

Pearson Marang Education Trust

Baseline Study Report

Trends in Learner Results

in 120 Schools

in 8 Districts in 6 Provinces

in 2015

Reading to Learn & Mathematics

Grades 3, 6 & 9

August 2016

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PMET's School Development and Support Programme

PMET's School Development and Support Programme partners with districts and schools in order to:

- Identify the **curriculum leadership, management and implementation support needs** of under-resourced schools.
- Support the schools to effectively address their specific needs so that they can become:
 - Achieving schools within 3 years
 - Self-sustaining schools within 5 years

Purpose of this report

This report focuses on trends in learner results gathered as part of a baseline study involving a sample population of 1 296 learners from 120 under-resourced schools across 8 districts in 5 provinces that PMET partnered with in 2015.

These partnerships mark the first stage of expanding the influence of PMET's School Development and Support Programme from a very successful 5-year pilot programme in 16 under-resourced schools in 5 districts (Kariem, Langhan & Velensky, Februray 2012¹).

This report presents a summary of the learner results achieved by the sample population of Grade 3, 6 and 9 learners in:

- Mathematics
- Reading for learning purposes

¹ Kariem, V. Langhan, D. and Velensky, K. (2102) Grade 3 and 6 Literacy and Numeracy results 2008 – 2011, Pearson Marang Education Trust.

These results provide the benchmarks against which improvements in learner results will be monitored annually to determine the effectiveness of the programme's school support interventions during the 5-year partnerships.

Similarly, and simultaneously, the programme will be monitoring the impact of support interventions aimed at strengthening:

- School leadership and management
- Curriculum management
- Curriculum implementation

Together, these two pillars of school support, monitoring and evaluation are intended to:

- Provide the benchmarks against which the impact of the programme will be monitored annually
- Inform the development of each school's annual Development and Support Programme during the 5-year partnership
- Guide its implementation in partnership with each of the 120 schools and their district officials

It is hoped that the evidence produced in the annual impact reports during the partnership with these 120 under-resourced schools will:

- Prove that PMET's School Development and Support Programme can be successfully replicated in under-resourced schools at scale

- Assist the Department of Basic Education by providing a proven model that can turn learner results around across the curriculum in under-resourced and under-performing schools within 3 years, and significantly improve overall school functionality within 5 years.

The names of the districts involved in this study have been withheld in terms of a confidentiality agreement with them. For the purposes of this report, they are identified by a number as follows:

- District 1, Eastern Cape – 10 schools
- District 2, Eastern Cape – 10 schools
- District 3, Mpumalanga – 10 schools
- District 4, Mpumalanga – 10 schools
- District 5, KwaZulu/Natal – 20 schools
- District 6, Limpopo – 20 schools
- District 7, North West – 20 Schools
- District 8, Gauteng – 20 schools

Focus of the learner assessments

The assessments are designed to determine the extent to which learners are being prepared by schools to engage meaningfully and successfully with the current CAPS curriculum expectations for:

- Mathematics

- Reading for learning purposes in all subjects

For details about the focus areas in each assessment, see the Appendix on page 21.

Criteria for selecting schools

The following criteria are provided to guide each district in the selection the 20 schools to be supported:

- Only under-resourced and under-performing schools
- School Management Teams must desire improvement and be willing to receive support
- Schools must participate voluntarily
- Willing schools must have the support of relevant community stakeholders to participate in the programme
- The schools must be in 4 clusters of 5 schools: 1 high school and 4 feeder primary schools
- The clusters of schools must be accessible to each other and the PMET support team

Criteria for selecting the sample learner population for assessment

To gain a reasonable indication of competence in each Grade, 6 learners are selected from class mark sheets for each of the assessments as follows:

- 2 strong learners

- 2 average learners
- 2 weak learners

Overview of trends in learner results

For the purposes of this report, the learner results are consolidated to show the number of learners per district achieving in each of the CAPS performance categories for Mathematics and Reading to Learn in Grades 3, 6 & 9 in 2015. This provides:

- An accessible overview of trends per district
- Easy comparison of trends across the 8 districts

Overall trends confirm that, before PMET support interventions, learner performance in the 120 school in 2015 mirrored:

- Learner performance trends in PMET's 2008 pilot baseline study in 16 schools (Kariem, Langhan & Mpofu, 2009 a & b²)
- Trends in the Department of Basic Education's Annual National Assessments.

² Kariem, V. Langhan, D. & Mpofu, N. (2009a) 2008 Baseline Study Report: Towards identifying the curriculum implementation support that schools need. Pearson Marang Education Trust.

Kariem, V. Langhan, D. & Mpofu, N. (2009b) What learners are not learning, why, and what to do about it: An analysis of Grade 3 and 6 Literacy and Numeracy results in 8 Primary Schools across 4 Provinces in South Africa. Pearson Marang Education Trust.

For reading to Learn in Grades 3, 6 and 9:

- A small proportion of the sample populations scored well for some of the activities, while the majority of learners performed at below 34% for all activities.

For Maths in Grades 3 and 6:

- Performance was significantly better than for Reading, with roughly half of the learners performing at between 50 and 100% for many of the activities. However, the rest of the learners also performed at below 34% for almost all activities

For maths in Grade 9:

- The majority of learners performed at below 34% for most activities.

Best performing districts in 2015 are as follows:

Reading to Learn

Grade 3: District 4 Mpumalanga

Grade 6: District 7, North West

Grade 9: District 8, Gauteng

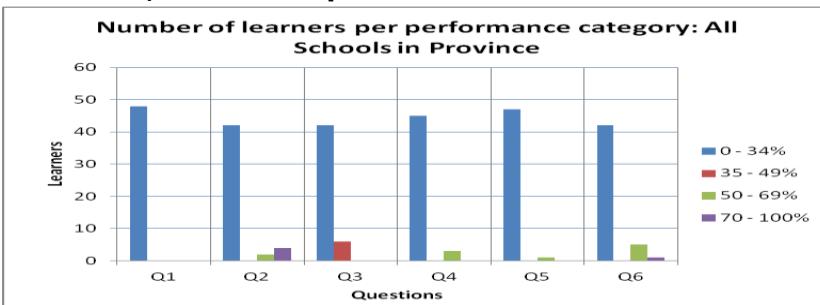
Maths

Grade 3, 6 & 9: District 4, Mpumalanga

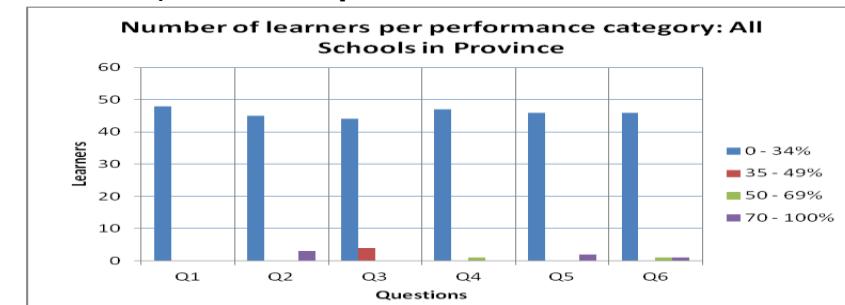
Grade 3 Reading in English for learning across the curriculum

