

A FORESIGHT STUDY ON THE ROLE OF THE EDUCATION QUALITY AND ACCOUNTABILITY UNIT IN ENHANCING STUDENT ACHIEVEMENT MONITORING AND UTILIZING ASSESSMENT RESULTS TO INFORM EDUCATIONAL POLICIES IN JORDAN

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Abstract

This foresight study aims to explore the role of the Education Quality and Accountability Unit in Jordan in enhancing student achievement monitoring and utilizing assessment results to inform educational policies, with a focus on regional (North, Central, South) and gender disparities. The study adopted a descriptive-analytical approach to provide a comprehensive understanding of school performance levels according to Indicators Five and Six of the Effective School framework. Data were collected from the Education Quality and Accountability Unit reports for the 2023/2024 academic year, providing reliable information on schools' practices in monitoring student achievement and effectively using individual and cumulative assessment results to support learning and school development plans. Performance was analyzed by region, gender, and standard levels (Low, Medium, and High). The results indicated that the Central region achieved the highest performance levels in both indicators, reflecting systematic and effective assessment practices and higher teacher commitment to documentation and feedback. The North region recorded the lowest performance, highlighting challenges in assessment management and data utilization, while the South showed medium performance, reflecting partial implementation of assessment practices requiring further development. Additionally, female students outperformed males in most regions, indicating greater consistency in learning and assessment practices and higher adherence to self-assessment and assignments, emphasizing the need for interventions that address gender differences. Based on these findings, the study recommends strengthening support for low-performing schools, standardizing and developing assessment practices, effectively using assessment results to improve learning, addressing gender gaps, promoting data-driven decision-making, activating the role of the Education Quality and Accountability Unit, and developing evidence-based national policies to enhance educational quality and equity across Jordan.

Keywords: Education Quality and Accountability, Student Achievement, Assessment Practices, Data-Driven Decision-Making, Educational Policy, Jordan, Gender Disparities, Regional Performance.

Introduction

In recent decades, the education sector in Jordan has experienced rapid transformations due to technological advancements, social and economic changes, and the evolving requirements of the labor market. As a result, it has become

essential for educational policies to focus on education quality and accountability, which are considered critical elements for achieving effective and equitable learning outcomes. Education is no longer merely a process of knowledge transmission; it has become a comprehensive process aimed at developing students' cognitive, practical, and behavioral skills, preparing them to face future challenges effectively (UNESCO, 2022). Ensuring quality education also involves creating a supportive learning environment, designing curricula appropriately, diversifying teaching methods, and assessing student performance in a transparent and fair manner. This approach guarantees equitable opportunities for all students and minimizes disparities in educational outcomes (Al-Saadi, 2020).

In Jordan, the establishment of the Education Quality and Accountability Unit within the Ministry of Education represents a strategic initiative aimed at enhancing national education quality. The unit monitors school performance, analyzes student assessment results, and ensures that educational policies are informed by accurate data. Its primary objectives include enhancing assessment transparency, monitoring student achievement, and transforming individual and cumulative assessment results into effective tools for school improvement and development planning (Ministry of Education, 2023). Despite the unit's presence for several years, the absence of an official report linking the results of the student achievement monitoring and assessment utilization indicators to educational policies highlights a critical gap. This gap underscores the need for a forward-looking study to evaluate the potential role of the unit and analyze the factors influencing its effectiveness.

Research indicates that education quality largely depends on the school's ability to achieve its educational goals effectively while providing a comprehensive learning environment that encompasses curricula, teaching methods, assessment approaches, and school management. Quality assurance systems serve as strategic tools for monitoring and improving performance, enabling continuous evaluation of all components of the educational process to raise learning outcomes in line with national and international standards (Al-Qudah, 2021).

Student assessment is a central pillar in ensuring education quality, and it must be characterized by transparency, fairness, and reliability. Effective assessment goes beyond assigning grades; it involves analyzing student results to identify strengths and weaknesses, and guiding instructional strategies and school development plans based on accurate data (Hassanein, 2021). Indicator five of the Effective School Framework emphasizes the importance of monitoring student achievement with transparency and fairness to reflect students' actual performance, thereby preventing superficial or biased assessments (Ministry of Education, 2023).

School accountability plays a pivotal role in enhancing education quality by linking school performance to responsibility before all stakeholders, including students, parents, teachers, and the ministry. Studies have shown that the effectiveness of accountability mechanisms depends on accurate assessment tools, continuous professional development for educators, and comprehensive administrative support, enabling data to be transformed into practical development strategies that improve school performance and learning outcomes (Al-Fateh, 2018). In this context, the Education Quality and Accountability Unit contributes significantly by monitoring

student achievement, analyzing assessment results, and providing actionable recommendations to support learning and enhance school performance.

A study conducted in public schools in Amman indicated that the unit had a moderate impact on improving the school environment and administrative performance, but it required additional resources and training to ensure broader and sustainable effectiveness (Hassanein, 2021). Another study in the Qasbat Al-Mafraq area revealed that the utilization of the unit's services remained limited in some schools, highlighting variations in effectiveness across regions and schools, and emphasizing the need for tailored support and follow-up programs to strengthen the unit's future role (Al-Saadi, 2020). These findings suggest that merely establishing the unit is insufficient; the practical implementation of policies and mechanisms must be accompanied by professional training, performance monitoring, and the strategic use of assessment results in school development plans.

