Historical context

- Decentralization
- Autonomy
- Parents choice
- Subsidy
- SIMCE

- Constitutional Organic Law of Education (COLE)
- Full School Day Program
- Curricular Reform
- Teacher professional development
- Program for Technological Innovation and Improvement
- Public reports SIMCE

- Preferential School Subsidy
- *Penguin Revolution*
- Progress maps
- Achievement levels
- Curricular framework
- COLE → General Education Law
- Law N° 20.529 (SNAC)

The 80s

The 90s

From 2000
Up to date
Quality assurance system

The General Education Law (LGE) and the Law N°20.529 (SAC) establish the Quality Assurance System. The system considers the following elements to continue to improve student learning achievements:

- More demanding requirements to obtain official recognition.
- Policies for controlling the use of public financial resources and the compliance of regulation.
- Assessment of Learning Standards achievements and Other Education Quality Indicators.
- Evaluation of school management through visits.
- Creation and evaluation of standards for school principals and teachers.
- Informing the public.
- Establishing support mechanisms and guidelines for schools.
- Accountability.
MINISTRY OF EDUCATION
• To propose and implement educational policy
• To monitor the compliance of educational rules and regulations
• To receive and solve complaints
• To design and develop curricular framework, study plans and study programs
• To apply SIMCE evaluation and international studies
• To register relevant information

NATIONAL COUNCIL OF EDUCATION
• To approve and inform
  – Curriculum framework
  – Study plans and programs

SCHOOL
• To develop and implement the Institutional Education Project and its Plan for Educational Improvement.
• To comply with the regulations to be officially recognized.
• To receive, manage and be accountable for the resources.
• To be monitored and assessed
• To request and receive support

Education Technical Assistance (outsiders)
New System – Changes introduced by new law

MINISTRY OF EDUCATION
- Governing body of the System
- To propose and implement education policy
- To monitor the implementation of rules and regulations
- To receive and solve complaints
- To design and develop curricular framework, study plans and study programs.
- To apply SIMCE evaluation
- To register relevant information
- Support schools
  - Pedagogical consulting
  - Educational resources

SUPERINTENDENCE OF EDUCATION
- To enforce educational laws and regulations, and to apply sanctions, supervise the legality in the use of public resources and audit accountability.
- To investigate and resolve accusations and mediate complaints

NATIONAL CONCIL OF EDUCATION
- To approve and inform
  - Curriculum framework
  - Study plans and programs
  - Learning Standards and Other Education Quality Indicators
  - Indicative Performance Standards
  - Assessment Plan

EDUCATION QUALITY ASSURANCE AGENCY
- To assess student learning achievements and fulfillment of the Other Education Quality Indicators
- To classify schools according to the Learning Standards and the Other Educational Quality Indicators
- To evaluate school performance and provide guidelines for improvement.
- To inform the community

SCHOOL
- To develop and implement an Institutional Education Project and a plan for educational improvement
- To comply with the regulations to be officially recognized.
- To receive, manage and be accountable of the resources
- To be monitored and assessed
- To request and receive support

Education Technical Assistance (outsiders)
Quality assurance system

Purpose of the legislator

• Distribute tasks and specific responsibilities among the newly created institutions

• The Ministry is no longer “both judge and jury”

• Establish institutional counterbalances

• Implement new functions

• Provide more authority and tools to demand law enforcement

• Hold schools accountable to the results obtained
THE AGENCY
Vision:
We aim to provide each student access to a high quality education that will allow him/her to develop their full potential.

Mission:
We seek to provide each pupil in our country a complete education, by means of evaluating students, schools and principals, in order to inform, guide, and promote continuous improvement of the education process.
The main functions of the Education Quality Assurance Agency are:

- **Evaluate**
  - SIMCE, TIMSS, PISA, etc.

- **Classify**
  - Schools by levels

- **Inform**
  - The community

- **Guide**
  - Towards continuous improvement

**Visit**
- Site schools visits by educational experts

The Education Quality Assurance Agency aims to provide each student access to a high quality education that will allow him/her to develop their full potential.
• Five offices: Iquique, Santiago, Concepción, Puerto Montt y Punta Arenas

• Logistical coordination evaluation visits and orientation

Ornanizational structure
### Tasks of the Quality Assurance Agency

| Assess learning achievements and Other Quality Indicators | • Through SIMCE, the Agency evaluates the Learning Standards.  
• The Agency evaluates Other Quality Indicators. |
<table>
<thead>
<tr>
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</thead>
<tbody>
<tr>
<td>Classify the schools</td>
<td>• The schools are classified in four categories according to their accomplishment of the accomplishment of the Learning Standards and Other Quality Indicators. The classification takes into account the student’s background.</td>
</tr>
</tbody>
</table>
| Evaluate school management and their owners | • Schools are evaluated based on Indicative Performance Standards.  
• Improvement guidelines are provided to the schools. |
| Inform the community | • Inform the community: about SIMCE results, Other Quality Indicators, classification, school visits results, among others. |
**Definition:** “Learning Standards are the levels of knowledge and skill that students are expected to demonstrate in each subject or grade.”

The Learning Standards can be divided into three levels:

- Adequate
- Basic
- Insufficient

To achieve each one of these Learning Levels, it is necessary that the student fulfills certain minimum requirements and reaches the minimum cut score determined by SIMCE.