A) Learners per performance category

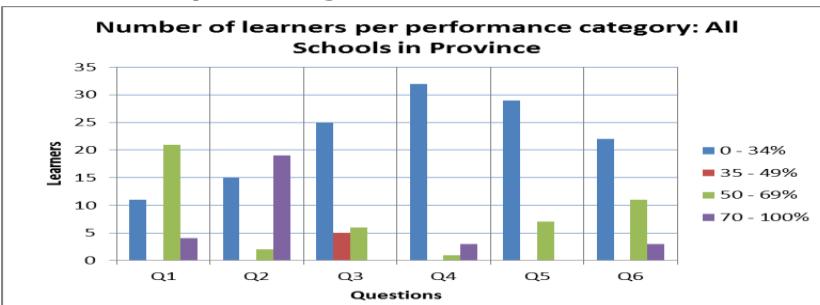
District 1, Eastern Cape



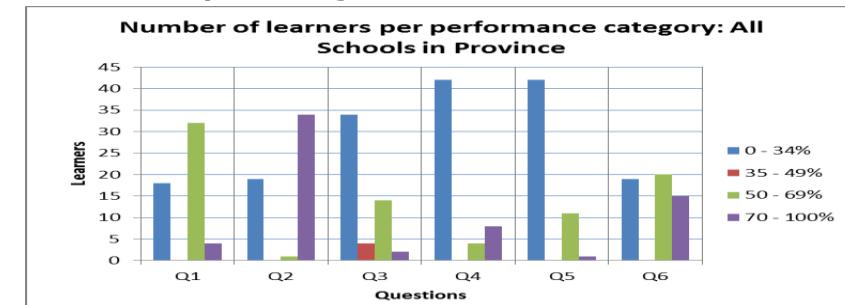
District 2, Eastern Cape



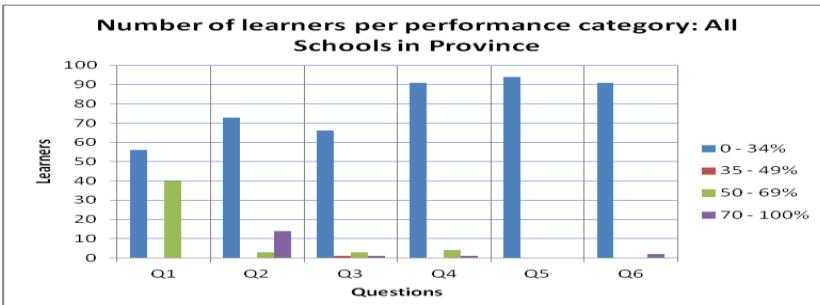
District 3, Mpumalanga



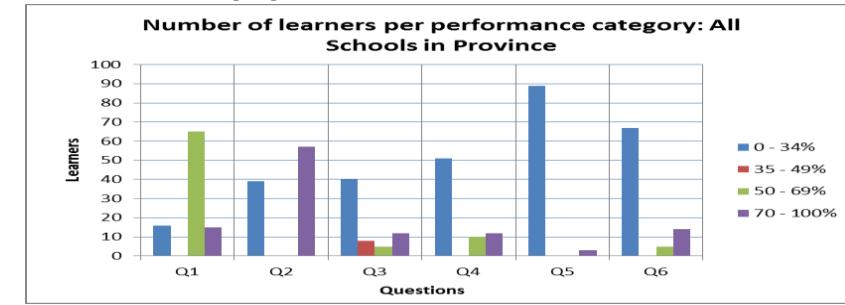
District 4, Mpumalanga



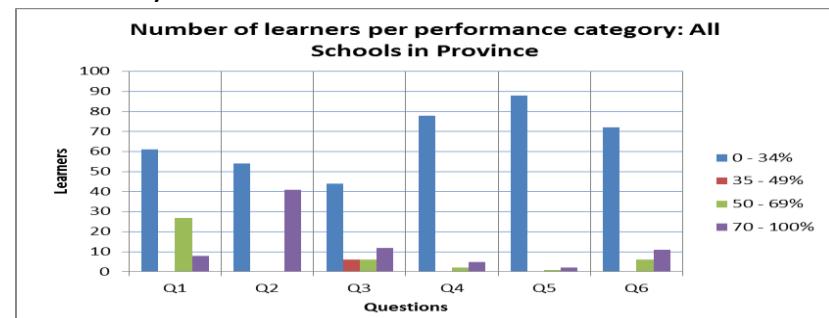
District 5, KwaZulu/Natal



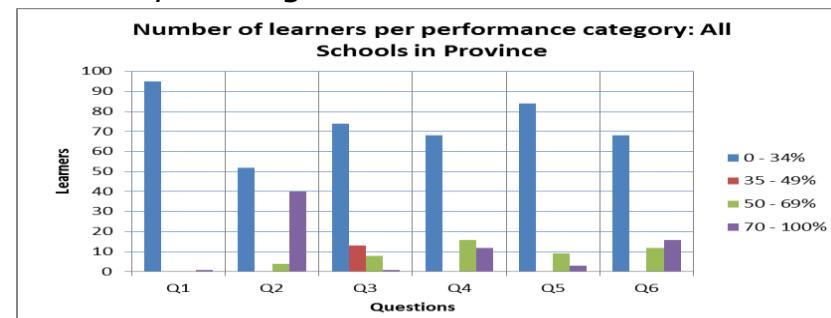
District 6, Limpopo



District 7, North West



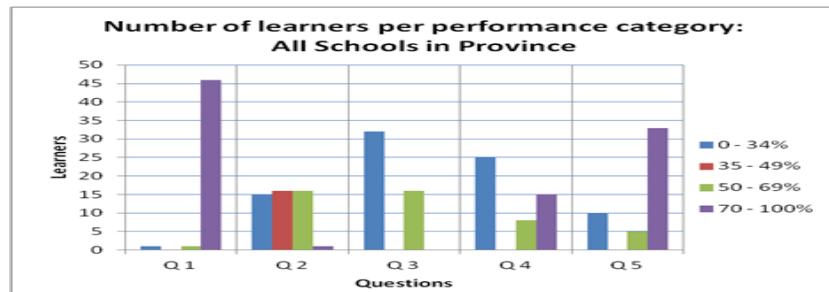
District 8, Gauteng



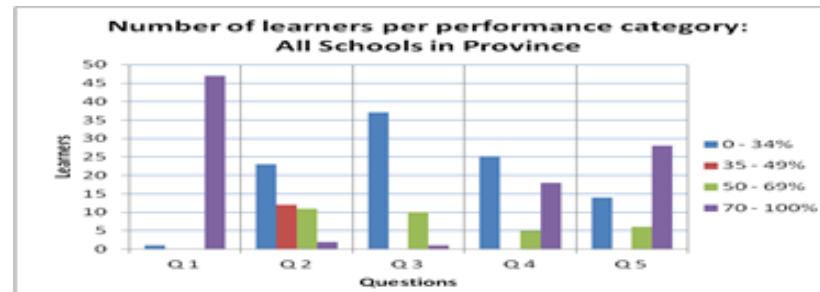
