



Education
Centre for Education
Statistics & Evaluation

Evaluation in Education

The CESE Perspective

Ben Barnes, Director, Evaluation Unit, CESE

DATE: 23/11/2018

About the Evaluation Unit

- ~20 in Evaluation Delivery Team and ~10 in Evaluation Capacity Building Team
 - 4 statistical specialists
- 30 current evaluation projects, vast majority will be published
- Questions whether something has worked and how it can be improved?
- Majority of work is done in house
 - Current commissioned work
 - L&N Strategy impact evaluation
 - TEN impact evaluation

Advisory Council helps us protect independence



Dr Hans Wagemaker
Independent Consultant
and former Executive
Director of the
International Association
for the Evaluation of
Education Achievement
(IEA)



Leslie Loble
Deputy Secretary, External
Affairs and Regulation, NSW
Department of Education



Dr Andreas Schleicher (France)
Director for Education and Skills, and
Special Advisor on Education Policy
to the Secretary-General , OECD



**Emeritus Professor
Denise Bradley AC**
Former Vice-Chancellor and
President of the University
of South Australia



Dr Ben Jensen
Chief Executive Officer,
Learning First



Professor Linda Harrison
Professorial Research Fellow in Early
Childhood, Faculty of Human Sciences,
Department of Educational Studies,
Macquarie University



Professor Alan Hayes AM
Distinguished Professor of
Family Studies and Director -
Family Action Centre,
Faculty of Health and
Medicine, University of
Newcastle



Dr Lisa O'Brien
CEO
The Smith Family

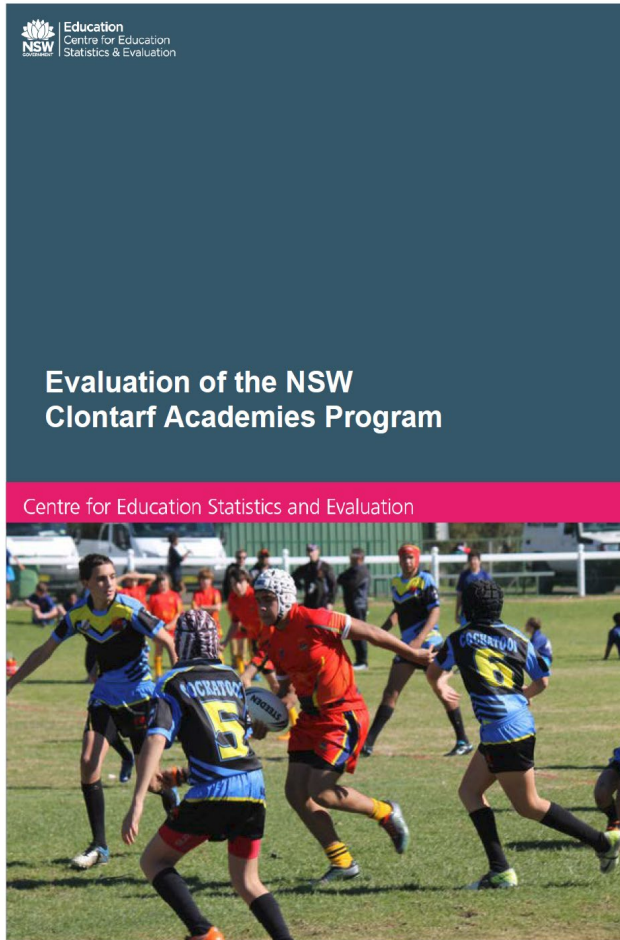


Dr John Ainley (Chair)
Principal Research Fellow,
and former Deputy CEO
(Research) ACER

Our evaluations

- Outcome (primary focus)
 - Is the initiative achieving good outcomes?
 - Statistical models to estimate causal effects
 - Using existing data sources or fit-for-purpose surveys
 - One RCT undertaken on an early years literacy initiative, report to be published in 2019
- Process (evaluated in almost all cases)
 - How well has the initiative been implemented?
 - What can be done to improve implementation? What lessons can be learned?
- Value for money (rare so far)
 - How do the benefits and the costs of the initiative compare?

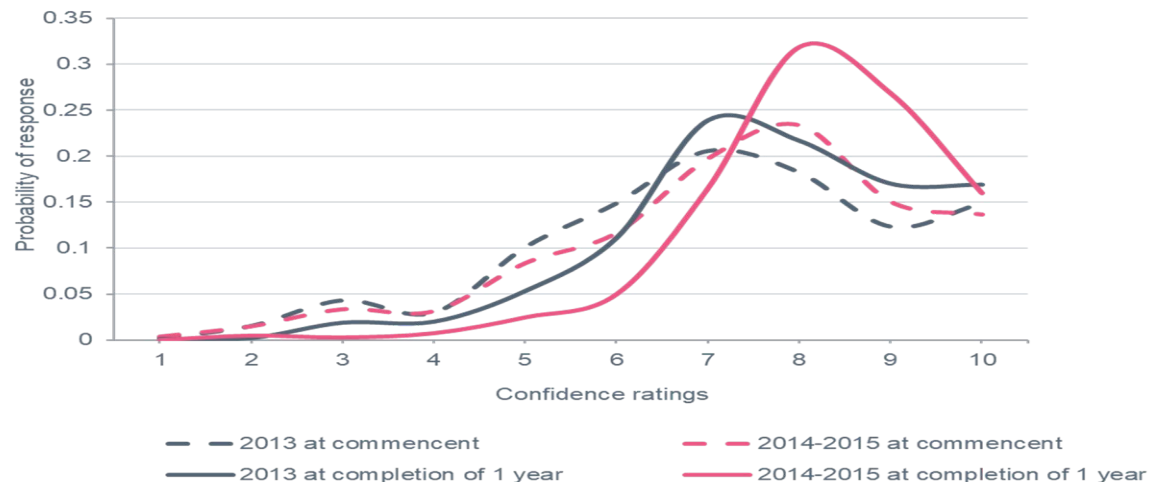
Evaluation of Clontarf Academies program