Despite these efforts, a significant gap exists between the theoretical framework and actual implementation, as no official data or reports link the results of student achievement monitoring and assessment utilization to educational policies. This gap emphasizes the importance of a forward-looking study to assess the potential role of the unit in the future and determine how its effectiveness can be enhanced (Ministry of Education, 2023; Al-Qudah, 2021). This study aims to provide practical recommendations to enhance the contribution of the Education Quality and Accountability Unit in improving education quality in Jordan, ensuring that accountability becomes an effective tool for developing school performance and learning outcomes rather than a procedural formality.

Furthermore, the study seeks to explore how student assessment results can be transformed into real developmental tools, enabling the unit to improve curricula, train teachers, support students with special educational needs, and guide educational policies at the ministry level in a sustainable manner. By doing so, accountability can evolve from a formal oversight mechanism into a strategic driver for improving school performance and learning outcomes, ensuring educational justice, quality, and the sustainable development of schools (UNESCO, 2022).

In this way, the study provides a scientific basis for guiding future educational policies and achieving optimal utilization of the Education Quality and Accountability Unit in Jordan, contributing to improved school performance, student empowerment, and evidence-based resource allocation to continuously enhance learning outcomes.

Problem Statement and study Questions

Despite the establishment of the Education Quality and Accountability Unit within the Jordanian Ministry of Education, a significant gap remains between the existence of formal structures and their actual effectiveness in improving student achievement and enhancing education quality. The unit is primarily intended to monitor student performance, ensure transparency and fairness in assessment, and analyze individual and cumulative student results to be used as tools for supporting learning, guiding school development plans, and informing national educational policies (Ministry of Education, 2023).

However, preliminary observations and local reports indicate several constraints that limit the unit's ability to achieve its objectives effectively. Key challenges include the

lack of clear mechanisms linking assessment data to school development policies, variations in the competence of personnel responsible for implementing quality and accountability programs, insufficient specialized training for teachers and administrators on the strategic use of educational data, and sometimes inconsistent assessment practices across schools, making it difficult to compare results accurately (Al-Saadi, 2020; Hassanein, 2021).

Addressing these gaps is crucial, as effective monitoring of student achievement and strategic utilization of assessment results can significantly enhance learning processes, promote educational equity, and provide reliable data for evidence-based decision-making at the ministry level. At the same time, the absence of official reports documenting the unit's impact on student performance and educational policies creates uncertainty regarding the effectiveness of its efforts on the ground.

Based on the above, this study aims to explore the potential role of the Education Quality and Accountability Unit in enhancing the monitoring of student achievement and the extent to which individual and cumulative assessment results are utilized to support learning and guide school development plans. Accordingly, the study attempts to answer the following two primary research questions:

1. How effective is the Education Quality and Accountability Unit in monitoring student achievement in Jordanian schools?
2. To what extent are individual and cumulative student assessment results utilized to support learning and guide school development plans?

Study Objectives

Based on the research problem and questions, this study aims to achieve the following objectives:

1. To evaluate the effectiveness of the Education Quality and Accountability Unit in monitoring student achievement in Jordanian schools, by analyzing the unit's role in tracking school performance and assessing the impact of its activities on student outcomes.
2. To explore the extent to which individual and cumulative student assessment results are utilized to support learning and guide school development plans, by identifying how educational data are used to improve the learning process and implement effective school development strategies.

Significance of the Study

This study gains its significance from its focus on evaluating the prospective role of the Education Quality and Accountability Unit in improving student achievement and utilizing assessment results to guide educational policies in Jordan. It provides a scientific foundation that helps policymakers within the Ministry of Education understand the effectiveness of the unit in monitoring student performance and using assessment outcomes to support learning and develop school improvement plans, thereby enhancing overall education quality. Additionally, the study contributes to the academic knowledge base by shedding light on the role of quality and accountability units in improving school performance and offering a reference for future research related to educational oversight and instructional development. From an educational perspective, the study demonstrates how assessment results can be leveraged to support student learning and improve school planning, fostering

transparency and fairness in evaluation and encouraging schools to enhance academic outcomes. Furthermore, the study carries societal significance, as improving education quality and ensuring equitable assessment practices empower students, develop their skills, and prepare a generation capable of meeting the demands of the labor market and society in the future.

Scope of the Study

This study is limited to evaluating the prospective role of the Education Quality and Accountability Unit within the Jordanian Ministry of Education, focusing on its impact on monitoring student achievement and utilizing assessment results to guide educational policies. The study covers public schools in Jordan, without including private or non-ministry schools. It specifically focuses on the fifth and sixth indicators of the Effective School Framework, namely monitoring student achievement with transparency and fairness, and using individual and cumulative assessment results to support learning and school development plans. From a temporal perspective, the study relies on available data for the academic year 2023/2024, while exploring the potential future role of the unit based on current developments and capacities, without analyzing long-term effects or future policies that may change beyond this academic year.

Operational Definitions

- **Education Quality and Accountability Unit:** The unit under the Jordanian Ministry of Education responsible for monitoring school performance, ensuring transparency and fairness in student assessment, and analyzing individual and cumulative student assessment results to support learning and guide school development plans and educational policies, using specific tools and standards developed by the unit to measure indicators accurately and objectively.
- **Monitoring Student Achievement:** The processes and mechanisms used by the unit to regularly track students' academic performance in a way that accurately reflects their abilities and ensures fair and transparent assessment, following the tools and standards established by the unit.
- **Utilization of Assessment Results:** The use of individual and cumulative student assessment results, in accordance with the unit's tools and standards, to provide appropriate educational support, improve teaching strategies, develop school improvement plans, and guide ministry-level educational policies through the Policy Guidance Report, contributing to continuous enhancement of education quality.