Grade 3 Mathematics in the African Language medium of the school

1) Learners per performance category

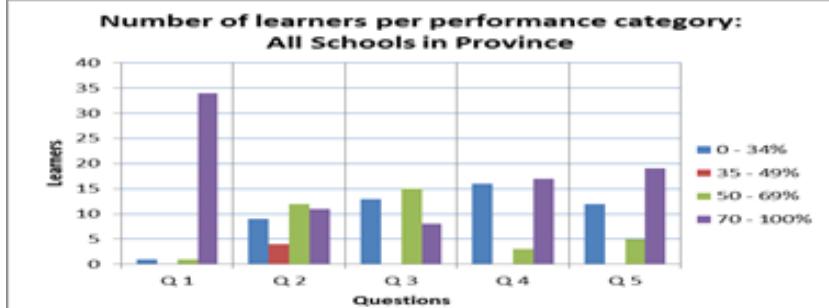
District 1, Eastern Cape



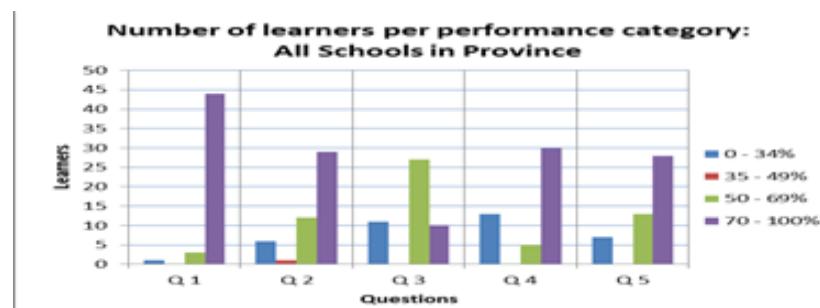
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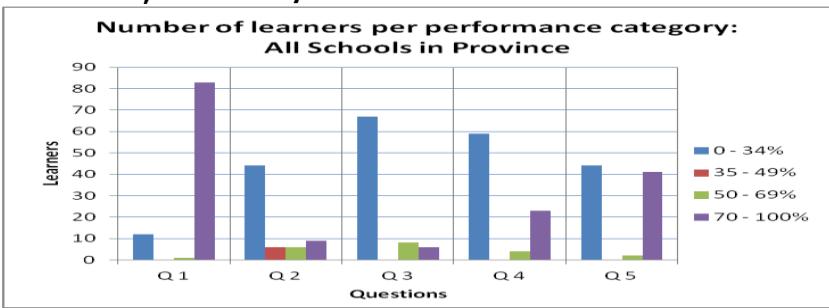
District 3, Mpumalanga



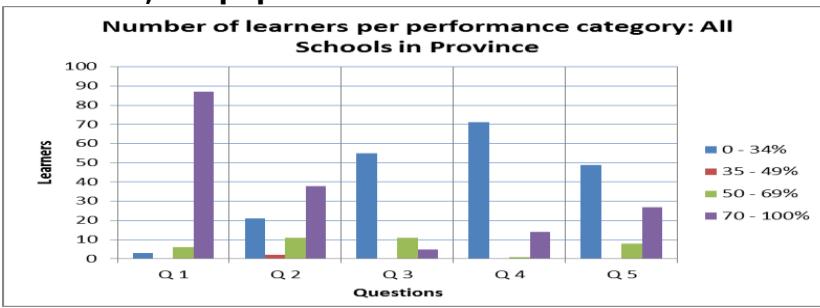
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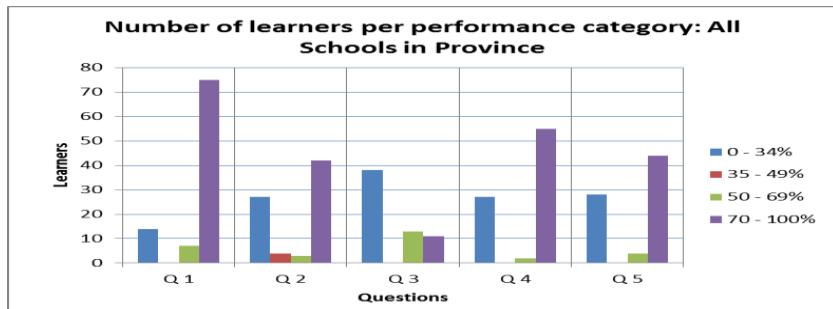
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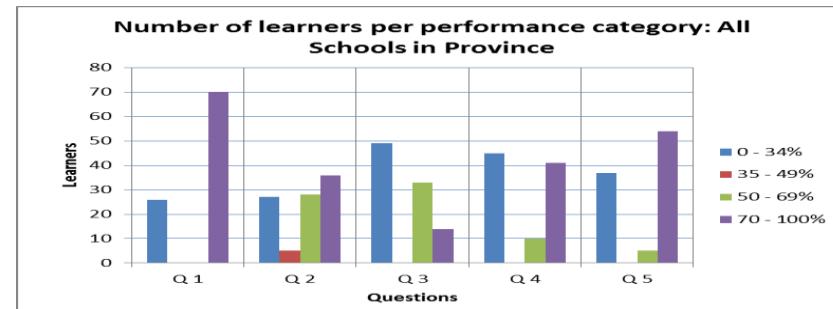
District 6, Limpopo



