



# ANNUAL NATIONAL ASSESSMENTS 2012

## A Guideline for the interpretation and use of ANA results



**basic education**

Department:  
Basic Education  
REPUBLIC OF SOUTH AFRICA



# **ANNUAL NATIONAL ASSESSMENTS 2012**

## **A Guideline for the interpretation and use of ANA results**

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## FOREWORD BY DIRECTOR-GENERAL

It is my privilege to release together with the Report on the Results of the Annual National Assessments, a **Guideline on the Interpretation and Use of ANA results**, at school, district and provincial levels of the Education system. ANA results are not an end in themselves, but a means to learner improvement and therefore appropriate utilisation of these results must be supported and facilitated at each of the levels of the schooling system.

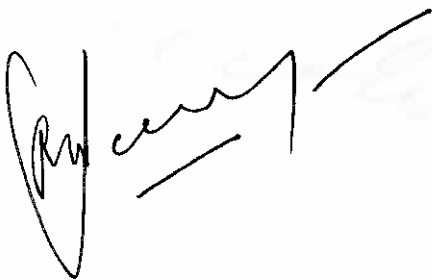
In South Africa for many years, there has been much focus on learner performance at the Grade 12 level. This has created much hype around the Senior Certificate and National Senior Certificate examination results. However, over the last few years, there has been a strong realisation that to improve Grade 12 results, the performance of learners in lower Grades has to improve. Therefore, in **Action Plan to 2014: Towards the Realisation of Schooling 2025**, which has 27 goals, the first three goals relate to outputs in Grades 3, 6 and 9. These outputs are articulated as follows:

- (a) Increase the number of learners in Grade 3 who, by the end of the year, have mastered the minimum language and numeracy competencies for Grade 3.
- (b) Increase the number of learners in Grade 6 who, by the end of the year, have mastered the minimum language and mathematics competencies for Grade 6.
- (c) Increase the number of learners in Grade 9 who, by the end of the year, have mastered the minimum language and mathematics competencies for Grade 9.

However, there has been insufficient credible measurement of the quality of teaching and learning below Grade 12. Without credible monitoring of what learners learn, it is not possible for parents and district officials or teachers themselves to know what action needs to be taken. Therefore, the output of establishing a world class system of standardised national assessments is the priority of the Department of Basic Education. This system essentially involves having all learners in key Grades and learning areas sit for standardised tests which are comparable across provinces and schools.

I am appealing to all educators, educational officials and other partners of government to read through this Guideline which will assist in enhancing everyone's role as a change agent in the educational transformation process. Information is the basis for any successful improvement process and I am confident that the ANA results will equip all role players with the information that is an accurate reflection of the health of the system.

Thank you for your committed and dedicated support.



**MR PB SOOBRAYAN**

**DIRECTOR-GENERAL: BASIC EDUCATION**

**DATE: 3 December 2012**

# 1. INTRODUCTION

The purpose of this document is to provide a guide on *how to interpret* and *use* the results of the Annual National Assessments (ANA). ANA is an important strategy of the Department of Basic Education (DBE) to improve the quality of learning outcomes in the education system. The results of ANA will enable the education sector to increase feedback evidence on how the various strategies and interventions that the Department puts in place impact on the critical aspect of education, viz. learner performance.

The results of ANA should be seen as complimenting and further supporting the assessment programmes used by schools to continuously assess the progress of learners. The ANA results will form an important part of the school academic performance improvement plans (APIP).

The guidelines outline the purpose of ANA, the manner in which the results have been presented and should be interpreted and used. Both the broad and specific purposes for which the results should be used at different levels of the system are given. Finally and most importantly, the guidelines outline how ANA results should be integrated into all the programmes in the schooling system.

# 2. PURPOSE OF ANNUAL NATIONAL ASSESSMENTS

The purpose of ANA is to track learner performance each year in Literacy and Numeracy as the Department works towards the goal of improving learner performance in line with commitments made by government. The ANA results will be used to monitor progress, guide planning and the distribution of resources to help improve Literacy/Language and Numeracy/Mathematics knowledge and skills of learners in the Grades concerned. Among other things the results of ANA should:

