

The Visible Learning International Impact Report

Information and support for partners

The documents contained in this package of materials include:

1. Background and explanation of the Visible Learning International Impact Report
2. The Visible Learning International Impact Report
3. Frequently asked questions
4. A technical report that explains the statistical and methodological approach to how the report was written

1. Background and explanation of the Visible Learning International Impact Report

The Visible Learning International Impact Report (VLIIR) brings together data sets from our work with and your consultant teams. It is part one of what we hope will be an ongoing story as we build our datasets with you and in your schools. While we know that the Visible Learning program, framework and tools have been built on Hattie's research of what works best. This report is proof that when the research is put into practice in schools that it does have a positive impact on student learning and achievement. There is still a long way to go in building the impact story but we hope that this report will provide you with evidence that work we are doing in schools is working.



At the 2013 Visible Learning conference in Brisbane John Hattie stood up in his opening address and said, "I'm looking at you all and thinking 'What if I got this wrong?'" I feel the same way when educators ask to visit and I always end up in the same place – that Keilor Views is a living, breathing example that he didn't.

Charles Branciforte – Principal Keilor Views

Who wrote the report?

The writing of the report was led by Dr Heidi Leeson in collaboration with John Hattie. John quality assured every aspect of the report and the data sets as well as the support technical document. The work was supported by wider Cognition personnel in the form of quality assurance and content suggestions.

Who was it written for?

The report has been written for a non-technical education audience. We acknowledge that many of you have a deep knowledge of evaluation methodologies and for many of us this is new. We have attempted to meet your multiple needs by providing you the opportunity to build a set of FAQs in our google doc space so that all questions can be answered. For others of you the technical report will provide greater detail and we welcome your questions about that report as well.

Once you and your consultant teams have a confident understanding of the report you will be able to use it in many ways. We are very keen though that before you disseminate the report that you feel confident that all people in your team are able to discuss and explain the contents of the report. That is why we have asked for your feedback in the google doc.

<https://docs.google.com/document/d/1OWhGqSSK-v0-qdi-bqWkwQBG-5qYtKr4eCSCNrWVagA/edit?usp=sharing>



Visible Learning International Impact report – a collaboration space

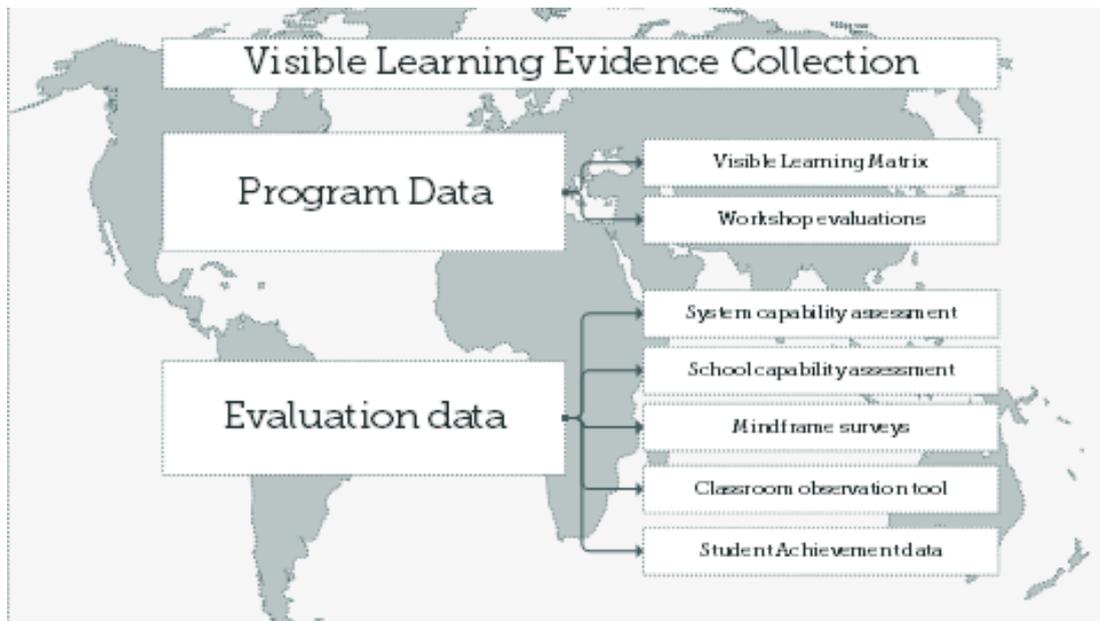
Many thanks for using the space to provide us with your feedback and suggestions. We want to make the Visible Learning Impact Report as useful as possible so you can use it for promotion, sales and marketing in your own work. This space will be open to you until 20 July 2015. At that time we will collate your feedback and advise you about further material we will develop to support you.

