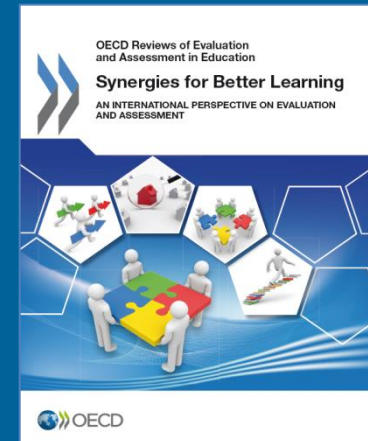




# An international perspective on school evaluation

Findings from the OECD review of evaluation and assessment in education



Michael Davidson  
OECD  
SICI General Assembly, Edinburgh  
9 October 2013



# Comprehensive analysis of trends, practices and policy developments across countries

**Evaluation and assessment is complex and potentially divisive. The report seeks a balanced approach.**



Analysis drawing on **a broad evidence base**

- 11 papers reviewing international literature
- International indicators
- Qualitative indicators collected from 29 systems
- 26 specific reports compiled by participating systems
  - Description of policies in place; evidence of impact of policies; views of stakeholders
- OECD reports on specific systems (15 reviews)
  - 2800+ interviews with different stakeholders
  - Expertise contributed by 28 professionals external to OECD

**A range of policy options** to resolve tensions and help shape a balanced approach

- No one-size-fits all solution
- Systems are at different stages of developing their E&A frameworks
- Policy options need to be tailored to context