District 7, North West



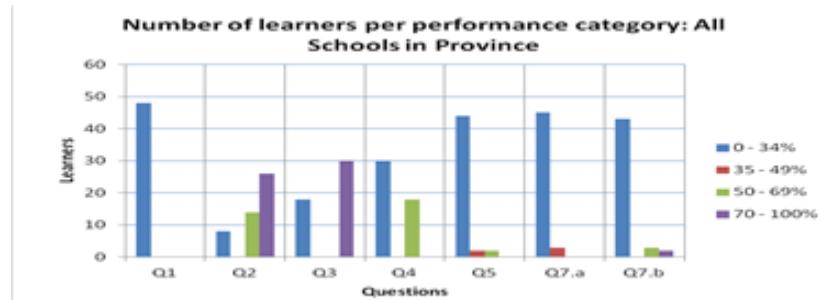
District 8, Gauteng



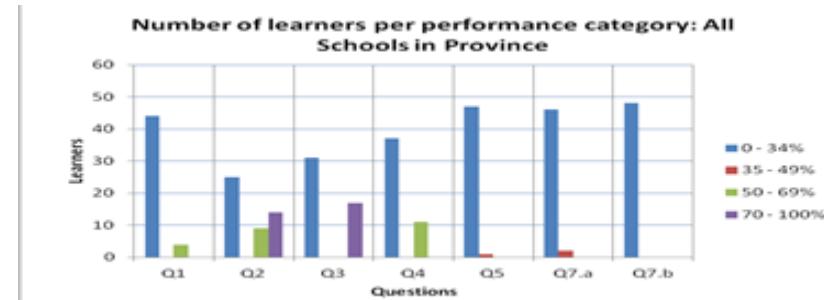
Grade 6 Reading in English for learning across the curriculum

