

Summer Learning Programme 2016/2017

Northland

The Programme

- 5 primary schools – 278 students (more students received books however there is pre and post data for 278)

Year 3 = 173

Year 4 = 105

Female = 133 Male = 145

- students received either 12 (higher reading levels) or 15 (lower levels) books

Objectives

To improve students' reading achievement over the summer holidays

To use the STAR Reading Test to measure scale scores immediately prior to and after the summer holidays

To combat the differential and cumulative impact of summer learning loss

Background Research

- Cumulative summer learning effect the primary cause of the widening achievement gap between students from high and low SES backgrounds (McCombs et al., 2011; Allington et al., 2010)
- Addressing summer reading loss may help reduce the achievement gap between students from low income and middle income backgrounds (Kim & White, 2011)
- Gains were achieved when the same cohort of students participated in the summer reading programme over 3 years (Allington et al., 2011)
- Summer learning effect is a major barrier to ongoing achievement. Specific preparation by teachers for students and guidance for their parents helped reduce the summer learning effect (McNaughton et al., 2012)
- A significant summer slide amongst participants on STAR at subtest, total, and stanine levels was evident (Turner, 2014)
- The ABCs of Improved Reading, James Kim, Harvard University

Measurements

- STAR Reading (5 schools)

Year	Pre Test	Post Test
3	STAR 3 – 4 B	STAR 3 – 4 B
4	STAR 3 – 4 C	STAR 5 – 6 A

STAR Reading Test

2nd Edition
Revised
2011

Years 3 - 9

STAR Reading Test is designed to *supplement* the assessments teachers make every day.

STAR assesses a range of reading skills that correspond closely to the main components of reading skills as outlined in *The Literacy Learning Progressions*.

Sub-tests: Word Recognition, Sentence Comprehension, Paragraph Comprehension, Vocabulary Range
Additional Subtests Year 7-9: The Language of Advertising, Styles of Writing

STAR Reading

Average Scale Score

Yr 3	Yr 4	Yr 5	Yr 6	Yr 7	Yr 8	Yr 9
53.8	81.4	97.6	109.0	117.9	125.2	133.7

Average Progress

Yr 3-4	Yr 4-5	Yr 5-6	Yr 6-7	Yr 7-8	Yr 8-9
27.6	16.2	11.4	8.9	7.3	8.5

Star Scale Score (STAR) from Table 6 p.33, Teacher Manual

Overall Results: Reading Year 3

Year Level	N	Pretest mean scale score	Posttest mean scale score	Difference	Average progress STAR Year 3 to 4
3	173	65.59	68.40	+2.81	+ 2.3 per month
					+ 5.75 over 2 ½ months
Gender					
Female	87	67.75	70.98	+3.23	
Male	86	63.40	65.80	+2.40	

Year 3: Ethnicity

	N	Pre Mean	Post Mean	Difference
Māori	129	64.84	67.60	+2.76
NZ European	32	68.22	71.26	+3.04
Pacifica	4	65.77	69.87	+4.10
Other	4	63.40	70.22	+6.82

