

School A

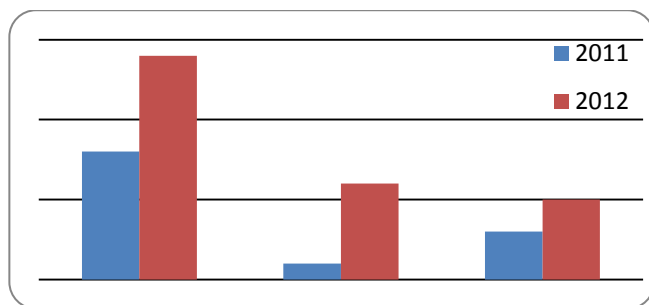
Our evaluation key question was: *What is the impact of attendance on the targeted students' achievement in reading?*

The intervention support was targeted at developing phonological and phonemic awareness skills and providing extra practice for reading with attention to decoding skills and building fluency and comprehension.

PM Benchmark Levels

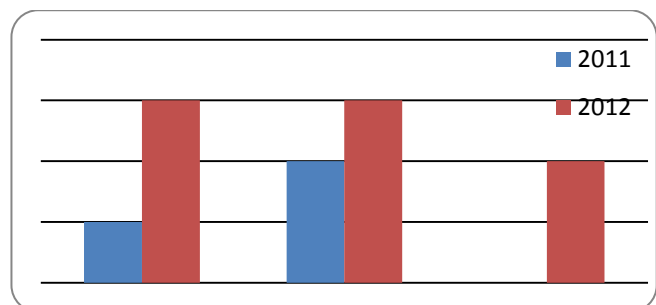
Competency at Level 30 indicates a reading age of 11.5-12.0 years of age.

ATTENDANCE 70% AND ABOVE

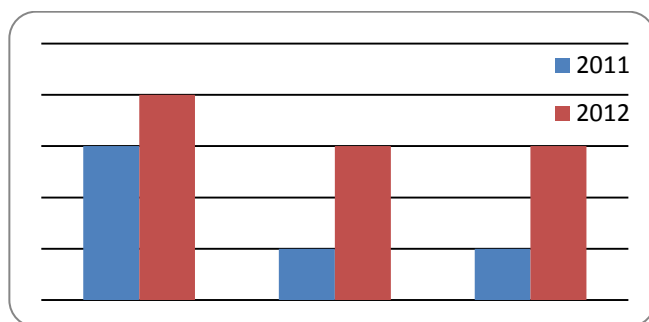


S1 - 7y2m - 8 terms at school - 70%
S2 - 6y8m - 7 terms at school - 88%
S3 - 7y6m - 6 terms at school - 79%

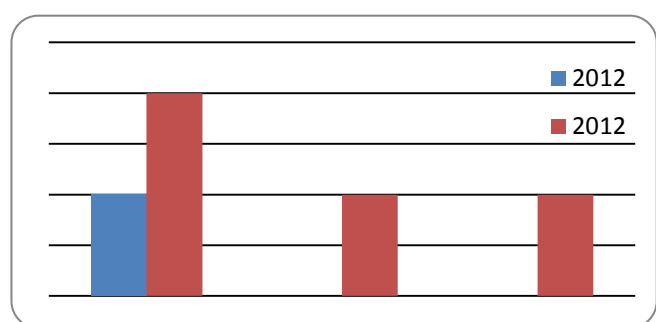
ATTENDANCE BELOW 70%



S4 - 7y5m - 10 terms at school - 45%
S5 - 8y6m - 14 terms at school - 56%
S6 - 7y5m - 10 terms at school - 51%



S1 - 7y 5m - 10 terms at school - 78%
S2 - 5y11m - 8 terms at school - 80%
S3 - 7y 5m - 10 terms at school - 70%



S4 - 6y10m - 7 terms at school - 53%
S5 - 6y10m - 7 terms at school - 50%
S6 - 6y 2m - 5 terms at school - 49%

School A

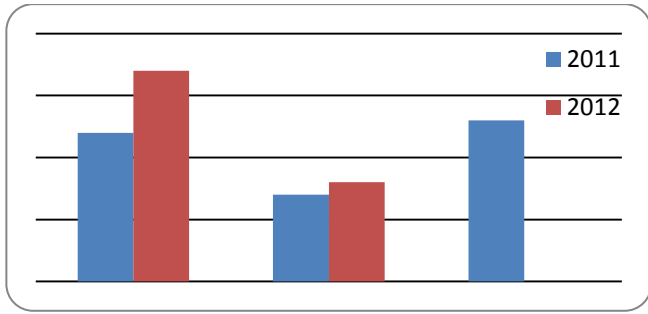
This school concentrated its attention on six students in its intervention. Knowing that 'time on task' is a key factor in the conditions for learning, the principal wanted to document the relationship between attendance and student achievement progress.

What might be the benefits of such a focus?

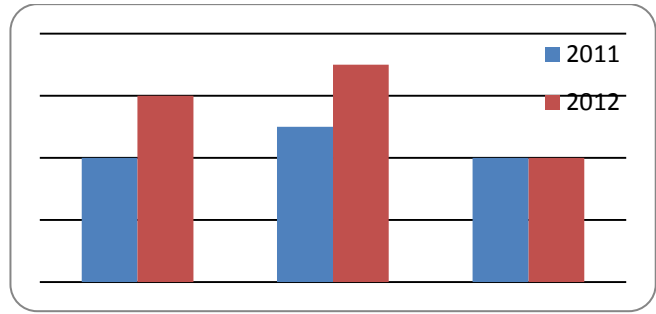
To whom might the outcomes be reported?

How might this be managed?

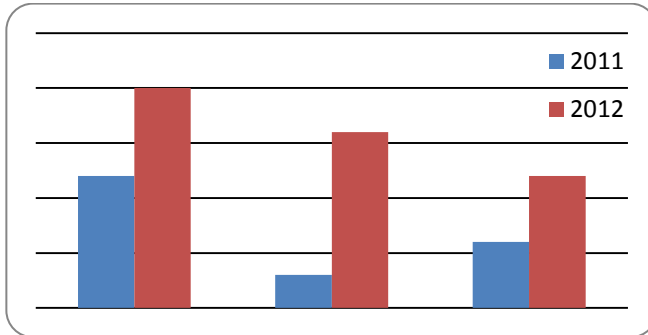
Is attendance a matter of importance in your school context?



