Enabling acceleration in literacy using data effectively

Nadine Sorrensen & Heather Lewis

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Welcome

Nadine Sorrensen
n.sorrensen@evaluate.co.nz

Heather Lewis
h.lewis@evaluate.co.nz

evaluation associates
Te Huinga Kākākura Mātauranga

Enabling acceleration in literacy using assessment data effectively

In this workshop we will share practical and effective strategies used by teachers to enable the acceleration of students in literacy.
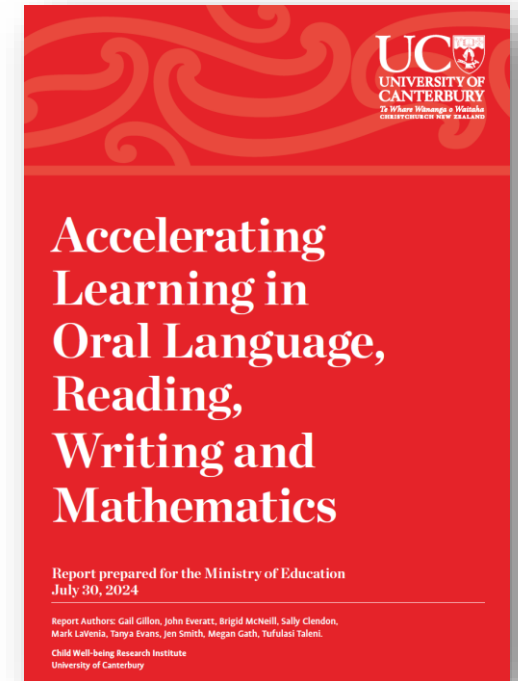
Thorough formative practices - using data, specifically using data to determine baseline student needs will be explained, along with a variety of strategies to promote student and whānau engagement, to support improvement of student learning outcomes.

What is acceleration?

"The concept of accelerated learning in relation to childrens' oral language, reading, writing, and mathematics refers to advancing the learning of children who [need to build prior knowledge] related to content at their current year level. Accelerated learning is achieved through specific teaching strategies, learning conditions, or scaffolded supports that enable learners to acquire skills more rapidly than they would under 'usual teaching conditions'...[It] relies heavily on continuous monitorining of student progress against benchmarks and progress indictators, ensuring that the learning process remains aligned with year level expectations."

(Gillon et al, 2024, pg 13)

Accelerating Learning in Oral Language, Reading, Writing and Mathematics

Report prepared for the Ministry of Education
July 30, 2024

Report Authors: Gail Gillon, John Everatt, Brigid McNeill, Sally Clendon, Mark LaVenia, Tanya Evans, Jen Smith, Megan Gath, Tufulasi Taleni.

Child Well-being Research Institute
University of Canterbury

Context: Programmes for Students (PfS)

Accelerating Learning in Literacy (ALL)

Programmes for Students (PfS) provides targeted support at the Te Kāhui level of the framework and PfS taking place alongside universal class experience.

Teachers develop and increase their knowledge of accelerative practices for ākonga who are not meeting curriculum expectations in literacy. The support is for schools teaching the New Zealand Curriculum.

- ALL is **supplementary** to in class 'Universal' effective classroom teaching
- ALL is typically held within the classroom
- Students receive additional 'dose' and 'density' of learning

Universal
Tier one

Targeted
Tier two

Individualised
Tier three
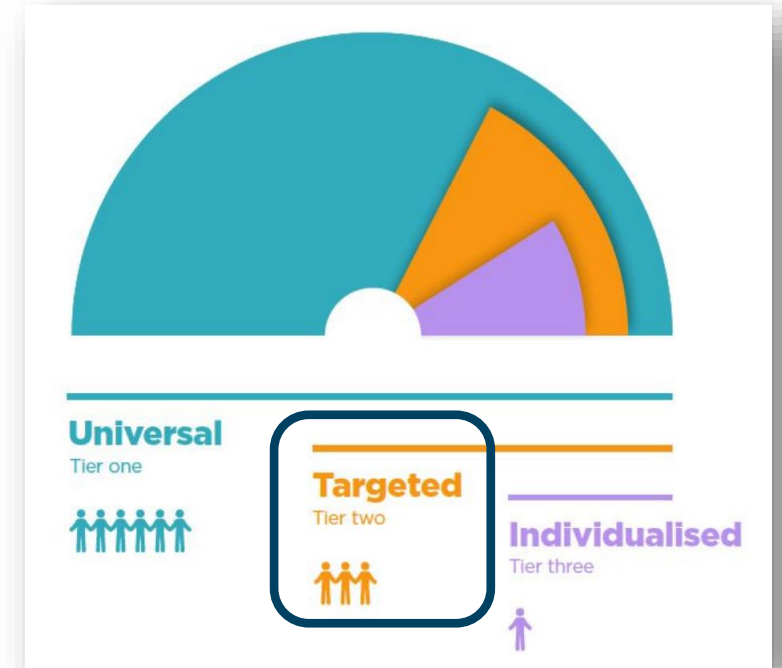
Te Tūāpapa: Levels of learning support