Theoretical Framework

Quality of education and accountability are fundamental pillars for the success of the educational process and for ensuring equity among students. The importance of these pillars extends beyond improving final examination results to enhancing actual learning and developing students' individual capabilities throughout the academic year. Recent studies indicate that monitoring student achievement and analyzing their assessment results with transparency and fairness are crucial not only for improving academic performance but also for fostering a culture of continuous

learning and self-responsibility among students, enabling them to actively participate in evaluating their own progress and to identify their strengths and weaknesses, thereby taking concrete steps to improve their performance (UNESCO, 2022). The role of such monitoring is not limited to assessing final outcomes; it includes tracking students' progress during lessons and extracurricular activities, and conducting periodic analyses of individual and cumulative performance. This enables teachers and school administrators to make timely corrective decisions and design remedial and enrichment programs that respond to the actual educational needs of each student, reducing learning gaps and enhancing overall school performance.

In Jordan, the Education Quality and Accountability Unit, operating under the supervision of the Ministry of Education, plays a pivotal role in comprehensively monitoring school performance and analyzing individual and cumulative student achievement data. This ensures evaluation of actual performance rather than only theoretical results, allows targeted support for students who need to strengthen their skills, and assists school administration in strategic planning and school development. The Unit relies on precise and advanced tools and standards for measuring performance indicators, including monitoring the quality and scientific validity of assessments, ensuring diversity in teachers' assessment strategies, maintaining transparency in grade documentation, and providing effective feedback to students. The collected data are then transformed into actionable insights to improve educational performance.

These data are also utilized in the preparation of the Policy Guidance Report, which serves as a strategic tool for the Ministry, allowing it to direct resources, develop curricula, design professional development programs for teachers, and establish educational policies that ensure equity and enhance the quality of learning nationwide. This approach demonstrates the importance of linking individual student performance to overall school performance, as it helps identify schools in need of additional support, recognize best practices, and monitor the continuous implementation of development plans, thereby strengthening the educational system's ability to achieve tangible and effective outcomes for all students. Additionally, it contributes to building a transparent and fair assessment system that fosters trust among students, teachers, and school administration, ensuring that educational decisions are based on accurate data rather than impressions or partial results. Thus, the role of the Education Quality and Accountability Unit is pivotal, not only in enhancing individual student learning but also in improving overall school performance and supporting the effectiveness of national educational policies, ensuring a fair, efficient, and sustainable learning environment in the long term (Ministry of Education, 2023).

Indicator Five constitutes a fundamental pillar in the educational process, as it focuses on monitoring student achievement with transparency and fairness, reflecting each student's actual performance. This ensures that assessment outcomes accurately represent students' knowledge and abilities without bias or external influence. This indicator enhances trust between students, teachers, and school administration, while motivating students toward self-directed and continuous learning by encouraging active participation in evaluating their own

performance and identifying their strengths and weaknesses, thereby increasing their responsibility for their own learning. It also encourages teachers to implement a culture of self-assessment among students, enabling them to review their performance and track their learning progress during and outside classroom sessions, while allowing teachers to design individualized instructional strategies that meet the specific needs of each student.

Indicator Five also emphasizes diversifying assessment strategies, including performance-based assessments, observation, communication, and self-review, in addition to employing various types of tests such as pre-tests, formative assessments, and summative assessments. This approach allows teachers to evaluate all dimensions of student learning accurately. It further involves precise documentation of student performance across all subjects, while ensuring transparency in grade recording and academic reporting, thereby guaranteeing fair application of promotion, completion, and remediation policies. The ongoing monitoring of homework and provision of timely feedback represent integral components of this indicator, as these practices reinforce individualized learning and enable the early identification of educational challenges, facilitating the design of effective remedial and enrichment programs for each student.

Empirical evidence and field studies indicate that adherence to these practices contributes significantly to creating a learning environment grounded in continuous assessment and transparency. It leads to improved overall school performance by raising students' academic achievement, promoting positive classroom engagement, and ensuring fairness in assessment outcomes. Moreover, this indicator supports the school's strategic planning and tangible improvement of education quality, as educational decisions are based on accurate and reliable data rather than partial or subjective judgments (Al-Saadi, 2020; Hassanein, 2021). By systematically implementing this indicator, schools can monitor student progress throughout the academic year, enhance both individual and group instructional plans, and foster a fair and transparent learning environment that ensures optimal educational outcomes for all students.

Indicator Six focuses on the effective use of individual and cumulative student assessment results to support learning and strategically develop school improvement plans. It is considered a key tool that enables teachers and school administrators to make decisions based on accurate data rather than relying on traditional judgments or partial observations. This indicator allows for the analysis of national and international assessments, as well as diagnostic, monthly, and semester tests, to identify learning gaps for each student and assess their progress across different required skills and knowledge areas. This enables teachers to design precise remedial and enrichment plans that address both individual and collective needs.

The indicator also involves conducting practice assessments that simulate the nature of official national and international exams, analyzing the results to evaluate the effectiveness of applied educational plans, and identifying areas that require improvement. Furthermore, comparisons with previous years' results and national and international benchmarks provide a clear picture of changes in student achievement levels and support targeted developmental strategies.

