



**Evaluation Plan: Partnership School |
Kura Hourua policy**

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Final Report

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Preface

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Executive summary

- 1 The Ministry has a clear focus on improving student achievement, and employs a range of approaches to support the sector's efforts including provision of strategic leadership, resources, and targeted interventions. Partnership Schools is a new policy that provides an innovative addition to this mix.
- 2 The design intention is for Partnership Schools to foster quality partnerships between the education sector, business and the community. These partnerships are expected to result in novel and inventive ways to educate and engage groups of students who are not doing well in the current system – including Māori, Pasifika, students with special education needs and students from low socio-economic backgrounds. Partnership Schools also expand on the concept of offering choice to parents – a key feature of the New Zealand school system.
- 3 Partnership Schools have been established in two rounds: five schools/kura opened in February 2014 and a further set of four will commence in February 2015.
- 4 The Ministry has contracted MartinJenkins to undertake a multi-year evaluation of the Partnership Schools policy, which will include formative, progress and summative analysis for the purposes of accountability, learning for improvement and contribution to new knowledge.
- 5 This report marks the end of an initial scoping phase and outlines the plan for evaluating the Partnership Schools | Kura Hourua policy. The report covers three main areas:
 - overview of the Partnership Schools | Kura Hourua policy – including its theory of change, and an intervention logic
 - key inputs to the design of the evaluation
 - the evaluation design and methodology.

Evaluation purpose and questions

- 6 The purpose of the evaluation is to provide timely and relevant information to:
 - provide support decision-making about the ongoing implementation and support for the schools and contribute to ensuring implementation is efficient and effective
 - describe how the schools operate in practice and assess the factors that contribute to successful outcomes

- complement other monitoring and performance information sources to provide a cumulative overview of how the model is developing and what outcomes it is achieving
- expand knowledge about the nature of innovation in schooling provision.

7 Partnership Schools have greater freedom and flexibility to innovate and engage with their students, in return for stronger accountability for improving educational outcomes. The core aim of the evaluation is to investigate whether and to what extent these greater freedoms have enabled the schools to develop different and innovative approaches. The evaluation will answer these questions about the how this model has worked in practice:

- What does the policy look like in practice - to what extent is delivery aligned with design intent?
- To what extent are the conditions in place for the schools to achieve successful outcomes?
- What outcomes have been achieved by the schools and to what extent were they achieved by the intended mechanisms?
- What lessons can be learned from the schools' experience and what are the implications for improving the design and delivery of the policy?

Relationship to other monitoring and review activities

8 The evaluation complements other monitoring and review activities and information that provide oversight of how well the schools are providing quality education and meeting specific targets for student achievement, student well-being and engagement, financial health and enrolment of target groups. These include:

- Information that Partnership Schools | Kura Hourua are required to provide the Ministry of Education by legislation and their contracts. This will include information about whether the schools are meeting the targets set under the Performance Management System.
- Monitoring of Partnership Schools' educational performance by the Authorisation Board.
- Education Review Office (ERO) reports. In the lead-up to a school's opening ERO conducts a readiness review, followed by a New Schools Assurance Review in the first year of operation. This provides public assurance that the schools have effective processes and planning to provide quality education for its community.

9 The evaluation focus is different. It does not repeat the analysis from these monitoring and reporting sources but will supplement and draw from these to provide a

cumulative overview of how the model is developing and what outcomes it is achieving.

Phasing and flexibility

- 10 The evaluation plan will be fine-tuned and adapted over the course of the evaluation to ensure that it remains fit-for-purpose and responsive to emerging information needs. The evaluation approach recognises that the implementation of the Partnership Schools initiative is evolving.
- 11 The evaluation will run over four years (2014-2017), focusing on the schools opening in 2014 and 2015. The three stages of the evaluation will cover early operation and implementation, creating the conditions for success, and achievement of intended outcomes. Specifically:
 - Phase One (2014-2015) will look at how the schools are using the new model to set up institutions that are different from state schools and factors that have helped and hindered implementation
 - Phase Two (2015-2016) will consider how the schools are developing the conditions to achieve successful outcomes. These conditions include leadership and governance, student engagement, teaching and curriculum, and the engagement of parents, family and whānau.
 - Phase Three (2016-2017) will begin to draw conclusions about how well the model is operating to create the conditions for innovation. This will include how the components of the model have contributed to the outcomes the schools have achieved and what this means for the design of the model.
- 12 The detailed evaluation questions in Appendix 4 will guide the focus of each phase. The plan has scope for the Ministry and Martin Jenkins to adjust the focus of the later phases in light of the way Partnership Schools may evolve. We will review the precise focus of each phase, working closely with the Ministry Working Group, taking into account key stakeholders' views.

Evaluation methods

- 13 The evaluation will use a mixed-method approach to answer the four overarching evaluation questions. Specifically, we may undertake the following activities, depending on the agreed approach each year:
- introductory visits to schools/kura
 - annual survey of parents/whānau (during Phases 2 and 3)
 - annual interview/survey of schools/kura
 - annual focused case studies (up to 2 schools per phase)
 - annual workshop/interviews with Ministry staff (potentially during Phases 2 and 3)
 - use a synthesis of literature related to innovation at the school level, to guide the development of data collection tools and methods, in Phase 1
 - annual collection and secondary analysis of administrative data, performance monitoring data, and ad hoc policy documents.
- 14 Each activity will contribute to answering the overarching evaluation questions.

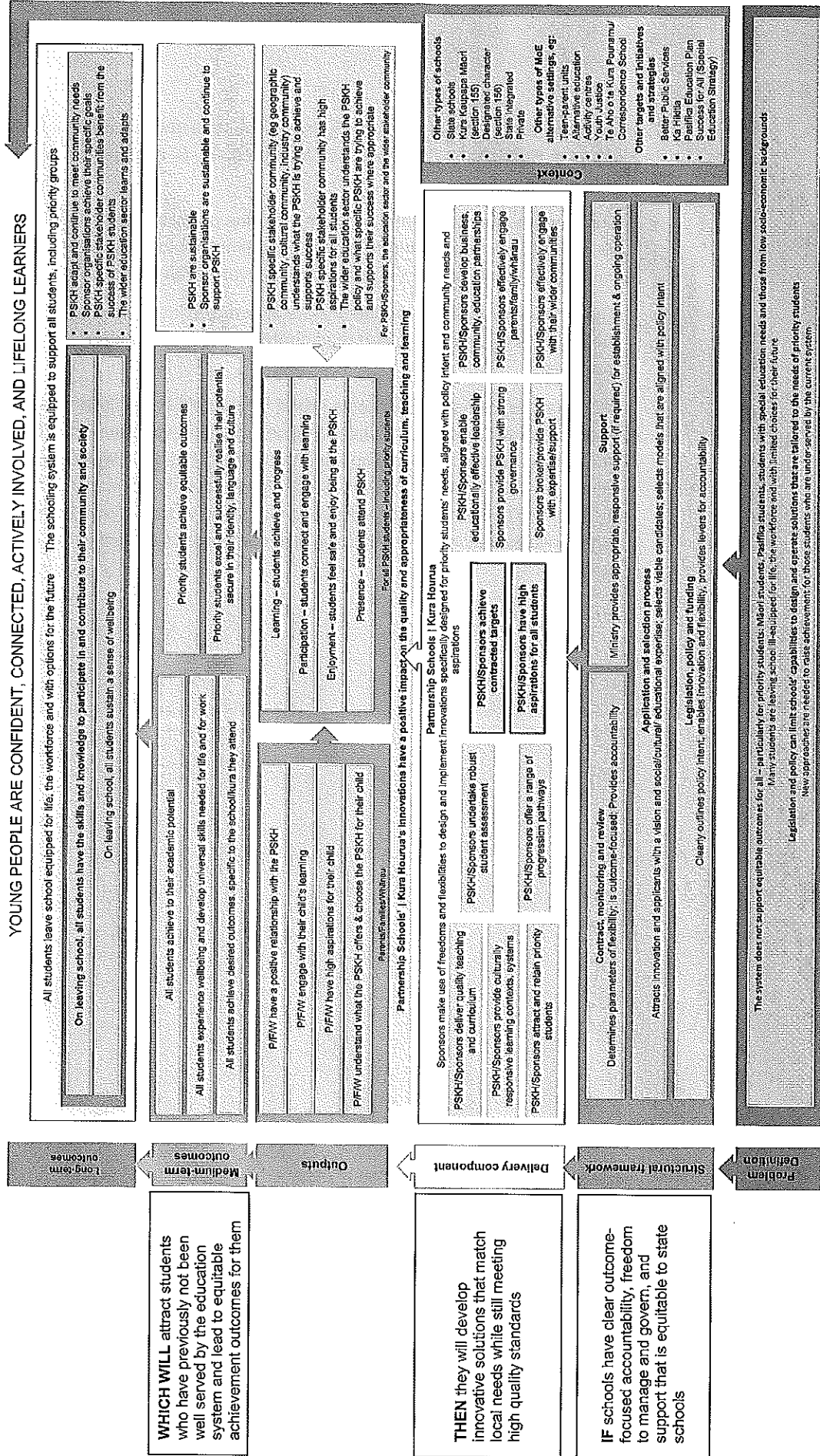
Background and context

- 1 The Partnership Schools policy was first set out in the 2011 Confidence and Supply Agreement between the National Party and ACT New Zealand (the Agreement). In the agreement, the parties agreed to adopt and implement within the 2011-2014 Parliamentary term an education policy that would enable a charter school system to be implemented within New Zealand.
- 2 As outlined in the Agreement, the charter school system was to be targeted at
...lifting educational achievement in low decile areas and disadvantaged communities where educational underperformance has become the norm.
- 3 While the name of the policy has changed, to Partnership Schools | Kura Hourua, the overarching aim remains evident throughout the policy documentation.
- 4 Also in 2011, officials identified four key features of the Partnership Schools model¹:
 - *greater flexibility* than state schools over aspects of governance and management, including staffing, approaches to teaching and learning, curriculum and qualifications
 - *a clear and ambitious mission* that distinguishes the [Partnership Schools | Kura Hourua] from surrounding state and state integrated schools
 - *a sponsor* who is responsible for ensuring the Partnership School | Kura Hourua meets learner achievement goals
 - *accountability for outcomes* as a strong focus, with a 'tight-loose-tight' model.
- 5 Since that time, emphasis has also been placed on the need for Partnership Schools to be strongly engaged with parents, family/whānau and community.
- 6 In essence, a concise, high level theory of change for the Partnership Schools policy can be summed up as follows:
IF schools have clear outcome-focused accountability, freedom to manage and govern, and support that is equitable to state schools
THEN they will develop innovative solutions that match local needs while still meeting high quality standards
WHICH WILL attract students who have previously not been well served by the education system and lead to equitable achievement outcomes for them.

¹ Education Report: Initial Discussion on Charter Schools, 20 December 2011.

- 7 Expanding on this theory of change, Figure 1 sets out a detailed intervention logic model for the Partnership Schools | Kura Hourua policy (a printer-friendly A3 version is available at Appendix 1).
- The fundamental issues and problems that the policy is attempting to address are shown at the bottom of the logic, with the ultimate outcomes shown at the top – young people are confident, connected, actively involved, and lifelong learners.
 - The evaluation will focus on the structural framework and delivery component of the policy, and the outputs and medium-term outcomes that are expected to lead from this.
 - Note that the Partnership Schools | Kura Hourua policy exists alongside a multitude of policies and initiatives that seek to improve educational outcomes for students, particularly those who have traditionally not been well served by the education sector (Māori, Pasifika, students with special educational needs and those in low socio-economic areas) – the right-hand side shows some of the other policies and initiatives that will also contribute to achieving the ultimate outcomes.