Te Matua - Universal – Tier 1- Effective classroom teaching
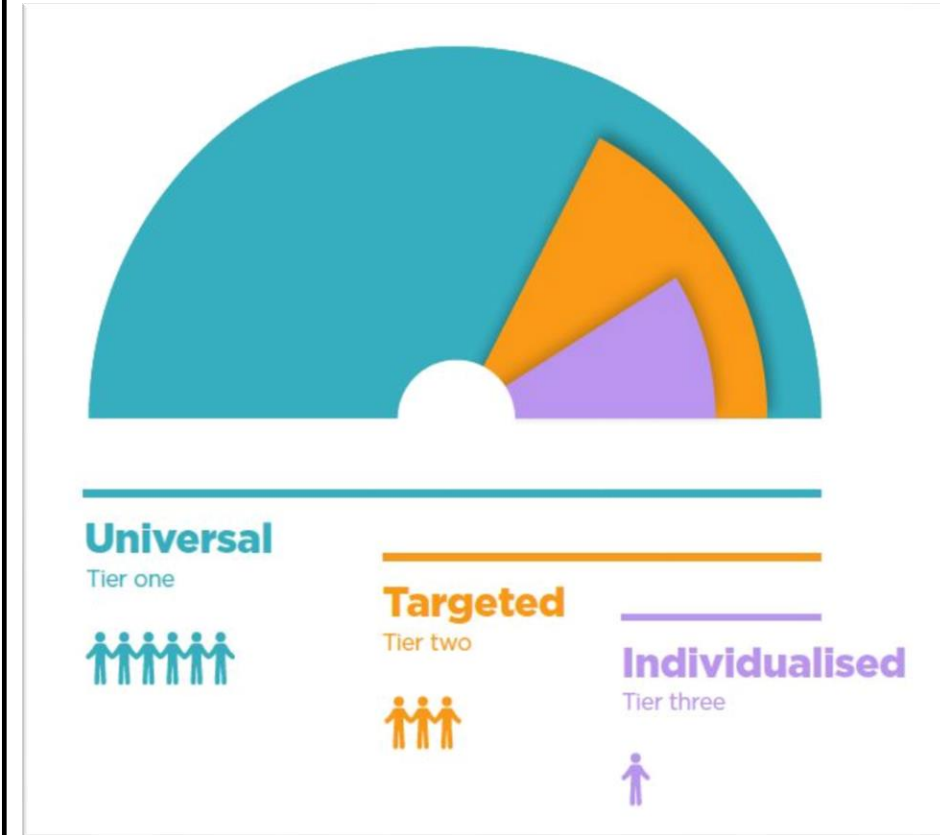**Evidence-based literacy teaching and learning.**
- Explicit, targeted teaching as part of the learning programme
- Frequent progress monitoring
- Flexible groups for differentiated learning

Te Kāhui – Targeted – Tier 2 - Supplementary support
More deliberate and direct approaches.
- Typically taking place alongside peers. Targeted small-group teaching.
- Intensive instruction in identified area(s) of need
- Frequent individual progress monitoring
- Supplementary support

Te Arotahi – Individualised – Tier 3 - Specialised support
Tailored supports for the specific needs of learners, within their contexts.
- Personalised, multisensory, structured, and sequential.
- Individualised support may include programmes supported by specialist teachers such as RTLBs