Data derived from this indicator contribute directly to the preparation of the Policy Guidance Report, which serves as a strategic tool for the Ministry of Education in national-level planning and decision-making. This includes curriculum development, improving the learning environment in schools, and allocating resources to schools in greatest need, thereby ensuring educational equity and enhancing learning quality for all students. Indicator Six highlights the critical role of linking individual student performance to overall school outcomes, enhancing the ability to make precise and effective decisions to improve school performance, and enabling continuous monitoring of the impact of educational interventions to ensure sustainable learning. Moreover, this indicator supports the design of professional development programs for teachers based on both individual and group assessment results, improving instructional effectiveness and ensuring more efficient delivery of education. By systematically applying this indicator, schools can ensure that all educational and administrative decisions are evidence-based, and that individual and cumulative assessment results are fully utilized to enhance learning, promote educational equity, and sustainably raise overall school performance (Al-Qudah, 2021; UNESCO, 2022).

The significance of Indicators Five and Six in directly enhancing student performance is both comprehensive and multifaceted, as each plays a complementary role in promoting individual and collective learning and achieving optimal academic outcomes. Indicator Five enables teachers to systematically monitor students' daily learning and provide continuous, reliable feedback, thereby enhancing individual achievement and reducing educational gaps among students with varying abilities and skills. Through this indicator, teachers are empowered to design personalized instructional strategies tailored to each student's needs, while schools can accurately track learning progress and provide continuous support for students who require skill reinforcement, contributing to increased engagement and participation within the classroom.

Indicator Six complements this role by utilizing individual and cumulative assessment results to strategically plan remedial and enrichment programs at the school level. It allows teachers and school administrators to analyze assessment data precisely, identify strengths and weaknesses at the school level, and evaluate the impact of different educational interventions on overall student achievement. This indicator also facilitates comparisons with previous years' results and national and international benchmarks, supporting the evaluation of educational program effectiveness and professional development initiatives, and enabling evidence-based decision-making for school improvement.

Both indicators play a pivotal role in enhancing school operational efficiency by strengthening the administration's ability to use data strategically to implement continuous development measures, including resource allocation, curriculum enhancement, and improvement of the learning environment to meet the actual needs of students and schools. They also make the Policy Guidance Report an effective and objective tool for improving education quality at the national level by directing resources and educational plans based on accurate and reliable data, ensuring educational equity, and elevating overall school performance. Through the integration of these indicators, schools can foster continuous learning, improve the

quality of education, and achieve sustainable educational outcomes for all students, making the Ministry's decision-making process more evidence-based and effective in enhancing the educational process overall (Ministry of Education, 2023; MOE, 2016; UNESCO, 2022).

In this context, the role of the Education Quality and Accountability Unit extends far beyond merely collecting and analyzing data, positioning it as a strategic cornerstone for improving education quality at both the school and national levels. Systematic analysis of both individual and cumulative assessment data enables school administrators and teachers to gain an accurate understanding of students' actual performance, allowing for the design of effective remedial and enrichment plans that address both individual and collective educational needs. Monitoring student achievement with transparency and fairness further strengthens trust in the education system and ensures that assessment results accurately reflect students' abilities, free from bias or inaccurate estimations, thereby promoting educational equity and motivating students to actively engage in the learning process.

The use of individual and cumulative assessment results provides a solid foundation for strategic educational planning, including remedial and enrichment programs, curriculum development, school improvement plans, and overall enhancement of school performance. Linking assessment data to student and school performance allows for evidence-based decision-making rather than relying on impressions or traditional practices, forming the core of the Policy Guidance Report, which serves as a vital tool for the Ministry in improving the educational process nationwide. Through these processes, educational resources can be allocated more precisely to schools and grade levels that require them, and the most effective instructional and developmental programs can be identified, thereby enhancing the overall efficiency of the education system.

By integrating Indicators Five and Six with student performance, school-level outcomes, and their impact on educational policies, sustainable improvements in education quality are achieved. Data thus assume a strategic role in supporting continuous learning, improving academic outcomes, enhancing teaching effectiveness, and ensuring an equitable learning environment for all students. Consequently, the significance of the Education Quality and Accountability Unit extends beyond monitoring and analysis, positioning it as an active partner in educational decision-making and in achieving national and school-level educational development goals, ensuring fairness, efficiency, and quality in the educational process for all students over the long term.

Methodology and Procedures

This study adopts a descriptive and foresight-based approach, which enables the exploration of the role of the Education Quality and Accountability Unit in enhancing the monitoring of student achievement and utilizing assessment results to guide educational policies in Jordan. This approach aims to describe and analyze the available data for the 2023/2024 academic year and to anticipate the potential impact of implementing Indicators Five and Six on school performance and individual student achievement, as well as linking these outcomes to the Policy Guidance Report.

The primary procedures of the study involve several integrated steps, beginning with the collection of data from the official sources of the Education Quality and Accountability Unit under the Ministry of Education. These data include individual and cumulative student assessment results, national and international examination outcomes, diagnostic and semester tests, as well as records related to homework monitoring and reports on transparency and fairness in assessment. These data serve as the foundation for analyzing student and school performance, with particular focus on how teachers and school administration utilize these results to support both individual and collective learning and to develop school improvement plans.

The procedures also include analyzing school policies and development plans derived from the reports of the Education Quality and Accountability Unit, and examining how individual and cumulative assessment results are employed in designing remedial and enrichment programs, identifying strengths and weaknesses at the school level. Quantitative and qualitative analytical tools are used in this process, including comparisons of monthly and semester test results with national and international benchmarks, tracking changes in achievement levels over previous years, and evaluating the effectiveness of educational interventions.

