

# Elements of Excellent Education Systems: School Autonomy and Accountability for Results

Dr Stanley Rabinowitz  
General Manager  
Assessment &  
Reporting

22 March 2017

acara AUSTRALIAN CURRICULUM,  
ASSESSMENT AND  
REPORTING AUTHORITY



# Policy Considerations

- **Purpose(s):**
  - Drive improvement/reform
  - Accountability (school, teachers, students)
  - Actionable feedback
  - Not all purposes compatible
- **Theory of Action:**
  - System needs to respect history and culture
  - Continuum high stakes to public reporting to internal feedback
  - Research basis
  - Transparency
  - Fairness: status vs growth
  - Financial: equity vs sufficiency
  - Availability of supports (what do I do next?)

# Policy Considerations

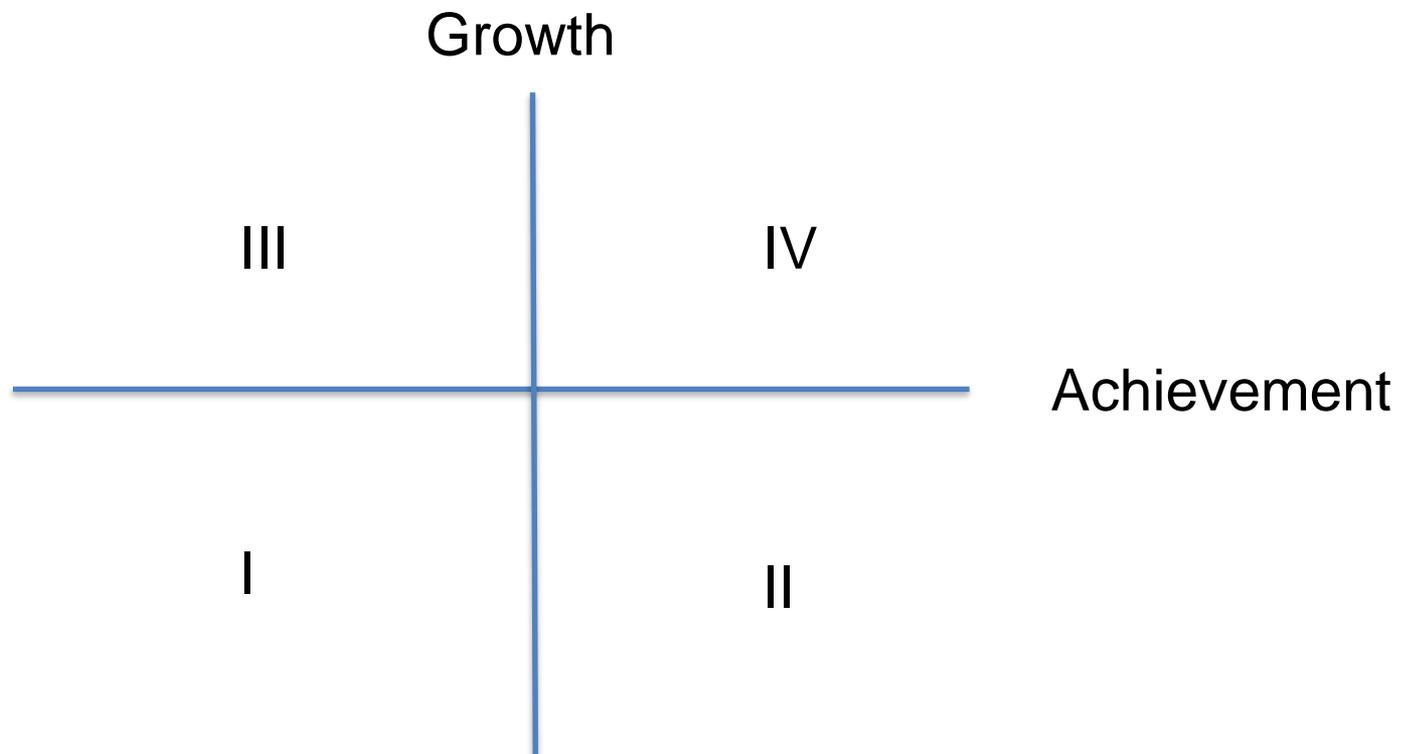
- **Indicators**
  - **Inputs and/or outcome measures**
  - **Assessments (national and local)**
  - **Non-cognitive indicators and transversal skills**
  - **Triangulate correlates of effective schooling**
  - **Reliable indicators do not automatically transfer into reliable accountability**
- **Ebb and Flow:**
  - **USA: Goals 2000 to NCLB to ESSA: changing relationship national, state, local**
  - **AUS: Melbourne Declaration, NAPLAN, My School Website...**
- **Value vs Burden**

# MY School Website

- ACARA publishes the latest data on around 9,500 Australian schools on the *My School* website ([www.myschool.edu.au](http://www.myschool.edu.au)) each year.
- This update includes:
  - 2016 NAPLAN results for schools
  - 2016 school profile and population data
  - 2015 school financial information, including capital expenditure and sources of funding.

# Expanding the discussion...

What is a “successful” school?



# Schools demonstrating substantially above average gain

- ACARA has identified schools that have demonstrated substantially above average gain in their NAPLAN results, as students progress from Year 3 to Year 5 and from Year 7 to Year 9, in both reading and numeracy as follows:
  - an overall gain that exceeds the national average by more than one standard deviation unit; and
  - an overall gain higher than schools with similar ICSEA levels, by more than one standard deviation unit; and
  - an overall gain higher than that shown by students with the same NAPLAN starting score, also by more than one standard deviation unit.
- In addition, these schools had to have matched NAPLAN results for at least 15 students and the overall percentages of matched students had to be higher than 70%.

# Schools demonstrating substantially above average gain

- Many other schools across Australia also increased their average NAPLAN scores but at lower rates as those identified by ACARA.
- ACARA acknowledges the achievements of Australian schools and our focus is on identifying those that have demonstrated significant improvement; we won't be focusing on low gain schools as the benefits of doing so are limited.

NAPLAN 2016 gain with modelled 2008 grid



# Schools demonstrating substantially above average gain

- The quadrant analysis based on current year data (eg, 2016) limits the % of schools in each quadrant since the axes are based on current year's medians
- By placing the axes at a fixed point then these percentages can go up or down based on the direction of achievement since that time
- If axes are set based on 2008 national NAPLAN achievement medians, then 1,992 (34%) primary schools fall into a higher quadrant than looking only at 2016 data
- This increase reflects the significant growth in numeracy scores achieved across the nation.

# Do you follow us?



[acara.edu.au/news-and-media/subscribe-to-acara-update](http://acara.edu.au/news-and-media/subscribe-to-acara-update)



@ACARAeduau and @ACARA\_CEO



ACARAeduau



ACARAeduau



ACARAeduau

**acara** AUSTRALIAN CURRICULUM,  
ASSESSMENT AND  
REPORTING AUTHORITY