

# Fast ForWord Partner School

## Araho School, West Auckland - 2 year Pilot Study

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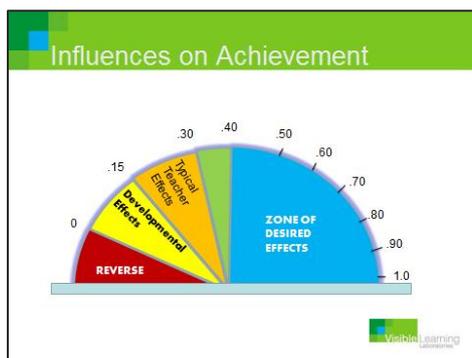
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### Developing effective personalised learning support programmes for students not achieving at the national standard

#### Student Achievement Review - September 2012

##### Programme Aim:

- To lift/accelerate student progress in reading.
- To establish a link between a student's involvement in the Fast ForWord programme and their reading growth over a six month period using their asTTle Reading scores as the indicator.
- To measure student's growth in reading over a twelve month period. This will reflect the impact of the **Fast ForWord** programme, other literacy support programmes, that students may have been involved in, and their classroom programme.



##### The Context

When involving students in a personalised learning programme facilitators are typically aiming for an Effect Size (E.S) growth of greater than .4 over a one year period (Developing Potentials for Learning. Hattie, J. 2007) The progress data used to undertake this review covers both a six month period and a twelve month period.

##### The Review – 6 months

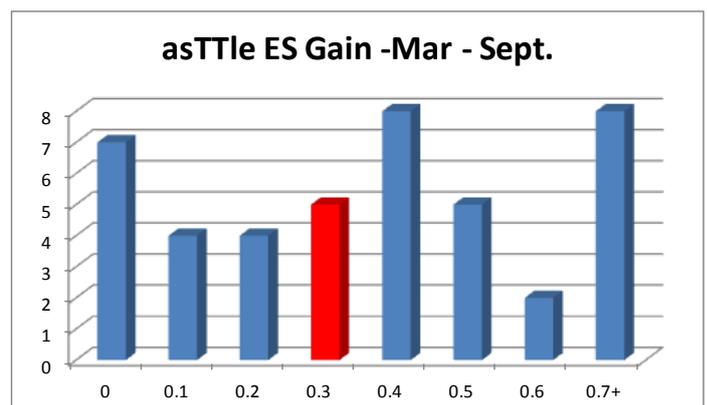
A review of the asTTle Reading results for the 49 students who have been involved in the **Fast ForWord** Programme, during 2012, has been undertaken to give us a clearer picture of these students' abilities to generalise new learning in a different context. Students may also have been involved in other literacy support programmes and have been identified in student 'target' groups in the Board's charter.

##### What the results for the period Mar – Sept 2012 showed

An ES (Effect-Size) difference calculation has been used to assess student's progress using asTTle data over a **6 month** period, March to September. All students selected for the programme had been judged as being below expectation for their time at school, in reading, by their teachers in 2011.

Data indicates that:-

- 10 students made less than .3 ES growth in that 6 month period.
- 16 students achieved an ES growth greater than .5
- 4 students achieved an ES growth greater than .9.

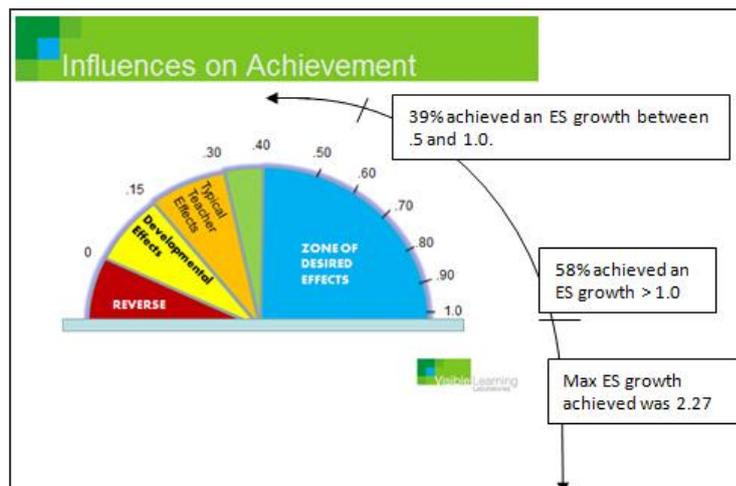


### What the results for the period Sept 2011 – Sept 2012 indicated

When comparing the asTTle Reading data September 2011 – September 2012 some really encouraging progress by this same group of students was evident.

31 of the 49 students had sat an asTTle Reading test in Nov 2011 which has allowed us to measure their progress over a full school year.

- The smallest measurable ES growth was 0.41
- The largest ES growth was 2.27
- 18/31(58%) made growth of 1 or better
- 12/31(39%) made growth of between 0.5 and 1.0
- 2/31 made growth of less than 0.5 but more than 0.4.



These are very encouraging results and show the value of involving children in specific and targeted learning support programmes.

### Monitoring the trial group

**Fast ForWord** was introduced as one of a number of literacy support programmes for students in the Year 4 – 6 area of our school to address the issue of reducing the number of students who were not meeting the required National Standard expectation in reading and writing for their time at school. The majority of those students who were involved in the programme during 2011 made accelerated progress when using the asTTle Reading test as a measure and on that basis the school have entered into an agreement with the software supply company to extend the trial of the **Fast ForWord** programme in 2012. It was also decided to trial the programme as a tool for accelerating student’s achievement in reading by involving a group of students who had been assessed as being at the required standard in reading for their time at school. Five students were involved.

### The results

When considering the effects of that involvement for that group of students their asTTle achievement scores were reviewed across the year, Sept 2011 – Sept 2012. The initial review of this group of student’s results showed that none experienced a drop in performance in the September to March period which included the extended Christmas break. All had completed their involvement in the programme prior to the Mar testing cycle.

	Sept 2011	Mar 2012	ES Growth 6 months	Av Class ES growth(6mth)	Sept 2012	ES Growth 1 year
Student 1 male	1382	1460	.78	.33	1453	.71
Student 2 female	NT	1460	-.17	.3	1443	
Student 3 male	1407	1471	.64	.3	1502	.95
Student 4 female	1372	1515	1.43	.39	1563	1.91
Student 5 female	1410	1498	.88	.3	1502	.92
Av ES			.93	.26		1.12

Interestingly the effect size growth range, over the period, Mar – Sept, for the classes in which these students were placed was 0.3 - 0.39 for the same period.

Although this is a small sample group the results are encouraging and in 2013 our organisation will be adapted to ensure that more students, identified in the Year 4 – 6 stretched target groups, are exposed to the **Fast ForWord** programme.