Guide to selecting and tailoring PaCT reports

Selecting a suitable report

The most suitable PaCT report for any given situation will depend on who needs the information in the report, and what they are going to use it for. The table below will help you select the most suitable report(s) to use, once you have identified the users and purpose of the information you need.

There are five main users of PaCT reports. Think about whether the report is intended for boards of trustees, Kāhui Ako personnel (leaders and across school teachers), school leaders, teachers, or parents, families and whānau.

There are three main purposes for the information in PaCT reports. Think about whether the information will be used for monitoring student achievement, monitoring student progress, or monitoring the effectiveness of an intervention.

Users of the information	**Purposes of the information**		
	Monitoring student achievement	Monitoring student progress	Monitoring the effectiveness of an intervention
Board of trustees	School achievement	School progress	Class/group progress
Kāhui Ako personnel	Kāhui Ako achievement Kāhui Ako cross-school	Kāhui Ako progress	Class/group progress
Senior leaders	School achievement Kāhui Ako achievement Kāhui Ako cross-school	School progress Student progress Kāhui Ako progress	Class/group progress
Teachers	Class achievement	Class progress Student progress	Class/group progress
Parents, family, and whānau	Student progress		–

Tailoring reports

Three elements in each report can be tailored: the student data included in the report, the time point or time period shown in the report, and the level of detail included.

1 **The student data included in the report**
Students whose data will appear in the report are selected by year level, class, group, or individual student name, with the option to filter data by gender and/or ethnicity.
Achievement reports generally include the option of adding a second group of students as a comparison series at the selected time point.
Progress reports include the option of further tailoring the data set to include only judgments made in the current school, or to include only judgments for students that have regular judgments during the selected time period.

2 **The time point, or time period shown in the report**
Achievement reports show the achievement of selected groups of students at a **point in time** and in general, the time-point to be shown in the report is selected as student groups are added or filtered.
Progress reports show students' achievement **over a selected time period** and in general, these reports include all of the judgments that PaCT has stored for students, up to the selected time period.

3 **The level of detail included in the report**
All reports include overall judgments, and you can choose to add aspect level information to most reports.
Achievement reports include the overall judgments of students at a point in time. If the report includes multiple year levels you can choose to display aspect judgments for a single selected year level.
Progress reports generally include overall judgments for a selected year level, class, or group of students over time and the aspect judgments for their most recent overall judgment. You can choose to include an aspect comparison which will compare aspect judgments for those students at two time points.

Each of these three elements can be tailored using the report settings. It's important to consider the settings that have been applied when you're reading and interpreting reports, as they determine the information that's been included. The selected settings are shown at the top of each data display.

Example reports

A collection of example reports follow. This collection illustrates cohort reports that have been tailored in a variety of ways to produce reports for a range of purposes and users:

Example one: school progress report suitable for the board of trustees to monitor students' progress in mathematics.

Example two: class progress report suitable for the board of trustees and senior leaders to monitor the effectiveness of a teaching intervention focused on boys writing. In general the class progress report can be used to monitor the progress of any group of students who are currently enrolled.