1. **Frequently asked questions:**
Please post here FAQs that you think you are likely to field from the public and/or any of your own questions
2. **Supporting material for client use:**
Please post here any wider material that would help you to get this information into the market – it may be infographics, sales material etc
3. **Supporting material for use by your consultants:**
Let us know if there is any particular supporting material that you believe your consultant teams would find useful.
4. **Any other suggestions for either supporting material:**

Why was the report written the way it is?

The report follows the evaluation methodology that was designed in collaboration with John Hattie, the Visible Learning team and the Cognition evaluation team. The evaluation theory we have used as the basis for the Visible Learning evaluation logic is based on Kirkpatrick's evaluation model (1998). Kirkpatrick's model provides a useful framework for presenting a linear progression of the program's implementation. The model is presented and discussed in the VLIIR and more fully in the technical report. Along each step of the logic model the Visible Learning team in collaboration with John Hattie and our wider evaluation consultant team have developed a set of tools that measure shifts and impact across the program. Many of those tools you are familiar with eg – the workshop evaluations. Some of those tools you will be less familiar with as they form part of our Collaborative

Impact Program. Some of the tools are used by schools as part of the program and their own evidence gathering processes while others are used specifically for evaluating the impact of the program. Collecting systematic baseline and end point data to track shift and impact is currently only possible in our CIP work. As your own system-wide and across school work grows data from your projects will also be included as part of the international impact story.



What next?

There are many ways you can approach this report. Many of you will read it and have further questions – our FAQ section on the google doc is place to go to post those questions. Some of you will want to use this information immediately with clients and in marketing material – once again if you would like to suggest supporting material and marketing material that you would find helpful please go to the google doc.

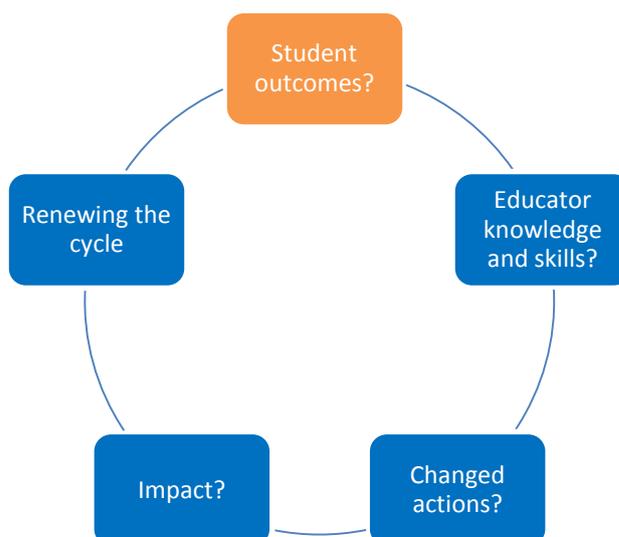
In addition to the evidence included in the report our case study book, *Visible Learning into Action: International Case Studies of Impact* is due to be released in October 2015. The book will provide you with further evidence of the Visible Learning impact. The case study book includes 15 case studies.

