

Managing National Assessment Report

Forest View High School

May 2019

What this report is about

This report summarises NZQA's review of how effectively Forest View High School.

- has addressed issues identified through NZQA's Managing National Assessment review and through the school's own internal review
- manages assessment practice for national qualifications
- manages internal and external moderation
- makes use of and manages assessment-related data
- maintains the currency of assessment policy and procedures, and communicates them to staff, students and families.

The summary section evaluates the school's overall effectiveness and provides a broad overview of the review's key findings for all readers. The remaining sections provide detail of these findings for school managers.

Why we review how schools are managing national assessment

The purpose of a Managing National Assessment review is:

- to confirm, in combination with the most recent Education Review Office report, that schools are meeting the requirements of the *Consent to Assess Against Standards on the Directory of Assessment Standards Rules 2011* (CAAS) and its *Guidelines* (CAAS Guidelines) in order to maintain their consent to assess; and
- to help schools achieve valid, fair, accurate and consistent internal assessment according to the requirements of the *Assessment (including Examination) Rules for Schools with Consent to Assess 2019* (Assessment Rules).

What are possible outcomes

Outcomes may include NZQA:

- requiring action from the school where an issue is identified that significantly impacts on the school meeting the requirements of their *Consent to Assess*
- agreeing action with the school where an issue has been identified that could become significant if not addressed
- making suggestions for the school to consider to enhance good assessment practice.

What this review includes

The review has three components:

- The annual external moderation of the school's internal assessment.
- A check on specific aspects of assessment systems on an annual basis.
- A check on the school's assessment systems at least once every four years.

How we conducted this review

The review includes examination of documentation from a range of sources and interviewing key stakeholders.

Prior to the visit the school provided the following documents:

- information on their actions and self-review since the last Managing National Assessment report
- *Forest View High School NZQA Information and Assessment Procedures for Senior Students 2019*
- *Forest View High School Assessment Guide – Teachers’ Guide 2019*
- *Forest View High School – NAG: 1 Student Achievement*
- a sample of course outlines for Years 11, 12 and 13.

The School Relationship Manager met with:

- the Principal’s Nominee
- Heads of Department for:
 - English
 - Information Technology
 - Mathematics
 - Social Studies
 - Technology
- the SENCO (Special Education Needs Coordinator)
- three students.

There was a report-back session with the Principal and Principal’s Nominee at the end of the review visit to highlight good practice and areas for improvement, with suggested strategies, next steps and to agree on any action required.

Background

For part of 2018, Forest View High School had an Acting Principal and Acting Principal’s Nominee. One consequence of the staffing change was that the school’s quality assurance and student tracking process was not consistently applied.

The school now has a complete new Senior Leadership Team including a new Principal’s Nominee. The school’s own review and focus in 2019 is on ensuring that quality assured assessment grades are reported to NZQA and an effective tracking system supports students to achieve their qualification goal.

SUMMARY

Forest View High School

30 May 2019

Significant issues found

This review found significant issues that the school must address to meet the requirements of the Consent to Assess Against Standards on the Directory of Assessment Standards Rules 2011.

The next Managing National Assessment review will be conducted within two years with a return visit within 12 months to check that these issues are being addressed and that quality management of assessment for qualifications has improved.

The issues are:

- there is no effective monitoring process to confirm to Senior Leadership that all standards assessed have been subject to internal moderation prior to reporting grades to NZQA
- there is an inconsistent understanding and application of school assessment procedures and the NZQA Assessment Rules, putting at risk the credibility of assessment for qualifications
- assessment data transferred to NZQA does not accurately reflect student assessment programmes
- the agreed actions from the 2016 review are yet to be fully completed.

Actions required to address significant issues

In order to address these issues, the school must:

- monitor internal moderation systems to ensure that only results that have been subject to the internal moderation process are reported to NZQA (*Assessment Rules for schools with Consent to Assess 2019, 6.4(b)*)
- ensure assessment processes, decisions and methods are credible and that evidence is valid, authentic and sufficient (*CAAS Guidelines 2.6ii*)
- transfer student achievement data to NZQA accurately, on a regular and timely basis and in relation to the scope of consent granted (*CAAS Guidelines 2.7iii*)
- follow-up external review recommendations and findings (*CAAS Guidelines 3v*).

