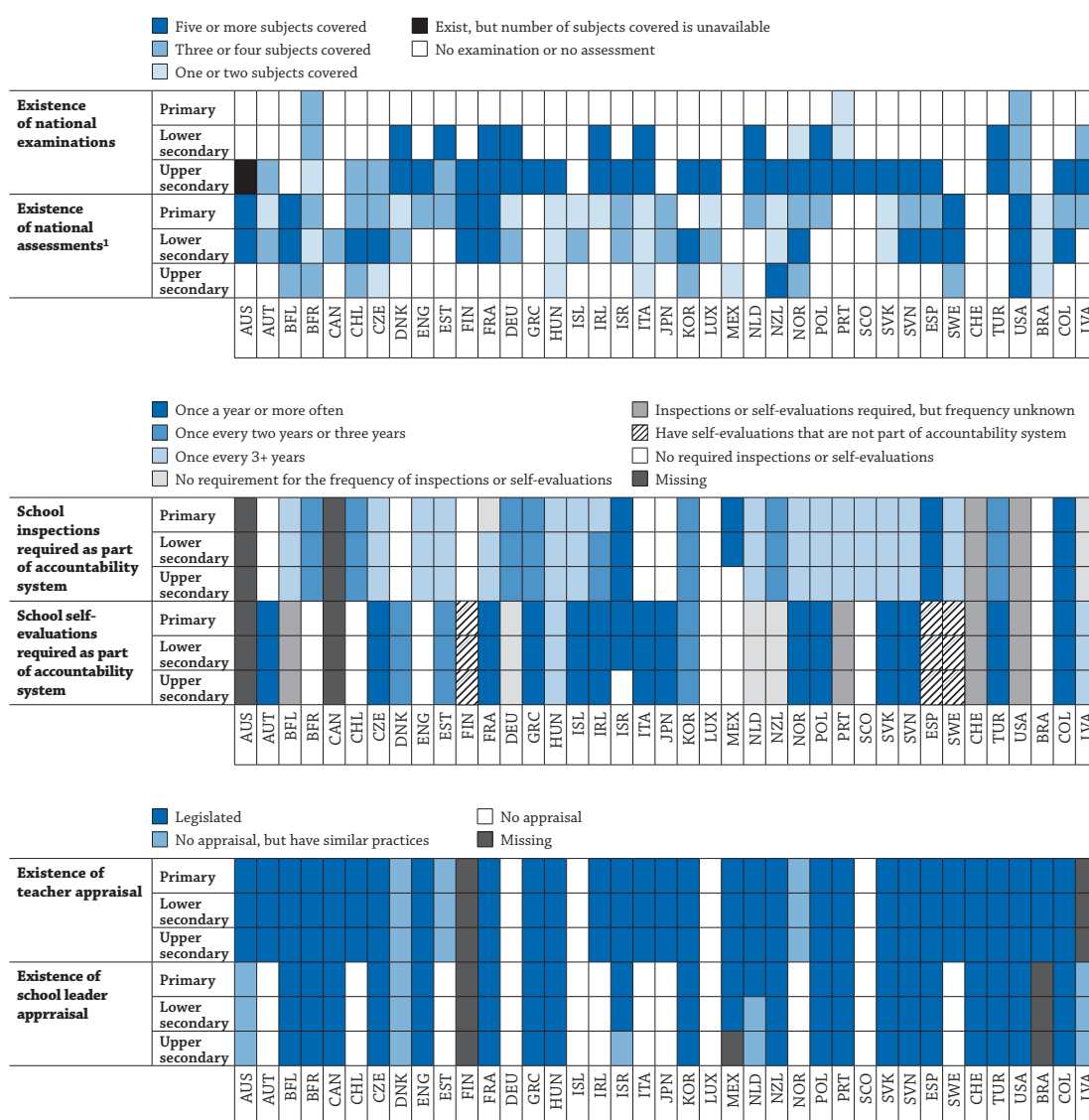


WHAT EVALUATION AND ASSESSMENT MECHANISMS ARE IN PLACE?

- National examinations are most prevalent at the upper secondary level (31 countries), while national assessments are more common at the primary (32 countries) and lower secondary (28 countries) levels.
- Evaluation of schools is the area most frequently reported to be highly influenced by school inspection, in spite of the fact that school inspection practices vary considerably across countries.
- Although teacher appraisals are legislated in 30 countries, and school leader appraisals are legislated in 22 countries, some countries with no such legislation use similar evaluation practices.

Chart D6.1. Evaluation and assessment mechanisms in public schools (2015)

In general programmes



1. Number of subjects covered in the assessment framework (subjects may be tested on a rotation basis).

Source: OECD, Tables D6.2a, b, and c, D6.6a, b, and c, D6.10a, b, and c, D6.12a, b, and c, D7.2 and D7.7, available on line. See Annex 3 for notes (www.oecd.org/education/education-at-a-glance-19991487.htm).

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■ Context

Initially, evaluations in the education sector focused on specific programmes. As the field of evaluation developed, more and more components of the education system became targets for evaluation. Today, evaluation in education, based on data that is systematically and regularly collected, encompasses assessing the quality and effectiveness of programmes or projects, educators, including teachers and school leaders, and schools, school districts and school systems.

In education systems, data for evaluations are collected in a variety of ways: through student examinations and assessments, school inspections, school self-evaluations and reports of schools' compliance with regional or national rules and regulations. Most countries use a combination of these mechanisms, sometimes as part of a larger system of accountability.

■ Other findings

- Three countries reported conducting national examinations at the primary level, 14 countries reported conducting national examinations at the lower secondary level, and 31 countries reported conducting such examinations at the upper secondary level.
- The two most common purposes for national examinations at the upper secondary level are to determine student entry into tertiary education (27 countries) and for student certification, graduation or grade completion (24 countries).
- Twenty-eight countries reported having national or central-level assessments at the lower secondary level, while 11 countries reported that they had no national assessment at this level. National assessments are more common at the primary level (32 countries), although the number of subjects covered is larger at the lower secondary level.
- The two subjects most commonly covered in national assessments are reading, writing and literature, and mathematics.
- The three main uses of national assessments at the lower secondary level are to provide teachers with student diagnostic information (17 countries), to evaluate school performance (16 countries), and to provide parents with formative feedback (14 countries).
- In 30 countries, school inspections are a component of lower secondary school accountability systems.
- School self-evaluation is reported to be a component of accountability systems in 27 countries. Seven countries reported that their schools engage in self-evaluations which are not part of the formal accountability system.
- While it is common for countries to report that examinations, assessments, school inspections and school self-evaluations play a significant role in evaluating school performance, these activities are less commonly used to evaluate teachers and school administrators.

■ Trends

Between 2009 and 2015, there were only modest changes in the proportion of countries that reported having national examinations at the primary and lower secondary levels, while more countries reported using national examinations at the upper secondary level in 2015 than in 2009.

During the same period, there was a small increase in the number of countries that reported having national assessments at the lower secondary level and only minor changes in the proportion of schools that had national assessments at the primary and upper secondary levels.

The proportion of countries reporting that they require school inspections has not changed in recent years, although there was a slight increase in the proportion of countries that reported that school self-evaluations had become mandatory.

Analysis

This Indicator presents data on the various mechanisms that countries may use for the evaluation and assessment of their education system. It builds upon earlier work in *Education at a Glance 2011* (OECD, 2011), Indicator D5, which focused on accountability mechanisms. The scope of this Indicator was guided by the conceptual framework elaborated in the OECD Reviews of Evaluation and Assessment in Education (OECD, 2013) and by the INES Network for the Collection and Adjudication of System-Level Descriptive Information on Educational Structures, Policies and Practices (NESLI), part of the OECD Indicators of Education Systems (INES) programme. Teacher appraisal and school leader appraisal, which are discussed in Indicator D7, are also seen as activities that fit into the OECD framework for evaluation and assessment.

National examinations

National/Central examinations, which apply to nearly all students, are standardised tests of what students are expected to know or be able to do that have a formal consequence for students, such as an impact on a student's eligibility to progress to a higher level of education or to complete an officially recognised degree. National examinations are most prevalent at the upper secondary level, while national assessments are most prevalent at the primary level (see Chart D6.1). While the data collected for this Indicator covers primary, lower secondary and upper secondary levels, the following discussion focuses on examinations at the upper secondary level.

Three out of 39 countries with available data reported having national examinations at the primary level, 14 countries reported having national examinations at the lower secondary level, and 31 countries reported having national examinations at the upper secondary level. Only eight countries reported that they had no national examination at the upper secondary level.

Twenty-three countries reported that it is compulsory for public schools to participate in national examinations at the upper secondary level, and 17 countries reported that government-dependent private schools are required to participate in the examinations at that level. Twenty-four countries reported that 100% of all public schools participate in national examinations, and five other countries reported that between 76% and 99% of schools participate. Seventeen countries reported that all government-dependent private schools participate in national examinations and another three countries reported that between 76% and 99% of their government-dependent private schools participate. Even if it is not mandatory for schools and/or students to participate in national examinations – for example in England, Finland and Poland – the vast majority of schools and students tend to do so (Table D6.1c).

National examinations are standardised at various levels, although most (26 countries) are standardised at the central level. In five countries examinations are standardised at the state level.