# OECD's analytical framework for school evaluation

## Governance

- Development
- Accountability

## Capacity

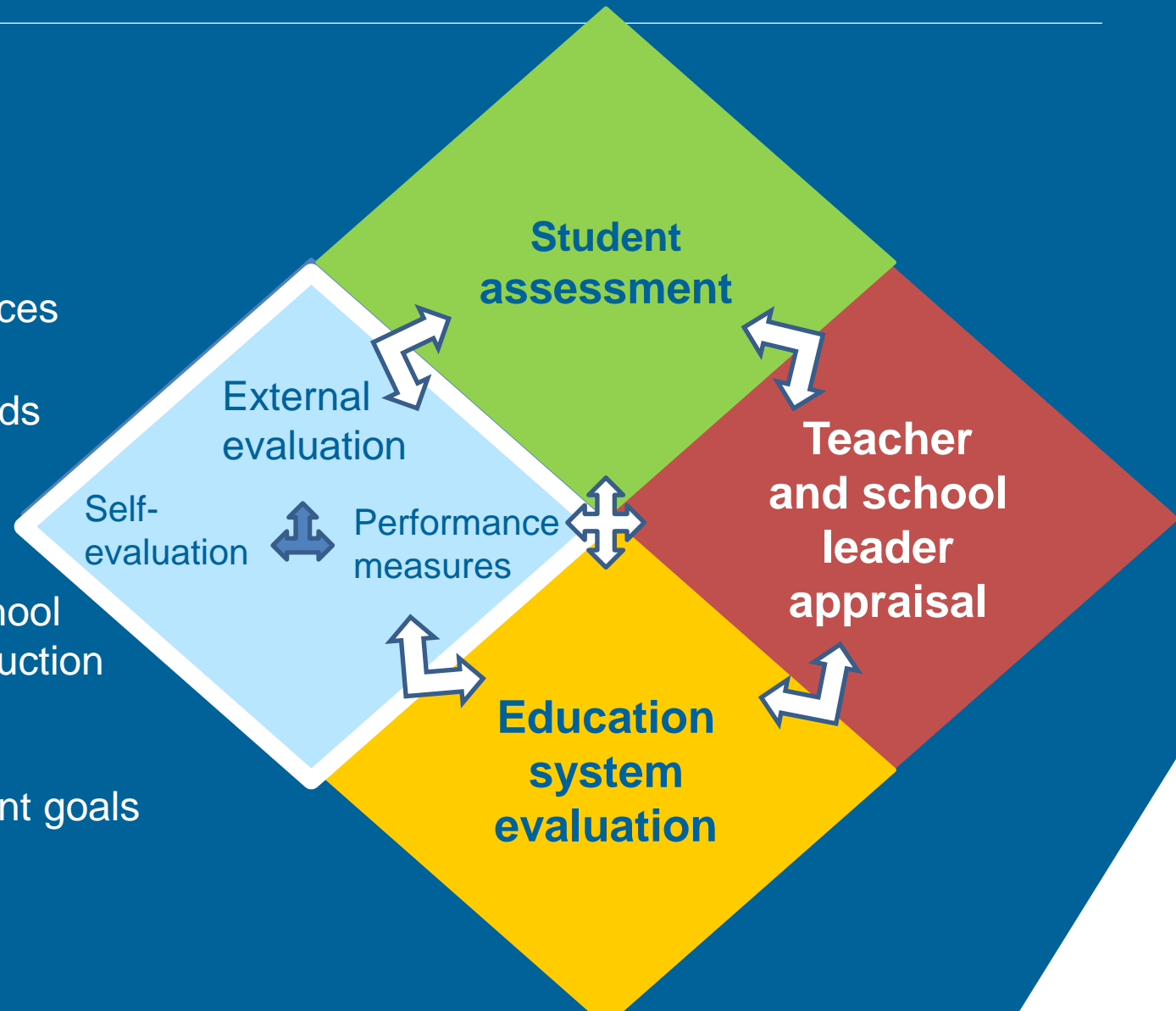
- Skills, time, resources

## Procedures

- Reference standards
- Tools
- Follow-up

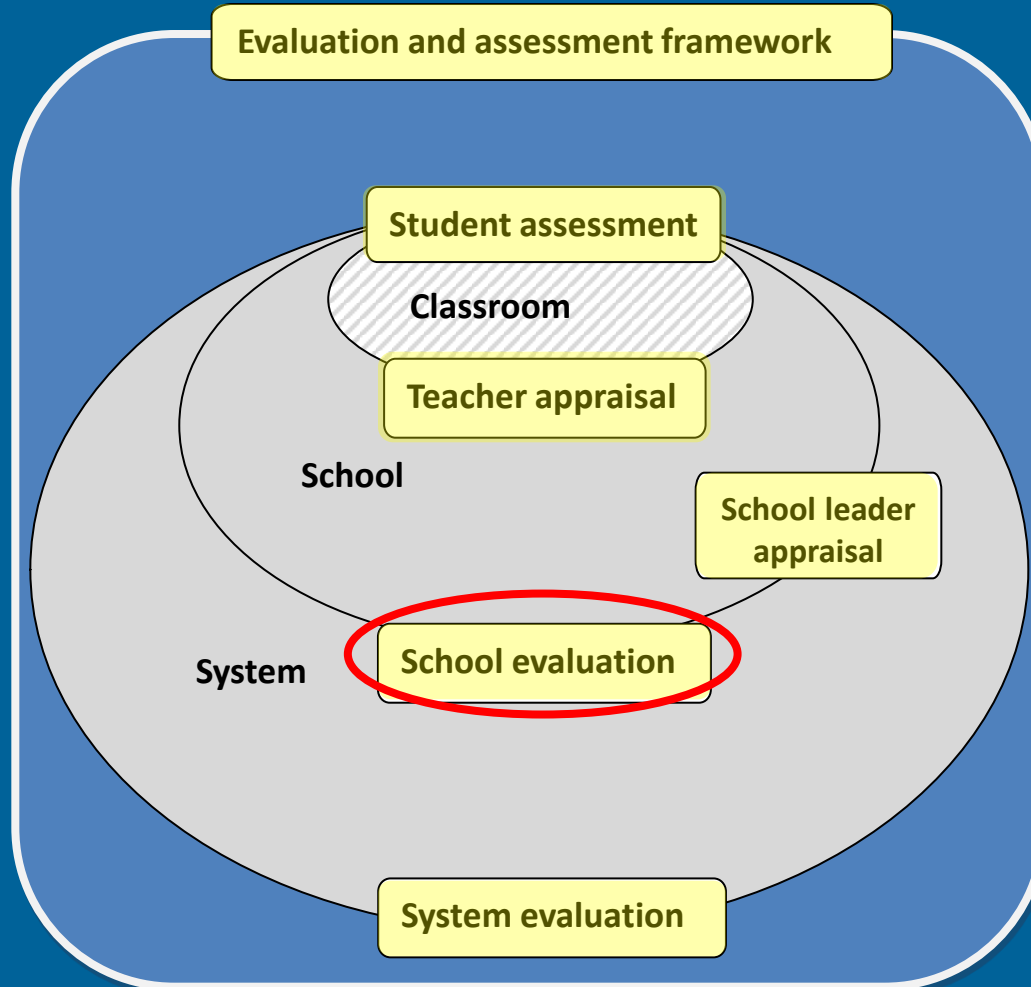
## Use of results

- Adjustments to school organisation / instruction
- Staff professional development
- School development goals
- Recognition
- Additional support
- Public reporting





# OECD Review on Evaluation and Assessment Frameworks: **Taking a holistic approach**





## Key principles of an effective evaluation system

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- The centrality of teaching and learning
- The importance of school leadership
- Equity as a key dimension
- Integrate accountability and development
- Commitment to transparency



# The evaluation and assessment framework: Practices

		USE OF RESULTS FOR IMPROVEMENT	
		High	Moderate
USE OF RESULTS FOR ACCOUNTABILITY	High	Australia, Chile	Mexico, Slovak Republic, Sweden
	Moderate	Belgium (Fl.), Canada, Israel, Korea, New Zealand	Czech Republic, France, Hungary, Ireland, the Netherlands, Poland, Portugal
	Low	Denmark, Iceland, Norway	Austria, Belgium (Fr.), Estonia, Finland, Italy, Luxembourg, Slovenia, Spain



# EXTERNAL SCHOOL EVALUATION



## School evaluation- is an evaluation of...

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- The effectiveness of the structures and processes in place within a school
- The implementation of national educational policies and regulations within the school
- The quality of student learning outcomes at the school





# Pointers for policy development...and how they can support improvement

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- Governance
- Capacity
- Procedures
- Use of results



# External School Evaluation: **Governance**

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**Governance: Underlies all options on procedures, capacity and use of results**