Universal
Tier one

Targeted
Tier two

Individualised
Tier three

https://hepikorua.education.govt.nz/how-we-work/flexible-tailored-model-of-support

PfS – Accelerating Learning in Literacy

Evaluation Associates | Te Huinga Kākākura Maturanga

We worked in four regions in 2024:

- Tai Tokerau

- Bay of Plenty

- Waikato

- Wellington

With groups of students in years 1-10

Heather : **Project Manager**   Nadine : **Project Lead & Mentor**

Data collection

Baseline and End point

Reading

Writing

Student Copy

gub	fene	bafnov
sot	yate	rulnupe
tid	bome	defov
vef	nupe	giction
cag	kibe	prefene
puv	phane	uncubeness
hod	che	exyated
bik	sho	senwoxable
kel	whu	befkubber
zam	thide	vamozful
jun	smaw	
fep	frew	
quib	gler	
rog	slar	
naz	twor	
lut	treef	
mav	cloob	
yox	prail	
weg	broy	
diz	droaf	

Bryant – 'Alien' words
(Similar to Nonsense Word Fluency within DIBELS)
* Used for all years levels up to Year 10

e-asTTle

Interpreting the ILP Quadrants

The Individual learning pathway report

The Group Learning Pathway report

The Group Learning Pathway (GLP)

e-asTTle writing marking rubric

	page number
Ideas	1
Structure and language	2
Organisation	3
Vocabulary	4
Sentence structure	5
Punctuation	6
Spelling	7
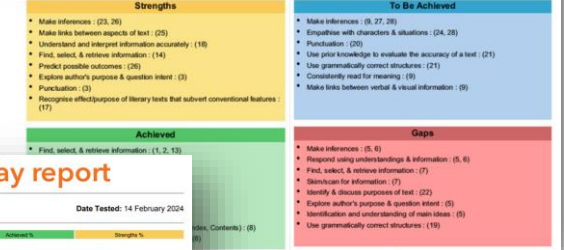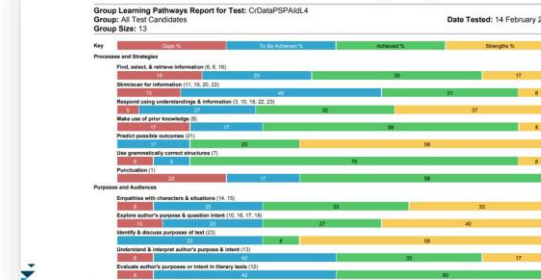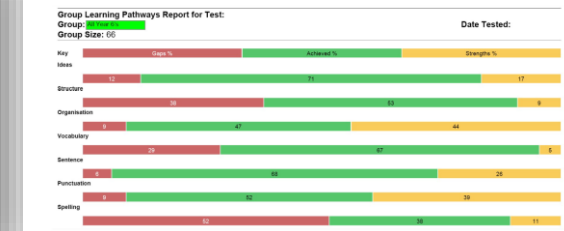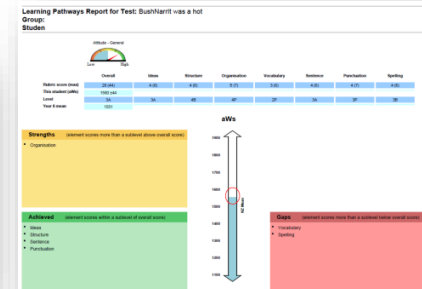
Assessment literacy

Teachers AND students

Teachers

- Knowledge of the tools – Purpose, Administration, Data analysis
- Using data formatively: targeted teaching
- Prioritisation – First and fast

Students

- Awareness and confidence: Purpose (the why) and procedure (the how) for testing - test taking strategies - for the assessments
- Data analysis – How to read and interpret **their own data**
- Goal setting

Te Mātaiaho - English

- The curriculum now provides clarity about expectations (for student's current year level) = **teacher's content knowledge – the 'What'**

- The line of sight is the year level for ākonga - accelerating progress is clear as teachers review the sequence statements to ascertain what foundational skills need to be accelerated = **strengthening of progression knowledge**

- Pedagogical practices – the 'How' - *Teaching Considerations*

- Utilising data gained from assessment to use formatively

Curriculum + Dependable Data = Effective Targeted Teaching

Planning for acceleration

Sense of urgency

- High expectations

- Acceleration not remediation

- Dose (frequency) and Density (duration)