Areas for improvement

The school's internal moderation processes require strengthening to ensure credible results are reported to NZQA. The planned department quality assurance audits to be introduced in 2019 can be further enhanced by checking that the grade verification process is carried out by a subject specialist with recent assessment experience, using work selected on grade boundaries. Ensuring that verification discussion and the final grade reported is documented will assist with providing benchmarks to support teachers' future assessment judgements.

The review identified inconsistent understanding and application of a number of school assessment procedures and the NZQA Assessment Rules. Teacher professional learning and discussion is required to support a common understanding

and consistent assessment practice aligned with NZQA Assessment Rules for resubmission, derived grades and reporting Not Achieved. The required changes are further discussed in the Assessment Section of this report.

The school engages with a large number of outside providers to offer a breadth of subjects for students. When engaging with an external provider a memorandum of understanding is required to evidence the relationship and detail the obligations of each partner. The school agreed to establish a process to annually reconcile provider codes used for reported results with memoranda of understanding held.

External moderation follow-up requires strengthening to ensure actions to resolve identified issues are documented and actions taken to resolve them are completed before the standard is used again. The school is also encouraged to use the external moderation application to request standards that will confirm the effectiveness of the actions taken to address an identified issue.

The school must introduce a selection method that meets NZQA rules for a random sample to be submitted for external moderation.

Agreed action

The school agreed that a number of actions will improve the quality of their assessment systems. These are to:

- strengthen the follow-up to external moderation to ensure actions to address issues are identified and monitored for timely completion
- strengthen internal moderation by using a purposeful and sufficient selection of student work for grade verification and document the verification discussion
- remind teachers of the need to ensure student privacy is protected when returning student work
- developing a process to inform teachers of students with a special assessment entitlement so that it is provided for internal assessment and practice exams, where appropriate
- ensure the random selection of student work for external moderation meets NZQA requirements
- annually reconcile memoranda of understanding against external provider codes used
- review the student handbook to ensure it is written in language appropriate to audience and reflects Forest View High School's context.

What the school is doing well

Forest View High School uses the flexibility of the NCEA model to offer individualised assessment programmes to meet student needs and career aspirations. On-line courses and engagement with outside providers enable academic and vocational learning and assessment opportunities to be available to students where the school does not have the resources to offer these.

Students' planned pathways are identified, and an assessment programme developed to support them achieve their goals. Visits to local businesses, work experience and vocational courses at Toi Ohomai Institute of Technology support students to transition to work or an apprenticeship in the local community.

Assessing students when ready through flexible timeframes is a feature of assessment practice, particularly where students attend off site courses aligned to their pathway aspirations.

Māori and Pacific student engagement and achievement is supported with language classes and cultural assessment opportunities. Teachers offer a range of contexts to provide relevant and authentic learning and assessment contexts for these students.

The school's tracking of student achievement has been strengthened this year in response to the decline in NCEA attainment at all levels in 2018. This includes raising the visibility of students' achievement, the expectation of a staff collective responsibility for student outcomes and closer monitoring to ensure those at risk of not achieving a qualification are identified early to enable the timely provision of assistance as appropriate.

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15 July 2019

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FINDINGS OF THIS REVIEW

How effectively has the school responded to external and internal review?

External review

Evidence for external review actions having been appropriately and effectively addressed. (CAAS Guidelines 2.6iv, 3iv-3v)

Action Items from 15 September 2016 Managing National Assessment Report

There were three agreed actions in the 2016 review. The staff handbook provided for the review included the required additional information.

The following two agreed actions are yet to be fully completed:

- ensure all teachers purposefully select samples of student work for internal moderation and record grade boundary discussions
- ensure that students are withdrawn when they do not have an adequate opportunity to be assessed, or that a “not achieved” result is reported if they have presented no work for assessment.

