

# Summer Learning Programme 2016/2017

**South Auckland**

# The Programme

- 8 primary schools – 827 students (more students received books however there is pre and post data for 827 )
  - Year 3 = 203
  - Year 4 = 362
  - Year 5 = 262
  - Female = 409      Male = 418
- students received either 6 (higher reading levels) or 10 (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 ( 8 schools)

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

# 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	203	74.53	74.39	-0.14	+ 2.3 per month
<i>2015/2016</i>		<i>68.75</i>	<i>72.14</i>		
<i>2014/2015</i>		<i>66.18</i>	<i>72.05</i>		
					+ 5.75 over 2 ½ months
<b>Gender</b>					
Female	109	76.27	76.21	-0.06	
Male	94	72.50	72.28	-0.22	

# Year 3 Ethnicity

	N	Pre Mean	Post Mean	Difference
NZ Māori	35	71.78	73.26	+1.48
NZ European	3	91.13	91.73	+0.60
CI Maori	32	78.75	74.40	-4.35
Niuean	6	77.50	79.60	+2.10
Samoan	62	73.74	74.72	+0.98
Tongan	54	73.34	73.14	-0.20
Asian	4	86.15	76.95	-9.20
OPP	1	71.70	69.30	-2.40
Other	6	68.31	73.98	+5.67

# Ability

- Ability levels based on Pre-test stanines:

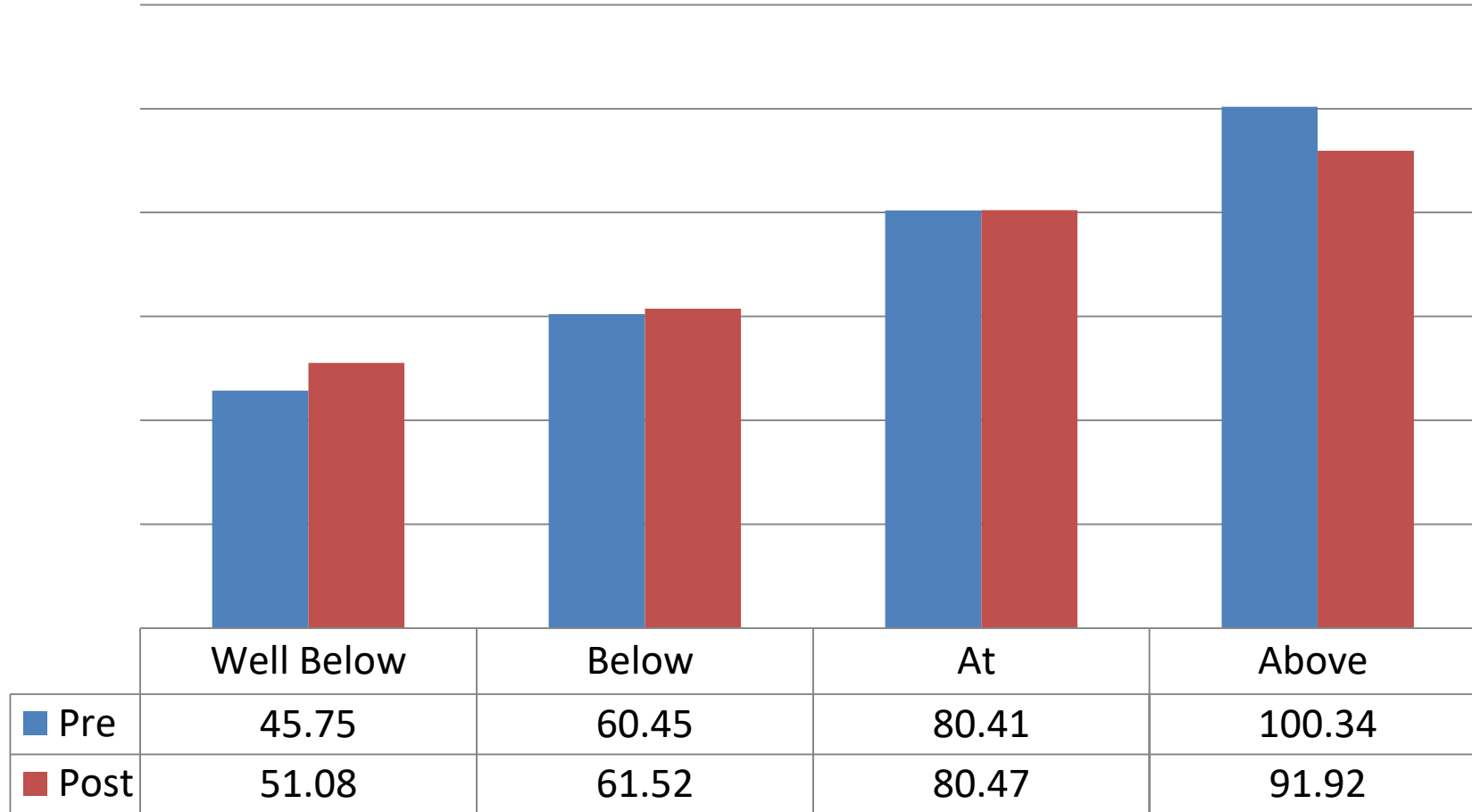
ABILITY LEVEL	STANINE
Well Below	Stanine 1
Below	Stanines 2 and 3
At	Stanines 4, 5 and 6
Above	Stanines 7, 8 and 9