Figure 1: Partnership Schools | Kura Hourua intervention logic model



- 8 The intervention logic model sets out four support components that provide a **structural framework** for the policy:
- legislation, policy and funding
 - application and selection process
 - contract, monitoring and review
 - non-financial support.
- 9 In essence, these elements are within the control of the Government and our assumption is that without them schools/kura would not be able to function.
- 10 The actual delivery of education provision by schools/kura is the **delivery component** of the policy. The intervention logic model sets out a number of generic components that, if present, will constitute high quality provision, tailored to local needs and in line with policy intent. While the generic components set a particular *standard* for provision, eg quality teaching and curriculum, they are not specific about the *nature* of provision, reflecting the expectation that Partnership Schools | Kura Hourua will implement innovative solutions.
- 11 At the **output level**, the intervention logic model assumes that change will be most evident among two groups of stakeholders: parents and students.
- With regard to **parents**, we expect to see understanding of what the school/kura has to offer, high aspirations for their child and engagement with both the school/kura and their student's learning. While these are outputs for the policy overall, reflecting an assumption that schools/kura work closely with parents, family/whānau and communities, they are considered inputs to student learning.
 - Outputs for **students** constitute the fundamentals of learning evident in such documents as the Measurable Gains Framework: presence, enjoyment, participation and learning. These we assume will be affected by the work of the school/kura, support of the parents, family/whānau, and wider influences within the student's life and community.
- 12 The final two levels deal with **medium-term and long-term outcomes** of the policy. While the primary focus of the policy is educational achievement of priority learners, the intervention logic model also makes mention of student wellbeing, universal skills needed for work and for life, and security of culture, language and identity. These wider outcomes reflect assumptions inherent within the policy about how priority students will become young people who are confident, connected, actively involved lifelong learners – the ultimate vision towards which the Partnership Schools | Kura Hourua policy seeks to contribute.

Partnership Schools | Kura Hourua in practice

- 13 To date, the Ministry has issued two Requests for Proposals (RFP) in order to take applications and select sponsors to be contracted to deliver Partnership Schools | Kura Hourua.
- 14 The first RFP round was initiated in March 2013, and received 35 compliant applications that were assessed by the Partnership Schools | Kura Hourua Authorisation Board and the Ministry..
- 15 The Partnership School's Authorisation Board is a statutory advisory group appointed by the Minister of Education. The Board's role is to provide advice to the Minister of Education on the approval of sponsors and the educational performance of Partnership Schools. Specifically, this includes:
- evaluating applications for Partnership Schools
 - making recommendations to the Minister of Education about which applications to approve
 - providing assistance, where reasonable and practicable, with the negotiation process and the establishment of the schools, and
 - once the schools are established, being responsible for regularly monitoring and reviewing their performance to ensure agreed targets are achieved.
- 16 Following negotiations, the Minister of Education entered into contractual agreements with five sponsors, who opened five schools/kura in February 2014. We refer to these five schools/kura as the 'round 1' group.
- 17 The second RFP round opened in December 2013, and is currently in the selection and negotiation stage. At this stage, it is unknown how many contracts will be entered into with the view to opening in February 2015. We refer to these schools/kura as the 'round 2' group.

Round 1 schools/kura

- 18 Table 9 at Appendix 2 sets out the key characteristics of each of the round 1 schools/kura.
- 19 Key points to note are:
- the schools/kura are clustered in two geographical areas: Northland and Auckland
 - all of the schools are co-educational

- there is considerable variation between the schools with regard to their roll count – maximum roll (100-300), opening roll (50-108)
- all of the schools/kura are delivering the New Zealand Curriculum and/or Te Marautanga
- each of the schools covers a unique, but sometimes overlapping, year range
- there is variation across the schools with regard to their focus and ethos.

Round 2 schools/kura

- 20 The round 2 application and selection process is intended to follow a similar process to round 1.
- 21 In keeping with round 1, and the policy intent overall, successful applications are also required to demonstrate commitment, experience and expertise in raising the educational aspirations and results of Māori and Pasifika students, students from low socio-economic backgrounds, and students with special education needs.
- 22 The Ministry received 19 compliant applications in round 2, two of which were submitted by sponsors of established round 1 schools/kura. We are expecting the successful round 2 Partnership Schools | Kura Hourua to be announced in the latter part of 2014. In planning this evaluation we have assumed:
- a minimum of 3 and a maximum of 5 new Partnership Schools | Kura Hourua will be contracted through round 2.

Evaluation scoping

- 23 This evaluation plan has been designed following a scoping phase carried out between April and June 2014. Scoping activities included:
- an in-depth inception meeting with Ministry staff
 - review of background policy documents, with a particular focus on Cabinet papers, funding model papers, and application and selection process guidance and advice
 - comprehensive review of background documentation for each round 1 school/kura, including proposal documentation, contract, first quarterly report, website, and other relevant material (such as newsletters)
 - scoping visit to all five round 1 schools/kura – visits were tailored according to advice received from each school/kura and included 1:1 and/or group interviews with two or more of the following people: sponsor representative, curriculum lead, business lead, teaching staff, community/parent liaison staff, parents/whānau
 - telephone and face-to-face interviews with thirteen Ministry and non-Ministry stakeholders including national office policy and operation staff, regional management and support staff, contracted support staff and ERO representative
 - development and testing of an intervention logic model
 - two working group meetings with Ministry staff who have had a close involvement with policy design and /or implementation.
- 24 Some important messages emerged from the scoping phase, which have informed the design of this evaluation.
- 25 With regard to **methods and design** the scoping revealed a number of factors regarding delivery of the policy by schools/kura that present both opportunities and challenges.
- Schools/kura are enthusiastic to prove their value and achievements – this is both an opportunity and a challenge for the evaluation. It means that schools/kura are likely to be cooperative and supportive of evaluation activities, but also that they have a vested interest in presenting a positive picture.
 - Schools/kura have varied cultural norms and vastly different preferences for engagement. The evaluation needs to deliver the right balance of tailored and frequent contact without over-burdening schools/kura or compromising the evaluation design – ie we need sufficient consistency in data collection approaches to allow us to synthesise information across schools and to ensure evaluation resources are used across a variety of evaluation activities.

- While there is some consistency across round 1 schools/kura with regard to data collection (what is collected and how it is stored), there are also many differences. Round 1 schools/kura are generally open to collecting data as required for the evaluation and they are generally supportive of providing anonymised student-level data. The evaluation needs to provide sufficient guidance for schools/kura to provide data that can be synthesised without undermining the intention of the policy (greater freedom for schools/kura) by being overly prescriptive.
- Student numbers in any given cohort (school, year group, priority group) are relatively small and we can expect attrition from any longitudinal data set.
- Schools/kura can offer many real life examples to illustrate their unique experience and outcomes that are being achieved. The evaluation needs to be able to harness these stories and analyse them within a framework that allows for synthesis and robust critique.

26 With regard to **scope and focus** the scoping phase revealed that Partnership Schools | Kura Hourua will be experiencing extensive scrutiny from a range of audiences. It will be important for this overarching evaluation to be mindful of other review activities in order to minimise burden on schools/kura and ensure it adds value by remaining focused on the policy, rather than individual school's/kura's delivery of the policy, and providing an independent analysis that synthesises findings across all. Other review activities are discussed on page 17.

27 With regard to **process**, the scoping phase revealed that because Partnership Schools | Kura Hourua is a high profile and contested policy, round 1 schools/kura are experiencing high levels of media scrutiny, and stakeholders and potential evaluation participants are highly aware, and understandably nervous, about the possibility of information they provide being released to the media without their consent. In order to undertake a rigorous evaluation, it will be essential for us to gather honest and frank feedback from a range of stakeholders, including sponsors and other people associated with the schools and kura.

28 Findings from the scoping phase have informed the design of this evaluation.

Ensuring a culturally appropriate evaluation

29 Three of the round 1 schools/kura are driven by a specific commitment to a Māori or Pasifika ethos and approach, and all of the round 1 schools/kura have high proportions of Māori/Pasifika students, parents and whānau. In designing this evaluation we have taken advice from two cultural experts, [REDACTED] who are core members of the evaluation team (see the project management outline on page 37 for full details of the project team).

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- 30 To ensure the evaluation is culturally appropriate and also culturally relevant (ie delivers useful information regarding the application and significance of the policy for Māori and Pasifika students) our cultural experts will review our data collection tools, analysis and reports at each phase. In particular, they will consider whether we are:
- following appropriate protocols – particularly in our communications with schools/kura
 - asking the right questions – ensuring issues of importance to Māori and Pasifika are investigated
 - using the right methods – especially as we finalise the design of specific data collection tools
 - involving the right people – for example, in our case study visits and our advice to schools regarding the distribution of parent/whānau surveys (see page 28)
 - making the right assessments – for example, as we assess the alignment of the values and goals of Partnership Schools | Kura Hourua to the aspirations of Māori and Pasifika.
- 31 Working with Māori and Pasifika involves many similar elements, with the building of relationships and connections being key for both groups. We have found that people are more likely to actively participate in research if they understand and value the reasons for the research and a culturally appropriate, ethical process is followed.
- Time: where necessary we will be flexible in our approach, making every effort to schedule interviews to suit whānau, hapu and iwi and/or Pasifika participants (in terms of both time and place) and spending sufficient time to ensure extended family are also involved if desired. We believe it is important to meet kanohi-ki-te-kanohi.
 - Whakawhanaungatanga: we will endeavour to establish quality relationships with interviewees through making connections, honouring our commitments and making ourselves available for follow-up questions and contact.
 - Protocol: if it is appropriate for particular group interactions we will seek to have appropriate introductions made and ensure there is time for mihimihi, and that karakia take place and kai is available before interviews.
 - Koha: participation in research involves the exchange of knowledge and information; in recognition of this it will be appropriate to offer a modest koha to school-based participants (usually in the form of food offered before/during the interview) and any whānau/fanau/aiga who participate in case studies.
 - Openness and honesty: all interviewees will be given good quality information about the research and given the chance to give informed consent. We always make sure our contact details are clearly given.

Evaluation design principles

32 The Ministry is seeking an evaluation that is economic, efficient and effective and represents good value for money over the life of the contract. We have designed this evaluation with these principles in mind, and also with a view to:

- using a combination of information sources to triangulate findings
- making maximum secondary use of existing data sources wherever possible
- ensuring that any new data collection is focused, targeted and provides a richness that is not provided by existing data sources
- minimising burden on schools/kura, and allowing flexibility for schools/kura to align new data collection with existing processes wherever possible
- maintaining a focus at the policy level, and enabling synthesis across schools and data sources
- providing full anonymity and confidentiality for evaluation participants wherever possible, and ensuring complete transparency in instances where this cannot be provided.²

² See Appendix 3 – Ethics and information use and security protocol – 18 June 2014.

Evaluation design and methodology

Purpose

- 33 The overall purpose of the evaluation is to assess the extent to which the Partnership Schools | Kura Hourua policy has delivered what it intended to deliver with regard to flexibility, innovation and student outcomes. Specifically, it will:
- provide **accountability** at the policy level (not the individual school level) to support decision making about the future of the policy
 - provide **learning** to support ongoing improvement of the policy
 - contribute to wider **knowledge** about the nature and effectiveness of innovation in schooling to support development of related policies.

