

# Accountability and inequality

Dr. Melanie Ehren  
[m.ehren@ucl.ac.uk](mailto:m.ehren@ucl.ac.uk)



**UCL Research Centre for  
Educational Evaluation and Accountability**

- [Home](#)
- [Courses](#)
- [Research](#)
- [News and Events](#)
- [Departments and Centres](#)
- [Clients and Partners](#)
- [People](#)
- [About the IOE](#)
- [Contact the IOE](#)

# Centre for Educational Evaluation and Accountability

## Building and testing evaluation theory to inform effective educational accountability and improvement



Our centre builds and tests evaluation theory, and uses such evaluation theory to build capacity of those who evaluate and hold teachers, schools and school systems to account.

## Contact us

Centre for Educational Evaluation and Accountability (EEA)  
Room 665  
UCL Institute of Education  
University College London  
20 Bedford Way  
London WC1H 0AL

Tel: +44 (0)20 7612 6830  
Dr Melanie Ehren  
[m.ehren@ucl.ac.uk](mailto:m.ehren@ucl.ac.uk)

Department of Learning and Leadership

## Related links



## Accountability of educational networks

See presentations from the seminar on 5 September 2017

*Does school accountability reduce  
inequality or enhance it?  
How?*

Assumptions:



But:

## Grammar school 'unlawfully threw out' students who failed to get top grades

Exclusive: Families launch legal action against St Olave's grammar school in Orpington after about 16 sixth-formers lost final-year places  
**If you've been affected, you can share your experience with us**

tes Resources Jobs Community News Courses Store Q Login Register

School news FE news Subject genius New Teachers Leadership The Ledger Magazine Partners

### UK among world's worst for 'teaching to the test', research finds

Richard Vaughan  
18th December 2015 at 00:15

Share this     

## News

### Academy chains received £7 million to take over 'schools no one wants'

Alix Robertson | 17:45, Sep 14, 2017



Academy trusts have been given over £7 million this year for taking over schools abandoned or handed over by their previous sponsors — compared to £4.2 million last year.

The figures, released for the first time today by the Department for Education, show the increasing school transfer market, with over 165 schools passed from one academy trust to another last year.



Evidence is mixed, varies across context and intersects with conditions outside the education system

Measurement issues (score inflation due to teaching to the test)

Jennings and Sohn (2014)

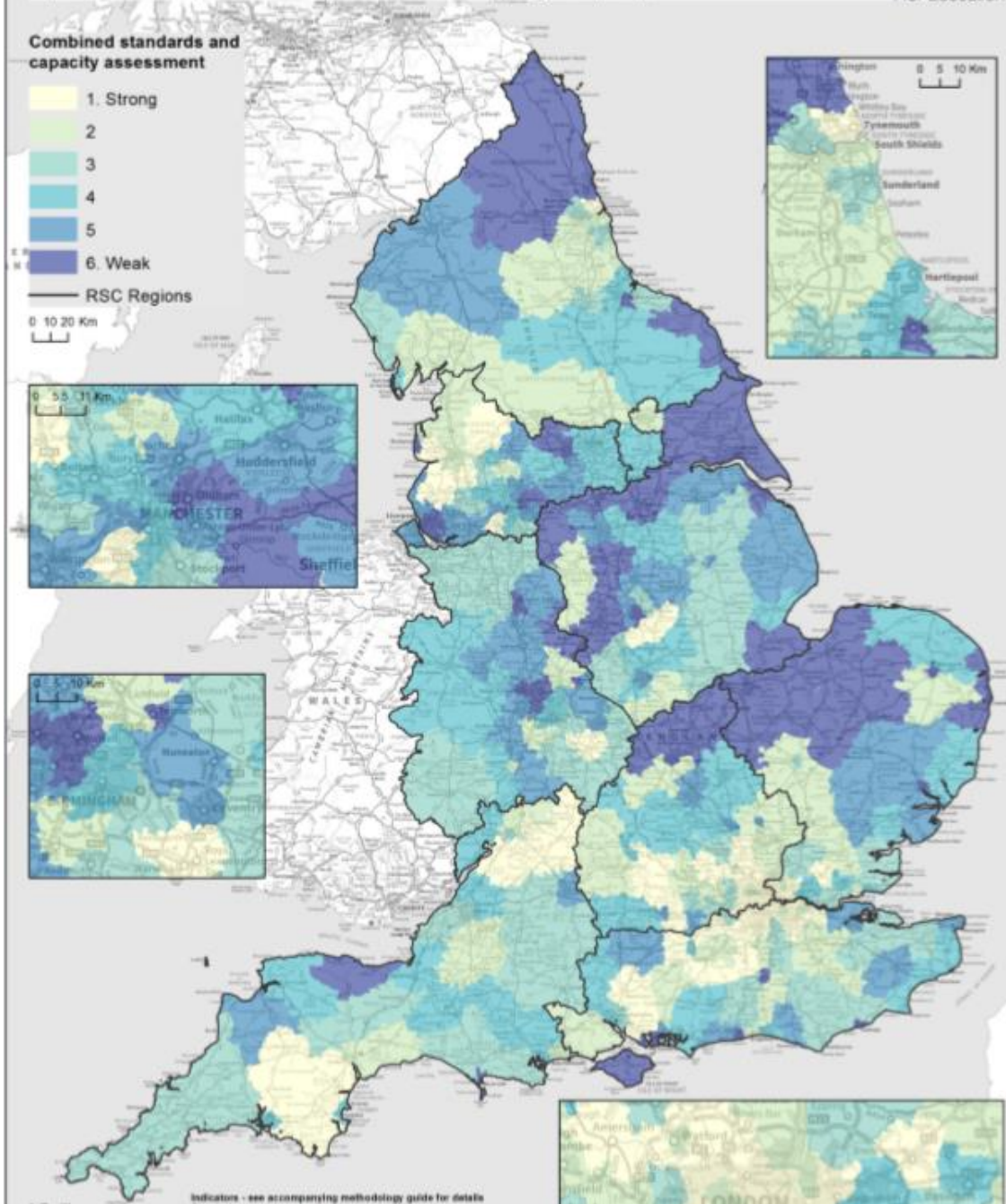
*Effects are distributional (related to the proficiency standard):*

- Schools get no credit for students already above proficiency, thus:
- Teachers emphasize test-specific skills with students near proficiency
- Schools neglect students far below proficiency

# The Challenge of Achieving Educational Excellence Everywhere

(Overall indicator, based on local performance and capacity to improve)

*Areas of chronic underperformance*



## Agenda

10.00 – 10.45 am

*Professor Herman van de Werfhorst* (University of Amsterdam, AMCIS)

Effects of School Accountability on Social Inequality in Educational Attainment: A Difference-in-Difference Analysis of European Reforms

10.45 – 11.00 am

Coffee/tea

11.00 – 11.45 am

*Daniel Salinas and Rodrigo Torres* (OECD, Directorate for Education and Skills/PISA)

Accountability and Equity in Student Achievement: An International Perspective Based on PISA

11.45 – 12.00

Closing remarks



[m.ehren@ucl.ac.uk](mailto:m.ehren@ucl.ac.uk)

[www.educationalevaluation.net](http://www.educationalevaluation.net)

**UCL Research Centre for  
Educational Evaluation and Accountability**