# Year 3: Ability

Group	N	Pre Mean	Post Mean	Difference	Average Progress +5.75
Well Below	12	45.75	51.08	+5.33	
Below	58	60.45	61.52	+1.07	
At	114	80.41	80.47	+0.06	
Above	19	100.37	91.92	-8.45	

# Yr. 3 Reading Progress – Ability Levels



# Year 3: Subtests

Subtest	Pre Mean	Post Mean	Difference
Word Recognition	7.49	7.65	+0.16
Sentence Comp.	6.54	6.32	-0.22
Paragraph Comp.	8.09	8.15	+0.06
Vocabulary	5.11	5.13	+0.02

# South Auckland 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	362	83.51	87.39	+3.88	+ 1.35 per month
<i>2015/2016</i>		<i>83.22</i>	<i>87.01</i>		
<i>2014/2015</i>		<i>85.80</i>	<i>90.26</i>		
				<i>Greater than expected progress</i>	+ 3.37 over 2 ½ months
<b>Gender</b>					
Female	174	84.54	89.05	+4.51	
Male	188	82.56	85.86	+3.30	

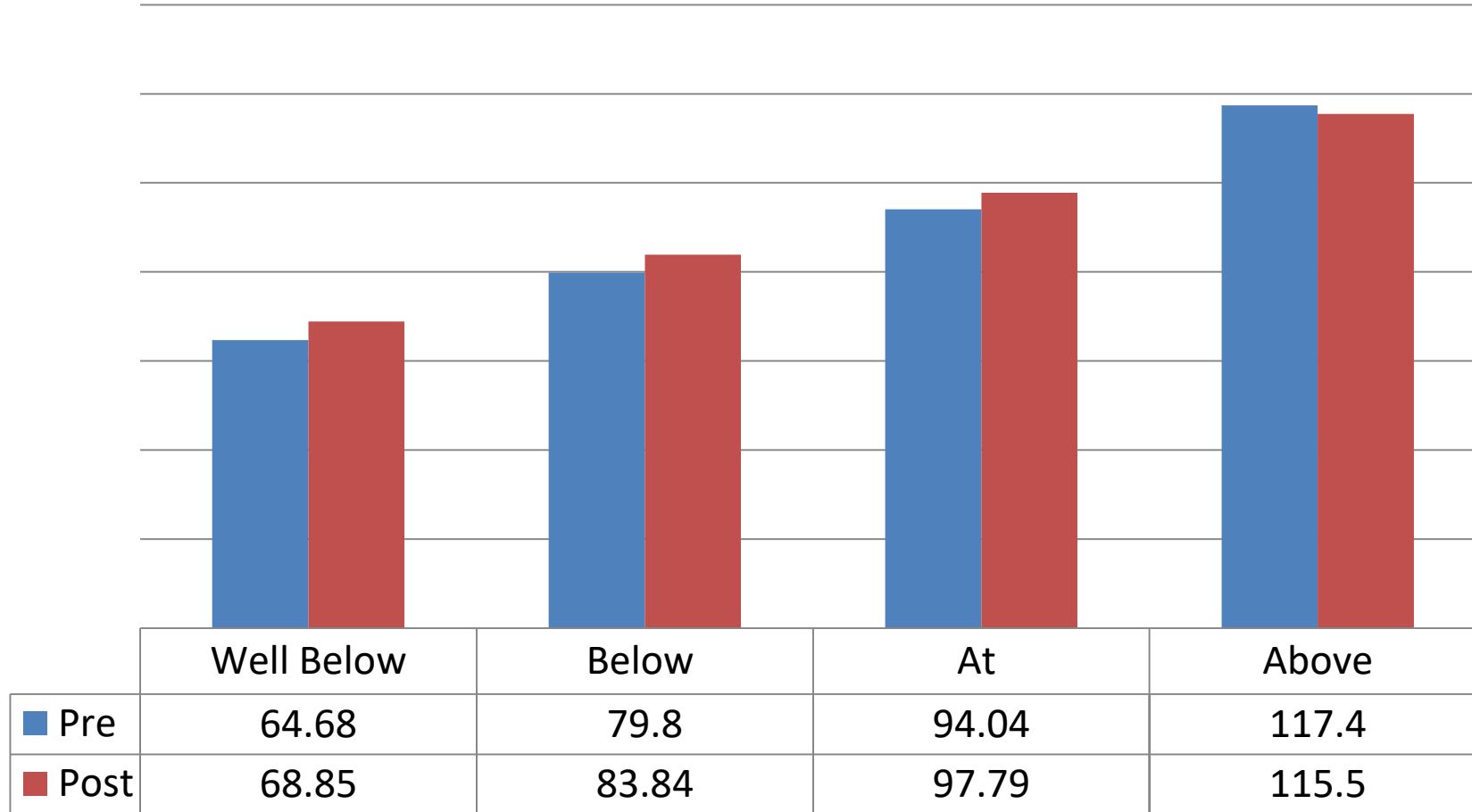
# Year 4 Ethnicity

	N	Pre Mean	Post Mean	Difference
NZ Māori	89	83.57	88.14	+4.57
NZ European	4	79.80	75.60	-4.20
CI Maori	65	82.69	86.65	+3.96
Niuean	9	83.10	82.24	-0.86
Samoan	106	84.13	88.35	+4.22
Tongan	67	82.55	85.33	+2.78
Asian	7	91.67	98.52	+6.85
Indian	7	85.71	92.65	+6.94
OPP	6	83.23	87.00	+3.77
Other	2	80.80	87.35	+6.55

# Year 4: Ability

Group	N	Pre Mean	Post Mean	Difference	Average Progress +3.37
Well Below	52	64.68	68.85	+4.17	<i>greater than expected progress</i>
Below	167	79.80	83.84	+4.04	<i>greater than expected progress</i>
At	139	94.04	97.79	+3.75	<i>greater than expected progress</i>
Above	4	117.40	115.50	-1.90	