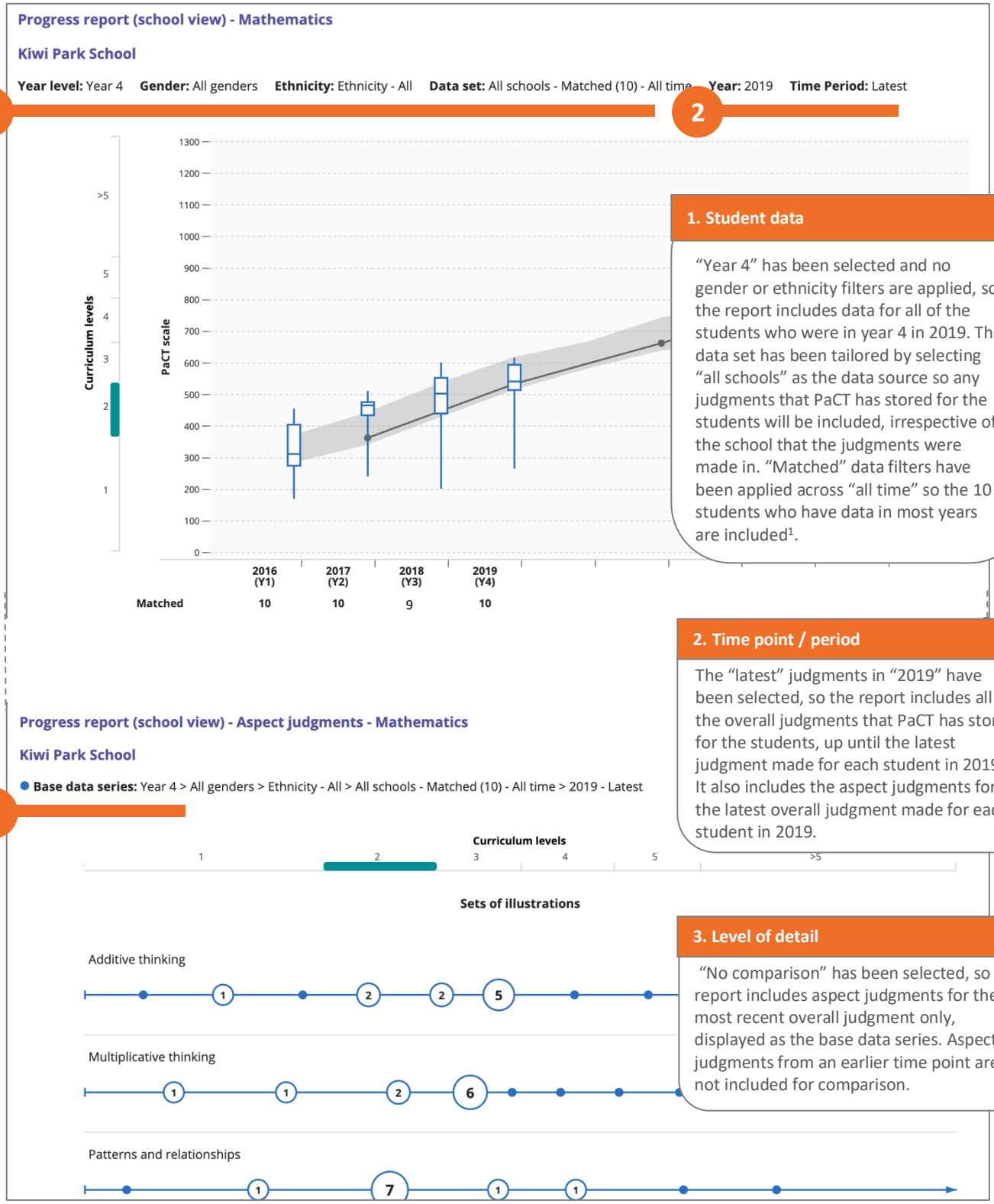
Example three: school achievement report that provides an overall picture of end-of-year reading achievement suitable for the board of trustees.

Example four: school achievement report suitable for senior leaders to monitor the reading achievement of Māori students.

Example five: class achievement report suitable for teachers to get a picture of students' current achievement to inform programme planning. The class achievement report can also be used to provide school leaders and teachers with an overview of the achievement of an incoming cohort.