The review identified that teacher practice for the selection of work for internal moderation, documenting of verification discussion and reporting of Not Achieved was not consistent across those interviewed.

Response to external moderation outcomes The 2018 external moderation outcomes identified inconsistent assessor judgement across a range of subjects. The overall assessor/moderator agreement rate has declined over the past two years. In responding to this trend, the school has identified that:

- internal moderation processes require clarification and monitoring to ensure grades reported are consistent with the standard
- follow-up to external moderation must ensure that issues are appropriately addressed and used to improve assessor understanding of the standard, including that of the grade verifier.

The Principal’s Nominee has a template on which teachers respond to external moderation. An effective response will include specific actions to address the identified issues, monitoring of the action’s timely completion and an evaluation that the changes have resulted in improved assessor judgements.

The effectiveness of the school’s actions in response to external moderation feedback can be evaluated by selecting these standards for external moderation in subsequent years. The school is encouraged to do this in subject areas of concern, where there is a low agreement rate or to evaluate the effectiveness of strategies to improve teacher assessment practice.

Internal review

Evidence for the school using its self-review and evaluation processes to identify areas for on-going improvement in assessment practice and procedures, which are then actioned. (CAAS Guidelines 3iv)

The Principal's Nominee, who is new to the role, has prioritised the need to immediately address the poor external moderation outcomes and the large number of data submission errors.

The Principal's Nominee acknowledged that the school's poor external moderation outcomes reflect the need to strengthen the robustness of their internal moderation processes. To achieve this the following internal moderation process changes have been implemented in 2019:

- Clarification with teachers that their grade verifier must be a subject expert with recent assessment experience.
- Requiring moderation coversheets to be filed with the Principal's Nominee who checks these against the grades reported for each standard to confirm that the award of grades is a result of a quality assurance process.
- The Principal's Nominee carrying out audits of departments twice a year to confirm that internal moderation processes are followed.
- Supporting teachers to go outside the school to meet with subject experts for grade verification or attendance at NZQA Best Practice Workshops.

To improve the accuracy of external examination entries submitted to NZQA the school plans to introduce data checking strategies in 2019 to better ensure external entries accurately reflect a student's assessment programme.

The high number of *Material Not Received* for external moderation was the result of the incorrect provider code being used to report results, particularly for standards assessed through *Volcanics* on-line learning courses. The Principal's Nominee is now responsible for entering grades from external providers. He has developed a central file of memoranda of understanding to check the correct code is used when reporting results.

The school's review of NCEA achievement, which declined at all levels in 2018, identified the need to strengthen the tracking and monitoring of individual student progress toward a qualification. The Principal, who is new to the school in 2019, has implemented a philosophy of "*collective ownership of student achievement*" with all teachers responsible for supporting attainment of goals. Student photos in the staffroom along with their credits achieved, literacy and numeracy attainment and planned pathway provide visibility to all staff of students' current progress. Credit ladders are held in the office of the Deans who have responsibility for identifying at-risk students. These changes aim to improve NCEA achievement at all levels in 2019.

These changes reflect the school's developing capability to use review to respond to identified risks.

Required action

The following action is required to ensure effective response to external reviews and/or its self-review of assessment systems and practice. The school must:

- follow-up external review recommendations and findings (*CAAS Guidelines 3v*)

Agreed action

NZQA and senior management agree on the following action to improve the school's response to external review and/or its self-review of assessment systems and practice. Senior management undertakes to:

- strengthen the follow-up to external moderation follow up to ensure actions to address issues are identified and monitored for timely completion.

How effectively does the school's assessment practice meet the needs of its students?