# Yr. 4 Reading Progress – Ability Levels



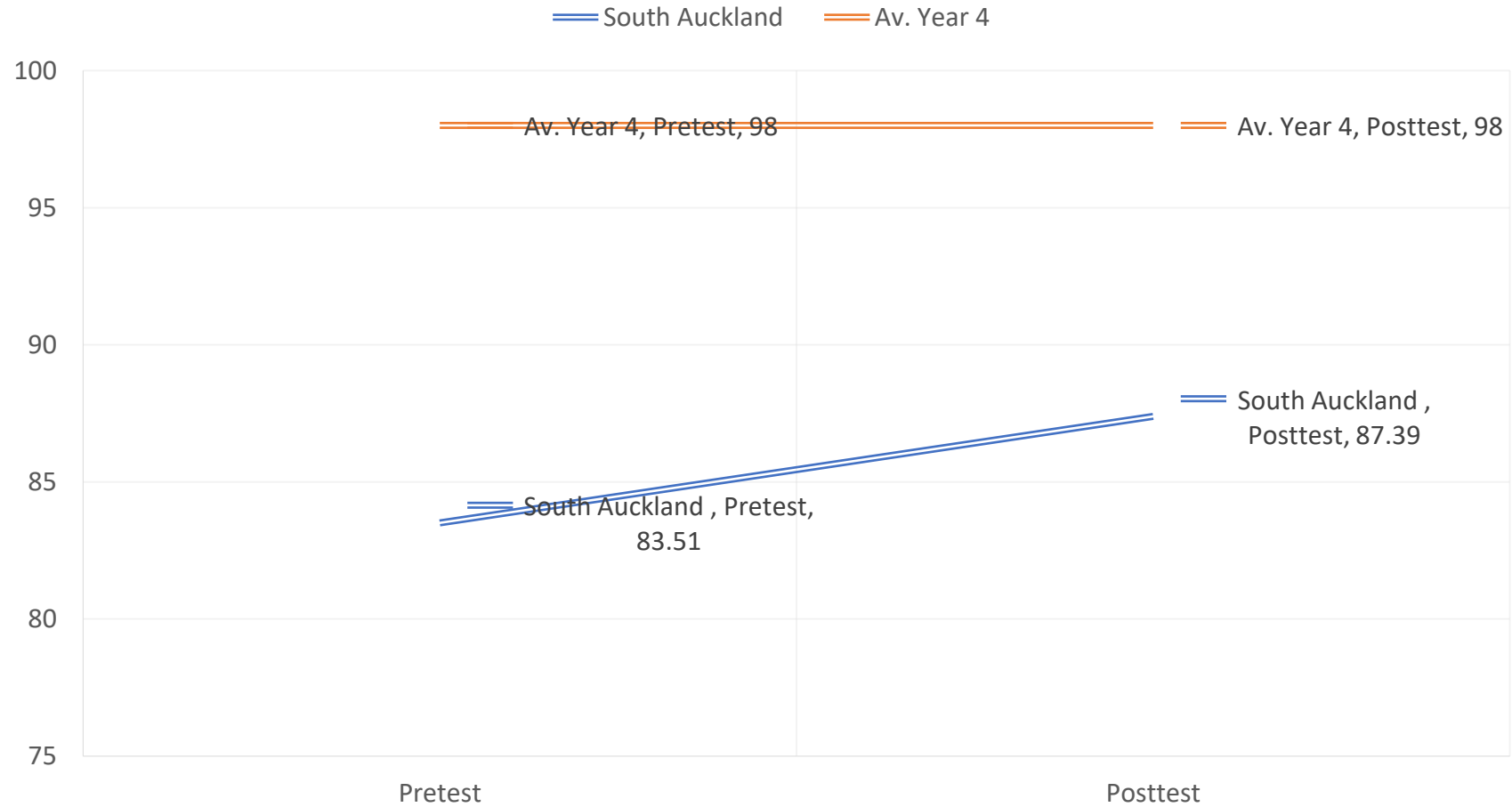


# Year 4: Subtests

Subtest	Pre Mean	Post Mean	Difference
Word Recognition	7.16	7.93	+0.77
Sentence Comp.	5.39	5.16	-0.23
Paragraph Comp.	8.13	6.70	-1.43
Vocabulary	3.85	5.31	+1.46

*Subtest 3 males dropped by 2.00 points; Females dropped by 0.83*

# South Auckland 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 <i>2015/2016</i>	262	96.50 <i>97.81</i>	99.17 <i>102.24</i>	<b>+2.67</b>	+ 0.95 per month
				<i>Greater than expected progress</i>	+ 2.37 over 2 ½ months
<b>Gender</b>					
Female	126	97.99	101.96	<b>+3.97</b>	
Male	136	95.12	96.54	<b>+1.42</b>	