- a. Provide the DBE with important information that will help the Department to identify areas where urgent attention is required in order to help improve learning success levels of learners;
- b. Assist provincial departments, including district offices, to make informed decisions about which schools require urgent attention in terms of providing necessary resources to improve learner performance in these subjects/ learning areas;
- c. Inform Government and the South African public as to how well the schools are serving the country's children where it matters most, namely, the attainment of functional literacy and numeracy skills that will enable them to study successfully in all subjects;
- d. Provide teachers with essential data about the Literacy/Language and Numeracy/Mathematics capabilities of learners in each Grade and thereby help them make informed decisions when planning teaching programmes;
- e. Inform individual teachers about how close or far they are to or from realizing the target goals they seek to attain through their teaching, and inspire them to realign their teaching strategies towards accomplishing such goals.
- f. Provide parents with a better picture of the levels of learner performance in the schools so that parents are better informed when they become involved in efforts to improve performance, for instance through decision-making in the school governing body and support to learners in the home.
- g. Provide an appropriate benchmark for teachers in the development of assessment tasks that form part of their school-based assessment programmes.
- h. Assist school management teams to select and implement school-based interventions for improving learner performance in Languages and Mathematics.

### 3. THE PRESENTATION OF THE RESULTS

The results have been presented in both quantitative and qualitative terms as follows:-

#### 3.1 Quantitative information

The following are the quantitative measures of performance that have been reported:-

##### (a) Average mark

The average performance refers to a single mark that summarises the performance of all the learners in a particular test, for a particular group of learners. The average mark is determined by finding the sum of all marks and dividing the sum by the number of candidates in the group (see **Table 1** below). In **Table 1** an example of the average mark is indicated, for the group in a particular class. The table includes the mark obtained by each learner and the average mark of the class group is **10.4**.

**Table 1: The average mark of learners**

No.	Name of Learner	Mark of learner
1.	Mary	11
2.	Sipho	16
3.	Anne	7
4.	John	5
5.	Ron	13
<b>Average</b>		<b>10.4</b>

It is important to note that some learners shall have performed above and others below the average mark. In the above table, three learners (Mary, Sipho and Ron) scored above the average mark while two learners (Anne and John) scored below the average mark. It can, therefore, be observed that more learners scored above the average mark than below. If the total mark of the test is 20 marks, the average percentage score is calculated as  $10.4 \div 20 = 52\%$ . This implies that the overall performance of the class is, mediocre.

##### (b) Median mark

The median mark is the middle mark, after all marks are ranked from highest to lowest. In **Table 2** an example of a median mark is indicated. In **Table 2** five scores have been listed from the highest to the lowest. The middle mark is the 3<sup>rd</sup> score. Therefore, the median mark is 11.

**Table 2: The median mark of learners**

No.	Learner marks in rank order
1.	16
2.	13
3.	11
4.	7
5.	5

In the above table there is an odd number of marks (viz. 5). Two learners scored above the median and two learners scored below the median. If the total number of candidates is an even number, then the middle mark is determined by adding the 3<sup>rd</sup> and 4<sup>th</sup> score and dividing 2. The median in **Table 2** indicates that 50% of the learners attained a mark

above a score of 11, and another 50% attained a mark below 11. The median mark can also be reflected as a percentage i.e.  $11 \div 20 = 55\%$ . This, therefore, implies that 50% of the learners attained a mark below 55%.

**(c) Acceptable performance levels**

The National Curriculum Statement (NCS) for the General Education and Training (GET), grades learner achievement on a seven-point scale as follows:

**Level 1**, (0 to 29%) labelled as “Not achieved”

**Level 2**, (30% to 39%) labelled as “Elementary Achievement”

**Level 3**, (40% to 49%) labelled as “Moderate Achievement”.

**Level 4**, (50% to 59% and) labelled as “Adequate Achievement”.

**Level 5**, (60% to 69% and) labelled as “Substantial Achievement”.

**Level 6**, (70% to 79% and) labelled as “Meritorious Achievement”.

**Level 7**, (80% to 100% and) labelled as “Outstanding Achievement”.

In terms of the above grading, “adequate achievement” or acceptable level of performance is associated with a mark of 50% and above, since a mark of 50% and above is referred to as “achieved”. Acceptable learner performance in ANA is, therefore, reported in terms of the number of learners that obtained a mark of 50% and above. The number of learners achieving a performance above 50% will also be reported as a percentage. In **Table 3** and **Table 4** example s of acceptable performance levels for three Grades are indicated and are taken from the results of ANA 2012.