Evidence for assessment practice meeting student needs. (CAAS Guidelines 2.5v-vii, 2.6i & ii and Assessment (including Examination) Rules for Schools with Consent to Assess 2019 5.5)

Forest View High School has effective processes and procedures for meeting the assessment needs of their students by:

- using on-line courses to provide individualised academic assessment programmes to meet students' interests, abilities and career aspirations
- engaging with outside providers to offer an extensive range of vocational and trade-based courses including hospitality, engineering and construction to support students' planned pathway goals
- providing flexible assessment timelines to support students attending STAR, Gateway, Trades Academy and Toi Ohomai Institute of Technology courses
- providing Cook Island Māori, Samoan and Te Reo Māori language learning and cultural performance assessment opportunities for students
- collecting evidence of student achievement in a variety of ways including portfolios, digital and verbal
- offering work and study skills standards to support students to meet Level 1 literacy and numeracy requirements
- providing local, regional and culturally focussed contexts to engage students and provide relevant learning and assessment opportunities
- using feedback and feedforward information to assist students to present their best evidence.

Forest View High School has effective processes and procedures for:

- monitoring the authenticity of student work submitted by using suitable strategies during the assessment and marking process including *Turn-it-In*
- reporting Not Achieved for proven breaches of authenticity
- managing NZQA external examinations.

Collection of school-based evidence to support special assessment conditions applications is developing The school is now collecting and using school-based data to support special assessment conditions applications. Prior to 2018 the school had not made applications for entitlements. The next step is to ensure teachers are aware of individual students with an entitlement and develop a process that enables the provision of this assistance for internal assessment, where appropriate.

Privacy Act (1993) reminder is required Students interviewed described instances in which some teachers do not keep their results confidential when work is returned or grades confirmed. A reminder to staff of the need to protect student privacy is required.

Ensuring consistent assessment practice The review identified inconsistent school practice which does not meet NZQA Assessment Rules. The school will clarify these processes with staff to ensure fair and credible assessment practice. The processes requiring clarification are:

- **Resubmission opportunities** Teachers and students interviewed described a resubmission opportunity being offered to all students, and at the end of the year using work completed in Terms 2 or 3. Teachers are to offer Resubmissions close to the completion of the original assessment and only to individual students who are on a grade boundary who can independently identify the error or omission and correct it themselves.
- **Derived grade evidence requirements** One Head of Department described using the previous year's unmodified NZQA examination where the result could be used for a derived or emergency grade. Derived grades submitted must be based on an authentic grade. Unmodified examination papers cannot be used as the assessment and schedule are publicly available.
- **Ensuring consistent granting of extensions** Heads of Department are responsible for granting extensions for students who miss a deadline. They were unclear on the reasons for granting an extension. This can lead to inconsistencies for students. The development of a clear criteria for missed and late assessment, including an application form will provide clarification for students and enable consistency of practice across Heads of Department.
- **Reporting Not achieved** One Head of Department described reporting Not Achieved for a standard that was optional for students to attempt. Not Achieved should be reported where a student has had an adequate assessment opportunity and provided no work. As this was an optional standard, students who choose not to complete the standard should have had the entry withdrawn.

Engaging students in Science, Technology, Engineering and Mathematics

In 2018 the school became involved in the Secondary School Employer Partnership (SSEP). The aim of the programme is to spark students' interest in Science and Engineering, so they will continue to study these in the senior school. The programme provides contextualised learning for students by engaging with local businesses including engineering and farming enterprises and the District Health Board to introduce Year 9 and 10 students to a wide range of career pathways.

Equity of access to SREM pathways for Māori and Pacific students The rate of participation and success for Māori and Pacific students in STEM subjects is low. An outside advisor reviewed the science courses offered in Year 12 and 13 to evaluate how they can better meet students' current and future needs. This has resulted in a general science course to support student pathways where general science is required. There has been an increase in Māori and Pacific students taking science in the senior school with the introduction of this course.

The success of this programme in engaging Māori and Pacific students in STEM subjects will be evaluated when the cohort is in Year 11.

The Principal highlighted that a large number of Māori and Pacific students are involved in trade-based engineering courses as this is their planned pathway and they often find employment in the local community.

Required actions

The following action is required to improve the management of assessment for national qualifications. The school must:

- ensure assessment processes, decisions and methods are credible and that evidence is valid, authentic and sufficient (*CAAS Guidelines 2.6ii*).