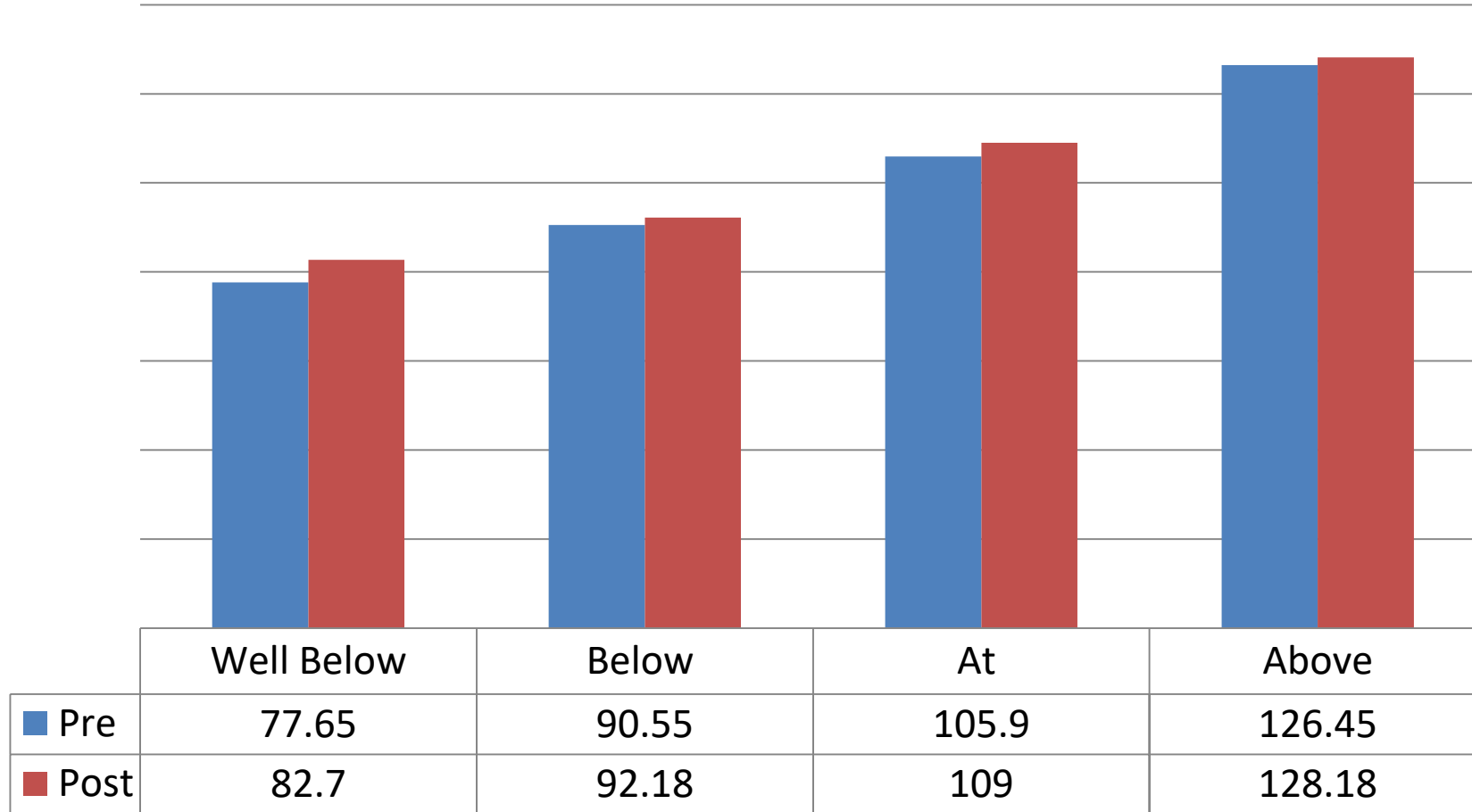
# Year 5 Ethnicity

	N	Pre Mean	Post Mean	Difference
NZ Māori	74	96.55	100.91	+4.36
NZ European	9	95.33	99.80	+4.47
CI Maori	42	96.43	98.21	+1.78
Niuean	8	99.86	99.50	-0.36
Samoan	64	96.73	97.78	+1.05
Tongan	41	96.46	99.37	+2.91
Asian	9	100.51	102.57	+2.06
Indian	3	100.50	102.73	+2.23
OPP	8	93.78	98.37	+4.59
Other	4	82.42	86.65	+4.23

# Year 5: Ability

Group	N	Pre Mean	Post Mean	Difference	Average Progress +2.37
Well Below	32	77.65	82.70	+5.05	<i>greater than expected progress</i>
Below	111	90.55	92.18	+1.63	
At	112	105.90	109.00	+3.10	<i>greater than expected progress</i>
Above	7	126.45	128.18	+1.73	