Furthermore, the procedures encompass studying the preparation of the Policy Guidance Report by analyzing the data provided by schools based on Indicators Five and Six, and determining how resources and educational plans are allocated according to the actual needs of students and schools. The study also evaluates the effectiveness of the system in linking individual and cumulative assessment results to school performance improvement and evidence-based educational decision-making. Within this framework, the study aims to anticipate the future role of the Education Quality and Accountability Unit in enhancing learning and improving education quality in Jordan in a strategic and sustainable manner.

Expected Outcomes

The implementation of Indicators Five and Six by the Education Quality and Accountability Unit is expected to result in tangible improvements in student performance at both the individual and collective levels, while enhancing the efficiency of schools in planning and implementation. Indicator Five, through the transparent and fair monitoring of student achievement and the provision of precise feedback, is anticipated to strengthen individual student achievement, reduce educational gaps among students, and increase active student engagement in continuous self-directed learning.

Indicator Six is expected to provide a solid foundation for planning remedial and enrichment programs at the school level and improving overall school performance by utilizing and analyzing individual and cumulative assessment results according to scientific frameworks. This indicator supports school administration and teachers in making evidence-based decisions, ensuring that resources and educational plans are directed to the areas and grade levels with the greatest need, thereby promoting educational equity and enhancing the quality of education.

Furthermore, linking data from both indicators to student and school performance is expected to enhance the effectiveness of the Policy Guidance Report, making it a strategic tool that can guide national educational policies, design developmental

programs, and monitor the impact of educational interventions at both school and national levels. This linkage is also anticipated to foster a culture of continuous learning, support evidence-based decision-making, and achieve sustainable improvements in education quality for all students, while ensuring fairness and transparency in the educational process.

Based on the above, the study posits the following hypotheses:

1. There is a positive relationship between monitoring student achievement with transparency and fairness (Indicator Five) and the improvement of individual student performance.
2. The use of individual and cumulative student assessment results (Indicator Six) is associated with enhanced overall school performance and the effectiveness of administrative decisions in schools.
3. The integration of Indicators Five and Six contributes to enhancing the effectiveness of the Policy Guidance Report at the national level by directing resources and educational plans according to the actual needs of students and schools.

Results and Discussion

Statistical Results Describing Performance Levels in the Fifth and Sixth Indicators by Region and Gender for the Academic Year 2023/2024

The stage of analyzing statistical data for the fifth and sixth indicators is considered one of the most important phases of this study, as it provides the scientific foundation through which the nature of school performance in monitoring student achievement can be understood transparently and fairly. It also assesses the schools' ability to use both individual and cumulative assessment results to improve learning and develop school plans. This analysis gains additional significance because it relies on actual data issued by the Education Quality and Accountability Unit for the academic year 2023/2024, which gives the results high reliability and makes them a direct reflection of the educational reality in the field.

The purpose of presenting the following tables is to provide a comprehensive and accurate picture of school performance levels in the two indicators, by classifying the data according to several important variables, primarily the geographic region (Central, North, South) and student gender (male, female, mixed). This classification helps reveal performance patterns and variations across regions and groups, identify potential gaps, and understand trends of improvement or weakness, enabling a deeper interpretation of the results and linking them to educational policies and school practices.

These tables also allow tracking performance levels across three standard levels (Low, Acceptable, Strong), and examining the statistical averages for the fifth and sixth indicators within each level. This provides a precise comparison that helps in understanding the relationship between different variables and the extent of implementing practices related to monitoring achievement and using assessment results.

This analysis represents a pivotal step toward interpreting the results later, discussing them in light of theoretical frameworks and previous literature, and subsequently

formulating evidence-based recommendations that support the development of school performance and enhance the quality of education at the national level.

Table (1): Distribution of Performance Levels in Indicators M5 and M6 by Educational Region

REGION	WEAK	LOW	ACCEPTABLE	STRONG	TOTAL
NORTH	5	80	200	50	335
CENTRAL	5	40	150	60	255
SOUTH	0	15	60	10	85

The table shows clear disparities in performance levels across the three regions. The North region exhibits the highest proportion of low and weak performance levels, reflecting gaps in the implementation of Indicators M5 and M6, whether in monitoring daily assessments or using assessment results to support remedial plans. The Central region presents a more balanced distribution between acceptable and strong levels, indicating higher quality in teaching practices. Although the South records the lowest percentage of weak performance, its ability to reach the “Strong” level remains limited compared to the Central region, which may be related to factors such as the educational environment or variations in teaching experience.

Table (2): Performance Levels in Indicators M5 and M6 by Region and Gender

A. North Region

GENDER	WEAK	LOW	ACCEPTABLE	STRONG	TOTAL
MALE	3	35	80	20	138
FEMALE	1	10	50	20	81
MIXED	1	35	70	10	116

B. Central Region

GENDER	WEAK	LOW	ACCEPTABLE	STRONG	TOTAL
MALE	2	20	60	10	92
FEMALE	0	5	40	20	65
MIXED	3	15	50	30	98

C. South Region

GENDER	WEAK	LOW	ACCEPTABLE	STRONG	TOTAL
MALE	0	10	25	0	35
FEMALE	0	0	5	3	8
MIXED	0	5	30	7	42

Comment on Table (2):

The gender-based analysis within each region shows that male students generally achieve lower performance levels compared to females, particularly in the “Weak” and “Low” categories. This pattern is consistent across the North, Central, and South regions, reflecting challenges related to motivation, teaching methods, and possibly classroom environment and the nature of learning activities. In contrast, female students demonstrate more consistent performance in the “Acceptable” and “Strong” categories, indicating greater stability in achievement and higher adherence to learning requirements.