A) Learners per performance category

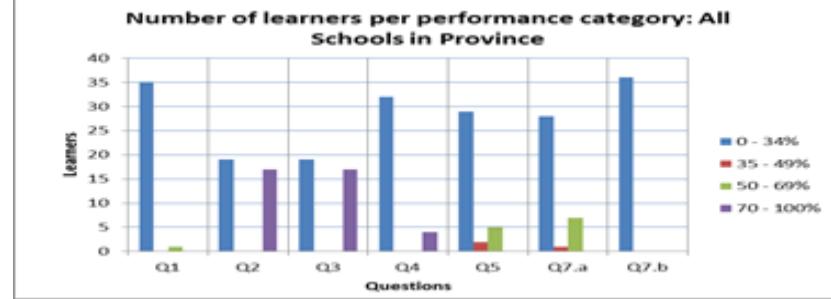
District 1, Eastern Cape



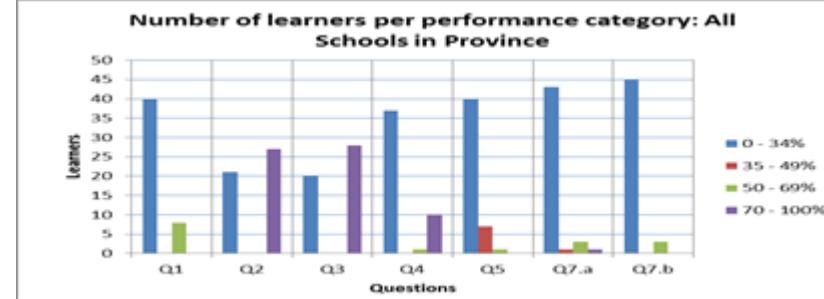
District 2, Eastern Cape



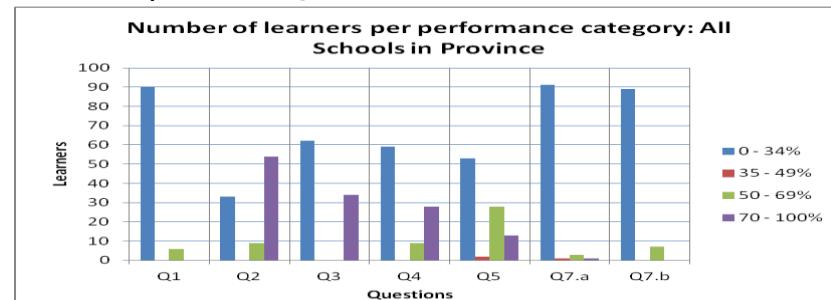
District 3, Mpumalanga



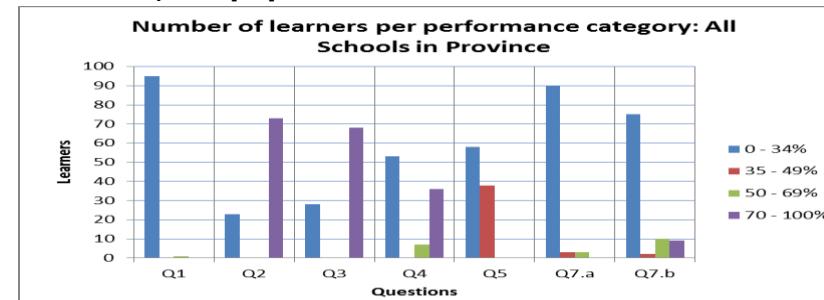
District 4, Mpumalanga



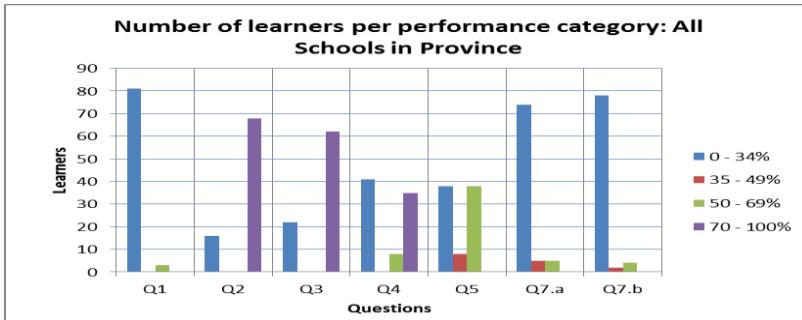
District 5, KwaZulu/Natal



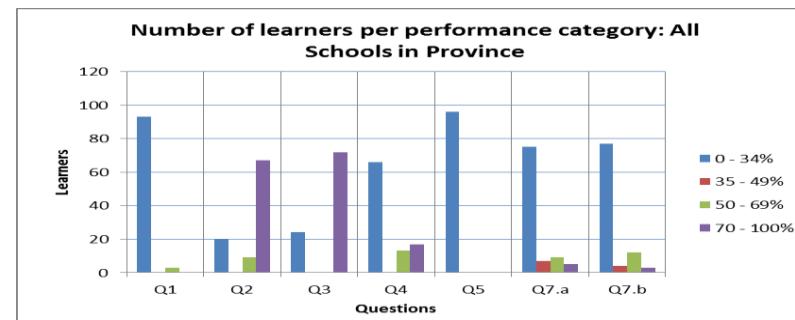
District 6, Limpopo



District 7, North West



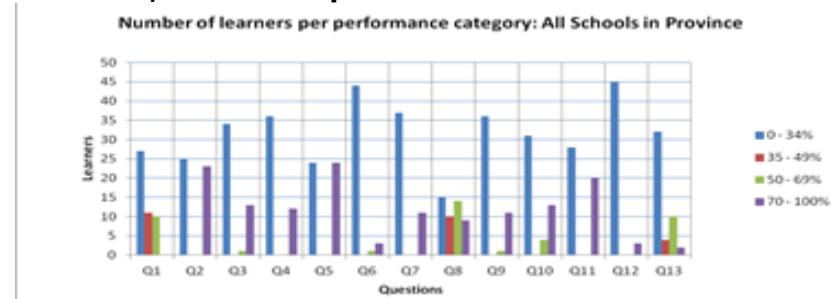
District 8, Gauteng



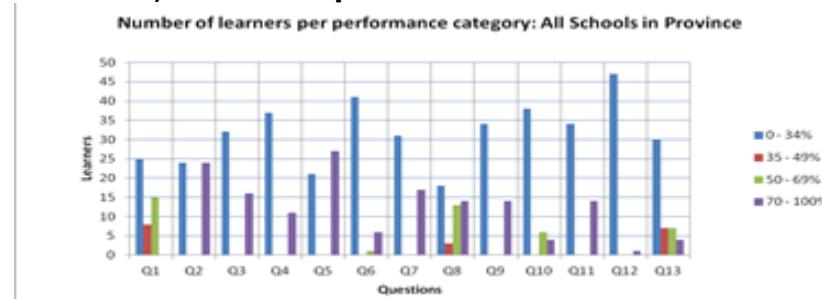
Grade 6 Mathematics in English