- Explicit and deliberate planning

- Frequent monitoring – Impact of explicit teaching

- Utilising the Gradual Release of Responsibility model

- Student voice

- Whānau engagement

From *Better Learning Through Structured Teaching: A Framework for the Gradual Release of Responsibility* (2nd Ed) By D. Fisher & N. Frey, 2013, Alexandria, VA: ASCD.
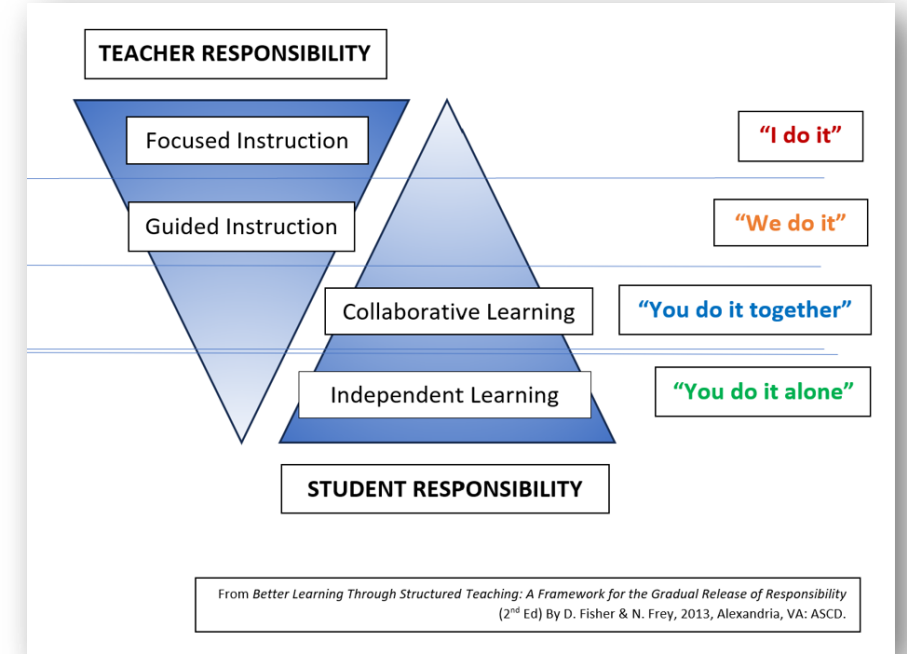
'First and fast'

Being responsive, noticing progress, and a sense of urgency

'Waiting until the end of the school year or even the end of the semester is too long to get information that can help determine if a student is actually learning"

Jan Hasbrouck, Ph.D

Arotake whaiaro

Arotake Whaiaro Self-review tool	Te Kore The void	Te Pō-tē-kitea The night in which little can be seen	Ki te Whai-ao The glimmer of dawn	Ki te Ao-marama The bright light of day	Tihei, mauri ora! There is life! What does great look like?

Inquiry: Self assessment, Developing action plan, Action & Review

- **Selection of target learners**

  - ✓ Data used, school processes

- **Designing a quality acceleration programme using a structured literacy approach**

  - ✓ Which content and pedagogical strategies will accelerate learning?
  - ✓ Reflection of the scope and sequence

- **Measuring the impact**

  - ✓ What does 'success' and acceleration look like?
  - ✓ Sharing progress and impact with students and whānau

Tracking and monitoring of student progress

Targeted and Deliberate

- Planned for during the duration of the intervention

- Frequency = regular

- Sense of urgency

- Impact: Noticing using evidence of student learning

- Improvements in student learning: *With what? How do you know?*

- Explicit

- High expectations

Whānau engagement

Goals:

Strengthening of whānau engagement, communication, and understanding of assessment data – progress and achievement against expectations

