

# Summer Learning Programme 2017/2018

**Northland**

# The Programme

- 5 primary schools: 428 students (559 students were funded and received books however there is pre and post data for )
  - Year 3 = 159
  - Year 4 = 160
  - Year 5 = 109
  - Female = 205      Male = 223
- students received either 8 books (if above L26) or 10 books (if L26 or below)

# Objectives

to improve students' reading achievement over the summer holidays

to combat the differential and cumulative impact of summer learning loss

to examine the effects of the programme on a cohort of students who have participated for 3 consecutive years

# Measurements

- STAR Reading

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

# STAR Reading Test

2<sup>nd</sup> 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	159	66.33	67.49	+1.16	+ 2.3 per month
					+ 5.75 over 2 ½ months
<b>Gender</b>					
Female	75	67.36	68.61	+1.25	
Male	84	65.41	66.48	+1.07	

# Year 3: Ethnicity

	<b>N</b>	<b>Pre Mean</b>	<b>Post Mean</b>	<b>Difference</b>
Māori	114	65.33	66.25	+0.92
NZ European	41	68.35	70.19	+1.84
Pacifica	4	74.17	74.92	+0.75

# Ability

- Ability levels based on Pre-test stanines:

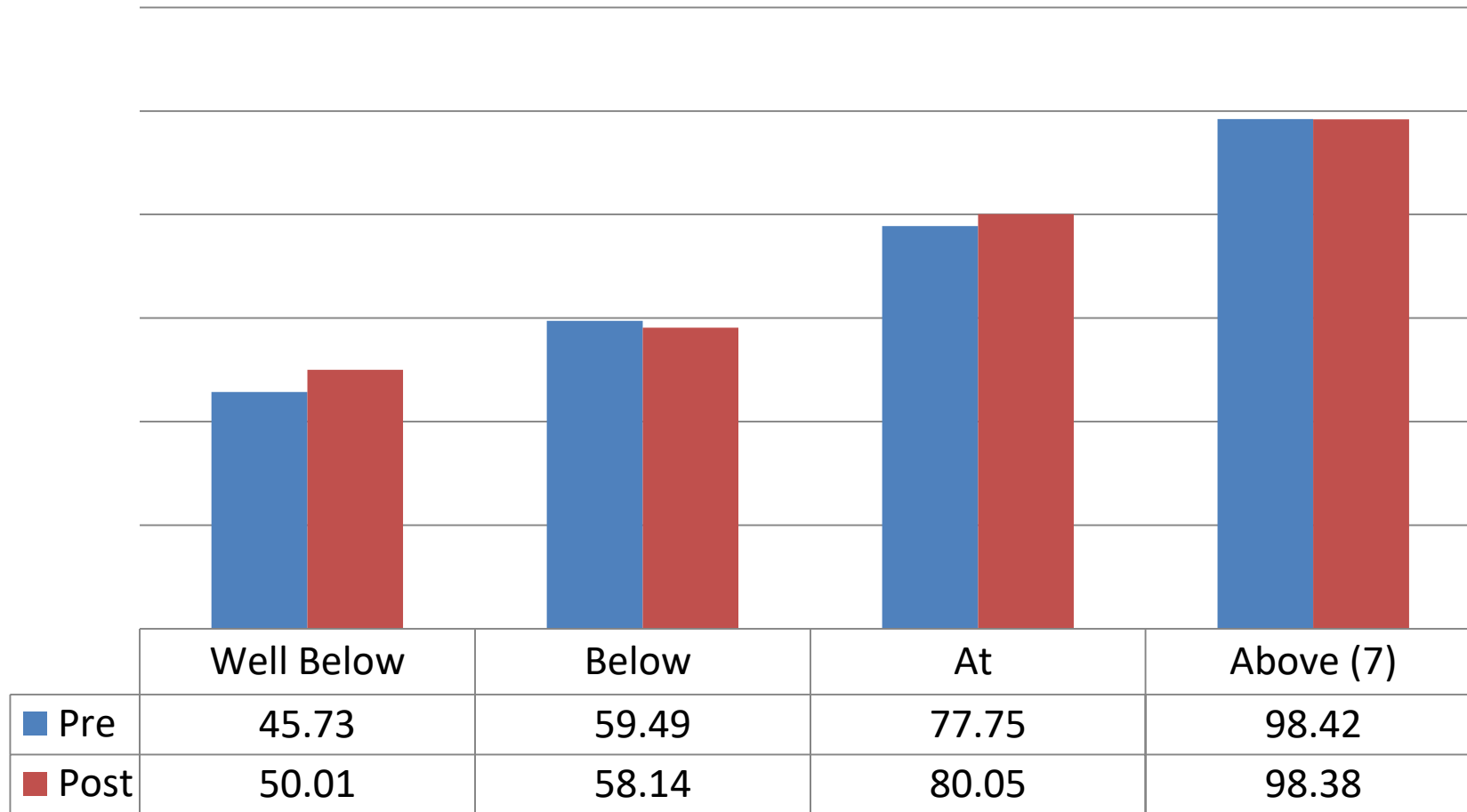
ABILITY LEVEL	STANINE
Well Below	Stanine 1
Below	Stanines 2 and 3
At	Stanines 4, 5 and 6
Above	Stanines 7, 8 and 9



# Year 3: Ability

Group	N	Pre Mean	Post Mean	Difference
Well Below	27	45.73	50.01	+4.28
Below	60	59.49	58.14	-1.35
At	65	77.75	80.05	+2.30
Above	7	98.42	98.38	-0.04