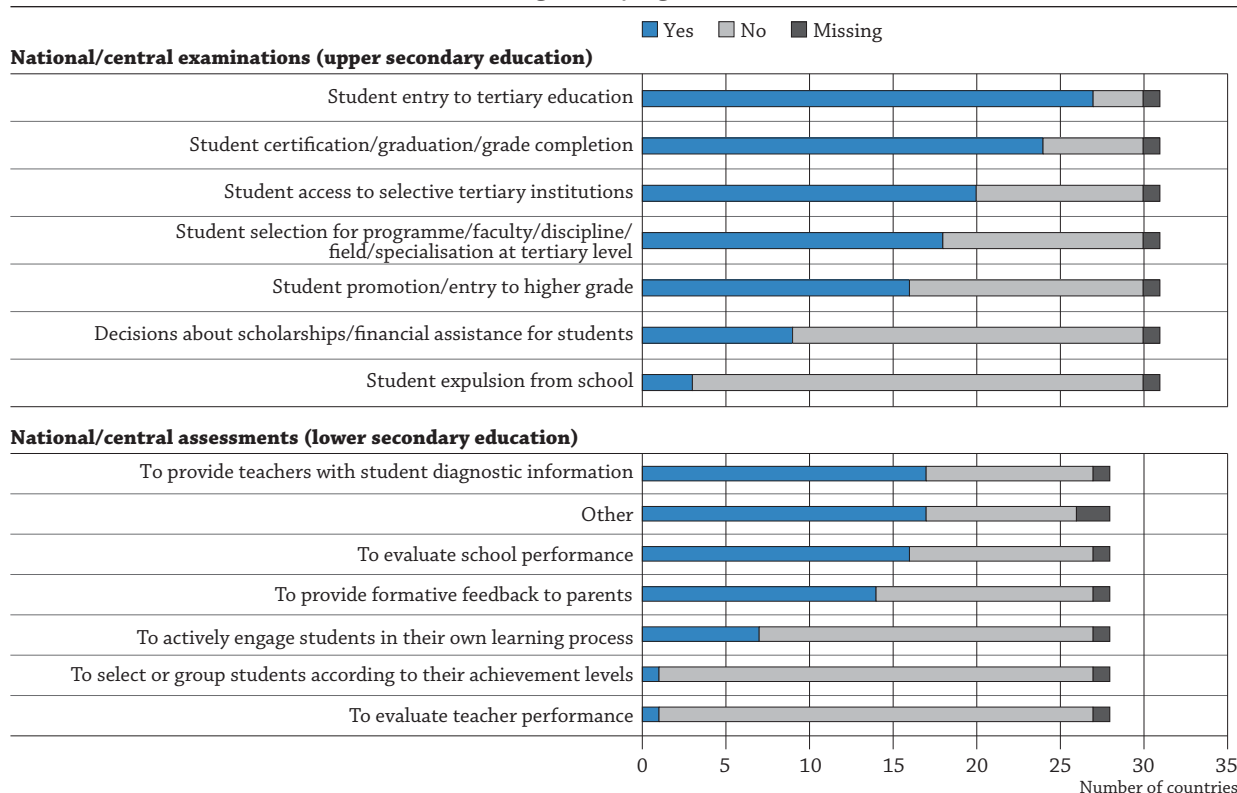
Most countries develop their examinations at the national level or, in the case of federations, at the state or provincial level. England reported that private companies are involved in developing national examinations. By contrast, the responsibility for grading examinations usually includes or lies at the intermediate or local level.

National examinations cover a wide array of subjects or subject areas. At the upper secondary level, the most common exam subjects are reading, writing, and literature (all 30 countries with available data reported that they test this subject); mathematics (29 countries; Belgium [French Community] is the only subnational entity that does not test this subject); other languages (27 countries); natural sciences (26 countries); and social studies (26 countries). Arts (17 countries), information and communication technology (ICT) and technology (14 countries each) are also commonly covered. Religion (10 countries), physical education, and practical and vocational skills (9 countries each), and other subjects (6 countries) are less common.

The number of subjects covered by national examinations ranges widely, from 9 to 12 subjects in Denmark, England, France, Germany, Greece, Ireland, Israel, Italy, Luxembourg, New Zealand, Scotland, the Slovak Republic and Slovenia, to two or three in Austria, Belgium (French Community), the Czech Republic, Estonia and the United States (Chart D6.1, Table D6.1c, and Table D6.2c, available on line).

Although all students are tested in reading, writing and literature in 22 of the 30 countries with available data, in six of the remaining countries students can choose to be tested in these subjects, while in Norway, only a selection of students are tested in these subjects. By contrast, 16 of the 26 countries that cover natural science in the examination allow students to decide whether or not to take the test. In six countries, all students are tested, while in Denmark, Italy and Norway, only selected students are tested. Twelve of 29 countries test all students in mathematics, while 12 countries give students a choice, and four countries test only selected students (Table D6.2c, available on line).

Chart D6.2. Main purposes and uses of national/central examinations and assessments (2015)
In general programmes



Purposes and decisions are ranked in descending order of the number of countries reporting that they use examinations/assessments for these.

Source: OECD, Tables D6.1c and D6.5b. See Annex 3 for notes (www.oecd.org/education/education-at-a-glance-19991487.htm).

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National examinations at the upper secondary level are most often used to determine entry into tertiary education (27 countries) and student certification, graduation or grade completion (24 countries) (Chart D6.2 and Table D6.1c).

Countries report results of national examinations in different ways. In many countries, results are not reported in isolation. They often include some type of contextual information since school performance outcomes and the characteristics of the student population are often correlated (OECD, 2013). This allows for comparisons at aggregate levels or by the characteristics of schools and of the student population. Specifically, ten countries indicate that results are context sensitive; in 27 countries, the results show the level of performance attained in the most recent year; 16 countries compare results with other groups or populations of students. No country, with the exception of Finland and the Slovak Republic (upper secondary level), indicated reporting the ranking of schools when communicating results. In fact, in a few countries steps are taken by the government/education authorities to prohibit or prevent the ranking of schools. However, 18 of 29 countries indicated that the media or other groups report upper secondary school rankings (Table D6.1c, and Table D6.4, available on line).

Thirty countries reported that results from national examinations are shared directly with others (i.e. information is received without having requested it) in addition to education authorities. “Others” include school administrators (28 countries), classroom teachers (22 countries), parents (20 countries) and students (29 countries). Twenty-five countries reported that they share results directly with the media and general public (Table D6.3, available on line).

Between 2009 and 2015, there were no significant changes in the number of countries that reported conducting national examinations at the primary level (data from 2009 were reported in *Education at a Glance 2011* [OECD, 2011]). The French Community of Belgium reported that it established examinations at the lower secondary level in 2011, but they did not become compulsory until 2013.

More countries reported that they conduct national examinations at the upper secondary level in 2015 than what was reported for 2009 in *Education at a Glance 2011* (OECD, 2011). National examinations were introduced at this level in Austria in 2014/15 for general programmes, and in 2015/16, Austria will introduce examinations for vocational

programmes. The French Community of Belgium and the Czech Republic introduced examinations at this level in 2011. Spain and Turkey reported changes in their national examinations either because the examinations are now considered compulsory for all schools or because the purpose of the examinations had changed (see Annex 3 for more details).

National assessments

Like national examinations, national assessments are based on standardised student achievement tests. However, results from assessments do not have an impact on students' progression through schooling or on certification.

Twenty-eight countries reported having national or central-level assessments at the lower secondary level, while 11 countries reported that they have no national assessments at this level. National assessments are more common at the primary level (32 countries), although the number of subjects covered appears to be larger at the lower secondary level. National assessments are less common in upper secondary school (13 countries) where national examinations are more prevalent. The findings in this section focus on assessments at the lower secondary level unless otherwise indicated.

In most countries that conduct national assessments, all schools are required to participate. Seventeen countries reported that it is compulsory for all public schools to participate in national assessments; 14 countries reported that all government-dependent private schools are required to participate. In a handful of countries, only a sampling of schools was required to participate. Seven countries sample public schools and five countries sample government-dependent private schools. In Finland and the United States, national sample-based assessments are used to allow central authorities to evaluate the performance of the school system more broadly. The National Assessment of Educational Progress in the United States is administered by the federal government and is based on a sample of schools, allowing policy makers to monitor the relative performance of the school system and conduct extensive research (Chart D6.1, Table D6.5b, and Tables D6.5a and c, available on line).

National assessments are commonly standardised at the central level (22 countries), although in four countries the assessments are standardised at the state level, and in Canada the assessments are standardised at the level of provinces and territories. In most (23) countries, national assessments are developed at the national level or, in the case of federations, at the state or provincial level (three countries). Twenty-one countries reported that assessments are graded at the central or state level, while four countries reported that assessments are graded locally, often within the school itself. Two countries reported that the responsibility for grading includes both the central and school level.

National assessments cover a wide array of subjects, but the two most commonly covered at all levels of education are reading, writing and literature, and mathematics. All countries which have national assessments cover these two subjects at the primary level, while they are covered in nine out of ten countries at the lower and upper secondary levels. Other subjects commonly covered in assessments are natural sciences (by two out of three countries at the lower secondary level) and other languages (by three out of five countries at the lower, and half of the countries at upper secondary levels) (Table D6.5b, and Tables D6.5a and c, D6.6a, b and c, available on line).

At the lower secondary level, while around three-quarters of countries with national assessments test all students in reading, writing and literature (19 of 25 countries) and mathematics (18 of 25 countries), the other quarter of the countries test only a selection/sample of students. The opposite is seen in natural sciences, where around a third of countries test all students (7 of 19 countries) (Table D6.6b, available on line).