Ability

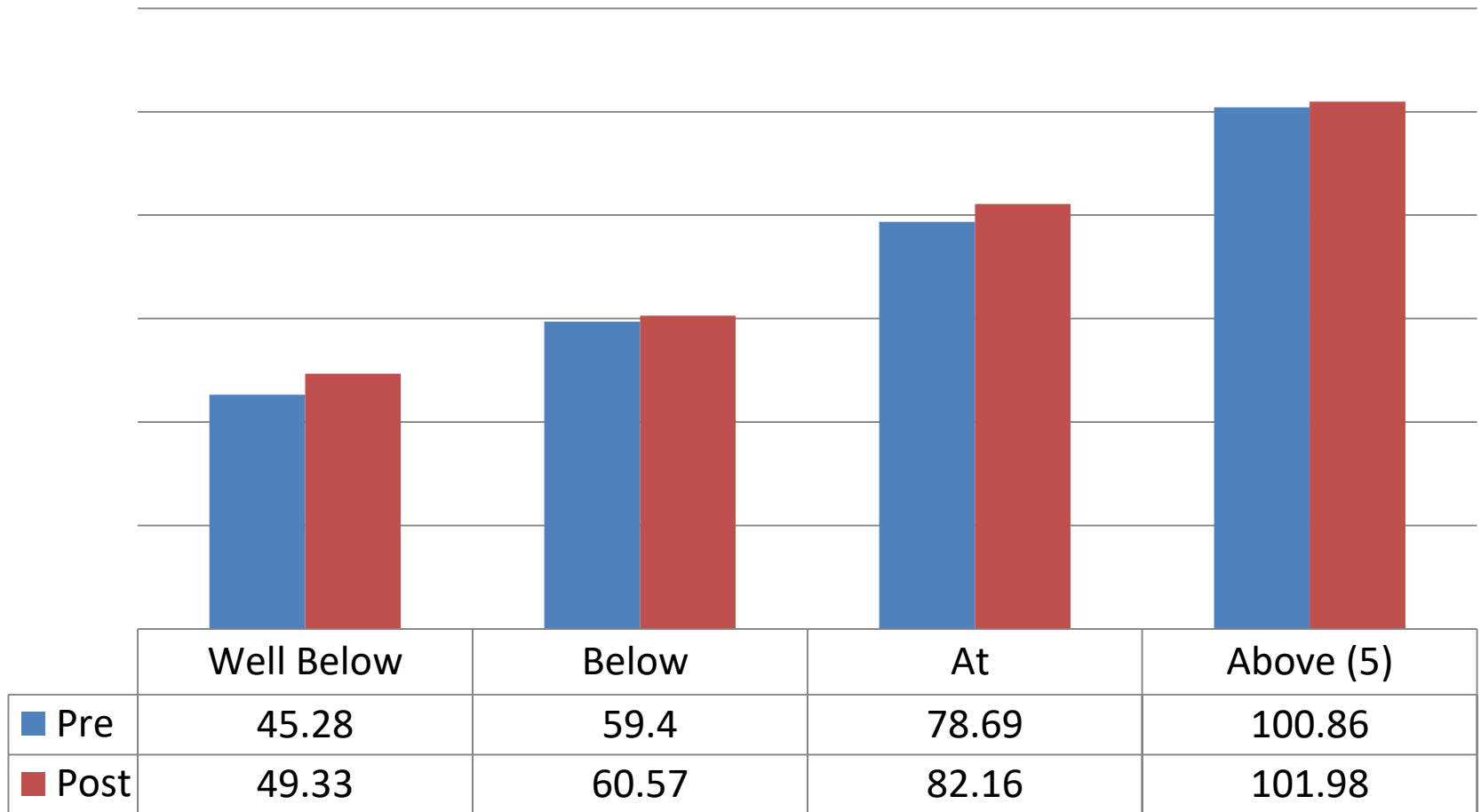
- Ability levels based on Pre-test stanines:

ABILITY LEVEL	STANINE
Well Below	Stanine 1
Below	Stanines 2 and 3
At	Stanines 4, 5 and 6
Above	Stanines 7, 8 and 9

Year 3: Ability

Group	N	Pre Mean	Post Mean	Difference	
Well Below	40	45.28	49.33	+4.05	
Below	54	59.40	60.57	+1.17	
At	74	78.69	82.16	+3.47	
Above	5	100.86	101.98	+1.12	