A) Learners per performance category

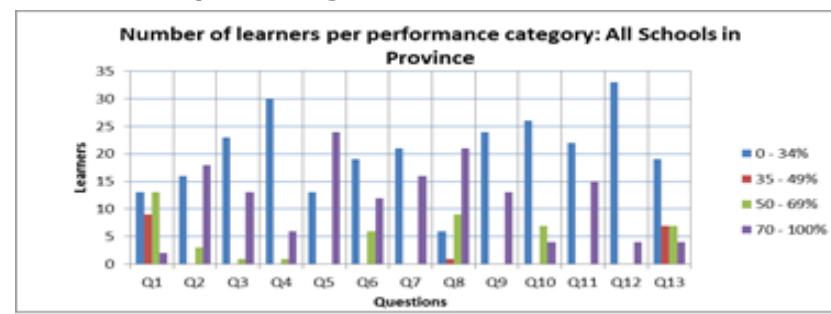
District 1, Eastern Cape



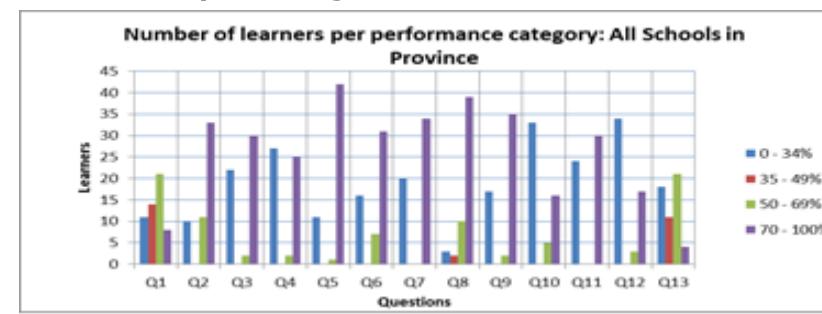
District 2, Eastern Cape



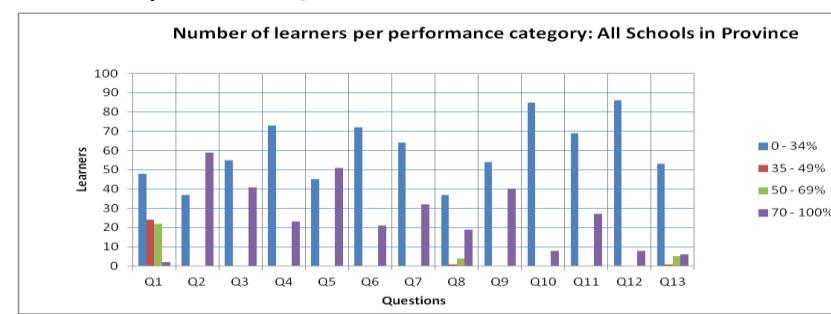
District 3, Mpumalanga



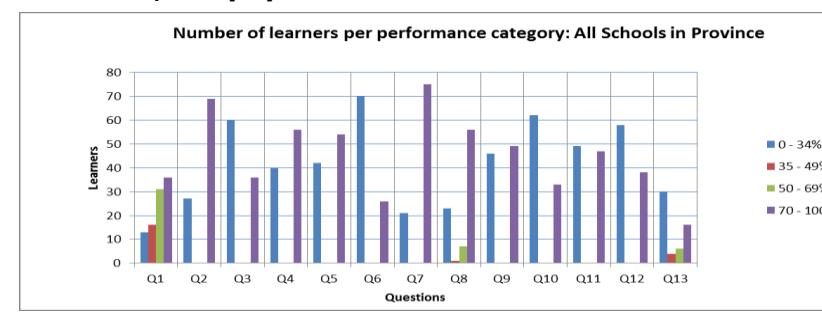
District 4, Mpumalanga



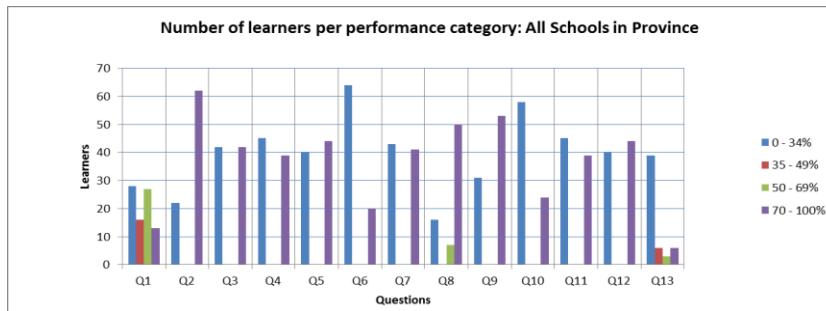
District 5, KwaZulu/Natal



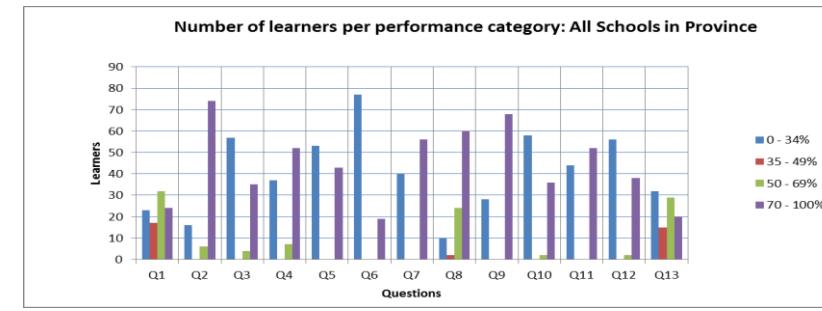
District 6, Limpopo



District 7, North West



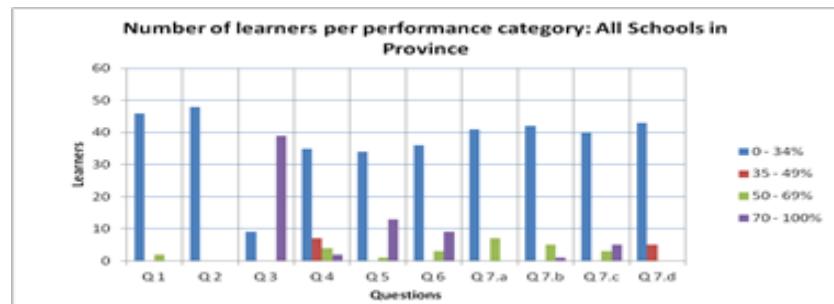
District 8, Gauteng



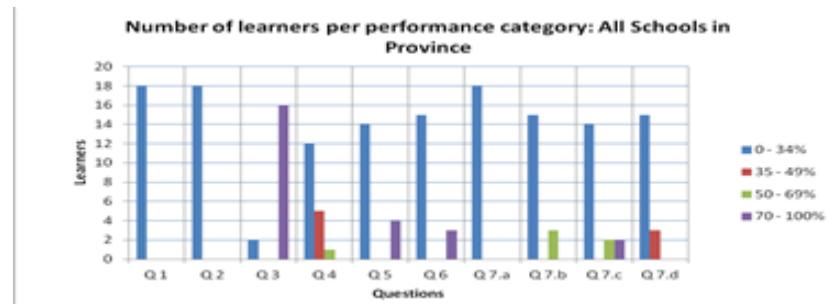
Grade 9 Reading in English for learning across the curriculum

