

ADVISORY GROUP ON CHARTER SCHOOLS

28 March 2019

Assessments of Charter School Performance in 2018

Tēnā koe Minister

We are pleased to provide you with our advice on partnership school kura hourua (charter schools) performance in the 2018 school year. This is our second assessment report, with our last report on 2017 performance submitted in late 2018.

This is also our final report, as our term comes to an end and as all of the charter school contracts ended as at the end of 2018. 2018 was a very busy year for the sponsors, and this may well have had an impact on their performance. Multiple Ministry teams supported the charter schools to apply and transition, with you considering all the applications you received and agreeing to establish new state schools to replace the charter schools. The workload required of sponsors, and the general uncertainty the removal process created would have been challenging. The positive engagement we observed from sponsors and their continued commitment to following the contractual performance requirements, was commendable indeed.

The Ministry kept my group informed about the successful outcomes reached last year in ending all the charter school contracts by mutual agreement.

This 2018 assessment report is a fast-tracked version of the assessment process we would usually have followed. The material point in time for our assessment was the end of the contracts (December 2018), and so the usual contractual reporting dates that would have applied if charter schools had remained operational in 2019 no longer legally applied.

In this fast-tracked assessment, we assessed the performance information that was available: schools' student achievement (years 1-8), student engagement and targeting of priority learners. Financial performance was out-of-scope, considering that the reporting of audited accounts was not required. Schools with secondary students have not had NCEA performance assessed in this report. We understand that later in 2019 the Ministry will provide you with a supplementary report for noting the NCEA student achievement (once school leaver results become available). Retention funding was included as part of the contract negotiations process, so was similarly out-of-scope from the 2018 assessment process. Therefore we make no overall assessments in our report.

In arriving at our 2018 assessment advice we have also provided further reflections. For schools with students in years 1-8, there are multiple student achievement performance standards by year group and subject area (using National Standards and/or Ngā Whanaketanga Rumaki Māori). In this regard, the 85% aspirational target in contracts has become a heavy and unreasonable burden on some sponsors as it

becomes more like a minimum standard than an aspirational target. Our view was the contract was too one dimensional in this regard, but we acknowledge that a review to fix the matter in 2018 would have imposed an unreasonable burden on sponsors so would not have been advisable. This is important context for you to understand when you consider our assessment advice.

We also reflected on a range of other limitations:

- the contracts omitted monitoring or assessment information for students in years 9 and 10;
- no ongoing tracking of students into employment or further education;
- the burden of administering schools through a contract framework;
- over-reliance on sponsor's self-reported data;
- our options to consider Crown intervention was no longer available as all contracts in 2018 were in the process of being ended; and
- contract overemphasis on achievement standards at the expense of data on learning progress.

In looking at the schools performance for 2018 we note that student performance is very complex to analyse. Quantitative data only makes sense when there is a clear feel for how a school is being run (not evident from the data alone). Availability of data meant that for schools with students in years 1-8 we were able to assess three performance areas. Two performance areas were assessed for others, where NCEA results for school leavers are awaited.

The table below, extracted from our report, summarises the assessment advice we have arrived at. Notwithstanding our reservations about the limitations of the assessment framework that applied, most of the schools demonstrated a satisfactory performance, with some obvious areas for improvement in achievement against National Standards/Ngā Whanaketanga Rumaki Māori. We ask you to note our advice so it can be reported publicly to ensure public accountability is maintained.

2018 Assessment Results for Charter Schools

Charter School	Years	Student Engagement	Priority Learners	Student Achievement		
				National Standards	Ngā Whanaketanga Rumaki Māori	NCEA results expected
The Rise UP Academy (R1)	1-8	✓	✓	✗		
South Auckland Middle School (R1)	7-10	✓	✓	✗		
Middle School West Auckland (R2)	7-10	●	✓	✗		
Te Kura Māori o Waatea (R2)	1-6	✓	✓	✗		
Te Kāpehu Whetū Teina (R2)	1-6	✓	✓		✗	
Te Kura Hourua O Whangarei Terenga Paraoa (R1)	7-13	✓	✓	✗		Yes
Vanguard Military School (R1)	11-13	●	✗			Yes
Pacific Advance Secondary School (R2)	11-13	✓	✓			Yes
Te Aratika Academy (R3)	11-13	✓	✓			Yes
Te Kōpuku High (R3)	7-10	✓	✓	✗	●	No
Te Rangihakahaka Centre for Science and Technology (R4)	1-10	✓	✓	●		No

Key: ✓ Satisfactory ● Almost satisfactory ✗ Not satisfactory
(R) refers to the contract framework that applies, eg (R1) is Round One

However, we note that the performance system and information available did not enable us to understand whether charter schools were effective at improving education outcomes for priority learners (and nor was it our role under the contract to consider such a matter).

It is our view that the charter school experience has been unprecedented in New Zealand and presents an opportunity from which we could all learn. The schools have had an effect on several hundred students from priority groups most of whom were Māori and Pacific Island students with a large percentage of boys. Further consideration is warranted, for example, to understand parent and community engagement in the light of the reported high levels of attendance and student engagement. In this context we recommend that a further evaluation is undertaken.

Such an evaluation should focus on student outcomes. It could be connected (where possible) to the extent to which the contract focused governance and management on what makes the most difference to student outcomes, the extent to which this was supported or hindered by the performance management regime, property provision, financial management requirements and flexibilities around staffing.

The chance for such an evaluation will probably not occur again and therefore it should not be missed in our view.

Please do not hesitate to call on us to clarify our advice or provide advice if you require. I will make myself available to meet with you should you require it.

On behalf of all of the members on the Advisory Group on Charter Schools, I would sincerely like to thank you for the opportunity to serve you and undertake this role. It has been a challenging and rewarding experience.

Ngā mihi

A handwritten signature in black ink, appearing to read 'Bruce Adin', with a small dash at the end.

Bruce Adin
Chair
Advisory Group on Charter Schools

Advisory Group on Charter Schools

Report to the Minister of Education

On

Charter Schools' 2018 Performance

March 2019

Advisory Group on Charter Schools

This report provides the independent advice of the Advisory Group on Charter Schools to the Minister of Education on 2018 charter school performance. The Advisory Group provides advice to the Minister of Education in accordance with its appointment and terms of reference. The Ministry of Education provided the Advisory Group with advice and secretariat support.

Advisory Group Members

Bruce Adin (Chair)
Bernardine Vester (Deputy Chair)
Murray Jack
Moe Milne
Jason Swann
Te Rau Kupenga

Disclaimer:

The views and opinions expressed are the independent views of the Advisory Group. They do not necessarily reflect the personal views of the individuals or have the endorsement of the Ministry of Education, the Minister of Education, the New Zealand Government or of any Minister, or indicate the New Zealand Government's commitment to a particular course of action. The Ministry of Education is responsible for its advice and the presentation of the sponsors' self-reported results.

Content

Purpose.....	4
Background.....	4
Scope.....	4
Advisory Group Reflections.....	5
2018 Assessment Results.....	6
School: The Rise UP Academy.....	8
School: South Auckland Middle School.....	12
School: Middle School West Auckland.....	16
School: Te Kura Māori o Waatea.....	20
School: Te Kāpehu Whetū (Teina).....	24
School: Te Kura Hourua O Whangarei Terenga Paraoa.....	28
School: Vanguard Military School.....	32
School: Pacific Advance Secondary School.....	34
School: Te Aratika Academy.....	36
School: Te Kōpuku High.....	38
School: Te Rangihakahaka Centre for Science and Technology.....	43
Appendix 1 Charter School Performance Assessment Approach.....	47
Appendix 2 2018 Charter Schools' Student Numbers by Ethnicity.....	53
Appendix 3 2018 Charter Schools' Student Numbers by Gender.....	54
Appendix 4 2018 Student achievement results for South Auckland Middle School (SAMS) and Middle School West Auckland (MSWA).....	55
Appendix 5 Detailed Analysis of Student Achievement against Ngā Whanaketanga Rumaki Māori and National Standards in 2018 – Dr Kane Meissel.....	56

Purpose

1. The role of the Advisory Group on Charter Schools (Advisory Group) was to provide the Minister of Education with advice on the educational performance of partnership schools kura hourua (charter schools). This is our second and last report. It provides you with our 'fast-tracked assessment' of 11 partnership schools kura hourua (charter schools) against the schools' contractual performance standards for the 2018 school year, based on all available information.
2. All contracts between the Crown and charter school sponsors ended at the end of 2018, and the schools have since reopened as either designated character or state integrated schools in the state system.
3. This will, therefore, be the final assessment report of all the charter schools that were operational.
4. The charter school model is no longer operational in 2019. This report serves to maintain public expectations of accountability and transparency for performance in 2018. You asked us to complete a 'fast-tracked assessment' based on all the readily available information up to the point of contract termination (METIS 1129228).

Background

5. Charter schools were first established in New Zealand in 2014, as a publicly funded model of schooling outside the state system with the aim of raising achievement for priority learners. By 2018, 11 charter schools were operating with a roll of around 1,441 students (see Appendix 2 and 3). Under the charter school model, sponsors were contracted by the Crown to meet agreed specified outcomes (performance standards) in return for bulk funding, other flexibilities and absolute discretion over how the school is managed.
6. A key feature of the charter school contract-for-outcomes model is that school is assessed against four performance standard areas, as set out in the contracts. These four performance standards were:
 - Student achievement
 - Student engagement
 - Targeting priority learners
 - Financial performance.
7. The reporting, audit, performance assessment and intervention mechanisms were all elements of the system that was designed to ensure that the performance standards were satisfactorily achieved.
8. This assessment process has considered the following information: sponsors' first, second and third quarter reports from 2018; and for schools with primary aged students' end of year student achievement data. As in the 2017 assessment process, progress data was analysed for primary schools (a detailed report is attached in Appendix 4 and 5).

Scope

9. The following performance information is assessed in this report:
 - Student engagement
 - Targeting priority learners
 - Student achievement (for schools with students in years 1 to 8 only).

Student achievement - NCEA

10. In regard to student achievement, the performance of schools with secondary age students is required to be assessed based on NCEA results. School leaver results are not available until August 2019. To supplement the fast-track process, the Ministry will complete a report on charter school NCEA results when they are available later this year.

Financial performance

11. Audited financial accounts were not available prior to contract termination taking effect. Financial performance has not been assessed in this report.
12. Sponsors reported their financial results against the performance standards up to the end of quarter three and were subject to the usual contract monitoring process by the Ministry over 2018.
13. In addition, we were advised that the finances of each school/sponsor were examined closely as part of the contract termination process. From May 2018 it was clear Government policy was committed to the removal of charter schools by the end of 2018. Financial sustainability of sponsors and schools was therefore considered by the Ministry in the context of terminating the contracts that year. We were not involved in the contract termination process.

1% retention funding

14. The process regarding the 1% retention payments was affected by the ending of the contracts and the closing of the charter schools. You have already discharged your contractual obligations in the context of reaching mutual termination agreements with all the 2018 charter schools. All sponsors whose funding was subject to retention were entitled to their 1% retention payments for 2018 as part of the Ministry-negotiated settlements.

Advisory Group Reflections

15. In our previous report on 2017 charter school performance, we provided our initial reflections about the charter school performance management system. We also shared our report with the Tomorrow's Schools Taskforce. As this is our last assessment report, and with the charter school model no longer operating in New Zealand we stand by our previous comments and offer some final reflections.
16. We have reflected on the appropriateness and achievability of the performance standards to ascertain the success or otherwise of the school, the reliability of the self-reporting regime, and the suitability of an outcomes-based purchasing model for schools.
17. We have found the performance standards to be too one dimensional. We were unable to be confident about the performance of a school and what material difference the school was making to student outcomes. Other important student outcome measures, such as cultural competence, wellbeing, engagement in learning were absent from the standards. Indeed, student engagement measures included in the performance management system are actually focused on measures of student disengagement.
18. While the intention of the model was to raise educational achievement for priority learners, we question whether the student achievement standards were realistic or appropriate. These standards were absolute targets based on the national targets for all schools. It is self-evident that for schools required to have a focus on priority learners such targets would likely be unrealistic. Had there been student achievement progress standards (alongside attainment results) we would have been able to more fully assess what difference the school is making over time, and whether progress was tracking at an acceptable pace, particularly where students enter the school with low levels of achievement.

In these situations, absolute attainment-based targets can create an unachievable challenge for sponsors.

19. Performance of students in Years 9 and 10 was not monitored or assessed. It was left out of the performance management system in 2012, as no system-level process was available. In our view, this created a significant gap in the performance management system.
20. Other opportunities to assess the performance of charter schools such as to track the proportion of school leavers engaged in employment or further education would have provided more meaningful insights about the impact of charter schools on life outcomes.
21. Having the schools operating through a contract framework was frequently attributed as a potential reason for inflexibility; because any material changes required both the Minister and the sponsor to agree.
22. The Crown's intervention framework provided limited opportunities to require improvements when school-level targets were not met.
23. In addition, relying on self-reported data without testing its reliability was a missed opportunity.
24. The charter school model was introduced with clear and ambitious aims to improve the outcomes of priority learners who had been not well served by the state system. Four years later, and with the charter school model of schooling in New Zealand now ended, we do not know to what extent the policy achieved its aims. Based on the data before us, we can see that many schools did not meet some of their contractual performance standards. The performance system and information available did not enable us to understand whether charter schools were effective at improving education outcomes for priority learners (and nor was it our role under the contract to consider such a matter). The assessment of school performance under the contracts cannot be used as evidence that charter schools were either effective or ineffective in terms of their impact on priority learners.
25. It is our view that the charter school experience has been unprecedented in New Zealand and presents an opportunity from which we could all learn. The schools have had an effect on several hundred students from priority groups most of whom were Māori and Pacific Island students with a large percentage of boys. Further consideration is warranted, for example, to understand parent and community engagement in the light of the reported high levels of attendance and student engagement. In this context we recommend that a further evaluation is undertaken. Such an evaluation should focus on student outcomes. It could be connected (where possible) to the extent to which the contract focused governance and management on what makes the most difference to student outcomes, the extent to which this was supported or hindered by the performance management regime, property provision, financial management requirements and flexibilities around staffing.

2018 Assessment Results

26. Where performance was not satisfactorily achieved, interventions could in theory be considered (if warranted). However in general, non-performance can be an effective catalyst for sponsors to remedy school performance. Intervention is irrelevant in the 2018 assessment process. This report functions more as a final record and does not present any opportunities for further action with the schools (contracts were all terminated in 2018; and no charter schools are continuing to operate in 2019).
27. Due to the availability of information for this report, for some schools we are able to assess three performance areas, and for those that are awaiting NCEA results, we can assess only two

performance areas. Overall assessments are not recommended in 2018 because they would serve no purpose with 1% retentions out of scope.

28. Table 1 below presents an overview of our assessments for each school for the performance areas that can be assessed. For a more detailed explanation of the charter school performance management system and the scope of the 2018 assessment see Appendix 1.
29. It is not appropriate to directly attribute these school-based results for 2018 to the new State schools that were established to replace the charter schools. This is an important point because people may wrongly assume the schools continue to be accountable under the charter school model when that is not the case. The replacement schools are governed by separate legal entities (Crown entities), and their performance will be monitored consistently to other state schools.
30. We encourage the charter school sponsors, insofar as they may continue to be involved with the replacement State schools, to build off their experience running charter schools to ensure that student achievement remains a paramount concern for the new schools, including opportunities to refine assessment and reporting to parents.

Table 1 2018 Assessment Results for Charter Schools

Charter School	Years	Student Engagement	Priority Learners	Student Achievement		
				National Standards	Ngā Whana-ketanga Rumaki Māori	NCEA results expected
The Rise UP Academy (R1)	1-8	✓	✓	✗		
South Auckland Middle School (R1)	7-10	✓	✓	✗		
Middle School West Auckland (R2)	7-10	●	✓	✗		
Te Kura Māori o Waatea (R2)	1-6	✓	✓	✗		
Te Kāpehu Whetū Teina (R2)	1-6	✓	✓		✗	
Te Kura Hourua O Whangarei Terenga Paraoa (R1)	7-13	✓	✓	✗		Yes
Vanguard Military School (R1)	11-13	●	✗			Yes
Pacific Advance Secondary School (R2)	11-13	✓	✓			Yes
Te Aratika Academy (R3)	11-13	✓	✓			Yes
Te Kōpuku High (R3)	7-10	✓	✓	✗	●	No
Te Rangihakahaka Centre for Science and Technology (R4)	1-10	✓	✓	●		No

Key: ✓ Satisfactory ● Almost satisfactory ✗ Not satisfactory
(R) refers to the contract framework that applies, eg (R1) is Round One

31. We are advised that the Ministry and Villa Education Trust (the sponsor) have jointly prepared a supplementary report on student achievement progress for its two charter schools (South Auckland Middle School and Middle School West Auckland). The supplementary report is a detailed examination of learning progress over 2016 to 2018 in Reading and Mathematics, including Years 9 and 10. It is not directly relevant to the assessment of student achievement performance standards that applied under the contracts. We are advised that the report will be presented to you by the Ministry.

School: The Rise UP Academy

Sponsor: Rise UP Trust

Type: Full Primary

Opened: 2014 (Round One)

Location: Mangere East, Auckland

32. The Rise UP Academy was located in Mangere East, South Auckland and operated by the Rise UP Trust. This was a co-educational primary school that catered to students in Years 1 to 8.
33. The sponsor aimed to "connect hearts and minds through whānau and communities learning together, growing sharp minds, strong bodies and good hearts". The sponsor's objectives were to provide effective governance, excellent teaching and learning and to build whānau engagement and successful Rise UP students.
34. The Rise UP Academy provided religious instruction to students during school hours. This took the form of Christian daily devotions. Bible stories and verses were an integral part of the context for classroom learning.
35. At 1 July 2018, it had a roll of 99 students, as shown in Table 2. At the end of quarter three reporting, the sponsor reported that they had 100 students enrolled. The roll had remained similar to 2017, when at 1 July the roll was 101 students.

Table 2 The Rise UP Academy School Roll by Year Level

Year Level	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Total
Number of Students	12	17	13	12	14	8	13	10	99

Source: July School Rolls, Education Counts

36. The sponsor reported that 100% of the curriculum was taught by registered teachers with current practising certificates or holders of a Limited Authority to Teach (LAT), which was consistent with their contractual agreement of 100%.

Student Engagement

37. The Rise UP Academy met eight of their nine student engagement performance standards by the end of Q3, 2018, as shown in Table 3. They did not meet their performance standard for stand-downs for students in Years 1 to 6.
38. The sponsor reported:
 - 22 days of unjustified absences for Years 1 to 6 (the performance limit was 103 days)
 - 5 days of unjustified absences for Years 7 to 8 (the performance limit was 86 days)
 - 1 stand-down for Years 1 to 6 (the performance limit was 0 for Years 1 to 6 and 1 for Years 7 to 8)
 - 0 suspensions (the performance limit was 0 for Years 1 to 6 and 1 for Years 7 to 8)
 - 0 exclusions (the performance limit was 0 for both Years 1 to 6 and Years 7 to 8).