Mixed-gender classes represent an intermediate case between males and females, showing varied percentages that are generally less extreme, which may suggest a positive effect of balanced classroom interaction between genders. The best performance for mixed classes is observed in the Central region, which achieves the highest proportion in the “Strong” category compared to the North and South.

The results of these tables provide a clear picture of the implementation of Indicators M5 and M6 across the different educational regions. Indicator M5, related to monitoring student achievement transparently and fairly, largely depends on the teacher’s and administration’s ability to conduct diverse assessments, provide effective feedback, and document performance accurately to reflect the student’s true level. Indicator M6, on the other hand, relates to the efficient use of these results in developing remedial and enrichment plans, improving overall school performance, and supporting decision-making at both school and ministry levels.

The data indicate that the North region faces significant challenges in meeting the requirements of both indicators, due to weak monitoring mechanisms or ineffective use of assessment results to improve learning. The Central region, in contrast, demonstrates more stable performance patterns, with higher percentages in the “Acceptable” and “Strong” levels, reflecting maturity in assessment practices and implementation of development plans. The South region records the lowest percentages in weak performance levels; however, its limited achievement of the “Strong” level indicates a need to enhance enrichment and development aspects.

When analyzing the results by gender, it is evident that female students perform better in both indicators, which aligns with numerous educational studies suggesting that female students often exhibit higher discipline in classroom and formative assessments. Male students’ data reveal a performance gap that requires targeted interventions to increase motivation and redesign learning activities to better match their learning styles.

These results are particularly important as they are used to prepare policy guidance reports, which serve as a key reference for educational decision-making, resource allocation, curriculum development, and strengthening school capacities. By linking performance indicators with regional realities, it becomes possible to provide precise, evidence-based recommendations that contribute to improving the quality of education at the national level.

Statistical Results Describing Performance Levels in Indicators Five and Six by Region and Gender for the Academic Year 2023/2024

Table (3): Performance Levels of Indicator Five by Region and Gender

REGION	STUDENT GENDER	PERFORMANCE LEVEL IN INDICATOR FIVE (M5)
NORTH	Male	Low
NORTH	Female	Low
SOUTH	Male	Medium
SOUTH	Female	Medium
CENTRAL	Male	High
CENTRAL	Female	High

The table for Indicator Five, which relates to monitoring student achievement transparently and fairly, reflects clear disparities in the quality of assessment practices across the three regions. The North region shows the lowest performance levels ("Low") for both males and females, indicating deficiencies in monitoring procedures, inconsistent assessment practices, or weaknesses in documenting grades and providing feedback. The South region is at the "Medium" level, suggesting that assessment practices are acceptable but incomplete or not fully implemented. The Central region achieves the "High" level for both genders, reflecting greater readiness of schools in this region to apply diverse assessment practices, maintain clear standards, systematically document grades, and conduct pre-, formative, and summative assessments in a more mature manner. This variation indicates that assessment quality is unevenly distributed across regions, with the Central region clearly leading in adherence to monitoring and transparency standards.

Table (4): Performance Levels of Indicator Six by Region and Gender

REGION	STUDENT GENDER	PERFORMANCE LEVEL IN INDICATOR SIX (M6)
NORTH	Male	Low
NORTH	Female	Low
SOUTH	Male	Medium
SOUTH	Female	Medium
CENTRAL	Male	High
CENTRAL	Female	High

The table for Indicator Six, which concerns the use of individual and cumulative assessment results to support learning and school development plans, shows a similar pattern. The North region records a "Low" level for both genders, reflecting weaknesses in utilizing results from national, international, and diagnostic tests to build remedial and enrichment plans, or shortcomings in conducting analytical and experimental assessments. The South region is at the "Medium" level, indicating partial efforts to analyze results and make data-driven educational decisions, though these are insufficient to achieve the desired improvement. The Central region reaches the "High" level for both males and females, indicating that schools in this region have a more organized system for collecting data, analyzing student results, implementing evidence-based educational interventions, and integrating assessment results into school development plans.

The results of the data analysis for Indicators Five and Six from the Effective School Indicators, which relate to the quality of monitoring student achievement and the effectiveness of using assessment results to support learning and school development, revealed clear disparities among the three regions (North, South, and Central), as well as notable differences between male and female students. These results provide a comprehensive picture of the assessment practices in Jordanian schools and the level of utilization of assessment results in school improvement processes, enabling the anticipation of future trends in these practices in light of the standards of the Education Quality and Accountability Unit.

The data indicate that the Central region achieves the highest performance levels in both Indicators Five and Six, recording a "High" level for both genders. This

performance reflects the ability of schools in this region to adhere to systematic and effective assessment practices, including the diversification of assessment tools, promotion of student self-assessment, adherence to clear criteria in test construction, accurate and transparent documentation of grades, and the implementation of pre-, formative, and summative assessments in a mature manner. The effective use of individual and cumulative assessment results also demonstrates the Central region schools' ability to analyze student data, identify strengths and weaknesses, link them to remedial and enrichment plans, and incorporate them into school development plans. This indicates a more mature school environment in terms of evidence-based decision-making culture.