At the lower secondary level, many countries reported that reading, writing and literature (16 of 25 countries) and mathematics (15 of 25 countries) are tested annually, while eight in 25 countries reported that these subjects are tested on a rotation basis. In nine of 16 countries, other languages are tested annually; in four of those 16 countries, they are tested on a rotation basis and in three countries they are tested on some other basis. The remaining subjects are mostly tested in rotation.

The three most commonly reported main purposes of national assessments at the lower secondary level are to provide teachers with student diagnostic information (17 countries), to evaluate school performance (16 countries), and to provide parents with formative feedback (14 countries) (Chart D6.2 and Table D6.5b).

Countries report results of lower secondary assessments in different ways. In twenty-five countries, the results show the level of performance for the most recent year; 26 countries compare the results with other groups or populations of students; and 11 countries report the results with other indicators of school quality (Table D6.5b).

In 26 of 27 countries, results from national assessments are shared with external audiences in addition to education authorities. In all 26 countries, the results are shared directly with school administrators, and in 22 countries results are shared directly with classroom teachers. School administrators and teachers receive aggregated results; in a third of the countries, they also receive the results of individual students. In 23 countries, results from national assessments are shared directly with parents and/or students. In 24 countries, only aggregated results are shared directly with the media (Table D6.7, available on line).

Although education authorities do not report school rankings, 10 of 25 countries with available data indicated that the media or other groups prepare and publicise rankings of schools based on mean student performance in the national assessment (Table D6.8, available on line).

Only a few countries reported changes in their national assessments between 2011 and 2015. Austria introduced a national assessment at the primary and lower secondary levels in 2013, and the Czech Republic established an assessment in 2011/12 for their primary and lower secondary schools. Germany also expanded its national assessment (*Ländervergleich*) at the primary and lower secondary levels. The Slovak Republic reported that a national assessment was established in 2012 at the primary level, but only a small proportion of schools participate. Korea reported a number of changes in its primary school assessments over the years, including broadening the assessment to include all students in 1993, then opting for only sampling in 1998, and then reverting to all students in 2008. Since 2013, Korea has stopped administering an assessment at the primary level. In Mexico, the primary and lower secondary assessments were discontinued for the school year 2013/14, and resumed in the school year 2014/15 under a new scheme called PLANEA, which is currently underway. See Annex 3 for more details about recent changes in national assessments.

School inspection

A school inspection is a mandated, formal process of external evaluation that aims to hold schools accountable. It involves one or more trained inspectors who evaluate quality based on a standard procedure. The results of a school inspection are given to the school in a formal report and are used to identify strengths and weaknesses. The reports are often also shared with higher-level education authorities who use this information to evaluate schools and hold them accountable for the public resources they receive. In some countries, the inspectors' reports are also made available to parents and the public.

School inspection practices vary considerably in how they are conducted, who controls the process and the areas that are inspected (see Tables D6.9, and Tables D6.10a, b, and c, available on line). Inspections may focus on such areas as compliance with rules and regulations, student achievement, staff, administration, curriculum and the school environment. Schools may be rewarded or sanctioned based on results from these inspections.

In 30 countries, lower secondary school inspections are a component of the school-accountability system (Chart D6.1). In nine countries, school inspections are a component of the school-accreditation process through which schools are granted recognition or credentials if they meet or exceed minimum standards. While school inspections commonly involve all schools, in 13 countries school inspections are targeted at low-performing schools. Hungary is developing a school-inspection system to be put in place in 2014/15.

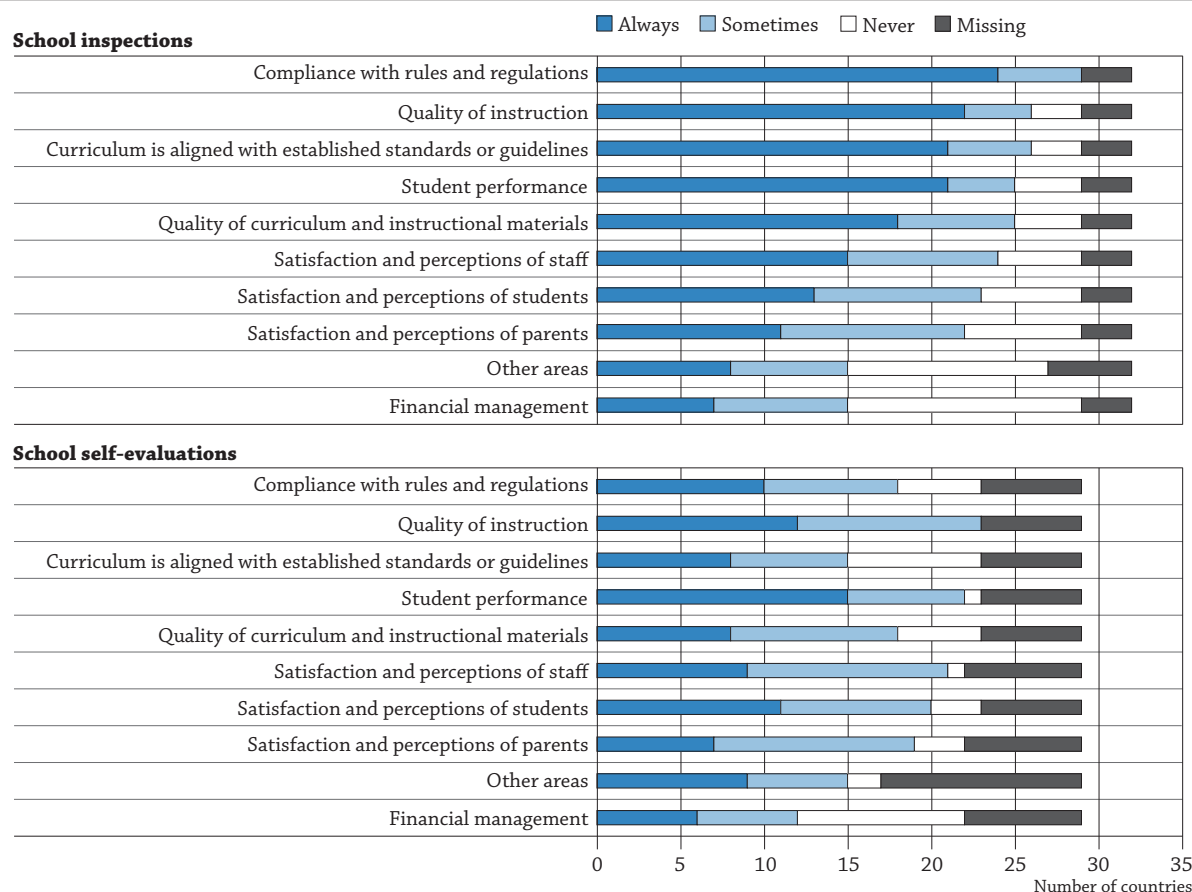
Twelve countries reported that public lower secondary schools are inspected at least once every three years. Six countries reported the same frequency of inspections in government-dependent private schools. Eight countries reported that public schools are inspected every two or three years; and four countries reported that they occur more frequently. Fifteen countries reported that public schools are inspected once every three of more years. In the Netherlands, although school inspections take place every four years, annual risk analysis can trigger more frequent inspections.

In 20 countries, school inspections are reported to be highly structured, while in six countries inspections are partially structured, and in two countries inspections are unstructured. Sixteen countries reported that inspections are organised exclusively at the national level and six countries reported that they are organised only at the state level. Most school inspections are conducted by teams of inspectors (19 countries), but in six countries, inspections are conducted by a single person. School inspections cover a wide array of topics, most commonly compliance with rules and regulations, and quality of instruction, and least frequently, financial management (Chart D6.3, and Table D6.10b, available on line).

Results from school inspections are most commonly used to evaluate school performance, although they are also used to evaluate school administration and to determine whether or not to close schools or evaluate individual teachers. School inspections rarely affect decisions about remuneration and bonuses for teachers or school budgets (Chart D6.4, and Table D6.16, available on line).

Chart D6.3. Distribution of areas addressed during school inspections and school self-evaluations (2015)

In general programmes, lower secondary education



Areas are ranked in descending order of the number of countries reporting that these areas are always addressed during school inspections.

Source: OECD. Tables D6.10b and D6.12b, available on line. See Annex 3 for notes (www.oecd.org/education/education-at-a-glance-19991487.htm).

StatLink <http://dx.doi.org/10.1787/888933284602>

Twenty-six countries reported that results of school inspections at the lower secondary level are shared with external audiences; only two countries reported that these results are not shared. Table D6.10b, available on line, shows the external audiences that have direct or indirect access to school-inspection findings.

School self-evaluation

In a self-evaluation, a school systematically reviews the quality of the instruction and education services provided and school outcomes. Formal self-evaluation activities are mandated by higher-level authorities. When schools are required to conduct self-evaluations, a set of questionnaires or tools usually structures the activity. Results from self-evaluations can be used to inform internal audiences, or they could be used to inform school inspectors or accreditation teams. In fact, self-evaluations are often designed in connection with an external evaluation activity, such as a school inspection or a school accreditation visit. The results are more suitable for use as the basis for improvement. Some of the advantages of self-evaluations are that they are less costly and results can be more easily interpreted in light of the local context. The main disadvantage is that results are often seen by external groups as less credible and less suitable for accountability purposes.