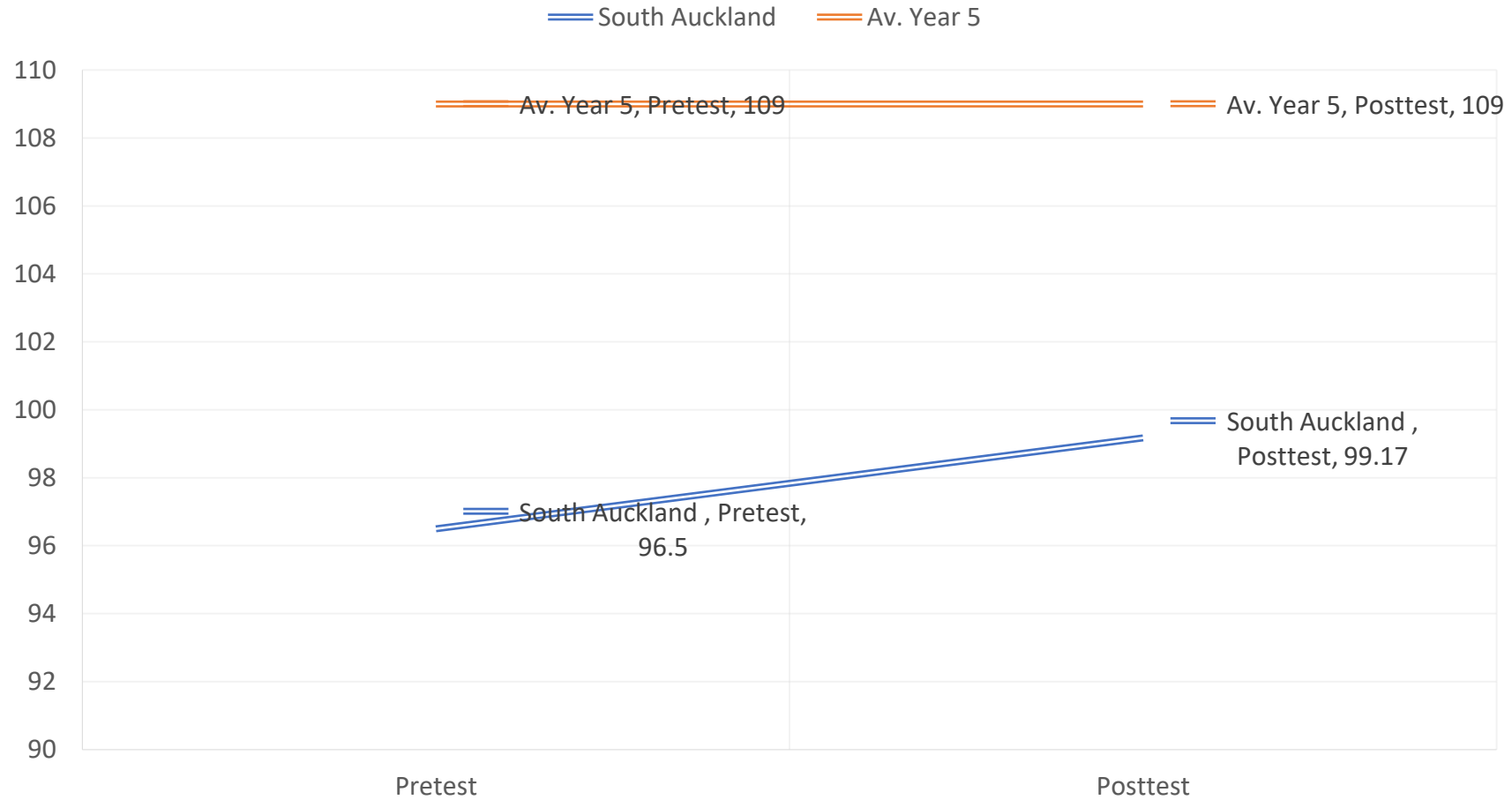
# Yr. 5 Reading Progress – Ability Levels



# Year 5: Subtests

Subtest	Pre Mean	Post Mean	Difference
Word Recognition	7.01	7.98	+0.97
Sentence Comp.	5.47	5.39	-0.08
Paragraph Comp.	6.78	8.50	+1.72
Vocabulary	5.12	4.61	-0.51