The South region, in contrast, is at the "Medium" level for both indicators, reflecting an intermediate status between acceptable application of assessment practices and the need for further development to ensure consistency and quality. Assessment practices in the South suggest an awareness of the importance of diversifying assessment tools and using test results; however, the depth, scope, and comprehensiveness of these practices may still be limited. Schools in the South appear capable of implementing some measures, such as partial analysis of student results and developing remedial plans, but require additional support to systematically integrate assessment results into school development plans, ensuring that analysis and intervention become an integral part of school operations rather than occasional procedures.

The North region achieved the lowest performance levels in both indicators, with "Low" ratings for both male and female students. This low performance reflects genuine challenges in schools' ability to manage assessment processes effectively, including diversifying assessment tools, adhering to test construction standards, and ensuring consistency and transparency in grade documentation. It also indicates weaknesses in schools' ability to analyze student results or utilize them to improve learning, including using national, international, diagnostic, and monthly test results. This situation can be explained by variations in professional support for teachers, lack of training in modern assessment tools, limited resources, or insufficient data-driven monitoring culture within schools.

The results also reveal consistent gender differences across regions, with female students outperforming male students in both indicators, except in the Central region where the gap is minimal. This pattern aligns with previous educational studies showing that female students generally demonstrate higher commitment to educational and assessment processes, whether in completing assignments, classroom participation, or responding to feedback. This trend underscores the need for schools to develop teaching and assessment methods that account for gender differences and provide additional support for male students in areas related to academic monitoring and learning organization.

Overall, combining these indicators demonstrates that the disparities among regions are not superficial but reflect structural differences in school culture, institutional maturity, and administrative monitoring mechanisms. Regions that successfully implement systematic and effective assessment practices (such as the Central region) are also the most capable of leveraging assessment results to improve

learning. Conversely, regions with weak assessment practices (such as the North) suffer from a lack of data utilization systems, reflecting deficiencies in the institutional framework for school-level assessment.

These findings provide an important forward-looking perspective, indicating that if the current situation persists, the gap in learning quality between regions will widen unless greater support is directed toward low-performing regions. The results also highlight the pivotal role of the Education Quality and Accountability Unit in leading school performance improvement by directing support to schools with gaps, developing professional training tools for teachers, and fostering a data-driven decision-making culture. These findings form a critical foundation for preparing policy guidance reports, helping the Ministry reallocate resources, design evidence-based educational interventions, and make assessment practices a central pillar for improving education quality and achieving equity across regions and genders.

Foresight Study Results

The results of the study, based on regional and gender-disaggregated data for Indicators Five and Six from the Effective School Indicators, indicate clear disparities in performance levels among the three regions (North, Central, and South), as well as notable differences between male and female students.

Analysis of Indicator Five, which relates to monitoring student achievement transparently and fairly, shows that the Central region achieved the highest performance level among the three regions, recording a “High” level with strong performance for both males and females. This reflects the presence of more effective and organized assessment practices within schools in this region. It suggests that Central region schools are capable of implementing continuous and transparent monitoring and assessment procedures, alongside teachers’ commitment to accurate grade documentation and providing feedback in a more mature manner compared to the North and South regions.

In contrast, the North region exhibits the lowest performance level in Indicator Five, with a “Low” rating for both genders. This indicates gaps in the implementation of monitoring procedures, including diversification of assessment tools, documentation, and consistency in applying assessment standards. It reflects challenges related to assessment management within schools, a lack of teacher awareness regarding the importance of continuous student monitoring, or insufficient training in implementing practices linked to this indicator. The South region recorded a “Medium” performance level, suggesting that assessment practices exist but require further development, standardization, and more effective implementation.

Regarding Indicator Six, which measures the effectiveness of using individual and cumulative student assessment results to support learning and school development plans, the results show largely similar trends. The Central region again achieved the highest performance level (“High”) for both genders, the South region scored at the “Medium” level, and the North region at the “Low” level. This recurring pattern across both indicators highlights structural differences in school operational systems among the three regions, reflecting schools’ ability to analyze student results, utilize

them in remedial and enrichment plans, conduct diagnostic and experimental assessments, and leverage national and international test results to improve learning. The results also reveal that female students in all regions achieved higher levels compared to male students in both indicators (except in the Central region, where performance was nearly equal). This suggests greater consistency in assessment and learning practices among female students, possibly reflecting higher commitment to documentation, assignments, and self-assessment—findings consistent with previous studies that indicate females generally engage more regularly in academic activities than males.

These foresight findings provide a clear picture of the expected educational landscape if current trends persist without targeted interventions. Low-performing regions, particularly the North, are likely to face increasing challenges in achieving educational equity and improving learning quality, while the Central region is expected to maintain its superiority due to its reliance on more organized and effective assessment practices. The results also underscore the critical role of the Education Quality and Accountability Unit in guiding support for low-performing schools, directing educational policies to address regional and gender gaps, and ensuring the implementation of standardized and effective assessment practices across all Jordanian schools.

Accordingly, the study provides a solid foundation for predicting future trends, highlighting the urgent need to develop national policies based on actual data, and enhancing school-level monitoring and analysis. This will strengthen the contribution of Indicators Five and Six in improving education quality at both school and national levels.

Discussion of Foresight Study Results

The foresight study, based on regional and gender-disaggregated data for Indicators Five and Six from the Effective School Indicators, reveals significant variations in performance levels across the three regions (North, Central, and South) as well as notable gender differences. These findings underscore the structural and operational disparities in school assessment and data utilization practices across Jordanian educational regions.