Example one: School progress report

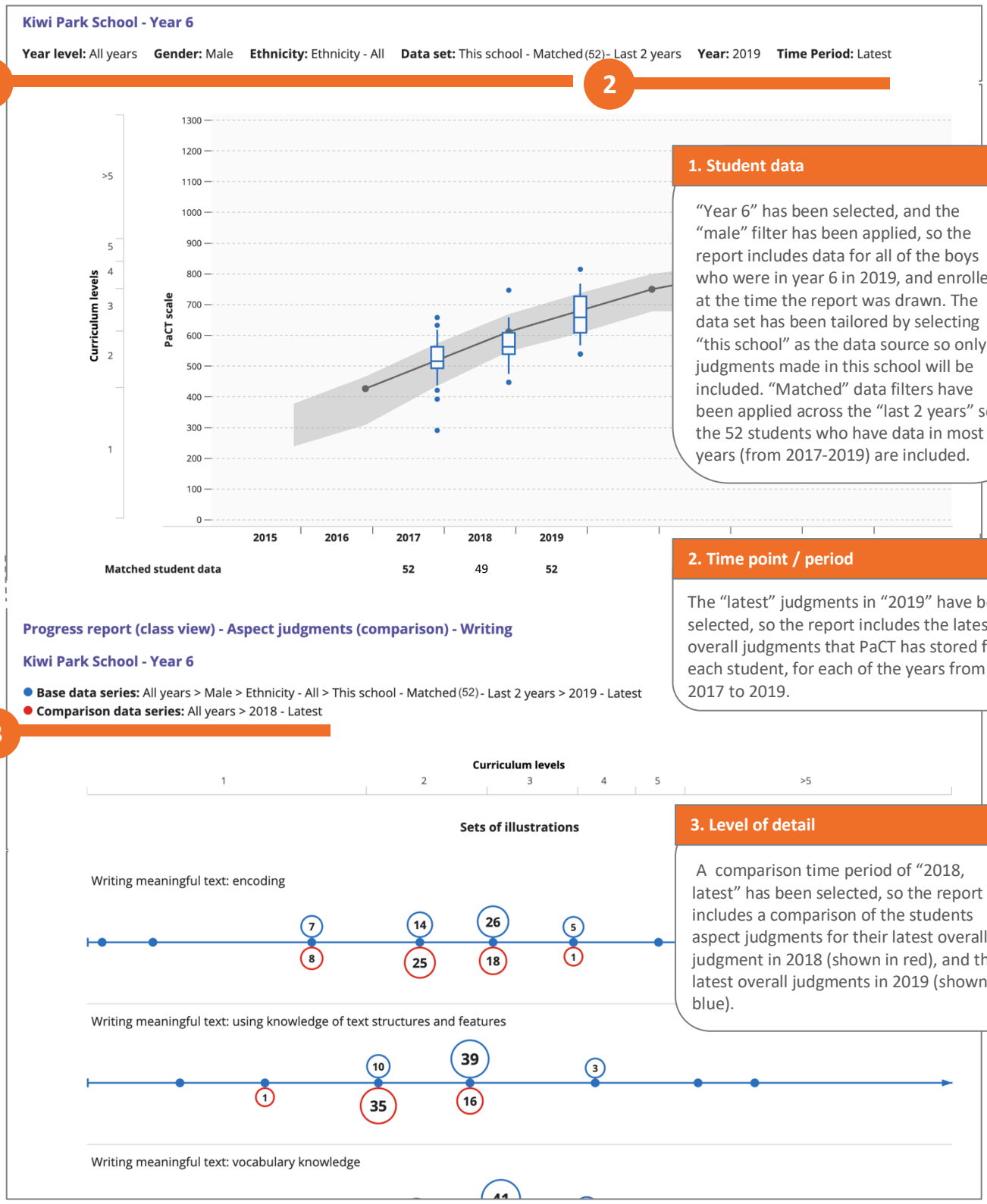
This school progress report has been tailored for use by the board of trustees to reflect on student progress in mathematics for the year 4 students of 2019, who have PaCT data since school entry in 2016.



[1] To be included in the matched data set students must have an overall judgment recorded in the earliest year of the time period and must not have missed an overall judgment in more than one year of the time period. PaCT excludes the current year from the time period for the purposes of selecting a matched data set, as judgments may be in progress or unconfirmed for some students. Also note this setting is not available for students in years 1 and 2.

Example two: Class progress report

This class progress report is suitable for the board of trustees and senior leaders to monitor the effectiveness of a teaching intervention focused on boys writing in 2019. In general the class progress report can be used to monitor the progress of any group of students who are currently enrolled. The school's PaCT administrator can create groups (under the "Manage" tab) such as those involved in a specific intervention (e.g. ALiM, ALL, or reading recovery).



1. Student data

"Year 6" has been selected, and the "male" filter has been applied, so the report includes data for all of the boys who were in year 6 in 2019, and enrolled at the time the report was drawn. The data set has been tailored by selecting "this school" as the data source so only judgments made in this school will be included. "Matched" data filters have been applied across the "last 2 years" so the 52 students who have data in most years (from 2017-2019) are included.