- Purpose of the intervention, and why their child is involved

- Regular communication – utilising a variety of strategies and processes

- Sharing of student learning

- How whānau can assist at home / practice

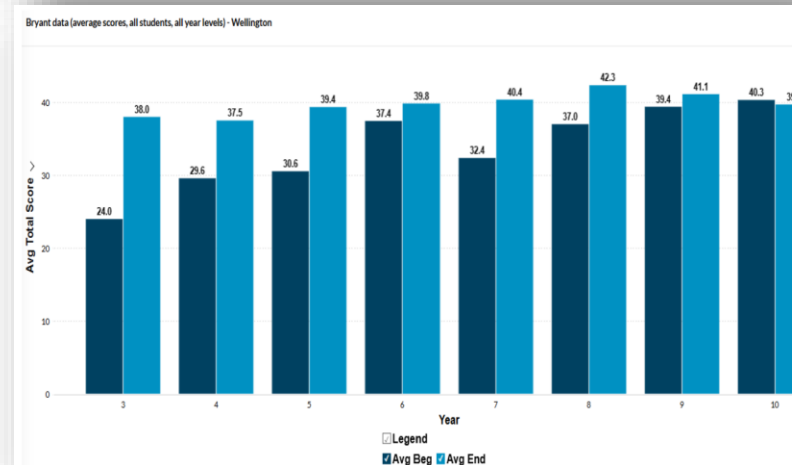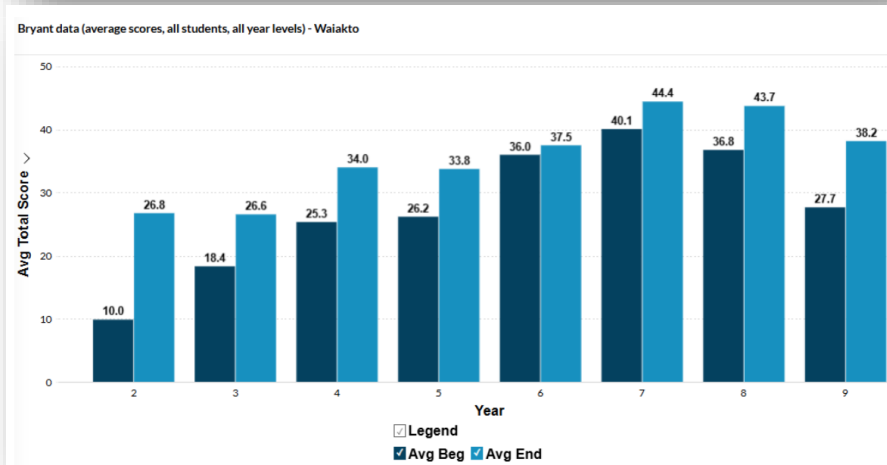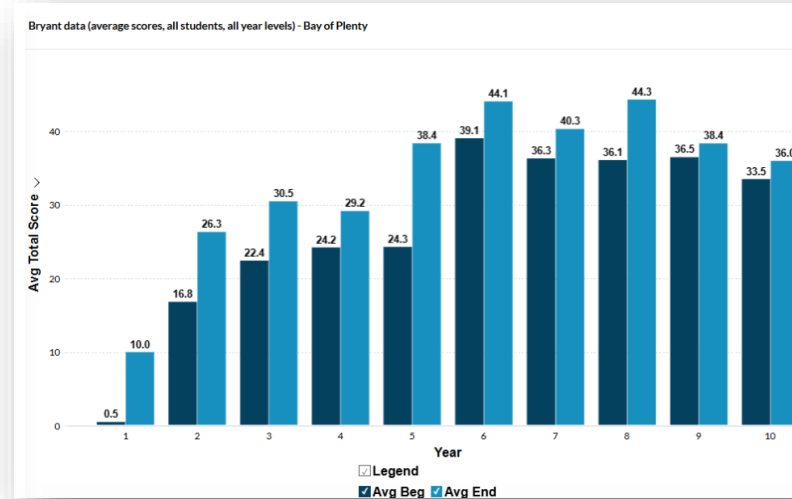- Gaining of whānau voice for improvement

Data shift – Acceleration achieved

- Acceleration occured for many students.

- An analysis took place of the Bryant assessment, e-asTTle reading and e-asTTle writing.

