Framework School Self-assessment

Introduction

The evaluation tool Framework School Self-assessment is designed as a guide to school self-assessment and its purpose is to facilitate the evaluator's work in creating the evaluation report. The tool is intended not only for beginners who are just getting started with the self-evaluation. Because of its variability, it may benefit those who already have experience with self-evaluation. Customized printed materials can encourage discussion between colleagues and division of evaluation activities by region. The tool is intended for self-evaluation of all aspects of school quality, as required by Regulation No. 15/2005 Coll. and its amendment No. 225/2009 Coll. By using this tool the legislative obligation is met under the Education Act (Act No. 561/2004 Coll.) and the above mentioned Regulation and its amendment. The tool is available on the site of evaluation tools www.evaluacninastroje.cz. Pay attention to methodological and accompanying materials, even though the tool is created with the desire for intuitive operation.

FIGURE 1 Tool Home Page

How does the self-evaluation process work with this tool?

The general view of the course of school self-assessment

The following chart shows the course of school self-assessment, which reflects the requirements of Regulation No. 15/2005 Coll. as amended. The achieved results are assessed in the light of particular conditions and objectives set by the school such as school curriculum. The cycle continues with evaluation of the effectiveness of measures taken in the past years to improve the situation. The last logical step is formulation of proposals for measures to be implemented in the future.

Possibilities of work with the tool

The self-evaluation process can be implemented at various schools in different ways that reflect the specifics of individual schools. Different size of schools may be, for example, reflected in the different staffing of the ongoing school self-assessment. The tool Framework School Self-assessment allows you to carry out an evaluation:

– by one or a few evaluators – headmaster or top management,
– by a wider team of evaluators – broader management, a team composed of other employees,
– by a team of evaluators with a subsequent external evaluator's view.

In the event that the school self-assessment will be carried out by a broader evaluation team, the self-evaluation coordinator may exercise the option to electronically generate and possibly print materials for evaluation. Generating the documents is very flexible, allowing to deliver materials to individual members or teams designated to them. Filling in the online form is the responsibility of one person, usually the self-evaluation coordinator.
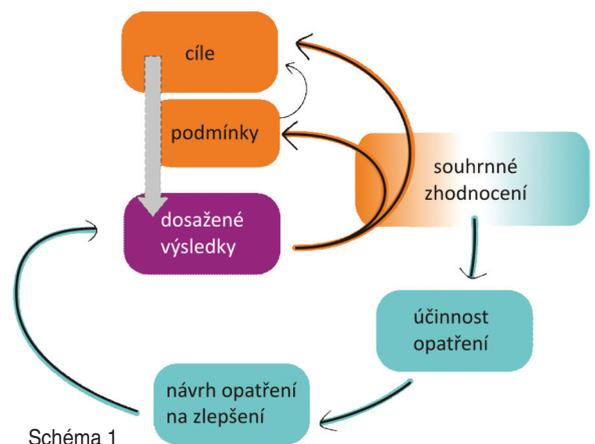

Schéma 1

Specific procedure of the assessor

The specific course of school self-assessment is always based on the size of the school and the number of staff to actively participate in school self-evaluation (see above). However, the basic steps taken by the evaluator or the evaluation team if they decide to use the framework school self-assessment for self-evaluation remain the same.

The evaluator:

Gives a brief description of the school put into context of the external environment (the size of the school and its location, characteristics of the catchment area, etc.). Records objectives of the school set in the conceptual school development plan and in the school curriculum in particular. Selects the type of school, on the basis of which criteria will be generated pertaining just to the given type of school. Can generate documents based primarily on overviews of criteria questions. Gradually evaluates all sub-areas according to the proposed criterial questions. Collects evidence to demonstrate what and how it performed in this field, what results are achieved. This evidence may be sub-area surveys of school quality realized using the tools developed under the project Road to Quality Improvement. Selects the level on the rating scale. Selects the number of points within a given degree of belonging (optional). Can make a concrete proposal for improvement in the given area (optional). Performs a comprehensive assessment for each area also with regard to the conditions and objectives set by the school. Performs an overall evaluation of the results. Proposes measures for further improvement. Generates a report on school self-assessment that can be edited.