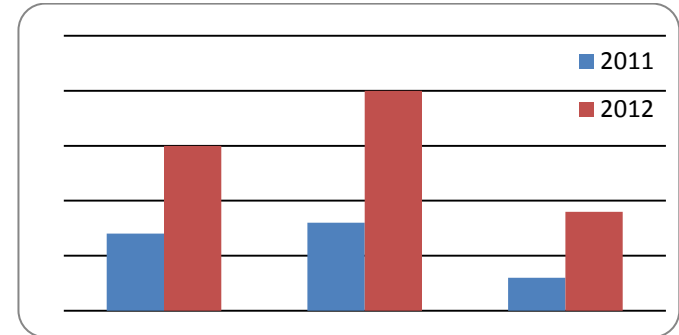
S1 - Year 3 - 87%
 S2 - Year 3 - 79%
 S3 - Year 3 - 83%



S4 - Year 3 - 39%
 S5 - Year 4 - chronic low attendance - 37%
 S6 - Year 4 - transient - low attendance - 54%



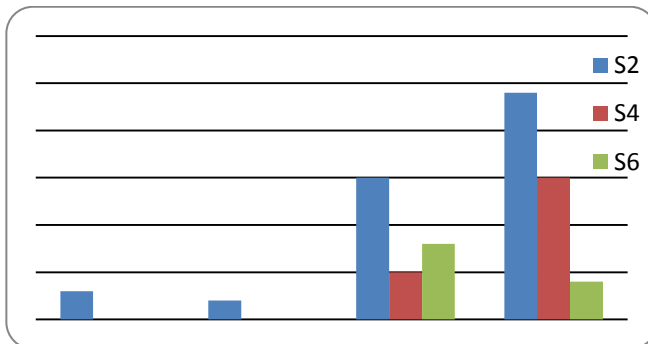
S1 - Year 6 - 85%
 S2 - Year 5 - 83%
 S3 - Year 4 - 85%



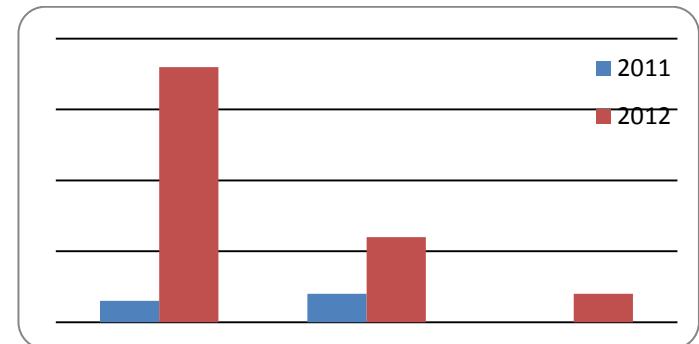
S4 - Year 6 - bright but chronic low attendance - 59%
 S5 - Year 6 - transient but attends school wherever - 44%
 S6 - Year 5 - transient - 40%

Comparison of 3 JP1 students who started school at the same time but have dramatically different attendance rates.

Letter Name and Sound knowledge



Knowledge of 100 common sight words



School A Intervention— an extract of its Analysis of attendance data:

From the preceding graphs it is clear that students who attended school more than 70% of the time, and were therefore accessing the additional targeted support on a regular basis, made more progress and were able to read at higher levels than their peers who attended less. While all teachers have endeavoured to provide a stronger focus on the teaching of The Big 6, and this is evident in their teaching and learning programs, the above data strongly identifies attendance as a key factor in the development of Literacy Skills. All of the >70% attenders have made significant progress in the areas of sight word and letter sound/name knowledge.

The data show improvement for those students with more regular attendance than their peers but they do not show progress towards particular benchmarks.

How might the school now proceed to better record the progress of these six children?

School B

Purpose No. 2: Learning

- To determine the effect of explicit instruction and professional learning of reading comprehension skills on the knowledge and skills of teachers.
- To determine the effect of professional learning regarding reading on the consistency of reading approaches across the school.

Analysis of data from instrument No. 1

Purpose 2: Learning

- 100% of Teachers have confident understandings of Vocabulary, Fluency and Comprehension.
 - 86% of Teachers have confident understandings of Oral Language.
 - 79% of Teachers have confident understandings of Phonics.
 - 78% of Teachers have confident understandings of Phonological Awareness
 - 100% of Teachers are confident of being able to explicitly teach Vocabulary and Comprehension.
 - 93% of Teachers are confident of being able to explicitly teach Fluency.
 - 85% of Teachers are confident of being able to explicitly teach Oral Language.
 - 79% of Teachers are confident of being able to explicitly teach Phonics.
 - 77% of Teachers are confident of being able to explicitly teach Phonological Awareness.
 - 100% of Teachers have an understanding of assessing Vocabulary and Comprehension.
 - 93% of Teachers have an understanding of assessing Oral Language and Fluency.
 - 86% of Teachers have an understanding of assessing Phonological Awareness.
 - 56% of Teachers have an understanding of assessing Phonics.
 - 100% of Teachers are confident with using the main idea, sequencing, predicting cause and effect and fact and opinion strategies within the classroom.
 - 93% of Teachers are confident with using compare and contrast, inferencing, drawing conclusions and the author's purpose strategies within the classroom.
 - 86% of Teachers are confident with using finding word meaning in context and figurative language strategies within the classroom.
-

Analysis of School Opinion Survey Data: Staff—Support, resources and training

<i>I have access to the resources I need to do my job well</i>	2010 – 82%, 2011 – 90%, 2012 – 95%
<i>I get the support within the school that I need to do my job well</i>	2010 – 90%, 2011 – 81%, 2012 – 91%
<i>I receive useful feedback on my work at this school</i>	2010 – 62%, 2011 – 53%, 2012 – 83%
<i>People in this school let me know how well I'm doing in my work</i>	2010 – 56%, 2011 – 62%, 2012 – 83%
<i>This school gives me the opportunity to improve my skills</i>	2010 – 68%, 2011 – 76%, 2012 – 93%
<i>I have good access to quality PD opportunities</i>	2010 – 56%, 2011 – 70%, 2012 – 89%

School B

Comment: These figures claim great confidence levels in teaching aspects of the Big 6 as a result of the school's intervention.

How might the confidence claims have been better substantiated for Instrument No. 1?

How might these data be better presented for discussion purposes in the future?

Why are the data from the School Opinion Survey more useful than those from Instrument No. 1.?

How might these Opinion Survey data be better presented?