- Clarify the role and purpose of school evaluation



# External school evaluation- where should the emphasis be?

<b>Accountability purpose</b> <b>“School effectiveness”</b>	<b>Development purpose</b> <b>“School improvement”</b>
Focus on schools	Focus on teachers
Focus on school organisation	Focus on school processes
Data-driven, with the emphasis on outcomes	Empirical evaluation of effects of changes
Quantitative in orientation	Qualitative in orientation
Lack of knowledge about how to implement change strategies	Exclusively concerned with change in schools
More concerned with change in student outcomes	More concerned with journey of school improvement than its destination
More concerned with schools at one point in time	More concerned with schools as changing
Based on research knowledge	Focused on practitioner knowledge
Concerned with schools that are effective	Concerned with how schools become effective
Static orientation (school as it is)	Dynamic orientation (school as it has been, or might be)



## Governance- Effective school evaluation involves

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- An accurate assessment of the effectiveness of schools.
- An assessment of strengths and areas for development, followed by feedback, coaching, support and opportunities for development.
- An opportunity to celebrate, recognise and reward the work of schools and to identify best practice.
- An opportunity to identify underperforming schools.



# External School Evaluation: **Governance**

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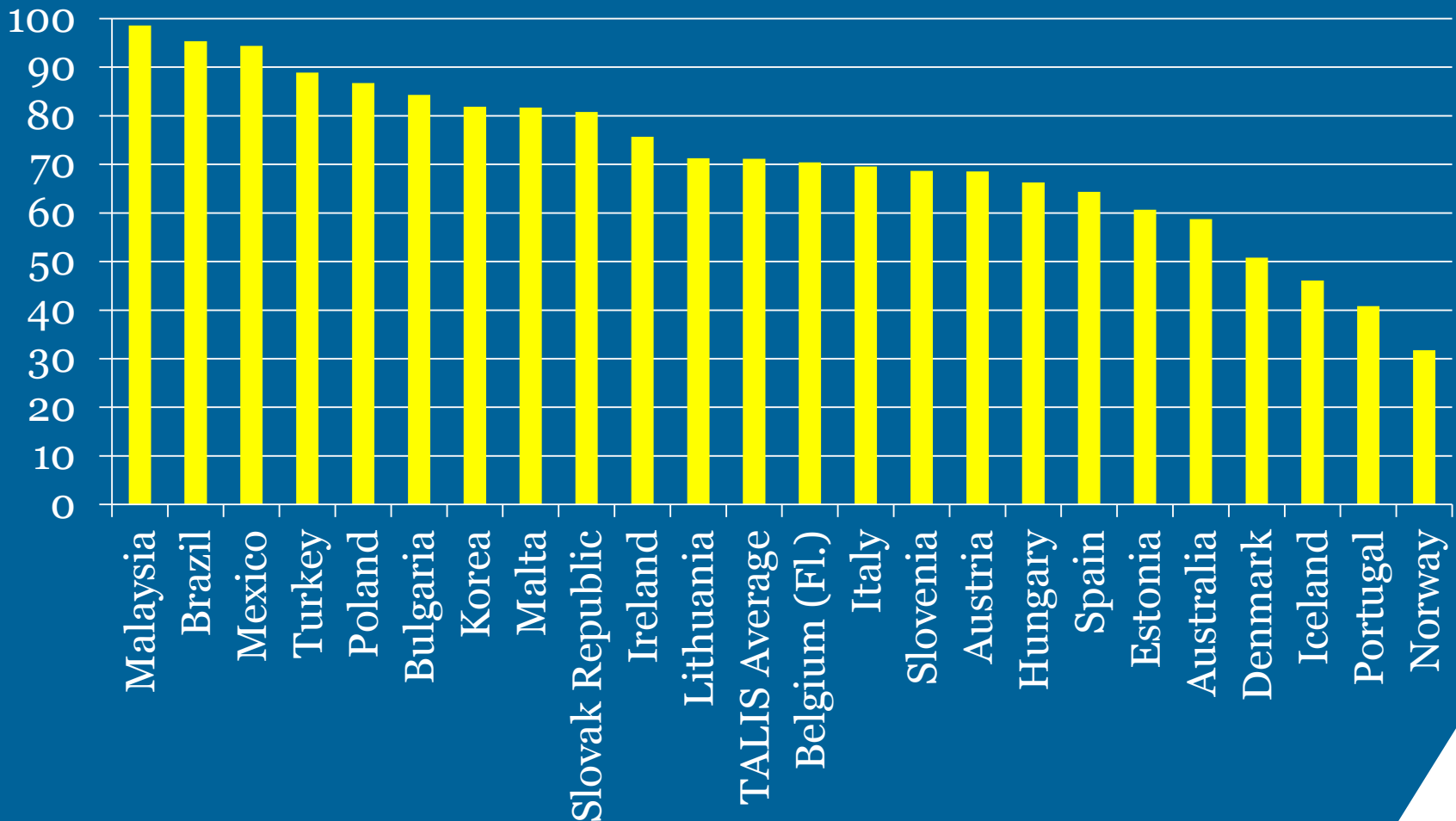
**Governance: Underlies all options on procedures, capacity and use of results**