**Table 3: Grade 3 learners at acceptable performance levels**

Grade 3	% of learners scoring 50% and above in Home Language	% of learners scoring 50% and above in Mathematics
	56.8	36.7

**Table 3** illustrates the performance of Grade 3 Learners in terms of percentage of learners scoring 50% and above in Home Language and Mathematics. It can be observed from these figures that more learners score 50% and above in Language than in Mathematics.

**Table 4: Grade 6 and 9 learners at acceptable performance levels**

Grade	% of learners scoring 50% and above First Additional Language	% of learners scoring 50% and above Home Language	% of learners scoring 50% and above Mathematics
Grade 6	24.5	40.2	10.8
Grade 9	20.9	39.4	2.3

From **Table 4** it can be observed that the number of learners achieving the acceptable level of performance is greater in Grade 6 than in Grade 9. The lowest percentage of learners achieving the acceptable level of performance occurs in Mathematics Grade 9. It can also be observed that in both Grades 6 and 9 the highest percentage of learners achieving the acceptable level of performance is in Home language.



#### (d) Performance spread

The spread of performance can be summarised in terms of the proportions or **percentages** of learners who achieved specified **levels** of performance in Language and Mathematics. In **Table 5** an example of the spread of performance is specified across the 7 levels of achievement and for Grades 3, 6 and 9, also taken from the 2012 ANA results. The proportion of learners at each Achievement Level is indicated as a percentage. For example, in Grade 3 Mathematics 31.3 % of learners achieved a score at Level 1 while at Grade 9 Mathematics 91.9 % of learners achieved a score in the same category.

**Table 5: Performance spread across levels of achievement for Grades 3, 6 and 9**

	L1	L2	L3	L4	L5	L6	L7
Grade 3 Language	18.8	8.6	15.9	13.3	19.7	11.0	12.9
Grade 3 Mathematics	31.3	16.0	15.9	15.1	10.5	6.6	4.5
Grade 6 First Additional Language	30.3	14.3	15.3	14.0	11.3	8.5	6.4
Grade 6 Home Language	43.1	18.7	13.6	10.6	6.9	4.2	2.8
Grade 6 Mathematics	65.4	13.6	10.2	5.4	3.2	1.4	0.8
Grade 9 Home Language	24.6	17.2	18.8	17.3	12.7	6.9	2.6
Grade 9 First Additional Language	42.3	20.3	16.5	11.7	6.3	2.3	0.7
Grade 9 Mathematics	91.9	3.8	2.1	1.1	0.6	0.3	0.2

In **Table 5**, the spread of performance allows for comparisons and inferences to be made within or across grades and levels. For example, it can be observed that higher percentages of learners achieved scores at Levels 6 and 7 in Grades 3 and 6 than in Grade 9. In particular, there is a significantly low percentage of learners achieving a score at Level 7 in Grade 9 Mathematics.

It should also be noted that the spread of performance can also be reported in terms of the quintile rating of the school. The quintile ranking is an indication of the poverty index of the school. This will allow each school to compare its performance with schools that are in similar circumstances.

### 3.2 Qualitative information

For meaningful interventions to improve teaching and learning, an analysis of the specific knowledge and skills that learners were able or not able to demonstrate in the tests should be carried out at school level by subject teachers. Qualitative information consists mainly of brief descriptions of specific knowledge and skills that learners were not able to demonstrate in the tests. This will also include knowledge and skills that learners were able or not able to demonstrate at acceptable levels of performance. This information is obtained from analysing performance of learners in each question in each test. This process is referred to as **Question Analysis**.

Question analysis is done by taking the answer scripts of learners in the class and recording the marks each learner has obtained in each question. For example if there are 10 learners in a class and there are five questions in the test, the question analysis will be done using the following table:

**Table 6: Question Analysis**

Learner	Q1 (10 marks)	Q2 (10 marks)	Q3 (10 marks)	Q4 (10 marks)	Q5 (10 marks)	Total
John	2	6	1	6	1	16
Sipho	6	8	4	7	4	29
Anne	2	5	1	5	1	14
Thabo	2	6	2	6	0	16
Nonhlanhla	3	6	2	7	1	19
Mary	2	6	2	7	2	19
Ron	3	5	2	7	2	19
Steve	2	6	3	7	1	19
Bheki	2	5	1	5	1	14
Vuyo	2	5	1	5	0	13
<b>Average</b>	<b>3</b>	<b>6</b>	<b>2</b>	<b>6</b>	<b>1</b>	

The average marks for each question appear in the last row of **Table 6**. There are 10 marks indicated in the top row for each question. The 50% performance in each question is equivalent to 5 marks. In this test learners did poorly in Questions 1, 3 and 5, given that the average mark in these questions is below 50%.