Table 3 The Rise UP Academy Student Engagement Performance

Year Level	Unjustified Absences			Stand-Downs, Suspensions, Exclusions					School Culture
	2018 Result	2018 Standard	2017 Result		Year Level	2018 Result	2018 Standard	2017 Result	
Year 1-6	22	103	36	Stand-downs	Year 1-6	1	0	0	Wellbeing@ School Survey completed
					Year 7-8	0	1	0	
				Suspensions	Year 1-6	0	0	0	
					Year 7-8	0	1	0	
Year 7-8	5	86	10	Exclusions	Year 1-6	0	0	0	
					Year 7-8	0	0	0	

Source: Sponsor's quarter three/year-end report

39. The Wellbeing@School Survey was conducted in October 2018. The school reported that “the well-being survey goals for 2018 [are to] improve pro-social student culture & student’s social strategies, and [to] reduce the number of students who experience aggressive behaviour”.

Advisory Group Assessment

Student engagement performance: *satisfactory*

Overall the school met or exceeded eight out of nine performance standards and did not meet one by a margin of one.

Priority Learners

40. The Rise UP Academy exceeded the performance standard for having a student roll comprised of 75% or more priority learners. The sponsor reported that 100% of the students were from one or more of the priority learner groups, which was the same as their 2017 performance result.

Advisory Group Assessment

Enrolment of priority learners: *satisfactory*

The school exceeded the required standard by a significant margin.

Student Achievement

41. The New Zealand Curriculum formed the basis of the education curriculum provided at the Rise UP Academy. There was a particular emphasis on building critical thinking skills, problem-solving and inquiry learning across the school’s curriculum. We are advised that most children took part in a voluntary afterschool programme. During this programme, the children had opportunities to take part in further sporting and cultural activities.
42. Of the 100 students enrolled, the sponsor reported National Standards achievement data for 92 students in Reading, Writing and Mathematics. The school noted that this minor discrepancy to the total number related to students “who have been at a school for less than 40 weeks, students withdrawn or newly enrolled students who enrolled towards the end of the year”.
43. The Rise UP Academy’s student achievement performance standard against National Standards increased incrementally each year to the standard of 85% since 2017, from a starting point of between 56.6% and 78% in 2014. 2018 is the second year where standards have been set at 85%.

44. The school's 2018 student achievement results are provided in Table 4, with comparisons against the 2016 national decile 1 to 3 average results, national average results and the school's 2017 and 2016 student achievement results.
45. Reported results showed that the school did not meet eighteen of its twenty-four performance standards for Reading, Writing and Mathematics, except for Year 8 Reading (exceeded), Years 6 and 8 Writing (exceeded) and Years 2, 3 and 8 Mathematics (almost met).
46. The school's 2018 total results showed a slight decline from their 2017 total results. However, total results across the three subjects showed the Rise UP Academy achieving well above the 2016 decile 1 to 3 schools' average totals. Their Writing total result of 74% was above the 2016 national average total of 71%.
47. While there were no performance measures to demonstrate progress in their contracts, a further detailed analysis of the school's National Standards data between quarters one and four in 2018 was conducted by Dr Kane Meissel. This showed slightly accelerated learning in Mathematics, but no significant improvement in Reading and Writing across all year groups within the year (see Appendix 5, p59-60).
48. Since 2017, the school started using the Progress and Consistency Tool (PaCT) to support greater accuracy and consistency in overall teacher judgements. At some year levels, we advise caution in forming individual year-level assessments due to small numbers. For example, a difference of one student is enough to change the result significantly.

Table 4 The Rise UP Academy Student Achievement at/above National Standards

Subject	Year Level	2018 Result	2018 – 2017 Attainment	Q1/Q4 2018 Progress	2016 Decile 1-3 Average	2016 National Average	2017 Result	2016 Result
Reading	Year 1	50% (7/14)	▲	-	46%	62%	40%	79%
	Year 2	55% (6/11)	▼		63%	77%	76%	70%
	Year 3	75% (9/12)	▲		70%	81%	56%	88%
	Year 4	73% (8/11)	▼		74%	84%	77%	91%
	Year 5	77% (10/13)	▲		70%	81%	75%	92%
	Year 6	67% (6/9)	▼		74%	84%	85%	92%
	Year 7	75% (9/12)	▼		63%	75%	100%	100%
	Year 8	90% (9/10)	▲		65%	78%	86%	80%
	Total	70% (64/92)	▼		N/A	66%	78%	73%
Writing	Year 1	64% (9/14)	▲	-	61%	73%	53%	86%
	Year 2	73% (8/11)	▲		62%	73%	71%	80%
	Year 3	67% (8/12)	▲		59%	71%	56%	88%
	Year 4	73% (8/11)	▼		61%	73%	77%	82%
	Year 5	69% (9/13)	▲		57%	70%	67%	92%
	Year 6	89% (8/9)	▲		61%	73%	69%	92%
	Year 7	75% (9/12)	▼		54%	65%	82%	83%
	Year 8	90% (9/10)	▲		56%	69%	86%	60%
	Total	74% (68/92)	▲		N/A	59%	71%	69%
Mathematics	Year 1	64% (9/14)	▼	▲	75%	84%	80%	86%
	Year 2	82% (9/11)	-		66%	78%	82%	90%
	Year 3	83% (10/12)	▲		59%	73%	56%	75%
	Year 4	55% (6/11)	▼		65%	77%	92%	82%
	Year 5	77% (10/13)	▼		61%	74%	83%	85%
	Year 6	78% (7/9)	▼		65%	77%	92%	92%
	Year 7	75% (9/12)	▼		53%	68%	100%	83%
	Year 8	80% (8/10)	▼		56%	71%	86%	80%
	Total	74% (68/92)	▼		N/A	63%	75%	85%
All Subjects	Total	73%					76%	

Source: Sponsor's quarter three/year-end report and Ministry of Education

Note: 1. In the column of 2018 Result, for instance, 7/14 refers to the number of students who achieved at/above performance divided by the total number of students. 2. In the column of 2018 - 2017 Attainment, ▼ represents a decline, ▲ represents an increase and - represents remaining unchanged.

Advisory Group Assessment

Student achievement overall performance against National Standards: not satisfactory

While their results across most year levels had not met the 2018 contracted performance standards, their total results were higher than the 2016 decile 1 to 3 average. The stronger results for their Year 8 students across three subjects indicated the school was supporting these students to be in a good position as they transitioned onto secondary school. We also noted that most results for Writing had improved from 2017.

Overall (Total) attainment results declined in 2018 to 73%, from 76% overall in 2017.

Slightly accelerated learning in Mathematics was indicated through further detailed analysis.

Considering the results across all subjects and year levels, we assessed the Rise UP Academy performance as 'not satisfactory' for student achievement overall.

We expect the sponsor would have been able to address specific areas of student achievement non-performance had the charter school continued in 2019.

School: South Auckland Middle School **Sponsor:** Villa Education Trust

Type: Restricted Composite

Opened: 2014 (Round One)

Location: Wattle Downs, South Auckland

49. South Auckland Middle School was located in Wattle Downs, South Auckland and operated by Villa Education Trust. This was a co-educational middle school catering to Year 7 to 10 students.
50. We understand the school operated an individualised education approach with a strong emphasis on thinking skills and understanding so students focus on how they think and learn, with collaboration and cooperation amongst students, families, whānau and the wider community. In addition, the sponsor sought to build students' personal character through applied Christian values.
51. At 1 July 2018, it had a roll of 180 students, as shown in Table 5. The sponsor reported a roll of 177 at the end of Q3 reporting. The roll had remained the same as at 1 July; the roll was 180 students.

Table 5 South Auckland Middle School Roll by Year Level

Year Level	Year 7	Year 8	Year 9	Year 10	Total
Number of Students	45	45	45	45	180

Source: July School Rolls, Education Counts

52. The sponsor reported that 87% of the curriculum was taught by registered teachers with current practising certificates or holders of a Limited Authority to Teach (LAT). This complied with their contractual agreement of a minimum standard of 80%.
53. Villa Education Trust also operated another charter school, Middle School West Auckland in Henderson and a private school, Mt Hobson Middle School in Remuera, Auckland. The Chair of the Advisory Group met with the sponsor's representative in November 2018 to discuss reviews into the 2017 assessment decisions.

Student Engagement

54. South Auckland Middle School met four of the five student engagement performance standards by the end of Q3, 2018, as shown in Table 6. It did not meet the standard for stand-downs.
55. The sponsor reported:
- 151 days of unjustified absences (the performance limit was 716 days)
 - 5 stand-downs (the performance limit was 4)
 - 1 suspension (the performance limit was 1)
 - 0 exclusions (the performance limit was 1).

Table 6 South Auckland Middle School Student Engagement Performance

<i>Unjustified Absences</i>			<i>Stand-Downs, Suspensions, Exclusions</i>				School Culture
2018 Result	2018 Standard	2017 Result		2018 Result	2018 Standard	2017 Result	
151	716	149	Stand-downs	5	4	6	Wellbeing@School Survey completed
			Suspensions	1	1	2	
			Exclusions	0	1	1	

Source: Sponsor's quarter three/year-end report

56. In response to the stand-downs and suspensions, the sponsor advised that “We investigated fully and used appropriate means to determine what needed to be done in each situation of a stand-down or suspension.”
57. The Wellbeing@School Survey was conducted in May 2018. The sponsor commented that “Our main longer-term goals are [to] use Etap as a tool to effectively record and report on student behavioural and guidance issues, ensure all staff are competent using Etap for recording and reporting purposes, continue to develop clear systems for communicating student welfare in the school, continue to make connections with external education and community support networks/teams to promote the wellbeing of the students”.

Advisory Group Assessment

Student engagement performance: *satisfactory*

Overall the school met or exceeded four out of five performance standards and did not meet one by a margin of one.

Priority Learners

58. South Auckland Middle School exceeded the performance standard for having a student roll comprised of 75% or more priority learners. The sponsor reported that 97% of the students were from one or more of the priority learner groups. This was higher than the previous year (93% in 2017).

Advisory Group Assessment

Enrolment of priority learners' performance: *satisfactory*

The school exceeded the required standard by a significant margin.

Student Achievement

59. We are advised that the school used an Integrated Project Based Curriculum that encompassed the essential learning areas of the New Zealand Curriculum. The school focused on core curriculum learning in the mornings and opportunities the full breadth of the curriculum in the afternoons.
60. No Writing results were provided to the Ministry.
61. The sponsor reported that they used e-asTTle to keep track of student progress on numeracy and literacy, and also collected significant student writing samples for monitoring student progress. As agreed with the Ministry, the sponsor submitted the school's Reading and Mathematics student achievement results in an e-asTTle format for Years 7 to 10. The Reading and Mathematics results required more detailed analysis (this analysis is available in Appendix 4 and 5), so that it could be assessed against the school's contracted performance standards. This analysis was undertaken by Dr Kane Meissel of Auckland University.
62. We are advised that the Ministry and the sponsor have jointly prepared a supplementary report on student achievement progress over 2016 and 2018 in Reading and Mathematics. The supplementary report is a detailed examination of student progress; but it is not directly relevant to the assessment of student achievement performance standards that applied under the contract.
63. The school's student achievement performance standards for Years 7 and 8 increased incrementally each year from a starting point of between 50.8% and 61.6% in 2014 to 85% for all subjects since 2017. 2018 is the second year where standards have been set at 85%.

64. National Standards' results are provided in Table 7, with comparisons against the 2016 national decile 1 to 3 average results, national average results and the school's 2017 and 2016 student achievement results. The notional results for Years 9 and 10 are presented for context, as National Standards did not extend to those year levels.

Table 7 South Auckland Middle School Student Achievement at/above National Standards

Subject	Year Level	2018 Result	2018-2017 Attainment	Q1/Q4 2018 Progress	2016 Decile 1-3 Average	2016 National Average	2017 Result	2016 Result
Reading	Year 7	68% (26/38)	-		63%	75%	68%	41%
	Year 8	79% (34/43)	▲	▲	65%	78%	64%	53%
	Year 9	87% (34/39)	N/A	N/A	N/A	N/A	N/A	N/A
	Year 10	76% (25/33)	N/A	N/A	N/A	N/A	N/A	NA
	Year 7 & 8 Subtotal	74% (60/81)	N/A	N/A	64%	77%	66%	46%
	Total	78% (119/153)	N/A	N/A	N/A	N/A	N/A	N/A
Mathematics	Year 7	97% (34/35)	▲	▲	53%	68%	59%	55%
	Year 8	50% (20/40)	▲	▲	56%	71%	46%	57%
	Year 9	60% (25/42)	N/A	N/A	N/A	N/A	N/A	N/A
	Year 10	39% (14/36)	N/A	N/A	N/A	N/A	N/A	N/A
	Year 7 & 8 Subtotal	72% (54/75)	N/A	N/A	55%	69%	52%	55%
	Total	61% (93/153)	N/A	N/A	N/A	N/A	N/A	N/A
Writing	Year 7	Not reported	N/A	N/A	54%	65%	64%	48%
	Year 8	Not reported	N/A	N/A	55%	67%	55%	63%
	Year 9	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Year 10	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Year 7 & 8 Subtotal	N/A	N/A	N/A	55%	67%	59%	54%
	Total	N/A	N/A	N/A	N/A	N/A	N/A	N/A

Source: Sponsor's quarter three/year-end report and Ministry of Education

Note: 1. In the column of 2018 Result, for instance, 38/56 refers to the number of students who achieved at/above performance divided by the total number of students for year level and subject area. 2. In the column of 2018 - 2017 Attainment, ▼ represents a decline, ▲ represents an increase and — represents remaining unchanged.

65. Results in Reading for Years 7 and 8 were below the performance standards. The result in Mathematics for Year 7 students exceeded the performance standard, the 2016 decile 1 to 3 school's average and the 2016 national average.
66. Overall (Subtotal) results for Years 7 and 8 across two subject areas showed the school achieving above the 2016 Decile 1 to 3 average for Reading. Mathematics results were above the 2016 decile 1 to 3 schools' average and the 2016 national average.
67. Comparing South Auckland Middle School 2018 attainment results with the previous year showed some improvements in Reading and Mathematics for Years 7 and 8.
68. While there were no performance measures to demonstrate progress in their contract, an analysis of the school's National Standards data between quarters one and four in 2018 was conducted. It showed significant improvements in Mathematics and a slight improvement in Reading for Years 7 and 8 within the year (see Appendix 5, p61-62). Analysis can show that while students may not achieve the attainment-based measure (i.e. 85%), they may be making accelerated learning progress based on their starting position.

Advisory Group Assessment

Student achievement overall performance against National Standards: **not satisfactory**

Overall the school did not meet three out of four performance standards, and it exceeded one. Two areas were not assessed due to non-reporting.

We note areas of significant improvement in the 2018 results compared to 2017. The subtotal results for Reading were higher than the 2016 decile 1 to 3 averages; for Mathematics they were above the 2016 decile 1 to 3 schools' average and national average.

Significantly accelerated learning in Mathematics and a slight improvement in Reading was indicated through further detailed analysis.

2018 is the first time student achievement performance has been considered at Years 9 and 10. No standards apply for performance in those areas. The cooperation of the sponsor in developing this analysis is noteworthy and has provided a welcome indication of performance at those year levels. The sponsor's commitment to developing effective assessment practice including the feedback of non-performance areas to help guide teaching practice was particularly encouraging.

There are some encouraging results. However, we are bound to recommend a 'not satisfactory' overall assessment for student achievement performance based on the standards that applied.

We expect the sponsor would have been able to address specific areas of student achievement non-performance had the charter school continued in 2019.

School: Middle School West Auckland Sponsor: Villa Education Trust

Type: Restricted Composite

Opened: 2015 (Round Two)

Location: Henderson, West Auckland

69. Middle School West Auckland was located across two sites in Henderson, West Auckland and operated by Villa Education Trust. This was a co-educational middle school for students in Years 7 to 10. The school's largest campus was at Lincoln Road used by three villas and the school's te reo Māori bilingual unit was at Waipareira Road used by one villa.
70. We understand the school operated using an individualised education approach with a strong emphasis on thinking skills, collaboration and cooperation amongst students, families, whānau and the wider community, and students and building personal character through applied Christian values.
71. At 1 July 2018, it had a roll of 198 students, as shown in Table 8. The sponsor reported a roll of 194 at the end of Q3 reporting. The roll had increased as at 1 July; the roll was 188 students.

Table 8 Middle School West Auckland School Roll by Year Level

Year Level	Year 7	Year 8	Year 9	Year 10	Total
Number of Students	44	52	51	51	198

Source: July School Rolls, Education Counts

72. The sponsor reported that 94% of the curriculum was taught by registered teachers with current practising certificates or holders of a Limited Authority to Teach (LAT). This complied with their contracted agreement of a minimum standard of 80%.
73. Villa Education Trust also operated another charter school, South Auckland Middle School in Wattle Downs and a private school, Mt Hobson Middle School in Remuera, Auckland. The Chair of the Advisory Group met with the sponsor's representative in November 2018 to discuss reviews into the 2017 assessment decisions.

Student Engagement

74. Middle School West Auckland met three of the five student engagement performance standards for up to the end of Q3, 2018, as shown in Table 9. It did not meet the performance standards for stand-downs and suspensions by a significant margin.
75. The sponsor reported:
- 498 days of unjustified absences (the performance limit was 777 days)
 - 24 stand-downs (the performance limit was 4)
 - 10 suspensions (the performance limit was 1)
 - 1 exclusion (the performance limit was 1).

Table 9 Middle School West Auckland Student Engagement Performance

<i>Unjustified Absences</i>			<i>Stand-Downs, Suspensions, Exclusions</i>				<i>School Culture</i>
2018 Result	2018 Standard	2017 Result		2018 Result	2018 Standard	2017 Result	
498	777	415	Stand-downs	24	4	9	Wellbeing@ School Survey completed
			Suspensions	10	1	10	
			Exclusions	1	1	2	

Source: Sponsor's quarter three/year-end report

76. The sponsor commented on their student engagement results that "We took all reasonable measures for incidents that occurred and then decided what discipline steps needed to be taken".
77. The sponsor reported that the Wellbeing@School Survey was completed in September 2018. The sponsor stated that the key outcomes of the survey were to "build a positive schoolwide climate, develop a bullying prevention action plan and systematise recording of measurable behaviour data."

Advisory Group Assessment

Student engagement performance: almost satisfactory

The school met or exceeded three out of five performance standards and did not meet two by large margins.

Priority Learners

78. Middle School West Auckland exceeded the performance standard for having a student roll comprised of 75% or more priority learners. The sponsor reported that an average of 90% of students was from one or more of the priority learner groups. This was higher than the previous year's result (86% in 2017).

Advisory Group Assessment

Enrolment of priority learners' performance: satisfactory

The school exceeded the required standard by a significant margin.

Student Achievement

79. We are advised that the school used an Integrated Project Based Curriculum that encompassed the essential learning areas of the New Zealand Curriculum.
80. No Writing results were provided to the Ministry.
81. The sponsor reported that they used e-asTTle to keep track of student progress on numeracy and literacy, and also collected significant student writing samples for monitoring student progress. As agreed with the Ministry, the sponsor submitted the school's Reading and Mathematics student achievement results in an e-asTTle format for Years 7 to 10. The Reading and Mathematics results required more detailed analysis (this analysis is available in Appendix 4 and 5), so that it could be assessed against the school's contracted performance standards. This analysis was undertaken by Dr Kane Meissel of Auckland University.
82. We are advised that the Ministry and the sponsor have jointly prepared a supplementary report on student achievement progress over 2016 and 2018 in Reading and Mathematics. The supplementary report is a detailed examination of student progress; but it is not directly relevant to the assessment of student achievement performance standards that applied under the contract. The report is not considered in our assessment result.