- Analysis of qualitative data gained from surveys and mentor observations demonstrated shifts in teachers' confidence with data literacy leading to their ability to target the most important learning first and fast

- A summary of this data is presented in the following slides

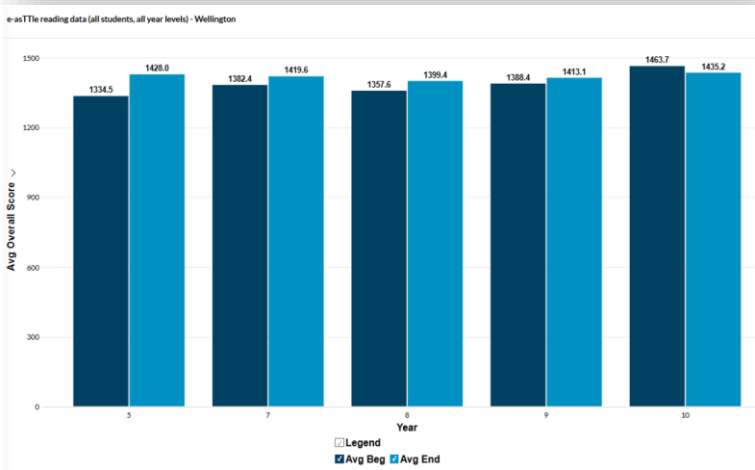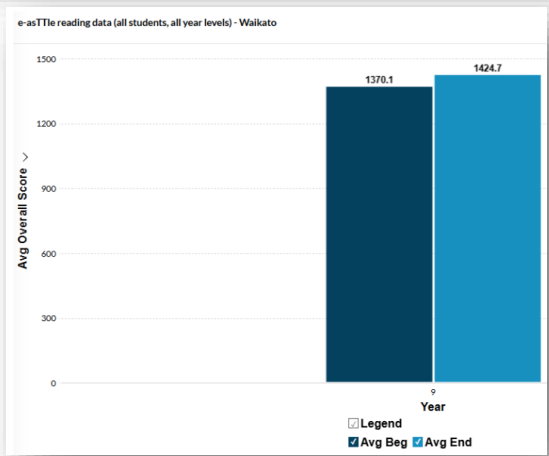# Bryant data – All regions

Bryant data (average scores, all students, all year levels) - Tai Tokerau

Bryant data (average scores, all students, all year levels) - Bay of Plenty

Bryant data (average scores, all students, all year levels) - Waiakto

Bryant data (average scores, all students, all year levels) - Wellington
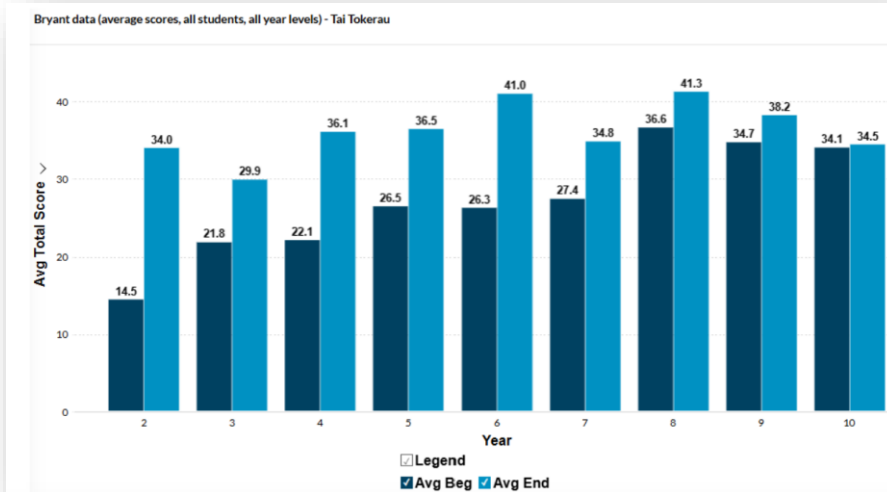
e-asTTle reading