Contents

Evaluation of particular areas of school quality

In accordance with the above-mentioned Regulation, 5 areas of school quality are assessed that have been developed into the total of 25 sub-regions, as stated in the following list:

OBR.2 Field for evaluation of the criterion

Criterial questions are formulated for the sub-areas. For example, the formulation for the area 2 and sub-area 2.3:

2 The content and process of education

2.3 Supporting educational materials:

2.3.1 Is the compliance with the objectives and content of education defined in the SEP particularly taken into account in deciding the selection of textbooks? Does the selection process include all teachers of the subject? Are the textbooks selected by consensus of the teachers of the given educational subject?

Methodology

As a starting point for defining these sub-areas and criterial sub-questions were used: school legislative documents, evaluation documents of the Czech School Inspectorate, established foreign self-evaluation tools (such as the evaluation system for public sector organizations CAF, How good is our school – the Scottish system of indicators (1999)), Eurydice overview report (Evaluation of schools providing compulsory education in Europe), the START model of the Czech Society for Quality and self-evaluation reports produced by schools themselves in the Czech Republic. The proposal of sub-areas and criterial questions was discussed with the heads of different types of schools in a project's working group. The objective of this evaluation tool is to cover all areas of school quality set by the Regulation. The scope of the tool is quite broad and corresponds with the concept of the tool, especially the formulation of criteria. As the example above shows, a single criterion often refers to several criterial questions. The first issue is basic and other issues indicate what other aspects may be considered in the evaluation. This also corresponds with a scale (see Table 1) created for areas Content and process of education, School support for pupils, cooperation with parents, influence of mutual relations of the school, pupils, parents and others on education and School management, quality of personnel work, quality of further education of teachers and Conditions for learning. The evaluation assesses not only the achievements but the emphasis is placed on the setting of a process, whether the area is addressed in the whole spectrum, systematically, whether there are regular reviews and improvements of these processes, etc. The range is completed with a score, which allows assessors to carry out a finer evaluation. In the area Learning outcomes of students and a part of the area Conditions for learning, only achievement of the results is considered. For this purpose, two scales were created (see Table 2): the first is designed to evaluate the achievement of a certain value of the indicator/indicators while the other is designed to assess the long term trend.

Table 1

N – Not dealt with.   **0 points**
This area is not dealt with for various reasons.

0 – Lack of evidence.   **0 points**
We do not have enough verifiable evidence. The results were not collected.

1 – Beginning.   **1–20 points**
We are starting to pay attention to this area. We have evidence of planning/finding ways to integrate the given into the operation of the school.

2 – Some progress.   **21–50 points**
There is evidence that something positive is going on in the area. The area is solved in several sub-directions. Occasionally, we perform a review to find feedback on the processes taking place in the area.

3 – Substantial progress.   **51–80 points**
We have evidence that we are dealing with this area systematically, almost in its entirety. In many ways we achieve good outcomes and results. We regularly perform the review, which serves as a basis for further improvement. Occasionally, we provide comparisons with other schools and incorporate good ideas into our own practice.

4 – Achieved.   **81–100 points**
We are dealing with the area in a systematic way and practically in its entirety. We achieve excellent results and outputs in many ways. On the basis of routinely performed reviews and comparisons with other schools, we can not foresee significant improvement anymore. In comparison with others, we can serve as a model example of approach to the area.

Table 2

   Scale 1
0 – The results are not looked into.
1 – The results are below average in many ways.
2 – In a few ways the results are good/excellent, in the others below average.
3 – The results are good in many ways.
4 – The results are in many ways superior.