83. The school's student achievement performance standards for Years 7 and 8 had increased incrementally each year from between 50.7% and 61.6% in 2015 to 85% for all subjects from 2017. 2018 is the second year where standards have been set at 85%.
84. National Standards' results are provided in Table 10, with comparisons against the 2016 national decile 1 to 3 average results, national average results and the school's 2017 and 2016 student achievement results. The notional results for Years 9 and 10 are presented for context, as National Standards did not extend to those year levels.

Table 10 Middle School West Auckland Student Achievement at/above National Standards

Subject	Year Level	2018 Result	2018-2017 Attainment	Q1/Q4 2018 Progress	2016 Decile 1-3 Average	2016 National Average	2017 Result	2016 Result
Reading	Year 7	36% (12/33)	▼	▼	63%	75%	39%	37%
	Year 8	46% (22/48)	▼	▼	65%	78%	56%	38%
	Year 9	88% (36/41)	N/A	N/A	N/A	N/A	N/A	N/A
	Year 10	66% (25/38)	N/A	N/A	N/A	N/A	N/A	NA
	Year 7 & 8 Subtotal	42% (34/81)	N/A	N/A	64%	77%	46%	37%
	Total	59% (95/160)	N/A	N/A	N/A	N/A	N/A	N/A
Mathematics	Year 7	88% (30/34)	▲	▲	53%	68%	50%	42%
	Year 8	46% (21/46)	▲	▲	56%	71%	40%	56%
	Year 9	43% (17/40)	N/A	N/A	N/A	N/A	N/A	N/A
	Year 10	29% (10/34)	N/A	N/A	N/A	N/A	N/A	N/A
	Year 7 & 8 Subtotal	64% (51/80)	N/A	N/A	55%	69%	45%	49%
	Total	51% (78/154)	N/A	N/A	N/A	N/A	N/A	N/A
Writing	Year 7	Not reported	N/A	N/A	54%	65%	33%	21%
	Year 8	Not reported	N/A	N/A	56%	69%	40%	34%
	Year 9	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Year 10	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Year 7 & 8 Subtotal	N/A	N/A	N/A	55%	67%	36%	27%
	Total	N/A	N/A	N/A	N/A	N/A	N/A	N/A

Source: Sponsor's quarter three/year-end report and Ministry of Education
 Note: 1. In the column of 2018 Result, for instance, 12/33 refers to the number of students who achieved at/above performance divided by the total number of students for year level and subject area. 2. In the column of 2018 – 2017 Attainment, ▼ represents a decline, ▲ represents an increase and — represents remaining unchanged.

85. Results in Reading Years 7 and 8 were well below the performance standards and the 2016 decile 1 to 3 schools' averages. The result in Mathematics for Year 7 students exceeded the performance standard and the 2016 national average.
86. Overall (Subtotal) result for Years 7 and 8 across two subject areas showed the school achieving above the 2016 Decile 1 to 3 average for Mathematics. Reading results were below the 2016 Decile 1 to 3 schools' average and the 2016 national average.
87. Comparing Middle School West Auckland's 2018 attainment results with the previous year showed some improvements in Mathematics for Years 7 and 8, but not in Reading for Years 7 and 8.
88. While there were no performance measures to demonstrate progress in their contract, an analysis of the school's National Standards data between quarters one and four in 2018 was conducted. It showed slight improvements in Mathematics, but some declines in Reading for Years 7 and 8 within the year (see Appendix 5, page 62-63). Analysis can show that while students may not achieve the

attainment-based measure (i.e. 85%), they may be making accelerated learning progress based on their starting position.

Advisory Group Assessment

Student achievement overall performance against National Standards: not satisfactory

Overall the school did not meet three out of four performance standards, and it exceeded one. Two areas were not assessed due to non-reporting.

We note areas of improvement in the 2018 results compared to 2017. The subtotal result for Mathematics was higher than the 2016 decile 1 to 3 averages.

Slightly accelerated learning in Mathematics was indicated through further detailed analysis.

2018 is the first time student achievement performance has been considered at Years 9 and 10. No standards apply for performance in those areas. The cooperation of the sponsor in developing this analysis is noteworthy and has provided a welcome indication of performance at those year levels. The sponsor's commitment to developing effective assessment practice including the feedback of non-performance areas to help guide teaching practice was particularly encouraging.

We are bound to recommend a 'not satisfactory' overall assessment for student achievement performance based on the standards that applied.

We expect the sponsor would have been able to address specific areas of student achievement non-performance had the charter school continued in 2019.

School: Te Kura Māori o Waatea

Sponsor: Manukau Urban Māori Authority

Type: Full Primary

Opened: 2015 (Round Two)

Location: Mangere, South Auckland

89. Te Kura Māori o Waatea was located in Mangere, South Auckland and operated by Manukau Urban Māori Authority (MUMA). The school was based at Ngā Whare Waatea Marae. The sponsor also operated Waatea Playgroup and Waatea Early Childhood Centre that provided the entry points for educational pathway learning at Waatea.
90. The sponsor's vision was to foster in students and whānau a love of learning through a culturally enriched, safe and whānau-centric learning environment. The sponsor's aim was for students to become well-rounded, socially adept and culturally aware graduates capable of participating in two worlds – te ao Māori me te ao Pākehā.
91. At 1 July 2018, it had a roll of 93 students, as shown in Table 11. 2018 was the first year the school enrolled students in Year 7. The sponsor reported a roll of 105 at the end of Q3. There was an increase from 2017, when at 1 July the roll was 79 students.

Table 11 Te Kura Māori o Waatea School Roll by Year Level

Year Level	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Total
Number of Students	30	15	14	10	7	9	8	93

Source: July School Rolls, Education Counts

92. The sponsor reported that 100% of the curriculum was taught by registered teachers with current practising certificates or holders of a Limited Authority to Teach (LAT). This complied with their contractual agreement of 100%.

Student Engagement

93. Te Kura Māori o Waatea exceeded all five student engagement performance standards for 2018, as shown in Table 12.
94. The sponsor reported that:
- 35 days of unjustified absence (the performance limit was 420 days)
 - 1 stand-down (the performance limit was 2)
 - 0 suspensions (the performance limit was 1)
 - 0 exclusions (the performance limit was 1).

Table 12 Te Kura Māori o Waatea Student Engagement Performance

Unjustified Absences			Stand-Downs, Suspensions, Exclusions				School Culture
2018 Result	2018 Standard	2017 Result		2018 Result	2018 Standard	2017 Result	
35	420	1	Stand-downs	1	2	1	Wellbeing@ School Survey completed
			Suspensions	0	1	0	
			Exclusions	0	1	0	

Source: Sponsor's quarter three/year-end report

95. The school reported that the Wellbeing@School Survey had been completed in August 2018.
96. The sponsor summarised that the key finding of the survey was “for teachers to develop a greater understanding of managing in class and out of class student behaviour, and to develop significant relationships with students and their parents; a student centred learning environment needs to be embedded in the school”.

Advisory Group Assessment

Student engagement performance: *satisfactory*

Overall the school exceeded all five performance standards.

Priority Learners

97. Te Kura Māori o Waatea exceeded the performance standard for having a student roll comprised of 75% or more priority learners. The sponsor reported that 100% of the students were from one or more of the priority learner groups, which was the same as the 2017 result.

Advisory Group Assessment

Enrolment of priority learners’ performance: *satisfactory*

The school exceeded the required standard by a significant margin.

Student Achievement

98. Waatea was an English medium, bilingual primary school. Its curriculum was founded on Kaupapa Māori principles, and aligned to the New Zealand Curriculum.
99. The sponsor reported National Standards achievement data for 104 students. The school’s student achievement performance standards had increased incrementally each year from between 50.8% and 78% in 2015 to 85% for all subjects from 2017. 2018 is the second year where standards have been set at 85%.
100. The sponsor reported 2018 results against Ngā Whanaketanga Rumaki Māori for Years 1 to 7. These results are provided in the table below, with comparisons against the 2016 national decile 1 to 3 average results, national average results and the school’s 2017 and 2016 student achievement results.

Table 13 Te Kura Māori o Waatea Student Achievement at/above National Standards

Subject	Year Level	2018 Result	2018-2017 Attainment	Q1/Q4 2018 Progress	2016 Decile 1-3 Average	2016 National Average	2017 Result	2016 Result
Reading	Year 1	64% (14/22)	▼		46%	62%	88%	67%
	Year 2	50% (6/12)	▼		63%	77%	74%	100%
	Year 3	38% (8/21)	▼		70%	81%	68%	55%
	Year 4	80% (16/20)	▲	▲	74%	84%	67%	62%
	Year 5	92% (12/13)	▲		70%	81%	64%	90%
	Year 6	63% (5/8)	▼		74%	84%	75%	N/A
	Year 7	88% (7/8)	N/A		63%	75%	N/A	N/A
	Total	65% (68/104)	▼	N/A	66%	78%	75%	74%
Writing	Year 1	77% (17/22)	▼		61%	73%	88%	67%
	Year 2	67% (8/12)	▼		62%	73%	68%	100%
	Year 3	52% (11/21)	▼		59%	71%	58%	64%
	Year 4	65% (13/20)	▲	▲	61%	73%	56%	100%
	Year 5	62% (8/13)	▲		57%	70%	55%	100%
	Year 6	63% (5/8)	▼		61%	73%	75%	N/A
	Year 7	63% (5/8)	N/A		54%	65%	N/A	N/A
	Total	64% (67/104)	▼	N/A	60%	72%	69%	86%
Mathematics	Year 1	82% (18/22)	▼		75%	84%	96%	67%
	Year 2	83% (10/12)	▼		66%	78%	95%	100%
	Year 3	52% (11/21)	▼		59%	73%	84%	73%
	Year 4	60% (12/20)	▼	▲	65%	77%	100%	62%
	Year 5	92% (12/13)	▲		61%	74%	64%	80%
	Year 6	63% (5/8)	▼		65%	77%	75%	N/A
	Year 7	75% (6/8)	N/A		53%	68%	N/A	N/A
	Total	71% (74/104)	▼	N/A	65%	77%	88%	76%
All Subjects	Total	67%					77%	

Source: Sponsor's quarterly three/year-end report and Ministry of Education

Note: 1. In the column of 2018 Result, for instance, 14/22 refers to the number of students who achieved at/above performance divided by the total number of students. 2. In the column of 2018 - 2017 Attainment, ▼ represents a decline, ▲ represents an increase and — represents remaining unchanged.

101. Reported results showed that the school did not meet fifteen of its twenty-one performance standards for Reading, Writing and Mathematics, except for Years 7, 5 and 4 (almost met) in Reading and Years 5 (exceeded), 1 and 2 (almost met) in Mathematics.
102. The school's total results showed a significant decline from their 2017 total results. However, total results in Writing and Mathematics showed Te Kura Māori o Waatea achieving above the 2016 decile 1 to 3 schools' average totals, and almost for Reading.
103. Comparing the school's 2018 attainment results with the previous year showed declined performance with some year levels and three subject areas.
104. While there were no performance measures to demonstrate progress in their contract, further detailed analysis of the school's National Standards data between quarters one and four in 2018 was conducted by Dr Kane Meissel. This showed significantly accelerated learning in three subject areas, especially in Writing and Mathematics within the year (see Appendix 5, p64-65). Analysis can show that while students may not achieve the attainment-based measure (i.e. 85%), they may be making accelerated learning progress based on their starting position.
105. Since 2017, the school started using the Progress and Consistency Tool (PaCT) to support greater accuracy and consistency in overall teacher judgements. At some year levels, we advise caution in

forming individual year-level assessments due to small numbers. For example, a difference of one student is enough to change the result significantly.

Advisory Group Assessment

Student achievement overall performance against National Standards: not satisfactory

While the school results across most year levels did not meet the 2018 contracted performance standards, total results in Writing and Mathematics were higher than the 2016 decile 1 to 3 average totals, and were almost met for Reading.

Overall attainment results declined in 2018 to 67%, from 77% overall in 2017.

Significantly accelerated learning in Writing and Mathematics were indicated through further detailed analysis.

Considering the results across all subjects and year levels, we assessed Te Kura Māori o Waatea performance as 'not satisfactory' for student achievement overall.

We expect the sponsor would have been able to address specific areas of student achievement non-performance had the charter school continued in 2019.

School: Te Kāpehu Whetū (Teina)

Sponsor: He Puna Marama Trust

Type: Contributing Primary

Opened: 2015 (Round Two)

Location: Whangarei

106. Te Kāpehu Whetū (Teina) was located in Whangarei and operated by He Puna Marama Trust. This was a co-educational primary school for students in Years 1 to 6. It operated with a kaupapa Māori philosophy. The vision and direction of the school was focused on the three pou that formed the basis of the school's curriculum, management and governance. They were "Kia Māori, Kia Matau and Kia Rangatira" (Be Māori, Be Educated, Be Rangatira).

107. At 1 July 2018, it had a roll of 106 students, as shown in Table 14. The sponsor reported a roll of 101 at the end of Q3. The roll had a slight increase from 2017, when at 1 July the roll was 101 students.

Table 14 Te Kāpehu Whetū (Teina) School Roll by Year Level

Year Level	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Total
Number of Students	21	23	20	20	10	12	106

Source: July School Rolls, Education Counts

108. The sponsor reported that an average of 89% of the curriculum was taught by registered teachers with current practising certificates or holders of a Limited Authority to Teach (LAT). This complied with their contractual agreement of a minimum standard of 60%.

109. He Puna Marama also operated a composite charter school in Whangarei, Te Kura Hourua O Whangarei Terenga Paraoa. Many of the students from Te Kāpehu Whetū (Teina) continued on and transitioned into Te Kura Hourua O Whangarei Terenga Paraoa.

Student Engagement

110. Te Kāpehu Whetū (Teina) exceeded all five student engagement performance standards for up to the end of Q3, 2018, as shown in Table 15.

111. The sponsor reported:

- 4 days of unjustified absences (the performance limit was 144 days)
- 0 stand-downs (the performance limit was 0)
- 0 suspensions (the performance limit was 0)
- 0 exclusions (the performance limit was 0).

Table 15 Te Kāpehu Whetū (Teina) Student Engagement Performance

<i>Unjustified Absences</i>			<i>Stand-Downs, Suspensions, Exclusions</i>				<i>School Culture</i>
2018 Result	2018 Standard	2017 Result		2018 Result	2018 Standard	2017 Result	
4	144	0	Stand-downs	0	0	0	Wellbeing@School Survey completed
			Suspensions	0	0	0	
			Exclusions	0	0	0	

Source: Sponsor's quarter three/year-end report

112. The low rates of unjustified absences had become a hallmark of the Puna Marama Trust's management; intensive follow-up procedures were in place to determine the justification of all reported absences.
113. The sponsor reported that the Wellbeing@School Survey was completed in term three, 2018. The sponsor advised that the key finding of this survey was to affirm the school's expectations of aggressive student culture and implementation of student behaviour management practice.

Advisory Group Assessment

Student engagement performance: *satisfactory*

Overall the school exceeded all five performance standards.

Priority Learners

114. Te Kāpehu Whetū (Teina) exceeded the performance standard for having a student roll comprised of 75% or more priority learners. The sponsor reported that 100% of the students were from one or more of the priority learner groups, which was the same as the previous year.

Advisory Group Assessment

Enrolment of priority learners' performance: *satisfactory*

The school exceeded the required standard by a significant margin.

Student Achievement

115. We are advised that the school provided total immersion Māori education and the curriculum was based on Te Marautanga o Aotearoa. It had a strong focus on literacy and numeracy and opportunities for success across the breadth of the curriculum.
116. The sponsor reported Ngā Whanaketanga Rumaki Māori achievement data for 102 students. Their student achievement performance standard for Pānui, Tuhituhi, Kōrero, and Pāngarau increased incrementally each year from between 56.6% and 78% in 2015 to 85% from 2017. 2018 is the second year where standards have been set at 85%.
117. The sponsor reported 2018 results against Ngā Whanaketanga Rumaki Māori for Years 1 to 6. These results are provided in Table 16, with comparisons against the 2016 national decile 1 to 3 average results, national average results and the school's 2017 and 2016 student achievement results.
118. Reported results showed that the school did not meet thirteen of its twenty-four contracted performance standards for four subject areas. Results for Years 6 and 3 in Pānui, Years 2 in Tuhituhi, Years 2 and 5 in Kōrero and Years 1 and 6 in Pāngarau were well above the contracted performance standards. Results for all subject areas for Years 1 (except Pāngarau), 4 and 5 (except for Kōrero) were below the contracted standards.
119. Total results for Years 1 to 6 across the four subjects showed the school achieving above the 2016 decile 1 to 3 schools' average and national average, except for Pānui.

120. Comparing the school's 2018 attainment results with the previous year showed some declined performance for four subjects, particularly in Kōrero.
121. While there were no performance measures to demonstrate progress in their contract, an analysis of the school's Ngā Whanaketanga Rumaki Māori data between quarters one and four in 2018 was conducted by Dr Kane Meissel. It showed significant accelerated learning in Tuhituhi and Kōrero, but a decline in Pānui or Pāngarau within the year (see Appendix 5, pp. 66-67). Analysis can show that while students may not achieve the attainment-based measure (i.e. 85%), they may be making accelerated learning progress based on their starting position.

Table 16 Te Kāpehu Whetū (Teina) Student Achievement at/above Ngā Whanaketanga Rumaki Māori

Subject	Year Level	2018 Result	2018-2017 Attainment	Q1/Q4 2018 Progress	2016 Decile 1-3 Average	2016 National Average	2017 Result	2016 Result
Pānui	Year 1	36% (8/22)	▼	▼	56%	57%	71%	85%
	Year 2	74% (17/23)	▼		57%	58%	77%	67%
	Year 3	94% (15/16)	▲		71%	72%	68%	78%
	Year 4	47% (9/19)	▼		76%	77%	75%	36%
	Year 5	73% (8/11)	—		75%	76%	73%	78%
	Year 6	91% (10/11)	▲		70%	72%	82%	89%
	Total	66% (67/102)	▼	N/A	68%	69%	74%	72%
Tuhituhi	Year 1	32% (7/22)	▼	▲	52%	52%	71%	94%
	Year 2	87% (20/23)	▲		50%	50%	77%	67%
	Year 3	69% (11/16)	▲		57%	56%	37%	56%
	Year 4	32% (6/19)	▼		62%	64%	83%	64%
	Year 5	73% (8/11)	▼		62%	64%	64%	78%
	Year 6	82% (9/11)	▼		58%	60%	91%	78%
	Total	60% (61/102)	▼	N/A	57%	58%	69%	73%
Kōrero	Year 1	64% (14/22)	▼	▲	59%	59%	88%	85%
	Year 2	91% (21/23)	▼		55%	55%	96%	83%
	Year 3	50% (8/16)	▼		59%	60%	90%	89%
	Year 4	58% (11/19)	▼		62%	62%	92%	100%
	Year 5	91% (10/11)	▼		62%	61%	100%	89%
	Year 6	82% (9/11)	▼		63%	63%	91%	78%
	Total	72% (73/102)	▼	N/A	60%	60%	92%	87%
Pāngarau	Year 1	91% (20/22)	▼	▼	76%	78%	100%	97%
	Year 2	83% (19/23)	▼		72%	74%	100%	72%
	Year 3	81% (13/16)	▲		62%	64%	53%	78%
	Year 4	63% (12/19)	▼		61%	61%	83%	64%
	Year 5	45% (5/11)	▼		58%	57%	73%	78%
	Year 6	91% (10/11)	▲		57%	58%	82%	89%
	Total	77% (79/102)	▼	N/A	64%	65%	86%	80%
All Subjects	Total	69%					80%	

Source: Sponsor's quarter three/year-end report and Ministry of Education

Note: 1. In the column of 2018 Result, for instance, 8/22 refers to the number of students who achieved at/above performance divided by the total number of students for each year level and subject area. 2. In the column of 2018 - 2017 Attainment, ▼ represents a decline, ▲ represents an increase and — represents remaining unchanged.