2. Time point / period

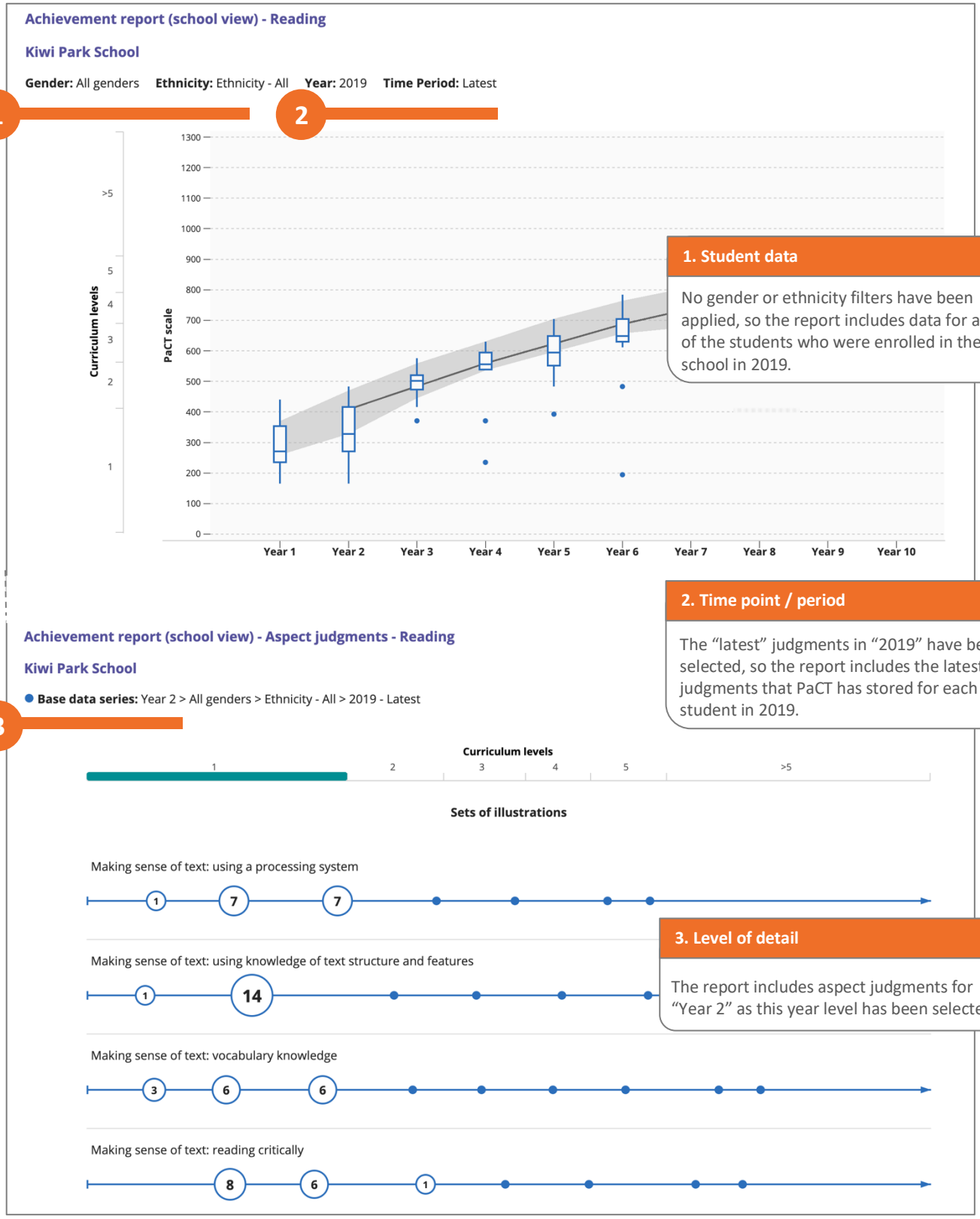
The "latest" judgments in "2019" have been selected, so the report includes the latest overall judgments that PaCT has stored for each student, for each of the years from 2017 to 2019.

3. Level of detail

A comparison time period of "2018, latest" has been selected, so the report includes a comparison of the students aspect judgments for their latest overall judgment in 2018 (shown in red), and their latest overall judgments in 2019 (shown in blue).

Example three: School achievement report

This school achievement report provides an overall picture of end-of-year reading achievement that is suitable for the board of trustees. It provides additional information on the aspect profile of year 2 students.