School C

Purpose	Key Questions	Data Sources	Data Methods
<p>Purpose</p> <p>To determine the effectiveness of the targeted intervention for wave 2 and 3 students on reading skills.</p>	<p>What improvement has there been in students' phonological and phonemic awareness skills?</p> <p>What improvement has there been in students' reading levels?</p>	<p>Literacy Intervention teacher – pre and post intervention data. Teacher survey re effectiveness.</p> <p>Class teachers – running record data.</p>	<p>Checklist of phonological and phonemic awareness skills tested pre and post intervention.</p> <p>Running record data collected terms 1 and 3.</p>
<p>Purpose</p> <p>To ascertain the impact of attendance on wave 2 & 3 students' improvement in reading skills.</p>	<p>Is there a relationship between the number of intervention sessions attended and student achievement?</p>	<p>Literacy intervention teacher – data on number of sessions attended; phonological, phonemic awareness and reading data.</p>	<p>Analysis of improvement and attendance data to ascertain the relationship, if any, between these two measures.</p>

Key question 1:

What improvement has there been in students' phonological and phonemic awareness skills?

Analysis:

All students, no matter the number of sessions attended, improved in the number of sounds they recognised when shown a letter (smallest improvement – 5, greatest improvement – 27). On average students could recognise 14 more sounds when shown a letter after intervention.

Similarly, all students improved in the number of sight words they could read (smallest improvement – 2, greatest improvement – 69). On average students could read 24 more words after intervention. The seven students who had pre and post data for 'Record 1 grapheme for each phoneme' showed improvement (smallest improvement was 6, greatest improvement was 16). Average improvement was 11.86.

School C

The improvements in these students' achievements are considerable, however, the data presentation would be much improved by graphical representation.

The principal's evaluation of the intervention sheds some light on the shortcomings of the evaluation, but also indicates how the intervention will be embedded and sustained:

"The staff have taken a vote and agreed to continue to employ a Literacy Intervention teacher in 2013 as they are seeing improvement at the class level in the reading strategies that students involved in the intervention employ. Data collection has informed the intervention program but with changes to the program some data became redundant. Now that the program is in its final form a more accurate picture of student achievement should be obtained.

In 2013 there will be a large turnover of staff. New staff will need training and development in the big 6, running records, ESL scaling and TORCH. They will also need training in how to use data to inform practice – something that many beginning teachers grapple with. The principal's area of expertise is literacy, so much of this professional development can be offered at the site level.

As a new principal in 2012 I have found the demands of the role very challenging. A lot of my time has been devoted to learning processes and procedures. It wasn't until the fourth term that I have had time to get into classes, do observations and provide recommendations and feedback to teachers on their literacy practice. This is something I will continue to do next year as it is integral for literacy improvement. The research shows that the more skilled teachers have the better student outcomes.

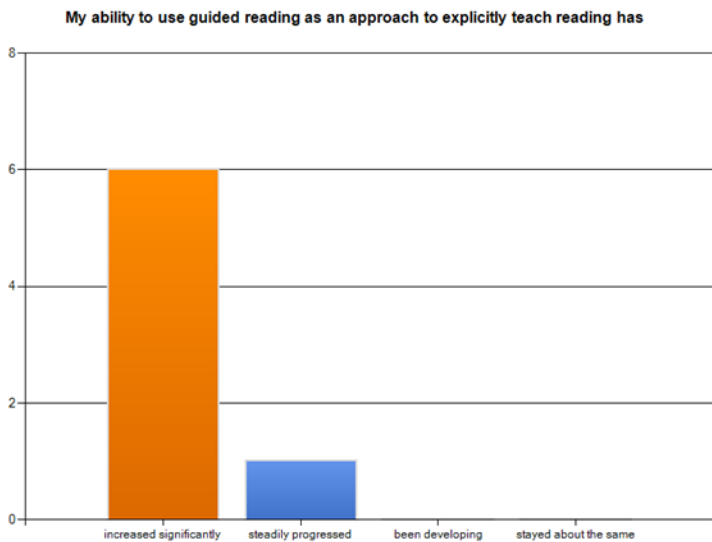
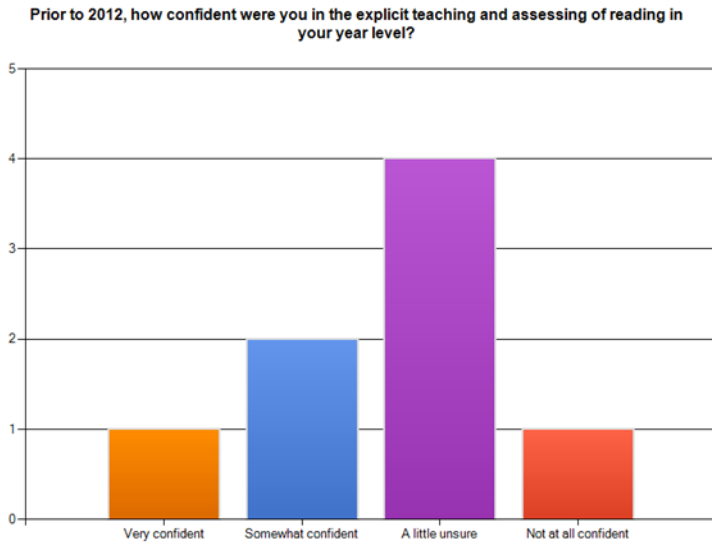
We are also putting in place structures for ongoing professional development. One in three staff meetings will be dedicated to professional development and the sharing of good practice."

What sensitivities emerge in the summary above?

How might you make use of these data and summary comments in a staff development session at your school?

School D

Teacher Survey Data – Year 1, 2 and 3 teachers were asked to reflect on pedagogical practices prior to 2012 and post the professional development and intervention. Areas that were targeted included teacher confidence with regards to guided reading, teacher assessment practices, and impact of professional development.



School D

Confidence levels – The graphs indicate that prior to 2012, 62.5% of the responding teachers were unsure, or not at all confident in their ability to effectively teach reading in their current year level. After the 2012 intervention, confidence levels in terms of guided reading have shifted significantly.

Comment: The data from School D are based on teacher self-report.

What strikes you as a problem with the questions that were asked?

How might the problem have been overcome?

How might the principal and staff now proceed to gather data on the effects of the increased confidence teachers claim?