Advisory Group Assessment

Student achievement overall performance against Ngā Whanaketanga Rumaki Māori: not satisfactory

The school results across most subjects and year levels did not meet the contracted performance standard of 85%.

Overall attainment results declined in 2018 to 69%, from 80% overall in 2017.

We noted that reported results for Years 3 and 6 in Pānui, Year 2 in Tuhituhi, Years 2 and 5 in Kōrero and Years 1 and 6 in Pāngarau were well above the contracted performance standards. We also noted that overall results across four subjects (except for Pānui) were higher than the 2016 decile 1 to 3 average and national average totals which were very positive.

Considering the results across all subjects and year levels, we assessed Te Kāpehu Whetū (Teina) student achievement performance as being 'not satisfactory' based on the contracted performance standards that applied.

We expect the sponsor would have been able to address specific areas of student achievement non-performance had the charter school continued in 2019.

**School: Te Kura Hourua O Whangarei
Terenga Paraoa**

Sponsor: He Puna Marama Charitable Trust

Type: Composite

Opened: 2014 (Round One)

Location: Whangarei

122. Te Kura Hourua O Whangarei Terenga Paraoa was located in Whangarei and operated by He Puna Marama Charitable Trust. This was a co-educational composite/secondary school catering to students in Years 7 to 13, which operated using a kaupapa Māori philosophy.
123. The sponsor aimed to operate the school within a kaupapa Māori philosophy that validated Māori culture and Māori worldviews; "delivered innovative akonga-centred education that provided progressive pedagogy, a constructivist approach and personalised learning; and worked in collaborative partnerships with whānau, local schools and tertiary institutions". The sponsor's intentions were for the school to be "a responsive, 21st-century learning organisation for akonga that has at its heart a Māori whakaaro."
124. Most students' whakapapa to Ngāpuhi and iwi within the Tai Tokerau region. Many of the students had family links to the A Company of the Māori Battalion whose history and traditions formed a key element in the culture of the school.
125. At 1 July 2018, it had a roll of 187 students, as shown in the table below. The sponsor reported a roll of 175 at the end of Q3, 2018. The roll had declined from 2017, when at 1 July the roll was 212 students.

Table 17 Te Kura Hourua O Whangarei Terenga Paraoa School Roll by Year Level

Year Level	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12	Year 13	Total
Number of Students	20	34	32	38	29	21	13	187

Source: July School Rolls, Education Counts

126. The sponsor reported that an average of 78% of the curriculum was taught by registered teachers with current practising certificates or holders of a Limited Authority to Teach (LAT). This complied with their contractual agreement of a minimum standard of 70%.

Student Engagement

127. Te Kura Hourua O Whangarei Terenga Paraoa met five of the six student engagement performance standards for up to the end of Q3, 2018, as shown in Table 18. It did not meet the performance standards for stand-downs.
128. The sponsor reported:
- 0 days of unjustified absences (the performance limit was 696 days)
 - 8 stand-downs (the performance limit was 4)
 - 0 suspensions (the performance limit was 1)
 - 0 exclusions (the performance limit was 1)
 - 0 expulsions (the performance limit was 0).

Table 18 Te Kura Hourua O Whangarei Terenga Paraoa Student Engagement Performance

Unjustified Absences			Stand-Downs, Suspensions, Exclusions, Expulsions				School Culture
2018 Result	2018 Standard	2017 Result		2018 Result	2018 Standard	2017 Result	
0	696	0	Stand-downs	8	4	11	
			Suspensions	0	1	4	
			Exclusions	0	1	0	
			Expulsions	0	0	0	

Source: Sponsor's quarter three/year-end report

129. The low rates of unjustified absences had become a hallmark of Puna Marama Trust's management, intensive follow-up procedures were in place to determine justification of all reported absences.
130. The school had more than double their performance standard (limit) for stand-downs, but results for unjustified absences, suspensions, exclusions and expulsions were nil, thereby meeting the standard.
131. The sponsor reported that the five stand-downs were for five individual students and three stand-downs for the same student by the end of the term 3. The sponsor stated that the school had exhausted all other alternatives for these students.
132. The sponsor reported that "Serious incidences warrant stand downs as a part of [the] behavioural management framework. We provide a robust restorative process which enables akonga and their whānau to engage with each other within a culturally safe environment."
133. The sponsor reported that the Wellbeing@School Survey was conducted in Term 3 2018.

Advisory Group Assessment

Student engagement performance: satisfactory

Overall the school met or exceeded five out of six performance standards and did not meet one by a margin of four instances.

Priority Learners

134. Te Kura Hourua O Whangarei Terenga Paraoa exceeded the performance standard for having a student roll comprised of 75% or more priority learners. The sponsor reported that 100% of the students were from one or more of the priority learner groups. The result was consistent with the previous year.

Advisory Group Assessment

Enrolment of priority learners' performance: satisfactory

The school exceeded the required standard by a significant margin.

Student Achievement

135. The school's curriculum was based on the New Zealand Curriculum and was underpinned by three pou, "Be Māori, Be Educated, Be Rangatira", which were woven throughout the programme. We are advised that the school's curriculum aimed to build a strong foundation in te reo Māori, English, mathematics, science, physical education and health, and life skills, such as financial literacy.
136. Te Kura Hourua O Whangarei Terenga Paraoa student achievement performance standards are assessed against National Standards and NCEA Levels.

National Standards

137. The school commenced enrolling Year 7 and 8 students in 2016. Student achievement performance standards of 85% for Years 7 and 8 against National Standards were set out in the contract for the first time in 2018.
138. The sponsor reported 2018 year-end student achievement results for 52 Year 7 and 8 students. These results are provided in Table 19, with comparisons against the 2016 national decile 1 to 3 average results and national average results. No contractual performance standards were set out for 2017 and 2016 student achievement performance results, which provide context, are also shown in the table below.

Table 19 Te Kura Hourua O Whangarei Terenga Paraoa Student Achievement at/above National Standards

Subject	Year Level	2018 Result	2018-2017 Attainment	Q1/Q4 2018 Progress	2016 Decile 1-3 Average	2016 National Average	2017 Result	2016 Result
Reading	Year 7	65% (13/20)	▼	▲	63%	75%	76%	68%
	Year 8	72% (23/32)	▲		65%	78%	68%	88%
	Total	69% (36/52)	▼	N/A	64%	77%	72%	78%
Writing	Year 7	50% (10/20)	▼	▲	54%	65%	64%	58%
	Year 8	47% (15/32)	▼		56%	69%	61%	88%
	Total	48% (25/52)	▼	N/A	55%	67%	62%	72%
Mathematics	Year 7	45% (9/20)	▼	▲	53%	68%	73%	11%
	Year 8	50% (16/32)	▼		56%	71%	68%	35%
	Total	48% (25/52)	▼	N/A	55%	69%	70%	22%
All Subjects	Total	55%					68%	

Source: Sponsor's quarter three/year-end report and Ministry of Education

Note: In the column of 2018 Result, for instance, 13/20 refers to the number of students who achieved at/above performance divided by the total number of students. 2. In the column of 2018 - 2017 Attainment, ▼ represents a decline and ▲ represents an increase

139. Reported results showed that the school did not meet the contracted performance standards for Years 7 and 8 for three subjects.
140. Total results for Years 7 and 8 across the three subject areas showed the school achieving above the 2016 decile 1 to 3 schools' average for Reading. Their Writing and Mathematics total results were below the 2016 decile 1 to 3 schools' average and significantly below the 2016 national average.
141. Comparing the school's 2018 attainment results with the previous year showed a decline for most subjects and year levels, except for Year 8 in Reading.
142. While there were no performance measures to demonstrate progress in their contract, an analysis of the school's National Standards data between quarters one and four in 2018 was conducted by Dr Kane Meissel. This showed significantly accelerated learning in Writing and Mathematics and a slight improvement in Reading within the year (see Appendix 5, p68). Analysis can show that while

students may not achieve the attainment-based measure (i.e. 85%), they may be making accelerated learning progress based on their starting position.

Advisory Group Part Assessment

Student achievement performance against National Standards: not satisfactory

We considered the school's performance results against National Standards which did not meet the contracted performance standards for either 7 or 8 year level across three subjects.

Significantly accelerated learning in Writing and Mathematics and a slight improvement in Reading was indicated through further detailed analysis.

By way of a part student achievement assessment, we recommend a 'not satisfactory' assessment for performance against National Standards for Years 7 and 8.

We expect the sponsor would have been able to address the National Standards non-performance issues had the charter school continued in 2019.

NCEA

143. The performance standards that applied for student achievement were NCEA school leaver-based results. We are advised that the Ministry intends to complete a report on charter school NCEA results when they are available later this year, to complete that part of the assessment.

School: Vanguard Military School

Sponsor: Advance Training Group Ltd

Type: Senior Secondary

Opened: 2014 (Round One)

Location: Rosedale, Auckland

144. Vanguard Military School was located in Rosedale, Auckland and its sponsor was Advance Training Group Limited. This was a co-educational senior secondary school.
145. The school had a military ethos and emphasis on physical drills, character development and teamwork that was intended “to motivate students from disadvantaged backgrounds to achieve personal and academic success so that they have clear pathways to further training or employment.”
146. At 1 July 2018, it had a roll of 161 students, as shown in Table 20. The sponsor reported a roll of 142 at the end of Q3 reporting. There was a slight decline from 2017, when at 1 July the roll was 167 students.

Table 20 Vanguard Military School Roll for 2018 by Year Level

Year Level	Year 11	Year 12	Year 13	Total
2018 Number of Students	69	59	33	161

Source: July School Rolls, Education Counts

147. The sponsor reported that 89% of the curriculum was taught by registered teachers with current practising certificates or holders of a Limited Authority to Teach (LAT). This complied with their contractual agreement of a minimum standard of 71%.

Student Engagement

148. Vanguard Military School met three of the six student engagement performance standards up to the end of Q3, 2018, as shown in Table 21.
149. The sponsor reported:
- 612 days of unjustified absences (the performance limit was 592 days)
 - 0 stand-downs (the performance limit was 3)
 - 2 suspension (the performance limit was 1)
 - 1 exclusion (the performance limit was 1)
 - 1 expulsion (the performance limit was 0).

Table 21 Vanguard Military School Student Engagement Performance

<i>Unjustified Absences</i>			<i>Stand-Downs, Suspensions, Exclusions, Expulsions</i>				<i>School Culture</i>
2018 Result	2018 Standard	2017 Result		2018 Result	2018 Standard	2017 Result	
612	592	489	Stand-downs	0	3	0	Wellbeing@School Survey completed
			Suspensions	2	1	1	
			Exclusions	1	1	1	
			Expulsions	1	0	0	

Source: Sponsor's quarter three/year-end report

150. The school reported that the Wellbeing@School Survey was completed in October 2018.

Advisory Group Assessment

Student engagement performance: almost satisfactory

Overall the school met or exceeded three out of six performance areas and did not meet three by small margins.

Priority Learners

151. Vanguard Military School did not meet the performance standard for having a student roll comprised of 75% or more priority learners. The sponsor reported that 67% of their students were from one or more of the priority learner groups. The proportion of priority learners at the school in 2016 was 73% and 66% in 2017.
152. The sponsor attributed this result to the open enrolment policy it was required to follow (under Section 3 of the Education Act), which required them to accept all students who applied. This is a reasonable response.

Advisory Group Assessment

Enrolment of priority learners' performance: not satisfactory

The school did not meet the required standard.

The school continued to demonstrate capacity (under its maximum roll of 192) that indicates it had the potential capacity to enrol more priority learners without becoming frustrated by the Education Act issue. A marginal increase to the percentage of priority learners was made compared to 2017.

Student Achievement

153. The school's curriculum was based on the New Zealand Curriculum. Subjects offered included physical education, te reo Māori, English, mathematics, science, history, engineering and Defence Force studies.
154. The performance standards that applied for student achievement were NCEA school leaver-based results. We are advised that the Ministry intends to complete a report on charter school NCEA results when they are available later this year, to complete the assessment.

School: Pacific Advance Secondary School

Sponsor: Pacific Peoples Advancement Trust

Type: Secondary

Opened: 2015 (Round Two)

Location: Otahuhu, South Auckland

155. Pacific Advance Secondary School was located in Otahuhu, South Auckland and operated by The Pacific Peoples Advancement Trust. This was a co-educational secondary school with objectives to provide a Pacific teaching and learning framework within a culturally responsive school environment built on Pacific values and worldviews.
156. Pacific Advance Secondary School aimed to offer a vibrant school community that was centred on the Pacific identities, languages and cultures and to make Christian worship and prayer integral to the school day. This included providing an innovative education with a strong cultural perspective that engaged students, kept them at school and promoted their achievement so they could progress to higher education and meaningful careers. The school worked closely with parents and families, and the wider Pacific and education communities to achieve top educational and life outcomes for students.
157. At 1 July 2018, it had a roll of 136 Years 9 to 13 students, as shown in Table 22. The sponsor reported a roll of 130 at the end of quarter three. This was an increase from 2017, when at 1 July the roll was 83 students.

Table 22 Pacific Advance Secondary School Roll by Year Level

Year Level	Year 9	Year 10	Year 11	Year 12	Year 13	Total
Number of Students	41	21	18	35	21	136

Source: July School Rolls, Education Counts

158. The sponsor reported that on average 93% of the curriculum was taught by registered teachers or holders of a Limited Authority to Teach (LAT). This complied with their contractual agreement of a minimum standard of 86%.

Student Engagement

159. Pacific Advance Secondary School met five out of six student engagement performance standards up to the end of Q3, 2018, as shown in Table 23. They did not meet the performance limit for unjustified absences.
160. The sponsor reported:
- 553 days of unjustified absences (the performance limit was 517 days)
 - 0 stand-downs (the performance limit was 3)
 - 0 suspensions (the performance limit was 1)
 - 1 exclusion (the performance limit was 1)
 - 0 expulsions (the performance limit was 0).

Table 23 Pacific Advance Secondary School Student Engagement Performance

<i>Unjustified Absences</i>			<i>Stand-Downs, Suspensions, Exclusions, Expulsions</i>			<i>School Culture</i>	
2018 Result	2018 Standard	2017 Result		2018 Result	2018 Standard		2017 Result
533	517	377	Stand-downs	0	3	1	Wellbeing@School Survey completed
			Suspensions	0	1	0	
			Exclusions	1	1	0	
			Expulsions	0	0	0	

Source: Sponsor's quarter three/year-end report

161. The sponsor advised that the Wellbeing@School Survey was completed in November 2018.

Advisory Group Assessment

Student engagement performance: *satisfactory*

Overall the school met or exceeded five out of six performance standards and did not meet one by a small margin.

Priority Learners

162. Pacific Advance Secondary School exceeded the performance standard for having a student roll comprised of 75% or more priority learners. The sponsor reported that 100% of the students were from one or more of the priority learner groups. This was consistent with the 2017 result.

Advisory Group Assessment

Enrolment of priority learners' performance: *satisfactory*

The school exceeded the required standard by a significant margin.

Student Achievement

163. The school' curriculum was based on the New Zealand Curriculum. We are advised that the school put a strong focus on the wellbeing of students and on building attitudes and behaviours that were conducive to learning. Physical fitness and associated activities featured first on the programme for three days a week. English, mathematics, science, and digital technology and physical education classes were available for NCEA Levels 1 to 3. Literacy skills were further integrated across the school day. Students could enroll in additional courses through Te Aho o Te Kura Pounamu - The Correspondence School.
164. The performance standards that applied for student achievement were NCEA school leaver-based results. We are advised that the Ministry intends to complete a report on charter school NCEA results when they are available later this year, to complete the assessment.

School: Te Aratika Academy **Sponsor: Trustees of Te Aratika Charitable Trust**

Type: Senior Secondary

Opened: 2017 (Round Three) **Location: Mangateretere, Hastings**

165. Te Aratika Academy was located in Mangateretere near Hastings and operated by Trustees of Te Aratika Charitable Trust. This was a single-sex (boys) senior secondary school. The school shared a site with a state primary school (Mangateretere Primary). Te Aratika Academy provided foundation education, construction and infrastructure education and pathways for mainly Māori and Pacific youth in Years 11 to 13.
166. We understand that the Trust was taking a careful approach to managing growth and numbers that recognised the need to establish a positive culture for learning and to maintain systems and practices to support student success.
167. The Trust also advised that although many students had not experienced success at their previous schools, at the Academy the students were responding positively with a careful transition process in place. These processes successfully supported students to settle within the school community and meet high standards for cooperative behaviour and self-management. Ongoing mentoring and support contributed to each student’s personal development.
168. The Trust’s vision was to create a platform for change that firmly supports and encourages one person, one family, one community at a time to find their pathway and journey to success. “Te Aratika” (the right path) was defined as enriching learners through Māori based values and innovative and modern technologies to enable them to achieve their potential, contribute to their families and communities, and aspire to positive and fulfilling futures.
169. The establishment of Te Aratika Academy was planned to be phased in over three years. The school opened in 2017. At 1 July 2018, it had a roll of 39 Year 11 to 13 students, as shown in the table below. The sponsor reported a roll of 33 at the end of Q3. This was slightly up from 2017, when at 1 July the roll was 25 students.

Table 24 Te Aratika Academy School Rolls by Year Level

Year Level	Year 11	Year 12	Year 13	Total
Number of Students	12	18	9	39

Source: July School Rolls, Education Counts

170. The sponsor reported that 100% of the curriculum was taught by registered teachers with current practising certificates or holders of a Limited Authority to Teach (LAT). This complied with their contractual agreement of a minimum standard of 80%.

Student Engagement

171. Te Aratika Academy exceeded all six student engagement performance standards for 2018, as shown in Table 25.
172. The sponsor reported:
- 29 days of unjustified absences (the performance limit was 132 days)
 - 0 stand-downs (the performance limit was 1)

- 0 suspensions (the performance limit was 1)
- 0 exclusions (the performance limit was 1)
- 0 expulsions (the performance limit was 0).

Table 25 Te Aratika Academy Student Engagement Performance

<i>Unjustified Absences</i>			<i>Stand-Downs, Suspensions, Exclusions, Expulsions</i>				<i>School Culture</i>
2018 Result	2018 Standard	2017 Result		2018 Result	2018 Standard	2017 Result	
29	132	23	Stand-downs	0	1	0	Wellbeing@ School Survey completed
			Suspensions	0	1	0	
			Exclusions	0	1	0	
			Expulsions	0	0	0	

Source: Sponsor's quarter three/year-end report

173. The school reported that the Wellbeing@School Survey was completed in August 2018.

Advisory Group Assessment

Student engagement performance: satisfactory

Overall the school exceeded all six performance standards.

