


Hold meetings ...

1. To establish baseline student achievement data collection processes

2. To establish baseline surveys for principals, lead teachers and teachers

3. To organise peer review of the swell structure



**Houghton Valley School**  
**INSPIRATION, CHALLENGE, ACHIEVEMENT**  
**TE HIRINGA, TE WEROHIA, TE WHAKATUTUKITANGA**

## NOTES FROM SWELL DATA TEAM MEETING ONE

### 3 Oct 2007

#### Background

As part of the SWELL project, we intend to gather data for two purposes:

- 1) To track basic numeracy and literacy achievement
- 2) To gauge improvement in the teacher/student use of selected key competencies

After an initial request for numeracy and literacy data from cluster schools in term one, the following became clear:

- all schools must report on data from the same assessment
- this assessment should be standardised
- it should be easy to report on
- the system of reporting should be meaningful, but not too complex

#### NUMERACY/LITERACY

The suggested assessments, to be administered during weeks 3-5 of term one are:

- 1) STAR – to test reading (years 3-8)
- 2) Maths PAT – updated version (years 4-8)

The following sample table is a suggested format to be completed by each school before being forwarded to the data team:

Norms %	Stanine	Year 3 no. children	Year 3 %	Year 4 no. children	Year 4 %	Year 5 no. children	Year 5 %
4	9						
7	8						
12	7						
17	6						
20	5						
17	4						
12	3						
7	2						
4	1						
	<b>TOTAL</b>						

Also need to provide raw data including the following variables

Schools would also be expected to write a brief description of trends (e.g. make up of significant achievement groups) and state the number of children not tested and reasons for this.

Each school will receive a copy of the cluster wide data summary. No individual school will be named in this. The data team will treat all data confidentially.

RECORDS  
 child 1  
 child 2  
 ⋮

School	PAT	STAR	Gender	Ethnicity	Level	Special character if any	ES OL
—	—	—	—	—	—	—	—
⋮	⋮	⋮	⋮	⋮	⋮	⋮	⋮

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**Participating & Contributing  
Managing Self**

**KEY COMPETENCIES and AUTHENTIC LEARNING**

There are no tools currently available to measure the key competencies (are they measurable?). The team intends to research any work done in this area as a basis for formulating such tools:

- Alan is to investigate 'pivot table analysis'
- Barry is to contact NZCER (through Margaret-Ann Barnett) with the intention of establishing a relationship with a researcher in this area
- Barry is to contact Karori Normal School, as they have done work on the key competencies and should be further along the path to developing tools

\* Dean talked to Tom Cavanagh and John Hattie at ACBL re effect size measurement

$$\frac{M_1 - M_2}{SD}$$

**OTHER POINTS OF NOTE**

We thought the Novice/Apprentice/Practitioner/Expert rubric model would be useful.

Assessment of teachers and students should be part of the data gathering.

We should assess and report only on the focus related to the intended outcomes.

To make this clearer to the SWELL participants, we thought an example could be shared to demonstrate the structure:

Example

Key Competency - 'Managing Self'

Focus - 'Working successfully in a co-operative group'

Start with:

- Self assessment rubric for children
- Teacher observations
- Teacher knowledge/skills self assessment

INTERVENTION

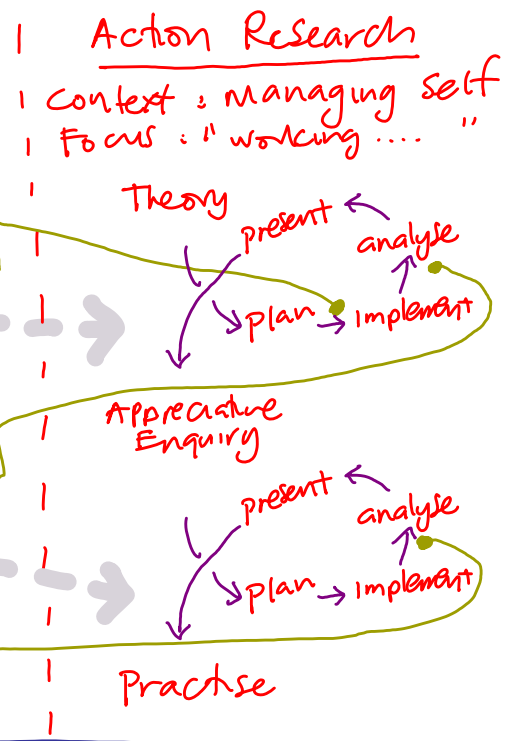
Mid point assessment: Self assessment rubric for children