School E

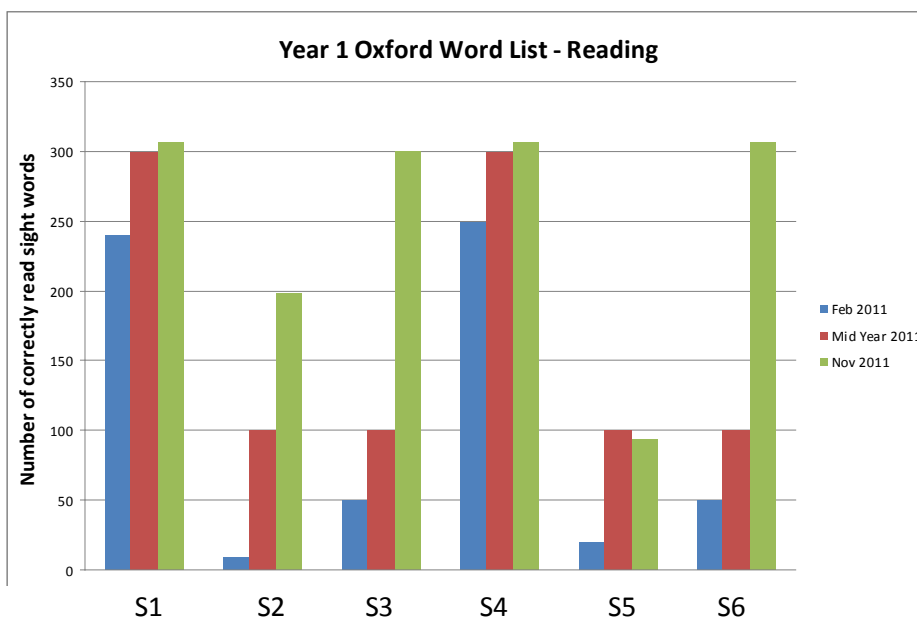
An extract from the School's evaluation report

As the new Principal in 2009 I could see that some changes needed to be made to the teaching of some aspects of Literacy within the school. My premise was based on the previous 2 years NAPLAN results, especially in the area of writing and spelling and informal/formal discussions with staff and Governing Council. Our DIAF Review/Validation at the end of 2009 supported my initial findings and made a recommendation that we adopt a whole school approach to the teaching of spelling and writing.

I recognised that if I became involved in the PALL project it could give me an authentic platform to initiate and begin implementing some changes across the school. Whilst the program primarily focuses on Reading, I was able to reconcile (with myself and others) that the recommended suggestion/strategies for intervention in reading could ultimately be adopted and used to improve learning outcomes in writing and spelling for the students in our school.

Some example of the types of data collected throughout 2011 by staff as part of our whole school agreements. The increase in collection of data has been valuable for informing teachers of student achievement on an ongoing basis and to inform their teaching program around what students need to be able to move them on and to meet our school's targets.

One example from School E's report



School E

Comment:

The focus on developing the reading skills of individual students is clearly evident in both the principal's report and in the data collection described.

Why do you think the school chose to include data on sight word recognition?

What do the data tell you about these six children?

What are the limitations of these kinds of data?

Are these data helpful in stimulating discussions about changed teaching practices?

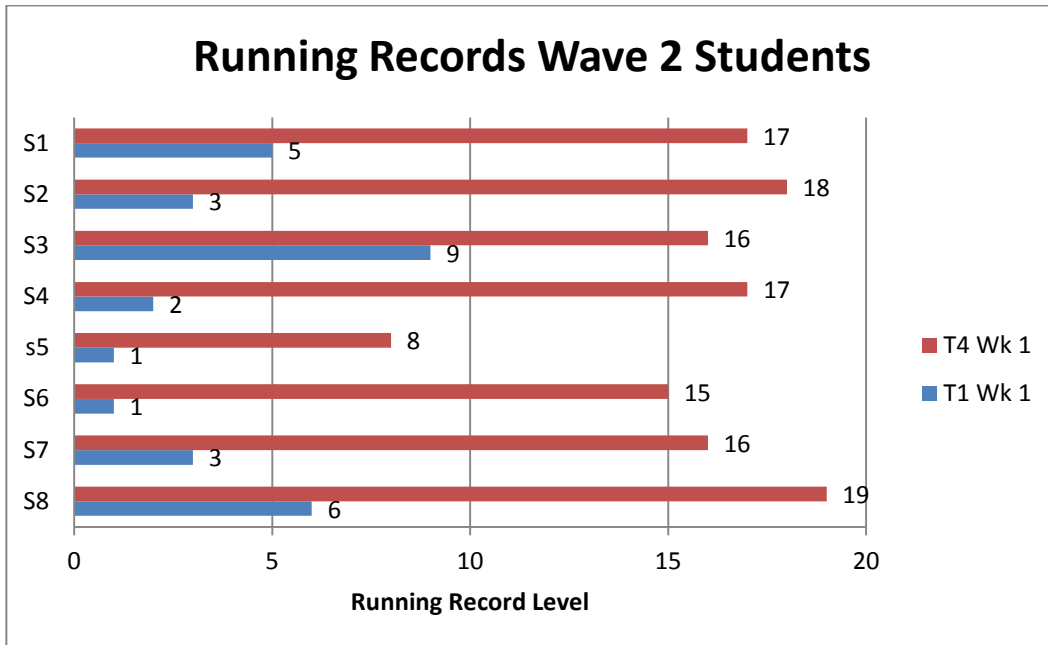
If so how, if not, why not?

What might be the best use of these kinds of summative data?

School F

Primary Purpose 2

To ascertain if there are any changes being seen in children's achievement in Reading, particularly Comprehension.



School F

Comment:

The Running Records graph clearly demonstrates achievements for individual students over time, recording an overall indication of the progress of these Wave 2 students.