Priority Learners

174. Te Aratika Academy exceeded the performance standard for having a student roll comprised of 75% or more priority learners. The sponsor reported that 100% of the students were from one or more of the priority groups, which was the same as in 2017.

Advisory Group Assessment

Enrolment of priority learners' performance: satisfactory

The school exceeded the required standard by a significant margin.

Student Achievement

175. The school's curriculum strongly aligned to the New Zealand Curriculum. Numeracy and literacy standards towards the achievement of NCEAs were key components of the courses offered. Other core programmes included life skills, kaupapa Māori and physical health and wellbeing. We are advised that a project-based approach was taken at Te Aratika Academy, where thematic modules combined learning areas and provided relevant and meaningful contexts for learning. The vocational pathway areas of Creative Industries, Social and Community Services, and Construction and Infrastructure (civil) dominated. Since opening, the Academy received its New Zealand Qualifications Authority 'Consent to Assess' against the Qualifications Framework.

176. The performance standards that applied for student achievement were NCEA roll-based and school leaver-based results. We are advised that the Ministry intends to complete a report on charter school NCEA results when they are available later this year, to complete the assessment.

School: Te Kōpuku High

Sponsor: Kia Ata Mai Educational Trust

Type: Composite Secondary

Opened: 2017 (Round Three)

Location: Avalon, Hamilton

177. Te Kōpuku High was located in Avalon, Hamilton and operated by the sponsor Kia Ata Mai Educational Trust. This was a co-educational bi-lingual (English and Te Reo Māori) composite school for Year 7 to 13 students. It opened in 2017 for Year 7 to 9 students, with the aim of additional year levels being phased in over five years.
178. The school vision was to develop a generation of Māori students with the self-belief that as Māori, they are capable of designing innovative, sustainable futures for themselves, their communities and the world. It aimed to provide Māori students with a culturally rich educational experience that supported each of them to assume responsibility for their own learning and achieve success.
179. At 1 July 2018, it had a roll of 159 students, as shown in Table 26. The sponsor reported a roll of 160 Year 7 to 10 students at the end of quarter three. There was an increase from 2017, when at 1 July the roll was 110 students. The school was planned to have students enrolled for Years 11 to 13 from the year 2019.

Table 26 Te Kōpuku High School Roll by Year Level

Year Level	Year 7	Year 8	Year 9	Year 10	Total
Number of Student	40	48	36	35	156

Source: July School Rolls, Education Counts

180. The sponsor reported that 100% of the curriculum was taught by registered teachers with current practising certificates or holders of a Limited Authority to Teach (LAT). This complied with their contractual agreement of a minimum standard of 80%.

Student Engagement

181. Te Kōpuku High exceeded all five student engagement performance standards for 2018, as shown in Table 27.
182. The sponsor reported:
- 179 days of unjustified absences (the performance limit was 663 days)
 - 0 stand-downs (the performance limit was 4)
 - 0 suspensions (the performance limit was 1)
 - 0 exclusions (the performance limit was 1).

Table 27 Te Kōpuku High Student Engagement

<i>Unjustified Absences</i>			<i>Stand-Downs, Suspensions, Exclusions</i>				<i>School Culture</i>
2018 Result	2018 Standard	2017 Result		2018 Result	2018 Standard	2017 Result	
179	663	436	Stand-downs	0	4	2	Wellbeing@School Survey completed
			Suspensions	0	1	0	
			Exclusions	0	1	0	

Source: Sponsor's quarter three/year-end report

183. The sponsor reported that the Wellbeing@School Survey was completed in August 2018.
184. The sponsor stated that “the results from the survey indicate that the time and effort invested in establishing and nurturing healthy relationships at Te Kōpuku High are having the desired effect with 98% mokopuna reporting that teachers and students care about each other and 97% acknowledging that staff treat each other with respect”.

Advisory Group’s Assessment

Student engagement performance: satisfactory

Overall the school exceeded all five performance standards.

Priority Learners

185. Te Kōpuku High exceeded the performance standard for having a student roll comprised of 75% or more priority learners. The sponsor reported that 100% of the students were from one or more of the priority learner groups, which was consistent with the previous year.

Advisory Group Assessment

Enrolment of priority learners’ performance: satisfactory

The school exceeded the required standard by a significant margin.

Student Achievement

186. The school used Te Nīkau Curriculum Framework as an underpinning philosophy of the school and curriculum. This blended both the New Zealand Curriculum and Te Marautanga o Aotearoa forming the basis of teaching and learning. The curriculum was taught in English and te reo Māori within a bilingual programme using project-based education. We are advised that students had the opportunity to develop strong language and literacy skills in Māori and English that underpin their group and individual project-based learning.
187. Te Kōpuku High’s student achievement performance standards are assessed against Ngā Whanaketanga Rumaki Māori and National Standards. The performance standards for Years 7 and 8 had increased to 85% for all subject areas in 2018.
188. There were no performance standards applied for students in Years 9 in their contract, nor were there any system-level assessment standards for these year levels. As such, the student achievement assessment provides a limited understanding of the school's performance.

Ngā Whanaketanga Rumaki Māori

189. The sponsor reported Ngā Whanaketanga Rumaki Māori achievement data for Year 7 and 8 students, who enrolled in Te Marautanga o Aotearoa. These results were provided in Table 28, with comparisons against the 2016 national decile 1 to 3 average results, national average results and the school’s 2017 student achievement results.

Table 28 Te Kōpuku High Student Achievement at/above Ngā Whanaketanga Rumaki Māori

Subject	Year Level	2018 Result	2018-2017 Attainment	Q1/Q4 2018 Progress	2016 Decile 1-3 Average	2016 National Average	2017 Result
Pānui	Year 7	50% (7/14)	▼	▲	72%	68%	100%
	Year 8	81% (13/16)	▲	▲	72%	70%	55%
	Total	67% (20/30)	▼	N/A	72%	69%	76%
Tuhituhi	Year 7	64% (9/14)	▼	▲	59%	57%	100%
	Year 8	94% (15/16)	▲	▲	61%	61%	55%
	Total	80% (24/30)	▲	N/A	60%	59%	76%
Kōrero	Year 7	64% (9/14)	▼	▲	60%	58%	90%
	Year 8	94% (15/16)	▲	▲	60%	60%	73%
	Total	80% (24/30)	▼	N/A	60%	59%	81%
Pāngarau	Year 7	79% (11/14)	▼	▲	50%	50%	90%
	Year 8	91% (10/11)	▲	▲	55%	54%	55%
	Total	84% (21/25)	▲	N/A	52%	51%	71%
All Subjects	Total	77%					76%

Source: Sponsor's quarter three/year-end report and Ministry of Education

Note: 1. In the column of 2018 Result, for instance, 7/14 refers to the number of students who achieved at/above performance divided by the total number of students. 2. In the column of 2018 - 2017 Attainment, ▼ represents a decline and ▲ represents an increase.

190. The results showed that the performance standards were exceeded for Year 8 for almost four subjects, except for Pānui (almost met). However, the results for Year 7 for all subjects were not met.
191. Total results for Tuhituhi, Kōrero, and Pāngarau showed Te Kōpuku High achieving significantly above the 2016 decile 1 to 3 schools' average and the national average.
192. Comparing Te Kōpuku High's 2018 attainment results with the previous year indicated a mixed result. The results for Year 8 for all subjects showed significant improvements, but the results for Year 7 for all subjects showed declined performance.
193. While there were no performance measures to demonstrate progress in their contract, an analysis of the school's Ngā Whanaketanga Rumaki Māori data between quarters one and four in 2018 was conducted by Dr Kane Messiel. It showed some significant improvements for Years 7 and 8 across four subjects within the year (see Appendix 5, p70-71). Analysis can show that while students may not achieve the attainment-based measure (i.e. 85%), they may be making accelerated learning progress based on their starting position.

Advisory Group Assessment

Student achievement performance against Ngā Whanaketanga Rumaki Māori: **almost satisfactory**

The school had fairly good results against Ngā Whanaketanga Rumaki Māori which met the contracted performance standards for Year 8 but not for Year 7 across four subject areas.

Overall attainment results slightly increased in 2018 to 77%, from 76% in 2017.

Significantly accelerated learning for Pānui, Tuhituhi, Kōrero, and Pāngarau was indicated through further detailed analysis.

We note Te Kōpuku High was the only charter school that had performance standards against both Ngā Whanaketanga Rumaki Māori and National Standards.

With no standards set in the contract with which to assess student achievement performance at the school for students in Years 9 to 10, no assessment could be made.

Considering the student achievement results against Ngā Whanaketanga Rumaki Māori, we assessed Te Kōpuku High's student achievement performance to be 'almost satisfactory'.

National Standards

194. The sponsor reported National Standards achievement data for Year 7 and 8 students, who enrolled in the New Zealand Curriculum. These were provided in Table 29 with comparisons against national decile 1 to 3 average results and national average results.

Table 29 Te Kōpuku High Student Achievement at/above National Standards

Subject	Year Level	2018 Result	2018-2017 Attainment	Q1/Q4 2018 Progress	2016 Decile 1-3 Average	2016 National Average	2017 Result
Reading	Year 7	68% (17/25)	▲	▲	63%	75%	45%
	Year 8	68% (21/31)	▲	▲	65%	78%	58%
	Total	68% (38/56)	▲	N/A	64%	77%	50%
Writing	Year 7	68% (17/25)	▲	▲	54%	65%	38%
	Year 8	52% (16/31)	▲	▲	56%	69%	47%
	Total	59% (33/56)	▲	N/A	55%	67%	42%
Mathematics	Year 7	36% (9/25)	▼	▲	53%	68%	79%
	Year 8	50% (18/36)	▼	▲	56%	71%	58%
	Total	44% (27/61)	▼	N/A	55%	69%	71%
All Subjects	Total	57%					54%

Source: Sponsor's quarter three/year-end report and Ministry of Education

Note: 1. In the column of 2018 Result, for instance, 17/25 refers to the number of students who achieved at/above performance divided by the total number of students. 2. In the column of 2018 - 2017 Attainment, ▼ represents a decline and ▲ represents an increase.

195. Te Kōpuku High's 2018 results against National Standards did not meet the performance standards for each year level and each subject area.
196. The results for Year 7 Reading and Writing and Year 8 Reading were above the 2016 decile 1 to 3 average; however, the results for Year 7 Mathematics and Year 8 Writing and Mathematics were below the decile 1 to 3 average.
197. Total results for Years 7 and 8 across three subject areas showed the school achieving above the 2016 decile 1 to 3 schools' average for Reading and Writing. Its Mathematics total result was well below the 2016 decile 1 to 3 schools' average and the national average.
198. Comparing Te Kōpuku High 2018 results with the previous year showed some improvements in Reading and Writing for all year levels. However, it showed a decline in Mathematics for Years 7 and 8.
199. While there were no performance measures to demonstrate progress in their contract, an analysis of the school's National Standards data between quarters one and four in 2018 was conducted by Dr Kane Meissel. It showed significant improvements in Writing and Mathematics and a slight improvement in Reading within the year (see Appendix 5, p69-70). Analysis can show that while students may not achieve the attainment-based measure (i.e. 85%), they may be making accelerated learning progress based on their starting position.

Advisory Group Assessment

Student achievement performance against National Standards: **not satisfactory**

Te Kōpuku High's student achievement results against National Standards did not meet all their contracted performance standards.

We note that the school have made some improvements in Reading and Writing since 2017, and that total results for Reading and Writing were higher than 2016 decile 1 to 3 average.

The results against National Standards revealed a mixed picture with some areas of improvement. With no standards set in the contract with which to assess student achievement performance at the school for students in Years 9 to 10, no assessment could be made.

We are bound to recommend a 'not satisfactory' assessment for student achievement performance against National Standards based on the standards that applied. We expect the sponsor would have been able to address the National Standards non-performance issues had the charter school continued in 2019.

NCEA

200. There were no performance standards set for NCEA student achievement in 2018, as the school was not expecting to have students enrolled at the year level to which NCEA standards might relate. We are advised that the Ministry intends to complete a report on charter school NCEA results when they are available later this year. If any students obtained NCEA results these will be included.

School: Te Rangihakahaka Centre for Science and Technology

Sponsor: Te Rangihakahaka Company Limited

Type: Composite

Opened: 2018 (Round Four)

Location: Rotorua

201. Te Rangihakahaka Centre for Science and Technology (Te Rangihakahaka) was located in Rotorua and operated by Te Rangihakahaka Company Limited. This was a co-educational composite school for Year 1 to 10 students and provided an additional pathway for Ngāti Whakaue, Te Arawa descendants in Rotoua. The school opened in 2018.
202. The school vision was to build iwi capability and capacity; take a collaborative approach to raise the achievement of whānau, hapū and iwi tamariki; inspire, strengthen and empower whānau in education, well-being, identity, language and culture through leadership and an innovative approach to teaching and learning; and deliver a unique learning environment.
203. At 1 July 2018, it had a roll of 83 students, as shown in Table 30. The sponsor reported a roll of 90 Year 1 to 10 students at the end of Q3.

Table 30 Te Rangihakahaka Centre for Science and Technology School Rolls by Year Level

Year Level	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10	Total
Number of Student	11	5	5	10	11	8	15	12	4	2	83

Source: July School Rolls, Education Counts.

204. The sponsor reported that 80% of the curriculum was taught by registered teachers with current practising certificates or holders of a Limited Authority to Teach (LAT). This complied with their contracted agreement of a minimum standard of 80%.

Student Engagement

205. Te Rangihakaha exceeded all ten student engagement performance standards for 2018, as shown in Table 31.
206. The sponsor reported:
- 88 days of unjustified absences for Years 1 to 6 (the performance limit was 129 days)
 - 83 days of unjustified absences for Years 7 to 10 (the performance limit was 360 days)
 - 0 stand-downs (the performance limit was 0 for Years 1 to 6, and 2 for Years 7 to 10)
 - 0 suspensions (the performance limit was 0 for Years 1 to 6 and 1 for Years 7 to 10)
 - 0 exclusions (the performance limit was 0 for Years 1 to 6 and 1 for Years 7 to 10)
 - 0 expulsions (the performance limit was 0 for Years 7 to 10).

Table 31 Te Rangihakahaka Centre for Science and Technology Student Engagement

Year Level	Unjustified Absences		Stand-Downs, Suspensions, Exclusions				School Culture
	2018 Result	2018 Standard		Year Level	2018 Result	2018 Standard	
Year 1-6	88	129	Stand-downs	Year 1-6	0	0	Wellbeing@ School Survey completed
				Year 7-10	0	2	
			Suspensions	Year 1-6	0	0	
				Year 7-10	0	1	
Year 7-10	83	360	Exclusions	Year 1-6	0	0	
				Year 7-10	0	1	
			Expulsions	Year 7-10	0	0	

Source: Sponsor's quarter three/year-end report

207. The sponsor reported that the Wellbeing@School Survey was completed in November 2018.
208. As reported by ERO in their April 2018 New Schools Readiness to Open Report, the school was developing a learning programme and was well placed to cater for the needs of its foundation students (<http://www.education.govt.nz/assets/Documents/Ministry/Information-releases/2018-releases/Te-Rangihakahaka-Readiness-to-Open-Report.pdf>).

Advisory Group Assessment

Student engagement performance: satisfactory

Overall the school exceeded all ten performance standards.

Priority Learners

209. Te Rangihakahaka exceeded the performance standard for having a student roll comprised of 75% or more priority learners. The sponsor reported that 100% of the students were from one or more of the priority learner groups.

Advisory Group Assessment

Enrolment of priority learners' performance: satisfactory

The school exceeded the required standard by a significant margin.

Student Achievement

210. The school developed a curriculum based on science, technology, engineering, arts and mathematics (STEAM). This was supported by kaupapa Māori philosophy and aligned with the New Zealand Curriculum. We are advised that the curriculum was taught in English and te reo Māori using project-based learning. Students were grouped for instruction in te reo Māori, English and mathematics that underpin their learning activities and progress.
211. The contracted performance standards for Te Rangihakahaka were set out differently than other charter schools. Student achievement performance standards were for Year 8 Writing and Mathematics, and 'Total' for each subject area and all year levels (Details in Appendix 1).

212. There were no performance standards set for students in Years 9 and 10 in their contract, nor were there any system-level assessment standards for these year levels.

National Standards

213. The sponsor reported 2018 year-end results against National Standards for Years 3 to 8. These were provided in Table 32 with comparisons against 2016 national decile 1 to 3 average results and national average results.

214. Of the 83 students enrolled, the sponsor reported National Standards achievement data for 63 students in Reading, Writing and Mathematics. The school noted that this minor discrepancy to the total number related to students “who have been at a school for less than 40 weeks, students withdrawn or newly enrolled students who enrolled towards the end of the year”.

215. The result for Year 8 Writing almost met the performance standard and was above the decile 1 to 3 average. The result for Year 8 Mathematics was below the performance standard and the decile 1 to 3 average.

216. The school’s ‘Total’ result for all year levels in Reading of 76.2% was well above the contracted performance standard and the decile 1 to 3 average. The ‘Total’ results for all year levels in Writing of 57.1% almost met the performance standard. However, the ‘Total’ results for all year level in Mathematics of 49.2% was lower than the performance standards and the decile 1 to 3 average.

Table 32 Te Rangihakahaka Student Achievement at/above National Standards

Subject	Year Level	2018 Result at/above	Q1/Q4 2018 Progress	2016 Decile 1-3 result Average	2016 National Average
Reading	Year 1	Not reported	×	46%	62%
	Year 2	Not reported	×	63%	77%
	Year 3	80.0% (8/10)		70%	81%
	Year 4	100.0%(6/6)		74%	84%
	Year 5	83.3%(10/12)		70%	81%
	Year 6	90.9%(10/11)	▲	74%	84%
	Year 7	53.8%(7/13)		63%	75%
	Year 8	63.6%(7/11)		65%	78%
	Total	76.2%(48/63)	N/A	66%	78%
Writing	Year 1	Not reported	×	61%	73%
	Year 2	Not reported	×	62%	73%
	Year 3	80.0%(8/10)		59%	71%
	Year 4	100.0%(6/6)		61%	73%
	Year 5	16.7%(2/12)		57%	70%
	Year 6	72.7%(8/11)	▲	61%	73%
	Year 7	38.5%(5/13)		54%	65%
	Year 8	63.6%(7/11)		56%	69%
	Total	57.1%(36/63)	N/A	59%	71%
Mathematics	Year 1	Not reported	×	75%	84%
	Year 2	Not reported	×	66%	78%
	Year 3	90.0%(9/10)		59%	73%
	Year 4	100.0%(6/6)		65%	77%
	Year 5	16.7%(2/12)		61%	74%
	Year 6	45.5%(5/11)	▲	65%	77%
	Year 7	38.5%(5/13)		53%	68%
	Year 8	36.4%(4/11)		56%	71%
	Total	49.2%(31/63)	N/A	63%	75%

Source: Sponsor’s quarter three/year-end report and Ministry of Education

Note: 1. In the column of Q1/Q4 2018 Progress, ▲ represents a slight improvement and ▲ represents a significant improvement.

217. The school almost met their contracted performance standard of 64.6% for all subjects and all year levels, as shown in Table 33. The result of this student achievement performance was 60.8%, which was an average of the total for each subject area and all year levels.