Twenty-seven countries reported that school self-evaluation at the lower secondary level is a component of their accountability systems, and three countries reported that their schools engage in self-evaluation practices which are not part of the formal accountability system. Four countries reported practicing school self-evaluation both as part of the accountability system and outside of it. Because school self-evaluations are less frequently overseen by central authorities, some countries were not able to report on how frequently schools conduct self-evaluations (Chart D6.1, Table D6.9, and Table D6.12b, available on line).

School self-evaluations are required or regulated more often in public schools than in government-dependent private schools. Fifteen countries reported that their public schools conduct self-evaluations at least once a year, while eight countries reported that government-dependent private schools conduct these activities annually. While most schools use self-evaluations as the basis for improvement activities, 14 countries reported that school self-evaluations are a component of the school-inspection process, and two countries reported that they are a component of an accreditation process. Chart D6.3 shows that the most common areas covered by school self-evaluations are student performance, quality of instruction, student satisfaction, and compliance with rules and regulations (Table D6.12b, available on line).

The number of countries reporting that school self-evaluation is a required part of the accountability system increased slightly in recent years. Self-evaluations are required in schools in the Flemish Community of Belgium since 2009; since 2013/14, self-evaluations have been conducted in lower secondary schools in Austria and Greece. They became mandatory in Ireland in 2012 and in Italy in 2014/15. In England, all schools are encouraged to conduct self-evaluations, although the statutory requirement to complete a standardised self-evaluation form was removed in 2010. In Scotland, local authorities are obliged by law to ensure continuous improvement in their schools. All schools are expected to evaluate their own work, but these procedures are not considered to be formal school self-evaluations. In Sweden, as in many other countries, school self-evaluations are expected or are required to be conducted regularly, although results are not systematically collected or analysed centrally.

In Finland, the municipalities have a statutory duty to participate in national evaluations as well as evaluate the education they provide. Forms and procedures of local evaluation can be decided locally. Self-evaluation of schools and education providers as well as national sample-based evaluations of learning outcomes play a key role in the Finnish evaluation system (or quality assurance system).

Nineteen of 22 countries reported that results from school self-evaluations are shared with external audiences, such as higher-level education authorities, school inspectors, parents or the general public. In 12 countries the results are shared directly with higher-level authorities, but 7 countries reported that results from self-evaluations are not shared with these authorities (Table D6.12b, available on line).

Compliance reporting

A large part of accountability involves schools submitting data and information to higher levels of authority. To a lesser extent, parents and students, as well as the general public, also need to know about the extent to which their schools comply with established laws and regulations. Compliance reporting aims to confirm that schools are adhering to these laws and regulations.

Given the nature of internal reporting, a considerable portion of regulatory accountability is not available for public scrutiny, although some of the information that schools submit may appear in reports released to parents, students or the general public.

Countries were asked whether they report data on eight specific domains to education authorities (Table D6.13, and Tables D6.13a and b, available on line). Nearly all (34) countries indicated that public schools report data on student populations to regional or national authorities. Public schools also report data to regional or national authorities on facilities and grounds (27 countries), teacher qualifications/credentials (25 countries), curriculum (24 countries), closing budget or financial audit from previous year (23 countries), safety issues (23 countries), issues related to governance (20 countries), and proposed budget for the subsequent year (19 countries).

The local school board is another common recipient of the data and information schools provide as part of reporting; parents, students and the general public are least likely to receive this information. This is not surprising, given that compliance reporting is all about demonstrating accountability to higher-level authorities. While national and regional education authorities typically receive data on students and teachers, they are less likely to request data on school governance and future budgets, which are more important for local authorities or school boards. Data concerning safety issues is more commonly reported to lower-level education authorities than to regional or national authorities.

Government-dependent private schools are more likely to report compliance data to their school boards compared with public schools, which also report to local, regional and national education authorities.

Although a number of countries still file “hard copy” compliance reports on paper, most countries now use Internet-based forms to submit compliance-related data. Thirty-one of 32 countries indicated that they use Internet-based reporting for at least some student data, and 20 countries reported that they use Internet reporting to submit data on teacher qualifications, curriculum, and facilities and grounds in public schools (Tables D6.14a and b, available on line).

School influence or control over evaluation and assessment activities

Generally, schools have little or no influence on national examinations and, in some countries, only marginal influence on national assessments. Schools have little or no influence in designing or controlling school inspections. These inspections are devised by higher-level authorities and are conducted by external inspectors. By definition, school self-evaluations are largely controlled by individual schools. The influence of local schools on teacher and school leader appraisals varies considerably from country to country (see Indicator D7) (Table D6.17, available on line).

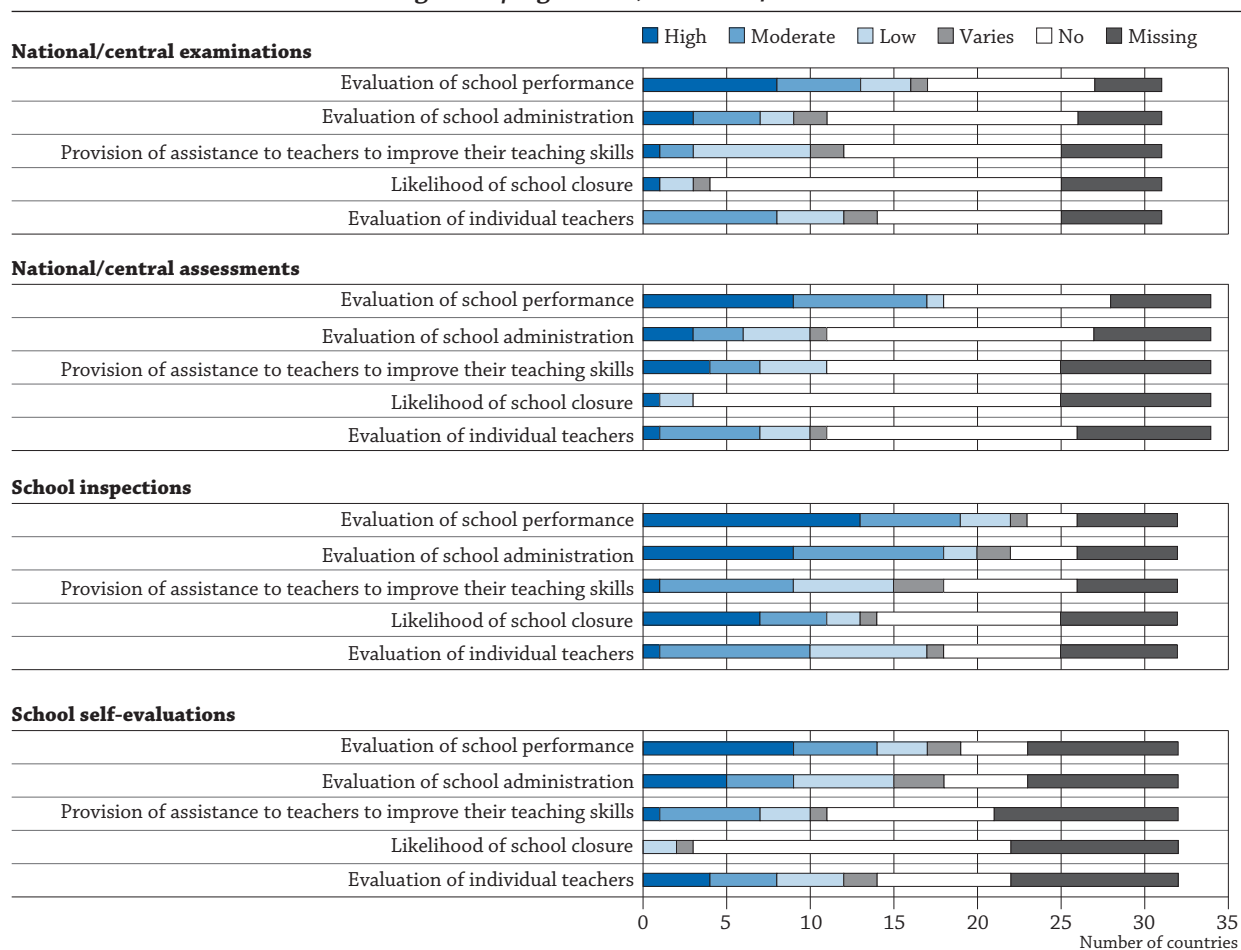
Influence and use of evaluation and assessment mechanisms

Chart D6.4 shows the relative influence of four key evaluation activities and how these activities affect five general decisions. Country responses on how evaluation activities are related to decisions concerning school budgets and teachers' salaries are shown in Table D6.16 (available on line).

While it is common for countries to report that examinations, assessments, school inspections and school self-evaluation have considerable influence on the evaluation of school performance, these mechanisms and activities are less frequently conducted to evaluate administrators and teachers.

School inspection is the activity most directly linked to evaluation of school performance: 13 countries reported that school inspections have a high influence on the evaluation of schools. Examinations and assessment results were each reported to have no influence in 10 countries. While seven countries reported that results from school inspections have a high influence on decisions about school closure, the other evaluation activities seem to have little or no influence on such decisions. Evaluation of individual teachers is not highly influenced by any of the mechanisms.

Chart D6.4. Level of influence of various evaluation and assessment mechanisms (2015)
In general programmes, all levels of education



Actions/Rewards/Sanctions are ranked in descending order of the number of countries reporting that national/central examinations have a high level of influence on these decisions.

