

Appendix

Table 1. Shifts in achievement across 16 Phase 2A schools

Phase 2A	All students			Maori			Pasifika		
	Pre ('06-'10)	Post ('11-'14)	Shift	Pre ('06-'10)	Post ('11-'14)	Shift	Pre ('06-'10)	Post ('11-'14)	Shift
Level 1	45.5%	54.6%	9.1%	34.1%	41.9%	7.8%	32.4%	46.9%	14.5%
Level 2	51.8%	63.5%	11.7%	41.2%	54.4%	13.2%	37.8%	57.3%	19.6%
Level 3	38.3%	45.8%	7.6%	28.0%	36.7%	8.7%	24.0%	37.6%	13.6%
UE	31.9%	31.0%	-0.9%	26.9%	25.2%	-1.8%	17.4%	22.5%	5.2%
Mean shift			6.9%			7.0%			13.2%

Table 2. Shifts in achievement across 18 Phase 2B schools

Phase 2B	All students			Maori			Pasifika		
	Pre ('06-'11)	Post ('12-'14)	Shift	Pre ('06-'11)	Post ('12-'14)	Shift	Pre ('06-'11)	Post ('12-'14)	Shift
Level 1	48.3%	65.2%	16.9%	38.8%	51.7%	12.9%	38.7%	59.4%	20.7%
Level 2	53.8%	71.8%	18.0%	45.2%	64.4%	19.2%	44.2%	66.0%	21.8%
Level 3	39.1%	56.3%	17.2%	29.4%	45.4%	16.0%	27.4%	46.6%	19.2%
UE	33.8%	42.6%	8.8%	23.4%	28.1%	4.7%	20.8%	29.6%	8.8%
Mean shift			15.2%			13.2%			17.6%

Commentary on Tables and Starpath DUACTS

The OECD report recommends that learning in New Zealand schools will be “more effective if current efforts to ensure that teachers and schools have the skills to collect, analyse and interpret data in order to support improved student outcomes are strengthened over time” (OECD, 2015, p. 46).

Starpath’s DUACTS (Data Utilisation, Academic Counselling and Target Setting) programme has as one of its cornerstones the increased use of data to inform teaching and learning. We work in 39 schools in Northland and Auckland with high proportions of students from lower socio-economic backgrounds and/or of Māori or Pasifika ethnicity. The DUACTS programme involves the collection of longitudinal achievement data and using the data to set individual student achievement targets which then inform school wide achievement goals, to track and monitor student progress (both individual and groups) through each of the years of high school, to engage in individual academic counselling with each student, plus to inform parent-student-teacher conferences quite unlike the traditional parent-teacher meetings. This programme was developed in five of the schools over a period of five years, then rolled out to a further 34 schools in two phases.

Through working with teachers in the schools, we have laid the foundation for better use of student achievement data, and seen the impact of this and the other DUACTS components. The Phase 2A group of 16 schools have been associated with Starpath for four years and the Phase 2B group of 18 schools for three years. The tables in the Appendix show the impact of Starpath initiatives in each of these two phases. NCEA/UE data were collected for the years prior to, and after, each school joining the Starpath programme. The results indicate that there have been substantial shifts in achievement between the periods before and after the schools adopted the Starpath programme and that was also true for Maori and Pasifika student in those schools. There was a small drop in success rates for UE in the post intervention period in the Phase 2A schools (but not for Pasifika students in those schools or in the Phase 2B schools for any group) as a result of the nation-wide UE drop in 2014 brought about by higher standards being required to gain entrance to university.

Teachers in the 39 Starpath schools were surveyed about their data use early in 2013 and late in 2014, and there was a statistically significant shift in their use of data. We found that there had been significant positive changes in the accuracy of the data available to them, the use of data to monitor student progress, their skills and knowledge in analysing and interpreting student achievement data to inform their own teaching, the presence of an established data leader in the school to assist with analysis and interpretation, the use of data in departmental meetings to focus on student learning, the regular use of data to inform practice, the use of NCEA data both formatively and summatively, and their ability to make valid judgments about student performance. In addition, student achievement was more frequently at the heart of conversations with senior leaders in the schools. Overall, the teachers reported that they were much more confident in their ability to both analyse and interpret student achievement data by the end of 2014.

At the same time as there have been positive changes in the collection, analysis and interpretation data to support improved student outcomes in these schools, we can also see positive shifts in student achievement. (Dr Earl Irving, Senior Analyst Starpath).

Morgan Rangī, a teacher who implemented Starpath in his school commented that the DUACTS were:

- School targets for the year based on an NCEA results analysis and an aSTTle testing of junior students
- Achievement data being monitored and tracked on a more regular basis
- A wider range of data being shared within a school e.g. whole school, departmental, individual rather than some of this data staying compartmentalised
- A more collaborative network established within the school with a high focus on the individual student teaching and learning needs e.g. core group meetings
- Data based discussions held with individual students guiding them towards successful learning opportunities and future career options
- A better teacher understanding of NCEA qualifications and junior assessment knowledge