The steps to be followed after the marks of the class have been analysed per question are as follows:

- Identify the questions in which learners have performed the lowest (poorest) in terms of the average marks that they obtained: In **Table 6** above it is evident that learners have performed poorly in Questions 1, 3 and 5. These questions require further analysis to examine the possible causes of under-performance.
- Identify the content knowledge and skills that each question was assessing. The skills and content knowledge were extracted from the assessment standards when the test was developed. For instance, a question in Mathematics could assess the following content knowledge and skills:-

Content knowledge	Skills
<ul style="list-style-type: none"> <li>Fractions</li> <li>Decimal fractions</li> <li>Equivalent fractions</li> </ul>	<ul style="list-style-type: none"> <li><u>Converting</u> decimal fractions to proper fractions.</li> <li><u>Multiplying</u> fractions</li> <li><u>Simplifying</u> fractions</li> </ul>

In the Question Analysis it would be important to examine the specific content and skills in which learners seem to be experiencing difficulties.

- Establish the nature and extent of the common errors, mis-conceptions made by learners in the questions where poor performance was noted. This would entail going back to a sample of scripts and analyzing the nature and type of responses provided by learners in these questions. It may even entail writing down some of the common errors or mistakes presented by the learners. After reviewing these responses, the teacher will be able to establish the common areas of misunderstanding and possible confusion.
- Establish the basic concepts, skills and content areas that would help learners to correctly answer the questions in which they made common errors.

- (e) After having established the concepts, skills and content areas that are problematic, the teacher must do the following:
- Ensure that his/her grasp of the concepts, skills and knowledge is correct.
  - Seek additional help from the Head of Department, Subject Head or district subject specialist, if there is doubt.
  - Develop and use appropriate methods to teach the concepts, skills and content. Exposing learners to the variety of techniques might be a useful approach.
  - After having re-taught these concepts, knowledge and skills, conduct a re-test of these areas to establish whether there has been an improvement.

In the case of multiple-choice questions, additional Question Analysis could be done which analyses the responses selected in each question as well as the number of learners selecting a particular option (see Table 7).

**Table 7: Question analysis**

Questions	Options			
	A	B	C	D
1. The fraction that has the same value as 0,6 is ... A. 1/6 *B. 3/5 C. 1/3 D. 3/6	7	3	3	7
2. Which number sentence below has the same value as $6 \times (7 + 2)$ ? A. $(6 \times 7) + 2$ B. $(6 \times 2) + 7$ *C. $(7 + 2) \times 6$ D. $(6 + 2) \times 7$	3	2	14	1

\*Correct answer

In **Table 7** the correct option is shown with an asterisk in each of the two multiple choice questions. The number of candidates that selected each option is recorded. It can be observed that in Question 1, 17 of the 20 learners, selected the incorrect answers. Seven (7) learners selected option (A), another seven (7) selected option (D) and three (3) selected option (C). The reason why such a large number of learners selected Options (A) and (D) that are incorrect must be explored.

In Question 2, 14 of the 20 learners selected the correct answer.

## 4. LIMITATIONS OF THE ANA INFORMATION

ANA data is limited to assessing only Literacy and Numeracy knowledge and skills in the targeted Grades. However, this does not mean that other subjects or learning areas are less important. Literacy and numeracy have been identified as critical competencies that underpin educational success across the board. It has been shown that an improvement in Literacy and Numeracy will translate into an improvement in other subjects.

## 5. THE USE OF THE ANA RESULTS

The results will be used for both broad and specific purposes and at different levels of the system to realise improvements in the levels and quality of learner performance (see **Annexure on page 18**).

### 5.1 Broad Application

The ANA results provide valuable information for the system to benchmark performance in both Literacy and Numeracy and provide a measure so as to track progress over the years towards the achievement of set targets.

One level of use will be to equip education officials and teachers to interpret the information presented and use it to develop interventions to address areas of poor performance.

In areas of particular weakness, the results will give clear indication of any additional learning materials to be developed both by the teacher or subject specialist to support classroom teaching and assessment.

Districts will develop focused interventions, based on what the results show, for schools that need them the most. Schools will be able to set annual targets in relation to the national benchmark of 60% of learners achieving acceptable levels in literacy and numeracy by 2014.