The 15 case study schools



Know thy impact	Kellor Views, Australia Discovery Bay College, Hong Kong Sadadeen Primary School, Australia
Effective feedback	Monmia Primary School, Australia Presbyterian Ladies College, Australia
Visible Learners	Stonefields School, New Zealand Hodge Hill Primary School, England Gustav Vasaskolan, Sweden Asgard Skole, Norway
Inspired and passionate teachers	Clevedon School, New Zealand Moberly District, Missouri, USA Wolford Elementary School, Texas, USA
The Visible Learning School	Oxley College, Australia Wodonga Primary School, Australia

Each case study is designed around the Visible Learning impact cycle. Those of you familiar with the Visible Learning into Action for Teachers workshops as well as the Collaborative Impact Program will be well acquainted with this cycle.



As we designed the structure of the case studies in collaboration with John we wanted to show how schools approached Visible Learning in relation to the 5 Visible Learning strands. So each case study focuses on a strand that has been implemented in the school using the impact cycle. The case study book will be a valuable resource for you all as you work with clients to explain what Visible Learning plus is and how it is positioned as a one size fits one framework for evaluating school effectiveness and knowing what works best. There are some great stories in the book and some lovely quotes.

“At Oxley we learn how we should learn, then we love how we learn, then we love what we learn”.

The Visible Learning program is still very new. It is only now in our third year of collaborative impact work in Australia that we can start to tell our impact story across all steps of the logic model and include student achievement. This impact continues to grow and the evidence we are collecting together will provide a truly global picture of collaborative success.

Visible Learning^{plus} International Impact Report - FAQs

The following FAQs have been created to help facilitate the understanding of the Structural Equation Modeling (SEM) methodology that was used in the Visible Learning^{plus} International Impact Report (2015). The FAQs outlined here are written for readers who have only a basic understanding of research methods and/or statistical inquiry¹.

The following FAQs cover the main premise for the use of SEM in the report and the justification for this approach.

1. What is structural equation modeling?

It is a statistical approach to measuring how well the empirical data that has been collected 'fits' or is aligned with the theoretical model – known as *model-data fit*. Model-data fit is estimated by the statistical indexes that are produced when conducting the analysis.

SEM is an advanced and robust approach for validating a model that forms the basis of the initiative or program, in other words, establishing the causal relationships among the multiple variables measured.

2. Why use structural equation modeling?

SEM is a more sophisticated approach to individually conducting ANOVAs, path analysis and multiple regressions. SEM allows multiple tools measuring multiple variables to be measured simultaneously, whilst also estimating the errors that are attached to the tools.

3. How was structural equation modeling applied in the *International Impact Report*?

A structural model was developed to establish the how components of the program impacted on student achievement. By modeling these relationships, it is possible to predict the effect that a latent variable can have on the outcome variable. For example, results in the *International Impact Report* showed that schools that had made significantly large gains in their school's Visible Learning capability, particularly in relation to establishing their vision and values, subsequently had made greater (relative) gains in their students' performance. These gains were particularly apparent for the low- and medium-performing students. Similarly, but to a slightly lesser degree, gains in the Mindframes Survey constructs were also related to a gain in student achievement.

4. Was there only one model that tested the Visible Learning theory?

No, three rival models were developed to test if other characteristics were accounting for (or contributing to) the findings outlined in the report. It is always best practice to test whether another model might produce a better representation of the data. For example, one model tested if contextual effects such as the country or locality of the school (urban or rural) impacted on gains in student achievement results or results on the other latent variables. Another model was designed to test if student demographics, for example, ethnicity or school year level, had a direct or indirect effect on students' performance. The third model was structured to see if the subject of achievement tests (Literacy or Mathematics) influenced the degree of impact resulting from the other components.

5. How will structural equation modeling be use in future analyses?

Visible Learning's commitment to gathering evaluation data will serve to affirm or refute the findings presented in the *International Impact Report*. In addition, other variables that are being collected (e.g., staff turnover) will also be brought into the model so that their impact can be estimated. Building more complex models will result in growing an understanding of what educational contexts or conditions enable (or inhibit) the impact of the Visible Learning theory and program.

¹ For detailed information regarding the SEM approach used, please refer to the *International Impact Report* (2015) - Technical Supplement.