Agreed action

NZQA and senior management agree on the following action to improve the management of assessment for national qualifications. Senior management undertakes to:

- remind teachers of the need to ensure student privacy is protected when returning student work
- develop a process to inform teachers of students with a special assessment entitlement so that it is provided for internal assessment and practice exams where appropriate.

For consideration

To extend school practice in assurance of assessment quality, the school is encouraged to consider:

- provide professional learning support to teachers to ensure their assessment practice conforms with school policy for missed and late assessment and the NZQA Assessment Rules for derived grades, resubmission and reporting Not Achieved.

How effectively does the school's internal and external moderation assure assessment quality?

Evidence for internal and external moderation ensuring assessment quality. (CAAS Guidelines 2.6iii & vi, and Assessment (including Examination) Rules for Schools with Consent to Assess 2019 6.4b)

Forest View High School has effective processes and procedures for managing internal moderation by:

- documenting the internal moderation process on cover sheets
- using subject-specialists from outside of the school in some subjects to verify a sample of assessor judgements
- requiring teachers to submit the completed moderation cover sheets to the Principal's Nominee prior to reporting results to NZQA.

Forest View High School has effective processes and procedures for managing external moderation by:

- ensuring samples of student work are adequately stored so that they are available for external moderation.

Selection of work for grade verification requires urgent clarification All Heads of Department described inconsistent methods for the selection of student work for grade verification, including selecting a specific number or grade levels and using the random sample selected for external moderation. The school will clarify with all teachers that for grade verification:

- the sample size is determined by factors such as assessor experience, feedback from external moderation, the availability of good quality grade boundary exemplars, and number of students assessed
- work selected should be purposefully selected (at grade boundaries) and be sufficient to be confident marking is consistent with the standard
- there is no fixed, or predetermined number of pieces of student work that must be verified
- the random selection for external moderation is not the sample to be used for grade verification and that the random selection must be carried out after the completion of the internal moderation process.

The purposeful selection of the grade verification sample will assist with supporting teachers' understanding of the grade boundaries, provide a source of exemplars to assist with future assessor judgements and result in a more robust moderation process without impacting on teacher workload.

Documenting of verification discussion Moderation coversheets sighted identified that some teachers do not document moderation discussion and the final grade reported. The school will remind teachers that this is expected practice. Documenting verification discussion assists to develop teachers' understanding of grade boundaries, will further strengthen teachers' confidence in assessment decisions and provide a reference to reflect on external moderation feedback.

Internal moderation audit process introduced The school acknowledged that closer monitoring would confirm that an effective and robust internal moderation process has been carried out. The school intends to implement visits to departments

twice a year to confirm that processes are followed. It is recommended the check list used to document the visit also include checking the appropriateness of the verifier used, how the verification sample was selected, evidence of discussion on selected borderline samples and the final grade reported.

The school has recently purchased a data analysis tool with a function to digitally monitor internal moderation using data from the student management system. It is being trialled in 2019 by some teachers with a planned full implementation in 2020.

Change required to external moderation random selection process The selection of student work for external moderation does not meet current NZQA requirements. The external moderation random sample must be selected once all internal moderation is completed and should be made by someone not involved in the assessment process. The school agreed to introduce a random selection method that meets current NZQA requirements. A function in the school's student management system could be used for this.

Development of digital storage protocols is encouraged Digital evidence of achievement is collected across a range of subjects. Over 80 percent of external moderation is submitted digitally with some work scanned to facilitate the use of the on-line moderation application. The school is encouraged to develop protocols and procedures for the storage of digital material in readiness for submission. Ensuring appropriate access rights and file naming protocols will enable work to be easily accessible for submission, if selected.

Required action

The following action is required improve the school's internal and external moderation to assure assessment quality. The school must:

- monitor internal moderation systems to ensure that only results that have been subject to the internal moderation process are reported to NZQA (*Assessment Rules for schools with Consent to Assess 2019, 6.4(b)*).

