Improving school quality through a more coherent approach to evaluation and assessment

OECD Review on Evaluation and Assessment Frameworks for Improving School Outcomes

www.oecd.org/edu/evaluationpolicy

European Sectoral Social Dialogue in Education : WG1 "Quality in education"
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EVALUATION AND ASSESSMENT FRAMEWORKS
FOR IMPROVING SCHOOL OUTCOMES: OVERVIEW

A review of national approaches to evaluation and assessment (ISCED 1,2,3)

How can assessment and evaluation policies work together more effectively to improve student outcomes in primary and secondary schools?

Key components of evaluation and assessment and the overall framework

– Student assessment; Teacher appraisal; School evaluation; System evaluation

   • Examining: individual components; links between components

– Analyse how approaches to evaluation and assessment can be embedded within a consistent framework.

Key policy issues for analysis

1. Designing a systemic framework for evaluation and assessment
2. Ensuring the effectiveness of evaluation and assessment procedures
3. Developing competencies for evaluation and for using feedback
4. Making the best use of evaluation results
5. Implementing evaluation and assessment policies

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EVALUATION AND ASSESSMENT FRAMEWORKS
FOR IMPROVING SCHOOL OUTCOMES: METHODOLOGY

Analytical strand

- Reviews of literature and evidence on the impact of evaluation and assessment procedures
- Country Background Reports being prepared by 23 countries (24 systems) describing their evaluation and assessment policies and practices (Flanders, Norway and Sweden published already)
- Country Background Reports must reflect stakeholder views on the different policies and practices

Country Review strand

- OECD-led review teams -- 10 countries signed up for a country review so far; review visits completed in SWE, LUX, DNK, NOR, BFL and PRT (also in AUS and NZL); CZE and SVK reviews imminent
- Key stakeholder interviews (*e.g.* national and local authorities, SL associations, Teacher Unions, Student Unions, Parent Organisations, Teacher Educators, Business and Industry Groups); school visits
- OECD review team authors Country Note with strengths, challenges, policy options (Sweden published)

Synthesis report – comparative report with policy options in 2012

Collaboration with other OECD activities and international agencies

- Other OECD work (e.g. PISA, TALIS, *Longitudinal Information Systems*, Public Sector Evaluation)
- EC, Eurydice, the World Bank, Standing International Conference of Inspectorates(SICI), BIAC, TUAC.

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School Evaluation: Current Practices in OECD Countries and a Literature Review
by Violaine Faubert, OECD Education Working Paper n.42

Effective monitoring and evaluation of schools is key to continuous improvement

- Feedback on performance helps schools identify how to improve
  - An assessment of strengths and areas for development, followed by feedback, coaching, support and opportunities for development
- Schools should be accountable for their performance
  - Celebrate, recognise and reward the work of schools and identify best practice
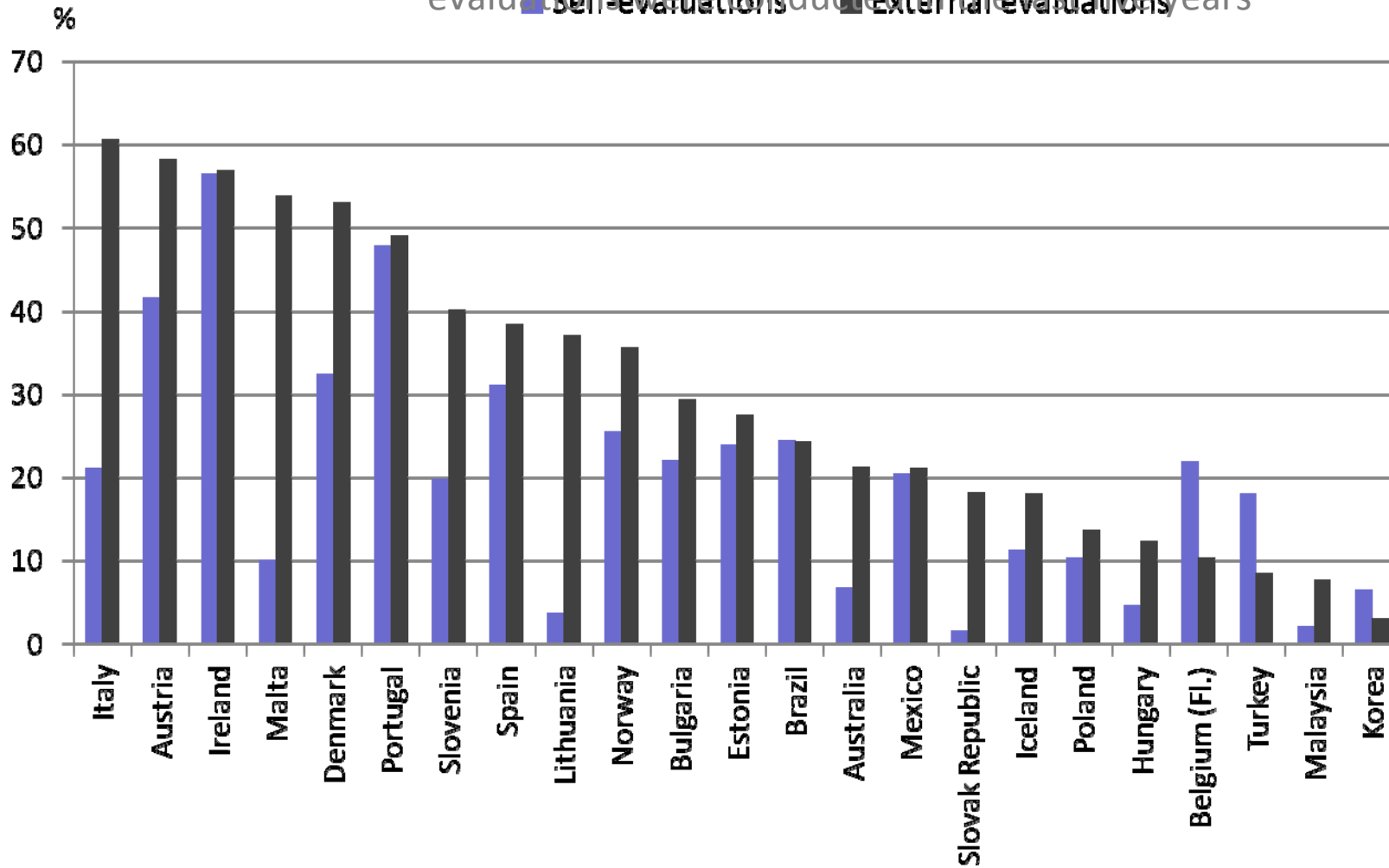 - Identify underperforming schools