Source: OECD, Table D6.16, available on line. See Annex 3 for notes (www.oecd.org/education/education-at-a-glance-19991487.htm).

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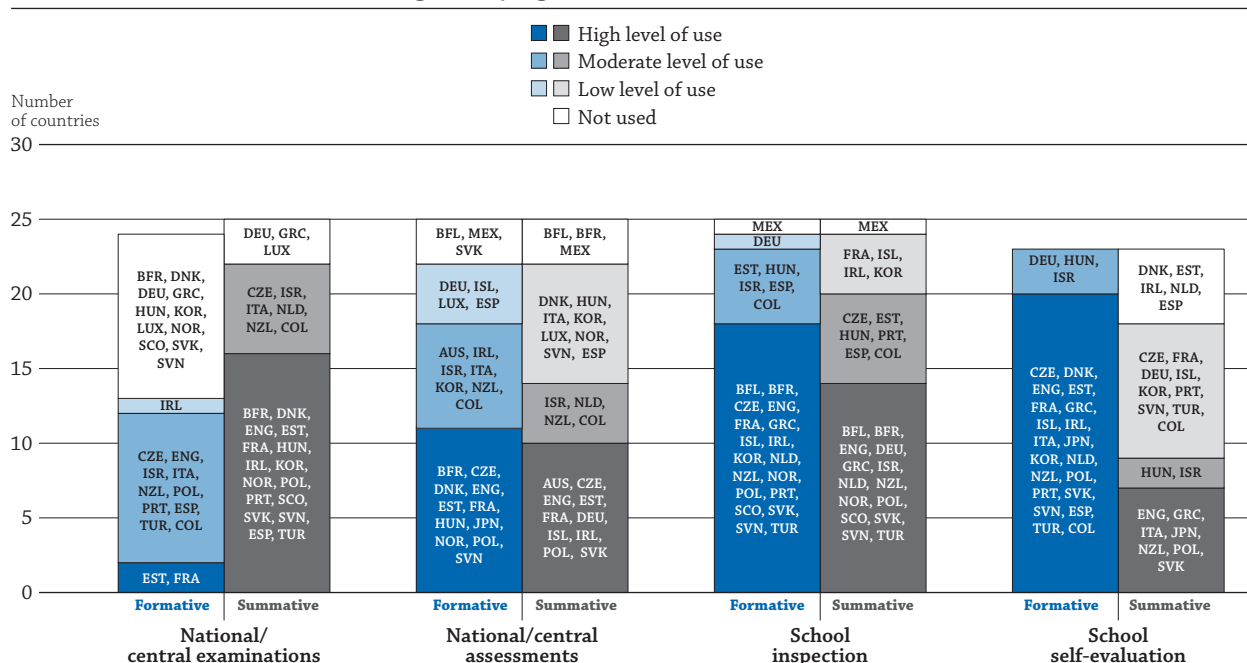
Summative and/or formative

Chart D6.5 contrasts the extent to which countries see four general evaluation activities as either formative or summative in nature. The purpose of formative evaluation is to “improve”, while the purpose of summative evaluation is to “prove”. Formative evaluations examine implementation and aim to obtain information that can be used to help improve the effectiveness of a teacher, a programme or a school. They are more relevant for internal audiences. Summative evaluations are often conducted at the end of a programme or at least at a time when long-term outcomes are available. Summative evaluations are closely linked to accountability to higher-level education authorities and audiences outside the school.

National examinations are predominantly seen as summative, in that they inform decisions about student matriculation, advancement or placement. National assessments are seen as both formative and summative. School inspections are frequently used for both formative (18 countries) and summative (14 countries) purposes. Meanwhile, 20 countries indicated that they use school self-evaluations for formative purposes; only 7 countries reported using school self-evaluations for summative purposes (Table D6.18, available on line).

Chart D6.5. Extent to which evaluation and assessment activities are used for formative and/or summative purposes (2015)

In general programmes, all levels of education



Source: OECD. Table D6.18, available on line. See Annex 3 for notes (www.oecd.org/education/education-at-a-glance-19991487.htm).

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Definitions

Accountability means “to take account of”. It refers to the interaction, in a hierarchical relationship, between those who have power and those who are delegated authority. Those who are delegated authority have to report on what they are doing with this authority or responsibility. In its simplest sense, accountability can refer to information and transparency in operations and outcomes. **Regulatory (compliance) accountability** concerns adherence to relevant laws and regulations.

Evaluation refers to the process of determining the merit, worth, value or performance of something.

National assessments are based on standardised student achievement tests. However, national assessments do not affect students’ progression through school or certification.

National examinations are standardised student tests that have a formal consequence for students, such as an impact on a student’s eligibility to progress to a higher level of education or to complete an officially-recognised degree.

School inspection is defined as a mandated, formal process of external evaluation with the aim of holding schools accountable. Formal school inspection is not conducted by internal staff, parents, the community or the media.

School self-evaluation refers to an activity in which schools systematically review the quality of the instruction and education services provided, as well as school outcomes. This activity involves internal evaluation that is formative in nature.

Methodology

Data are from the 2014 OECD-INES Survey on Evaluation and Assessment and refer to the school year 2014/15.

Notes on definitions and methodologies for each country are provided in Annex 3 at www.oecd.org/education/education-at-a-glance-19991487.htm.

Note regarding data from Israel

The statistical data for Israel are supplied by and are under the responsibility of the relevant Israeli authorities. The use of such data by the OECD is without prejudice to the status of the Golan Heights, East Jerusalem and Israeli settlements in the West Bank under the terms of international law.

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Indicator D6 Tables

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WEB	Table D6.1a	National/central examinations at the primary level (2015)
WEB	Table D6.1b	National/central examinations at the lower secondary level (2015)
	Table D6.1c	National/central examinations at the upper secondary level (2015)
WEB	Table D6.2a	Subjects tested in national/central examinations in primary education (2015)
WEB	Table D6.2b	Subjects tested in national/central examinations in lower secondary education (2015)
WEB	Table D6.2c	Subjects tested in national/central examinations in upper secondary education (2015)
WEB	Table D6.3	Sharing results from national/central examinations (2015)
WEB	Table D6.4	Ranking of schools based on results from national/central examinations (2015)
WEB	Table D6.5a	National/central assessments at the primary level (2015)
	Table D6.5b	National/central assessments at the lower secondary level (2015)
WEB	Table D6.5c	National/central assessments at the upper secondary level (2015)
WEB	Table D6.6a	Subjects tested in national/central assessments in primary education (2015)
WEB	Table D6.6b	Subjects tested in national/central assessments in lower secondary education (2015)
WEB	Table D6.6c	Subjects tested in national/central assessments in upper secondary education (2015)
WEB	Table D6.7	Sharing results from national/central assessments (2015)
WEB	Table D6.8	Ranking of schools based on results from national/central assessments (2015)
	Table D6.9	School inspection and school self-evaluation at the lower secondary level (2015)
WEB	Table D6.10a	School inspection at the primary level (2015)
WEB	Table D6.10b	School inspection at the lower secondary level (2015)
WEB	Table D6.10c	School inspection at the upper secondary level (2015)
WEB	Table D6.11	Diverse models of school inspection (2015)

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WEB	Table D6.12a	School self-evaluation at the primary level (2015)
WEB	Table D6.12b	School self-evaluation at the lower secondary level (2015)
WEB	Table D6.12c	School self-evaluation at the upper secondary level (2015)
	Table D6.13	Public school compliance-oriented reports, by domains and receiving groups (2015)
WEB	Table D6.13a	Public school compliance-oriented reports, by domains and receiving groups (2015)
WEB	Table D6.13b	Government-dependent private school compliance-oriented reports, by domains and receiving groups (2015)
WEB	Table D6.14a	Means and methods for collecting and reporting regulatory accountability data, public schools (2015)
WEB	Table D6.14b	Means and methods for collecting and reporting regulatory accountability data, government-dependent private schools (2015)
WEB	Table D6.15	Existence and use of other forms or measures of evaluation and assessment mechanisms (2015)
WEB	Table D6.16	Level of influence of various evaluation and assessment mechanisms (2015)
WEB	Table D6.17	Extent of school influence or control over various evaluation and assessment mechanisms (2015)
WEB	Table D6.18	Extent to which evaluation and assessment activities are used for formative and/or summative purposes (2015)

Table D6.1c. **National/central examinations at the upper secondary level (2015)***In general programmes*