Table 33 Te Rangihakahaka Student Achievement Performance for All Subjects and All Year Levels

Subject	Class Level	2018 Total Result	2018 Performance Standard
All Subjects	Total	60.8%	64.6%

Source: Sponsor's quarter three/year-end report

218. While there were no performance measures to demonstrate progress in their contract, an analysis of the school's National Standards data between quarters one and four in 2018 was conducted by Dr Kane Meissel. This showed some significant improvements in Writing and Mathematics, and a slight improvement in Reading for Years 3 to 8 within the year (see Appendix 5, p72-73).

Advisory Group Assessment

Student achievement overall performance against National Standards: **almost satisfactory**

Overall the school exceeded one, almost met three and did not meet two of its six performance standards for National Standards.

We commend the school for their results against National Standards in the first year. The school met and almost met the performance standards except for Year 8 Mathematics and the 'Total' results for all year levels in Mathematics.

Results for Reading and Writing against National Standards met or almost met the contracted performance standards. We note that the Round 4 performance management system for Te Rangihakahaka was significantly different compared to other charter schools (Rounds 1 to 3).

Overall, the results revealed a mixed picture with the stronger result in Reading which was well above the performance standard and the decile 1 to 3 average. Year 1 and 2 performance across all three subjects was not reported.

Considering the school's student performance results, we assessed their overall student achievement performance to be 'almost satisfactory' for its first year of operation. We expect the sponsor would have been able to address the National Standards non-performance issues had the charter school continued in 2019. For example, the sponsor should have given close attention to the Year 5 results in Writing and Mathematics as these are outliers.

NCEA

219. NCEA roll-based performance indicators applied for student achievement (not standards). We are advised that the Ministry intends to complete a report on charter school NCEA results when they are available later this year.

Appendix 1 Charter School Performance Assessment Approach

1. Charter schools were first established in 2014. By 2018, 11 charter schools were operating under charter school contracts with the Crown. Based on the 1 July 2018 roll returns, the total number of students enrolled in charter schools was 1,441. Of these students, 61% identified as Māori and 29% as Pacific. Appendix 2 and 3 provides a table with roll numbers and the ethnic and gender breakdown of each school.
2. Charter schools were established as publicly funded, privately operated schools with the aim of lifting achievement for priority learners. They were described as a third type of school in the education system, alongside private and state schools¹, that involved the business sector and/or community groups in the provision of education.
3. Under the charter school model, sponsors were contracted by the Crown through binding, legally enforceable fixed-term contracts. The sponsors were accountable to meet agreed specified measurable outcomes (performance standards) in return for bulk funding, flexibilities and absolute discretion in how the school operated.
4. These flexibilities included the freedom to choose the type of curriculum they used, to appoint people to teach students who were not registered/certificated teachers, to set staff pay and conditions, to determine the hours (and days) of operation, and to choose their own governance and leadership model, without the requirement to have an elected board of trustees.
5. The model allowed schools to be based on partnerships with communities and community organisations, iwi, whānau/families, philanthropists, businesses and not-for-profit organisations. They could be secular or faith-based. The model also allowed sponsors to operate a profit.
6. These freedoms were intended to allow to use innovative solutions to match local needs, to engage students and lift educational achievement.
7. Outcomes were set out as 'objectives' and 'performance standards' in the contracts. Sponsors were required to report to the Ministry on a quarterly basis against the performance standard areas. There were also 'minimum requirements' that sponsors had to report on and meet. The reporting, audit, performance measurement and intervention mechanisms were all elements of the system that was designed to ensure that the performance standards were satisfactorily achieved and, if they are not satisfactorily achieved, then interventions could be taken to remedy this.
8. In addition to, but separate from this intervention framework, 1% of each sponsor's operational funding (for each quarter) was withheld and only paid to the sponsor if the Minister was satisfied (in the Minister's sole discretion) that the contracted performance standards had been met. This '1% performance retention payment' was designed to be a financial incentive to influence the behaviour of sponsors to ensure performance standards were achieved².
9. Due to the ending of the charter school contracts, the 2018 1% retention payment was made to all eligible sponsors as part of the contract termination settlement and was not subject to the performance.
10. The key role of the Advisory Group was to provide the Minister with advice on the educational performance of charter schools. Day-to-day management of the contracts was undertaken by the Ministry of Education. The Education Review Office (ERO) also evaluated and reported on the education of students in charter schools. New School Readiness to Open Reports and New School

¹ 'State schools' include: state integrated schools, kura kaupapa Māori, designated character schools, and ordinary state schools.

² 1% retention funding was not a feature of Round Four schools ie Te Rangihakahaka Centre for Science and Technology.

Assurance Reviews were undertaken for new charter schools, and thereon regular ERO reviews were carried out. ERO also reported on the charter schools' performance in relation to the performance standards set out in the schools' contracts. In 2018 ERO undertook one review, a new school readiness review for Te Rangihakahaka Centre for Science and Technology.

Performance standards

11. There were four performance standard areas that sponsors were contracted to meet. These were:
 - student achievement
 - student engagement
 - targeting priority learners, and
 - financial performance.
12. Each school had a different set of performance standards. Some, such as student achievement standards, varied from year to year. Others, such as the minimum percentage of priority learners, were set at the same level for all schools. These standards are explained in more detail below.

Student achievement standards

13. Schools with students in Years 1 to 8 were assessed against National Standards or Ngā Whanaketanga Rumaki Māori³. Performance standards were designed to incrementally increase each year of operation to reach the 2017 'standard' of 85% of students achieving at or above the standards in each subject.
14. 2018 was the first year of operation for Te Rangihakahaka Centre for Science and Technology. This sponsor held a Round Four contract, and the student achievement performance framework differed from previous charter school contracts. For 2018, the school was assessed against National Standards for Year 8 students to meet a standard (at or above) of 68.2% in Writing and 67.7% in Mathematics⁴. The standard for all Year levels was a 'Total' percentage for Reading (67%), Writing (61%) and Mathematics (65.8%). A performance standard of 64.6% was set for all class levels across all three subject areas⁵. The sponsor was also required to report results for the three subjects across all other year levels. There were no performance standards applied against these results, however the results were to be compared against national averages and/or averages for similar schools (i.e. decile 1-3 schools).
15. There were no performance standards in place for Year 9 and 10 students under any of the contracts.
16. Student achievement performance standards for schools with secondary school student were against NCEA Levels 1 and 2, which is generally undertaken from Years 11 to 13. Standards for NCEA Level 3 and University Entrance did not form part of the charter school performance system.
17. This fast-tracked assessment does not include consideration of NCEA data, as final results are not available until August 2019. The Ministry will complete a supplementary report on charter schools' 2018 NCEA results, once these results are available.

³ Although the requirement for New Zealand schools to report against National Standards or Ngā Whanaketanga Rumaki Māori was removed at the end of 2017, these measures were retained in charter school contracts and sponsors continued to be required to report against them for 2018.

⁴ For performance standards set for Year Level 8 in Writing and Mathematics, the expectations were consistent with the (former) Better Public Services target which applied to the national average across all schools.

⁵ For performance standards set for All Year Levels in all subject areas, the expectations are consistent with estimated average growth for the national average for Maori students in all decile 1 to 3 schools.

Student engagement standards

18. Student engagement was assessed against the following measures:
 - unjustified absences
 - stand downs
 - suspensions
 - exclusions
 - expulsions (for schools with students aged 16 years or over)
 - school culture (requirement to conduct the Wellbeing@School Survey).
19. Charter school contracts applied formulae based on the number of students to set each of the standards on absences, suspensions, exclusions and expulsions. For example, the measure for unjustified absences is 0.028 multiplied by the number of students multiplied by the number of days the school is open.
20. Student engagement performance standards for unjustified absences, stand-downs, suspensions, exclusions and expulsions were all benchmarked against state school data at the median percentile.
21. 'School culture' was assessed by the requirement for schools to conduct the Wellbeing@School Survey each year. This survey has been specifically designed for the New Zealand context and is made up of two online surveys. One for students in Years 5 to 8 and one for students in Years 7 to 13. The survey covers five aspects: school-wide climate and practices, teaching-learning, community partnerships, pro-social student culture and strategies, aggressive student culture.
22. ERO examines the findings of the Wellbeing@School Survey when they conduct charter school reviews and may include comments about the findings in their review reports. Sponsors can also choose to include a comment about the findings of the survey in their quarterly reports to the Ministry.

Targeting priority learners standard

23. Charter schools were expected to improve the educational outcomes of priority learners. All charter schools were required to have at least 75% of their student roll meet the one or more of the following categories: Māori students, Pacific students, students with special education needs, and/or students from low socio-economic backgrounds. Sponsors self-reported against this standard every quarter.
24. Charter school contracts defined 'students with special education needs' as those who are in the 'Ongoing Resourcing Scheme', 'Intensive Wrap-around Service' or the 'High Needs Learning Service' provided through 'Resource Teachers Learning and Behaviour'.
25. Advice from the Ministry for defining 'low socio-economic students' was provided in quarterly reports as follows: "If the student has attended another state school in the previous three years, and if that school is decile 1-3, then the student can count as from a low socioeconomic background (this is restricted to three years because families may move as their circumstances change) OR identify the closest state school that is not a school of choice (integrated/section 155/156 school) to a student's address as listed on their enrolment form. If this school is a decile 1-3 school, the student can be counted as coming from a low-socio-economic background".
26. Section 3 of the Education Act 1989 required charter schools to enrol anyone who applied, and once the maximum roll was reached, to run a ballot. The schools could not directly control who they enrol, and had to rely on other strategies, such as promotion and marketing campaigns, to achieve the standard for the enrolment of priority learners.

27. Schools that exceeded this standard by enrolling a higher proportion of students from priority groups were likely to be responding to students with greater educational challenges – which may have made it more difficult to reach student achievement and engagement standards.

Financial performance standards

- 28. When the contracts were designed, the financial standards were based on best practice benchmarks for state schools.
- 29. The Advisory Group has not assessed the financial performance of the schools for this report. Sponsors reported their financial results against the performance standards up to the end of quarter three. Assessing these results would not be comparable to the end of year audited results. We were advised that the Ministry monitored the financial performance of charter schools throughout the year (to provide an early warning if future sustainability was at risk), and that the finances for each school/sponsor were examined as part of the contract termination process. As all charter schools have now ‘closed’, the ongoing financial sustainability of the charter schools was no longer a going concern.

Assessment approach

30. Charter school contracts specified that performance against a performance standard was to be assessed and assigned to one of the following five categories (Charter School contract, Part 3 clause 20.2(b)).

Performance Category	Assessment Approach
Exceeds	Any result that is higher/better than the standard that was set.
Meets	Any result is met the standard that was set
Almost meets	Any result where the result was close to the standard that was set. In such cases discretion may be exercised taking into account the following factors: <ul style="list-style-type: none"> fairness: relevant precedents of previous assessments may be considered consistency: between assessments of different charter schools when viewed overall in the current assessment round any other relevant information: this may include submissions from sponsors, Advisory Group assessments, advice the Ministry, or ERO reporting.
Did not meet but is capable of remedy	Any result where the performance standard was not met, but the Advisory Group considers that the standard could be met.

Did not meet and is incapable of remedy

Any result where the performance standard was not met and the Advisory Group considers that the school is not capable of achieving the performance standard in future.

31. The approach taken by the Advisory Group is set out in blue (right column) in the table above. For student achievement and priority learner performance standards, results that are more than 5 percentage points below the performance standards are categorised in this report as 'not met'. For example, if a performance standard is 85% and the school result is 79% then the result is 6% below the standard and is assessed as 'not met'. Whereas a result of 80% would be 5% below the standard so would be 'almost met'.
32. Where there are variable results across the performance standards, the Advisory Group applied a level of qualitative judgement in the assessment.
33. For 2018, because the Advisory Group were not able to assess all four performance standards for each (with some schools having only three or two sets of performance standards results to assess) an overall assessment has not been assigned to each school, as was done in previous years.

Presentation of the comparative data

34. For comparative purposes, results for 2016, 2017 and 2018 for Round 1, Round 2 and Round 3 Schools⁶ are presented in the student achievement tables. The 2016 national results for decile 1 to 3 schools, as well as national average results, are also presented. Decile 1 to 3 has been used as a proxy comparator. We recognise, however, there are difficulties in using blunt measures like decile as the actual level of disadvantage of students enrolled at a charter school may be higher or lower. Because the national collection of National Standards and Ngā Whanaketanga Rumaki Māori data was discontinued at the end of 2017, this report provides 2016 system-level national averages.
35. The schools' 2017 results in student engagement performance tables are also presented for comparison purposes.
36. Please note, that as charter school student cohorts are relatively small, some student achievement results for ethnic groups (less than 5 students) have been withheld from this report to protect the privacy of individual students. Small numbers can also result in large fluctuations that can make it less reliable to draw conclusions.

Implications of the ending of the charter school model on the performance assessment process

37. The process to implement the Government policy to remove charter schools from the education system required steps to end the sponsors charter school contracts and legislative changes to remove the charter school provisions from the Education Act. Sponsors were issued Notices of Termination to end the charter school contracts in mid-2018. For each of the schools, (unless agreed otherwise) termination of their charter school contract took effect on the last day of their 2018 school year unless a different end date. In October 2018 the Government passed the Education Amendment Bill 2018 which removed the charter school provisions from legislation. All 11 schools closed as

⁶ The comparison between the 2018 student achievement performance results and the 2017 performance results do not include Te Kura Hourua O Whangarei Terenga Paraoa as there were no performance standards for student achievement against National Standard for the year of 2017.

charter schools at the end of 2018 and all were approved to reopen in 2019 as either designated character schools or state integrated schools.

38. With the issuing of termination notices to all sponsors in mid 2018, it was important, as far as possible, to maintain standard contract management practices until the end of the school year. This was important not only to ensure transparency and public accountability for the use of Crown funds, but also to ensure, amidst the processes to end the contracts, that the schools remained focused on the needs of their learners.
39. Until the date when the termination of the contracts took effect (which was the end of the 2018 school year in most cases), all contractual obligations (on both the Crown and the sponsor) remained in place. Relevant to the annual performance assessment process, this included the requirement for sponsors to submit their first, second and third quarterly reports to the Ministry. These reports include results against their contractual performance standards, and confirmation that minimum requirements of the contract have been met.
40. The Ministry continued to hold quarterly meetings with sponsors at scheduled intervals throughout 2018 where routine performance issues have been identified and further information has been requested.
41. Once the contracts were terminated the sponsors were no longer contractually required to provide the Ministry with their fourth quarter (Q4)/annual report (ordinarily due on 31 January 2019) or their audited financial statements (ordinarily due 31 May 2019), which were part of the standard suite of information ordinarily used for the completion of the annual performance assessment.
42. While the charter school model is no longer operational, to fulfil public expectations of transparency and accountability for operational performance in 2018, the Minister of Education agreed to the Advisory Group undertaking a 'fast-tracked assessment' based on all readily available information up to the point of termination (METIS 1129228).
43. This 2018 fast-tracked assessment, therefore, is based on the sponsors' first, second, third quarterly reports and year-end student achievement results for Years 1 to 8, but excludes their fourth-quarter reports/annual reports and financial statements.
44. The ending of the contracts and the closing of the charter schools also have an impact on the usual process regarding the 1% retention funding decisions. The Minister of Education is not contractually obligated to assess whether each school's overall performance satisfactorily met the agreed standard for the 1% retention payments to be made to relevant sponsors. All sponsors received 1% retention payments for 2018⁷ as part of the Ministry-negotiated mutual termination settlements⁸.
45. As the contracts have ended, all other remedial actions or interventions against sponsors who haven't satisfactorily met their contracted performance do not apply.

⁷ 1% retention payments were not a feature of Round 4 charter school contracts (i.e. Rangihakahaka Centre for Science and Technology)

⁸ Subject to the sponsor having satisfactorily completed disengagement requirements

Appendix 2 2018 Charter Schools' Student Numbers by Ethnicity

Charter Schools	Māori	Pacific	1 July 18 Roll Returns
The Rise UP Academy	22%	78%	99
South Auckland Middle School	28%	57%	180
Vanguard Military School	34%	19%	161
Te Kura Hourua o Whangarei Terenga Paraoa	100%	0%	187
Pacific Advance Secondary School	14%	84%	136
Te Kāpehu Whetū (Teina)	100%	0%	106
Te Kura Māori o Waatea	90%	10%	93
Middle School West Auckland	43%	42%	198
Te Aratika Academy	95%	5%	39
Te Kōpuku High	96%	1%	159
Te Rangihakahaka Centre for Science and Technology	100%	0%	83
Total Number	882	421	1441
Total Percentage	61%	29%	100%

Source: Education Counts

Appendix 3 2018 Charter Schools' Student Numbers by Gender

Charter Schools	Female	Male	1 July 18 Roll Returns
The Rise UP Academy	44%	56%	99
South Auckland Middle School	51%	49%	180
Vanguard Military School	31%	69%	161
Te Kura Hourua o Whangarei Terenga Paraoa	54%	46%	187
Pacific Advance Secondary School	45%	55%	136
Te Kāpehu Whetū (Teina)	58%	42%	106
Te Kura Māori o Waatea	53%	47%	93
Middle School West Auckland	41%	59%	198
Te Aratika Academy	0%	100%	39
Te Kōpuku High	49%	51%	159
Te Rangihakahaka Centre for Science and Technology	34%	66%	83
Total Number	645	796	1441
Total Percentage	45%	55%	100%

Source: Education Counts

Appendix 4 2018 Student achievement results for South Auckland Middle School (SAMS) and Middle School West Auckland (MSWA)

The sponsor (Villa Education Trust) for SAMS and MSWA provided 2018 student achievement results based on the standardised assessment tool e-asTTle for reading and mathematics, rather than against National Standards. The sponsor and the Ministry agreed that these results would be converted to National Standards for the purposes of assessing the schools' results against their contracted performance standards.

The Ministry contracted the University of Auckland academic, Dr Kane Meissel, who has expertise in educational assessment, to convert the Villa Education Trust school's e-asTTle results into National Standards results.

Informed by research conducted by Dr Meissel that examined the alignment between overall teacher judgments and standardised tests for student achievement in a sample of New Zealand schools, an appropriate benchmark was established⁹. This benchmark enabled Dr Meissel to determine National Standard results from the e-asTTle results at SAMS and MSWA.

The sponsor was consulted on and approved the converted results.

National Standards (OTJs) and standardised assessments

National Standards were based on holistic teacher judgments (referred to as overall teacher judgments or OTJs). These were formed by drawing together information from a variety of sources, such as observations, learning conversations, and results from standardised assessments, to determine whether a student met the expected curriculum standards in reading, writing and mathematics. OTJs differ from achievement results from standardised assessment tools (such as e-asTTle), which represent a student's achievement, on a particular day, based on a single test.

2018 Writing results

The e-asTTle writing assessment tool was not used in these schools and the sponsor did not submit student achievement results for writing for 2018.

Progress results

As agreed with the Ministry, the sponsor provided e-asTTle curriculum level achievement results for each student at (Years 7, 8, 9 and 10) at the beginning and end of 2016, 2017 and 2018 (where data was available for the student). These results will be reported in a supplementary report (to be published by the Ministry of Education) on how students at SAMS and MSWA were progressing over time.

Year 9 and 10 results

While the National Standards regime had no system-level standards set for students in Years 9 and 10, the conversion process allowed for an indication of Year 9 and 10 results. The Ministry and VET are preparing a supplementary report to present this further analysis.