   Scale 2
N – The results are not collected.
-1 – Values are deteriorating over time.
0 – Values are stable over time.
1 – Values slightly improve over time.
2 – The values significantly improve over time.

A substantial part of the assessment is the presentation of evidence – the results achieved, the indicator values, the processes set, etc., on the base of which the assessor shall select the appropriate grade range. This part is very important in the self-evaluation process because it helps the objectification of subjective evaluation. Materials that can be used directly as evidence, or can serve as a basis for further analysis, are listed as „Resources" in the evaluation box of a specific criterion. These materials can also be the outputs (values of individual indicators) of the evaluation tools that were developed under the project „Road to Quality Improvement".

Overall Assessment, Generating the Report

Overall evaluations

Based on the previous detailed evaluation of the areas, results of this evaluation are automatically generated that mostly serve as a background to the comprehensive evaluation. Two types of evaluation are designed in the tool, which meets the requirements of the Regulation (see below). First it is a comprehensive evaluation of the area Conditions for learning, followed by other areas whose results are evaluated with regard to the Conditions for learning, or with regard to personal circumstances and economic and material conditions together, as the case may be.

FIG. 3 Overall assessment of the area

FIG. 4 Sub-areas in which the school achieves good results

The second aggregate output is generation of sub-areas, in which the school achieves good ratings, and sub-areas, which need further improvement. The assessor has the opportunity to assess the results with regard to the objectives of the school, set priorities, etc. The last step, which logically complements the self-evaluation process, is establishing plans, ideas and measures for further improvement.

School self-assessment report

After completing an online form of the evaluation tool, a report can be generated on school self-assessment. The text of the report mainly comprises of the summary results and conclusions of the evaluation. A detailed evaluation of each area of school quality, as has been reported in the form, is only part of the Annex.

The report contains the following chapters:
I. Our School
II. Overall assessment of the „Conditions for learning"
III. The level of results of the school work, especially in view of the conditions of education and economic resources
IV. Overall assessment of the area „School management, quality of personnel work, quality of further education of teachers"
V. Overall assessment
VI. Proposed measures to improve
Appendix: Detailed assessment of individual areas of school quality

The report can be generated in various formats (for office 03/07, PDF Reader or Open Office), and if necessary it can be further edited (to add text, photos, etc.). The scope of the report without the annex is about 15 A4 pages. The full report usually does not exceed 40 pages.

FIG. 5 Report on school self-assessment

Connection to Regulation No. 15/2005 Coll. and its amendment No. 225/2009 Coll.

Section 1, § 8 provides the focus of school self-assessment. Points a) and b) relate to the objectives and assessment how these goals are met. This assessment is always done in the overall assessment of individual areas. For greater clarity, the goals are taken from other documents and recorded in the introductory part of the instrument. Implementation of the second overall assessment implies satisfying the requirements in Point c). Based on previous results, sub-areas are selected where the school is achieving good results, and sub-areas to be significantly improved. The evaluator then just makes a commentary to the results. The re-implementation of school self-assessment performed by the evaluator shall include the assessment of effectiveness of measures taken in previous years as required by § 8, Section 1, Point d) of the Regulation. The last step is to formulate proposals for improvement, which may relate to all areas. Section 2, §8 sets out the main areas of school self-assessment. The tool covers five areas of school quality given by the Regulation referred to in Points a) – e) Section 2, § 8, that are reviewed in detail by means of criterial questions. The Regulation's requirement referred to in §8, Section 2, Point f) (area of school self-assessment: The level of results of the school work, especially in view of the conditions of education and economic resources) is met during execution of the overall assessment of individual areas, where first are summarized results of the evaluation of the area Conditions for learning and a overall evaluation of other areas is performed in relation to the school objectives and conditions for learning.

We hope that you will find the presented evaluation tool not only helpful in meeting the legislative obligations, but also as a guide on the road to quality of your school. Use mainly the options of the instrument, which may support a common discussion in the evaluation of the objectives and in the action plan for the future.