Evaluation audience

- 34 As the owner of the Partnership Schools | Kura Hourua policy, the Minister of Education is the ultimate audience for the evaluation. The Minister will be reporting to Cabinet about the success or otherwise of the Partnership Schools | Kura Hourua policy and on this basis making recommendations about future continuation, adaptation, expansion or termination of the policy.
- 35 Other audiences include:
- existing Partnership Schools | Kura Hourua who will be interested in the success or otherwise of the policy overall, as they have a vested interest in the continuation of the policy, and lessons that could help them to improve their own delivery
 - Ministry staff with responsibility for ongoing delivery of the Partnership Schools | Kura Hourua policy, who will be interested in the success or otherwise of the policy overall in order to inform advice they provide to the Minister
 - Ministry staff in regional offices providing ongoing support to individual schools/kura who will be interested in the success or otherwise of the policy overall and their contribution to this, and lessons that could help them to improve their own delivery
 - the Partnership Schools | Kura Hourua Authorisation Board who will be interested in how the model is operating in practice, the level of innovation the model enables, and the level of success or otherwise of the policy
 - prospective Partnership Schools | Kura Hourua and existing non-Partnership Schools | Kura Hourua schools (eg state and independent schools) who will be

interested in the success or otherwise of the policy and opportunities for learning from the Partnership Schools | Kura Hourua policy about the impact of innovation

- stakeholders with a wider interest in achieving the same ultimate goal as the Partnership Schools | Kura Hourua policy – young people are confident, connected, actively involved, and lifelong learners – who will be interested to understand the extent to which lessons from the Partnership Schools | Kura Hourua experience have relevance for other policy areas.
- the general public and other stakeholders, who will be interested in the success or otherwise of the policy.

Scope and fit with other review activities

36 Partnership Schools | Kura Hourua are operating within a complex accountability framework that involves scrutiny from multiple agencies and groups (Table 1).

Table 1: Accountability framework for Partnership Schools | Kura Hourua

Agency/group	Review activities
Education Review Office (ERO) ³	<p>Readiness Review of each school/kura prior to opening (confidential report to the Ministry by end of Term 1)</p> <p>New Schools Assurance Review 6 months after opening (public report to the school community)</p> <p>ERO first Education Review (18 months after opening)</p> <p>Subsequent reviews as per ERO's standard review schedule with frequency dependent on outcomes of previous reviews</p>
Ministry of Education ⁴	<p>Quarterly performance monitoring of "a few vital outcomes" which are set out in each Partnership School Kura Hourua contract. Monitoring is delivered through a template report and school visits</p> <p>Reporting to Minister and Cabinet</p>
Authorisation Board ⁵	<p>Evaluate applications from potential sponsors and make recommendations to the Minister regarding approval</p> <p>Once the schools/kura are established, be responsible for regularly monitoring their performance to ensure agreed targets are achieved</p> <p>Provide advice on policy development relating to Partnership Schools</p>

³ Source: Memorandum of Understanding between the Ministry of Education and the Education Review Office.

⁴ Rationale for the approach and details of underlying principles are set out in Performance Management System for Partnership Schools.

⁵ Source: Partnership Schools | Kura Hourua Authorisation Board Terms of Reference, 13 December 2013.

- 37 Note that all of the activities above relate to review of performance at the individual school level. However, having undertaken school level review, each of the agencies/groups will be well placed to provide an overview perspective.
- 38 By contrast, our scoping identified that to minimise overlap and maximise value-add, the MartinJenkins evaluation should:
- focus on the performance of the Partnership Schools | Kura Hourua policy, rather than the performance of individual schools/kura
 - provide an end-to-end evaluation of the policy
 - include round 1 and round 2 schools/kura
 - with regard to outcomes, focus primarily on student achievement
 - be concerned with outcomes for all students, but with a special focus on priority students.

Focus on policy

- 39 The evaluation will focus on the Partnership Schools | Kura Hourua *policy* overall, rather than the performance of individual schools that are implementing that policy. This is an important distinction. It has implications for the evaluation methodology, which will use a combination of standardised tools for data collection across schools/kura and occasional targeted visits to selected schools/kura; it also has implications for the focus of evaluation reporting, which will primarily provide meta-analysis with a school-level focus where required to illustrate common themes and outlying examples rather than as a matter of course.

Provide an end-to-end evaluation of the policy

- 40 The intervention logic for Partnership Schools | Kura Hourua is set out earlier in this report. It details the problem to be solved, components of the policy and intended outcomes. Specifically, the components of the policy are broken into two parts:
- structural framework – these are the elements for which the Ministry and wider government have responsibility and control
 - delivery component – these are the elements for which the individual schools/kura have responsibility and control.
- 41 Both parts will be within scope of this evaluation.

Include all round 1 and round 2 schools/kura

- 42 All round 1 and round 2 Partnership Schools | Kura Hourua will be within scope of this evaluation. This means, that we will seek information from all participating schools/kura and will include information about all schools/kura in our synthesised findings.
- 43 The round 2 Partnership Schools | Kura Hourua have not yet been announced. In planning this evaluation we have assumed:
- a minimum of three and a maximum of five new Partnership Schools | Kura Hourua will be contracted through round 2.

Focus on medium-term student achievement outcomes

- 44 With regard to outcomes, the evaluation will primarily be concerned with student achievement and precursors to student achievement in the medium term. For example, NCEA, national standards and attendance information. This data is collected as standard by schools/kura and reported on aggregate in quarterly monitoring reports.
- 45 Secondly, the evaluation will capture wider benefits for students (associated with wellbeing, universal skills for life and work, and security in culture, language and identity), and longer-term outcomes (associated with post-school contribution to society and sustained sense of wellbeing) although we will not develop specific data sources dedicated to gathering quantitative information in these domains. There are several reasons for not developing additional data streams in these domains: firstly, capturing this information would put undue burden on schools; secondly, given the spread of age groups covered by schools/kura and the relatively short duration of the evaluation, we expect only a small number of students will reach the end of compulsory schooling before 2018; thirdly, the evaluation has a limited budget which requires us to make trade-offs and scoping has indicated that while wider outcomes matter, the primary focus should be student achievement.

Focus on outcomes for all students, but with a special focus on priority students

- 46 The Partnership Schools | Kura Hourua policy is primarily concerned with outcomes for priority students. The evaluation will capture and report on outcomes for *all* students with a particular focus on priority students where data allows (ie to the extent that priority students can be identified through meta-data and numbers allow for a sensible breakdown).

Key evaluation questions

- 47 Ultimately, the evaluation seeks to determine the extent to which the policy delivered what it intended to deliver – *all students achieve to their academic potential and priority students achieve equitable outcomes.*
- 48 Reflecting the evaluation purpose and scope, and the policy's theory of change and intervention logic, we have identified four major overarching questions:
- Question 1 - What does the policy look like and to what extent is delivery aligned with design intent?
 - Question 2 - To what extent are conditions for successful delivery of the policy in place?
 - Question 3 - What outcomes were achieved and were they achieved through the mechanisms that were envisaged?
 - Question 4 - What lessons can be drawn from the Partnership Schools | Kura Hourua experience and what are the implications of these lessons for improving the design and delivery of the policy?
- 49 The evaluation will be further guided by detailed sub-questions (set out at Appendix 4). The detailed sub-questions will act as a guide and we will work with the Ministry, through the evaluation working group (discussed later in this report), to determine the precise focus during each phase. They are informed by the intervention logic model, but do not necessarily include a question in relation to each dimension of that model; this reflects priorities identified in the scoping phase.

Making evaluative judgements

Judgements about outcomes

- 50 Primarily, we will be seeking to answer the meta-question: to what extent did the policy deliver what it intended to deliver. Our overarching judgement about the success of the Partnership Schools | Kura Hourua policy will triangulate information from across all of the data sources collected for the evaluation and assess the relative weight of evidence for a positive or negative finding.
- 51 In particular, ultimately the policy seeks for *all students to achieve to their academic potential and priority students to achieve equitable outcomes.* As such, the main focus of our outcomes judgements will relate to student academic achievement.

- 52 Firstly, at the school level, we will:
- compare the achievement outcomes of Partnership Schools | Kura Hourua students with their contracted targets, which are set to reflect the average achievement of decile 3 state schools – note this will necessarily be restricted to NCEA and National Standards outcomes, as no standardised measures exist regarding Y9 and Y10 achievement
 - compare the achievement outcomes of Partnership Schools | Kura Hourua priority students (Māori, Pasifika and students in lower socio-economic areas) with average national outcomes for the same priority groups – note again this is restricted to NCEA and National Standards.
- 53 The extent to which schools/kura collectively exceed, meet, or miss their targets and/or exceed, meet or miss national average performance with regard to priority groups will provide the basis for a preliminary judgement.
- 54 Secondly, at the student level we will collect anonymised, but trackable student-level information to support analysis of improvement, where this is not available through ENROL. This will allow us to interpret the aggregate data better and understand the factors driving positive or negative results.
- 55 We will also analyse the student-level data to explore whether different groups of students, or students with different types of characteristics have been better served by the Partnership Schools | Kura Hourua policy.
- 56 Finally, in phase 1 and 2 we will develop a 'vision of success' that reflects parent/whānau and school expectations of outcomes for students, above and beyond the student achievement outcomes mentioned above. For example, some of the schools have a particular focus on being Māori and standing tall as Māori, which has been incorporated throughout their curriculum. Other schools also have similar foci, to varying degrees, and one has a particular focus on students succeeding as Pasifika.
- 57 The 'vision of success' may be one of the criteria for case study selection in phase 3 and will also inform the development of the final school and parent/whānau surveys. Through these mechanisms we will also gather views about the extent to which students have achieved diverse outcomes.

Judgements about the mechanisms through which outcomes are achieved

- 58 Secondly, we are seeking to understand the extent to which outcomes were achieved through the mechanisms envisaged by the policy, and captured in the theory of change. To answer questions in this space, and to provide a more nuanced analysis of the relative merit of the policy, some specific concepts require further

consideration. Rather than developing rubrics in relation to each of these areas, we propose to consider these points.

What constitutes innovation?

- 59 Innovation is an ambiguous concept that invokes different expectations in different audiences. For some, innovation will mean a solution that has never been seen before, for others it will mean a solution that provides a better way of doing something and for yet others it will refer to process that brings together various novel ideas in a way that has impact on society.
- 60 In the context of education, where children and young people's futures are at risk, innovation is less about whole-scale experimentation and more about the creative application of good practice solutions in a way that is appropriate in a specific time and place.
- 61 In this way, innovation differs from invention in that innovation refers to the use of a better and, as a result, novel idea or method, whereas invention refers more directly to the creation of the idea or method itself. This means that in the context of Partnership Schools | Kura Hourua, it may not be that the idea itself is specifically new but its application to this particular student group, or in combination with other ideas, is at least uncommon and at best unique.
- 62 To this end, when identifying innovation, the evaluation will look for examples of solutions that are:
- uncommon in state schools
 - (to the extent that evidence exists in this area) reflective of good practice
 - appropriate for the time, place and people they seek to serve.

What constitutes high quality delivery?

- 63 There are a number of domains in which Partnership Schools | Kura Hourua are expected to deliver high quality innovative services. During phase 1, we will use the results of a scan of the literature⁶ about school-level innovation to identify dimensions of innovation, and detailed evaluative criteria for judging delivery in each domain. The resulting framework will be tested with the working group (discussed on page 38) before we administer it to schools/kura to assess the quality of their delivery.

⁶ The Ministry will conduct the literature search, assemble the relevant literature and briefly summarise key points and findings. We will use these resources to help develop our framework for assessing innovation and contribute to the development of interview and survey instruments.

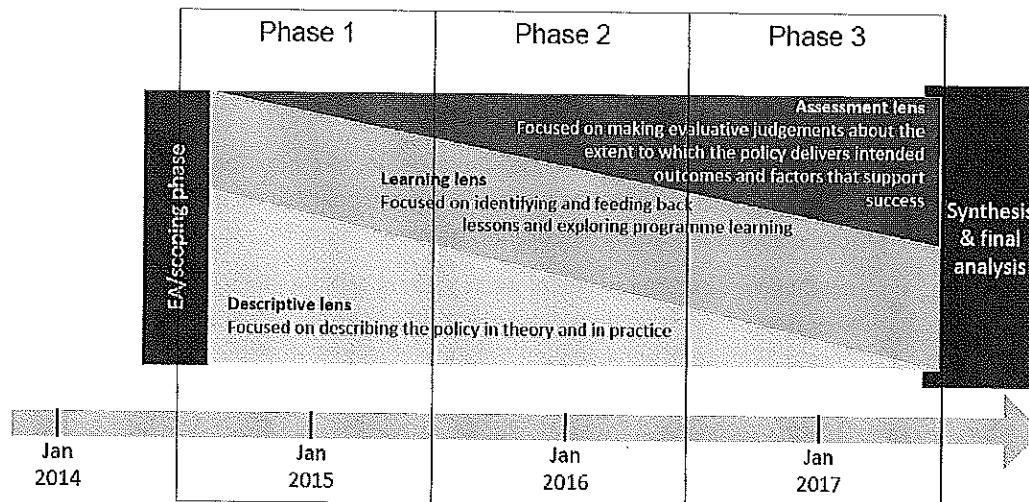
What outcomes are attributable to the policy?

