

# Contents

Preface		xiii
<b>Part 1</b>	<b>Basic Concepts</b>	<b>1</b>
Chapter 1	Monitoring and Evaluation (M&E) in Education: Concepts, Functions and Context	3
	1.1 Introduction	3
	1.2 Why do we Need Monitoring and Evaluation in Education?	4
	1.3 A Conceptual Framework to Distinguish Technical Options in Educational M&E	7
	1.4 Pre-Conditions in Educational M&E	12
	1.4 Conclusion: Why Speak of "Systemic Educational Evaluation"?	14
Chapter 2	Basics of Educational Evaluation	17
	2.1 Introduction	17
	2.2 Basics of Evaluation Methodology	17
	2.2.1 Evaluation objects, criteria and standards	17
	2.2.2 Measurement of criteria and antecedent conditions	19
	2.2.3 Controlling for background variables (value added)	23
	2.2.4 Design: answering the attribution question	24
	2.3 Important Distinctions in Evaluation Theory	26
	2.3.1 Ideal-type stages in evaluation	26
	2.3.2 Formative and summative roles	29
	2.3.3 Accountability and improvement perspectives reconsidered	30
Chapter 3	Schematic Description of 15 Types of Educational Evaluation	33
	3.1 Introduction	33
	3.2 Forms That are Based on Student Achievement Measurement	34
	3.2.1 National assessment programs	34
	3.2.2 International assessment programs	35
	3.2.3 School performance reporting	36
	3.2.4 Student monitoring systems	38
	3.2.5 Assessment-based school self evaluation	39
	3.2.6 Examinations	40
	3.3 Forms That are Based on Education Statistics and Administrative Data	41
	3.3.1 System level management information systems	41
	3.3.2 School management information systems	42

3.4	Forms That are Based on Systematic Review, Observations and (Self)-Perceptions	43
3.4.1	International review panels	43
3.4.2	School inspection/supervision	44
3.4.3	School self-evaluations, including teacher appraisal	45
3.4.4	School audits	47
3.4.5	Monitoring and evaluation as part of teaching	48
3.5	Program Evaluation and Teacher Evaluation	48
3.5.1	Program evaluation	48
3.5.2	Teacher evaluation	50
<b>Part 2</b>	<b>Theoretical Foundations Of Systemic M&amp;E</b>	<b>51</b>
Chapter 4	The Political and Organizational Context of Educational Evaluation	53
4.1	Introduction	53
4.2	Rationality Assumptions Concerning the Policy-Context of Evaluations	53
4.3	Gearing Evaluation Approach to Contextual Conditions; the Case of Educational Reform Programs	57
4.3.1	Phase models	57
4.3.2	Articulation of the decision-making context	60
4.3.3	Monitoring and evaluation in functionally decentralized education systems	64
4.4	Creating Pre-Conditions for M&E	69
4.4.1	Political will and resistance	70
4.4.2	Institutional capability for M&E	71
4.4.3	Organizational and technical capacity for M&E	71
4.5	Conclusion: Matching Evaluation Approach to Characteristics of the Reform Program, Creating Pre-Conditions and Choosing an Overall Strategy for Systemic M&E	72
Chapter 5	Evaluation as a Tool for Planning and Management at School Level	75
5.1	Introduction	75
5.2	The Rationality Paradigm Reconsidered	76
5.2.1	Synoptic planning and bureaucratic structuring	77
5.2.2	Creating market mechanisms: alignment of individual and organizational rationality	78
5.2.3	The cybernetic principle: retroactive planning and the learning organization	78
5.2.4	The importance of the cybernetic principle	79
5.2.5	Retroactive planning	80