# South Auckland Schools Year 5 & Average Year 5





# Results Summary & Conclusions

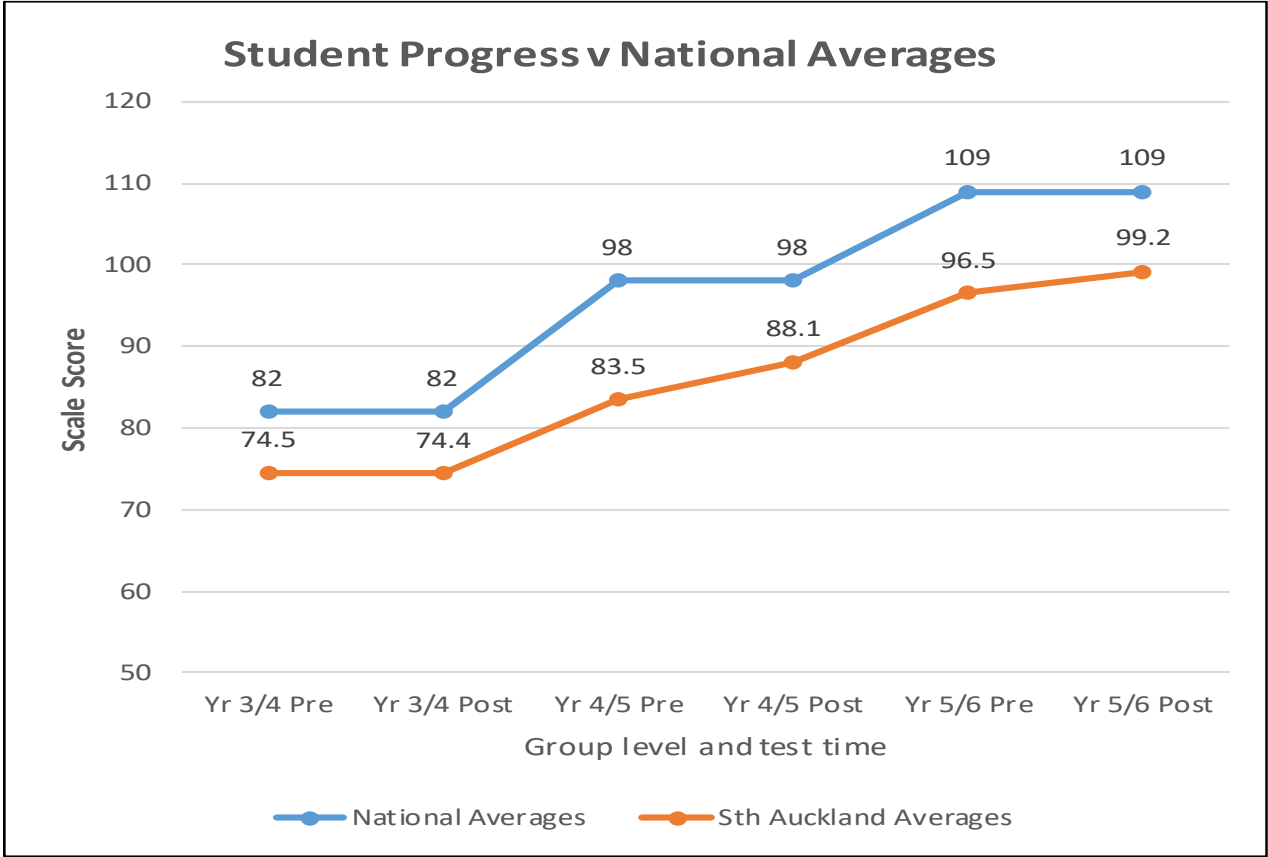
- Year 3 results – overall slight drop - some anomalies compared with previous years e.g. pre-test mean scale score higher than in previous years (74.53 vs 68.75), 74 students less than 2015/2016 but more than 3 times the number of students in the Above ability group (19 vs 6)
- Year 3 Well Below group almost made ‘greater than expected gains’ small gains for both the Below and At groups and a large drop for the Above group
- there were slight improvements in 3 of the subtests and a small drop in Sentence Comprehension