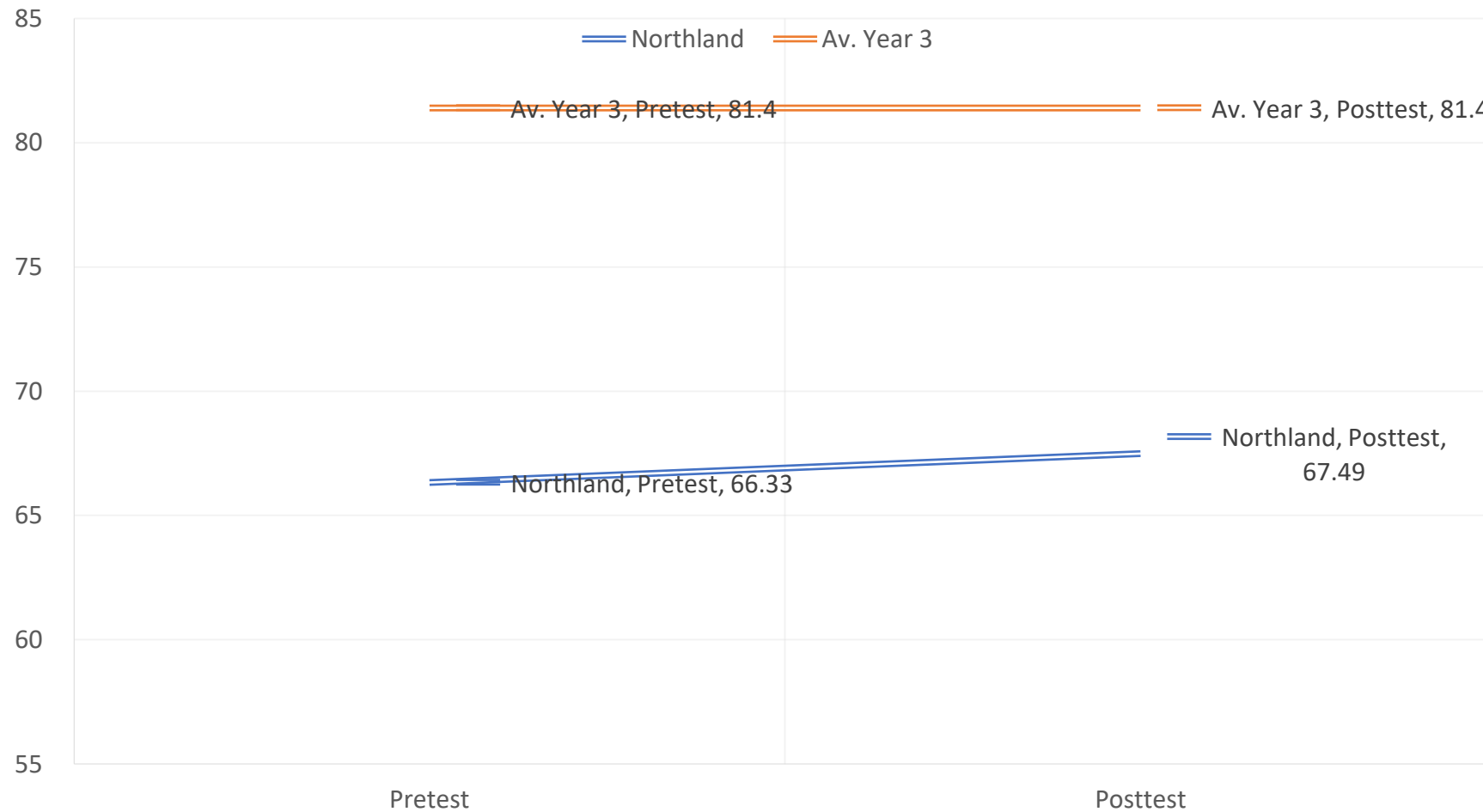
# Yr. 3 Reading Progress – Ability Levels



# Year 3: Subtests

Subtest	Pre Mean	Post Mean	Difference
Word Recognition	6.27	6.76	+0.49
Sentence Comp.	5.30	5.31	+0.01
Paragraph Comp.	5.70	6.03	+0.33
Vocabulary	4.24	4.18	-0.06

# 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	160	82.47	89.13	+6.66	+ 1.35 per month
				<i>Greater than expected progress</i>	+ 3.37 over 2 ½ months
<b>Gender</b>					
Female	79	84.01	91.84	+7.83	
Male	81	80.97	86.48	+5.51	