- 64 The previous section discussed our approach to assessing what the policy delivers in terms of student achievement outcomes. Ideally, we would assess impact (ie the extent to which outcomes are attributable to the policy) through an experimental or quasi-experimental approach that compared:
- aggregated outcomes for schools/kura before and after they become Partnership Schools | Kura Hourua – however, this is not possible as all of the round 1 schools/kura are newly established entities
 - actual academic outcomes for each student with projected outcomes based on their performance on entry – however, this is not practical as we will not have access to historic achievement data for individual students or resources for developing a model that can project student outcomes
 - actual outcomes of Partnership Schools | Kura Hourua students (aggregated to school/kura level or at student level) with comparable non-Partnership Schools | Kura Hourua cohorts – however, this is not desirable at the school level or possible at the student level, due to lack of access to data regarding non-Partnership Schools | Kura Hourua students and their outcomes.
- 65 We have opted instead to take a qualitative approach to ascertain Partnership Schools | Kura Hourua *contribution* to outcomes. Criteria regarding contribution will be tested with the working group in phase 3.

Evaluation framework

- 66 To answer the overarching questions, the evaluation will apply three lenses and will be carried out in three phases (Figure 2):
- a descriptive lens, concerned with describing the policy in theory and practice
 - a learning lens, concerned with identifying and feeding back lessons
 - an assessment lens, concerned with making evaluative judgements about the extent to which the policy delivers intended outcomes, any unintended outcomes that are achieved (positive or negative) and the factors that support success.

Figure 2: Overview of the evaluation framework



67 Each phase of the evaluation will primarily apply a particular evaluation lens, but there will also be significant overlap – reflecting the different value that can be gained by applying each lens throughout the four-year period and the staggered implementation of the 2 rounds of schools/kura.

68 Loosely speaking:

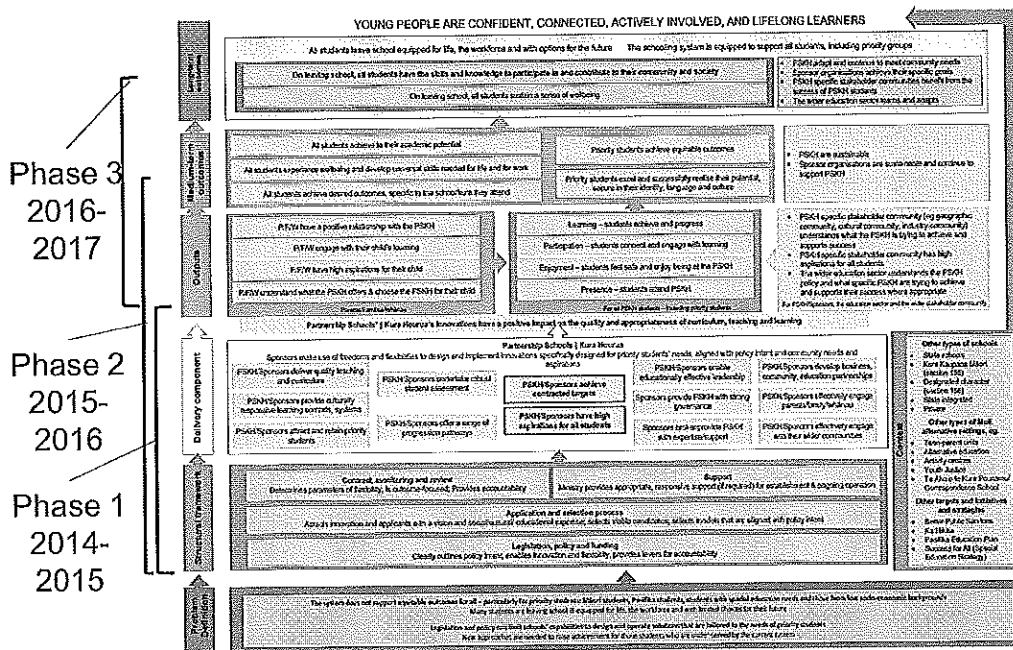
- Phase 1 will run from July 2014 until June 2015 and will coincide with the early operation/establishment period for round 1 schools/kura and the selection/implementation/early operation period for round 2 schools/kura.
- Phase 2 will run from July 2015 until June 2016 and will coincide with the stabilisation period for round 1 schools/kura and the establishment/early stabilisation period for round 2 schools/kura.
- Phase 3 will run from July 2016 until June 2017 and will coincide with the business as usual/bedding-in period for round 1 schools/kura and the stabilisation/early bedding-in period for round 2 schools/kura.

69 Rather than running the evaluation in two streams – ie reflecting the staged start-up of round 1 and round 2 schools/kura, we will bring both sets of schools on to the same timetable from early 2015. There are three reasons for taking this approach. Firstly, our experience undertaking recent scoping activities for this evaluation suggests it will be reasonable to have an evaluative focus (rather than a scoping focus) when we meet with round 2 schools/kura for the first time in 2015. They will be in a position to provide reflective feedback about the implementation/early operation experience and

about the important design aspects of their particular model and how these are being realised in practice.

- 70 Secondly, exploring conditions for success and outcomes for schools/kura that have been operating for different periods of time could provide useful insights about the rate at which we should expect the policy to meet particular progress markers.
- 71 Thirdly, bringing both sets of schools/kura onto the same evaluation schedule will minimise evaluation transaction costs, allowing greater use of resources for information gathering and analysis.
- 72 Figure 3 illustrates how the three phases of the evaluation relate to the intervention logic.

Figure 3: Link between evaluation phases and the intervention logic



Evaluation methods

- 73 The evaluation will use a mixed-method approach to answer the four overarching evaluation questions. Specifically, we may undertake the following activities, depending on the agreed approach each year:
- introductory visits to schools/kura
 - annual survey of parents/whānau (during Phases 2 and 3)
 - annual interview/survey of schools/kura
 - annual focused case studies (up to 2 schools per phase)
 - annual workshop/interviews with Ministry staff (potentially during Phases 2 and 3)
 - use a synthesis of literature related to innovation at the school level, to guide the development of data collection tools and methods, in Phase 1
 - annual collection and secondary analysis of administrative data, performance monitoring data, and ad hoc policy documents.
- 74 Each activity will contribute to answering the overarching evaluation questions, as illustrated in Table 2.

Table 2: Contribution of evaluation activities to overarching evaluation questions

	Qn1 Design and delivery	Qn2 Conditions for success	Qn3 Outcomes	Qn4 Lessons
Introductory visits to schools/kura	Scoping: Round 1; Phase 1: Round 2			Scoping phase
Annual survey of parents/whānau		Potentially phases 2 and 3	Potentially phases 2 and 3	
Annual interview/survey of schools/kura	Phase 1	Phase 2	All phases	All phases
Annual workshop/interviews with Ministry staff		Phase 2	Phase 3	All phases
Annual focused case studies (up to 2 per phase)	Phase 1	Phase 2	Phase 3	All phases
Literature scan: school-level innovation	Phase 1			
Annual collection and secondary analysis of administrative data (student profile, attendance, achievement, wellbeing@school), performance monitoring data (quarterly reports, ERO reports, Authorisation Board reports/advice), ad hoc policy documents (eg Cabinet papers, Authorisation Board minutes)	Phase 1	Phase 2	All phases	All phases

Introductory visits to schools/kura

- 75 During the scoping phase, introductory visits to schools/kura were primarily focused on building relationships with key personnel and understanding key elements of the delivery of the policy that would have implications for the evaluation design. Introductory visits to round 2 schools/kura will continue to have a relationship building focus, but will also seek to gather detailed information for reporting in phase 1 – ie information regarding the design and early operation of the model and lessons from the application and implementation stages.

Annual survey of parents/whānau

- 76 There is an underlying assumption within the Partnership Schools | Kura Hourua policy that good quality engagement with parents/whānau is a necessary precursor to student achievement. We plan to conduct these in Phases 2 and 3 of the evaluation. If, however, surveys of parents/whānau are not conducted, then parents/whānau will be involved in case study visits (to the extent possible).
- 77 An annual survey of parents/whānau would identify and track aggregate changes in:
- parent/whānau expectations for the relevant school/kura, and assessment of the extent to which those expectations are met
 - parent/whānau relationship and engagement with the relevant school/kura
 - parent/whānau engagement with and aspirations for their student's learning
 - parent/whānau assessment of their student's progress and the contribution to that progress from the relevant school/kura.
- 78 Our intention is for the survey to:
- be brief (2 A4 pages) and offered for parents/whānau to complete on paper or online
 - include mostly quantitative questions with 1-2 narrative based questions (using a Most Significant Change approach)
 - be administered on our behalf by schools using their judgement about the best approach for their particular parents/whānau, for example sent home/emailed to all parents/whānau through regular newsletter/pānui with an option to complete and return or complete online (access permitting), or distributed at parent-teacher evenings, or advertised and/or distributed at whānau hui or other school community events)
 - be undertaken in September/October each year (depending on the preference of each school/kura), with the first survey including parents/whānau of students

attending round 1 schools/kura only, and subsequent surveys including parents/whānau of students at all schools/kura.

- 79 Asking schools/kura to administer the survey on our behalf is a practical solution that will protect participant privacy (MartinJenkins will not need to collect parent/whānau contact details in order to administer the survey ourselves) and may lead to a higher response rate (as the survey is coming from a known source). However, this approach also holds risk in that schools/kura may be selective about which parents/whānau they invite to take part in the survey (thus leading to a survey bias), and/or parents/whānau may be reluctant to provide an honest response if they believe that it will be viewed by staff at the school/kura.
- 80 To minimise these risks we will work with schools/kura to determine the most appropriate mechanisms for them to administer the survey in their particular context so as to maximise opportunity for wide participation (for example, ensuring the language and phrasing of the survey questions are accessible), and ensure that mechanisms are in place for parents/whānau to return surveys directly to MartinJenkins if they prefer.

Annual interview/survey of schools/kura

- 81 Schools/kura will be the main holders of information about the design and delivery of the Partnership Schools | Kura Hourua policy in practice, the outcomes achieved by the policy at a school level, and the extent to which the theory of change for Partnership Schools | Kura Hourua holds true. They will also be able to provide valuable insights about what has worked well/not so well in the implementation of the policy and lessons for the future.
- 82 We will undertake an annual interview with up to three key personnel (Sponsor/business manager, Principal/Curriculum lead, Engagement lead) from each school/kura in September/October each year. Our intention is for the interviews to last up to one hour and to consist of three parts:
- Part 1 – a semi-structured interview to understand any changes in the design and delivery of the school/kura's particular model, and relevant contextual changes
 - Part 2 – quantitative and open-ended questions tailored to the focus area of the relevant phase: phase 1 Design, operation and innovation, phase 2 Conditions for success, phase 3 Outcomes
 - Part 3 – quantitative and open-ended questions regarding elements of the delivery component, parent engagement, outcomes for students, routes to outcomes, and key learnings, which will be asked in all phases.

- 83 The information collected through each interview will be used to inform the focus and targeting of case studies in each phase (discussed below).