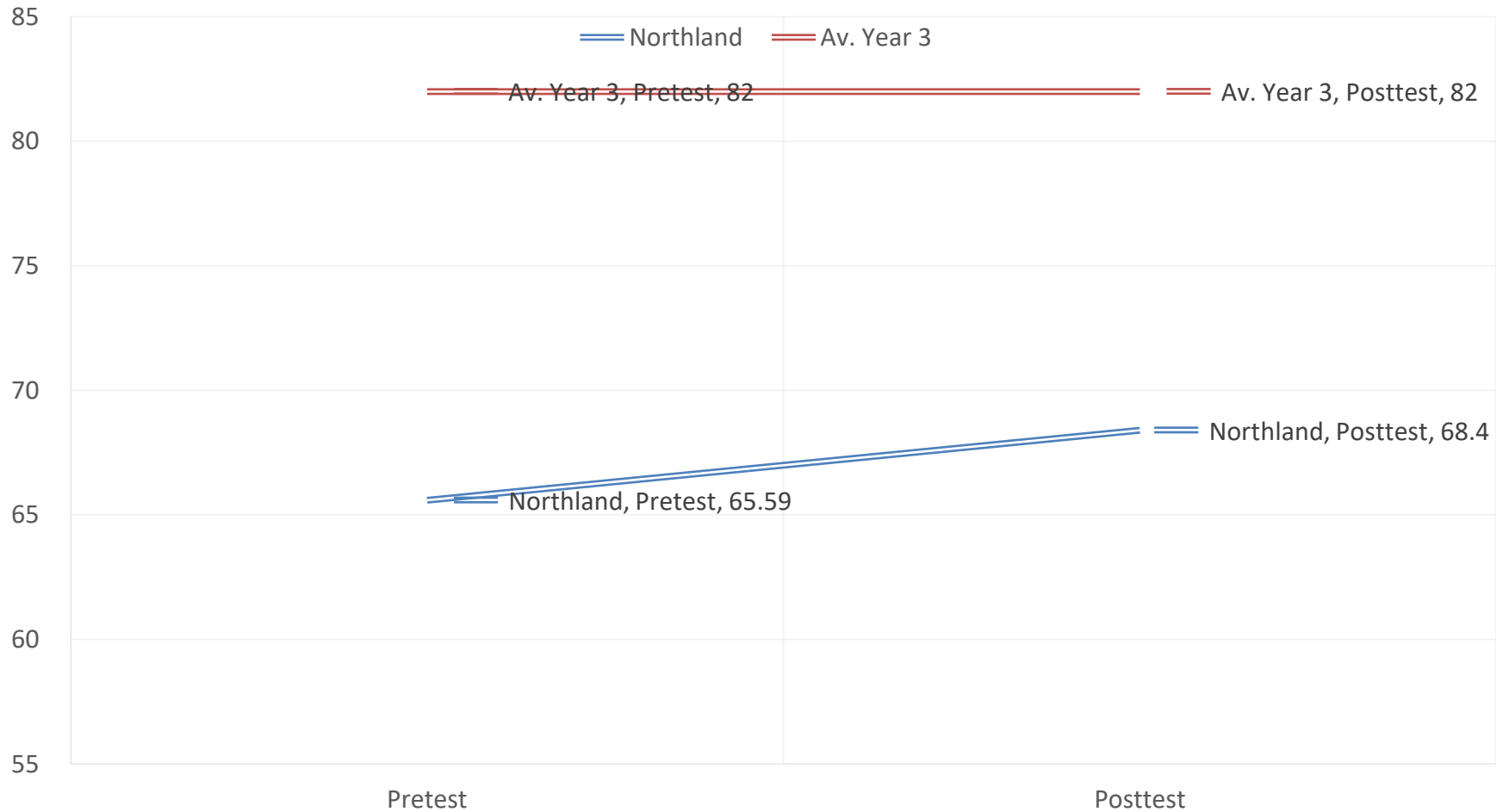
Yr. 3 Reading Progress – Ability Levels



Year 3: Subtests

Subtest	Pre Mean	Post Mean	Difference
Word Recognition	6.17	6.95	+0.78
Sentence Comp.	4.82	5.43	+0.61
Paragraph Comp.	6.12	6.38	+0.26
Vocabulary	3.98	4.12	+0.14