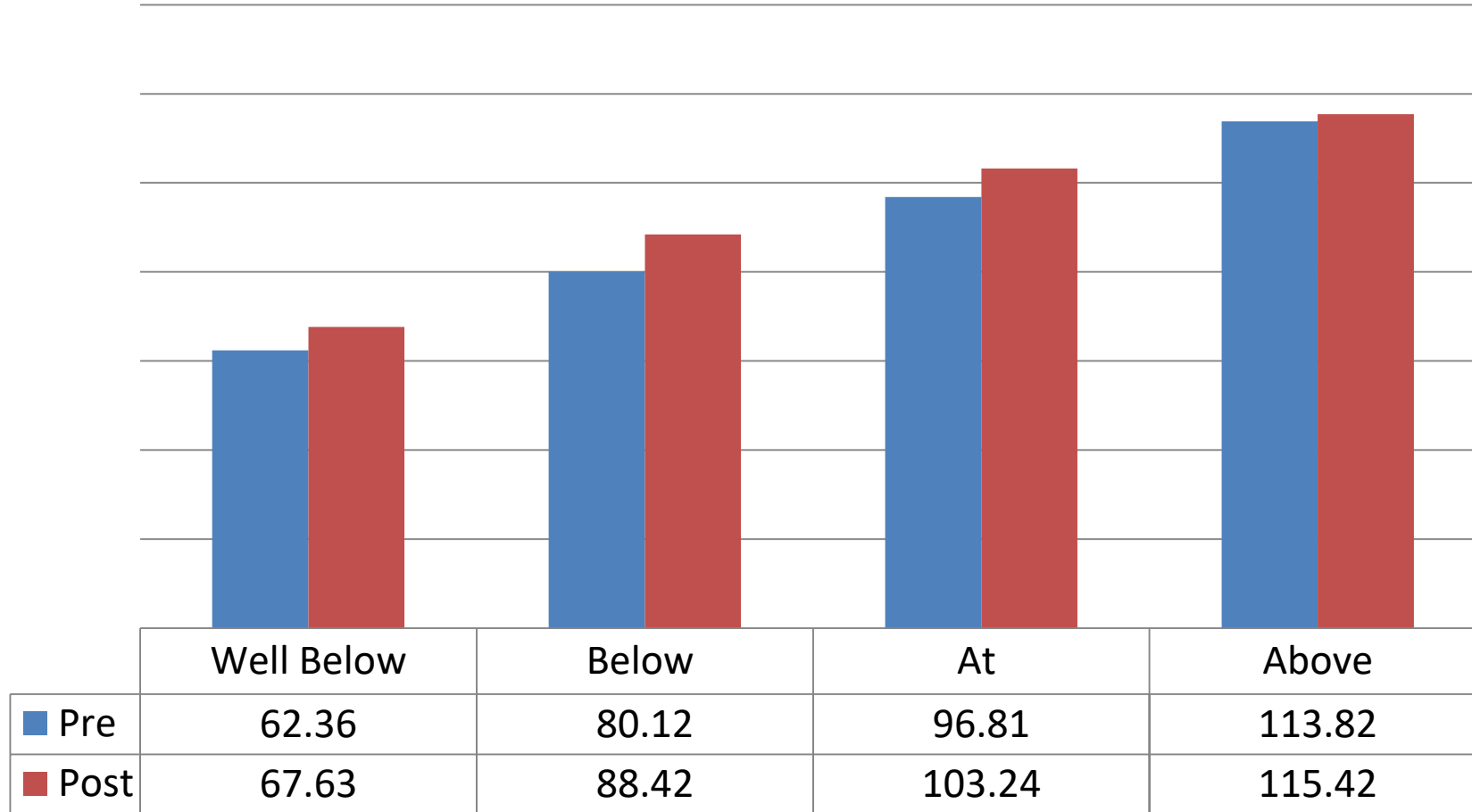
# Year 4: Ethnicity

	N	Pre Mean	Post Mean	Difference
Māori	119	80.78	87.93	+7.15
NZ European	33	88.65	93.46	+4.81
Pacifica	6	82.91	90.20	+7.29
Other	2	80.10	86.00	+5.90

# Year 4: Ability

Group	N	Pre Mean	Post Mean	Difference	Average Progress
Well Below	40	62.36	67.63	+5.27	<i>greater than expected progress</i>
Below	62	80.12	88.42	+8.30	<i>greater than expected progress</i>
At	51	96.81	103.24	+6.43	<i>greater than expected progress</i>
Above	7	113.82	115.42	+1.60	