For learners, information will be provided on the skill areas where they are strong and where they experience challenges. Information from ANA will be used to direct teachers towards particular kinds of teacher development programmes and to engage seriously with school principals around what the problems in the school are.

ANA results will enable districts, parents and schools to have a standard source of information to determine which schools, learners and teachers are most urgently in need of support. They will be alerted, for instance to programmes that may not be working as intended or the need to fill critical teaching posts, and ensuring that schools receive the full allocation of resources in line with the funding policy.

However, ANA results will not be used as a basis for providing more than the normal amount of resources for a school as this could produce a situation where schools deliberately perform poorly in order to attract additional resources. Instead, the current approach of providing more resources to poorer school communities to compensate for home background disadvantage should be continued.

### 5.2 Specific use at different levels of the system

The information emanating from ANA must filter through every level of the system and must direct teaching and learning. This requires a continuous engagement with the information by all officials and educators, together with parents. It is therefore proposed that ANA results be used as follows at each of the levels:

#### 5.2.1. School level

At the heart of all school improvement efforts is the important understanding that learning can and should improve on a continuous basis. Learners come to school to learn, to find new challenges and to gain new understandings. The role of schools and classrooms is to create environments that enable learners to learn meaningfully using **evidence** to guide all decisions about learners and learning. The information that is generated from assessments is **key evidence** to continuous improvement in learning and teaching. It must be used to inform all decisions, plans and programmes for improvement.

#### (a) Teaching and learning

Decisions and plans on what, when and how to teach must be informed by the **evidence** that comes out of the

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$$\text{Average mark percent} = (\text{Average mark} / \text{Total score}) \times 100\%$$

assessments, both school-based and ANA assessments. In particular, **evidence** from ANA tests will help answer the following key questions for teachers:-

- “**What is the overall level of literacy/numeracy competency of my class?**”

To answer this question on the basis of **evidence**:-

- Calculate the **average percent** obtained by the learners in each of the literacy and numeracy tests (Sum of the marks obtained by individual learners divided by the number of learners and **expressed as a percentage**).
- If the average mark in the subject is equal to or greater than half of the total expected score (50% of or above the total test score), then the class as a whole has achieved the “acceptable” level of performance in that particular subject (literacy or numeracy), BUT some individual learners may not have achieved the acceptable level. Remember, we must have **evidence** that every learner succeeds!
- If the average mark in the subject is less than half of the total expected test score, then the class as a whole has NOT achieved the “acceptable” level of performance in that particular subject, ALTHOUGH some individual learners may have achieved the acceptable level.
- Decide whether the **evidence** suggests that it is the whole class or part of the class that requires focused attention to help them improve their performance.

- i.) “**Which learners in my class have not achieved the acceptable levels of performance in each of literacy and numeracy?**”

To get **evidence** for answering this question:-

- Find out who the specific learners are that need focused attention so that you can develop appropriate interventions i.e. all those who have attained a score below 50%. Remember, **one-size-fits-all** intervention strategies will not give you the expected results!
- Find out, from other sources of **evidence** that exist within the school, what characterises the identified underperforming learners. Are they mostly girls or boys? Are they learners who are often absent from school (from attendance registers)? Are they learners who receive little or no educational support at home? Are there learners who consistently under-perform in their school based assessment? Is there anything common among the underperforming learners that require interventions at school level rather than just specific teaching strategies at classroom level?

- ii.) “**What were the knowledge and skills that the underperforming learners could not demonstrate in the tests?**”

To get **evidence** for answering this question:-

- Find out in which individual test questions learners obtained the lowest scores in each subject, i.e. challenging questions, as indicated by the **Question Analysis** data.
- Use your professional knowledge of the subject to find out the knowledge and skills that the learners required in order to answer **each** of the challenging questions correctly.
- Develop focused teaching strategies to teach the knowledge and skills that the **evidence** at hand shows were lacking among the learners and, as a result, they found specific questions challenging. For example, learners who could not answer questions that required knowledge of operations on different **types of fractions** may be lacking either the **conceptual knowledge** of fractions or the **techniques** required for this purpose or **both**. In literacy, learners who could not answer questions based on **reading comprehension** passages may be lacking ‘**reading fluency**’ skills.