- Teacher observations
- Teacher knowledge/skills self assessment

INTERVENTION

End point assessment: Self assessment rubric for children

- Teacher observations
- Teacher knowledge/skills self assessment



could we use as a tool at this level

**KNOWLEDGE**

Be aware of own strengths and weaknesses in applying knowledge and be able to plan how to improve knowledge

Be able to apply knowledge to learning

Be able to describe the basic characteristics of information and represent this to someone else

Be able to retrieve information without significant error

An EXPERT is self aware

A PRACTITIONER can utilise

An APPRENTICE can comprehend

A NOVICE can retrieve

**SKILLS**

Be aware of own strengths and weaknesses in applying skill and be able to plan how to improve skill

Be able to apply skill to help you learn

Be able to describe basic characteristics of the skill and represent this to someone else

Be able to use skill without significant error



## Memorandum of Understanding For handling swell schools' data

The schools in the swell network have agreed to standardize the collection and administration of selected assessment data. The aim of this initiative is to complete an annual analysis of achievement trends in the swell network in order to inform teaching strategies that will help student achievement.

The network has agreed there are some common challenges with the control and privacy of centralising and showing each others data. This MOU clearly identifies each school's responsibilities and the protocols associated with sharing each others data. These are:

1. When network data is presented to schools it is important that it is delivered sensitively.
2. An overall network report will be given to all swell schools. This report will identify trends that schools and the network may need to focus on for future improvement. No school will be identified in this report.
3. Each school's individual data will be received by that school. No school will know what other school's reports contain unless they choose to share that information at some point.
4. Each school will receive a copy of the report a day or two before presentation so they can read and digest it before the overall presentation.
5. No school shall use the results of network data gathering for promotional purposes.
6. Schools shall treat all data with confidentiality.
7. The data contained in the reports must be treated with professional respect. Some information from the network report may be released to the community in consultation with the principals.
8. Reporting to individual Boards of Trustees shall only involve the individual school's data and the network data.
9. Should any member of the press contact a school regarding the results please refer them to the director of the swell network.

**I have read the memorandum of understanding and agree with, and will abide by, the protocols.**

**Board chairperson:**

**Date:**

**Principal:**

**Date:**

• Feedback on tasks from first meeting.

- Are PAT and STAR in Maori? Need to find this out. For Newtown this is an issue. Possibly an issue for St Annes as well in terms of Samoan etc. aSTILE could be a solution for Maori. Medium.

No → Can we correlate between PAT and aSTILE? What is the solution for St Anne? What do they use?  
PAT maths + STAR

- Naenae cluster have nine schools where NZCER have crunched their data, approx cost \$5k

Barry → Barry to talk to NZCER. 2 questions whether the tests are already in Maori/Samoan and if not whether they would do this for their test. What would it cost?

- Need to make sure we keep track of students who are transient into, within and out of the cluster in the data we collect.

- Make ESOL a variable. We need to make up our own definition of what ESOL is. The criteria used by Newtown could be useful as a starting point for this.

At newtown we look at 3 things on enrolment when identifying esol students; Home language Country of birth Ethnic groups student relates to

If anyone of these is other than english speaking then we interview further, that is, if it is not obvious from these answers. We ask if the student is ever spoken to in another language other than english? Does the student ever speak to other relatives or community members in another language other than english?

Sometimes people try to say that the student is not esol because they understand what you are saying. However, the student can still be esol because they may not have full understanding. You can check this by checking through the MOE esol funding assessment guidelines book.

- Need to also clarify what the categories are within the ethnicity variable and the special character variable

Dean and Alan →

• P+C, MS, AL - How do we monitor progress with this?

- Track progress of this through Action research process, using a common assessment rubric as per page two above. Need to develop a resource to explain this.

Dean →

- Feedback from KNS visit

- Barry provided feedback and samples of what the normal schools have been doing around the key competencies. There were some useful questionnaires for surveys that we can use as a starting point for our surveys.

- SURVEYS

- Have a look at the questionnaires from KNS and from Claxton (see Chris). Idea is to survey beginning, middle and end. of project  
(2008) (2009) (2010)

Dean  
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Student and teacher surveys will be implemented. Link the questionnaires back to the specific aims for research and the learning outcomes for the project.

- Peer Reviewer

Chris  
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Need to identify someone to review the structure. Chris to talk to Margaret Anne and to email Fullan regarding this process. Ideally Fullan would have input into this, and Margaret Anne's feedback would also be valued.

The question for the peer review is "Does the swell structure look OK given your knowledge of how learning communities work, and have we left anything obvious out?"

## ASSESSMENT AND EVALUATION SUMMARY (2008-2010)