5.3	The Organizational Structural Dimension	84
5.3.1	Organizational learning in “learning organizations”	84
5.3.2	Management in the school as a “professional bureaucracy”	87
5.3.3	Educational leadership as a characteristic of “effective schools”	89
5.3.4	Schools as learning organizations?	91
5.4	Conclusion: The Centrality of External and Internal School Self-Evaluation in Learning and Adapting School Organizations	94
<b>Part 3</b>	<b>Assessment of Student Achievement</b>	<b>95</b>
Chapter 6	Basic Elements of Educational Measurement	97
6.1	Introduction	97
6.2	Test Purposes	99
6.3	Quality Criteria for Assessments	100
6.4	Test Specifications	102
6.4.1	Specification of test content	102
6.4.2	Specification of cognitive behavior level	103
6.5	Test Formats	105
6.5.1	Selected response formats	105
6.5.2	Constructed response formats	109
6.5.3	Performance assessments	110
6.5.4	Choosing a format	111
6.6	Test and Item Analysis	113
6.7	Assessment Systems	118
6.7.1	Item banking	120
6.7.2	Item construction	120
6.7.3	Item bank calibration	121
6.7.4	Optimal test assembly	122
6.7.5	Computer based testing	123
6.7.6	Adaptive testing	123
Chapter 7	Measurement Models in Assessment and Evaluation	125
7.1	Introduction	125
7.2	Unidimensional Models for Dichotomous Items	126
7.2.1	Parameter separation	126
7.2.2	The Rasch model	128
7.2.3	Two- and three-parameter models	131
7.2.4	Estimation procedures	134
7.2.5	Local and global reliability	140
7.2.6	Model fit	148
7.3	Models for Polytomous Items	160

	7.3.1	Introduction	160
	7.3.2	Adjacent-category models	162
	7.3.3	Continuation-ratio models	164
	7.3.4	Cumulative probability models	166
	7.3.5	Estimation and testing procedures	167
	7.4	Multidimensional Models	171
	7.5	Multilevel IRT Model	175
	7.5.1	Models for item parameters	175
	7.5.2	Testlet models	176
Chapter 8		Applications of Measurement Models	179
	8.1	Test Equating and Linking of Assessments	179
	8.1.1	Data collection designs	179
	8.1.2	Multi-stage testing	181
	8.1.3	Test equating	185
	8.2	Multiple Populations in IRT	196
	8.2.1	Differences between populations	196
	8.2.2	Multilevel regression models on ability	198
<b>Part 4</b>		<b>Monitoring the Effectiveness of Educational Systems</b>	<b>203</b>
		Introduction to Part 4	205
Chapter 9		Conceptualization of Education Indicators at System and at School Level	207
	9.1	Introduction	207
	9.2	Classifications	209
	9.3	Evaluative Contexts, Aggregation Levels and the Time Dimension; Towards Further Conceptualization of Education Indicators	213
	9.3.1	Evaluative contexts	213
	9.3.2	Aggregation levels	213
	9.3.3	Timeframe	214
	9.4	The Function of Educational Process Indicators	214
	9.5	A First Overview of Education Indicators	215
	9.5.1	System level formulation	215
	9.6	School Level Formulation of Educational Indicators	217
Chapter 10		Perspectives on School Effectiveness	221
	10.1	Introduction	221
	10.2	A General Definition	221
	10.3	Economic Definitions of Effectiveness	223
	10.4	Organization-Theoretical Views on Effectiveness	224
	10.4.1	Economic rationality	225
	10.4.2	The organic system model	225



	10.4.3 The human relations approach of organizations	226
	10.4.4 The bureaucracy	226
	10.4.5 The political model of organizations	226
	10.5 Modes of Schooling, as Points of Impact for Attaining Effectiveness	228
	10.6 Summary and Conclusions	231
Chapter 11	a Review of the Research Evidence on School Effectiveness, From Developed and Developing Countries	235
	11.1 Introduction; the Overall Design of Educational Effectiveness Studies	235
	Part 1: Evidence from Industrialized Countries	236
	11.2 Results Obtained in Various Strands of Educational Effectiveness Research	236
	11.3 Integration	246
	11.4 Summary of Meta-Analyses	248
	Part 2: Evidence from Developing Countries	250
	11.5 Production Function Studies in Developing Countries	250
	11.6 Reviews of School Effectiveness Research in Developing Countries	252
	11.7 Scope and Limitations of the School Effectiveness Model for Educational Planners	253
	11.8 Summary and Conclusions	257
Chapter 12	The Meaning of the Factors That are Considered to Work in Education	261
	12.1 Introduction	261
	12.2 Achievement Orientation/High Expectations	263
	12.3 Educational Leadership	264
	12.4 Consensus and Cohesion Among Staff	269
	12.5 Curriculum Quality and Opportunity to Learn	271
	12.6 School Climate	273
	12.7 Evaluative Potential	279
	12.8 Parental Involvement	283
	12.9 Classroom Climate	285
	12.10 Effective Learning Time	286
	12.11 Structured Instruction	289
	12.12 Independent Learning	292
	12.13 Differentiation	292
	12.14 Reinforcement and Feedback	295
	12.15 Summary and Conclusions	295
Chapter 13	Educational Indicators of Value Added	301
	13.1 Introduction	301