- Linkage of education and justice data to inform the outcome evaluation
- GLMs used to analyse the impact of Clontarf on attendance in Years 7-9, retention, NAPLAN participation, long suspensions and re-offending
- BCR of 1.01 (higher if just consider government funding)

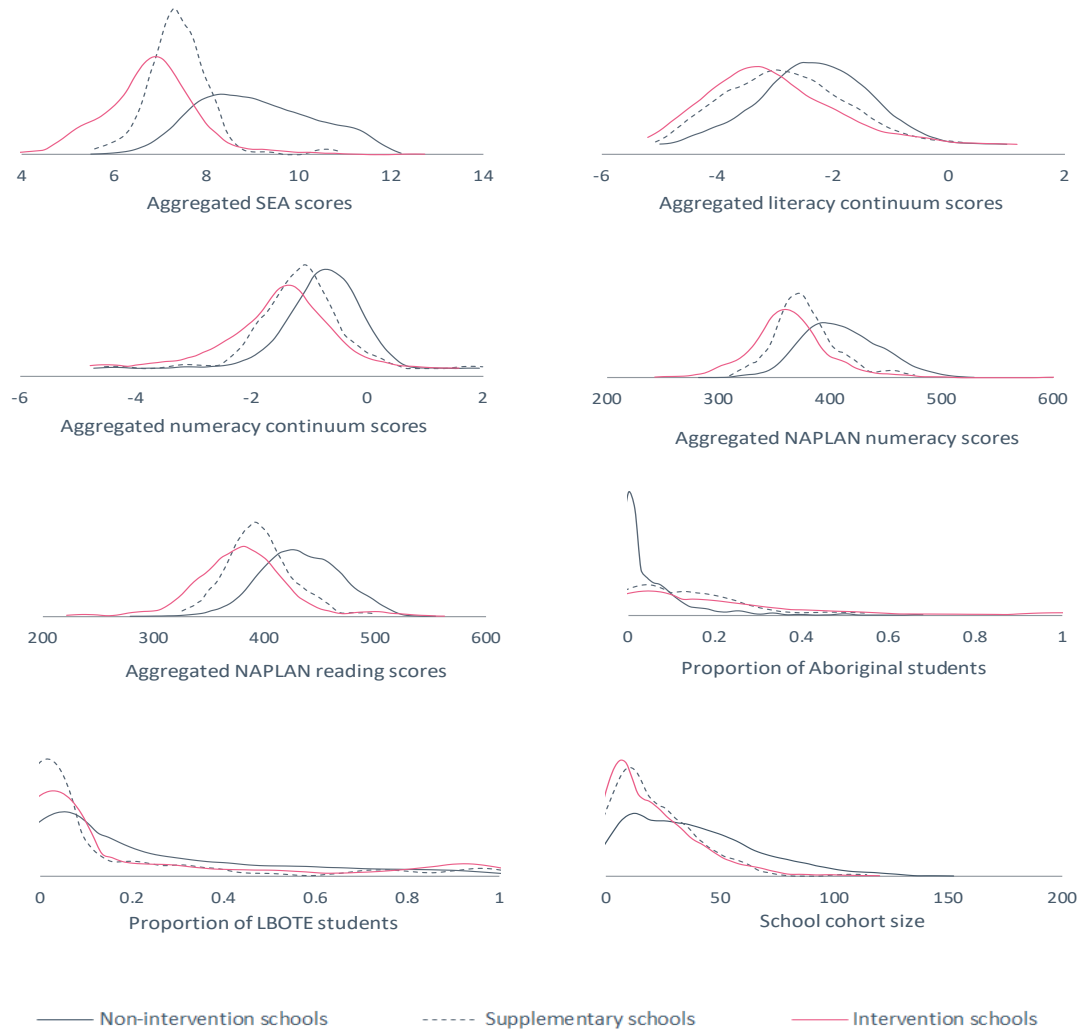
GTIL – Beginning teachers support

- Outcome evaluation showed support improved confidence to teach
- Multinomial and firth logistic regressions were used to analyse differences between groups on confidence to teach after 1 year and a range of GLM techniques were used to measure other outcomes
- Led to change in policy around support given to beginning teachers
 - Teachers <2 years of service and not yet attained proficient accreditation
 - Funding was extended to include temporary teachers



Literacy and Numeracy Strategy

- Due to be completed in 2020
- Working with UTS
- CESE identified 'control group' through a propensity score methods approach



Our performance measures

- NAPLAN (esp top two bands for reading and numeracy)
 - Increased proportion of students
 - Increased proportion of Aboriginal students
 - Increased proportion of regional and remote students
- HSC, Year 12 certificate or AQF certificate II and above
 - Increased proportion of students
- Schools with high value-add
 - Increased number

Our performance measures

- Tell Them from Me student survey (n=~285,000)
 - Sense of belonging, expectations for success and advocacy
- People Matter Employee Survey (n=~36,000)
- Other admin data
 - attendance, suspension, teacher accreditation, enrolments, infrastructure data
- Current implementation of Learning Progressions will provide a new set of measures collected more regularly

Get in touch with CESE

- Send us an email – info@cese.nsw.gov.au
- Follow us on Twitter - [@nswcese](https://twitter.com/nswcese)
- Sign up to our newsletter – www.cese.nsw.gov.au/contact-us

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