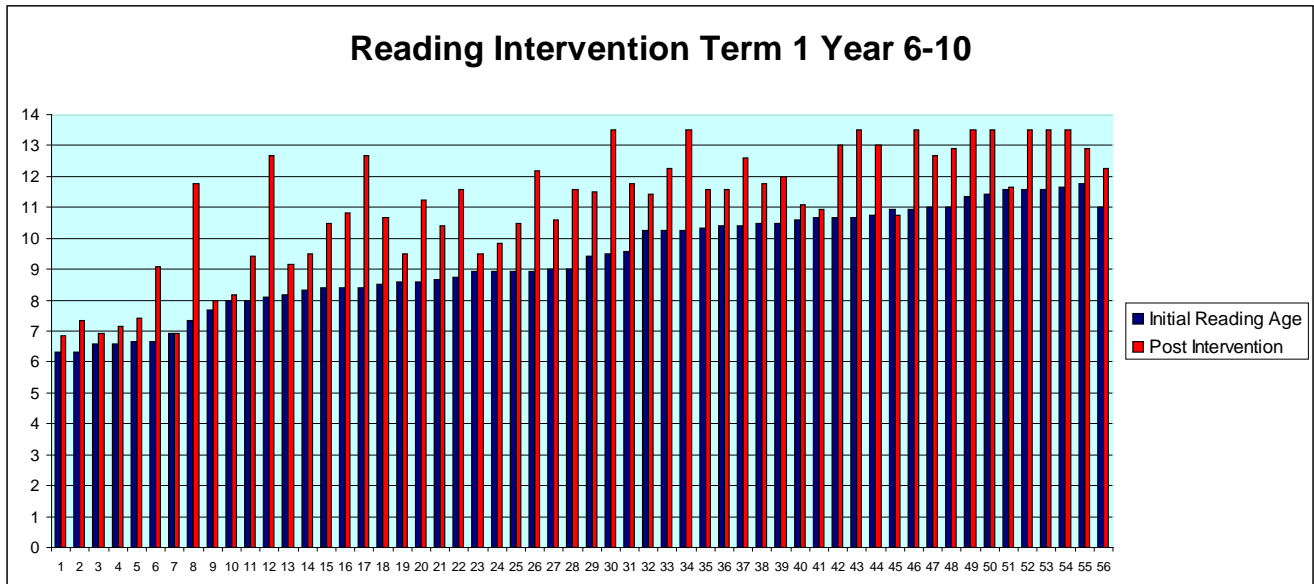
Should these data be discussed with individual children?

If so, how and with what purpose in mind?

How might these data be 'backtracked to the teaching and learning children experienced?

How might the data be discussed with those involved in teaching these Wave 2 children?

School G



St Lucia Reading Age Data, Term 1 2011

DATA SET: Reading Age Improvement Data year 6-10, after 12 weeks of the intervention program.

Test: The graph above shows the St Lucia pre-test and the post-test for 56 students identified for the reading program.

School G

An extract from the school's analysis of the St.Lucia test Data and other data in its evaluation report:

90% of the 56 students in term 1 2011 have improved by 12 months to 3 years in reading age after a 12 week reading intervention program.

Anecdotal data about improved confidence in the students was common amongst the reading group facilitators. Parents who supported the homework component produced greater improvement in increased reading age.

Why would it not be advisable to place a heavy reliance on data from the St.Lucia test?

What other problems do you see with this kind of data presentation and analysis?

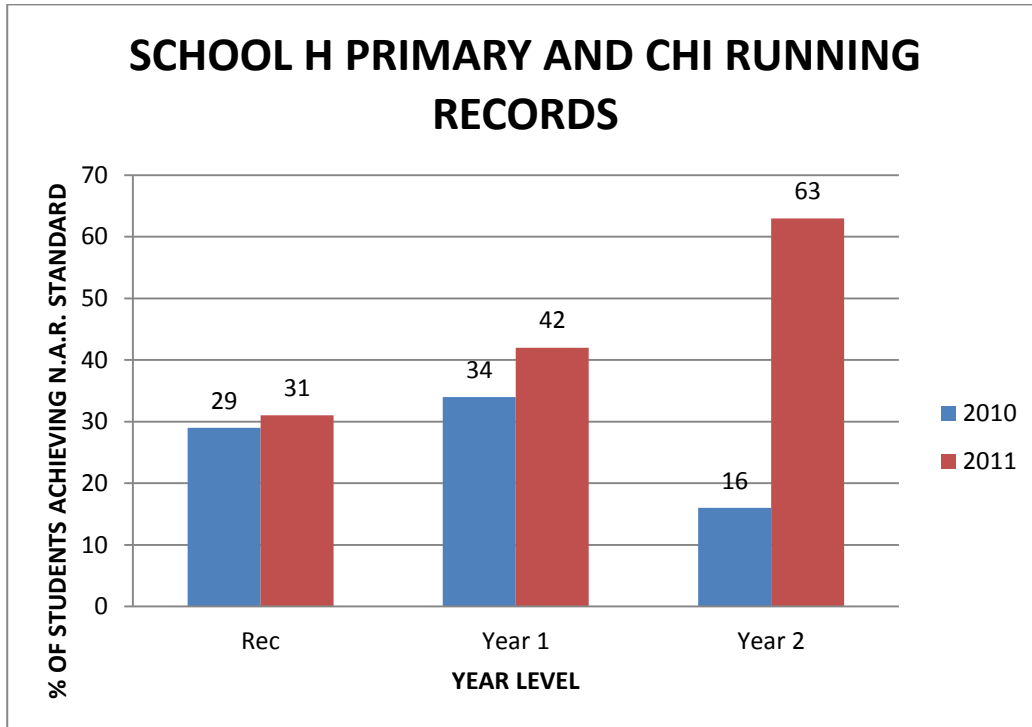
How might the conclusion about parent involvement in children's homework have been verified?

What difficulties do you see in these data when engaging with parents?