	13.2 The Value Added Concept	303
	13.3 Data Collection Procedures and Issues	304
	13.4 How is Value Added Measured?	308
	13.5 Presenting Value Added Results	313
	13.6 Using Value Added Indicators as a Valid Tool for School Evaluation and Self-Evaluation	314
	13.7 Implementing a Value Added System of Evaluation: The Role of the School, Local and Central Education Authorities	316
	13.8 A Research Agenda	316
<b>Part 5</b>	<b>Inspection and School Self-Evaluation</b>	<b>319</b>
Chapter 14	Monitoring on the Basis of School Inspections	321
	14.1 Introduction	321
	14.2 Systems of School Inspection	322
	14.3 English Case Study of School Inspection	325
	14.4 Conclusion	330
	Appendix A: Information and Data Collected to Inform the Inspection Process	333
Chapter 15	School Evaluation: Basic Concepts	337
	15.1 Introduction	337
	15.2 Definitions	337
	15.2.1 Evaluation	337
	15.2.2 School evaluation	339
	15.2.3 Internal and external school evaluation	339
	15.2.4 School self-evaluation	340
	15.3 Evaluation of School Quality	340
	15.3.1 What is quality?	340
	15.3.2 A basic model from systems theory	341
	15.3.3 Multiple criteria to assess organizational effectiveness	342
	15.3.4 Quality indicators	345
	15.4 A Taxonomy of Basic Types of School Evaluation Approaches	345
	15.4.1 Basic types of school self-evaluation approaches	346
	15.4.2 Basic types of school self-evaluation and perspectives on educational quality	350
	15.4.3 A more extensive taxonomy of school evaluation methods	350
Chapter 16	Issues and Dilemmas in School Self-Evaluation	353
	16.1 Introduction	353

16.2	Interpretation and Use of Results: How Helpful is the School Effectiveness Perspective for this Issue?	354
16.3	Organizational and Communicative Aspects of Information Use	356
16.4	Contexts of Use	360
16.5	The Confidentiality of the Results from School Self-Evaluation	362
16.5.1	Evaluation standards	362
16.5.2	Objectivity and ownership	365
16.6	Remaining Dilemmas in School (Self-)Evaluation	368
16.7	Implementation Issues; Applicability in Developing Countries	371
16.8	Conclusion	374
Chapter 17	A Practical Example of Developing and Using Value Added Indicators: The Lancashire LEA Value Added Project	377
17.1	Introduction	377
17.2	The Development of the Lancashire Value Added Project	378
17.2.1	The rationale of the evaluation system: accountability versus improvement	378
17.2.2	Management of the project	379
17.2.3	Evaluation instruments and feedback to schools	380
17.2.4	Use of the evaluation information within schools	383
17.2.5	The impact of the value added project	384
17.2.6	Relationship of the project to national education policy	385
17.3	The Case Study of Self Evaluation Activities in One School	386
17.3.1	The context and history of the school	386
17.3.2	Development of self evaluation activities in the school	387
17.3.3	Management of the program with the school	387
17.3.4	School self evaluation instruments and feedback to teachers	388
17.3.5	How information is used and fed back within the schools	389
17.3.6	Internal and external support for the program	391
17.3.7	Attitude of the school to self evaluation activities: a multiple perspective on school self evaluation activities – the voices of the teacher, governor, parent and pupil	391
17.3.8	Wider impact of the school self evaluation activities: measuring what we value or valuing what we measure?	394

17.4 A Summary of Good Practice	394
Appendix A: School VA results table (fictional school)	396
Appendix B: NCER subject differences example (example from 1996)	398
Appendix C: Pupil attitude scale details	400
Appendix D: Summary of LEA database of how schools intend to use the data	402
Appendix E: Case study school: example of individual student monitoring interim report	404
References	407
Index	433