Annual workshop/interviews with Ministry staff - option

- 84 Ministry staff will hold important information and perspectives about the changing context in which the Partnership Schools | Kura Hourua policy is operating, what is working well/not so well, and the outcomes the policy is achieving. We intend to hold one workshop and up to five 1:1 interviews with key personnel (eg project and operational team, Authorisation Board members, policy managers) in November/December each year. The interviews and workshop will be semi-structured and will have a different focus in each year reflecting the relevant phase:

- Late 2014 (phase 1) – observations regarding the structural components of the policy (What are they and how well do they facilitate freedoms/innovation?), delivery components of the policy (How have schools/kura interpreted freedoms and how will that lead to better student outcomes?) and lessons to date
- Late 2015 (phase 2) – test and prioritise theoretical conditions for success, rate presence of conditions and identify lessons to date
- Late 2016 (phase 3) – prioritise outcomes focus areas, explore policy implications of outcomes and lessons to date.

- 85 The information collected through interviews and workshops will also be used to inform the focus and targeting of case studies in each phase (discussed below).

- 86 Ministry staff will be involved in Working Groups throughout the evaluation, if formal workshops are not held.

Annual focused case studies (up to 2 per phase)

- 87 While the evaluation is concerned with the policy overall, it is through the delivery of the policy by individual schools that the policy will 'come to life'. In order, to gather rich insights about specific thematic areas we will conduct two in-depth case studies in each of the three phases.

- 88 Each case study will include an intensive 1-2 days of fieldwork, which depending on the specific focus of the study could involve:

- a visit to one school
- focus group/s with school/kura staff
- focus group/interviews with parents/whānau
- focus group/interviews with students

- analysis of school/kura documentation
- interviews with wider stakeholders (for example, from ERO, Authorisation Board, other partner organisations).

89 The specific focus of each case study will be determined with the evaluation working group preceding the visit, based on information emerging from the school interviews/survey and workshop/interviews with Ministry staff. Innovation is likely to vary between schools/kura and may include innovations in any of the following areas: governance, management, and use of funding, engagement with parents/families/whānau, pedagogy, use of registered/non registered teachers, class structures, school environment and subjects that are offered. During the Phase 1 case-studies we will seek to understand each round 1 school's/kura 'package' of innovations, and its relationship to curriculum, teaching and learning.

Table 3: Draft options for thematic case studies

Phase 1 – innovation in teaching and learning	Phase 2 – Conditions for success	Phase 3 - Outcomes
Case study visits to two schools/kura to increase our understanding of innovation, identify themes/lessons, and develop an approach for ongoing investigation into innovation. What does innovation look like in the delivery component of the policy? How are sponsors making use of the freedoms and flexibilities to design and implement innovations specifically designed for priority students' needs, aligned with policy intent and community needs and aspirations?	Flexibility in structure and duration of school day / term / year Flexibility in approach to managing student behaviour School connection with parents/family/whānau and wider community Structural conditions for sustainability	Student engagement and attendance as a route to positive outcomes Parent/whānau engagement as a route to positive outcomes Innovative teaching and learning approaches as a route to positive outcomes Non-academic outcomes for students (eg student security in their identity, language, culture) Positive student pathways

90 An obvious limitation of this approach is the necessity to prioritise between potentially interesting areas for enquiry. The case studies will seek depth not breadth, and as such we will be using a purposeful selection approach to ensure we explore the most 'interesting' examples, rather than the most representative examples.

91 It is quite possible that due to the small number of schools/kura in operation and the detailed nature of a case study enquiry, the case studies will not be anonymous. We will be completely transparent with participants if this is the case and we will protect their anonymity and confidentiality wherever possible. We think that lack of anonymity is not likely to negatively affect participants because the case studies will be selected

to illustrate positive and interesting examples, rather than examples of adversity and failure.

Literature scan: school-level innovation

92 In August /September 2014 (date to be confirmed) we will use the results of a literature scan develop the framework for assessing school-level innovation in partnership schools.⁷ The scan will include new international and national studies and reports (for example, the recent Education Review Office report, *Towards equitable outcomes in secondary schools: Good practice*). The scan will complement the review of evidence undertaken by the Ministry in November 2012.⁸ From the literature scan resources, we will develop a framework for assessing innovation, with associated evaluative criteria. This will be tested with the evaluation working group.

Secondary data analysis

93 Each year, we will collect and analyse a range of data:

- administrative data will be collected directly from schools if required. We will develop a template and work with schools to ensure it is possible to collect anonymised but trackable student level data for any information not recorded in ENROL:
 - *PROFILE and HISTORY* – month of birth, feeder school/early childhood education centre (if known), postcode/area/decile, priority markers (ethnicity, low income, SEN), pathway on exit, attendance in year prior to joining school/kura, achievement data in year prior to joining, school/kura joining date, year level
 - *ACHIEVEMENT and PRECURSORS* – attendance by term, National Standards/NCEA by subject at year end, improvement
- performance monitoring data will be collected from the Ministry – including quarterly monitoring reports, Education Review Office reports, Authorisation Board reports/advice
- ad hoc policy documents will be collected from the Ministry – such as Cabinet papers, Authorisation Board minutes, notes of school/kura hui and workshops.

⁷ The Ministry will conduct the literature search, assemble the relevant literature and briefly summarise key points and findings. We will use these resources to help develop our framework for assessing innovation and contribute to the development of interview and survey instruments.

⁸ *Factors that contribute to successful charter schools - a selective review of the evidence*, November 2012.

- 94 Primarily, administrative data and performance monitoring data will be analysed to assess the extent to which the policy is delivered in line with policy intent (eg student profile) and the outcomes of the policy for students overall and for sub-groups of students. Ad hoc policy documents will be analysed to ensure we maintain an up-to-date understanding of the changing context for the Partnership Schools | Kura Hourua policy. We also expect these documents will provide valuable reflections and information about learning from the implementation and early operation experience.

Evaluation trade-offs and challenges

- 95 We have designed an evaluation that draws on multiple data sources to triangulate findings and to make best use of the available budget. While we believe the approach will deliver a rigorous high level evaluation of the overarching policy, it is not without trade-offs.
- Depth versus breadth – the methods we propose will allow for a maximum of 6 in-depth case studies throughout the evaluation. This means that, with the working group, we will need to prioritise focus areas and not all areas of interest will be covered.
 - Maintaining relationships versus expanding data sources – we have allocated a significant proportion of the evaluation budget for annual interviews/surveys and twice-yearly catch-up phone calls with schools/kura. Our scoping suggests that credible relationships with schools/kura will be important for accessing frank and honest feedback and for maintaining their cooperation with the evaluation activities. However, this approach has come at the expense of collecting additional information through other data sources.
 - Practicality versus prescription – wherever possible we will use standardised approaches for gathering information to maximise the comparability and synthesis of findings. In some cases this will not be appropriate, for example in the survey of parents/whānau. Allowing schools to administer the survey means that different methods are likely to be used, which could result in selection bias for example. This is a necessary trade-off in order to gather parent/whānau feedback for this study and we will analyse the information with due consideration to methodological caveats.
 - Minimising burden on schools/kura – to minimise burden on schools/kura which will already have high levels of scrutiny and reporting obligations, we will seek to collect a bare minimum of new data from them and make use of existing data wherever possible. This means that we will be very targeted in our questions, data fields and contacts, and as such we will need to prioritise the areas for enquiry as particular tools are designed.

- 96 It is possible that after the 2014 General Election the new government will make minor or substantive changes to the Partnership Schools | Kura Hourua policy or its implementation. We will review this evaluation plan in late 2014 or early 2015 when the implications of The General Election become clearer and then on an annual basis at the start of each evaluation phase.

Reporting

97 We will produce four written reports and provide four briefings to the Ministry throughout the evaluation (Table 4).

Table 4: Reporting schedule

Report	Date	Focus
First annual report	30 April 2015	Phase 1: summary of approach and emerging themes relating to innovation in teaching and learning; approach for Phase 2.
First annual presentation	May 2015	
Second annual report	30 April 2016	To be determined, eg: Conditions for success and lessons regarding stabilisation; approach for Phase 3.
Second annual presentation	May 2016	
Third annual report	30 April 2017	To be determined, eg: Outcomes and lessons regarding bedding-in
Third annual presentation	May 2017	
Final cumulative report	30 September 2017	Look across data sources, years and case studies to make final judgements about policy
Final presentation	October/November 2017	

Project management

Maintaining effective relationships with schools/kura

98 We received mixed feedback from schools/kura about the frequency and manner in which they expect to hear from us throughout the evaluation. In order to maintain constructive and effective relationships, we will undertake two 'keep in touch' phone calls with each school each year. The purpose of the calls is to maintain open communication, update schools/kura regarding any progress in the evaluation and to receive from schools/kura any updates regarding changes in their operation/context. The timing of the calls will be:

- February/March – at the start of the school year to open the communication channels for the year and inform the case study focus
- June/July – following delivery of the evaluation report.

Ongoing communication with the Ministry

99 We will maintain close contact with the Ministry throughout the evaluation via monthly email updates. Monthly updates will provide a summary of activities undertaken in the past month and planned for the month ahead. They will also request information from the Ministry regarding any significant changes in the policy context. Communication will be more frequent during periods of intensive evaluation activity.

Quality assurance

100 We are concerned with quality at every stage of the evaluation process. Whether undertaking in-depth studies or ongoing performance monitoring, we implement quality assurance processes to ensure our work meets the highest standards. Specifically for this evaluation our quality assurance process will include:

- internal peer review of evaluation design, tools and products by our Evaluation Practice Lead
- external peer review of evaluation design, tools and products by the evaluation working group
- annual review of the evaluation methodology at the start of each phase
- inclusion of cultural experts and an external education expert in the evaluation team
- the option to engage an external technical expert for a peer review of the evaluation methodology and final report – noting that identifying a reviewer who

has a suitable level of familiarity with the policy, carries credibility in the sector and is not aligned with any particular position regarding the merits of Partnership Schools | Kura Hourua will be very difficult. We will reassess this requirement at our annual review meetings.

Project team

- 101 Our scoping work identified several factors that have influenced the structure and make-up of our evaluation team.
- The high profile of the Partnership Schools | Kura Hourua policy, the restricted resources available for the evaluation, and the complex nature of theory of change support use of experienced and credible mixed-method evaluators. Our core team will be made up of experienced evaluators and [REDACTED] s 9(2)(a) OIA (Practice Lead for Evaluation) and [REDACTED] (Director, Research and Evaluation) will have an intimate involvement throughout the evaluation to ensure quality and awareness of the wider policy context.
 - The evaluation has a restricted budget; as required, we will draw on other MartinJenkins personnel (including Research Assistants) to maximise cost efficiency without compromising quality.
 - The need to maintain consistency in our relationships with schools has influenced our choice to have a small and focused core team, which can maintain close relationships with individual schools and a detailed understanding of the policy and evaluation overall.
 - The strong need for cultural experts throughout the evaluation – specifically, experts with experience and credibility working with Māori and Pasifika populations – has led us to include two such experts in the evaluation team who will have dual responsibilities for undertaking fieldwork and providing cultural advice.

Table 5 outlines the roles and responsibilities of the core members of the project team.