- Decide whether you will need any **specific** professional support in order to effectively teach the identified knowledge and skills which your learners lack, e.g. a workshop on how to teach operations (i.e. addition, subtraction, division or multiplication) on different types of fractions, or expert guidance on how to teach '**reading fluency**'. If so, decide if the specific professional support you require is available within the school or in the district and submit a request to the School Management Team (SMT).
- Decide if there are any specific **resources** that you will need to enable you to teach the knowledge and skills that **evidence** shows are lacking among your learners. If so, decide if the required resources are readily available at school or need to be obtained from outside the school and submit your request to the SMT.

iii.) **“How will the collected evidence be used to improve learner performance?”**

To use the collected **evidence**:-

- Record the **average** percent of your class in each subject as **baseline information**, i.e. the starting point towards improvement, and set a **target percentage**.
- Decide on the amount (as a percentage) by which you want the **average mark** percent of your class to increase in the next round of assessment. For instance, if the current average mark of your class is 45% (**baseline**), you may decide that you want this mark to increase by 5% to 50% (**target**).

iv.) **“What are you going to do differently to achieve your target?”**

In order to have **evidence**-based confidence that you will achieve your target:-

- Develop teaching strategies that will ensure that each of your learners learns effectively.
- Set tests of high quality that include questions which challenge learners in the target knowledge and skills that you want them to improve and **assess regularly** through **both** informal formative assessment and summative assessment (e.g. weekly, monthly and quarterly tests) to monitor if average class marks (in percentage) increase.
- Ask your learners to set personal improvement targets as well and provide them with continual feedback at individual level, i.e. discuss with each of them whether their scores are improving, remaining the same or decreasing.

(b) **Management**

SMTs are responsible for the overall school improvement plan, based on evidence. The test marks provide the **key evidence** that SMTs need to monitor if learning in the school remains unchanged, improves or declines. In particular, **evidence** from ANA tests will help SMTs answer the following key questions for school management that will improve learner performance:-

(i) **“What is the baseline performance of our school in literacy and numeracy?”**

To get an **evidence-based** answer to this question for **each** subject:-

- Collect mark schedules from class teachers and find out what the **average marks** (in percentages) in each Grade are.
- If the average mark in a Grade is equal to or greater than half of the total expected score (50% of or above the total test mark), then the Grade as a whole has achieved the “acceptable” level of performance, BUT some individual learners may not have achieved the acceptable level. Remember, we must have **evidence** that every learner succeeds!
- If the average mark in a Grade is less than half of the total expected test mark, then the Grade as a whole has NOT achieved the “acceptable” level of performance, ALTHOUGH some individual learners may have achieved the acceptable level.

**(ii) “What kind of support needs to be given to teachers in the underperforming Grades?”**

To have **evidence**-based answers to this question:-

- Discuss with the affected Grade teacher(s) which learners in the Grade are underperforming. Are they mostly girls or boys? Are they learners who are often absent from school (from attendance registers)? Are they learners who receive little or no educational support at home? Is there anything common among the underperforming learners that require interventions at school level, e.g. policies regulating learner attendance, parental involvement, etc.?
- Discuss with the affected Grade teacher(s) the specific professional support that they have identified as their need and assist to get the assistance within the school or from the district.
- Pool the resource needs identified by Grade teachers and **prioritise** these in the school budget on short-, medium and long-term basis. Short-term could be six months or less, medium-term one year and long-term two years.

**(iii) “How will the collected evidence be used to improve learner performance?”**

To answer this question:-

- Discuss with all Grade teachers what they propose as improvement targets based on the current baseline average marks.
- Ensure that targets are realistic. For instance, it would be helpful to find out how the school performance compares with well-performing schools which are in similar circumstances in the district.
- Ensure that targets are meaningful. For instance, targets that that can be achieved easily without challenging the learning abilities of learners are not helpful.
- In collaboration with Grade teachers, identify individual learners who may have been provided with or may need more learning support (especially in the case of a learner with identified learning barriers).

**(iv) “What are you going to do differently to achieve your targets?”**

To answer this question:-

- Identify areas of weakness and develop appropriate school remedial programmes
- Ensure that school remedial programmes address teacher development, learner support, subject support, material support or possible re-organisation.

**(c) Governance**

School Governing Bodies will:-

- Make informed decisions, based on the results, on how schools and communities should cooperate to improve learner performance
- Provide support to ensure school functionality.