⁹ Meissel, K., Meyer, F., Yao, E. S., & Rubie-Davies, C. M. (2017). Subjectivity of teacher judgments: Exploring student characteristics that influence teacher judgments of student ability. *Teaching and Teacher Education*, 65, 48-60. <https://www.sciencedirect.com/science/article/pii/S0742051X17303475>.

Appendix 5 Detailed Analysis of Student Achievement against Ngā Whanaketanga Rumaki Māori and National Standards in 2018 – Dr Kane Meissel

This report analyses the 2018 National Standards / Ngā Whanaketanga achievement data for the PSKH schools. It is important to note that all measures of achievement (whether standardised tests or measures based on teacher judgments) contain a degree of error. An advantage of teacher judgments is the capacity to evaluate performance based on multiple sources of evidence – yet this advantage can also result in bias. Previous research conducted by my team (~17,000 students) has demonstrated that even after controlling for differences in standardised achievement, Overall Teacher Judgments (OTJs) assigned to Māori and Pacific, ESOL students and those with Special Needs have been significantly lower than for other students. In addition, the standard required to be evaluated as meeting the standard differs significantly across schools and regions. To date, there has been no research on the effect of ‘anchoring’ tools such as PaCT.

Therefore, comparisons between schools can be challenging, particularly in the absence of measured student achievement data that can be used to evaluate where schools are drawing the line between ‘at’ and ‘below’ the standard.

Dr Kane Meissel
University of Auckland

Methodological Notes

To determine whether shifts were meaningful, two methods have been used. In cases where only the percentage of students meeting the standard was reported, the two-proportion z-test was used. This test analyses whether the differences in percentages are statistically significant. A non-significant result does not mean that the shift is not “real”, but rather that it is possible that the difference is due to chance. In cases where the number of students in each of the four National Standards categories was available, effect sizes have been reported (described in the following section).

Where progress is evaluated, a pseudo-matching approach has been used. Ideally, progress should be evaluated using matched data (i.e. the same students tracked over time). Since achievement was reported at the school level, this was not possible. However, it was possible to create a pseudo-matched sample by excluding students who could not have been in the school in both time points. For example, students in Year 1 in 2018 could not have been in the school in 2017, so are excluded when considering progress from 2017 to 2018.

Effect Sizes

Effect sizes are reported in cases where the number of students in each of the four National Standards categories was available. However, the usual effect size used in education (Cohen’s d) is unreliable when data do not follow a bell curve (e.g., when data are categorical, as is the case with National Standards) and sample sizes are small. Therefore, shifts were analysed using Cliff’s delta, a non-parametric measure of effect size, calculated by determining the non-overlapping area of the two distributions, at the individual case level. Cliff’s delta is independent of violations to normality and is robust even when the groups have small or uneven numbers. The Cliff’s delta results have then been converted to a robust Cohen’s d to ensure interpretability.

The following tables provide the effect size calculations for each school by domain. The effect sizes reflect the shift in the proportion of students in each category between Q1 and Q4 for 2018 (within year progress), and where possible, between Q4 2017 and Q4 2018 also (full year progress). These two time periods often show quite different pictures of progress. Both procedures have advantages and disadvantages. Within year progress is arguably a more direct measure of the school effect (since the summer period is removed), but the Q1 results may

have more error and/or bias. For example, teachers have less evidence on which to determine whether a student is meeting the standard at the beginning of the year. As a result, measuring progress avoiding Q1 and relying on longer time points (i.e. Q4 to Q4) tends to be more accurate.

Note that interpretation of the size of effects is based on convention, but context matters – an effect size of .4 is much harder to achieve when using a scale that inherently deducts maturational growth. For example, in the case of National Standards, students are assessed against a standard that shifts with age so in this case any effect size above zero will reflect an accelerated effect over and above usual expected educational progress. An effect size near zero represents “usual” expected progress.

Student Achievement and Progress by School

- 2015-2017 data have been provided where possible.
- The first table for each school shows Q4 achievement by year level for 2018.
- The second table for each school shows Q4 achievement by year level cohort. This reflects a pseudo-matching process in that cohorts of students in the same year level are tracked over time to evaluate whether there are patterns of progress.
- A graduated formatting rule (shown below) has been used for the first and second tables to represent how close a result is to the 85% performance standard. This rule means that percentages 85% and over clearly appear green. It is important to note that in many cases schools were not required to reach the 85% performance standard until their third year of operation. However, it did feature as an aspirational target. To enable easy comparison across years, the same colour gradient is used for all achievement tables, even in cases where the performance standard differed from 85%. In these cases, a note has been added to the table.



< 50%

80%

>90%

- The third table shows effect sizes for each subject, and also uses a graduated formatting rule to help with interpretation of the size of the effect. As noted in the section on effect sizes, interpretation is somewhat subjective, but **effect sizes .25 and above should be considered strong evidence of acceleration (shown as yellow and green)**. This formatting rule is shown below.



ES < .05

ES = .25

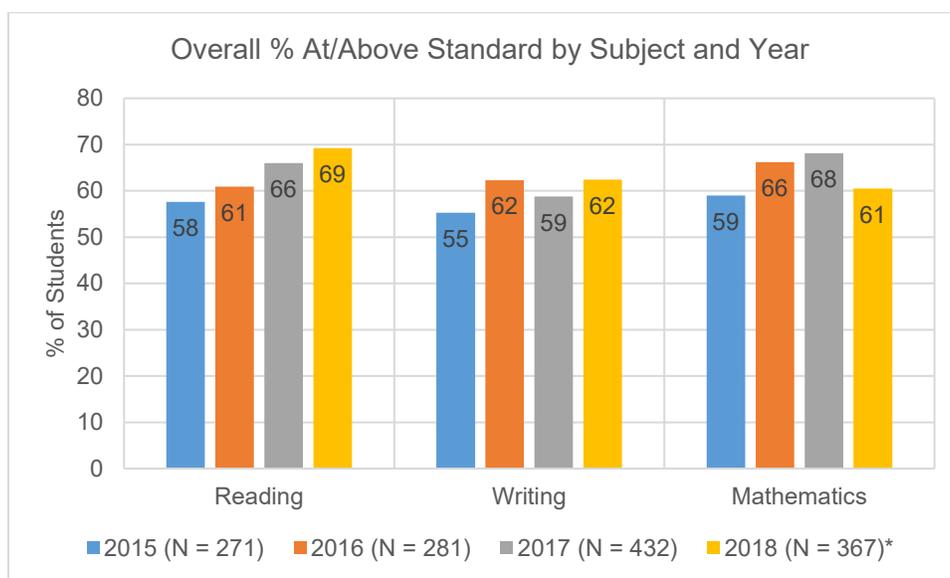
ES >.5

Overall Student Achievement (2015-2018)

New Zealand Curriculum

- Five schools provided OTJs using the New Zealand Curriculum (NZC) in 2018. Note that, as reflected by the differences in the number of students in each cohort, the composition of each cohort may be different. Hence, caution is needed when comparing percentages across cohorts.
- As noted in last year’s report, there was an upward trend in the percentage of students at/above standard in Reading and Mathematics from 2015 to 2017. In 2018, the percentage for Reading increased a further 3.2% and is significantly higher than the percentage observed in 2015 and 2016,

but not significantly different from 2017. However, in Mathematics, there was a significant decrease from 2017 to 2018 in the percentage of students at/above standard (by 7.6%). The percentage in Mathematics in 2018 was not significantly different from 2015 or 2016. The shifts in Writing were not significant.



* There were 372 students with achievement data in Mathematics in 2018.

The following table evaluates overall progress in these five schools. Note that in the first row, all students with data available are included, while the second row excludes students who could not have been in the schools in 2017 (e.g. Year 1 students) or who could no longer be in the schools in 2018 (e.g. Year 6 students in 2017 in Y1-6 schools).

Robust Cohen's <i>d</i>						
Period	Sample	N		Reading	Writing	Mathematics
		Time 1	Time 2			
Q1 2018-Q4 2018	Years 1-8	336	367	0.15	0.33	0.17 ¹
Q4 2017-Q4 2018	Years 2-8	214	192	-0.04	-0.08	-0.24

¹ There were 372 students with achievement data in the 2018 Years 1-8 Mathematics sample.

- The effect sizes suggest modest acceleration in all domains, especially in writing, when evaluated *within* 2018.
- However, when measured across a full year, the effect sizes were near zero for reading and writing (i.e., similar to expected progress). The effect size for maths suggests students in these schools progressed slower than expectation in 2018, ending the year further from expectations than at the end of 2017 (this is reflected in the achievement results).

Te Marautanga o Aotearoa (TMOA)

- Only two schools provided results in 2018 using TMOA. Therefore, aggregated information is not provided for this curriculum strand. Student achievement data for the schools that used TMOA are presented individually and discussed later in this report.

The Rise UP Academy

Achievement data

- Q4 2018 achievement data were provided for 92 students.
- As noted by the AGCS, Rise UP did not meet 18 of their 24 performance standards.
- The 2017 report notes a decline in 2017 results and suggested that this may reflect the introduction of PaCT. This is possible in that PaCT could plausibly result in more accurate evaluations, leading to a shifting of the benchmark in terms of what is considered to be “at standard”.
- AGCS noted that, compared to their 2017 results, there was a slight decline in overall achievement in 2018. However, it should be noted that the difference being referred to is not statistically significant (3%) and could therefore be due to chance.

Student Achievement by Year Level (Q4 2015-2018)						
Subject	Year Level	% At/Above National Standard				2018 Diff. from Perf. Standard
		2015 (N = N/A)	2016 (N = N/A)	2017 (N = 97)	2018 (N = 92)	
Reading	1	75	79	40	50	-35
	2	100	70	76	55	-30
	3	80	88	56	75	-10
	4	100	91	77	73	-12
	5	94	92	75	77	-8
	6	86	92	85	67	-18
	7	86	100	100	75	-10
	8	50	80	86	90	5
	Total	84	87	73	70	N/A
Writing	1	100	86	53	64	-21
	2	100	80	71	73	-12
	3	90	88	56	67	-18
	4	100	82	77	73	-12
	5	88	92	67	69	-16
	6	57	92	69	89	4
	7	57	83	82	75	-10
	8	25	60	86	90	5
	Total	77	83	69	74	N/A
Mathematics	1	75	86	80	64	-21
	2	100	90	82	82	-3
	3	60	75	56	83	-2
	4	80	82	92	55	-30
	5	88	85	83	77	-8
	6	86	92	92	78	-7
	7	71	83	100	75	-10
	8	75	80	86	80	-5
	Total	79	84	85	74	N/A
All Subjects	Total	80	85	76	73	N/A

Tracked (pseudo-matched) Year Level Cohorts

- The following table tracks year level cohorts over time, based on students' year level in 2018. This helps to indicate whether there are particular cohorts that are progressing well, and helps to remove some of the issues with new students entering the school, and other students leaving.

- Reading achievement among students in Years 2 to 5 in 2018, and Mathematics achievement in Years 2 to 4 were either relatively stable or had improved when compared to 2017. However, achievement in the higher year levels had declined in both Reading and Mathematics. These year levels tended to have higher achievement in 2017 when compared to the lower year levels.
- There was no clear pattern in Writing, where there was lowered achievement in Year 3 (only minimally) and Year 5 students. All other year levels showed increased achievement in Writing.

Student Achievement Performance by Year Level Cohort (Q4 2015-2018)												
Year Level in 2018	Reading (%at/above)				Writing (%at/above)				Mathematics (%at/above)			
	2015	2016	2017	2018	2015	2016	2017	2018	2015	2016	2017	2018
1	N/A	N/A	N/A	50	N/A	N/A	N/A	64	N/A	N/A	N/A	64
2	N/A	N/A	40	55	N/A	N/A	53	73	N/A	N/A	80	82
3	N/A	79	76	75	N/A	86	71	67	N/A	86	82	83
4	75	70	56	73	100	80	56	73	75	90	56	55
5	100	88	77	77	100	88	77	69	100	75	92	77
6	80	91	75	67	90	82	67	89	60	82	83	78
7	100	92	85	75	100	92	69	75	80	85	92	75
8	94	92	100	90	88	92	82	90	88	92	100	80

Effect Size Progress

- In Reading and Writing, progress was approximately equal to expectation between Q1-Q4 2018 or Q4 2017-Q4 2018.
- In Mathematics, progress appears to have been strong in 2018, but a small deceleration is shown when evaluated across a full year, suggesting fewer students were meeting the standard at the end of 2018 compared with the end of 2017. This is reflected in the achievement results.

Robust Cohen's <i>d</i>						
Period	Sample	<i>N of students</i>		Reading	Writing	Mathematics
		Time 1	Time 2			
Q1 2018-Q4 2018	Years 1-8	85	92	0.03	0.03	0.31
Q4 2017-Q4 2018	Years 2-8	90	78	0.07	0.02	-0.19

South Auckland Middle School (SAMS) and Middle School West Auckland (MSWA)

The sponsor (Villa Education Trust) for SAMS and MSWA provided 2018 student achievement results based on the standardised assessment tool e-asTTle for reading and mathematics, rather than against National Standards. The sponsor and the Ministry agreed that these results would be converted to National Standards for the purposes of assessing the schools' results against their contracted performance standards.

Informed by my earlier [research](#) that examined the alignment between overall teacher judgements and standardised tests for student achievement in a sample of New Zealand schools, an appropriate benchmark was established¹⁰. This benchmark was then used to determine National Standard results from the e-asTTle results at SAMS and MSWA.

The sponsor was consulted on, and approved the converted results. The converted results were used for the 2018 achievement data, while the sponsor's previously reported Overall Teacher Judgement results are reported for 2015 to 2017.

National Standards (OTJs) and standardised assessments

National Standards were based on holistic teacher judgements (referred to as overall teacher judgements or OTJs). These were formed by drawing together information from a variety of sources, such as observations, learning conversations, and results from standardised assessments, to determine whether a student met the expected curriculum standards in reading, writing and mathematics. OTJs differ from achievement results from standardised assessment tools (such as e-asTTle), which represent a student's achievement, on a particular day, based on a single test.

2018 Writing results

The e-asTTle writing assessment tool was not used in either school and the sponsor did not submit student achievement results for writing for 2018.

Progress results

As agreed with the Ministry, the sponsor provided e-asTTle curriculum level achievement results for each student at the beginning and end of 2016, 2017 and 2018 (where data was available for the student). To ensure comparability with other schools, the progress results presented here reflect the same methodology as is used throughout the report. However, the additional information provided by individual curriculum level results allows progress to be evaluated in alternative ways. These alternatives will be reported in a supplementary report (to be published by the Ministry of Education) on how students at SAMS and MSWA were progressing over time.

South Auckland Middle School

Achievement data

- Students in Year 7 met the achievement standard for Mathematics, but not for Reading. However, compared with 2017, the percentage of students meeting the standard generally improved or remained stable.

¹⁰ Meissel, K., Meyer, F., Yao, E. S., & Rubie-Davies, C. M. (2017). Subjectivity of teacher judgments: Exploring student characteristics that influence teacher judgments of student ability. *Teaching and Teacher Education*, 65, 48-60. 10.1016/j.tate.2017.02.021

Student Achievement by Year Level (Q4 2015-2018)						
Subject	Year Level	% At/Above National Standard				2018 Diff. from Perf. Standard
		2015 (N = N/A)	2016 (N = N/A)	2017 (N = 88)	2018 ¹ (N = 81 ²)	
Reading	7	73	41	68	68	-17
	8	70	53	64	79	-6
	Total	72	47	66	74	N/A
Writing	7	77	48	64	N/A	N/A
	8	70	63	55	N/A	N/A
	Total	73	56	59	N/A	N/A
Mathematics	7	63	55	59	97	12
	8	77	57	46	50	-35
	Total	70	56	52	72	N/A
All Subjects	Total	72	53	59	73	N/A

¹ Note that 2018 results have been converted from e-asTTle curriculum levels

² There were 80 students with achievement data in Mathematics in 2018.

Tracked (pseudo-matched) Year Level Cohorts

- The percentage of Year 8 students meeting the Reading standard improved, while in Mathematics the percentage declined.

Student Achievement Performance by Year Level Cohort (Q4 2015-2018)												
2018 Year Level	Reading (%at/above)				Writing (%at/above)				Mathematics (%at/above)			
	2015	2016	2017	2018 ¹	2015	2016	2017	2018	2015	2016	2017	2018 ¹
7	N/A	N/A	N/A	68	N/A	N/A	N/A	N/A	N/A	N/A	N/A	97
8	N/A	N/A	68	79	N/A	N/A	64	N/A	N/A	N/A	59	50

¹ Note that 2018 results have been converted from e-asTTle curriculum levels

Effect Size Progress

- For students in Years 7-8, progress is accelerated for both Reading and Mathematics, regardless of whether considered within the school year or across a full calendar year.

Robust Cohen's <i>d</i>						
Period	Sample	<i>N</i> of students ¹		Reading	Writing	Mathematics
		Time 1	Time 2			
Q1 2018-Q4 2018	Years 7-8	92	81	0.19	N/A	0.42
Q4 2017-Q4 2018	Year 8 only	40	43	0.33	N/A	0.24

¹Note that due to missing data, the number of students varies by up to 5 students across domains and time points.

Middle School West Auckland

Achievement data

- The performance standard was met in Year 7 for Mathematics but the percentage of students meeting the standard was quite low in Reading, as well as Year 8 Mathematics.
- The percentage of students meeting the standard in 2018 was higher in Mathematics, but lower in Reading.

Student Achievement by Year Level (Q4 2015-2018)						
Subject	Year Level	% At/Above National Standard				2018 Diff. from Perf. Standard
		2015 (N = N/A)	2016 (N = N/A)	2017 (N = 95)	2018 ¹ (N = 81 ²)	
Reading	7	38	37	39	36	-49
	8	52	38	56	46	-39
	Total	45	38	46	42	N/A
Writing	7	31	21	33	N/A	N/A
	8	48	34	40	N/A	N/A
	Total	40	28	36	N/A	N/A
Mathematics	7	59	42	50	88	3
	8	44	56	40	46	-39
	Total	52	49	45	64	N/A
All Subjects	Total	45	38	42	53	N/A

¹ Note that 2018 results have been converted from e-asTTle curriculum levels

² There were 80 students with achievement data in Mathematics in 2018.

Tracked (pseudo-matched) Year Level Cohorts

- Year 8 students were more likely to meet the Reading standard in 2018 compared with when they were in Year 7.
- The percentage of Year 8 students meeting the Mathematics standard was similar compared with 2017.

Student Achievement Performance by Year Level Cohort (Q4 2015-2018)												
2018 Year Level	Reading (%at/above)				Writing (%at/above)				Mathematics (%at/above)			
	2015	2016	2017	2018 ¹	2015	2016	2017	2018	2015	2016	2017	2018 ¹
7	N/A	N/A	N/A	36	N/A	N/A	N/A	N/A	N/A	N/A	N/A	88
8	N/A	N/A	39	46	N/A	N/A	33	N/A	N/A	N/A	50	46

¹ Note that 2018 results have been converted from e-asTTle curriculum levels

Effect Size Progress

- Progress was accelerated in Mathematics for students in Years 7-8, whether evaluated within the school year, or across a full calendar year.
- Progress in Reading is equivalent to expectation when measured within the school year, but is below expectation when evaluated for a full calendar year. Note that this reflects students in Year 8 in 2018, since students in Year 7 were not in the school in 2017.