Northland Schools Year 3 & Average Year 3



Overall Results: Reading Year 4

Year	N	Pre Mean SS	Post Mean SS	Difference	Average progress STAR Year 4 – 5
4	105	87.99	91.96	=3.97	+ 1.35 per month
				<i>Greater than expected progress</i>	+ 3.37 over 2 ½ months
Gender					
Female	46	89.92	94.03	+4.11	
Male	59	86.48	90.33	+3.85	

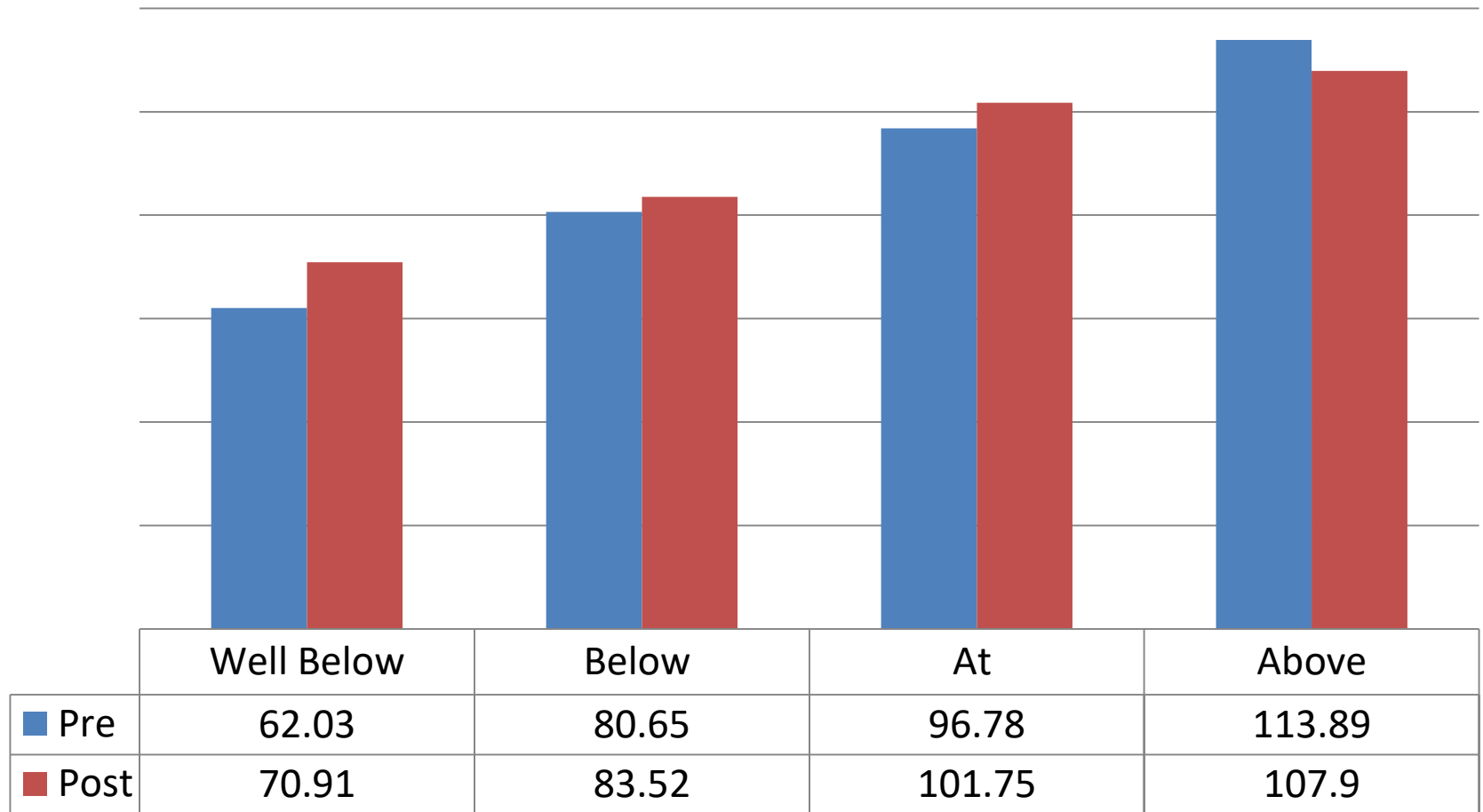
Year 4: Ethnicity

	N	Pre Mean	Post Mean	Difference
Māori	76	85.81	89.97	+4.16
NZ European	24	92.73	95.90	+3.17
Pacifica	2	96.95	106.65	+9.70
Other	3	99.10	100.80	+1.70

Year 4: Ability

Group	N	Pre Mean	Post Mean	Difference	Average Progress
Well Below	19	62.03	70.91	+8.88	<i>Greater than average progress</i>
Below	28	80.65	83.52	+2.87	
At	47	96.78	101.75	+4.97	<i>Greater than average progress</i>
Above	11	113.89	107.90	-5.99	