Table 5: Roles and responsibilities

Person	Responsibilities
[REDACTED] (Consultant) Project manager	Project management Design and implementation of evaluation tools, oversight and delivery of qualitative research, oversight of quantitative research, design and delivery of evaluation reports and presentations, liaison with the Ministry.

s 9(2)(a) OIA

<p>██████████ (Practice Lead, Evaluation)</p>	<p>Project oversight, interim project management (July 2014 – March 2015) Quality assurance of evaluation design and products</p>
<p>██████████ (Consultant)</p> <p>s 9(2)(a) OIA</p>	<p>Quantitative research lead Collection and analysis of quantitative data, qualitative research support, input to workshops, analysis and report writing</p>
<p>██████████ (Associate)</p>	<p>Māori research lead Cultural advice, qualitative research, input to workshops, analysis and report writing</p>
<p>██████████ (Associate)</p>	<p>Pasifika research lead Cultural advice, qualitative research, input to workshops, analysis and report writing</p>
<p>██████████</p>	<p>Educational expertise Advice on questionnaire design, analysis, case study visits as required</p>

Evaluation working group

- 102 An evaluation working group was established in May 2014 to provide technical and practical support for scoping activities (Terms of Reference for the group are attached at Appendix 5). The group includes three members of the MartinJenkins evaluation team and four staff from the Ministry of Education.
- 103 The working group will continue to meet twice per year throughout the evaluation proper, on the following schedule:
- Pre case studies – to finalise the desired focus of each case study
 - Post case studies – to test evaluation findings before submitting each annual report.
- 104 In addition, we will liaise with the working group electronically to request feedback on evaluation tools as they are developed.

Evaluation governance

- 105 Governance will be provided by the Ministry's Partnership Schools Project Board. This has representatives from the following areas:
- Policy
 - Implementation, including regional representation
 - Curriculum, teaching and learning

- Māori –medium
- Pasifika
- Resourcing.

Ethics and information use

106 Full details of the ethics and information use and security protocol for this evaluation is set out at Appendix 3. Key points of the protocol are:

- MartinJenkins is committed to undertaking ethical evaluation work – to this end we are guided by overarching principles of recognised professional bodies including the American Evaluation Association, the Australasian Evaluation Society and the Social Policy Research and Evaluation Guidelines (SPEaR).
- Participants of in-depth, qualitative evaluation activities will have the ethics processes explained to them and will be asked to provide informed consent.
- Participants of in-depth, qualitative evaluation activities have a right to decline to participate.
- We will respect individuals' privacy. This means we will only collect personal and other information that is expressly required in order to undertake the evaluation.
- All participants of in-depth, qualitative evaluation activities will be assured anonymity and that any information they provide will be treated confidentially, unless otherwise required by law.

Evaluation budget

- 107 Our contract with the Ministry of Education is to deliver an evaluation of the Partnership Schools | Kura Hourua policy for a total fee of \$375,000 (exc GST), including consultant hours and disbursements. This total fee includes the scoping phase of the study, which is now complete.
- 108 Table 6 provides a breakdown of consultant hours and disbursements for the remaining evaluation. We view this as a realistic budget for delivering a cost efficient and targeted evaluation that uses a mixed method approach to respond to the evaluation purpose. A detailed budget for Phase 1 is set out separately, in Table 7 on page 44.
- 109 Any additions and changes to the evaluation scope will be costed separately and negotiated with the Ministry, including if more than five schools/kura are appointed.

Table 6: Budget breakdown by phase

Phase	Activities	Consulting hours / cost (exc GST)	Travel and expenses (exc GST)	Total cost (exc GST)
Phase 1 (July 2014 – June 2015)	<p><i>Scoping visits to all round 2 schools/kura</i></p> <p>Collection and secondary analysis of administrative data</p> <p>Collection and review of quarterly monitoring and other reports</p> <p>2x case studies</p> <p>Interview/survey with round 1 schools/kura</p> <p>Workshop and interviews with Ministry staff</p> <p><i>Developing and testing data collection tools</i></p> <p>Analysis and report writing</p> <p>Annual presentation to Ministry</p> <p>Project management</p> <p>Cultural advice</p> <p>2x 'keep in touch' phone calls with each school/kura</p> <p>Twice yearly working group meeting</p> <p>QA and oversight</p>	<p>539 hours</p> <p>[REDACTED]</p> <p>* a detailed budget breakdown in is Table 7 below</p>	<p>[REDACTED]</p> <p>s 9(2)(b)(ii) OIA</p>	
Phase 2 (July 2015 – June 2016)	<p>Collection and secondary analysis of administrative data</p> <p>Collection and review of quarterly monitoring and other reports</p> <p>Interview/survey with all schools/kura</p> <p>Survey of parents (tbc)</p> <p>Workshop and interviews with Ministry staff</p> <p>2x case studies</p> <p>Analysis and report writing</p> <p>Annual presentation to Ministry</p>	<p>624 hours</p> <p>[REDACTED]</p>	<p>s 9(2)(b)(ii) OIA</p>	

Commercial In Confidence

	Project management Cultural advice 2x 'keep in touch' phone calls with each school/kura Twice yearly working group meeting QA and oversight			
Phase 3 and synthesis (July 2016 – Nov 2017)	Collection and secondary analysis of administrative data Collection and review of quarterly monitoring and other reports Interview/survey with all schools Survey of parents (tbc) Workshop and interviews with Ministry staff 2x case studies <i>Analysis and annual report writing</i> <i>Analysis and final report writing</i> Annual presentation to Ministry <i>Final presentation to the Ministry</i> Project management Cultural advice 2x 'keep in touch' phone calls with each school/kura Twice yearly working group meeting QA and oversight	674 hours		[REDACTED] § 9(2)(b)(ii) OIA
Total		1977 hours		§ 9(2)(b)(ii) OIA [REDACTED]




Note that italicised activities are unique to that phase, all other activities are repeated in other phases.

Details of approach – Phase 1

Innovation is likely to vary between schools/kura and may include innovations in any of the following areas: governance, management, and use of funding, engagement with parents/families/whānau, pedagogy, use of registered/non I registered teachers, class structures, school environment and subjects that are offered. During Phase 1 we will seek to understand each round 1 school's/kura 'package' of innovations, and its relationship to curriculum, teaching and learning.

Key steps and associated resourcing are outlined in Table 7.

Table 7: Approach – Phase 1 (2014-15), key steps, dates and resources.

Key steps (including project management), dates	Resources	Cost
<p>July 2014:</p> <ul style="list-style-type: none"> • Working group meeting • Development of Approach for Phase 1 • Communication of approach to existing schools/kura 	<p>47 hours, 5.88 days</p> <p>s 9(2)(b)(ii) OIA</p>	
<p>August 2014:</p> <ul style="list-style-type: none"> • Establish working relationship with Educational Expert. • Review existing information from initial visits to round 1 schools/kura to identify core elements of their innovation 'package'. Select two Partnership Schools for further examination. 	<p>32 hours, 4 days</p> <ul style="list-style-type: none"> • Incl 12 hours Educational Expert – understanding project and review of existing information 	
<p>September 2014:</p> <ul style="list-style-type: none"> • Use literature scan results to develop the framework for assessing school-level innovation in partnership schools. • Working group meeting 1: data sources, preparation for case study visits, preparation for survey. • Further exploration and identification of available data from ENROL, any supplementary data to be collected to be identified. • Conduct case study visits to two schools/kura: the purpose is to increase our understanding of innovation, identify themes/lessons, and develop an approach for ongoing investigation into innovation. <ul style="list-style-type: none"> – Exploring what is innovative, how innovations relate or interact, and which innovations are seen as more or less important or significant. – Review of any additional relevant documentation and a one day visit to the two schools/kura by an evaluator and the educational expert. – Interviews, focus-groups and observations: evidence of relationship between innovation 'package' & actual innovation (teaching learning) – Analysis of case study findings: key themes & inform development of survey questions (to trial with remaining round 1 schools). 	<p>140 hours, 17.5 days</p> <ul style="list-style-type: none"> • 44 hours Educational Expert – 2 case study visits, capture of key information, summary of key themes 	

Key steps (including project management), dates	Resources	Cost
<p>October 2014:</p> <ul style="list-style-type: none"> Development and deployment of a survey focusing on innovation in curriculum, teaching and learning; a small number of other question areas could also be included. 	<p>50 hours, 6.25 days</p> <ul style="list-style-type: none"> 4 hours Educational Expert – input to/review questions 	
<p>February 2015:</p> <ul style="list-style-type: none"> Collection and analysis of available data (eg ENROL), plus survey findings. Keep in touch call with schools 	<p>68 hours, 8.5 days</p>	
<p>March 2015:</p> <ul style="list-style-type: none"> Initial visits to each round 2 school/kura (organisation, preparation, communications, capture, analysis, identification of key themes) – assume 5 schools/kura 	<p>88 hours, 11 days</p>	
<p>April 2015:</p> <ul style="list-style-type: none"> Working group meeting 2: focus on summary report content. Summary report: themes and learnings from case study visits and trialled survey; feedback on initial visits to round 2 school/kura; approach for Phase 2. 	<p>114 hours, 14.25 days</p> <ul style="list-style-type: none"> 12 hours Educational Expert – input to/review of summary report and attend working group meeting 	
<p>TOTAL (excl GST and disbursements)</p>	<p>539 hours, 67.4 days</p> <ul style="list-style-type: none"> 5.5 days Educational Expert 	
<p>Disbursements – 2 case studies – 1 evaluator + 1 educational expert (flights, car hire, petrol, food, taxi transfers) – assume one case study in Auckland, one case study in Whangarei</p>		
<p>Disbursements – Educational Expert travel to Wellington for working group meetings – assume two trips</p>		
<p>Disbursements – 5 visits to round 2 schools/kura (flights, car hire, petrol, food, taxi transfers, accommodation) – assume one is in Whangarei</p>		
<p>TOTAL incl disbursements (excl GST)</p>		

s 9(2)(b)(ii) OIA

Key evaluation dates

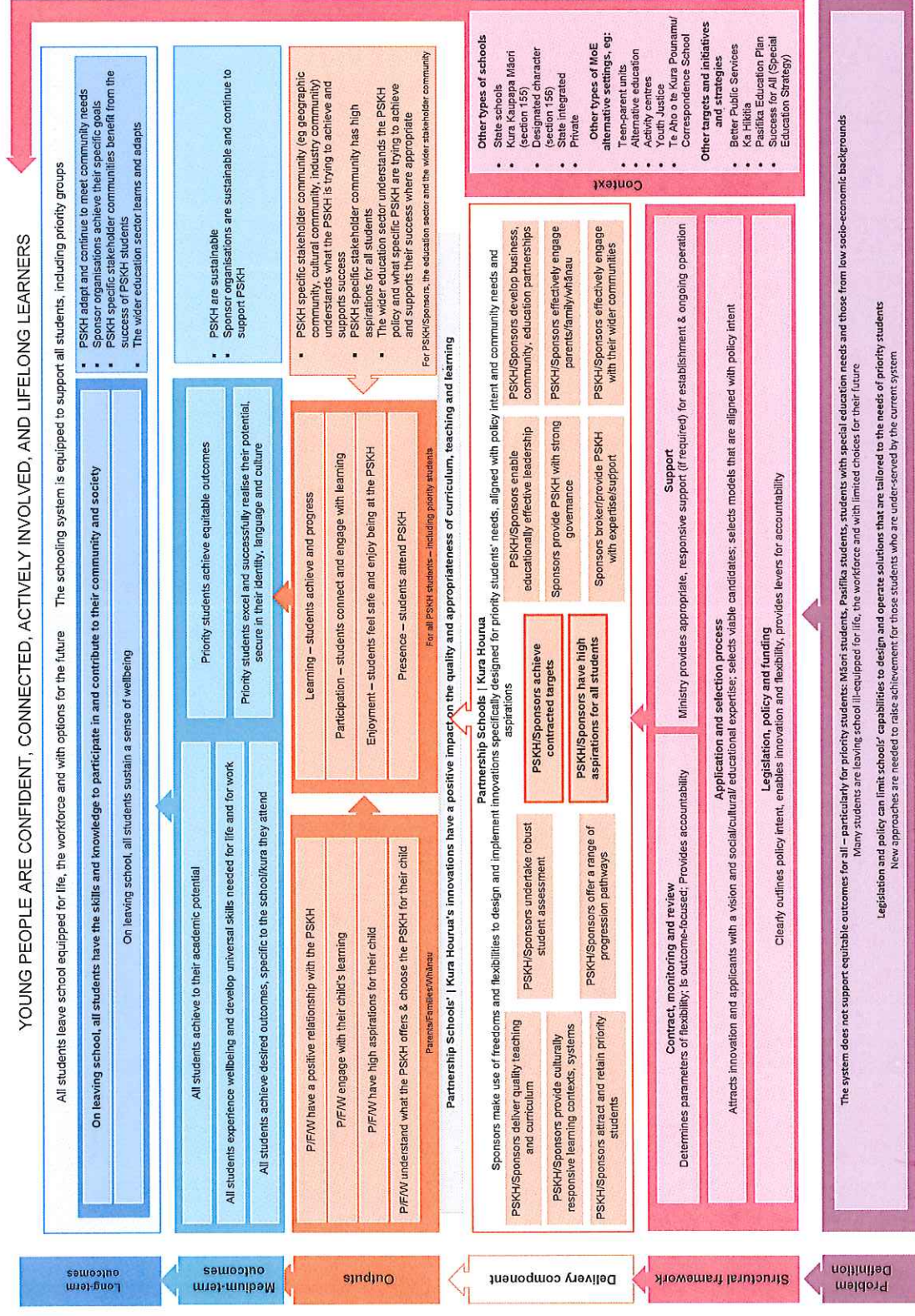
110 Key dates and deliverables for the evaluation are set out in Table 8. In developing the evaluation schedule, we have been mindful of a number of other factors that will put pressure on schools/kura at particular times of year (such as term dates and quarterly reporting to the Ministry) as well as allowing for 'lag' in the availability of some achievement data.