# Yr. 4 Reading Progress – Ability Levels

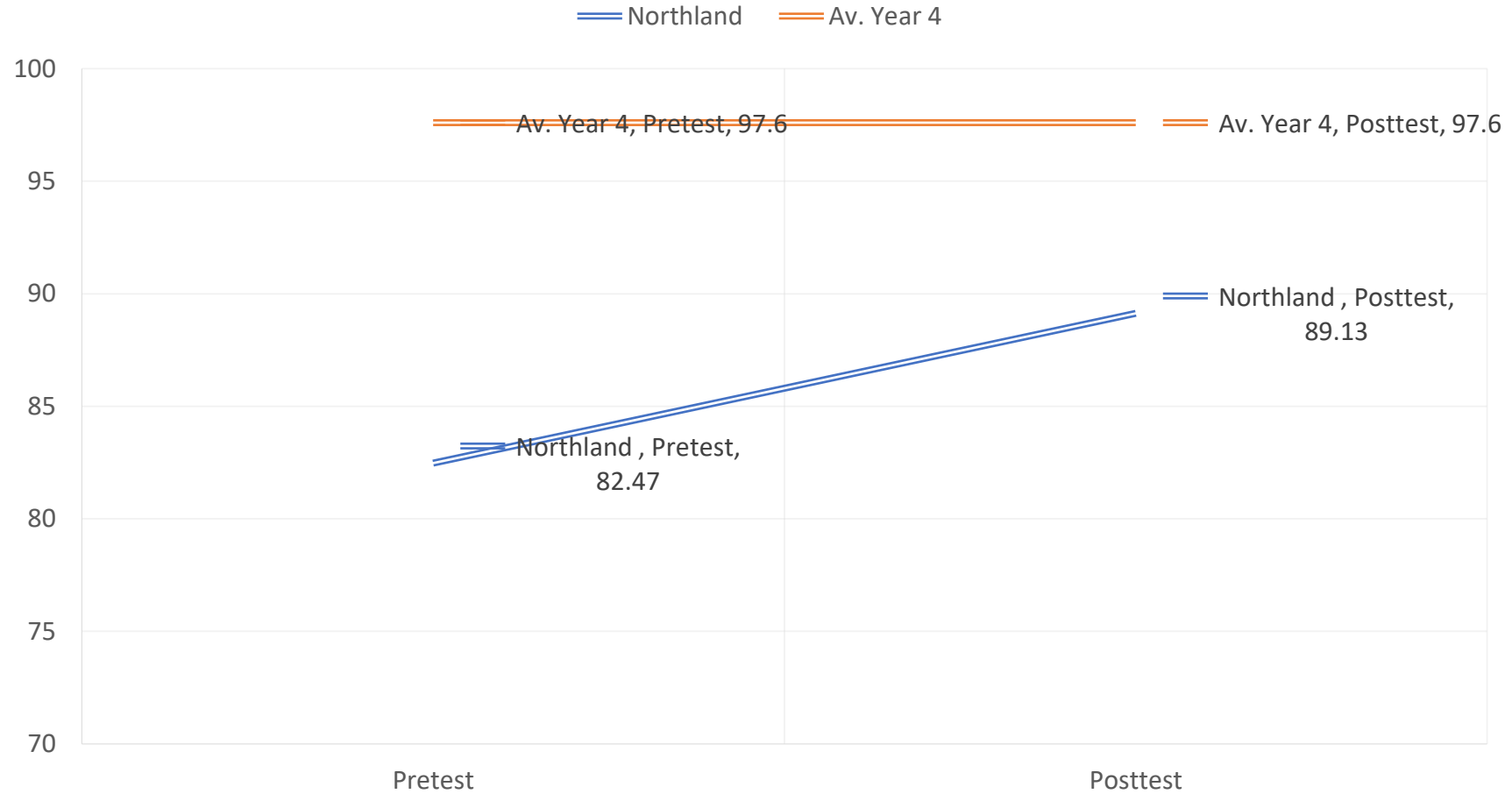




# Year 4: Subtests

Subtest	Pre Mean	Post Mean	Difference
Word Recognition	6.15	7.18	+1.03
Sentence Comp.	5.22	5.51	+0.29
Paragraph Comp.	8.00	7.53	-0.47
Vocabulary	4.19	5.78	+1.59

# Northland Schools Year 4 & Average Year 4



# Overall Results: Reading Year 5

Year	N	Pre Mean SS	Post Mean SS	Difference	Average progress STAR Year 5 - 6
5	109	101.21	105.31	+ 4.10	+ 0.95 per month
				<i>Greater than expected progress</i>	+ 2.37 over 2 ½ months
<b>Gender</b>					
Female	51	103.39	107.52	+ 4.13	
Male	58	99.30	103.37	+ 4.07	

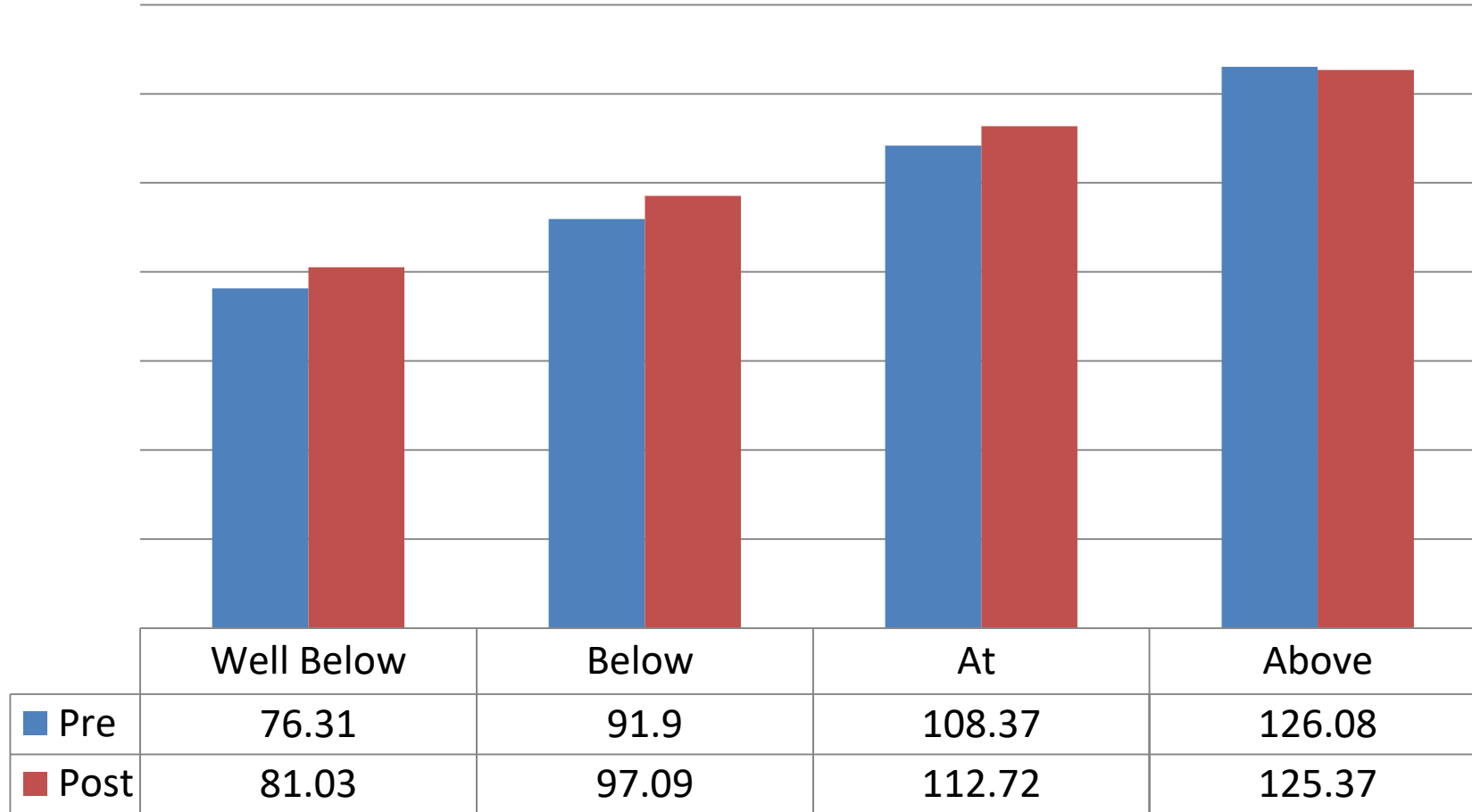
# Year 5: Ethnicity

	N	Pre Mean	Post Mean	Difference
Māori	82	98.50	104.02	+ 5.52
NZ European	18	110.02	108.88	- 1.14
Pacifica	4	101.62	104.97	+ 3.35
Other	5	113.60	114.83	+ 1.23