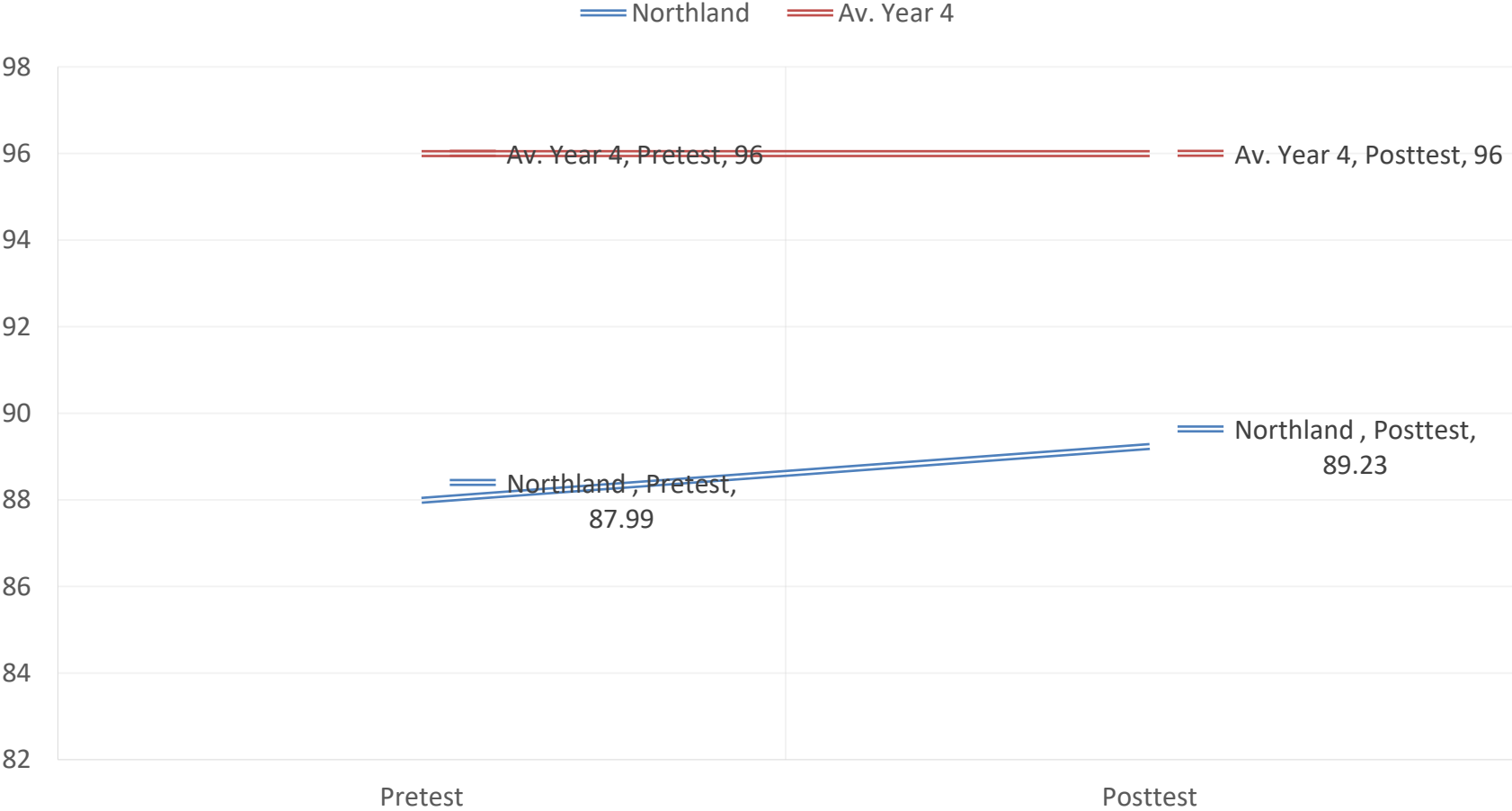
Yr. 4 Reading Progress – Ability Levels



Year 4: Subtests

Subtest	Pre Mean	Post Mean	Difference
Word Recognition	7.64	7.90	+0.26
Sentence Comp.	5.70	6.05	+0.35
Paragraph Comp.	9.93	8.13	-1.80
Vocabulary	4.08	6.10	+2.02

Northland Schools Year 4 & Average Year 4



Results Summary & Conclusions

- Both Years 3 and 4 achieved gains in mean scale scores
- Year 3 females made slightly greater gains than the males
- All ability groups gained with the Well Below group making the greatest gain
- There were improvements in all subtests in the Year 3 group