Table 8:	2014	2015	2016	2017
Evaluation activities				
Intro visits to schools/kura	May/June (round 1 only - complete)	April/May (round 2 only)		
Surveys of parents – if required		Sept/Oct (round 1 and 2)	Sept/Oct (round 1 and 2)	
Annual interview with schools/kura	Nov (round 1 only)	Sept/Oct (round 1 and 2)	Sept/Oct (round 1 and 2)	
Case study visits	October	- (some information to be gathered during intro visits to round 2 schools – April/May)	March	
Use of targeted literature scan of school-level innovation	August (TBD)			
Annual collection and secondary analysis of administrative data and monitoring data		Feb/Mar for year previous (round 1 only)	Feb/Mar for year previous (round 1 and 2)	Feb/Mar for year previous (round 1 and 2)

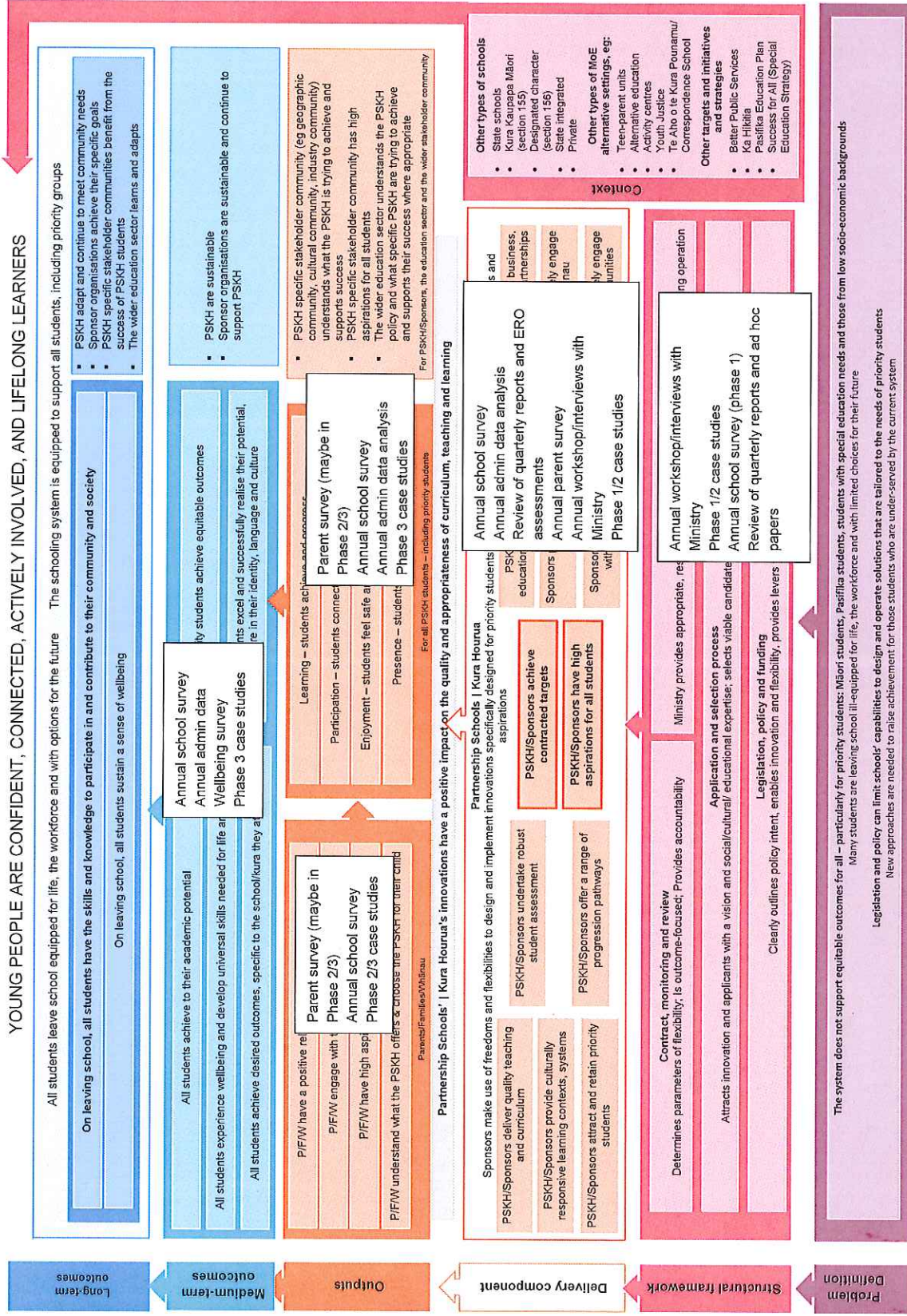
Evaluation reporting				
Evaluation plan	July			
Annual report		30 April	30 April	30 April
Annual presentation		May	May	May
Final synthesis report				30 Sept
Final presentation				Oct/Nov
Project management				
Working group meetings	May and June Dec/Jan	April/May Dec/Jan	April/May Dec/Jan	April/May Aug/Sept
'Keep in touch' phone calls to schools/kura		February June/July	February June/July	February June/July
Updates to the Ministry	Monthly	Monthly	Monthly	Monthly

111 The schedule will be further refined in consultation with schools/kura as required.

Appendix 1 Print-friendly Intervention Logic Model (IVL), and IVL with data sources



YOUNG PEOPLE ARE CONFIDENT, CONNECTED, ACTIVELY INVOLVED, AND LIFELONG LEARNERS



Appendix 2 Key features of round 1 Partnership Schools | Kura Hourua

Table 9: Summary of key features of round 1 Partnership Schools | Kura Hourua

Factor/School Sponsor's Name	The Rise UP Academy Rise Up Trust	South Auckland Middle School Villa Education Trust	Vanguard Military School Advance Training Centres Ltd	TKHoWTP He Puna Marama Charitable Trust	Te Kura Hourua ki Whangaruru Ngā Parihau Mātauranga Charitable Trust
Key contacts	Sita Selupe (CEO) Bernice Mata'utia (Lead Teacher) Catherine Duncan (Business Manager)	Alwyn Poole (Academic Advisor) and Karen Poole (Business Manager)	Nick Hyde (CEO) Rockley Montgomery (Principal)	Raewyn Tipene (CEO) Nathan Matthews (Curriculum Leader)	Dee-Ann Brown (Interim CEO) Natasha Sadler (Curriculum Director)
School number	693	690	694	692	691
Website	www.riseuptrust.org.nz	www.southauckland.school.nz	www.vanguard.school.nz	www.mokonkz.co.nz	http://tkhwhangaruru.ac.nz/
Location	Mangere East, AUCKLAND	Manurewa, AUCKLAND	Albany, AUCKLAND	WHANGAREI	WHANGARURU
Focus	Pasifika, Christian values	Teaching and learning model, Christian values	Military ethos and methodology	Māori ("Be Māori: Be Educated; Be Rangatira")	Māori, emphasis on education in a culture, land and water environment
Type	Contributing primary Co-educational	Restricted composite Co-educational	Senior secondary Co-educational	Co-educational	Co-educational
For profit/not for profit	Not for profit	Not for profit	For profit	Not for profit	Not for profit
Year levels	1-6	7-10	11-13	7-13	9-14
Year levels for 2014	1-6	7-10	11-12	9-12	9-14
2014 opening roll (maximum roll)	50 (100)	90 (120)	108 (192)	50 (300)	71 (128)
International student roll	None	None	None	None	5
Hours of operation	8:30 am – 3:00 pm	8:30 am – 3:15 pm	8:45 am – 3:00 pm	9:00 am – 3:30 pm	10:00 am – 4:00 pm
Curriculum & qualifications	NZC	NZC Level 1 NCEA (not in 2014)	NZC NCEA levels 1-3	Te Marautanga NCEA	NZC and Te Marautanga NCEA
Religious instruction	Yes	Yes	No	No	No

Appendix 3 Ethics and information use and security protocol – 18 June 2014

Partnership Schools | Kura Hourua

This document sets out our ethical principles and information gathering and retention protocols for the Partnership Schools | Kura Hourua evaluation.

At MartinJenkins we conduct all of our work to the highest ethical and quality standards and with due consideration to participants' safety and security.

Due to the high profile of the Partnership Schools | Kura Hourua policy, and the small number of schools/kura, organisations and people involved, we think it is prudent to develop a specific set of protocols that are tailored to this particular evaluation project.

Ethics and propriety

MartinJenkins is committed to undertaking ethical evaluation work. We adhere to the overarching principles noted by the American Evaluation Association, the Australasian Evaluation Society as well as the general principles outlined in the Social Policy Research and Evaluation Guidelines (SPEaR). These guiding principles include:

- *systematic inquiry*: evaluators conduct systematic, data-based inquiries about whatever is being evaluated
- *competence*: evaluators provide competent performance to stakeholders.
- *integrity/honesty*: evaluators ensure the honesty and integrity of the entire evaluation process
- *respect for people*: evaluators respect the security, dignity and self-worth of the respondents, programme participants, clients and other stakeholders with whom they interact
- *responsibilities for general and public welfare*: evaluators articulate and take into account the diversity of interests and values that may be related to the general and public welfare.

We are also members of the Australasian Evaluation Society and the Aotearoa New Zealand Evaluation Association.

Right to decline to participate

Schools/kura are required by the Ministry to cooperate with the evaluation. However, all evaluation participants will have the right to decline to participate in in-depth interviews and other in-depth information gathering activities (including part of an interview, for example) without experiencing any negative repercussions.

We will inform participants of their right to decline participation in any/all in-depth activities or to decline to answer any specific question before such activities take place. We will not report to the Ministry the names or identifying characteristics of any participants who decline to participate, where this has no bearing on the success of the evaluation overall. Should non-participation put the evaluation in jeopardy, we will inform participants that we will need to report this to the Ministry before we do so (for example, if participants decline en masse or if all participants in a school/kura decline to participate).

Informed consent

We will ensure participants are fully aware of the aims of the research and their role within it: written information sheets will outline full details and contain contact details for Ministry and MartinJenkins staff.

We will ensure in-depth interviewees give truly informed consent: written research information sheets will be provided and discussed with interviewees before the interview is scheduled, and again before the interview is started (sheets will outline the research purpose, interviewer details, nature of their involvement and their rights and access to information).