Trends in school evaluation

- Shift from emphasis on compliance to focus on school development

- Greater emphasis on school self-evaluation as part of school improvement

- Growing expectation that schools set up internal quality assurance frameworks

- The role of external agents or agencies has undergone significant change

- Move towards greater rigour and transparency with greater reporting requirements

- Stronger focus on student performance, in particular on literacy and numeracy

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Frequency of school evaluations

Percentage of teachers of lower secondary education working in schools where no school evaluations were conducted in the last five years

Legend: ■ Self-evaluations ■ External evaluations

Source: OECD, TALIS database, 2009.

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COMMON POLICY CHALLENGES IN EVALUATION AND ASSESSMENT FRAMEWORKS: SCHOOL EVALUATION

– Aligning the external evaluation of schools with internal school evaluation

– Self-evaluation - immediate, responsive to school needs, results 'owned' by school

– Externality provides - rigour & depth: distance from the internal dynamics of the school; perspective and challenge to assumptions and to the interpretation of evidence

– Policy must address and clarify: who evaluates, what is evaluated and how, and the ways in which the results are agreed and communicated

– Balancing information to parents with fair and reasonable public reporting on schools

– Fair & credible presentation of student standardised test results

– Wider array of evidence reflecting broader student learning objectives

– Developing wider strategy that uses school evaluation evidence in ways that encourage schools to remain aspirational in relation to the wider educational agenda, whatever their test results

– Improving the data handling skills of school agents

– School principals and teachers increasingly work with gathering and using evidence

– Skills in analysis and interpretation to understand results and translate these into action

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COMMON POLICY CHALLENGES IN EVALUATION AND ASSESSMENT FRAMEWORKS: OTHER COMPONENTS

Student Assessment

– Aligning educational standards and student assessment

– Balancing external assessments and teacher-based assessments in the assessment of learning

– Integrating student formative assessment in the evaluation and assessment framework

Teacher Evaluation

– Combining the improvement and accountability functions of teacher evaluation

– Accounting for student results in the evaluation of teachers

– Using teacher evaluation results to shape incentives for teachers

System Evaluation

– Meeting information needs at the system level

– Monitoring key outcomes of the education system

– Maximising use of system-level information

Governance and Implementation

– Ensuring articulations within the evaluation and assessment framework

– Developing competencies for evaluation and for using feedback

– Securing links with classroom practice

– Overcoming the challenge of implementation

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SCHOOL EVALUATION WITHIN THE EVALUATION AND ASSESSMENT FRAMEWORK

•Ensuring the effective articulation with the remaining components of the evaluation and assessment framework e.g.:

o Student assessment
- Student results as a component of the judgement of school performance

o Teacher evaluation
- Teacher evaluation as part of school development, including the role of teachers in school development
- Professional development carried out in the context of school development
- Teaching quality as an aspect of school evaluation
- Integrated with school evaluation?

o Evaluation of school leadership

o System level evaluation
- Results of school evaluations to assess the state of the school system
- *Thematic reviews* at the school level to make assessments at the system level

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OCED Review on Evaluation and Assessment Frameworks for Improving School Outcomes

- Final comparative report in 2012
- Country review reports to be published throughout 2011
- National background reports available 2011-12

- All materials for the review including background analytical papers
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