	Existence	Standardised at the central (C), state (S) or school (SC) level of government	Locus of authority at which they are devised/developed	Locus of authority at which they are graded/marked	Mechanisms to ensure reliability of marking across students if marking is undertaken at the school level	Based on norm-reference (N) or criterion-reference (C) test	Year first established	Compulsory for all schools to administer		Percentage that administer them		Percentage of students exempted from taking them (%)	Subjects covered: Mathematics (MAT), Natural sciences (NS), Reading, writing and literature (RWL), Social studies (SS), Other languages (OL), Physical education and health (PE), Information & communication technology (ICT), Technology (TEC), Arts (ART), Religion/Ethics/Moral education (REL), Practical and vocational skills (PVS) or Other subject (OTH)
								Public	Government-dependent private	Public	Government-dependent private		
	(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)	(10)	(11)	(12)	(13)
OECD	Australia	Yes	S	m	a	m	m	m	m	m	m	m	m
	Austria	Yes	C	2	6,12	G	C	2014/15	Yes	Yes	1	1	0
	Belgium (Fl.)	No	a	a	a	a	a	a	a	a	a	a	a
	Belgium (Fr.)	Yes	S	3	12	G	C	2011	Yes	Yes	1	1	0
	Canada	No	a	a	a	a	a	a	a	a	a	a	a
	Chile	Yes	C	12	12	a	N	1966	No	No	m	m	m
	Czech Republic	Yes	C	2	2,5	M	C	2011	Yes	Yes	1	1	0
	Denmark	Yes	C	1	1	a	N	m	Yes	Yes	1	1	0
	England	Yes	C	1,2,10	2,10	G,M	C	1988	No	No	1	1	a
	Estonia	Yes	C	2	2	a	C	1996/97	Yes	Yes	1	1	0
	Finland	Yes	C	2	2,6	G,M	N	1852	Yes	Yes	1	1	a
	France	Yes	C	1	1,8	G	C	1808	Yes	No	1	m	0
	Germany	Yes	S	3	5,6,7,8	G,M	C	m	Yes	Yes	1	1	0
	Greece	Yes	C	1	12	a	N	2000	Yes	a	1	a	18
	Hungary	Yes	C	1	1	a	C	2005	Yes	Yes	1	1	0
	Iceland	No	a	a	a	a	a	a	a	a	a	a	a
	Ireland	Yes	C	2	2	a	C	1924	Yes	a	1	a	1
	Israel	Yes	C	1	1,8	G	C	1948	No	No	2	m	a
	Italy	Yes	C	1,12	5,8	O	C	1923	Yes	a	1	a	m
	Japan	No	a	a	a	a	a	a	a	a	a	a	a
	Korea	Yes	C	1,2	1,2	a	N	1994	No	No	2	2	m
	Luxembourg	Yes	C	1	6,7	G	C	1848	Yes	Yes	1	1	0
	Mexico	No	a	a	a	a	a	a	a	a	a	a	a
	Netherlands	Yes	C	1	11	G	N	1968	Yes	Yes	1	1	0
	New Zealand	Yes	C	2	2,5,6,7	G,M	C	2002	No	a	2	a	0
	Norway	Yes	C	1	1	a	C	2007	Yes	No	1	2	m
	Poland	Yes	C	1,4	1,4	a	N	2005	Yes	Yes	2	2	a
	Portugal	Yes	C	2	1,2	a	C	1996	Yes	Yes	1	1	0.07
	Scotland	Yes	C	2	2,5	G,M	C	1999/2000	No	a	1	a	0
	Slovak Republic	Yes	C	1,2	1,5	M	N	1868	Yes	Yes	1	1	0
	Slovenia	Yes	C	2	2	a	N,C	1995	Yes	Yes	1	1	0
	Spain	Yes	S	3	12	O	C	1975	Yes	Yes	1	1	m
	Sweden	No	a	a	a	a	a	a	a	a	a	a	a
	Switzerland	No	a	a	a	a	a	a	a	a	a	a	a
	Turkey	Yes	C	2	2	a	N	1974	No	a	2	a	0
	United States	Yes	S	3	3	a	m	2001	Yes	a	1	a	0-5
Partners	Brazil	No	a	a	a	a	a	a	a	a	a	a	a
	Colombia	Yes	C	2	2	a	C	1968	Yes	Yes	1	1	0
	Latvia	Yes	C	2	2	a	N	1999	Yes	Yes	1	1	10

Locus of authority for developing/markings/grading examinations

- 1: Central authority or government
- 2: Central agency responsible for assessment or certification
- 3: State education authorities or governments
- 4: Provincial/regional education authorities or governments
- 5: School, school board or committee
- 6: The students' own teacher
- 7: Another teacher from within the school
- 8: A teacher from another school
- 9: Subject/discipline association
- 10: Private company
- 11: Depends on the subject
- 12: Other

Mechanisms to ensure reliability of marking across students

- G: Availability of national guidance materials for marking student performance on the examination
- M: Moderation of marking
- O: Other

Percentage of schools administering examinations

- 1: All schools
- 2: Between 76% and 99% of schools
- 3: Between 51% and 75% of schools
- 4: Between 26% and 50% of schools
- 5: Between 11% and 25% of schools
- 6: 10% or less of schools

Notes: Federal states or countries with highly decentralised school systems may have different regulations in states, provinces or regions. Please refer to Annex 3 for additional information.

Columns showing the main purposes and uses of national/central examinations (i.e. columns 14-21), as well as the features used when reporting results (i.e. columns 22-28) are available for consultation on line (see *StatLink* below).

Source: OECD. See Annex 3 for notes (www.oecd.org/education/education-at-a-glance-19991487.htm).

Please refer to the *Reader's Guide* for information concerning symbols for missing data and abbreviations.


StatLink  <http://dx.doi.org/10.1787/888933286347>

Table D6.5b. **National/central assessments at the lower secondary level (2015)***In general programmes*

D6

	Existence	Standardised at the central (C), state (S), regional (R), school (SC) or other (O) level of government	Locus of authority at which they are devised/developed	Locus of authority at which they are graded/marked	Mechanisms to ensure reliability of marking across students if marking undertaken at the school level	Based on norm-reference (N) or criterion-reference (C) test	Year first established	Compulsory for schools to administer		Percentage that administer them		Percentage of students exempted from taking them (%)	Subjects covered: Mathematics (MAT) , Natural sciences (NS), Reading, writing and literature (RWL), Social studies (SS), Other languages (OL), Physical education and health (PE), Information & communication technology (ICT), Technology (TEC), Arts (ART), Religion/Ethics/Moral education (REL), Practical and vocational skills (PVS) or Other subject (OTH)
								Public	Government-dependent private	Public	Government-dependent private		
	(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)	(10)	(11)	(12)	(13)
OECD													
Australia	Yes	C	11	2, 10	a	C	2004	All	All	1	1	2	MAT, NS, RWL, SS, ICT
Austria	Yes	C	2	2	a	C	2012	All	All	1	1	3.5	MAT, RWL, OL
Belgium (Fl.)	Yes	S	3, 11	3, 11	a	C	2004	Sample*	Sample*	5	x(10)	m	MAT, NS, OL, ICT, OTH
Belgium (Fr.)	Yes	S	3	11	G	C	2009	All	All	1	1	0	SS
Canada	Yes	C, S	1	1	a	C	2007	Sample	Sample	5	6	3	MAT, NS, RWL
Chile	Yes	C	2	2	a	C	1988	All	All	1	1	8	MAT, NS, RWL, SS, PE, TEC
Czech Republic	Yes	C	2	2	a	C	2011/12	Sample	Sample	4	4	2	MAT, NS, RWL, SS, OL
Denmark	Yes	C	1	1	a	C	2010	All	Not all	1	2	m	NS, RWL, OL
England	No	a	a	a	a	a	a	a	a	a	a	a	a
Estonia	No	a	a	a	a	a	a	a	a	a	a	a	a
Finland	Yes	C	2	7	G	C	1998	Sample	Sample	6	6	a	MAT, NS, RWL, SS, OL, PE, ART, REL, PVS, OTH
France	Yes	C	1	1	a	C	2003, 2007	Sample	Sample	6	6	2	MAT, NS, RWL, SS, OL
Germany	Yes	S	2	4	a	C	2009	Sample	Not all	6	m	<1	MAT, NS, RWL, OL
Greece	No	a	a	a	a	a	a	a	a	a	a	a	a
Hungary	Yes	C	1	1	a	C	2001	All	All	1	1	0	MAT, RWL
Iceland	Yes	C	2	2	a	N	2009	All	All	1	1	8	MAT, RWL, OL
Ireland	No	a	a	a	a	a	a	a	a	a	a	a	a
Israel	Yes	C	1	1	a	N	2001/02	All	All	4	4	5	MAT, NS, RWL, OL
Italy	Yes	C	2	2	a	N	2007	All	a	1	a	0	MAT, RWL
Japan	Yes	C	1	1	a	N	2007	Not all	a	1	a	0	MAT, NS, RWL
Korea	Yes	C	1, 2	1, 2	a	C	1986	All	All	1	1	m	MAT, NS, RWL, SS, OL
Luxembourg	Yes	C	1, 11	1, 11	a	C	2007	All	All	1	1	0	MAT, NS, RWL, OL
Mexico	Yes	m	m	m	m	m	m	m	m	m	m	m	m
Netherlands	No	a	a	a	a	a	a	a	a	a	a	a	a
New Zealand	Yes	C	1	7, 8	G, M	C	2010	All	a	1	a	0	MAT, RWL
Norway	Yes	C	1	1, 7	G	N	2004	All	All	1	1	3	MAT, NS, RWL, SS, OL
Poland	No	a	a	a	a	a	a	a	a	a	a	a	a
Portugal	No	a	a	a	a	a	a	a	a	a	a	a	a
Scotland	No	a	a	a	a	a	a	a	a	a	a	a	a
Slovak Republic	Yes	C	2	2	a	N	2003	All	All	1	1	5	MAT, RWL
Slovenia	Yes	C	2	2, 6	O	N, C	2006	All	All	1	1	0	MAT, NS, RWL, SS, OL, PE, TEC, ART, REL
Spain	Yes	S	3	3	G	C	2008	Not all	Not all	m	m	0	MAT, NS, RWL, SS, OL, TEC, ART, OTH
Sweden	Yes	C	2	7, 8, 9	G	C	1998	All	All	1	1	m	MAT, NS, RWL, SS, OL
Switzerland	No	a	a	a	a	a	a	a	a	a	a	a	a
Turkey	No	a	a	a	a	a	a	a	a	a	a	a	a
United States	Yes	C	1, 2	1, 2	a	C	1969	Sample	a	5	a	a	MAT, NS, RWL, SS, ICT, TEC, ART
Partners													
Brazil	Yes	C	1	1	a	C	1990, 2005	Not all	a	3	a	20	MAT, RWL
Colombia	Yes	C	2	2	a	C	2009	All	All	1	1	0	MAT, NS, RWL, SS, OL
Latvia	No	a	a	a	a	a	a	a	a	a	a	a	a

