

International SICI Seminar

Assessment of Educational Results by School Inspectors

29 and 30 March 2017, Prague

Notes from working group: 30 March 2017

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There were representatives from the following inspectorates in this working group: Netherlands, Ireland, Portugal, Sweden, Turkey, Cyprus, Germany, France, Italy, Luxembourg, Czech Republic

A series of questions was addressed. Responses are noted with a focus on identifying similarities (most inspectorates) and differences (some inspectorates).

1. Who is responsible for the assessment and evaluation of educational outcomes in your country?
 - In most inspectorates
 - one (usually government controlled) agency is responsible for nationalised testing
 - The national Inspectorate operates separately from this agency.
 - In some inspectorates
 - Nationalised test outcomes are combined with in-school evaluation to give overall outcomes for student and schools (NL)
 - National surveys used to assess student attitudes re non academic issues
 - In all inspectorates there are unresolved issues around the publication of data relevant to educational outcomes.
2. Which part of the educational system does your Inspectorate/organisation evaluate (at what level – pre-primary, primary, etc. and what processes and outcomes)?
 - In most inspectorates
 - Schools are evaluated
 - Advice is given re teachers' performance
 - Owners and boards are included in school evaluations
 - inspection reports are published in a public forum
 - In some inspectorates
 - A "National observatory of school quality" exists at national level only. Feedback is not given at school level
 - Individual teachers are evaluated
 - Teaching and learning is evaluated, not individual teachers
 - Social outcomes of education are assessed. This is a qualitative measure.
 - There are financial penalties for not meeting a required standard.

Questions 3/4/5/6 Combined

3. How and in what form are educational results/evaluation data collected in your country?
4. How are these data used?
5. How are these data used particularly within inspection outcomes (written or oral)?
6. What kind of inspection outcomes does your Inspectorate/organisation provide?

- **General notes**

- Some countries use educational outcomes data to make judgements. The school must plan to deal with recommendations.
- Some don't use data or use a combination of data and other qualitative measures to make judgements.

- **In most Inspectorates**

- Educational outcomes data is used by the system to plan and develop policies
- School specific data is shared between schools and inspectorate
- Data is published and available at national level

- **In some Inspectorates**

- Individual inspection reports are not visible to all schools; they are only available to the specific school and local educational administrative sections
- Data collected by the school and educational administrative sections provides for extended monitoring of individuals' progress into the workplace
- National comparisons of outcomes are weighted by context, but not in all cases
- A "state of school" report is published with detailed data, including back-office data which is generally of interest only to professionals; some data is made available only to the individual schools
- Standardised data (educational outcomes at teacher and student level with a competence focus) is used to plan teaching strategies and set out objectives. This data is not used for judging schools: the outcomes data belongs to the school, and the inspector must explicitly request it.
- At school level inspectors do not interact directly with teachers; interaction is a school management level.