Example four: School achievement report

This school achievement report is suitable for senior leaders to monitor the reading achievement of Māori students.

1. Student data

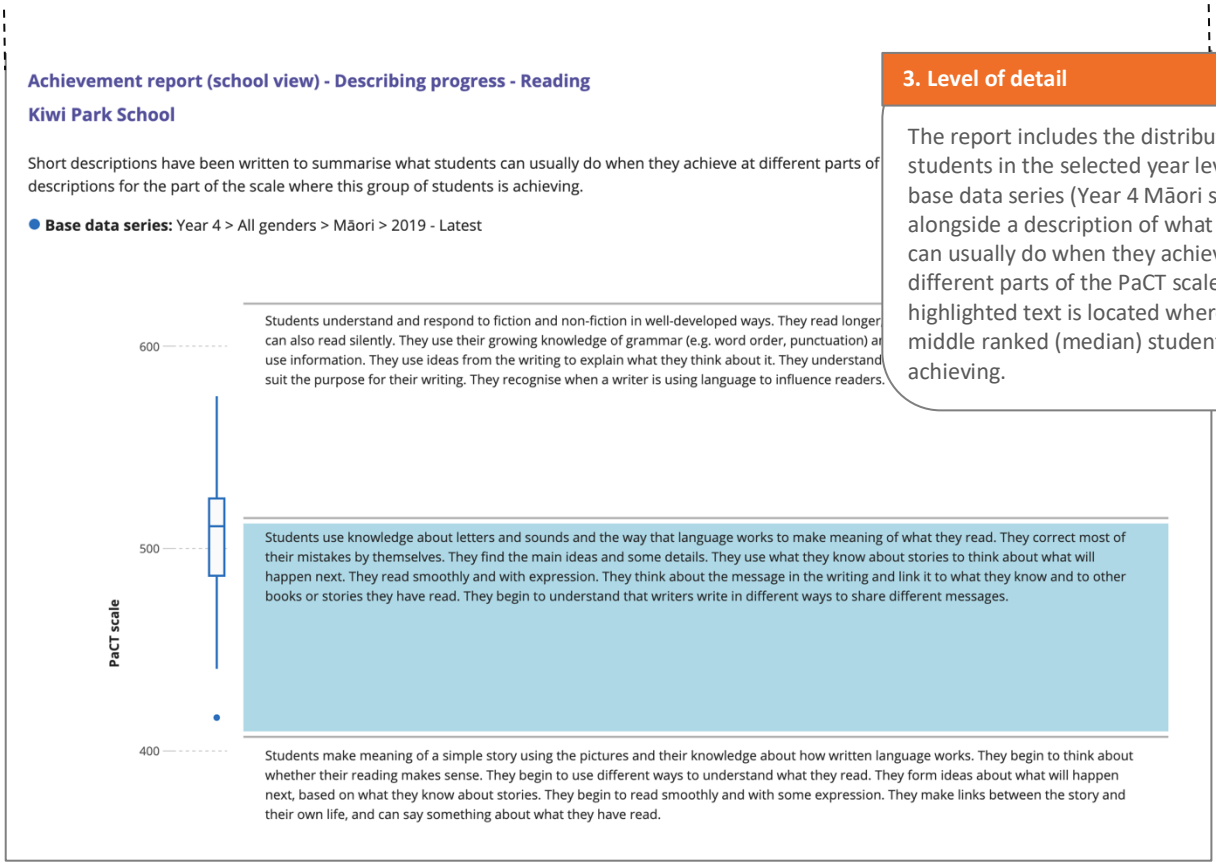
The base data series, shown in blue, includes data for all of the Māori students who were enrolled in the school in 2019. These students have been selected by applying the filters "All genders" and "Māori".
A comparison data series has been added by selecting "Add data series". The comparison series is shown in red and includes data for all of the NZ European students in the school in 2019. These students have been selected by applying the filters "All genders" and "NZ European/Pākehā/Other European".