**Elaboration:** The Ministry of Education develops the Learning Standards, the National Council of Education approves them and the President of the Republic establishes.

**Duration:** The Learning Standards last six years.

**Evaluation:** SIMCE evaluates the degree of achievement of Learning Standards.
Evaluate Other Quality Indicators

**Definition:** “The Other Quality Indicators evaluate in a more integral manner the General Education Objectives stipulated in the General Education Law.”

The following aspects could be evaluated:

- Academic self-esteem and school motivation
- School climate
- Civic education
- School attendance
- School retention
- Healthy lifestyle
- Gender equity
- Professional Technical Degree

**Elaboration:** The Ministry of Education develops the Other Quality Indicators. The National Education Council approves them, and the President of the Republic establishes them.

**Duration:** The Other Quality Indicators last during six years.

**Evaluation:** The Other Quality Indicators are evaluated using large scale questionnaires accompanying the SIMCE assessment, and using indicators collected from the existing registers.
The objective of school classification is to develop a system of accountability by means of making schools responsible for the outcome of the overall evaluation performed by the agency.

This process takes into account; the learning achievements, other quality indicators, and characteristics of students, officially recognized schools will be classified into one of the following four performance levels: High, Middle, Medium Low and Insufficient.
School Classification

• The School Classification is done each year.

• The School Classification applies to all schools, including primary (1st-8th grade) and secondary education (9th to 12th grade).

• The classification considers three valid consecutive assessments in case the test takes place annually; and two, in case of biannual measurements.

• Primary schools and secondary schools will be classified independently according to their levels.

• The classification does not apply to preschools and special education needs schools.
The effects of School Classification

- Delivers public information regarding school performance
- Determines the frequency of Evaluation and Guidance Visits
- Determines the amount of freedom set to manage the use of public resources granted by the *Preferential School Subsidy Law (SEP Law)*
- The schools classified in the best category will be allowed to assist the schools with bad results.
- Identifies the needs for support
- Provides some of the information that parents need to consider in the process of school selection
- Determines the withdrawal of the Official Recognition from the state
School Classification

**Elaboration:** The Education Quality Assurance Agency develops the methodology for the classification, the National Education Council approves it and the President of the Republic establishes it.

**Duration:** The classification methodology lasts for six years.

**Measurement:** The Education Quality Assurance Agency gathers the data from the indicators and applies the formula of the classifying methodology.
The Education Quality Assurance Agency will evaluate schools and their owners based on the Indicative Performance Standards

The Agency will evaluate:

- Pre-schools
- Primary schools
- Secondary schools
- Special education schools
- Adult education schools

- Schools that demonstrate a high performance will be visited to set learning examples.
- Private schools will only be visited when requested
## Visits for Evaluation and Guidance

<table>
<thead>
<tr>
<th>Category</th>
<th>Frequency of the Visit</th>
</tr>
</thead>
<tbody>
<tr>
<td>High Performance</td>
<td>Learning Visits</td>
</tr>
<tr>
<td>Medium performance</td>
<td>Determined by the Agency</td>
</tr>
<tr>
<td>Medium-Low Performance</td>
<td>At least, every four years</td>
</tr>
<tr>
<td>Insufficient</td>
<td>At least, every two years</td>
</tr>
</tbody>
</table>
Visits for Evaluation and Guidance

Visit Objectives:

**Strengthen** the institutional and the self-evaluation capabilities of the school.  
**Guide** the respective school plans for educational improvement.  
**Promote** the continuous improvement of the quality of education provided.

Result of the visits:

The result of the evaluation is a **public report** which indicates the **strengths** and **weaknesses** of the school in relation to the standards, as well as, **recommendations** for the school to improve.
Visits for Evaluation and Guidance

Evaluations must consider:

• The contextual conditions of the school

• The Institutional Education Project of the school

• The school self-evaluation

• The student learning outcomes in relation to the achievement of the Learning Standards and the Other Quality Indicators

• The Indicative Performance Standards of the school and its owners
Standards and recommendations are indicative

- Not reaching the Indicative Performance Standards **does not bring about sanctions**

- The recommendations for improvement given by the Agency are not mandatory

- The function of the standards is to guide the schools and the owners towards continuous improvement

- The Indicative Performance Standards are different from the educational rules and regulations.
  - The education rules and regulations are compulsory, and if they are not met, sanctions may be applicable.
Definition: The Indicative Performance Standards specify a set of guidelines with the purpose of orienting school management and their owners towards quality education.

Elaboration: The Ministry of Education develops the Indicative Performance Standards, the National Council of Education approves them, and the President of the Republic establishes them via a Supreme Decree.

Duration: The Indicative Performance Standards last six years.

Visits for Evaluation and Guidance

The logic for the evaluation of Indicative Performance Standards is aligned with the consultants' systems and the processes for quality assurance.

The Indicative Evaluation of the schools and their owners aims to make the teams working inside the school aware of their strengths and weaknesses, have them identify their needs and to design rationally plans for improvement.
**Inform to the community**

**Objective:**
- Inform the teaching community to provide feedback to their management
- Inform parents for their decision-making and empowerment

**Media:**
- Report of Results to the school
- Report of Results to the parents
- Report of School Classification
- Report of the Evaluation and Orientation Visits
- Informative Booklet
- School Information Sheet
- Results Bulletin
Let us not forget that this is a unique opportunity to improve the quality of Chilean education system.

Let us write the history of the future.