became obvious when longitudinal data showed that the last running record level or reading age at Year 3 appeared to be higher than the first and subsequent running records in Year 4 in another team in the school. Again this data has been gathered manually by checking cumulative record cards. Students appeared to be achieving below their previous level from Year 3.

We have not had the technology to check the progress from Year 3 - 4 then check that those students have made the required progress at Year 5 once interventions have been put in place at this stage.

Further discussion has identified two different purposes for reading. In Year 1 - 3 the students are *learning to read* and in Year 4 - 8 the students are *reading to learn*.

The testing tools used at Year 4 - 8 have a greater emphasis on comprehension, vocabulary knowledge, close activities, paragraph and sentence comprehension and inferential skills.

Our criteria for "passing" a running record at **all levels**, is to achieve 75% or more in comprehension. This is a much more complex target at Years 4 - 8 because of the range and types of thinking and answers required. There is much more emphasis on vocabulary knowledge, inference, re-organisation etc in the testing tools at Year 4 - 8.

**In April 2008 STAR was administered to all YEAR 4 - 8 students. All of the STAR data was analysed using Schoolmaster.**

This was followed up with several team discussions. As a result we have taken the initiative to try to answer some of the questions we have about the low achievement of a group of students in the transition area from Year 3 - 4 to try to identify the areas of concern and formulate an action plan to address the low achievement, disparity in testing tools and target that group of students to the following year to determine whether the problem is related to:

- Differing Testing tools and different expectations for reading across teams.
- Low achieving students who have already been identified as such at earlier stages.

### TARGETED GROUP

The analysis highlighted a group of 17 children in Year 4 who are Stanines 2 - 4. These are low/below average or low average achievers. There are 8 girls and 9 boys.

Initial Data: February

STAR Subtest results for Year 4 students who were achieving at or above the critical scores:

	Total	Total Year 4 students	% students
Word Recognition At or below score of 6	11	43	74.4%
Sentence Comprehension At or below score of 4	15	43	64.3%
Paragraph Comprehension At or below score of 4	7	43	83.7%
Vocabulary range At or below score of 2	5	43	88.4%

PROGRESS REPORT (August)

STAR Subtest results for identified Year 4 students who were achieving at or above the critical scores:

	Total	Total Year 4 students	% students
Word Recognition At or below score of 6	3	43	93.1%
Sentence Comprehension At or below score of 4	5	43	88.4%
Paragraph Comprehension At or below score of 4	2	43	95.4%
Vocabulary range At or below score of 2	5	43	88.4%

PROGRESS REPORT ( December)

STAR Subtest results for identified Year 4 students who were achieving at or above the critical scores:

	Total	Total Year 4 students	% students
Word Recognition At or below score of 6	3	43	97.9%
Sentence Comprehension At or below score of 4	2	43	95.4%
Paragraph Comprehension At or below score of 4	0	43	100%
Vocabulary range At or below score of 2	1	43	97.7%

## **Process**

Student's initial focus was to raise and extend word base understanding within the context of the given text. Terms 3 & 4 focus was to raise comprehension focussing on specific detail derived from the given text. Students reading were supported by teacher aide under the guidance and direction of classroom teacher on Mondays to Thursday inclusive.

Progress was monitored in three ways:

Verbal discussion with teacher aide also teacher taking select students periodically

Running Records February, July and December.

STAR test: February, August and December;

Parent notified of reading programme.

Parents notified in teacher/student interviews of student progress.

Parents notified at end of year of child's progress. (document 6)

## **Analysis**

Overall there has been a huge improvement in all sub tests within the STAR test.

Focussing on the identified two areas: WORD RECOGNITION AND SENTENCE COMPREHENSION for data collection and management it can be seen that there is an obvious improvement for students who fell into the Stanine 4 or below taken for STAR.

## **Relationships**

As there can be seen to be a strong link between the STAR results and reading, running records were also performed at the same dates as STAR testing.

## **Factors to Consider**

It has been identified that some of the discrepancy in students reading ages may be due to the change in testing tools for running records which are undertaken during the transition from junior to senior school. To support this a random selection of students in the current Year 3 were tested using the two tools to see if discrepancies were evident as a result of two different approaches to running records.

### **Future Direction/Recommendations**

\*Using the STAR test made it clear as to which areas in reading and comprehension were of a concern and thus enabled the teacher to focus on the specific learning. In this case it would be recommended to continue to use STAR as an assessment tool for analysis and planning.

\*Running Records provided a link in the reading assessment together with STAR to give an overall picture of student achievement in literacy and should be continued on a regular basis for those students identified as low or below average stanine for their year in STAR testing.

\*Parents of students who have made the progression from stanine 4 to 5 as a result of the programme will be notified to ensure students continue reading over the holiday period to ensure continued progress and strengthen existing reading practise.

\*Running Records given at year 3 level (PM) will be used as an initial guideline for students reading levels however the year 4 teacher should make every effort to assess those identified students with low literacy levels at an early stage using Probe or Handy together with the STAR analysis (within first two weeks) to establish learning goals and teaching approach.

\*Those students identified as making no progress in reading age correlating with STAR analysis will be referred to the RTLB in 2008 for early intervention in the coming year.

### **Summary**

Students specific literacy reading difficulties identified through the use of STAR were in the most lifted to or above their chronological reading age. The programme was supported with the use of a teacher aide, parents and teacher.

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