Robust Cohen's <i>d</i>						
Period	Sample	<i>N</i> of students ¹		Reading	Writing	Mathematics
		Time 1	Time 2			
Q1 2018-Q4 2018	Years 7-8	85	75	-0.09	N/A	0.17
Q4 2017-Q4 2018	Year 8 only	55	48	-0.35	N/A	0.28

¹Note that due to missing data, the number of students varies by up to 3 students across domains and time points.

Te Kura Māori O Waatea

Achievement data

- Q4 2018 achievement data were provided for 104 students.
- As noted by the AGCS, performance standards for Writing were not met for any year level.
- Reading achievement tended to be higher for the upper year levels (Years 4-7), where except for Year 6, the performance standard for each year level was either achieved or nearly achieved.
- The reverse is true for Mathematics achievement – performance was higher at the lower year levels (Years 1-2), where the performance standards were almost achieved. As noted by the AGCS, the performance standard for Year 5 students was also achieved in Mathematics.

Student Achievement by Year Level (Q4 2015-2018)						
Subject	Year Level	% At/Above National Standard				2018 Diff. from Perf. Standard
		2015 (N = N/A)	2016 (N = N/A)	2017 (N = 91)	2018 (N = 104)	
Reading	1	50	67	88	64	-21
	2	38	100	74	50	-35
	3	10	55	68	38	-47
	4	50	62	67	80	-5
	5	N/A	90	64	92	7
	6	N/A	N/A	75	63	-22
	7	N/A	N/A	N/A	88	3
	Total		37	74.8	75	65
Writing	1	83	67	88	77	-8
	2	75	100	68	67	-18
	3	40	64	58	52	-33
	4	63	100	56	65	-20
	5	N/A	100	55	62	-23
	6	N/A	N/A	75	63	-22
	7	N/A	N/A	N/A	63	-22
	Total		65.25	86.2	69	64
Mathematics	1	83	67	96	82	-3
	2	75	100	95	83	-2
	3	30	73	84	52	-33
	4	63	62	100	60	-25
	5	N/A	80	64	92	7
	6	N/A	N/A	75	63	-22
	7	N/A	N/A	N/A	75	-10
	Total		63	76	88	71
All Subjects	Total	55	79	77	67	N/A

Tracked (pseudo-matched) Year Level Cohorts

- The AGCS noted that comparison of 2017 and 2018 results indicate “declined performance with some year levels and subjects”.
- The results by year level cohort suggest that the decline in performance between 2017 and 2018 in Reading and Writing tended to be among students who were in Years 2 or 3 in 2018, while decline in performance in Mathematics was noticeable in Years 2 to 5 (note that Year 5 had still met the performance standard, however). The remaining year levels generally appear to have maintained or improved their achievement, but note that in Writing, performance remained lower than that of 2016.

Student Achievement Performance by Year Level Cohort (Q4 2015-2018)												
2018 Year Level	Reading (%at/above)				Writing (%at/above)				Mathematics (%at/above)			
	2015	2016	2017	2018	2015	2016	2017	2018	2015	2016	2017	2018
1	N/A	N/A	N/A	64	N/A	N/A	N/A	77	N/A	N/A	N/A	82
2	N/A	N/A	88	50	N/A	N/A	88	67	N/A	N/A	96	83
3	N/A	67	74	38	N/A	67	68	52	N/A	67	95	52
4	50	100	68	80	83	100	58	65	83	100	84	60
5	38	55	67	92	75	64	56	62	75	73	100	92
6	10	62	64	63	40	100	55	63	30	62	64	63
7	50	90	75	88	63	100	75	63	63	80	75	75

Effect Size Progress

- Effect sizes showing achievement progress from Q1 to Q4 2018 suggest that overall, students made strong progress over the 2018 school year in all domains, but especially in Mathematics and Writing.
- However, when evaluated across a full year from Q4 2017-Q4 2018, all domains showed progress less than expectation. This discrepancy is surprising, but the full year progress results appear to be more in line with the achievement results, in that fewer students were reported to be meeting the standard across all three domains in 2018 compared with 2017.

Robust Cohen's <i>d</i>						
Period	Sample	<i>N of students</i>		Reading	Writing	Mathematics
		Time 1	Time 2			
Q1 2018-Q4 2018	Years 1-7	85	104	0.25	0.56	0.41
Q4 2017-Q4 2018	Years 2-7	91	82	-0.21	-0.15	-0.33

Te Kāpehu Whetū (Teina)

Achievement data

- Q4 2018 achievement data were provided for 102 students.
- Performance standards were met in 7 out of 24 Year Levels and domains and almost met (i.e. above 80%) in an additional 4.
- However, the percentage meeting the standard has declined compared with 2017, especially for Kōrero.
- There is considerable variation in the achievement of students by year level – from 32% meeting the Tuhituhi standard in Years 1 and 4, to 94% of Year 3 students reported to meet the standard for Pānui.

Student Achievement by Year Level (Q4 2015-2018)						
Subject	Year Level	% At/Above National Standard				2018 Diff. from Perf. Standard
		2015 (N = N/A)	2016 (N = N/A)	2017 (N = 110)	2018 (N = 102)	
Pānui	1	N/A	85	71	36	-49
	2	N/A	67	77	74	-11
	3	N/A	78	68	94	9
	4	N/A	36	75	47	-38
	5	N/A	78	73	73	-12
	6	N/A	89	82	91	6
	Total	N/A	72	74	66	N/A
Tuhituhi	1	N/A	94	71	32	-53
	2	N/A	67	77	87	2
	3	N/A	56	37	69	-16
	4	N/A	64	83	32	-53
	5	N/A	78	64	73	-12
	6	N/A	78	91	82	-3
	Total	N/A	73	69	60	N/A
Kōrero	1	N/A	85	88	64	-21
	2	N/A	83	96	91	6
	3	N/A	89	90	50	-35
	4	N/A	100	92	58	-27
	5	N/A	89	100	91	6
	6	N/A	78	91	82	-3
	Total	N/A	87	92	72	N/A
Te Tau me te Taurangi	1	N/A	97	100	91	6
	2	N/A	72	100	83	-2
	3	N/A	78	53	81	-4
	4	N/A	64	83	63	-22
	5	N/A	78	73	45	-40
	6	N/A	89	82	91	6
	Total	N/A	80	86	77	N/A
All Subjects	Total	N/A	78	80	69	N/A

Tracked (pseudo-matched) Year Level Cohorts

- The results by year level cohort do not show a consistent pattern. However, performance among students in Year 4 in 2018 had generally declined over time. In contrast, those in Year 6 generally

were more likely to meet the standard over time (with the exception of Kōrero – though this was previously 100%).

- Performance among students in Year 5 in 2018 was broadly stable over time, except for a large drop in te Tau me te Taurangi in 2018.

2018 Year Level	Pānui (%at/above)			Tuhituhi (%at/above)			Kōrero (%at/above)			Te Tau me te Taurangi (%at/above)		
	2016	2017	2018	2016	2017	2018	2016	2017	2018	2016	2017	2018
1	N/A	N/A	36	N/A	N/A	32	N/A	N/A	64	N/A	N/A	91
2	N/A	71	74	N/A	71	87	N/A	88	91	N/A	100	83
3	85	77	94	94	77	69	85	96	50	97	100	81
4	67	68	47	67	37	32	83	90	58	72	53	63
5	78	75	73	56	83	73	89	92	91	78	83	45
6	36	73	91	64	64	82	100	100	82	64	73	91

Effect Size Progress

- Effect sizes showing achievement progress from Q1 to Q4 2018 suggest that overall, students made strong progress during the 2018 school year in Tuhituhi and Kōrero, while progress in Pānui and te Tau me te Taurangi was near the usual expected level.
- Progress across a full year showed slower than expected progress in all domains except Tuhituhi. These results broadly reflect the pattern shown in the achievement results, except that the decline in the percentage meeting the standard is similar for Pānui and Tuhituhi.

Period	Sample	<i>N of students</i>		Pānui	Tuhituhi	Kōrero	Te Tau me te Taurangi
		Time 1	Time 2				
Q1 2018-Q4 2018	Years 1-6	104	102	-0.09	0.34	0.41	-0.08
Q4 2017-Q4 2018	Years 2-6	99	80	-0.31	-0.09	-0.48	-0.40

Te Kura Hourua O Whangarei Terenga Paraoa

Achievement data

- Q4 2018 achievement data were provided for 52 students.
- As noted by the AGCS, none of the performance standards were met in 2018.

Student Achievement by Year Level (Q4 2015-2018)						
Subject	Year Level	% At/Above National Standard				2018 Diff. from Perf. Standard
		2015 (N = N/A)	2016 (N = N/A)	2017 (N = 61)	2018 (N = 52)	
Reading	7	N/A	68	76	65	-20
	8	N/A	88	68	72	-13
	Total	N/A	78	72	69	N/A
Writing	7	N/A	58	64	50	-35
	8	N/A	88	61	47	-38
	Total	N/A	73	62	48	N/A
Mathematics	7	N/A	11	73	45	-40
	8	N/A	35	68	50	-35
	Total	N/A	23	70	48	N/A
All Subjects	Total	N/A	58	68	55	N/A

Tracked (pseudo-matched) Year Level Cohorts

- Achievement by year level cohort shows that the achievement of students who were in Year 8 in 2018 had declined.

Student Achievement Performance by Cohort – 2015-2018												
2018 Year Level	Reading (%at/above)				Writing (%at/above)				Mathematics (%at/above)			
	2015	2016	2017	2018	2015	2016	2017	2018	2015	2016	2017	2018
Year7	N/A	N/A	N/A	65	N/A	N/A	N/A	50	N/A	N/A	N/A	45
Year8	N/A	N/A	76	72	N/A	N/A	64	47	N/A	N/A	73	50

Effect Size Progress

- The effect size results show significant progress from Q1 to Q4 2018 in all domains.
- When considered across a full year, progress was similar in Reading, but below expectation for Writing and Mathematics. This is reflected in the sizable declines in the percentage reported to be meeting the Writing and Mathematics standard in the Achievement table results.

Robust Cohen's d						
Period	Sample	N of students		Reading	Writing	Mathematics
		Time 1	Time 2			
Q1 2018-Q4 2018	Years 7-8	56	52	0.23	0.33	0.39
Q4 2017-Q4 2018	Year 8 only	33	32	0.17	-0.16	-0.22

Te Kōpuku High

New Zealand Curriculum

Achievement data

- Q4 2018 achievement data using the NZC was provided for 56 students in Reading and Writing, and 61 students in Mathematics. The school indicates that this difference is because 5 students were promoted to the tuakana class for maths only and are now using NZC where previously they were learning with TMoA.
- As noted by the Advisory Group on Charter Schools (AGCS), none of the performance standards were met.
- However, in Reading and Writing the percentage of students meeting the standard was higher than for 2017; both overall and by year level. However, the percentage meeting the standard declined in Mathematics.

Student Achievement by Year Level (Q4 2015-2018)						
Subject	Year Level	% At/Above National Standard				2018 Diff. from Perf. Standard
		2015 (N = N/A)	2016 (N = N/A)	2017 ¹ (N = 48)	2018 (N = 56 ²)	
Reading	7	N/A	N/A	45	68	-17
	8	N/A	N/A	58	68	-17
	Total	N/A	N/A	50	68	N/A
Writing	7	N/A	N/A	38	68	-17
	8	N/A	N/A	47	52	-33
	Total	N/A	N/A	42	59	N/A
Mathematics	7	N/A	N/A	79	36	-49
	8	N/A	N/A	58	50	-35
	Total	N/A	N/A	71	44	N/A
All Subjects	Total	N/A	N/A	54	57	N/A

¹Note that the 85% performance standard did not apply in 2017; the same colour gradient is used to show change over time.

²There were 61 students with achievement data in Mathematics in 2018.

Tracked (pseudo-matched) Year Level Cohorts

- There were improvements in Reading and Writing for Year 8 students compared with the Year 7 results for 2017. However, there was a decline in achievement in Mathematics.

Student Achievement Performance by Year Level Cohort (Q4 2015-2018)												
2018 Year Level	Reading (%at/above)				Writing (%at/above)				Mathematics (%at/above)			
	2015	2016	2017	2018	2015	2016	2017	2018	2015	2016	2017	2018
7	N/A	N/A	N/A	68	N/A	N/A	N/A	68	N/A	N/A	N/A	36
8	N/A	N/A	45	68	N/A	N/A	38	52	N/A	N/A	79	50

Effect Size Progress

- In Reading, there was no significant acceleration between Q1-Q4 2018 but a strong acceleration between Q4 2017-Q4 2018, suggesting more students were considered to be meeting the standard at the end of 2018 compared with 2017.
- In Writing, there was a strong acceleration whether evaluated within year or across a full year.
- In Mathematics, there was a small acceleration between Q1-Q4 2018 but a small deceleration between Q4 2017-Q4 2018. This could reflect a summer effect, or be reflective of different

benchmarks at the end of the year compared with the beginning. The achievement results suggest a significant decline in the percentage of students meeting the standard in mathematics, in line with the full year progress results.

Robust Cohen's <i>d</i>						
Period	Sample	<i>N</i> of students		Reading	Writing	Mathematics
		Time 1	Time 2			
Q1 2018-Q4 2018	Years 7-8	56	56	0.12	0.43	0.36 ¹
Q4 2017-Q4 2018	Year 8 only	29	31	0.42	0.43	-0.34 ²

¹ There were 61 students with achievement data in the 2018 Year 7-8 Mathematics sample.

² There were 26 students with achievement data in the 2018 Year 8 Mathematics sample.

Te Marautanga o Aotearoa (TMOA)

Achievement data

- Q4 2018 achievement data using TMOA were provided for 30 students in Reading and Writing, and 25 students in Mathematics.
- As noted by the AGCS, none of the performance standards were met for Year 7, but all the performance standards (except for Pānui – almost met) were exceeded for Year 8.

Student Achievement by Year Level (Q4 2015-2018)						
Subject	Year Level	% At/Above National Standard				2018 Diff. from Perf. Standard
		2015 (<i>N</i> = N/A)	2016 (<i>N</i> = N/A)	2017 (<i>N</i> = 21)	2018 (<i>N</i> = 30 ¹)	
Pānui	7	N/A	N/A	100	50	-35
	8	N/A	N/A	55	81	-4
	Total	N/A	N/A	76	67	N/A
Tuhituhi	7	N/A	N/A	100	64	-21
	8	N/A	N/A	55	94	9
	Total	N/A	N/A	76	80	N/A
Kōrero	7	N/A	N/A	90	64	-21
	8	N/A	N/A	73	94	9
	Total	N/A	N/A	81	80	N/A
Pāngarau	7	N/A	N/A	90	79	-6
	8	N/A	N/A	55	91	6
	Total	N/A	N/A	71	84	N/A
All Subjects	Total	N/A	N/A	76	77	N/A

¹ There were 25 students with achievement data in Pāngarau in 2018.

Tracked (pseudo-matched) Year Level Cohorts

- The AGCS stated that comparing 2017 and 2018 achievement showed mixed results. Some of this may reflect cohort differences, as shown in the Year Level Cohort table below.
- Students who were in Year 8 in 2018 (and therefore Year 7 in 2017) had higher achievement than other Year Levels – both in 2017 and again in 2018.

Student Achievement Performance by Year Level Cohort (Q4 2017-2018)								
2018 Year Level	Pānui (%at/above)		Tuhituhi (%at/above)		Kōrero (%at/above)		Pāngarau (%at/above)	
	2017	2018	2017	2018	2017	2018	2017	2018
7	N/A	50	N/A	64	N/A	64	N/A	79
8	100	81	100	94	90	94	90	91

Effect Size Progress

- The effect size results indicate very large accelerations between Q1-Q4 2018 in Pānui, Tuhituhi, and Kōrero; and strong acceleration in Pāngarau.
- However, when evaluated across a full year progress appears to have been slower than expectation between Q4 2017-Q4 2018 for all subjects.
- The achievement results suggest that there could be a partial ceiling effect. In several cases 90-100% of students are considered to be meeting the national standard. This would make progress difficult to measure.

Robust Cohen's <i>d</i>							
Period	Sample	<i>N of students</i>		Pānui	Tuhituhi	Kōrero	Pāngarau
		Time 1	Time 2				
Q1 2018-Q4 2018	Years 7-8	31	30	0.94	1.99	1.88	0.58 ¹
Q4 2017-Q4 2018	Year 8 only	10	16	-0.25	-0.25	-0.22	-0.21 ²

¹There were 25 students with achievement data in the 2018 unmatched Pāngarau sample.

²There were 11 students with achievement data in the 2018 matched Pāngarau sample.

Te Rangihakahaka Centre for Science and Technology

Achievement data

- Q4 2018 achievement data were provided for 63 students.
- Note that as 2018 was the first year of operation, it was not expected that 85% of students would achieve the National Standard.
- Performance standards were set for Year 8 (67.0% for Reading, 68.2% for Writing, and 67.7% for Mathematics) and for all year levels combined (67.0% for Reading, 61.0% for Writing, and 65.8% for Mathematics). The same colour gradient is used for consistency, but the relevant standard should be considered in interpreting these results.
- As noted by the AGCS, achievement in Reading and Writing were almost at the performance standard, but the performance standard for Mathematics was not met.
- There is considerable variation in the achievement of students by year level – from 17% meeting the Writing and Mathematics standard in Year 5, to 100% of Year 4 students reported to meet the standard for all domains.
- Note that achievement results were not available for 2015 to 2017 since 2018 was the school's first year.

Student Achievement by Year Level (Q4 2015-2018)						
Subject	Year Level	% At/Above National Standard				2018 Diff. from Perf. Standard
		2015 (N = N/A)	2016 (N = N/A)	2017 (N = N/A)	2018 (N = 63)	
Reading	3	N/A	N/A	N/A	80	
	4	N/A	N/A	N/A	100	
	5	N/A	N/A	N/A	83	
	6	N/A	N/A	N/A	91	
	7	N/A	N/A	N/A	54	
	8	N/A	N/A	N/A	64	-3
	Total	N/A	N/A	N/A	76	9
Writing	3	N/A	N/A	N/A	80	
	4	N/A	N/A	N/A	100	
	5	N/A	N/A	N/A	17	
	6	N/A	N/A	N/A	73	
	7	N/A	N/A	N/A	38	
	8	N/A	N/A	N/A	64	-4
	Total	N/A	N/A	N/A	57	-4
Mathematics	3	N/A	N/A	N/A	90	
	4	N/A	N/A	N/A	100	
	5	N/A	N/A	N/A	17	
	6	N/A	N/A	N/A	45	
	7	N/A	N/A	N/A	38	
	8	N/A	N/A	N/A	36	-32
	Total	N/A	N/A	N/A	49	-17
All Subjects	Total	N/A	N/A	N/A	61	N/A

Tracked (pseudo-matched) Year Level Cohorts

- “Student Achievement Performance by Cohort – 2015-2018” table is not presented as only 2018 data were available.

Effect Size Progress

- Effect sizes showing achievement progress from Q1 to Q4 2018 suggest that overall, students made strong progress during the 2018 school year in all subjects, especially Writing and Mathematics.
- Full year progress could not be evaluated as 2017 data were not available.

Robust Cohen's <i>d</i>						
Period	Sample	<i>N of students</i>		Reading	Writing	Mathematics
		Time 1	Time 2			
Q1 2018-Q4 2018	Years 3-8	54	63	0.26	0.46	0.45
Q4 2017-Q4 2018	N/A	N/A	N/A	N/A	N/A	N/A