Evaluation centered school improvement: potential and prerequisites

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The Netherlands
### Relative performance of the NL

<table>
<thead>
<tr>
<th>Survey</th>
<th>Mathematics</th>
<th>Science</th>
<th>Reading</th>
<th>Problem Solving</th>
</tr>
</thead>
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<tr>
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<td>Score</td>
<td>Position</td>
<td>Score</td>
<td>Position</td>
</tr>
<tr>
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<td>499</td>
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<td>PISA 09</td>
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</tr>
</tbody>
</table>

UNIVERSITY OF TWENTE.
How important is *evaluation* here?
School *external evaluation*

- Risk based inspection of 7300 primary schools
- Proportional supervision:
  - profound inspection of at risk schools
  - other schools are inspected every 4 years
- Output & process indicators & decision rules
## Types of school supervision

<table>
<thead>
<tr>
<th></th>
<th>1-1-2008</th>
<th>1-1-2009</th>
<th>1-9-2010</th>
<th>1-9-2011</th>
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</thead>
<tbody>
<tr>
<td><strong>Basic</strong></td>
<td>89,4</td>
<td>91,1</td>
<td>93,0</td>
<td>95,6</td>
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<tr>
<td><strong>Weak</strong></td>
<td>9,2</td>
<td>7,4</td>
<td>6,0</td>
<td>3,8</td>
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<tr>
<td><strong>Very weak</strong></td>
<td>1,4</td>
<td>1,5</td>
<td>1,0</td>
<td>0,6</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>100</td>
<td>100</td>
<td>100</td>
<td>100</td>
</tr>
</tbody>
</table>
The validity of school quality indicator scores

Schools adapt their behaviour to inspection standards.

According to the figures the quality of schools has improved.

Does meeting requirements really always mean quality education (and the other way around!)?
## School *internal* evaluation

<table>
<thead>
<tr>
<th></th>
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</tr>
</thead>
<tbody>
<tr>
<td>A consistent system for monitoring student achievement</td>
<td>95</td>
<td>94</td>
<td>88</td>
</tr>
<tr>
<td>Analyzing student progress systematically</td>
<td></td>
<td>65</td>
<td>56</td>
</tr>
<tr>
<td>Evaluating student care effects on a regular basis</td>
<td>66</td>
<td>65</td>
<td>63</td>
</tr>
<tr>
<td>The school evaluates student achievement every year</td>
<td>67</td>
<td>66</td>
<td>71</td>
</tr>
<tr>
<td>The school evaluates the teaching-learning process regularly</td>
<td>74</td>
<td>70</td>
<td>70</td>
</tr>
<tr>
<td>The school meets all 5 indicators</td>
<td>30</td>
<td>25</td>
<td></td>
</tr>
</tbody>
</table>
Teacher evaluation?

- Very little evaluation of teachers’ added-value,
  - *teacher related* factors that may have caused observed student performance levels,
  - and of how a teacher’s performance may be improved.
So, what’s the role of evaluation?

- Little school internal evaluation, and connecting evaluation results with (instructional) decisions.
  - Mainly retro-active: improve where things are really going wrong.
Are the NL really doing that well?

- 60,000 students in (very) weak schools.
- 1.5 million functional illiterates (16.5 million inhabitants).
- Quality of teachers and teacher training institutes?
- There’s a lot to win in ‘strong’ schools.
The new mantra: achievement oriented work

- AOW at board level
- AOW at school level
  - Achievement Oriented Work
    - Education matching educational needs
    - Student achievement levels
      - 1. Clear picture of students’ starting levels
      - 2. Motivating goals for all students
      - 3. Instructional strategy for goal accomplishment
Average student growth in primary education
Various analyses of student performance
Examples of goals mentioned by teachers

- “We will do our best.”
- “We want to accomplish high scores.”
- “We want to do the whole arithmetic book.”
- “We want to accomplish high scores matching with our type of kids.”
- NL schools: in general no school performance goals.
Instructional strategies for goal accomplishment

Crucial, but:

- ‘Deliberate practice’ requires so much!
- What to do if a test shows that John does not master specific subject matter content?
- Student performance differs much within a class.
- How do I differentiate based on scores & goals?
Prerequisites for achievement oriented work in schools

ACCOUNTABILITY CONTEXT

PRACTICAL PRECONDITIONS
* Student monitoring system
* AOW-cycle
* Time for AOW
* Match tests and instructional material
* Task specialization

SCHOOLORGANIZATIONAL PRECONDITIONS

Stimulating/facilitating school leader
AOW-culture
Teamwork

CLASSROOM PRECONDITIONS
* Motivated teachers
* Knowledge and skills:
  - starting situation
  - setting goals
  - adapting instruction
Do NL schools meet AOW prerequisites?

- Strong under-utilization of SMS data.
- Most primary schools: no focus on results, clear goals & performance improvement.
- No team work lead by school leaders.
- Strong dependence on individual teacher quality (and/or the quality of the school books used?).
Valid student performance data

The challenge of making sure that student test data are valid, and at the same preventing that strong external accountability will work counter-productive!
How to improve?

- Improve teacher training institute quality.
- Training whole school teams longitudinally,
- in the 3 ROW aspects in an integrated way.
- PD meeting the features of effective PD.
- No paper trick but better teaching & schooling.
A new kind of school?

Collecting and utilizing evidence about processes & results at classroom and at school level.

Attributing results (also) to teacher & school features.

Quality assurance.

Exchanging skills and knowledge within schools.

Time is a problem; only gradually learning how to do things better.
Why don't 'they' use 'it'? 

evaluation → evaluation results → use → improved achievement
Calvin and Hobbes

A SWIFT KICK IN THE BUTT
$100
Thank you very much for your attention!

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