# Year 5: Ability

Group	N	Pre Mean	Post Mean	Difference	Average Progress
Well Below	14	76.31	81.03	+ 4.72	
Below	33	91.90	97.09	+ 5.19	
At	50	108.37	112.72	+ 4.35	
Above	12	126.08	125.37	- 0.71	

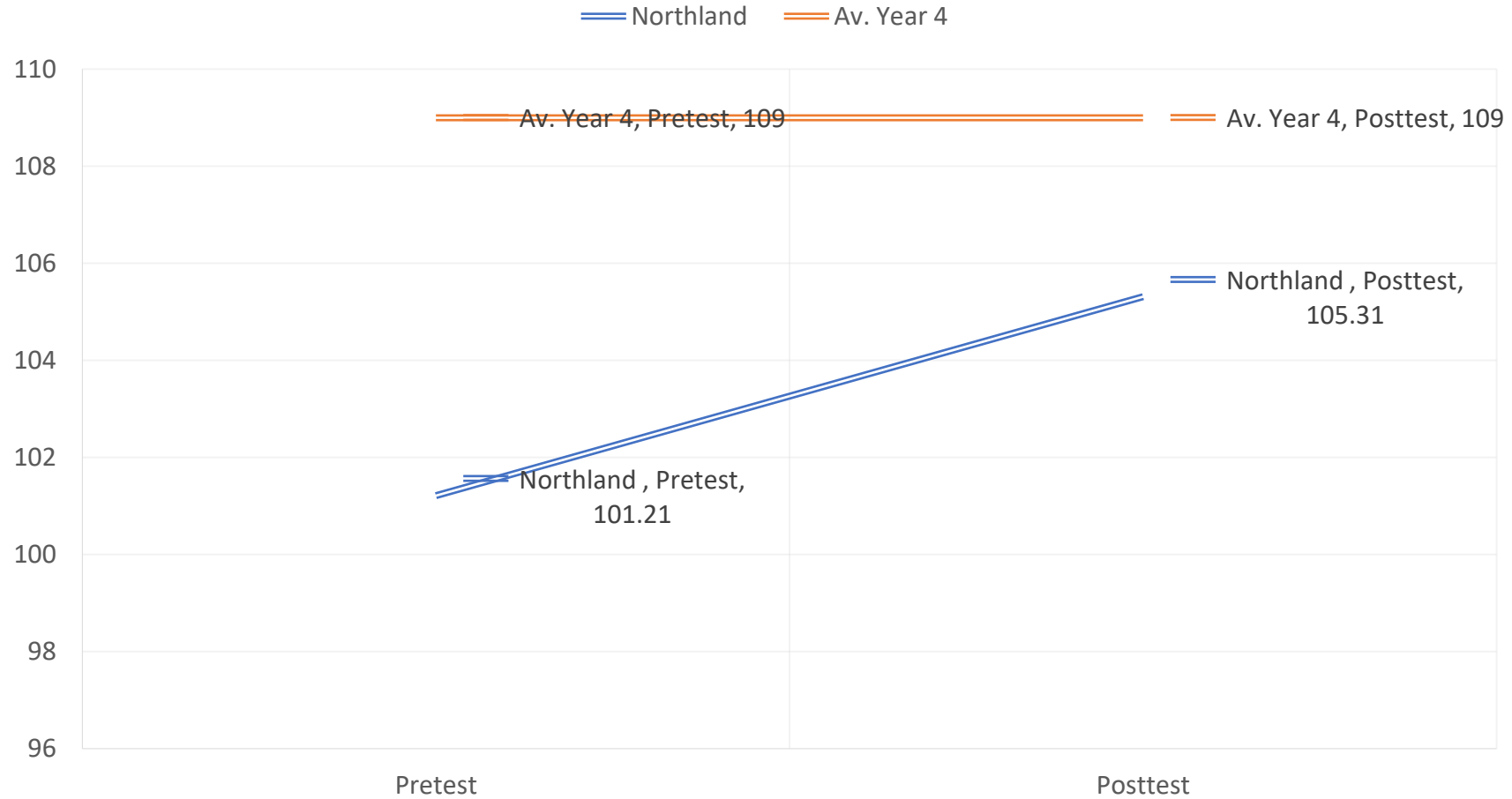
# Yr. 5 Reading Progress – Ability Levels



# Year 5: Subtests

Subtest	Pre Mean	Post Mean	Difference
Word Recognition	7.77	8.06	+ 0.29
Sentence Comp.	5.77	6.36	+ 0.59
Paragraph Comp.	9.10	11.11	+ 2.01
Vocabulary	5.40	5.49	+ 0.09

# Northland Schools Year 5 & Average Year 5





# Results Summary & Conclusions

## Year 3

- similar 'overall' results to Year 3 cohort in 2016/2017 programme – neither year had 'greater than expected progress' but there were overall gains
- gains across all ethnic groups
- gains in 'Well Below' and 'At' groups
- drop in 'Below' group – data shows some big drops and gains for this group – 9 students dropped more than 10 scale score points pre to post and 7 students gained more than 10
- small drop in 'Above' group – similar to previous years
- small gains in 3 subtests
- small drop in vocab – 'Below' group had a few big drops pre to post in vocab

