Evaluation of school quality: mechanisms and modalities of improvement

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School self-evaluation

Penzer (2011):
A school should be able to show that it is effective and that it makes good and proper use of the resources it is given. In terms of its own self-worth as an institution and the proper professional pride and motivation of its staff, a school also needs to hold itself to account and know how well it is doing.
Context of school self-evaluation

Increased autonomy
International benchmarks and surveys (e.g. Pisa)
Focus on improvement
Defining school self-evaluation

Performed by school staff (teachers, group of teachers, principal, or other members of staff) who are directly involved in school activities

Describing and evaluating the functioning of the school

In a systematic manner (plan, do, check, act) and for internal purposes (school-specific goals)
Defining school self-evaluation

Compared to external evaluations (e.g. school inspections, external audits):

- More ownership
- School-specific goals/targets
- No benchmarks
- Potential bias
- No external reporting or pressure

Often combinations in place...
Defining school self-evaluation

Compared to external evaluations (e.g. school inspections, external audits):

• More ownership
• School-specific goals/targets
• No benchmarks
• Potential bias
• No external reporting or pressure

Often combinations in place (parallel, sequential)…
Effective self-evaluations

School Performance Feedback System (SPFS) provide information to use in self-evaluations

Introducing Visscher and Coe’s framework to think about effective self-evaluations:
Effective self-evaluations
Effective self-evaluations

Implementation process:
1. Tailored user-training and school support
2. Pressure to improve
3. Promote user participation (nature of VET: involvement of labour market)
4. Monitor implementation consistency and -effects
5. Extra change resources
Effective self-evaluations

Design process:
1. design goal(s)
2. design strategy
3. standardization – flexibility SPFS (nature of VET: regional/labour market specificity?)
Effective self-evaluations

SPFS Features:
• valid, reliable, up to date, relevant information: in PE and SE often informed by school improvement/effectiveness research
• absolute and/or relative performance (using test scores/standardized assessment of performance/portfolios?)
• variables, trends, interrelationships, difference scores
• standard or tailored information
• accessible information/support in usage
• school staff effort
• innovation complexity and clarity
• problem solving support from SPFS
Measuring VET quality

SPFS Features: what is quality of VET, and how to measure it?

• How to measure, monitor and benchmark student achievement/performance?

• Role of (regional) labour market and vocational qualifications/functional skills (instead of focus on literacy and maths)

• Different pedagogic approaches and settings: learning/teaching on the job, apprenticeships

Example from the Netherlands:
Measuring VET quality: Example from the Netherlands

<table>
<thead>
<tr>
<th>Area</th>
<th>Funded Institution</th>
<th>Non-Funded Institution</th>
<th>Examination Institution</th>
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<tbody>
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<td>Institution</td>
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<td>1. Teaching Process</td>
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<td>2. Examination and Certification</td>
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<td>3. Returns</td>
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<td>5. Compliance statutory requirements</td>
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<td>7. Financial continuity</td>
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Effective self-evaluations

SPFS Features: what is quality of VET, and how to measure it? Example from my own work with SBB in the Netherlands:

Teaching process:
Examination and certification
Results/student outcomes
Effective self-evaluations

School organizational features:
1. school performance level
2. innovation attitude school staff
3. innovation capacity
4. learning-enriched/-impoverished
5. new skills
6. high/low reliability schools
7. allocation extra resources
Effective self-evaluations

SPFS Usage
1. instrumental use
2. conceptual use
3. symbolic use
4. strategic use
Effective self-evaluations

Intended and Unintended Effects:
• Improved student achievement
• Intensified achievement orientation
• Improved teaching

• Unintended effects
Wodurch oder wie gelingt es Schulen, ihre Qualitätsarbeit zu verstetigen und sich ständig weiter zu entwickeln?