- Clarify the role and purpose of school evaluation
- Focus on the improvement of teaching, learning and student outcomes



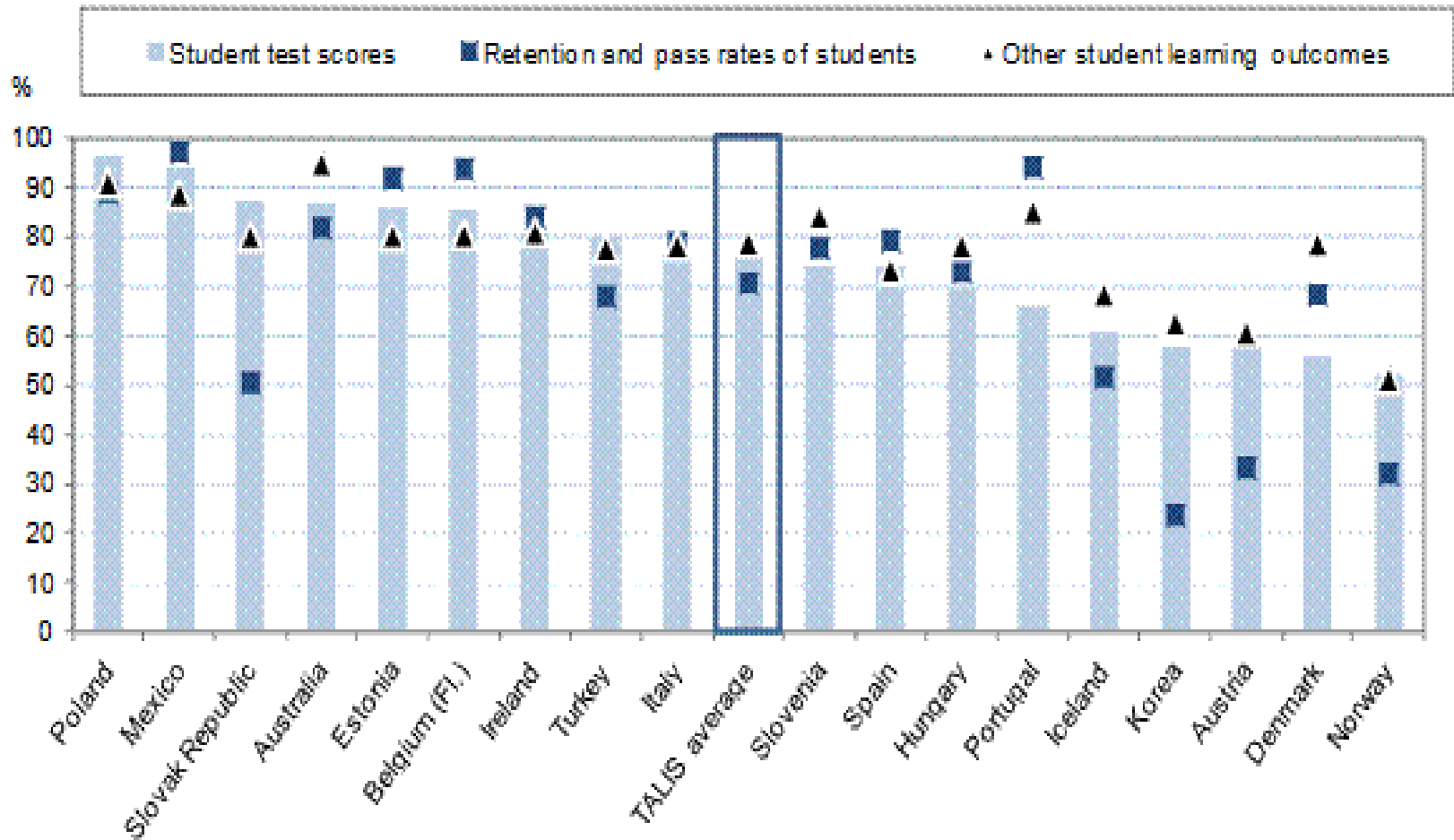
# Direct appraisal of classroom teaching in school evaluations (2007-08)

Percentage of teachers of lower secondary education whose school principal reported that the following criteria were considered with high or moderate importance in school self-evaluations or external evaluations





# Criteria for student learning outcomes used in school evaluation (2007-08)





# External School Evaluation: **Governance**

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**Governance: Underlies all options on procedures, capacity and use of results**

- Clarify the role and purpose of school evaluation
- Focus on the improvement of teaching, learning and student outcomes
- Evaluate and adapt external school evaluation to reflect the maturity of the school evaluation culture





# External School Evaluation: **Procedures**

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**Procedures: Ways to minimise the burden and maximise the fairness**

- **Develop nationally agreed criteria for school quality to guide school evaluation**