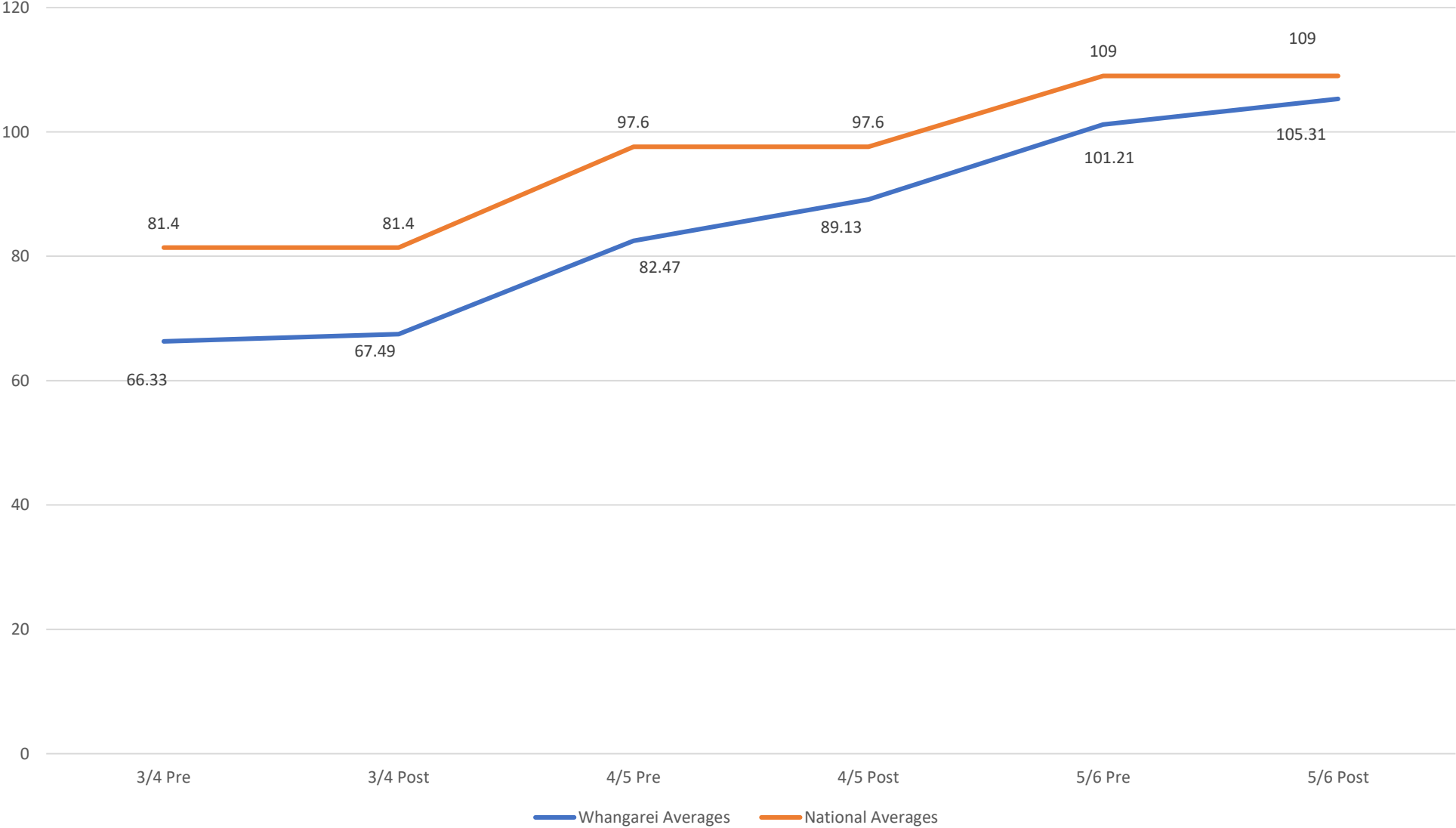
## Year 4 Results

- 'greater than expected progress' for: Overall, Female, Male, all Ethnic groups, and Well Below, Below, and At ability groups
- Above groups gained
- gains in 3 subtests
- small drop in Paragraph Comprehension

## Year 5 Results

- 'greater than expected progress' for: the Overall, Female, Male, NZ Maori, Pacifica, Well Below, Below, and At groups
- NZ European group dropped – 2 students made significant drops
- the Above group dropped slightly
- gains in all subtests with Paragraph Comprehension making the greatest gain

