

# **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.