# Netherlands

School  
evaluation

- Inspection includes 45 quality indicators among 5 areas:
  - 1 Output; 2 Teaching and Learning process; 3 Care and support; 4 Quality Assurance; 5 Law and regulations
- A clear set of decision-making rules for different recommendations made by the Inspectorate
  - Using a subset of core indicators among the 45 quality indicators
  - Clear rules on how school is judged on combination of these indicators, e.g. for primary schools:
    - **Weak school**: insufficient student results + insufficient on a maximum of 1 core indicator in Areas 2 or 3
    - **Very weak school**: insufficient student results + insufficient on 2 or more core indicators in Areas 2 or 3



# External School Evaluation: **Procedures**

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**Procedures: Ways to minimise the burden and maximise the fairness**

- **Develop nationally agreed criteria for school quality to guide school evaluation**
- **Ensure transparency in external school evaluation procedures and a strong evidence base**
  - **Country examples: New Zealand, Portugal**



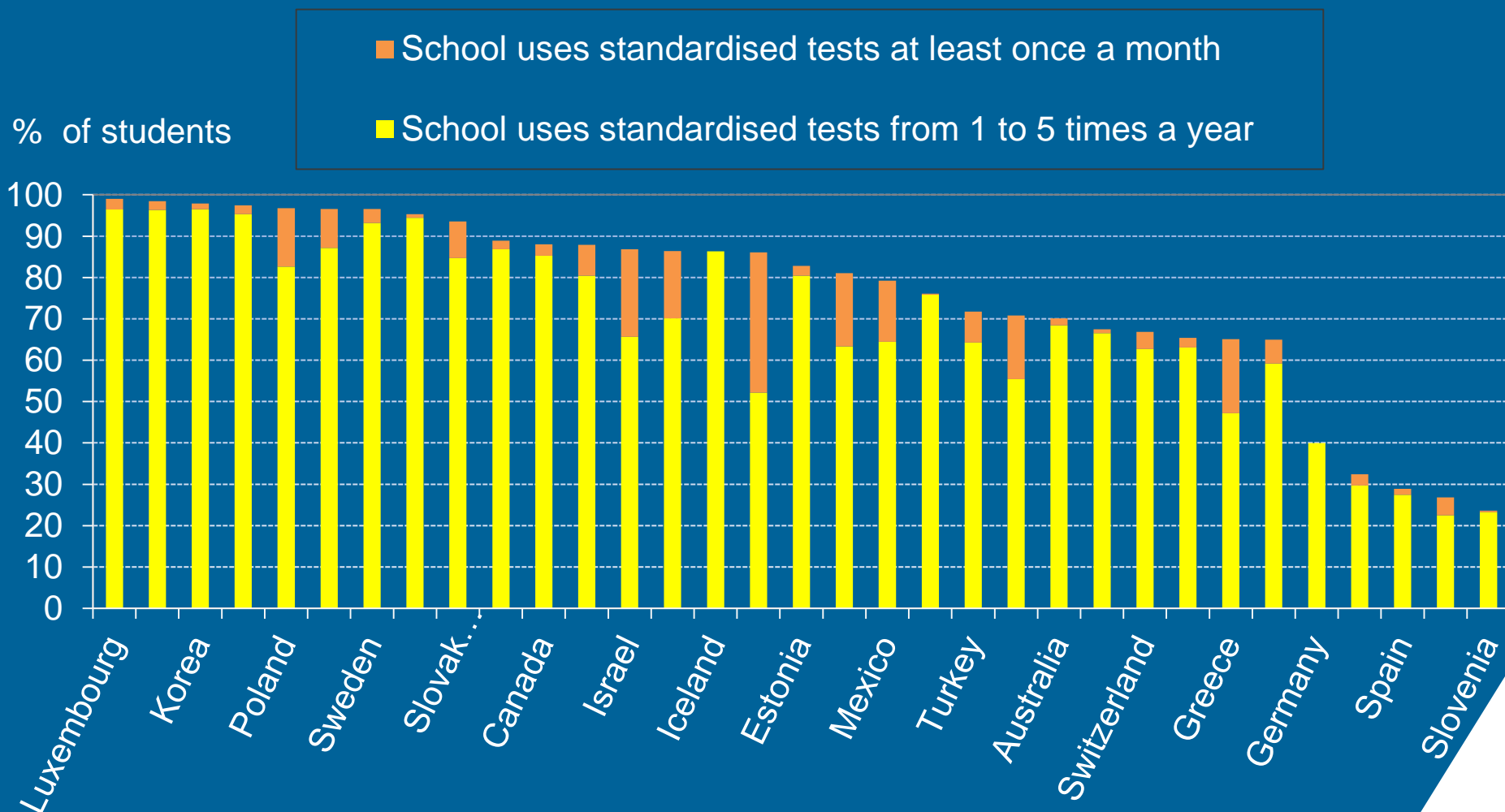
# A range of evidence and collection methods

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- **Methods**
  - Paper reports, Internet, Inspection visit
- **Evidence**
  - Administrative reports from schools
  - Classroom observation
  - Feedback from stakeholders
  - Student performance data



# School use of standardised tests and assessment data (PISA 2009)





# External School Evaluation: **Capacity**

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## **Capacity: A priority for school improvement**

- **Ensure credibility of external school evaluators**
- **Ensure sufficient capacity and retraining as necessary**