A) Learners per performance category

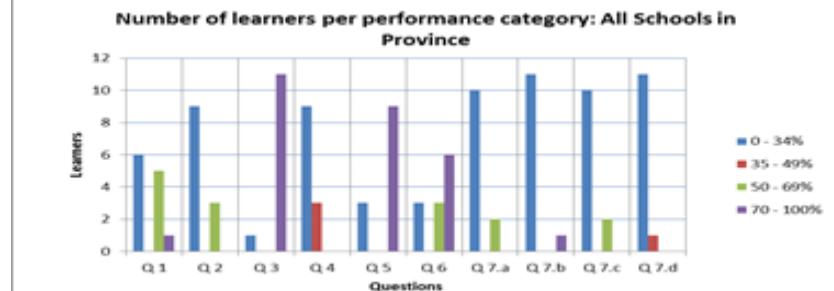
District 1, Eastern Cape



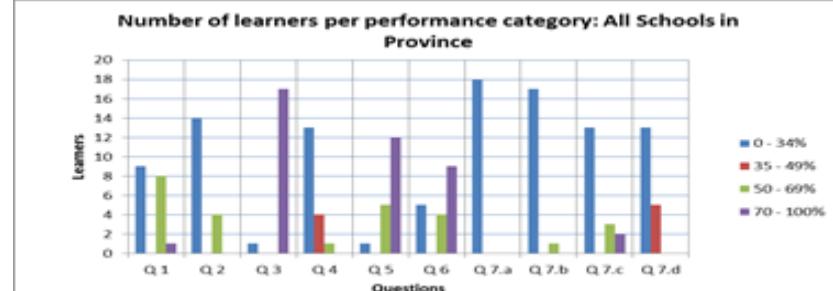
District 2, Eastern Cape



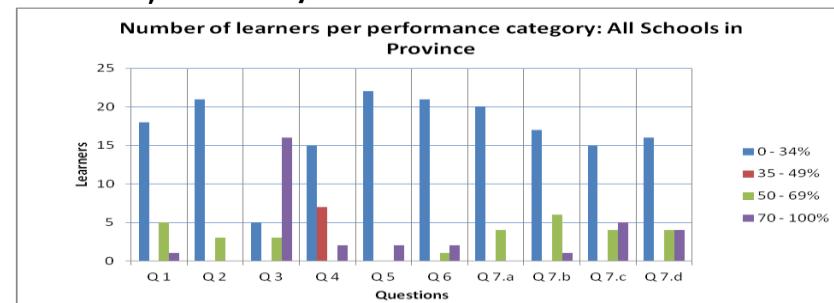
District 3, Mpumalanga



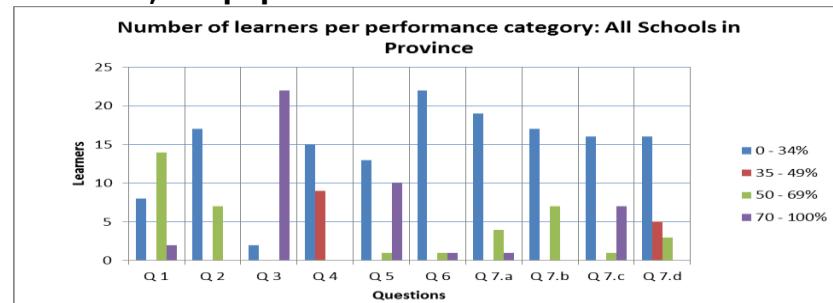
District 4, Mpumalanga



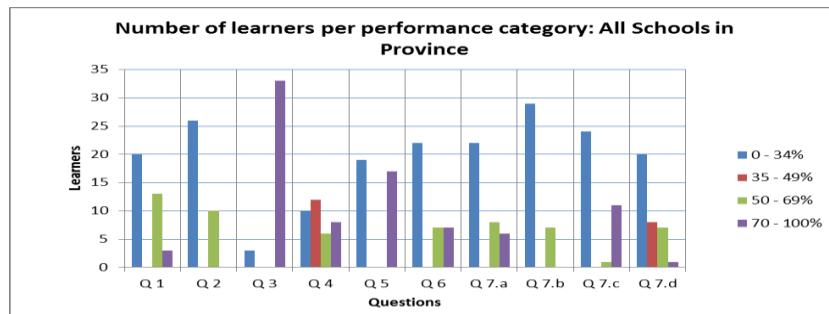
District 5, KwaZulu/Natal



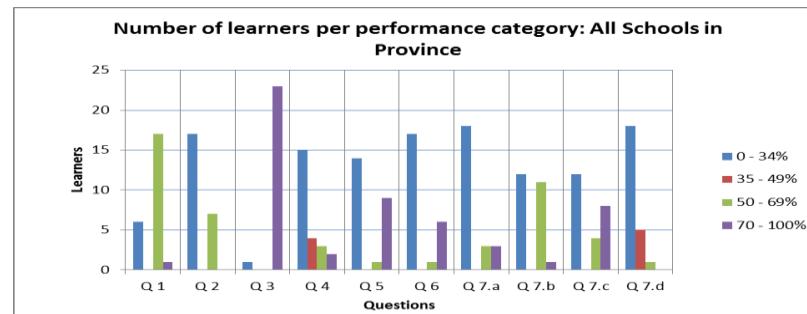
District 6, Limpopo



District 7, North West



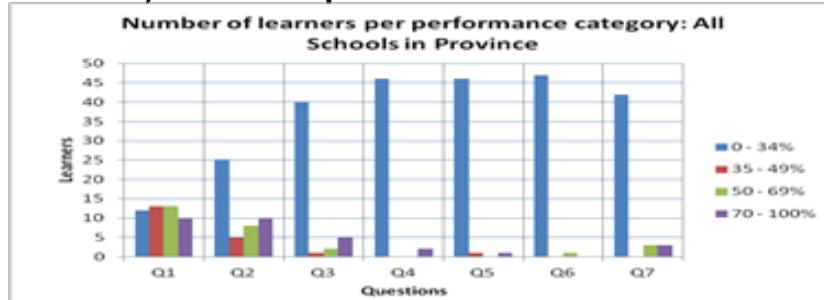
District 8, Gauteng



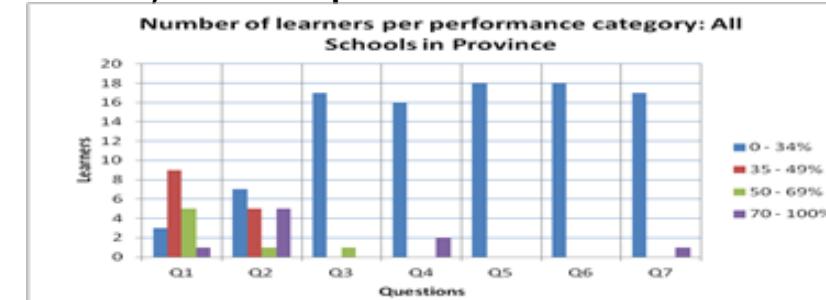
Grade 9 Mathematics in English

A) Learners per performance category

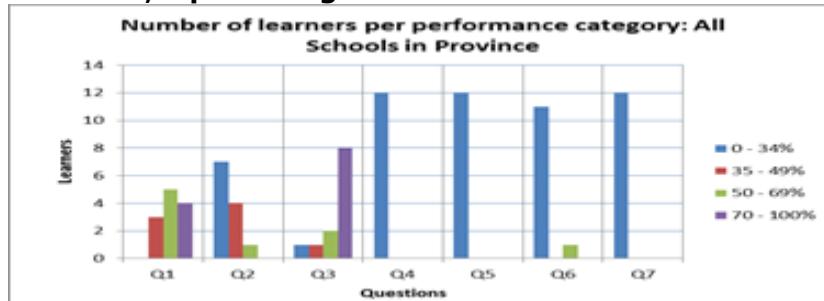
District 1, Eastern Cape



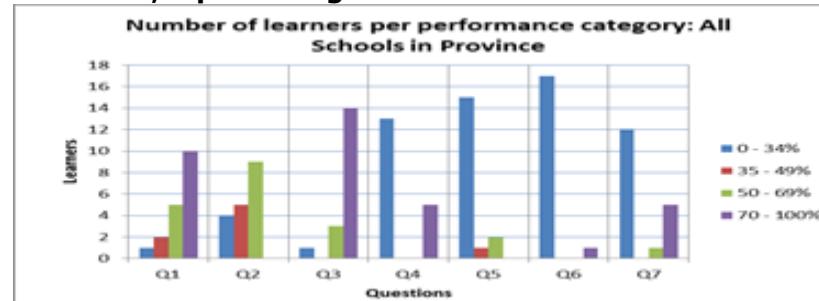
District 2, Eastern Cape



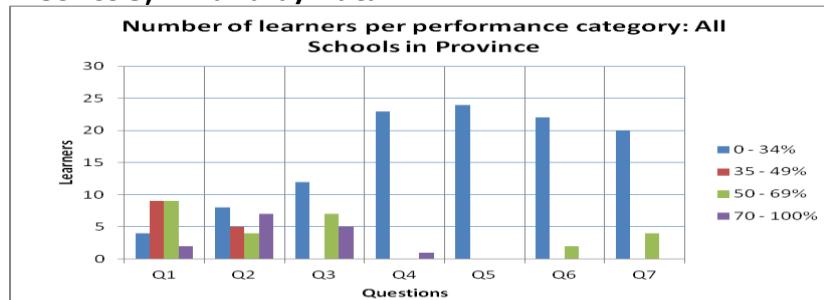
District 3, Mpumalanga



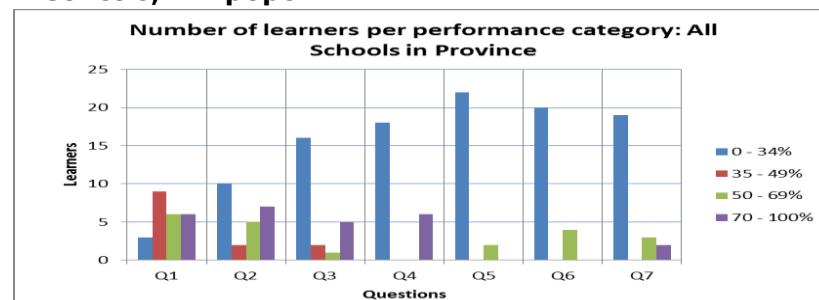
District 4, Mpumalanga



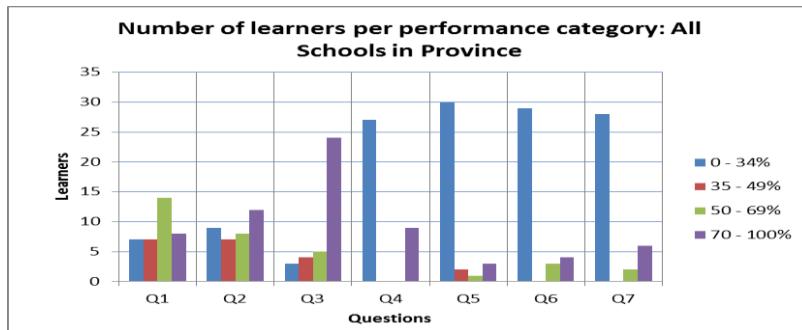
District 5, KwaZulu/Natal



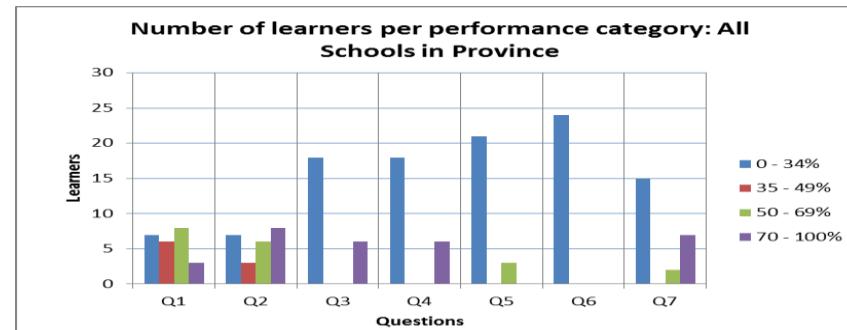
District 6, Limpopo



District 7, North West



District 8, Gauteng



Appendix: Description of what each assessment question focused on

Grade 3 Reading

Question	Focus
1	Use clues to predict meaningfully
2	Read to find particular information
3	Read with understanding, follow sequence & retell a story to show understanding
4	Interpret a story correctly and identify the reasons that support this interpretation
5	Understand connections in a story and consequences
6	Understand connections in a story and consequences

Grade 6 Reading

Question	Focus
1	Use clues to predict meaningfully
2	Read to find particular information
3	Read to find particular information & distinguish between relevant and irrelevant information
4	Read to find particular information and identify supporting information
5	Read with understanding, follow sequence, understand cause and effect; and retell the sequence to show understanding
6.a	Understand instructions; read to find particular information; use the information meaningfully to demonstrate understanding
6.b	Relate new information to existing knowledge; demonstrate meaningful integration of this knowledge

Grade 9 Reading

Question	Focus
1	Use clues to predict meaningfully
2	Read to find particular information and show understanding of the logic of/reason for a process
3	Read to find specific information