## 5.2.2. District level

### (a) Management support

The circuit manager will:-

- (i) Analyse performance of all the schools in his/her circuit. This will entail looking at the average mark per school, per subject, per Grade, together with the acceptable level of performance of each school, per subject, per Grade.
- (ii) Every school that has an average mark of below 50%, and an acceptable level of performance, below 50%, in a particular subject and Grade, must be regarded as under-performing.
- (iii) After having identified the under-performing schools, the circuit manager must evaluate other evidence at his disposal regarding the schools, which must include:
  - Management competency of the principal.
  - Collective management competency of the SMT.
  - Vacant posts at the school, which includes SMT.
  - Qualifications and experience of the teachers, in the subjects where poor performance is noted.
  - Availability of LTSM at the school, in the identified subjects (e.g. Mathematics).
  - Whether teachers have spent the required time on the subject.
- (iv) The under-performing schools must be targeted for special intervention which includes the following:
  - A visit by the circuit manager and the subject specialist.
  - During the school visit the school principal, SMT and the teacher must be interviewed to establish the specific reasons for the under-performance.
  - Collectively, an improvement plan must be established, targeting the specific areas of under-performance and clear improvement strategies.
  - Together with the management and the teacher, a school target must be set for the school in the specified subject.
  - The circuit manager and the subject specialist must on a continuous basis support the school in terms of the implementation of the improvement plan and monitor the improvement.
  - The monitoring of the improvement will be based on performance in tests set by the school
- (v) In addition to the above the circuit manager must
  - Guide schools to include information from ANA in their annual reporting templates
  - Collect all annual reports from schools in his/her circuit.
  - Cluster schools and identify common areas of support.
  - Develop a circuit intervention plan based on plans submitted by the schools in the circuit with clearly defined targets.
  - Support schools in providing identified needs such as textbooks and resources.



## **(b) Subject support**

The subject specialist, must:

- (i) Work in conjunction with the circuit manager to analyse the quantitative data per school and identify schools that demonstrate poor performance, in specific subjects. The quantitative analysis will include:
  - comparing school performance to other similar schools
  - comparing school performance to circuit, district and provincial performance
- (ii) Identify the reasons for poor performance at the identified schools, based on the evidence that he/she has available regarding the school. This will include the factors listed in (a) (iii) above and more specifically the teaching competency of the teachers where under-performance is identified.
- (iii) Together with the circuit manager visit the school and identify the reasons for the poor performance.
- (iv) Take responsibility for addressing all the subject related issues, which may include:
  - Knowledge and skills deficiency in particular aspects of the subject.
  - Planning a teaching programme and preparation for a lesson.
  - Development of an assessment programme.
  - Development of assessment tasks that are of appropriate standard.
  - Marking of assessment tasks.
  - Training of the teachers in conducting item analysis at school level.
  - Development of remedial programme targeting specific areas of weakness.
- (v) Conduct a question analysis on a sample of scripts from across the schools in the circuit or from the item analysis reports of the schools, identify the common areas of weakness across the district/circuit.
- (vi) Based on the common areas of weakness that exist across the circuit/district, the subject specialist will plan a circuit/district intervention, which may include:
  - A training session for teachers in the identified areas of weakness.
  - Development of support material.
- (vii) Monitor and support the under-performing schools and teachers and provide them with feedback with progress made, based on their agreed target.

### **5.2.3 Provincial level**

The provincial education department (PED) must:

- Analyse the quantitative data per district, to identify poor performing districts and schools.
- Support poor performing districts in developing their remedial programme.
- Identify areas of weakness relating to particular learning areas and Grades. The PED must develop special support programmes directed at these specific learning areas.
- Agree on targets for each district and monitor these districts with regard to reaching these targets.
- Conduct monitoring on sample of schools across districts to evaluate intervention strategies employed to effect school improvement

- Write district wide reports with clear improvement plans
- Must use the ANA results to inform the APIP.

#### 5.2.4. National level

The Department of Basic Education (DBE) must:

- Monitor the national progress on learner achievement in mathematics and languages against set targets.
- Use the ANA results as a systemic tool for the development of policy, review and support.
- Write annually, a national report that informs parents and relevant stakeholders on the results of learners.
- Write and amend guidelines on the utilisation of results.
- Construct a management plan for the interventions based on the results.

## 6. REPORTING

### 6.1 Reporting results to parents

The school principal must ensure that parents receive the ANA results by the end of a school term in which the DBE releases them. It is suggested that the ANA results be incorporated into the learners' quarterly report cards. The report card containing the ANA results must be discussed and explained to parents.