Locus of authority for developing/marketing/grading national assessments

- 1: Central authority or government
- 2: Central agency responsible for assessment or certification
- 3: State education authorities or governments
- 4: State agency responsible for assessment or certification
- 5: Provincial/regional education authorities or governments
- 6: School, school board or committee
- 7: The students' own teacher
- 8: Another teacher from within the school
- 9: A teacher from another school
- 10: Private company
- 11: Other

Mechanisms to ensure reliability of marking across students

- G: Availability of national guidance materials for marking student performance on the assessments
M: Moderation of marking
O: Other

Compulsory for schools to administer

- All: Yes, for all schools
Sample: Yes, for the schools in the representative sample used
Not all: No, not for all schools
Sample*: No, not for all schools in the representative sample used

Percentage of schools administering assessments

- 1: All schools
- 2: Between 76% and 99% of schools
- 3: Between 51% and 75% of schools
- 4: Between 26% and 50% of schools
- 5: Between 11% and 25% of schools
- 6: 10% or less of schools

Notes: Federal states or countries with highly decentralised school systems may have different regulations in states, provinces or regions. Please refer to Annex 3 for additional information.

Columns showing the main purposes and uses of national/central assessments (i.e. columns 14-20), as well as the features used when reporting results (i.e. columns 21-27) are available for consultation on line (see *StatLink* below).

Source: OECD. See Annex 3 for notes (www.oecd.org/education/education-at-a-glance-19991487.htm).

Please refer to the Reader's Guide for information concerning symbols for missing data and abbreviations.


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Table D6.9. [1/2] **School inspection and school self-evaluation at the lower secondary level (2015)***In general programmes*

	School inspections required as part of accountability system	School inspection								
		Frequency of school inspections		Percentage of schools that have inspections conducted each year (%)		Component of school accreditation process	Extent to which they are structured	Target low-performing schools	Level of government at which school inspections are devised and organised	Composition of school inspection teams
		Public	Government-dependent private	Public	Government-dependent private					
	(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)	(10)
OECD										
Australia	m	m	m	m	m	m	m	m	m	m
Austria	No	a	a	a	a	a	a	a	a	a
Belgium (Fl.)	Yes	6	6	12.5	12.5	Yes	H	Yes	2	Team
Belgium (Fr.)	Yes	5	5	33	33	Yes	H	No	2	Single
Canada	m	m	m	m	m	m	m	m	m	m
Chile	Yes	4	4	m	m	No	H	Yes	1	Team
Czech Republic	Yes	6	6	25	25	Yes	H	Yes	1	Team
Denmark	No	a	a	a	a	a	a	a	a	a
England	Yes	6	6	25	25	No	H	Yes	1	Team
Estonia	Yes	6	6	m	m	No	H	No	1	Single
Finland	No	a	a	a	a	a	a	a	a	a
France	Yes	6	6	m	m	No	P	No	1	Single
Germany	Yes	4	1	50	m	No	H	No	2	Team
Greece	Yes	4	a	m	a	No	U	Yes	3	Team
Hungary	Yes	6	6	m	m	No	H	No	1	Team
Iceland	Yes	6	6	7	m	No	H	No	5	Team
Ireland	Yes	4	a	81	a	Yes	H	Yes	1	Mixed
Israel	Yes	2	3	100	100	Yes	H	Yes	1	Single
Italy	No	a	a	a	a	a	a	a	a	a
Japan	No	a	a	a	a	a	a	a	a	a
Korea	Yes	5	5	33	33	No	P	No	1,3	Team
Luxembourg	No	a	a	a	a	a	a	a	a	a
Mexico	Yes	2	a	50	a	Yes	U	No	2	Single
Netherlands	Yes	6	6	100	100	No	P	Yes	1	Team
New Zealand	Yes	5	a	33	a	No	P	Yes	1	Team
Norway	Yes	6	6	15-20	5	No	P	No	1	Team
Poland	Yes	6	6	20	20	No	H	Yes	1,3	Team
Portugal	Yes	6	1	25	a	No	H	No	1	Team
Scotland	Yes	6	a	10	a	No	H	No	1	Team
Slovak Republic	Yes	6	6	20	20	No	H	No	1	Team
Slovenia	Yes	6	6	35	m	No	H	No	1	Mixed
Spain	Yes	2	2	100	100	No	H	No	2	Single
Sweden ¹	Yes	6	6	33	33	No	P	Yes	1	Mixed
Switzerland	Yes	m	m	m	m	m	m	m	m	m
Turkey	Yes	5	a	33	a	No	H	No	3	Team
United States	Yes	m	a	m	a	Yes	m	Yes	2,5,6	Team
Partners										
Brazil	No	a	a	a	a	a	a	a	a	a
Colombia	Yes	3	3	25	100	Yes	H	Yes	3	Team
Latvia	Yes	1	1	a	a	Yes	H	No	2	Mixed

Frequency of school inspections/self-evaluations

- 1: There is no requirement for school inspections/self-evaluations
- 2: More often than once a year
- 3: Once a year
- 4: Once every two years
- 5: Once every three years
- 6: Once every three or more years

Levels of government

- 1: Central authority or government
- 2: State authorities or governments
- 3: Provincial/regional authorities or governments
- 4: Sub-regional or inter-municipal authorities or governments
- 5: Local authorities or governments
- 6: School, school board or committee

Extent to which structured

- H: Highly structured
P: Partially structured
U: Unstructured

Note: Federal states or countries with highly decentralised school systems may have different regulations in states, provinces or regions. Please refer to Annex 3 for additional information.

1. Year of reference for school inspection is 2014.

Source: OECD. See Annex 3 for notes (www.oecd.org/education/education-at-a-glance-19991487.htm).

Please refer to the Reader's Guide for information concerning symbols for missing data and abbreviations.


StatLink  <http://dx.doi.org/10.1787/888933286369>

Table D6.9. [2/2] **School inspection and school self-evaluation at the lower secondary level (2015)***In general programmes*

		School self-evaluation										
		School self-evaluations required as part of accountability system	Have school self-evaluations which are not part of accountability system	Frequency of school self-evaluations		Percentage of schools required to conduct self-evaluation each year (%)		Component of school inspections	Component of school accreditation process	Extent to which they are structured	Target low-performance schools	Level of the government at which school self-evaluations are devised and organised
				Public	Government-dependent private	Public	Government-dependent private					
		(11)	(12)	(13)	(14)	(15)	(16)	(17)	(18)	(19)	(20)	(21)
OECD	Australia	m	m	m	m	m	m	m	m	m	m	m
	Austria	Yes	No	3	3	100	100	No	No	P	No	1
	Belgium (Fl.)	Yes	Yes	m	m	m	m	Yes	No	U	No	6
	Belgium (Fr.)	No	No	a	a	a	a	a	a	a	a	a
	Canada	m	m	m	m	m	m	m	m	m	m	m
	Chile	No	No	a	a	a	a	a	a	a	a	a
	Czech Republic	Yes	No	3	3	100	100	No	No	P	No	6
	Denmark	Yes	No	5	5	33	33	No	No	P	No	5
	England	No	No	a	a	a	a	a	a	a	a	a
	Estonia	Yes	No	5	5	33	33	No	No	U	No	6
	Finland	No	Yes	a	a	a	a	a	a	a	a	a
	France	Yes	No	3	6	100	m	Yes	No	P	No	1
	Germany	Yes	m	1	1	m	m	No	No	m	No	m
	Greece	Yes	No	3	3	100	100	Yes	No	H	No	1
	Hungary	Yes	No	6	4	0	0	Yes	No	H	No	6
	Iceland	Yes	No	3	3	100	100	Yes	No	U	No	6
	Ireland	Yes	Yes	3	a	100	a	Yes	No	P	No	1
	Israel	Yes	No	3	3	100	100	Yes	No	P	No	1,4,6
	Italy	Yes	No	3	a	100	a	No	No	P	No	1
	Japan	Yes	No	2	a	100	a	No	No	m	No	6
	Korea	Yes	No	5	5	33	33	No	No	P	No	1,3
	Luxembourg	No	No	a	a	a	a	a	a	a	a	a
	Mexico	No	No	a	a	a	a	a	a	a	a	a
	Netherlands	Yes	m	1	1	a	a	Yes	No	U	No	6
	New Zealand	Yes	No	1	a	100	a	No	No	U	No	6
	Norway	Yes	No	3	3	100	100	Yes	No	P	No	1,5,6
	Poland	Yes	No	3	3	100	100	Yes	No	U	Yes	6
	Portugal	Yes	Yes	m	m	m	m	Yes	No	P	No	6
	Scotland	No	No	a	a	a	a	a	a	a	a	a
	Slovak Republic	Yes	No	3	3	100	100	Yes	No	P	No	1
	Slovenia	Yes	No	3	m	100	m	Yes	No	U	No	6
	Spain	No	Yes	a	a	a	a	a	a	a	a	a
	Sweden ¹	No	Yes	a	a	a	a	a	a	a	a	a
Switzerland	Yes	No	m	m	m	m	m	m	m	m	m	
Turkey	Yes	No	3	a	100	a	No	No	H	No	1	
United States	Yes	Yes	m	a	m	a	m	Yes	m	m	2,5,6	
Partners	Brazil	No	m	a	a	a	a	a	a	a	a	a
	Colombia	Yes	No	3	m	100	m	Yes	No	H	No	6
	Latvia	Yes	No	6	6	100	100	No	Yes	H	No	6