e-asTTle writing

e-asTTle writing data (all students, all year levels) - Tai Tokerau

e-asTTle writing data (all students, all year levels) - Bay of Plenty

e-asTTle writing data (all students, all year levels) - Waikato

e-asTTle writing data (all students, all year levels) - Wellington
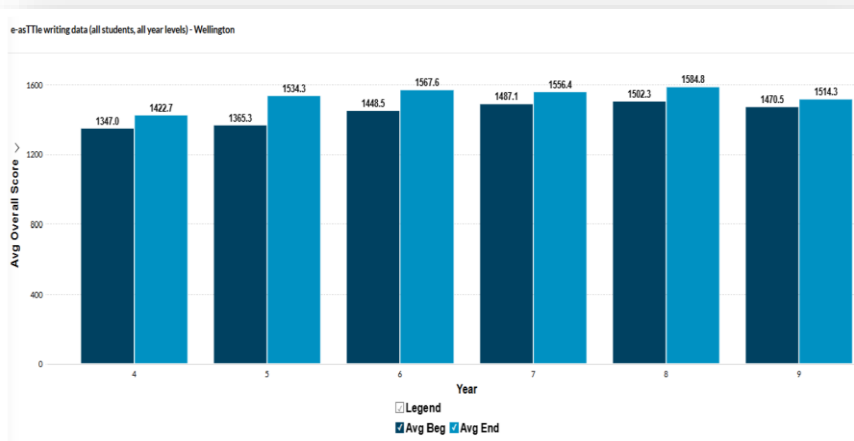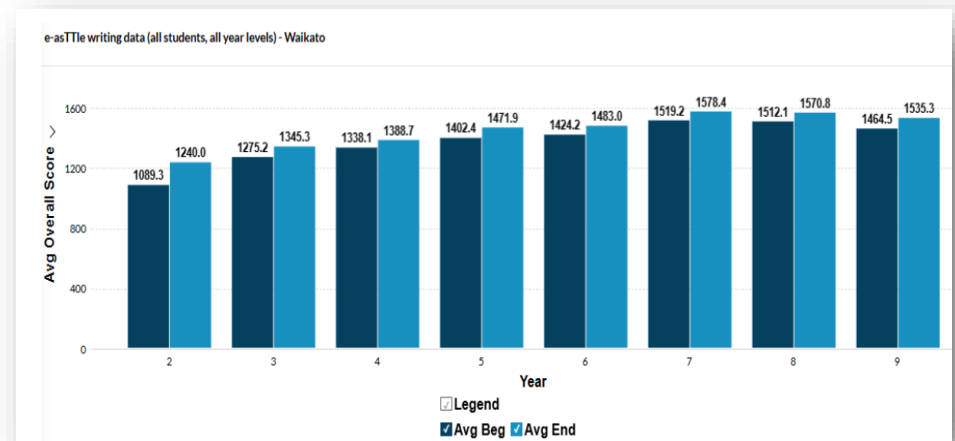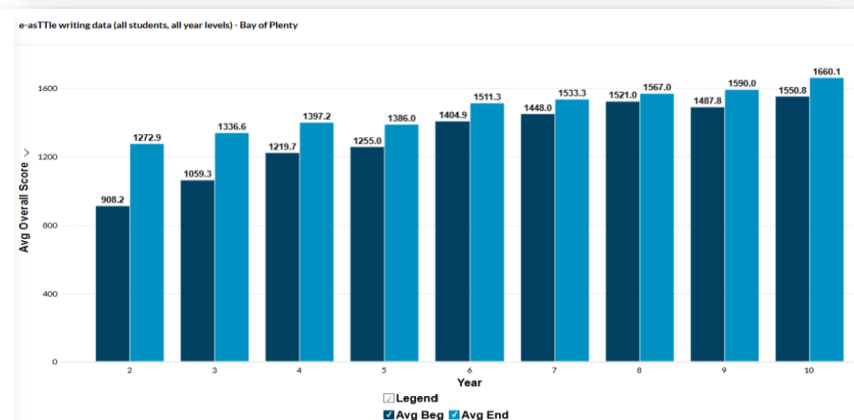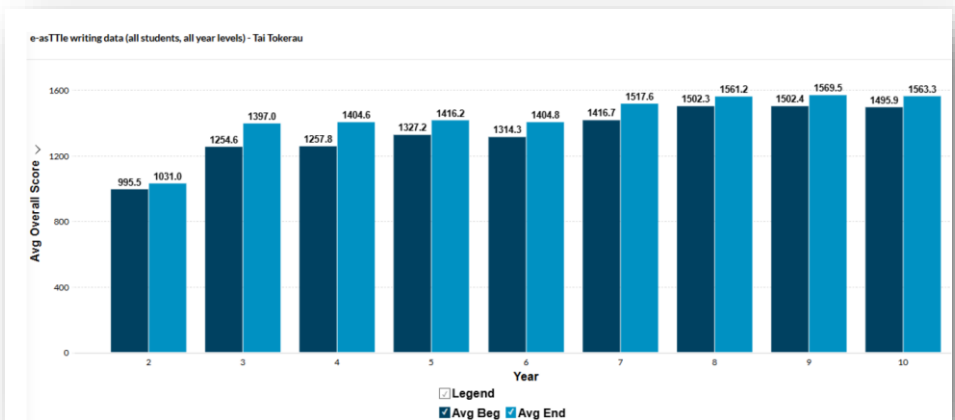
Key features to support acceleration