## Pointers to achieve this

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- Demanding criteria for selecting evaluators
- Evaluators should be sufficiently ‘distant’
- The team should be broadly composed
- Specific training for inspectors
- Inspection teams organised for coherence
- Inspect the inspectors!
- Properly resourced external evaluation body
- Re-training for inspectors



# External School Evaluation: **Capacity**

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## **Capacity: A priority for school improvement**

- **Ensure credibility of external school evaluators**
- **Ensure sufficient capacity and retraining as necessary**
- **Promote peer learning among schools**





# External School Evaluation: **Use of results**

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## **Use of results: Learning what to improve and where to intervene**

- **Promote wider use of external school evaluation results and ensure systematic follow up**



## Country examples

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- 16 countries in Europe publish external school evaluation reports
- Netherlands
  - “Windows for Accountability” website
  - No evaluation judgements to the public
- England
  - All school inspections reports on-line
  - Clear explanation of findings and recommendations



# External School Evaluation: **Use of results**

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## **Use of results: Learning what to improve and where to intervene**

- **Promote wider use of external school evaluation results and ensure systematic follow up**
- **Ensure the systematic follow-up of external school evaluations**
- **Report a broad set of school performance measures with adequate contextual information**

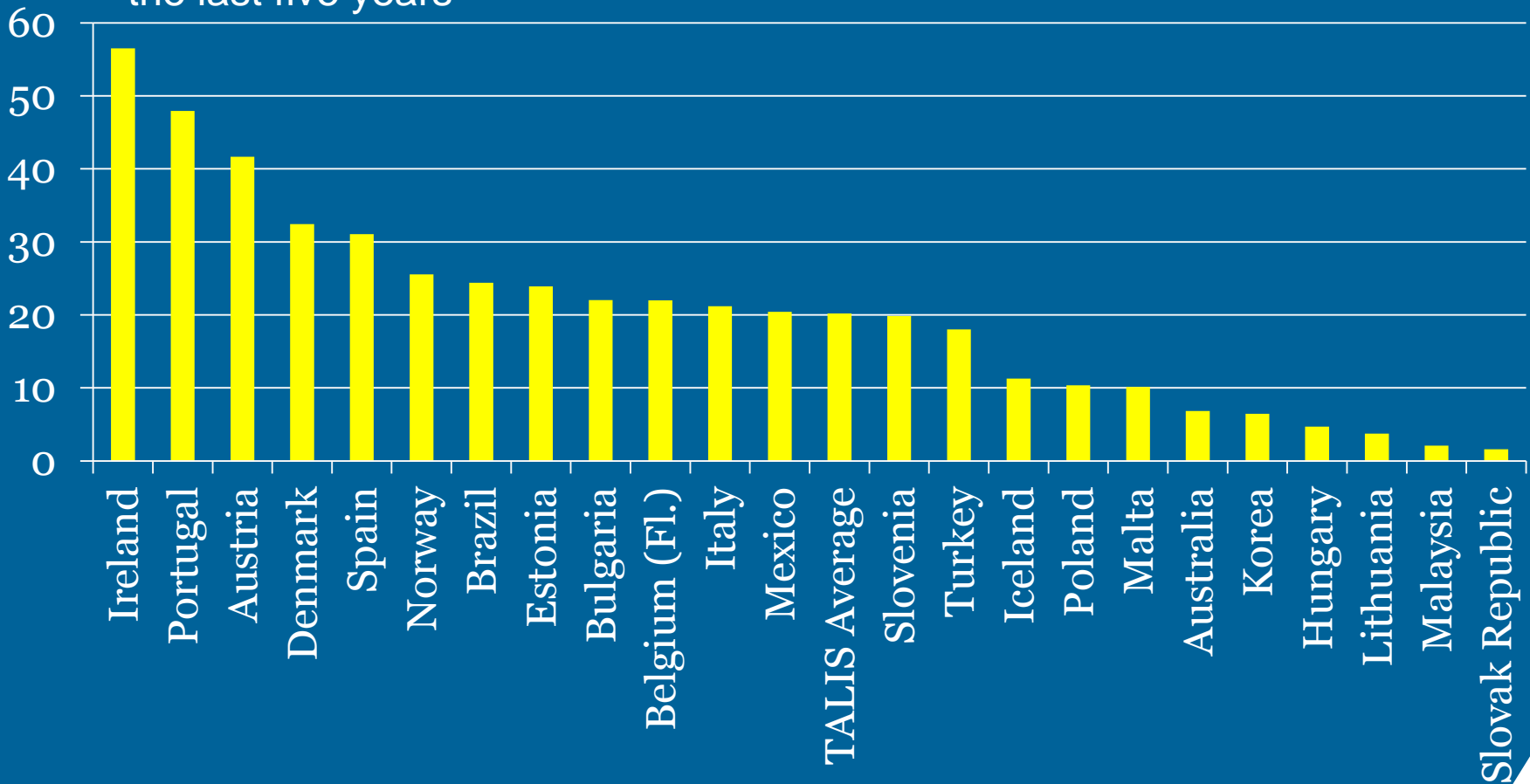


# SCHOOL SELF-EVALUATION



# Frequency of school-self evaluation

Percentage of teachers of lower secondary education working in schools where school evaluations were conducted with the following frequency over the last five years