Agreed action

NZQA and senior management agree on the following action to improve the school's internal and external moderation to assure assessment quality. Senior management undertakes to:

- strengthen internal moderation by using a purposeful and sufficient selection of student work for grade verification and document the verification discussion
- ensure the random selection of student work for external moderation meets NZQA requirements.

For consideration

To extend school practice in assurance of assessment quality, the school is encouraged to consider:

- developing protocols for the storage of digital work ready for external moderation if required.

How effectively does the school manage and make use of assessment-related data?

Evidence for data management and use supporting student achievement outcomes. (CAAS Guidelines 2.6v, 2.7i-iii)

Forest View High School effectively uses assessment-related data to support achievement outcomes for students by:

- monitoring student progress, identifying priority students and those at risk of not achieving Level 1 literacy and numeracy or a qualification, and providing appropriate support
- identifying Year 9 and 10 students who need additional literacy support to enable them to access Level 1 when in Year 11
- Heads of Department reporting an analysis of NCEA achievement to the Principal, who then reports to the Board of Trustees
- informing changes to standards offered to better support students' qualification aspirations and needs.

Steps to strengthen accuracy of data submitted to NZQA In 2018 there were a large number of late external entries, grades reported without the correct provider code and standards not assigned to a course where a course endorsement was possible. In response to these data errors the Principal's Nominee has reviewed existing processes and implemented additional checks to ensure entries and results are accurately reported to NZQA and reflect students' assessment programmes.

Ensuring memoranda of understanding are held for all outside providers The request for a sample of memoranda of understanding to be available at the review identified that the school could not confirm one is held for every external provider whose code results are reported under for 2018. The Principal's Nominee has established a folder to centrally file these. The next step is to implement an annual reconciliation process to confirm a memorandum of understanding is held for all provider codes used to report results.

Required action

The following action is required to improve the management and use of assessment-related data. The school must:

- transfer student achievement data to NZQA accurately, on a regular and timely basis and in relation to the scope of consent granted (*CAAS Guidelines 2.7iii*).

Agreed action

NZQA and senior management agree on the following action to improve the management and use of assessment-related data. Senior management undertakes to:

- annually reconcile memoranda of understanding against external provider codes used.

How effectively does the school's communication inform staff, and students and their families about assessment?

Evidence for school communication promoting understanding of assessment. (CAAS Guidelines 2.4i(f), 2.4v, 2.6vii, 2.7ii(b))

Forest View High School has effective processes and procedures for:

- providing students with consistent course information both digitally and in hard copy using a common template
- communicating with parents of at-risk students to gain their support to assist students to reach their qualification goal
- informing students about suitable learning pathways and supporting them to achieve their planned pathway goal
- providing students and whanau access to the parent portal to monitor NCEA progress.

Forest View High School assists common understanding of assessment practice by:

- facilitating a Pacific Achievement Club for students and parents once to week to support the on-going communication with this community
- providing an NCEA information evening for all parents and students and a specific Pacific NCEA evening.

Student handbook requires review The student handbook contains relevant information. However, after discussion with the Principal's Nominee and Principal it was agreed that it should be reviewed to ensure that the level of detail is reflective of Forest View High School's processes and the language used is accessible for students to understand.

Developing a consistent understanding of assessment good practice and school expectations The review identified inconsistent understanding and application of school processes and NZQA Assessment Rules. The school is encouraged to consider using the *Mythbusters*, produced by NZQA, to clarify with staff the following assessment procedures:

- internal moderation
- resubmission and further assessment opportunities
- derived grades
- selection of work for external moderation.

Staff interviewed acknowledged the support and communication provided by the Principal's Nominee, including his availability to assist with answering questions and the work he has completed to date.

Agreed action

NZQA and senior management agree on the following action to maintain the currency of assessment policy and procedures, and communicate them to staff, students and families. Senior management undertakes to:

- review the student handbook to ensure it is written in language appropriate to audience and reflects Forest View High School context.

For consideration

To extend good practice in ensuring that information about assessment to students, staff and families is current and accessible, the school is encouraged to consider:

- further develop teachers understanding of NZQA Assessment Rules and assessment best practice.