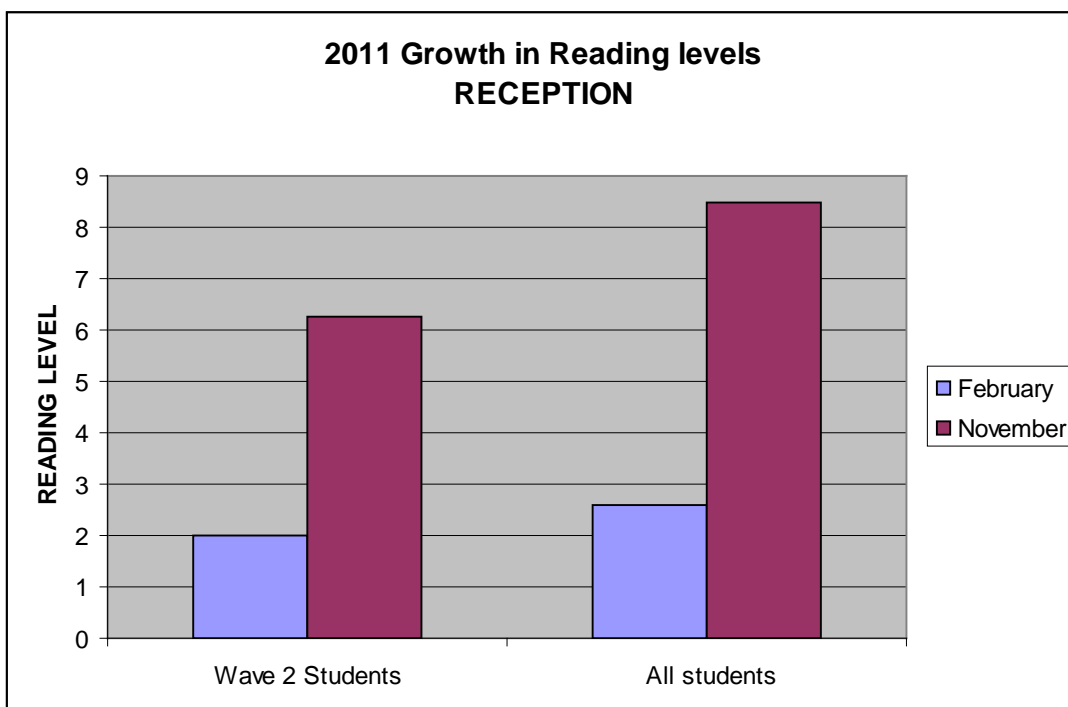
School H

Primary purpose: To determine the effectiveness of Wave 2 intervention on student learning outcomes in reading.

Running Records were collected eight times throughout the year. These were compared to the Northern Adelaide Region (NAR) standards in the following graph:



Growth in reading levels of students receiving wave 2 support was measured and compared to the average growth for all students at each year level in the following graphs:



School H

Comment:

Running records results show improvement over last year's results in terms of the percentage of students at or above the Regional standard.

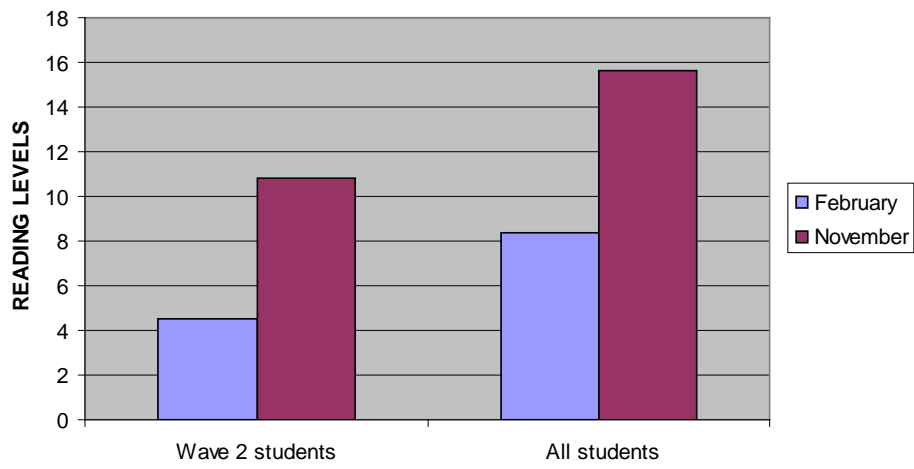
Wave 2 students' growth in reading levels was, on average, close to or better than the year level average.

What is the good story that might be told based on the two graphs?

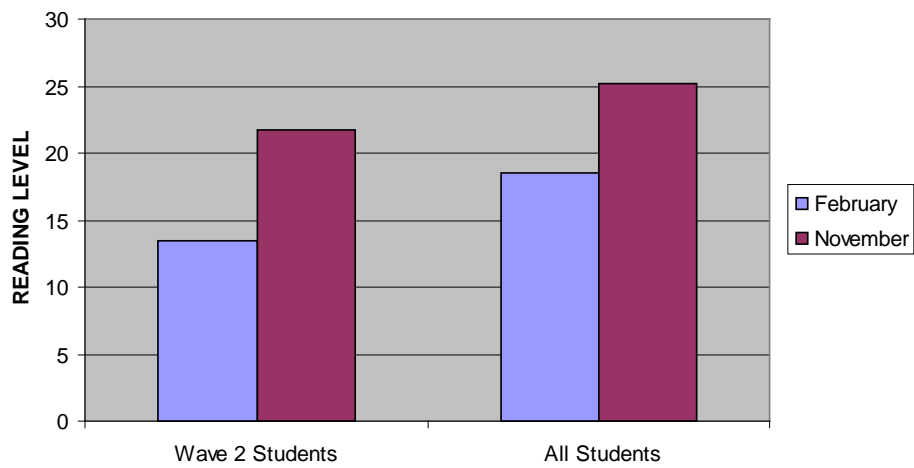
To whom should this story be reported?

How and with whom might these graphs be used motivationally?

**2011 Growth in reading Levels
YEAR 1**



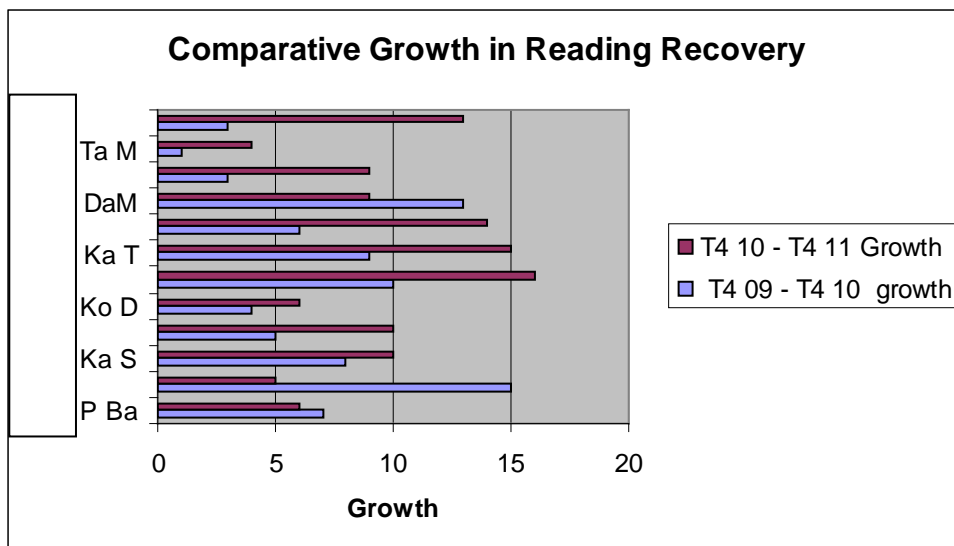
**2011 Growth in Reading Levels
YEAR 2**



