

Making better use of ANA results-an urgent imperative

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Background

- ▶ The purpose of the presentation: share findings of a case study, literature review, and propositions on the use of ANA information to improve literacy and numeracy
- ▶ Contention: need for an aggressive programme of action to make better use of ANA results across the system to improve learning outcomes
- ▶ Key assumption: districts have a central role in using ANA results for interventions and in supporting schools

Literature review

- ▶ University of Southern California study on four high performing school districts (Datnow et al, 2007)
- ▶ The New Zealand Ministry of Education used a novel approach in their national student assessment (NEMP) by combining the assessment project with professional development (Gilmore, 2010; Flockton, 2012)
- ▶ In SA, DBE publications for 2011 and 2012: (a) Report on the qualitative analysis of ANA results, (b) ANA: a guideline for the interpretation and use of ANA results (DBE, 2011; DBE, 2012), (c) ANA Administration Manual and (d) exemplars, past papers and ANA 2012 Teacher guidelines

The case study: LDoE

- ▶ **The head of the district curriculum unit had this to say about the use of ANA results**

...you know there was no link in the past between what we call improvement strategies and what is obtained in the classroom

There was this tendency of submission of schedules to the district for compliance. Even my curriculum advisers, I think now they begin to realize ... if you are a curriculum adviser (and) you don't know learner performance, you are like a doctor, who without checking what the ailment of the patient is, will give all of them panado.

...but there is eh, this consciousness about the results and teaching improvement is now beginning to gel down on all of us, because I remember many principals and circuit managers; you find that they just get the schedules, the results, pass to the exam section and they end up there. Now I could also see that even the exam section are now beginning to say to curriculum, these are your schedules, we need to analyse them.

- ▶ **Admission that curriculum advisers, principals and teachers are still learning about data use**

Propositions: making data-use an urgent priority

- Organising and representing data in tables and graphs for analysis and reporting
- Professional learning communities: schools, circuit clusters and in the district to analyse, act on data and evaluate impact of interventions
- Teacher development while moderating ANA papers and through on-site support
- Use of tri-level approach starting with training of districts in basic computer, mathematical, interpersonal and assessment leadership skills.

Conclusion

- ▶ The basic premise of this paper is that the effective use of ANA results by districts will enable better decision making on the choice of school support strategies
- ▶ Based on the case study and the literature review, the proposition is that an aggressive programme of action to enhance the use of ANA results and non-assessment information be implemented
- ▶ The actions require schools and districts in particular to organise, represent, analyse, interpret, act and evaluate impact of interventions at least once every quarter.