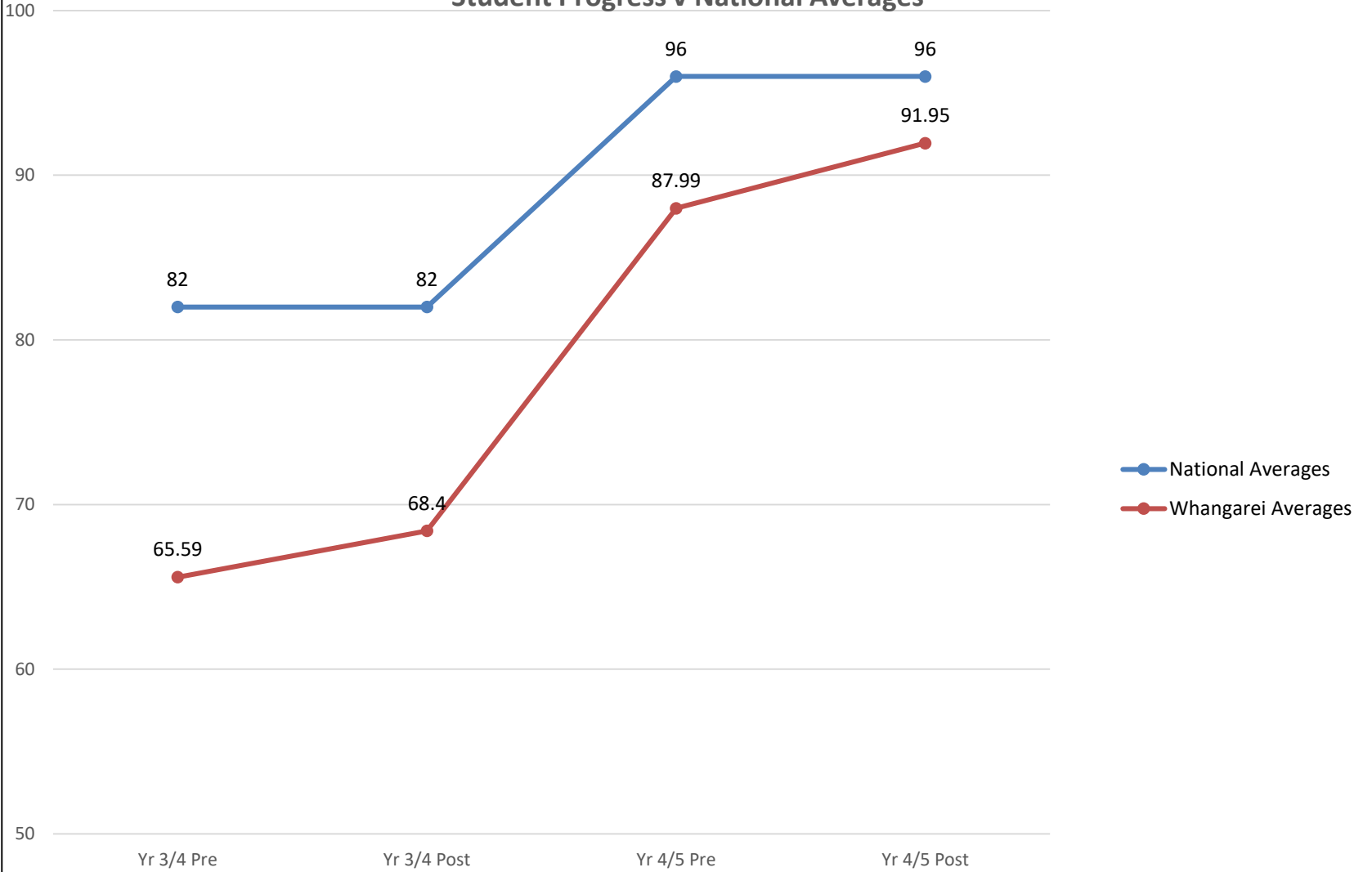
- Year 4 made 'greater than expected progress'
- Both Year 4 male and female groups made 'greater than expected progress'
- Year 4 Maori made greater gains than NZ European – Year 4 Maori made 'greater than expected progress'
- The Well Below and At groups made 'greater than expected progress' while the Above group dropped – similar pattern to previous years

- There were gains in 3 of the Year 4 subtests – Paragraph Comprehension dropped – smaller drop than last summer
- Confirms results from last year – providing appropriate level books to students over summer counters summer slide
- Year 4 result could reflect same pattern as in South Auckland - having programme over 2 years better than 1 year – how many Year 4s were also involved as Year 3 students?