Frequency of school inspections/self-evaluations

- 1: There is no requirement for school inspections/self-evaluations
 2: More often than once a year
 3: Once a year
 4: Once every two years
 5: Once every three years
 6: Once every three or more years

Levels of government

- 1: Central authority or government
 2: State authorities or governments
 3: Provincial/regional authorities or governments
 4: Sub-regional or inter-municipal authorities or governments
 5: Local authorities or governments
 6: School, school board or committee

Extent to which structured

- H: Highly structured
 P: Partially structured
 U: Unstructured

Note: Federal states or countries with highly decentralised school systems may have different regulations in states, provinces or regions. Please refer to Annex 3 for additional information.

1. Year of reference for school inspection is 2014.

Source: OECD. See Annex 3 for notes (www.oecd.org/education/education-at-a-glance-19991487.htm).

Please refer to the Reader's Guide for information concerning symbols for missing data and abbreviations.


StatLink  <http://dx.doi.org/10.1787/888933286369>

Table D6.13. **Public school compliance-oriented reports, by domains and receiving groups (2015)***In general programmes*

The table shows for each country the group(s) to which public schools are expected to submit compliance-oriented reports on a given domain.


Reading columns 1, 9 and 17: In Israel, public schools are expected to submit student data reports to the school board (S), to the municipal or local government/education authority (L), to the regional and national government/education authority (R, N) as well as parents, students (P) and the general public (G).

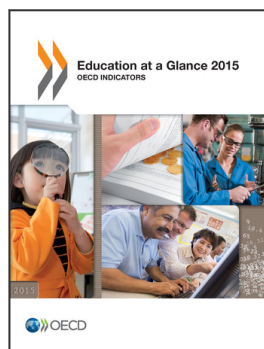
	School board (S) or Municipal or local government/ education authority (L)								Regional government/ education authority (R) or National government/ education authority (N)								Parents and students (P) or General public (G)							
	Student data	Teachers' qualifications/ credentials	Curriculum	Safety issues	Facilities and grounds	Proposed budget for subsequent year	Closing budget or financial audit from previous year	Issues related to governance	Student data	Teachers' qualifications/ credentials	Curriculum	Safety issues	Facilities and grounds	Proposed budget for subsequent year	Closing budget or financial audit from previous year	Issues related to governance	Student data	Teachers' qualifications/ credentials	Curriculum	Safety issues	Facilities and grounds	Proposed budget for subsequent year	Closing budget or financial audit from previous year	Issues related to governance
	(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)	(10)	(11)	(12)	(13)	(14)	(15)	(16)	(17)	(18)	(19)	(20)	(21)	(22)	(23)	(24)
OECD	Australia	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m
	Austria	L	L	S,L	No	L	L	m	R,N	R,N	R,N	No	R,N	R,N	No	No	m	m	m	m	m	m	m	No
	Belgium (Fl.)	S	S	S	S,L	S,L	S	S	N	N	N	N	N	No	N	N	No	No	P	No	No	P	No	P,G
	Belgium (Fr.)	S,L	L	No	S,L	S,L	S,L	No	R,N	R,N	No	R,N	R,N	R,N	R,N	No	No	No	No	No	No	No	No	No
	Canada	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m
	Chile	L	L	L	L	L	L	L	N	N	N	N	N	No	No	No	No	No	No	No	No	No	No	No
	Czech Republic	S,L	S,L	S,L	S,L	S,L	S,L	S,L	R	R	R	R	R	R	R	R	P,G	No	P,G	No	No	P	P	No
	Denmark	S,L	L	S,L	m	m	S,L	S,L	R,N	No	N	No	N	N	N	N	G	No	P,G	No	No	No	No	No
	England	S,L	S	S	S,L	S,L	S,L	S,L	N	No	No	No	No	No	No	No	No	No	No	No	No	No	No	No
	Estonia	L	S	S	S	S	S	S	N	No	N	No	No	No	No	No	G	No	No	No	No	No	No	No
	Finland	L	L	m	m	m	m	m	No	No	No	No	No	No	No	No	m	m	m	m	m	m	m	m
	France	No	No	L	S,L	No	No	No	R,N	R,N	R,N	R	R,N	R,N	R,N	R,N	No	No	P,G	No	No	No	No	No
	Germany	S,L	S,L	S,L	S,L	S,L	S,L	m	R	R	R	R	R	R	No	m	P,G	No	P,G	P,G	No	No	No	m
	Greece	L	S,L	S,L	S,L	S,L	No	S,L	R,N	R,N	R,N	R,N	R,N	No	R,N	R,N	No	No	P	P,G	P,G	No	No	No
	Hungary	No	No	No	No	No	No	No	N	No	No	No	No	No	No	No	No	No	No	No	No	No	No	No
	Iceland	S,L	S,L	S,L	S,L	S,L	S,L	S,L	N	N	N	No	No	No	No	N	No	No	P,G	No	No	No	No	No
	Ireland	S	S	S	S	S	S	S	R,N	R,N	R,N	R	R	R	R,N	R,N	No	No	No	No	No	No	No	P
	Israel	S,L	S,L	S,L	L	S,L	S,L	No	R,N	R,N	R,N	R,N	R,N	R,N	R,N	No	P,G	No	P	P	P	No	P	No
	Italy	L	No	S	S,L	L	S	S	No	R,N	R,N	R,N	N	R	No	No	No	No	No	No	No	No	No	No
	Japan	m	m	m	m	m	m	m	N	No	No	N	N	No	No	No	m	m	m	m	m	m	m	m
	Korea	L	L	S,L	S,L	L	S,L	S,L	R,N	R,N	R,N	R,N	R,N	R,N	R,N	R,N	G	G	G	G	G	G	G	G
	Luxembourg	No	No	No	No	No	No	No	N	N	N	N	N	N	No	N	No	No	No	No	No	No	No	No
	Mexico	S	S	No	No	S	No	No	R,N	R,N	No	No	R,N	No	No	No	G	No	No	No	No	No	No	No
	Netherlands	S	S	S	S	S	S	S	N	No	No	N	N	No	N	N	No	No	P	P	No	No	No	No
	New Zealand	S	S	S	S	S	No	S	N	N	No	No	No	No	N	No	No	No	No	No	No	No	No	No
	Norway	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m
	Poland	L	L	No	L	L	L	L	N	N	No	N	N	N	N	N	m	m	m	m	m	m	m	m
	Portugal	S	No	S,L	S,L	S	S	S	R,N	R,N	R,N	R,N	R,N	R,N	R,N	R,N	No	No	P	P	No	No	No	P
	Scotland	L	No	L	L	No	No	L	No	No	No	No	No	No	No	No	G	No	P,G	No	No	No	No	No
	Slovak Republic	S,L	No	S,L	S,L	S,L	S,L	S,L	R,N	N	R,N	R,N	R,N	R,N	R,N	R,N	No	No	No	No	No	No	No	No
	Slovenia	S,L	S,L	S,L	S	S,L	S,L	S	S,L	N	N	N	No	N	N	N	P,G	No	P,G	P	P,G	No	G	G
	Spain	S,L	S,L	S,L	S,L	S,L	S,L	S,L	R,N	R,N	R,N	R,N	R,N	R,N	R,N	R,N	P	P	P	P	P	P	P	P
	Sweden	m	m	m	m	m	m	m	N	No	m	No	No	No	N	No	m	m	m	m	m	m	m	m
	Switzerland	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m
	Turkey	L	No	L	L	L	L	L	R,N	No	R,N	R,N	R,N	R,N	R,N	R,N	No	No	No	No	No	No	No	No
	United States	S,L	S,L	S,L	S,L	S,L	S,L	S,L	R,N	R	R,N	R,N	R	R	R	R	P,G	No	No	P	No	P,G	P,G	No
Partners	Brazil	L	L	L	L	L	L	L	R,N	R,N	R	R	R,N	R	R	R	No	No	No	No	No	P	P	No
	Colombia	S,L	S,L	S,L	S,L	S,L	S,L	S,L	R,N	R,N	R,N	R,N	R,N	R,N	R,N	R,N	No	P	P,G	P,G	P	No	P,G	No
	Latvia	S,L	S,L	S,L	S,L	S,L	S,L	S,L	R,N	R,N	R,N	R,N	R,N	R,N	R,N	R,N	No	No	P,G	P,G	No	No	No	No

Note: Federal states or countries with highly decentralised school systems may have different regulations in states, provinces or regions. Please refer to Annex 3 for additional information.

Source: OECD. See Annex 3 for notes (www.oecd.org/education/education-at-a-glance-19991487.htm).

Please refer to the Reader's Guide for information concerning symbols for missing data and abbreviations.

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