



How to define and measure output/outcomes of schools?

“Using Student Achievement Data for School Inspections”

**An international SICI conference
hosted by
The Netherlands Inspectorate of Education**

Amsterdam, May 18 –19, 2010

Purpose of the meeting

The overall purpose of the conference is to exchange knowledge and experiences in using data of student achievements (attainment, progress, social performance) for school inspections. The meeting focuses on two key questions:

- What information on student achievement is available for school inspections?
- How can this information be used for inspections?

The questions will be answered for countries with standardized information available on student achievement data (test scores, exams, drop-out rates), as well as for countries where these student data have to be collected and assessed during an inspection visit.

Short introduction to the theme

School inspections are concerned with the quality of schools. Student achievement is an important source to assess the quality of schools. Do pupils learn enough? Is achievement what we expect to be?

There are several practices in using information about student achievement in inspections. In general, there exist two different approaches:

- Inspectors can gather information about pupil- and student-achievement during their inspection visit. For example, inspectors can ask information about performances of pupils in classes, they can ask pupils or can study student portfolio's or tests. These student results can be taken into account in the inspector's judgments of a school. We refer to this as 'using student achievement data during school inspection visits'.
- Inspectors can also use large scale data sets on student attainment tests or drop-out rates. This requires standardized data on f.i. test scores or exams. Not in each country these data are available. It requires large scale administration and attainment data, such as yearly registration of pupils in schools and grades, and

national test- or exam- scores of pupils. We refer to this as 'using large scale attainment data for inspections'.

Some inspectorates use the first approach (like the Flemisch inspectorate), while other inspectorates predominantly use the second approach (Ofsted and the Dutch inspectorate). Of course, combinations of approaches can be found. Or, countries may not even have student achievement incorporated in the inspection framework. Moreover, it is possible that inspectorates use other output information like student satisfaction figures or long term outcome data, like access to and success in following stages of education or in the labor market.

Short outline of the program

The program starts with two keynote speakers who will give an explanation of the two approaches as well as some examples. After this introduction, the English and the Flemisch SICI-partners will introduce their practice to us.

In the afternoon, two separate workshops are held for a further exploration of approaches. We invite inspectorates to present their experiences in dealing with output/outcomes of schools. In this workshops we will also discuss the underlying principles.

On the second day, we will explore three special topics, closely connected to the use of achievement information by inspectorates:

- Social performance:
 - Education into citizenship and dealing with social behavior are relatively underdeveloped in school inspections. To assess social performance and outcomes is complicated. What are the possibilities in this area?
- Strategic behavior:
 - There are possible drawbacks in the use of attainment data. It can lead to strategic behavior of schools, for example the exclusion of students. What are the possibilities for inspectorates to handle this?
- Fair comparisons:
 - When we use student achievement data when assessing school quality, it is necessary to take into account the starting level of the learner and preferably also other characteristics of the learner, because some pupils have more difficulties than others to achieve the standards. The aim of this correction is our wish to calculate the added value: the contribution of the school to student achievement given the characteristics of the students. But, what is a good correction and are there drawbacks?

Of course there will be on both days a strong emphasis on the work in the groups and active participation in discussion.

The attached program is preliminary. The final program will be sent later.

Call for contribution of SICI members

We invite the SICI members to give a short exposure about the practice in their own country. This will be organized in the afternoon workshops on the first day. Presentations have to deal with using student achievement data for inspections. Countries can opt for presenting an overview, a specific example, or they might prefer to discuss a specific problem.

In the next few weeks we will invite some SICI-members to give a presentation. However, everyone who wants to present is welcome to do so. Please contact us beforehand.

More information on contributions can be given by Bruno Vreeburg (B.Vreeburg@owinsp.nl) or Inge de Wolf (I.deWolf@owinsp.nl).

Preliminary program

Monday, May 17th, 2010_ Arrival of participants		
Tuesday, May 18th, 2010		
9:00	Arrival and registration of the participants	
9:30	Welcome and Introduction <i>Annette Roeters, Senior Chief Inspector of the Netherlands Inspectorate of Education</i> <i>Graham Donaldson, President of SICI</i> <i>Bruno Vreeburg/Inge de Wolf, Dutch Inspectorate</i>	
10:00	2 Keynotes: - <i>Prof. Dr. R.J. Bosker (University of Groningen)</i> Student achievement data and their use for school inspections - ... <i>[to be announced]</i>	
11:00	Coffee break	
11:30	Two examples of using student achievement data for inspections - René van Otterdijk: <i>Assessing student achievement in school inspections in Flanders</i> - David Humphries: <i>Assessing student and school achievement; the use of Raise Online by Ofsted inspectors (England)</i>	
12.30	Short discussion: Similarities and differences <i>Bruno Vreeburg/Inge de Wolf, Dutch Inspectorate</i>	
12:45	Lunch	
13:45	WORKSHOP 1: Using large scale data on student attainment <ul style="list-style-type: none"> <i>experiences of the participants</i> <i>(structured) discussion</i> 	WORKSHOP 2: Assessing student achievement during inspection visits <ul style="list-style-type: none"> <i>experiences of the participants</i> <i>(structured) discussion</i>
16.15	Break	
16:30	Conclusions workshops and shared principles <i>Bruno Vreeburg/Inge de Wolf, Dutch Inspectorate</i>	
17:30	End of work session	
19:30	Official Dinner, hosted by the Netherlands Inspectorate of Education	

Wednesday, May 19th, 2010			
9:15	Aim and topics of morning sessions Bruno Vreeburg/Inge de Wolf		
9:30	Workshop 1: Social performances Keynote speaker (to be announced), followed by discussion	Workshop 2: Strategic behaviour Keynote by prof. dr. Frans Janssens (University of Twente) & dr. Machteld Swanborn (Dutch Inspectorate), followed by discussion	Workshop 3: Fair comparisons Keynote by prof. dr. Wilfried Bos (University of Dortmund), followed by discussion
11:00	Coffee break		
11:30	Lessons from the (morning) workshops <ul style="list-style-type: none"> - social performances - strategic behavior / gaming - fair comparisons, methods of correction 		
12:00	Final Speeches <i>Annette Roeters, Senior Chief Inspector of the Netherlands Inspectorate of Education</i> <i>Graham Donaldson, President of SICI</i>		
12:45	Lunch		
Afternoon	Departure of the participants		