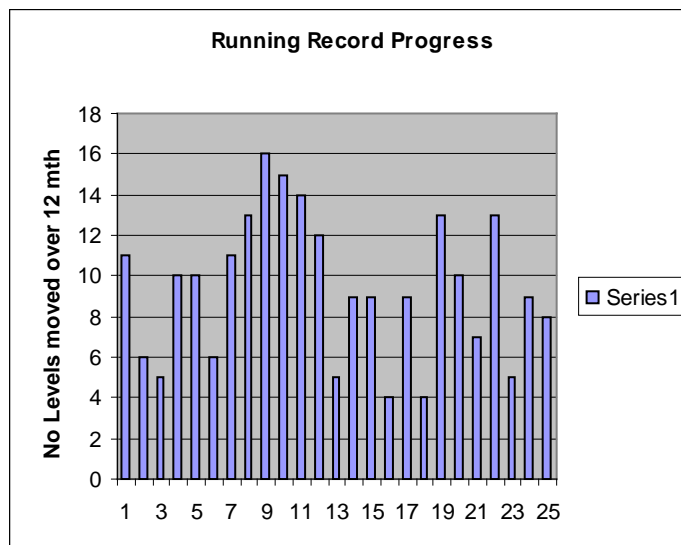
School I

Purpose 2 To review the way reading is taught at this school.	Will the use of Jolly Phonics in junior primary improve student learning outcomes?	Sea Horse students Sea Horse teacher	SPELD students assessment testing Crevola and Vineis Oral Language test
	Will the use of Jolly Grammar improve learning outcomes for students in middle ability of literacy?	Penguins students Penguins teacher	Running records testing to level 26 Fountas and Pinnell Benchmark 2 Test after level 26. Student Opinion Surveys.

Outcomes of the initiative. This graph is in relation to those on reading recovery whose data is available for comparison.



The following is a graph of progress for all students on reading recovery for this year.



School I

Comment:

It can be seen that for most of the students there was greater progress in 2011 than in 2010.

Why do you consider it is important for schools to gather and report data like these?

An extract from the school's evaluation report:

The target of a more than 20% increase in students reading at or above an age appropriate level was achieved. Even for those students who are not reading at an age appropriate level there was significant growth as indicated in the graph.

What questions are begged by the statements in the two sentences above?

How might you go about addressing those questions?

School J

Description of the “Problem” / Areas for Improvement

Student achievement data (primarily NAPLAN data), Teacher perception data (staff surveys) and Process data (annual review of Site Literacy Action Plan) from 2009 highlighted the need to:

- Adopt a consistent whole school R-7 approach on the explicit teaching of Reading, and more specifically Comprehension.
- Make effective use of student achievement data to inform teaching and learning practices including student intervention and support programs.
- Engage staff in professional learning and dialogue about the strategies for effective literacy teaching.

Key Question

Is there significant measurable improvement in student learning outcomes, specifically in Phonological Awareness and Reading comprehension?

NAPLAN data 2010-2011 comparison:

	Year 3		Year 5		Year 7	
	2010	2011	2010	2011	2010	2011
Reading						
School	79	98	93	84	95	100
State		91.9		90		94.4
Aus		93.9		91.5		94.7

Scores highlighted in red indicate school % is below state and national %

Extract from:

[Whole School Literacy Agreements / Expectations](#)

(Literacy agreements were compiled by teaching staff 2011)

Running Records are expected to be completed at least once per term on all students up to Level 30 (regardless of their year level) by their classroom teacher, and twice per term for all Students at Risk (ie. all students who have an IEP/NEP and include GOM, ATSI, ESL, NEP students). These will be collected in week 9 of each term and be analysed by learning teams, student support team and leadership staff to inform decision making around the allocation of resources and the provision of additional assistance. This information will also be used to track individual student progress on a termly basis and will form the basis of all Performance Development discussions with line managers.

School J

Comment:

The articulation of whole school literacy agreements and expectations on the preceding page, including the stated requirement for maintenance and use of running records, is a clear indication of the intent of the intervention.

Note the use of individual student progress records in performance development discussions with teachers.

An extract from the school's evaluation report:

The stated goal: "Make effective use of student achievement data to inform teaching and learning practices including student intervention and support programs" is being met, judging from the commendations arising from the reading intervention:

- Teachers are regularly analysing and making effective use of a range of student achievement data to monitor student progress and inform their class literacy practices i.e. literacy grouping structures for the explicit teaching of Guided Reading, identifying students for Tier 2 Intervention and support.
- All staff surveyed indicated growing confidence in the explicit teaching of a range of Comprehension strategies.

Comment:

Measures on the improvement anticipated from the intervention are shown on the next page.

School J (cont'd)

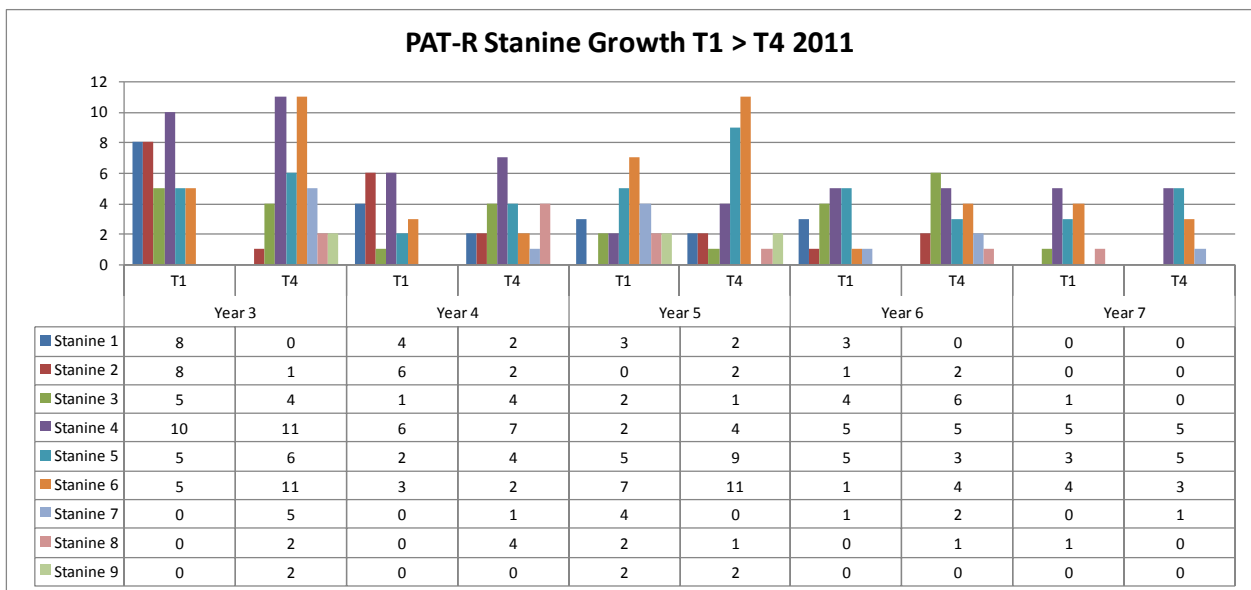
PAT-R Comprehension Test Results for Years 3-7 students (Term 1 & Term 4 data comparisons)