Analysis of Indicator Five, which evaluates the transparency and fairness of monitoring student achievement, shows that the Central region achieved the highest performance level, with “High” ratings for both male and female students. This outcome reflects the presence of systematic, organized, and effective assessment practices within schools in this region. Central region schools appear capable of implementing continuous and transparent monitoring procedures, coupled with teachers’ commitment to accurate documentation of grades and timely feedback. This finding suggests a mature culture of assessment and monitoring that enables educators to identify student learning needs more effectively and adjust instructional strategies accordingly.

In contrast, the North region consistently demonstrated the lowest performance levels in Indicator Five, with “Low” ratings for both genders. This indicates gaps in implementing monitoring procedures, including limited diversification of assessment tools, inconsistent documentation, and lack of adherence to assessment standards.

Such deficiencies point to broader challenges related to assessment management, teacher awareness of continuous monitoring, and professional capacity-building in formative and summative assessment practices. The South region, achieving a “Medium” performance level, represents an intermediate state where assessment practices exist but require further standardization, consolidation, and active implementation to enhance effectiveness.

A similar trend is observed for Indicator Six, which measures the effectiveness of using individual and cumulative assessment results to support learning and school development plans. Again, the Central region attained the highest level (“High”) for both genders, while the South region was at the “Medium” level, and the North at the “Low” level. This recurring pattern across both indicators reflects structural differences in schools’ operational systems, particularly regarding their ability to analyze assessment data, design remedial and enrichment interventions, conduct diagnostic and experimental assessments, and utilize national and international test results to enhance student learning outcomes.

Gender-based differences were also evident, with female students outperforming males in most regions for both indicators, except in the Central region where performance was nearly equal. This finding aligns with prior research indicating that female students generally exhibit greater engagement in academic tasks, self-assessment, and adherence to feedback processes, contributing to more consistent learning outcomes. The gender disparities highlight the need for schools to develop teaching and assessment strategies that accommodate different learning behaviors and provide additional support for male students in areas related to academic monitoring and self-directed learning.

Collectively, these findings suggest that regional performance disparities are not merely incidental but reflect structural and cultural differences in school governance, institutional maturity, and assessment practices. Regions that implement systematic and effective assessment practices, such as the Central region, are better positioned to leverage assessment data for instructional improvement and school development. Conversely, regions with weaker assessment practices, particularly the North, lack effective data utilization systems, which undermines the institutional capacity for evidence-based decision-making.

From a forward-looking perspective, these findings indicate that, if current trends continue, low-performing regions are likely to face increasing challenges in achieving educational equity and improving learning outcomes. The results underscore the pivotal role of the Education Quality and Accountability Unit in directing support to underperforming schools, guiding policy interventions to address regional and gender gaps, and ensuring the implementation of standardized and effective assessment practices across all schools. These insights provide a solid foundation for developing evidence-based national policies, strengthening school-level monitoring and data analysis, and enhancing the contribution of Indicators Five and Six in improving educational quality at both the school and national levels.

Summary

The study, based on regional and gender-disaggregated data for Indicators Five and Six from the Effective School Indicators, revealed significant disparities in performance levels across the three regions (North, Central, and South), as well as notable differences between male and female students. Analysis of Indicator Five, which assesses the transparency and fairness of monitoring student achievement, showed that the Central region achieved the highest performance level, with “High” ratings for both males and females. This reflects the presence of organized and effective assessment practices and a higher level of teacher commitment to accurate documentation and feedback. In contrast, the North region recorded the lowest performance level (“Low”), indicating gaps in the implementation of monitoring and assessment procedures, while the South region attained a “Medium” level, reflecting partial application of assessment practices that require further development and standardization.

For Indicator Six, which evaluates the effectiveness of using individual and cumulative assessment results to support learning and school development plans, similar trends were observed. The Central region again achieved the highest performance, the South region a medium level, and the North the lowest level. Gender-disaggregated results showed that female students generally outperformed male students across most regions, indicating greater consistency in learning and assessment practices, as well as higher commitment to assignments and self-assessment.

These findings suggest structural differences in school culture and institutional maturity across regions. Schools in the Central region successfully implement systematic and effective assessment practices and utilize assessment results to improve learning and school development plans, whereas schools in the North face challenges in data utilization and professional support. The study highlights the crucial role of the Education Quality and Accountability Unit in directing support to low-performing schools and ensuring the implementation of standardized and effective assessment practices, contributing to the enhancement of educational quality and the promotion of equity across regions and genders.

Recommendations

Based on the Foresight Study Results, the Researcher Recommends the Following:

- 1. Support Low-Performing Schools:** Provide targeted professional development for teachers in low-performing regions, especially the North.
- 2. Standardize Assessment Practices:** Diversify and standardize assessment tools, improve documentation and feedback, and integrate formative and summative assessments.
- 3. Use Assessment Results Effectively:** Link individual and cumulative results to remedial and enrichment plans to improve learning outcomes.
- 4. Address Gender Gaps:** Implement interventions that support male students and promote gender equity in learning and engagement.
- 5. Promote Data-Driven Decisions:** Train schools to collect, analyze, and use data for planning and monitoring educational interventions.

6. **Strengthen the Education Quality and Accountability Unit:** Monitor standards, support schools, and provide relevant professional training.
7. **Develop Evidence-Based Policies:** Formulate policies based on data to reduce regional and gender disparities and ensure effective assessment practices nationwide.

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