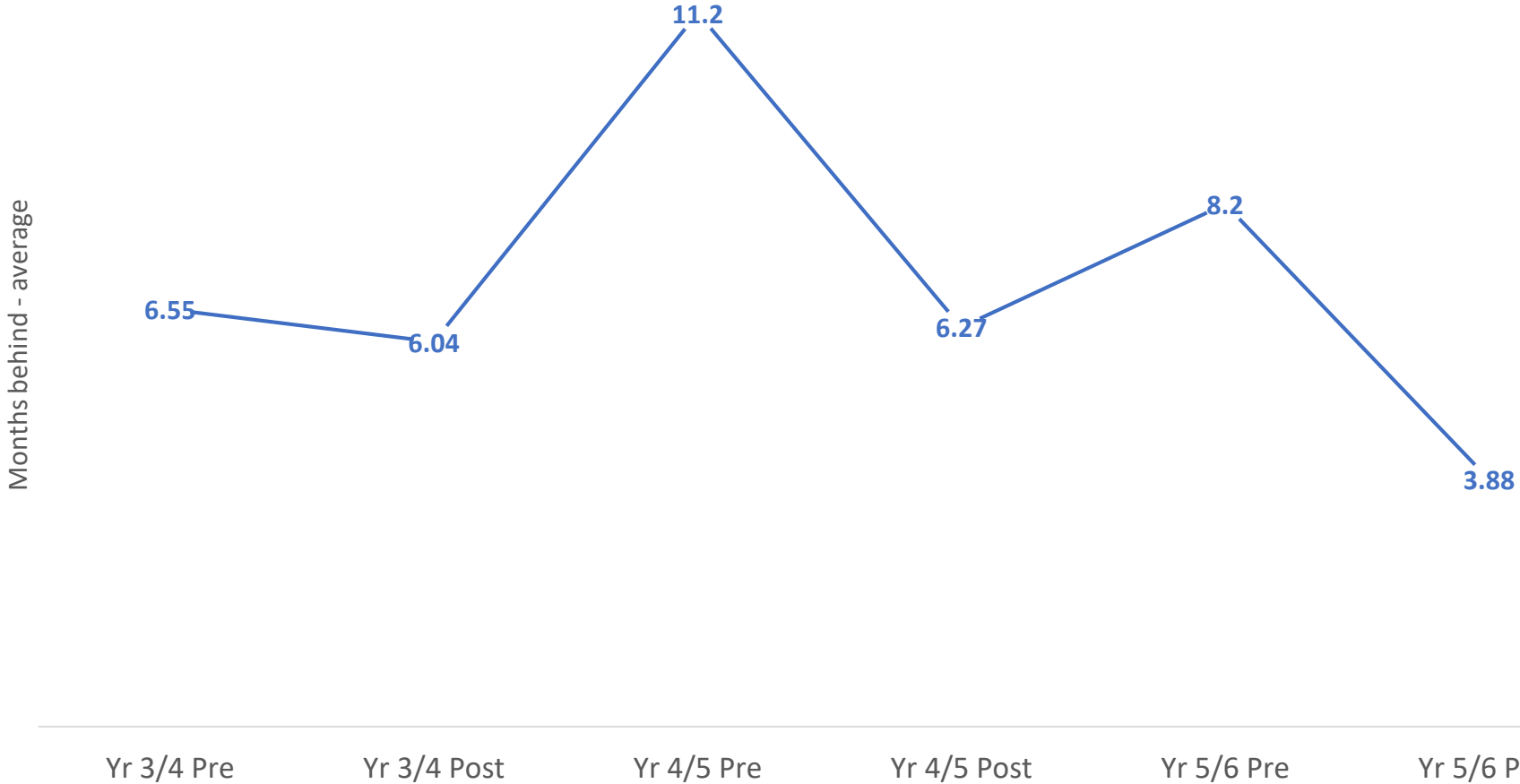
### Student Progress vs National Averages



**Student Progress vs National Averages - Whangarei**

	Yr 3 / 4 Pre	Yr 3 / 4 Post	Yr 4/5 Pre	Yr 4/5 Post	Yr 5/6 Pre	Yr 5/6 Post
<b>National Averages</b>	81.4	81.4	97.6	97.6	109	109
<b>Whangarei</b>	66.33	67.49	82.47	89.13	101.21	105.31
<b>Difference</b>	15.07	13.91	15.13	8.47	7.79	3.69
<b>Expected Progress/ Month</b>	2.3	2.3	1.35	1.35	0.95	0.95
<b>Average months behind in reading</b>						
	Yr 3 / 4 Pre	Yr 3 / 4 Post	Yr 4/5 Pre	Yr 4/5 Post	Yr 5/6 Pre	Yr 5/6 Post
<b>Average months behind</b>	6.55	6.04	11.20	6.27	8.20	3.88

# AVERAGE NUMBER OF MONTHS BEHIND



# 3 Year Study: Northland

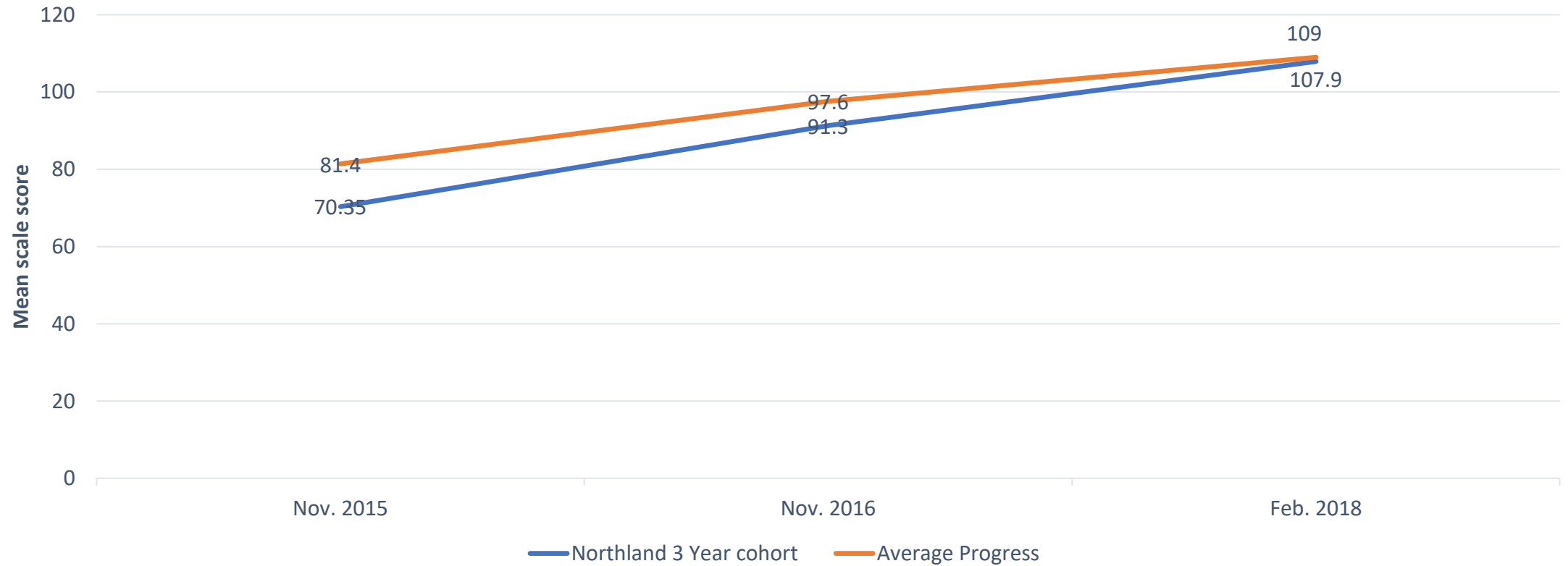
- interested in comparing our results with Allington et al., 2011, ie. gains were achieved when the same cohort of students participated in the summer reading programme over 3 years
- tracked progress of 57 students who began the summer reading programme as Year 3 students in 2015 and who have participated for 3 consecutive summers
- students from 2 schools: 41 Hora Hora & 16 Whau Valley
- compared mean scale scores at point 1 (Nov. 2015) and at point 6 (Feb 2018) against average progress for Year 4 (Nov. 2015) and Year 6 (Feb 2018)
- equated this data to average months behind (estimation)

