

The achievement effect of quality assurance policy on secondary school students in Macau

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Abstract

This paper aims to assess the contribution of the recently introduced policy of the Integrated Evaluation of School policy to student achievement in Macau. Using data retrieved from the 2018 PISA cycle and a two-level mixed-effect model, this study attempts to establish the links between student test scores and the nine quality assurance measures and improvement actions required of the policy. Of all the quality assurance measures and actions taken by schools, regression results from this study show that having student and teacher data systematically recorded and soliciting student feedback stand out as the two strongest positive predictors of student achievement consistently across subject tests.