# Promoting effective self-evaluation by schools

School  
evaluation

- **Contextual factors:**
  - Degree of school autonomy?
  - Established mechanism for external school evaluation (inspectorate or review body)?
  - School self-evaluation culture?
  - Availability of objective school performance measures?
- **Key elements:**
  - School capacity to conduct self-evaluation



# Promoting effective self-evaluation by schools

School  
evaluation

- **Key aspects of implementation:**
  - **Focus on capacity**
    - Training school leaders;
    - Retraining for external school evaluators;
    - Establishing specific evaluation roles within the school, e.g. school improvement team, data analysis team, etc.
  - **Evaluation criteria and tools**
    - Agreed national criteria on school quality;
    - National supporting tools for self-evaluation;
    - Feedback to schools on national assessment results
  - **Degree of externality to challenge validity of results**
    - Objective and comparable measures of school performance
    - External evaluation of the school self-evaluation process/results



# Use of results: Factors promoting use of data in self-evaluation

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- **Data system characteristics**
  - Timeliness, accuracy, validity, relevance
  - Access, tools to analyse data
- **Data user characteristics**
  - Belief in data, knowledge, skills and motivation to use data
  - Power to act on data and make changes
- **School organisational characteristics**
  - Time allocated for data use
  - Colleagues with special data roles
  - Data linked to school goals and vision
  - School principal supports data use





# Use of results

- When external evaluation examines school self-evaluation these results are shared with inspectors

	School self-evaluation results are shared directly with <sup>1</sup> :		
	External school evaluation bodies	Higher level education authorities	External audience
<b>Component of external school evaluation</b>			
UK (Scotland)	Yes	Yes	Yes
Czech Republic	Yes	No	Yes
Slovak Republic	Yes	No	Yes
Korea	a	a	No
Iceland	a	No	Yes
Israel	Yes	Yes	Yes
Poland	Yes	No	Yes
UK (England)	Yes	Yes	Yes
France	Yes	Yes	Yes
Portugal	Yes	No	Yes
Canada (Atlantic Provinces)	Yes	Yes	Yes
New Zealand	Yes	Yes	Yes
Japan <sup>2</sup>	Yes	Yes	Yes
Norway	m	m	Yes
Netherlands	Yes	No	Yes
Sweden	Yes	Yes	Yes



# Some country examples

School  
evaluation

- **New Zealand:** external validation of school self-review (2009)
  - **Context:** established external school review; high level of school autonomy; varied capacity for self-review at school level
  - Targeted training for school leaders in self-review techniques
  - Retraining for external reviewers



# School Evaluation in New Zealand: external validation of school self-review since 2009

Ongoing review period may be shortened if schools show evidence of self review practices helping to lift student achievement

## Increasing trust in school's ability to conduct self-review

Ongoing external review over 1-2 year period

External review every 3 years

External review every 4-5 years

Schools show evidence of critical reflection and established processes for conducting and using self review which support improvement

a school-wide culture of rigorous critical reflection and self review is contributing to sustaining the school's positive performance and continuous improvement



# Scotland (United Kingdom)

School  
evaluation

- **Inspectors validate school self-evaluation:**
  - Only more intensive inspection where there are concerns about the school's effectiveness in serving its community
    - This reflects the horizontal accountability of the school to its students, their parents and the community (Hutchinson and Young, 2011).
  - Centrally developed tools for self-evaluation – school quality indicators also used in inspection
  - **School self-evaluation is forward looking and about improvement**
    - 6 core questions, including: “What is our capacity for improvement?”
    - Inspectors form one of 3 judgments on a school’s capacity to improve: confident; partially confident; not confident.



# Portugal

School  
evaluation

- **School evaluation criteria:**
  - 3 main areas: 1 Results; 2 Provision of education; 3 Leadership and management
  - Area 3 comprises: Leadership, Management and Self-evaluation and improvement
  - **Criteria for self-evaluation and improvement:**
    - Coherence between self-evaluation and action for improvement
    - Use of results of inspection in the preparation of improvement plans;
    - Involvement and participation of the educational community in self-evaluation
    - Continuity and scope of self-evaluation
    - Impact of self-evaluation in planning, organisation and professional practice