- Year 4 made 'greater than expected progress'
- both Year 4 Male and Female groups made 'greater than expected progress'
- 'greater than expected progress' was made by NZ Maori, CI Maori, Samoan, Asian, Other Pacific Peoples, & Other groups
- the Well Below, Below and At groups made 'greater than expected progress' while the Above group made a small drop

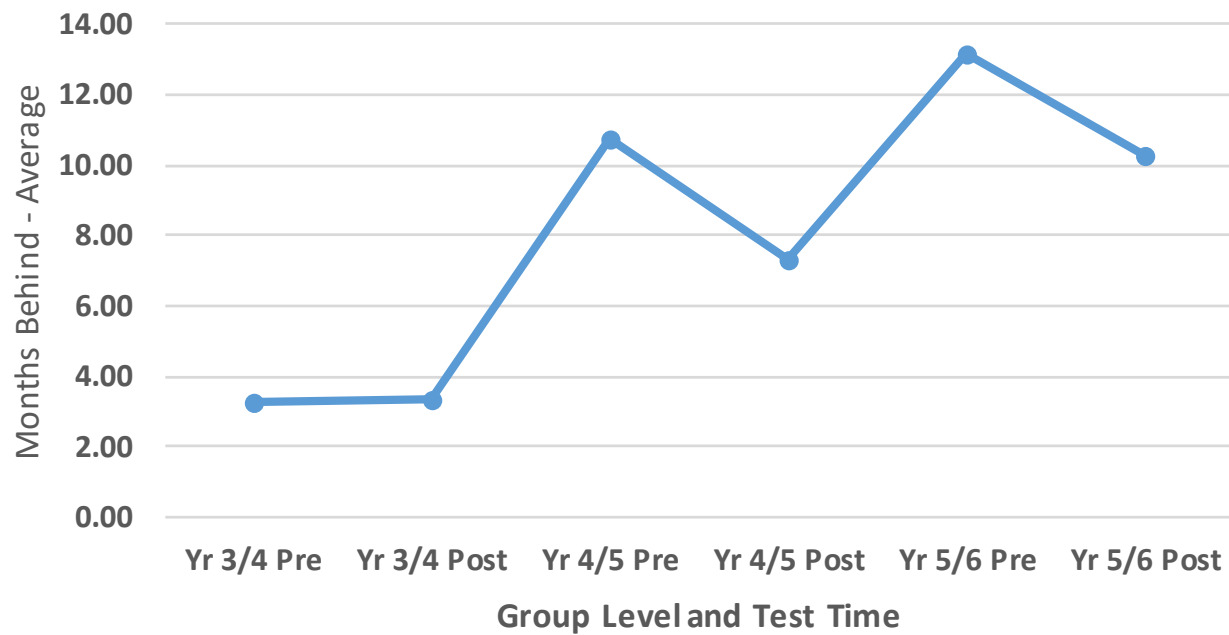
- there were gains in 2 of the Year 4 subtests –Males dropped considerably more in Paragraph Comprehension than Females
- Year 5 made ‘greater than expected progress’
- Year 5 Females made ‘greater than expected progress’ – Males gained but not as much as Females
- ‘greater than expected progress’ was made by NZ Maori, NZ European, Tongan, & Other Pacific Peoples groups
- all ability groups gained with the Well Below & At groups making ‘greater than expected progress’
- there were gains in the Word Recognition and Paragraph Comprehension subtests

## Student Progress v National Averages – South Auckland

	Yr 3/4 Pre	Yr 3/4 Post	Yr 4/5 Pre	Yr 4/5 Post	Yr 5/6 Pre	Yr 5/6 Post
National Averages	82	82	98	98	109	109
South Auckland Averages	74.53	74.39	83.51	87.39	96.50	99.17
Difference	7.47	7.61	14.49	10.61	12.50	9.83
Expected Prog/Mth	2.3	2.3	1.35	1.35	0.95	0.95
Average Numbers Behind in Reading						
	Yr 3/4 Pre	Yr 3/4 Post	Yr 4/5 Pre	Yr 4/5 Post	Yr 5/6 Pre	Yr 5/6 Post
Months Behind Ave	3.2	3.3	10.7	7.8	13.1	10.3



### 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
- Feedback/questions...