4	Read to understand 3 different but related concepts; identify the differences between them; explain each concept accurately; explain and the differences between them accurately
5	Read for specific information that demonstrates understanding of a concept and an example of it
6	Read for specific information that demonstrates understanding of a concept and an example of it
7.a	Read for specific information that describes the sequence in a process; list the process in sequence to demonstrate understanding
7.b	Read for specific information that describes the sequence of an extension of a process; list the process in sequence to demonstrate understanding
7.c	Read with understanding to identify specific ways an organisation impacts positively on society; list the impacts
7.d	Read with understanding to identify specific ways an organisation's work impacts positively on the environment; list the impacts

Grade 3 Mathematics

Question	Focus
1	Patterns, Functions and Algebra: counting backwards and forwards
2	Numbers : naming numbers, breaking down numbers, addition ,subtraction, division and word problems, money
3	Measurement (Time): Reading time on the analogue clock
4	Data handling: Interpreting pictographs
5	Shape and Space : Identifying shapes

Grade 6 Mathematics

Question	Focus
1	Numbers, operations & relationships: multiplication & factors
2	Numbers, operations & relationships: breaking down numbers
3	Numbers, operations & relationships: rounding off numbers
4	Numbers, operations & relationships: working out numbers in brackets
5	Numbers, operations & relationships: patterns of numbers
6	Numbers, operations & relationships: multiples of numbers
7	Numbers, operations & relationships: working out mode
8	Data handling

9	Mass
10	Capacity
11	Numbers, operations & relationships: division & multiplication
12	Number patterns: percentages & fractions
13	Number operations: all of the operations

Grade 9 Mathematics

Question	Focus
1	Numbers, Operations and Measurement- (Factors, Signs, Surface Area and Volume)
2	Algebra-(Like and Unlike terms, Factorisation, solving equations and Reciprocals)
3	Data Handling-(Interpreting Data- Pie Chart, Representing Data-Bar Graph)
4	Measurement-(Converting between the Units like cm to m, mm to km etc)
5	Financial Mathematics-(Calculating simple interest)
6	Shape and Space -(Geometry-Using geometry of straight lines to solve riders)
7	Number Patterns- Rounding off, Estimations and Percentages)