



Sustainability of Student Achievement and Effective School Practices Partnerships

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Project start date: January 2008. **Project Finish date:** December 2009

The project team is working with two clusters (13 decile 1 schools) with mainly Māori and Pasifika students two years after their participation in TLRI reading comprehension interventions. Approximately 8000 Year 4-9 students, 120 teachers and 29 school leaders will be involved in the study.

Aims

To examine whether gains in achievement made during two previous TLRI literacy interventions were sustained after the interventions. We were interested in finding out if:

- student achievement continued to improve at the same rate as during the interventions, and
- the achievements were sufficient to reach expected national achievement levels, and if this occurred
- To identify and explain the practices that enabled schools to continue improvements in achievement.

Schooling improvement initiatives have shown that students can improve in their achievement as a result of well designed interventions. We are curious about whether and how these gains may be sustained after the intervention is over. There is very little research where researchers continue to track student achievement after the end of an intervention, and only a handful of studies that have found evidence that gains have lasted.

Our criteria for sustainability of achievement is that student achievement will continue to accelerate at a similar rate to what it did during the intervention.

Our hypothesis is that students in schools that engage in organisational inquiry about student learning and their own teaching practice and schools that continue to work closely with others will continue accelerations in achievement.

Why is this research important?

Our previous TLRIs showed that Māori and Pasifika students made average gains of up to one year in addition to expected national progress over a three-year period. These results are important given the historical underachievement of Māori and Pasifika students.

What we plan to do

Data

We will collect reading achievement data (STAR) at the beginning and end of the first academic year, and at the beginning of the second year.

We will interview all school leaders, the developers of the intervention, external facilitators working with the clusters and Ministry of Education staff.

Teachers will complete surveys on pedagogical content knowledge (PCK) and leadership, and school leaders will complete a leadership survey.

We will observe school meetings where student achievement data is discussed and examine relevant school documentation.

Analysis

The achievement data will be analysed using Hierarchical Linear Modelling (HLM) which will allow us to compare the gains made during the interventions and one year after the intervention. We will use standard analysis techniques for qualitative data to examine the school practices that may be associated with sustainability.

Our partners:

Mangere schools cluster: All schools in the Mangere Analysis and use of Student Achievement Data [AUSAD] cluster. Practitioner researchers: Karen Mose, Chairperson and leader of the Mangere Analysis and use of Student Achievement Data [AUSAD] cluster, and Alison Hall, Leader of the Senior Assessment Team in the Mangere [AUSAD] cluster)

Otago schools cluster: All schools in the Otago Extending High Standards Across Schools [EHSAS] cluster. Practitioner researchers: Nicky Knight, Coordinator of the Otago Extending High Standards Across Schools [EHSAS] cluster, and Colleen Gray, Principal, Mayfield Primary School.

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