We will gather written consent where appropriate, by asking interviewees to sign a written consent form before we begin our interview with them. The consent form will outline key points from the information sheet and will indicate the interviewee's understanding and acknowledgement of agreement with our purpose and protocols for collecting and storing information. In many cases it will not be appropriate to gather written consent; for example where an interviewee has literacy barriers or where the introduction of a written form could alienate interviewees. We will use our professional judgement and record our reasons for not using written consent forms.

Privacy, anonymity and confidentiality

We will respect individuals' privacy. This means we will only collect personal and other information that is expressly required in order to undertake the evaluation.

All interviewees will be assured anonymity and that any information they provide will be treated confidentially, unless otherwise required by law.

We are expecting to be seeking information from sponsors, teachers, or other staff/consultants, PLD providers or others professionally associated with the Partnership School | Kura Hourua to allow us to answer evaluation questions about:

- how schools/kura have used the greater flexibility available to them to operate differently than state sector schools
- the Sponsors' contribution to the school/kura, and the resources and expertise they've drawn on
- barriers and enablers to implementation and successful/unsuccessful outcomes
- to what extent the schools/kura are developing the conditions to lead to better outcomes for their students (governance, leadership, student engagement, quality teaching and curriculum, engaged parents/family/whānau).

To be as useful as possible for the evaluation, we need to ensure respondents offer their personal viewpoints, opinions, perspectives, and reflections related to these topics. The assurance of confidentiality is important to ensure their responses are frank and fulsome.

Our reports will not include any names or other information that may identify the participant without the express permission of the person/s concerned (for example, on occasion a participant may prefer to be named especially where they are providing evidence of a 'success story' of which they are proud; in other situations, a comment may include important context that identifies a person, school or kura).

This point is particularly important given the small numbers of school/kura, organisations and people involved in delivering the Partnership Schools | Kura Hourua programme. It is reasonable to expect that individuals could be identified by others within their community through terms they use or other contextual information contained within interview notes. As such, we think there is a strong argument for not releasing interview notes, even where these are unattributed and names have been redacted. Also, we will be particularly mindful of this possibility when preparing our reports.

We will only collect administrative data that is required for the evaluation and we will request that where possible this is provided in an anonymous but traceable format (eg with a unique identifier rather than an individual's name).

Access to information

Only personnel who need to access evaluation information for the express purpose of conducting the evaluation, and/or quality assurance, will have access to raw and identifying information collected for the evaluation (such as voice recordings, interview transcripts, interview notes and identifying quantitative data). These individuals are likely to include: MartinJenkins consultants undertaking the evaluation and providing quality assurance,

Commercial In Confidence

MartinJenkins administrative staff assisting with interview set up, and MartinJenkins associates providing expert advice and/or research support to the evaluation.

Participants may access information they have provided to the evaluation (eg interviewers' write-up of an in-depth interview) by contacting MartinJenkins.

We will not share evaluation material that could potentially identify individuals with the Ministry or any other third party, unless required by law. This includes interview notes.

Storing information

All electronic information will be stored on MartinJenkins' secure network. Non-electronic information will be secured in a lockable drawer.

Retention schedule

We take three principles into consideration when designing a retention schedule for our evaluation projects:

- high quality research – it is good practice to retain sufficient information to allow for verification of any facts or conclusions that may be challenged
- maximum project continuity – it is good practice to retain sufficient information to allow for an experienced consultant to take over a project if key project personnel unexpectedly become unavailable; with minimal additional burden to participants, through duplication of research activities, and with minimal disruption to the project timeline
- provision of due care to participants – it is good practice to only gather and retain information that is *required* for the evaluation and to not hold longer than required any information that could be harmful to participants if disclosed to the general public or to particular parties.

In order to balance these three principles we have designed the following retention schedule for the Partnership Schools | Kura Hourua project:

- voice recordings will only be made for the purpose of assisting interview write-up and will be destroyed as soon as the write-up is complete, or at latest within two weeks of the interview date
- every six months we will review what potentially identifying information we are holding for the evaluation and whether it is still required to meet the principles set out above; information that is no longer required will be destroyed
- all remaining evaluation material that contains potentially identifying information (eg interview notes, interview set-up schedules) will be destroyed six months after the end of the evaluation.

Information security breach

MartinJenkins takes information security seriously and any breach will be dealt with in a prompt and professional manner with participants' wellbeing as our first concern. Specifically, if a breach occurs:

- the person who first notices that a breach has occurred will report it to the project manager and to the responsible Director
- the project manager and responsible Director will investigate the breach to identify facts about the nature of the breach, the quantity and nature of the information released and the number of participants concerned
- the project manager and the responsible Director will formulate and enact a plan for informing participants and the Ministry of the information breach and where possible retrieving the information that has been released.

Updating this protocol

We will review this protocol periodically to ensure it continues to meet the needs of the project. Any changes or additions will be reported to the Ministry.

Appendix 4 Evaluation questions

The detailed sub-questions below will act as a guide and we will work with the Ministry, through the evaluation working group, to determine the precise focus during each phase. These questions are informed by the intervention logic model, but do not necessarily include a question in relation to each dimension of that model; this reflects priorities identified in the scoping phase.

Ultimately, the evaluation seeks to answer the question: **To what extent did the policy deliver what it intended to deliver?**

We have identified 4 overarching questions, and 21 sub-questions to guide our enquiry.

1 What does the policy look like and to what extent is delivery aligned with design intent?

School/kura delivery of the policy

1.1 How have sponsors/schools/kura made use of the greater freedoms available to them to develop innovative solutions that are aligned with the policy intent?

Schools/kura are expected to:

- focus on improving educational outcomes for learners who have not been well served in the current system
 - ambitious and clearly defined vision/mission; focus on improving educational outcomes for priority students; high expectations for students; offer a range of progression pathways; approach to student recruitment and retention; enrolment catchments, proportion of students from the priority groups, gender balance
- be innovative and creative in their approach to lifting educational performance
 - curriculum, use of/relationship to *The New Zealand Curriculum* and *Te Marautanga o Aotearoa* (NZC, TMoA); assessment practice; teaching approach; strategies, mechanisms, tools and approaches for meeting specific student learning needs, especially for students achieving below expectations
- be strongly engaged with parents, family/whānau and community who will proactively support the achievement of high educational outcomes
 - engagement with parents, family/whānau and community; parents, family/whānau engagement and participation in students' learning, in governance, in curriculum

- have strong governance support with skills and expertise to ensure the quality management of the school
 - models, structures and processes; use of physical resources, buildings and infrastructure; allocation and use of funding; staffing – composition, teaching workforce, administration and conditions of employment; provision of supplementary supports and services (eg use of cashed-up funding for centrally provided support; use of non-cashed-up centrally provided support – RTLB etc); behaviour policies and practices; hours of operation; student support and extracurricular activities; partnerships between business, education and community.

Sponsor contribution

1.2 What is the sponsor's contribution to delivery of the policy?

Sponsors are expected to broker/provide:

- effective leadership, strong governance, expertise/support, business/community/education partnerships, engagement with parents/whānau, engagement with the wider community.

Structural framework

1.3 To what extent do components of the structural framework encourage/discourage delivery aligned with design intent?

- Legislation, policy and funding that provide clarity about the policy intent.
- An application and selection process that supports the policy intent.
- Contract, monitoring and review processes that are outcome focused and provide accountability.
- Support that is responsive to sponsor/school/kura needs and provides equivalence to state schools.

Drivers of innovation and high quality provision

1.4 To what extent and how have the conditions set out in the theory of change (outcome-focused accountability, freedom to govern and manage, support that is equitable) led to *innovative* solutions and high quality provision?

2 To what extent are conditions for successful delivery of the policy in place?

2.1 To what extent do sponsor/school/kura beliefs about the conditions for delivering successful outcomes for students align with known best practice?

2.2 What other conditions do sponsors/schools/kura believe will contribute to successful delivery and student outcomes in their local context?

2.3 To what extent are schools/kura developing practice that will lead to successful delivery and better outcomes for students?

3 What outcomes were achieved and were they achieved through the mechanisms that were envisaged?

Outcomes for parents/family/whānau

3.1 What are parents/family/whānau expectations for the school/kura and to what extent does the reality meet those expectations?

3.2 To what extent do parents/family/whānau have positive relationships with the school/kura?

3.3 To what extent are parents/family/whānau engaged with their student's learning?

3.4 To what extent do parents/family/whānau have high aspirations for their student?

Outcomes and precursors to outcomes for students

3.5 What precursors to outcomes have students achieved (presence, enjoyment, participation and learning)?

3.6 What outcomes have students achieved (academic, wellbeing, culture and identity, desired outcomes specific to the school/kura)?

3.7 How do outcomes vary for different groups of students (for example, priority students, and students with longer or shorter history at the school/kura)?

3.8 What, if any, unintended outcomes (positive or negative) has the policy achieved, and for whom?

Innovation as a driver of outcomes

3.9 To what extent have innovative solutions and high quality provision contributed to outcomes that have been achieved?

4 What lessons can be drawn from the Partnership Schools | Kura Hourua experience and what are the implications of these lessons for improving the design and delivery of the policy?

Implementation and early operation

4.1 What have been the barriers and enablers to successful implementation and early operation?

Conditions for success

4.2 What has supported or hindered sponsors/schools/kura in embedding conditions for success?

Outcomes

4.3 What barriers and enablers have contributed to successful and less successful delivery and outcomes for students?

Transferability of innovation

4.4 How transferable are innovative approaches?

4.5 What can be learned from the Partnership Schools | Kura Hourua policy with regard to the nature of innovation in schooling and its link to outcomes for students?

Appendix 5 Evaluation Working Group Terms of Reference

19 May 2014

MartinJenkins and the Ministry of Education have established a working group to provide guidance and support throughout the scoping phase of the Partnership School | Kura Hourua evaluation, and possibly beyond.

The points below set out general terms of reference for the Partnership School | Kura Hourua evaluation working group:

- Purpose – the group is intended to be an informal group that will support the effective and efficient design and implementation of the evaluation and ensure that it will meet the Ministry's needs. s 9(2)(a) OIA
- Membership – core members are [REDACTED] (of MartinJenkins) and [REDACTED] (of the Ministry of Education). Other members will be invited to specific meetings on an as needed basis.
- Roles – as a general principle, MartinJenkins will do the work, and Ministry of Education members will provide information and advice. s 9(2)(a) OIA
- Contacts – [REDACTED] are the primary contacts for each organisation and where appropriate will coordinate distribution and collation of information from members of their own organisations. s 9(2)(a) OIA
- Meetings – the working group will meet as required to support the evaluation scoping phase in response to scoping activities. [REDACTED] will liaise to arrange appropriate meeting times and locations. At the end of each meeting, the timing and focus of the next meeting will be discussed. After the scoping phase, the group will review the need and frequency for meetings, with a view to establishing a regular pattern of meetings for the establishment phase of the evaluation.
- Agenda and minutes – MartinJenkins will provide a draft agenda to members in advance of each meeting and members are welcome to provide comments and additional items. s 9(2)(a) OIA
Bullet point minutes of key points and actions will be circulated by MartinJenkins, via [REDACTED] after each meeting.
- Work outside of meetings – from time to time the working group will provide information and advice outside of meetings through email and phone exchanges. This is in the interests of efficiency and because working group members are also key 'informants' regarding Partnership School | Kura Hourua policy and operation.

- Terms of Reference – this terms of reference can be amended through discussion with the working group.

1 July 2014 update

- The working group will continue to meet twice per year throughout the evaluation proper, on the following schedule:
 - Pre case studies– to finalise the desired focus of each case study
 - Post case studies– to test evaluation findings before submitting each annual report
- In addition, MartinJenkins will liaise with the working group electronically to request feedback on evaluation tools as they are developed.