Summary

- Strong teacher & student assessment literacy

- Interpretation and USE of assessment data (formal and informal)

- Explicit and deliberate planning

- Sense of urgency – What needs improvement? By when?

- Effective tracking and monitoring

- Clarity of purpose, process, expectations and goals

- High expectation teachers

Teacher's confidence with data literacy

In a survey we asked ALL teachers to identify whether involvement in ALL had improved their capability and confidence to use data and evidence to support acceleration.

Over 70 percent of the teachers strongly agreed or agreed that their assessment capability and strengthened as a result of their involvement with ALL

11. My involvement with ALL has strengthened my assessment literacy and capability

● Strongly agree ● Agree ● Neither agree nor disagree ● Strongly disagree ● Disagree

100%   0%   100%
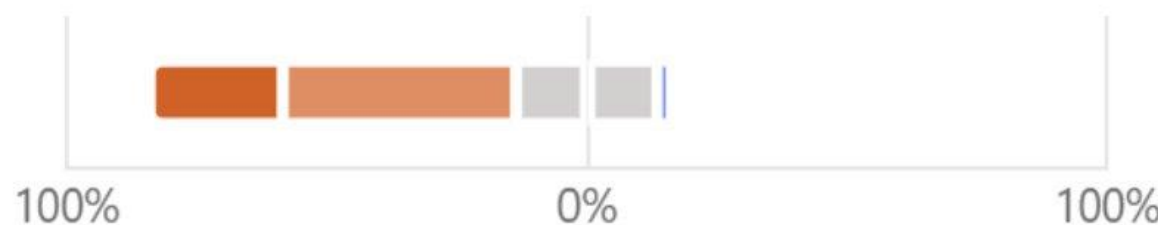
Accelerating progress – Leadership guidance

"Accelerating progress – Leadership guidance" helps school leaders plan for and review the approaches they use to accelerate progress so that learners can access the curriculum and experience success. For some leaders, this will be business as usual; for others, it may be new information to add to your knowledge and experience.

This guidance is intended for leaders in English-medium and dual-medium schools to support the wide-ranging needs of all learners in relation to the New Zealand Curriculum, years 0-8. Concurrent advice is being developed for those learning through te reo Māori and Te Marautanga o Aotearoa. While schools vary in size, location, and access to resources, the practices in this guide can be adapted to your context so that learner progress drives your strategic approach.

The guidance includes resources, tools for reflection, and spotlight stories to help you plan with your leadership teams.

This guidance is organised into key themes for strategically managing the way your school thinks about and responds to the need for accelerated progress:

- Create the conditions to accelerate progress
- Use evidence to make decisions about targeted supports
- Plan effective teaching approaches to accelerate progress
- Implement and sustain targeted supports

Accelerating progress in literacy – Teacher guidance

"Accelerating progress in literacy – Teacher guidance" is for classroom teachers, school leaders, SENCO, Learning Support Coordinators, structured literacy support staff, and other specialist support staff for literacy. It will support you to implement effective literacy acceleration in your classroom and across the school. The first tab below has general targeted literacy information and the second provides phase specific supports for years 0-3.

You could:

- work through each section sequentially alone or with your colleagues

- refer to specific sections for areas you are seeking information about

- read the teaching examples and targeted teaching plans in each section to see how acceleration can be put into practice.

Note *Accelerating Learning in Oral Language, Reading, Writing, and Mathematics* (Report prepared for the Ministry of Education, July 30, 2024) is a key piece of research underpinning this guidance.

Any questions, comments, reflections?

Ngā mihi nui

0800 282 582

info@evaluate.co.nz