A summary of the results with a school improvement plan needs to be tabled at the governing body meeting after the release of the ANA results within the spirit of Section 16A of the South African Schools Act. This must reflect how the school will effectively utilise available resources to improve on the shortcomings raised by the report. The SMT together with the SGB must drive this national initiative to ensure that all parents are aware of the ANA, its importance and overall strategy to improve learner academic achievement.

Parents will receive reports on learner performance that indicates areas of difficulty in terms of concept and skill development, as well as what support their learners need.

### 6.2 Reporting learner achievement to the Head of Department

As part of their legal obligation, school principals are supposed to complete and submit an Annual Academic Report to the Head of Department for consideration. The completion and submission of an Annual Academic Report by principals is a legislated requirement in Section 16A of the South African Schools Act of 1996, as amended. The report is expected not to only contain the academic performance of that school in relation to minimum outcomes and standard and procedures for assessment determined by the Minister in terms of Section A, but must include the effective use of available resources.

The annual report should be submitted together with end of year schedules to the District office, which will then be analysed to identify poor-performing schools. A letter is then sent to the identified poor-performing school to inform them of their status. Identified schools prepare and submit an Academic Improvement Plan setting out how resources will be utilised and how the academic performance at the school will be improved. The Head of Department approves the Academic Improvement Plan for implementation. These schools are legally expected to report to the Head of Department and the governing body by 30 June on the progress made in the implementation of the plan. The District offices should then use the information on the Annual Report to prepare their own intervention strategy to assist schools to improve their performance in the ANA result.

## 7. MONITORING

The ANA results will form an important part of the school academic performance improvement plans (APIP).

### 7.1 Target setting

Provinces, districts and schools will use their current respective results as baseline information and then set improvement targets. Targets need to be both realistic and meaningful. To be realistic targets need to take into consideration available resources and capacity. To be meaningful they must not be too low or too high.

### 7.2 Monitoring of schools and districts

External IQMS moderators will be visiting feeder schools to under-performing schools and districts on a regular basis.. The focus of their visits will not only be to monitor IQMS implementation, but the factors that impact on the quality of teaching and learning. They will also be visiting District offices to monitor their performance as well as the quality of support they are rendering to their schools.

This intervention will contribute, firstly in orientating the schools that they are visiting as well as the district offices, in understanding and interpreting the content of this guideline document. In addition, moderators will play a role in monitoring whether reports have been completed and submitted on time, and whether planned interventions are taking place. In this way, struggling schools can be identified and assistance provided. The monitoring reports will be able to assist the DBE to assess the level of utilisation of these ANA results, as well as the level of remedial action that is being undertaken by schools and districts.

## 8. CONCLUSION

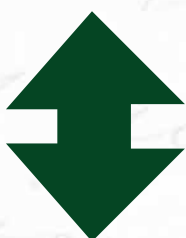
The utilisation of the ANA results will be monitored on an ongoing basis across the education system. Components of the system that fail to utilise the results appropriately will be identified and targeted for special support. The effective utilisation of the ANA data will contribute to moving the system to the next level and it calls for a united and concerted effort from all involved in education.

## Processes and actions on the use of ANA results

**DBE** – National assessments, curriculum, EMGD and teacher development officials:

**Task:** Analysis, publication, distribution of ANA results to reinforce assessment processes in schools; guideline and support to use the results; interpretation; and use in teaching and learning; monitor effectiveness of use of ANA data

Support will include development of materials and courses to enable PEDs, Districts and school staff to use ANA data as part of Annual Planning and Assessment processes

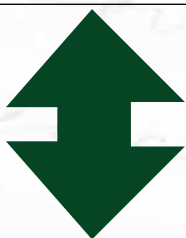


**Provincial Departments:**

Exams/assessment; curriculum; school management, teacher development and district officials

**Task:** distribution of results, interpret and use results and assist schools and teachers.

Co-ordinate provincial distribution of ANA documents and programmes to support schools



**School:**

**Principal:** Incorporate ANA results into school Annual Planning, process; support teachers to interpret and use ANA information by strengthening classroom and school-wide strategies to improve learning and communicate with parents.

**Teachers:** Interpret and use ANA data by developing classroom strategies to improve learning; including communication with parents.

School has to enhance school improvement plan with the use of ANA results.