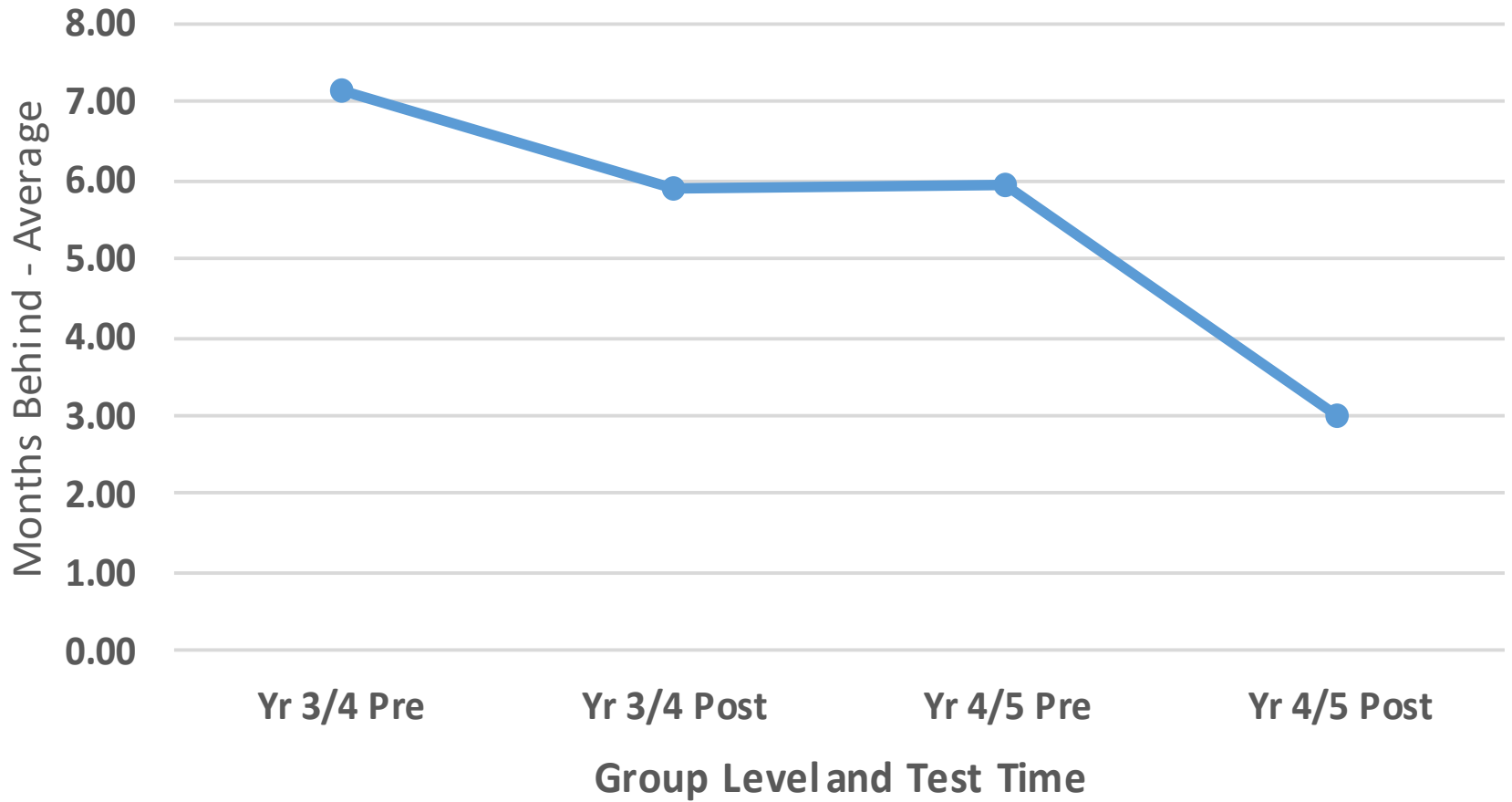
Student Progress v National Averages - Whangarei

	Yr 3/4 Pre	Yr 3/4 Post	Yr 4/5 Pre	Yr 4/5 Post
National Averages	82	82	96	96
Whangarei Averages	65.59	68.4	87.99	91.95
Difference	16.41	13.6	8.01	4.05
Expected Prog/Mth	2.3	2.3	1.35	1.35
Average Numbers Behind in Reading				
	Yr 3/4 Pre	Yr 3/4 Post	Yr 4/5 Pre	Yr 4/5 Post
Months Behind Ave	7.13	5.91	5.93	3.00

Student Progress v National Averages



Average Number of Months Behind



The ABCs of Improved Reading

- A = access to books – need a wide variety, but access alone not enough
- B = books that match readers' ability levels and interests – not too easy and not too hard
- C = comprehension – monitored and guided by an adult, teacher, or parent- the help of an adult who can ask questions and guide child to better understand what they are reading = **critical**

James Kim, Harvard University

- D= designated home liaison – visiting over the holidays supporting and encouraging child and parents & helping to keep the momentum going

Discussion for 2017/2018

- Budget assistance to schools
- Home visitors
- Data analysis
- Add Year 5 – ie. run the programme over 3 years
- Feedback/questions...