# Paying attention to building capacity (1)

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- **New Zealand**

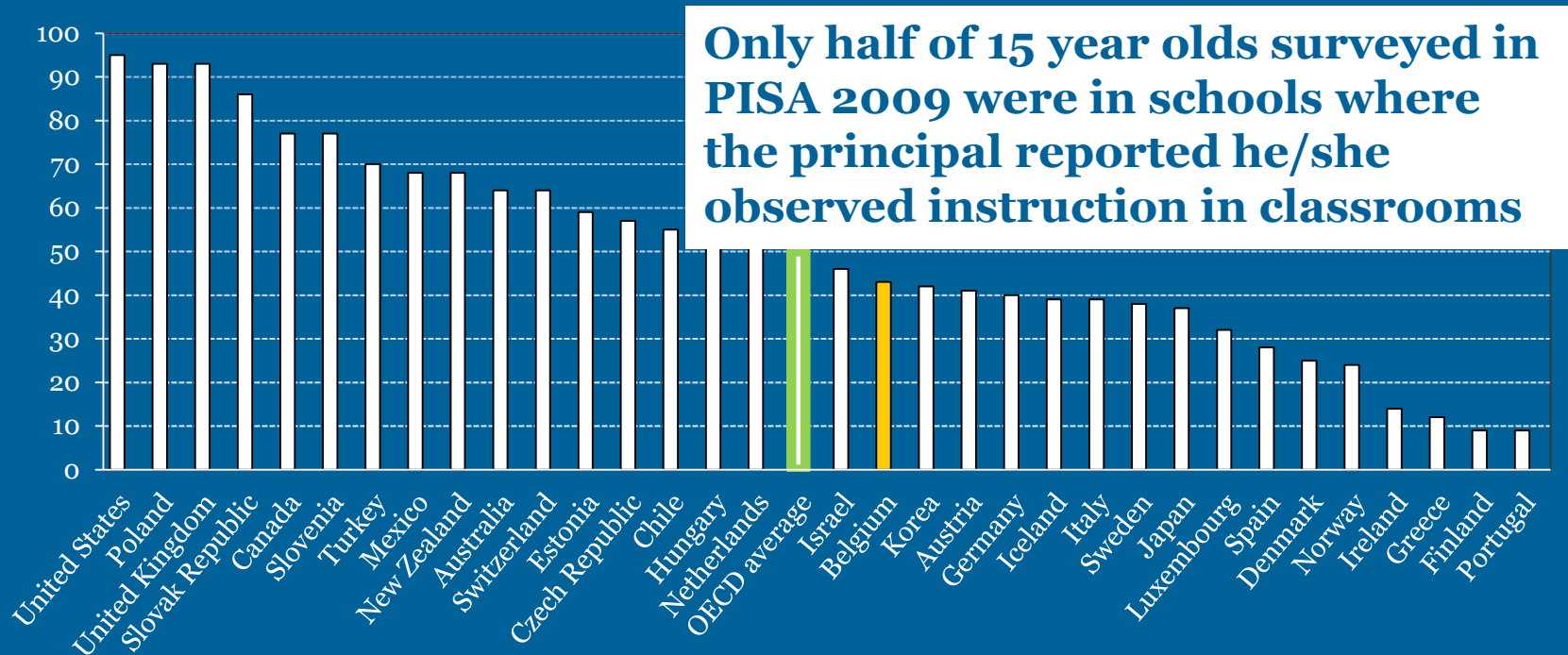
- Education Review Office (ERO) disseminates good practice and runs workshops

- **Netherlands**

- Training and guidance is crucial for finding a good balance between school self-evaluation and external school evaluation- “a responsive form of accountability”



# Improving student learning: Focus on quality of teaching and learning?



67% of lower secondary teachers surveyed in TALIS 2008 were in schools where the principal reported the direct appraisal of classroom teaching was considered with high or moderate importance in **school self-evaluation or external evaluation**. This was **70% in Flanders**.



## Northern Ireland (United Kingdom)

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- **Building competencies in classroom observation**
  - Engaging school leaders in external school evaluation
  - professional development for school leaders and senior teachers
  - Very competitive process
  - Brings in current practitioner knowledge and perspective to the inspectorate



# Existing inspectorate tools for classroom observation

**Table 6.9 Classroom observation indicators to evaluate the quality of teaching and learning**

Rate<sup>1</sup> – Please circle the correct answer: 1 = predominantly weak; 2 = more weaknesses than strengths; 3 = more strengths than weaknesses; 4 = predominantly strong.

Observed<sup>2</sup> – Please circle (voluntary) the correct answer: 0 = no, I did not observe this; 1 = yes, I have observed this.

Safe and stimulating learning climate (5 indicators): The teacher...	Rate <sup>1</sup>	Good practice examples: The teacher...	Observed <sup>2</sup>
...ensures a relaxed atmosphere	1 2 3 4	...addresses the children in a positive manner ...reacts with humour and stimulates humour ...allows children to make mistakes ...demonstrates warmth and empathy toward all students	0 1
...shows respect for the students in behaviour and language use	1 2 3 4	...allows students to finish speaking ...listens to what students have to say ...makes no role-confirming remarks	0 1
...promotes the motivation of students		...takes into account individual differences ...uses a variety of teaching methods ...uses group events	0 1
...supports the self-esteem of students		...honours the contributions made by children ...praises students for efforts towards doing their utmost ...makes clear that all students are expected to do their utmost ...expresses positive expectations to students about what they are able to take on	0 1

International Comparative Analysis of Teaching and Learning (ICALT)  
BFL; NLD; Lower Saxony; England



## The bottom line.....

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- School evaluation demands significant capacity at many levels of the school system. It is crucial to ensure that school evaluation contributes towards school improvement and is not perceived as an exercise in compliancy.
- The central task of school evaluation is to determine the quality of teaching across the staff as a whole.



Find out more

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All materials from the OECD Review

[www.oecd.org/edu/evaluationpolicy](http://www.oecd.org/edu/evaluationpolicy)

**THANKS!**

[Michael.davidson@oecd.org](mailto:Michael.davidson@oecd.org)