Table - Individual student level of achievement by Stanine for each year level (Term 1 2011)

Year Level	Stanine										Absent	Total
	1	2	3	4	5	6	7	8	9			
3	8	8	5	10	5	5	0	0	0	2	43	
4	4	6	1	6	2	3	0	0	0	5	27	
5	3	0	2	2	5	7	4	2	2	5	32	
6	3	1	4	5	5	1	1	0	0	4	24	
7	0	0	1	5	3	4	0	1	0	1	15	
Totals	18	15	13	28	20	20	5	3	2	17	141	

Table - Individual student level of achievement by Stanine for each year level (Term 4 2011)

Year Level	Stanine										Absent	Total
	1	2	3	4	5	6	7	8	9			
3	0	1	4	11	6	11	5	2	2	1	43	
4	2	2	4	7	4	2	1	4	0	1	27	
5	2	2	1	4	9	11	0	1	2	0	32	
6	0	2	6	5	3	4	2	1	0	1	24	
7	0	0	0	5	5	3	1	0	0	1	15	
Totals	4	7	15	32	27	31	9	8	4	4	141	



School J

An extract from the school's evaluation report:

Significant gains in student achievement are evident in reading comprehension and phonological awareness (evidenced by PAT-R results, Phonological screening results and NAPLAN data).

Why do you think the school presented the same data in two forms?

How does the presentation help in providing answers to the Key Question:

Is there significant measurable improvement in student learning outcomes?

The principal's personal comment when asked these questions was:

The tables are helpful for identifying the number of students at a particular level in Term 1 or Term 4, while the Stanine growth between Terms 1 & 4 is more readily perceived in the graph.

How would you describe this response? What could you add to it? Or Would you explain it differently?

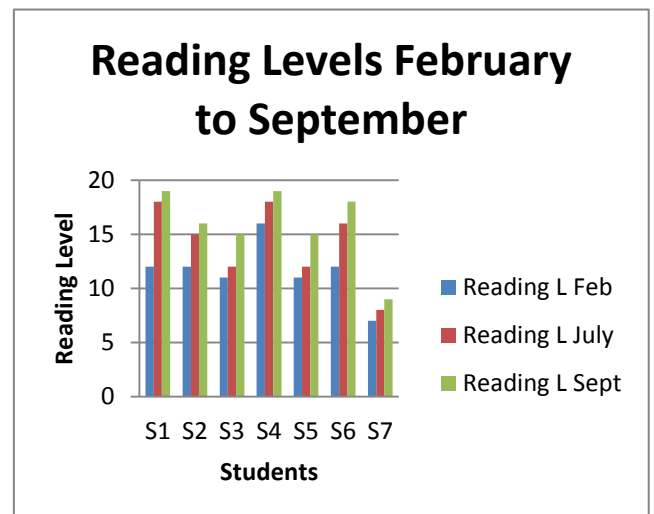
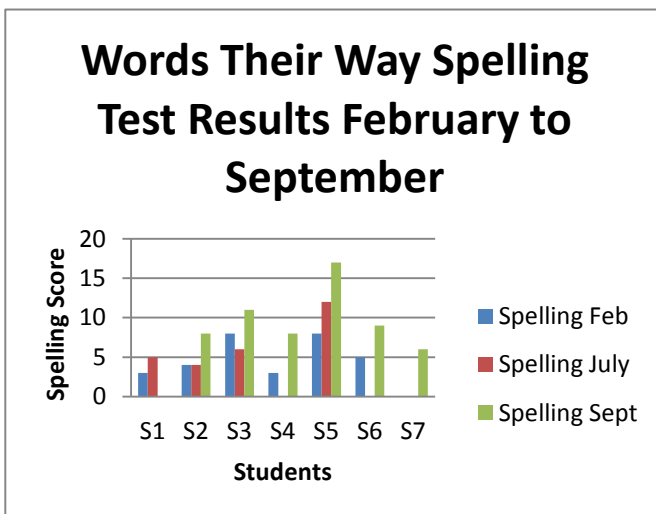
School K

FOCUS ON LEARNING: Recommendation 1: That the leadership team and staff at our School use student data to plan differentiated learning and assessments to further challenge students with relevant and rigorous tasks that require extended high-order thinking.

Process

- Classroom teachers were asked to map their cohort of students using the three wave model. Wave 2 and 3 students in year 3-7 were targeted for intervention and tracked closely to monitor their progress throughout the year.
- Data were collected during February, July, September and December. The assessments used were Words Their Way, Oxford Sight words, Reading Levels and Educheck (for some students) and the information was collected at the end of each term.
- Various new intervention strategies were implemented to address the learning needs of this group of students. Teachers were informed of the programs and SSO's were trained to use the intervention strategies effectively with groups of students.

Below are examples of graphs illustrating the improvement of students involved in combined literacy intervention folders, guided reading and software programs to support intervention:



School K

An Extract from the school's evaluation report of the analysis of its intervention:

After analysing the data we concluded that:

- 1. Although the spelling assessment 'Words Their Way' was very effective in isolating key areas for improvement in spelling, intervention in this area needed to happen in the classroom rather than in literacy intervention groups. It was concluded that students made minimal improvements in spelling as evidenced through their assessments even though they had received individualised intervention around the targeted areas. It was concluded that spelling was an areas that required ongoing support (on a daily basis) in the classroom and needed to be connected to the classroom program. It also raised a question: how do we effectively support students in spelling?*
- 2. Although students made significant improvements in isolated areas such as sight words, there was not a significant improvement in their reading levels.*

How might you make use of these data and the report extract above in discussions with your own staff members?