# 3 Year Data: Northland

	<b>Year 3 / 4 Pre 2015</b>	<b>Year 5/6 Post 2018</b>
<b>National Averages</b>	81.4	109.0
<b>3 Year Cohort average (N=57)</b>	70.35	107.90
<b>Difference</b>	11.05	1.10
<b>Expected progress per month</b>	2.3	0.95
<b>Average months behind</b>	4.8	1.15



## Northland 3 Year Cohort v Average Progress



# AVERAGE MONTHS BEHIND: 3 YEAR COHORT

Months behind - average

4.8

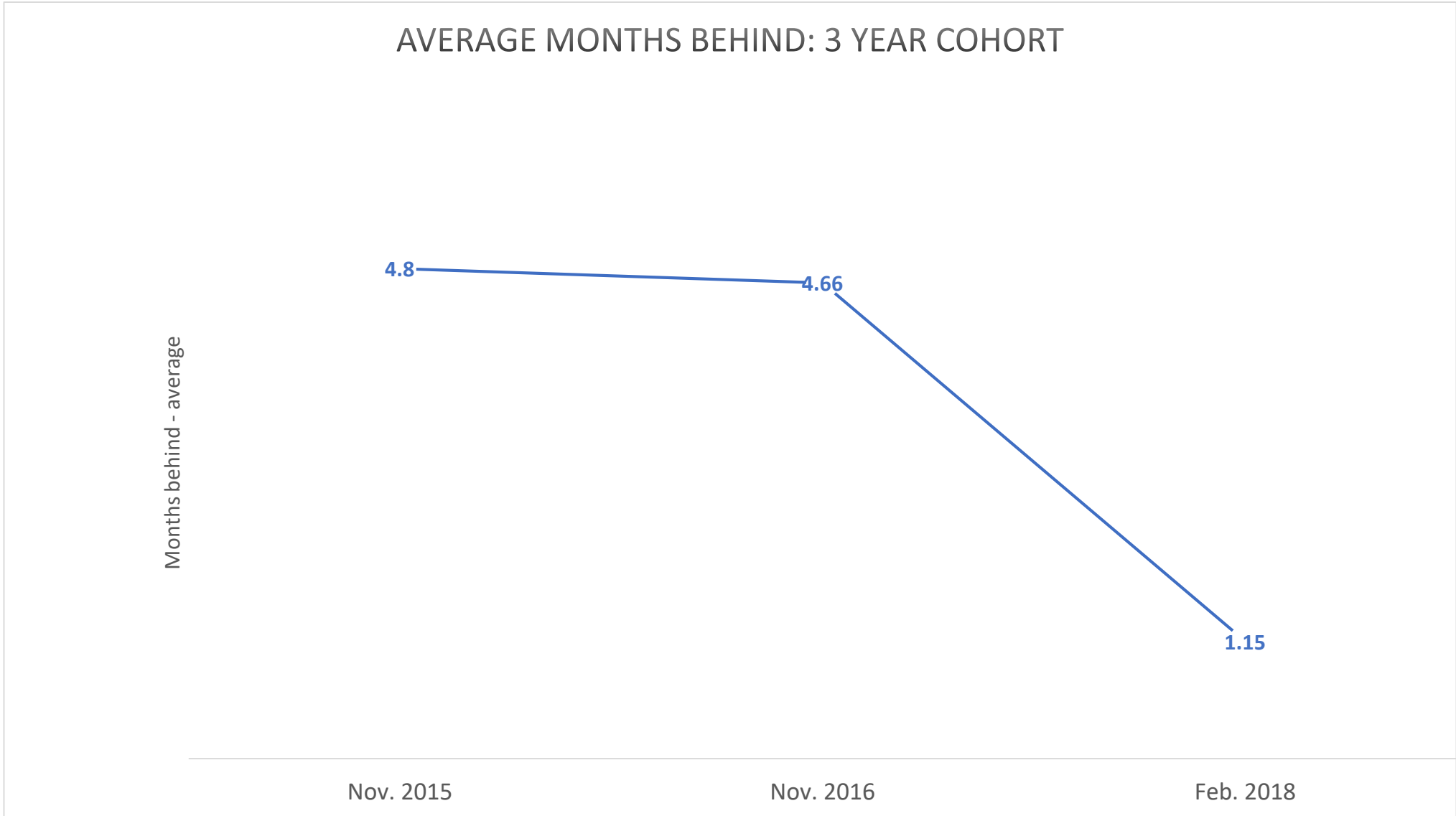
4.66

1.15

Nov. 2015

Nov. 2016

Feb. 2018



# 3 Year Data Discussion

- results indicate that the gap has reduced over the 3 years and by the last data point cohort had almost closed the gap
- small sample
- combination of summer reading programme, school programme and home factors contribute to overall result
- appears to support Allington et al.'s 2011 results

# 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