2. Time point / period

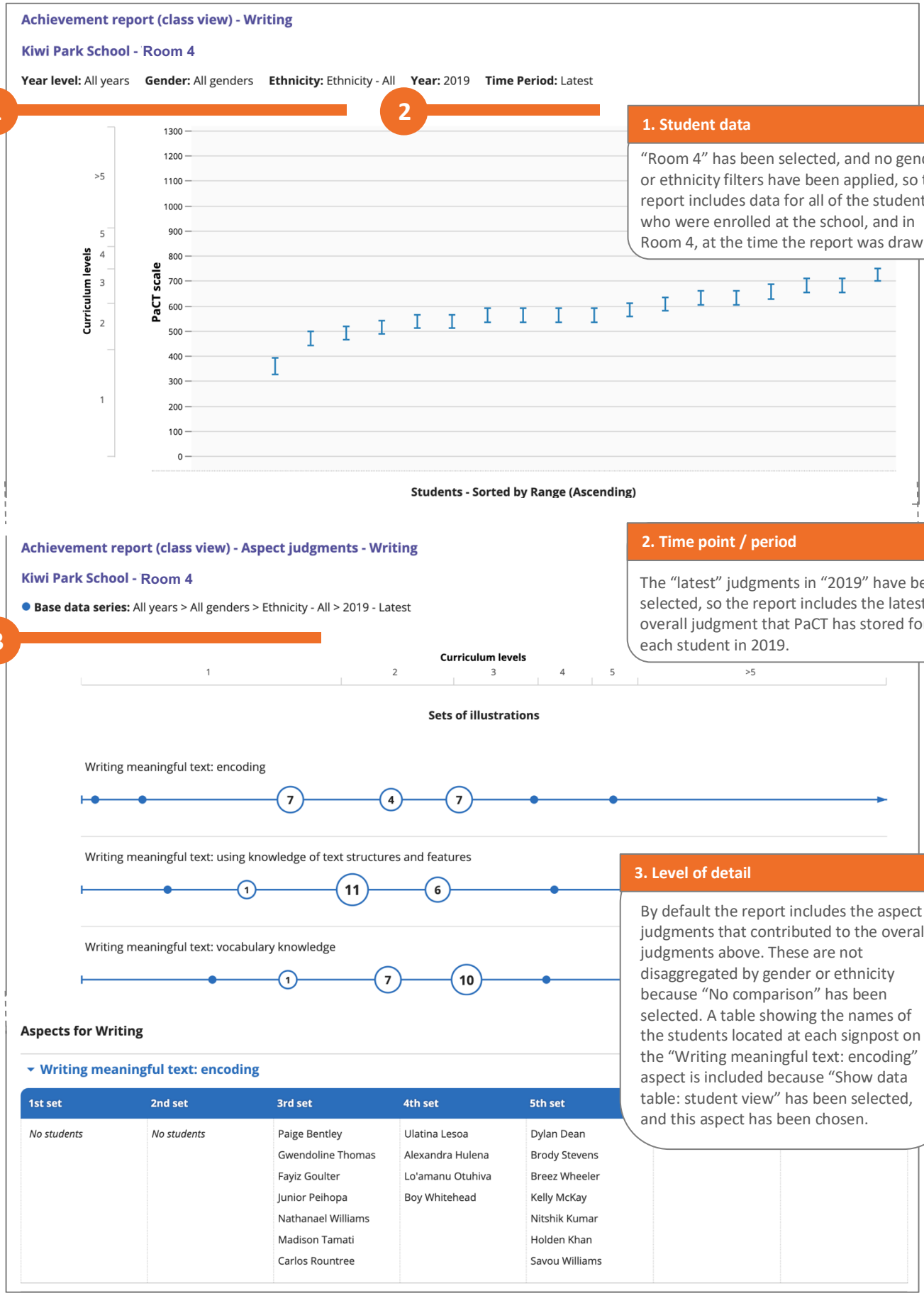
The "latest" judgments in "2019" have been selected for both the base data series and the comparison data series, so the report includes the latest judgments that PaCT has stored from 2019 for both groups.

3. Level of detail

The report includes aspect judgments for "Year 4" as this year level has been selected. Aspect judgments are included for students in both the base data series (Māori students, shown in blue) and the comparison data series (NZ European students, shown in red).



Note: Māori students who also identify as NZ European will appear in both groups in this example.

Example five: Class achievement report

This class achievement report is suitable for teachers to get a picture of students' current achievement to inform programme planning. The class achievement report can also be used to provide school leaders and teachers with an overview of the achievement of an incoming cohort.