# Criteria for assessing the plan, the process and the school's self-evaluation report

We would like to introduce the „Criteria for assessing the plan, the process and the school's self-assessment report" to you. The criteria are divided according to the individual areas of quality of the self-evaluation and they are meant mostly for the reflection of the self-evaluation activities. They also make a sort of instructions for making the self-evaluation in a good way. The source for explanations (descriptions) for the criteria are the project web pages www.ae.nuov.cz. We count on their gradual refining and adaptations. We would like to ask you to send us input for adaptation of the „Criteria for assessing the plan, process and school's self-assessment report" and their descriptions. Please use the structured form at the published criteria or the e-mail address erika.mechlova@nuov.cz up to 15th September 2010.

Criteria were elaborated for the following areas of the school self-assessment:
– A School's self-evaluation plan
– B School's self-evaluation process
– C Report from the school's self-assessment

The criteria in individual areas were also divided into a total of 14 subareas. The criteria are formulated by criteria questions. The first version of the criteria comes from the workroom of Erika Mechlová and Martin Chvál. They were created on the base of preceding discussions in the project working group in activity B3 (see the article in this issue of the bulletin and list of members in the first issue of the bulletin) in September 2009 and also on the basis of relevant information sources: the School Act (act. no. 561/2004 Col., as amended), regulation no. 15/2005 Col, as amended, criteria for assessing the conditions, process and results of education and school services of the Czech School Inspection during the school year 2009/2010 with methodological notes, requirements for self-evaluation of framework educational programmes. The base documents also included: SICI (Permanent International Conference of Central and Main School Inspectorates in Europe) report with the results of the Effective self-evaluation of schools (ESSE, 2003) project, How good our school is – Scottish system of indicators (1999) and School Quality – self-assessment of a school (Mechlová et al. 2007), including technical literature and expert publications regarding the quality assessment processes. Inputs and remarks were gathered from all the members of the work group. headmasters Ivo Mikulášek, Jindřich Monček, Jiří Bakončík and Jiří Kalčinský have the largest author's shares on the specifying descriptions of the criteria. Editing is in the hands of Erika Mechlová and Martin Chvál.
Structure of the criteria:

| Area | Number of subareas | Number of criteria |
|------|--------------------|--------------------|
| A – plan | 4 | 19 (4+5+2+8) |
| B – process | 6 | 24 (2+4+5+7+2+4) |
| C – report | 4 | 17 (3+3+6+5) |

The description of each criterion contains main characteristics giving more concrete idea about the fulfilment of the given criteria. Descriptions are always set for one subarea, while the connection to criteria is separated by paragraphs and by the characters stated. Criteria within one subarea are connected together, they aren't fully independent. All criteria are code tagged. The first character states the area (A, B, C), the second is the number of subarea (numbered from 1 to 14), the third sets the order within the given subarea. Some criteria show more objective nature, they are based on comparing concrete matters, some criteria are of a more subjective nature, characteristics are mentioned as comparison and evaluation of the compliance level. The important thing is that the criteria should serve the school itself. Own subjective assessment of the given thing is thus not a bad thing, but it's a natural part of thinking about one's own activities. One's own reasoning or specification of such assessment decisions will surely be advantage. It is necessary to think about the offered descriptions provided as orientational, framework and supporting. Their meaning isn't to replace more systematic education or expert publications aimed at this. These activities could, to the contrary, offer the criteria users a more sensitive approach. To make finer specifications of the criteria within the school is not a drawback, but an advantage. We will welcome your ideas and proposals for changes. The criteria shouldn't undergo frequent legal changes. That's why the working group made sure the criteria are timeless, when creating them. So you will come upon the message „in compliance with the current valid legislative documents" or „according to the valid legal regulations for the school's self-assessment" in the text to the criteria. On the contrary, the descriptions often contain more specific details. Currently, they mean the School Act (Act no. 561/2004 Col, as amended), regulation no. 15/2005 Col, as amended, etc. We point out that many regulations are often amended. That's why it is necessary to watch for the validity of regulations.

Criterion is understood as a measure for comparison. For evaluation of the level of fulfilment of individual criteria, we recommend the scale yes – rather yes – rather not – not – not applicable:
– yes – definitive positive answer to the given question
– rather yes – hesitant, mostly positive answer to the given question (e.g. yes, but not always or in all cases, in all aspects ...)
– rather not – hesitant, mostly negative answer to the given question (e.g. sometimes, in few cases, in few aspects ...)
– not – definite negative answer to the given question
– not applicable – it isn't possible to apply the criterion in the given conditions.

The criteria stated form basis for the creation of the recommending methodology of their application. Also the approach of the school authority and the Czech School Inspection to the self-evaluation process is important for the schools and school institutions. That's why the information about approaches and recommendations of these institutions we cooperate with will be important in the following phase of the project. We underline together that the school's self-assessment is the business of the school, its quality and its development. But the external organs of the school have the right or obligation to assess the schools and they also have access to the school's self-assessment report.

# A Criteria for assessing the plan of the school's self-assessment

Resources for answers to the following questions could be e.g. in the conceptual intent of school development, in pedagogical-organizational provisions for the school year, in the school's educational programme, in the draft of the structure of school's self-assessment, in a separated document of the plan of the school's self-assessment, or in other strategic document of the school regarding its development and activities.

## 1. Quality of the school

A 1.1 Has the school formulated school quality criteria?
A 1.2 Are these criteria based on the formulated vision of the school?
A 1.3 Do these criteria comply with the current valid binding documents of the state's educational politic?
A 1.4 Are these criteria related to the areas defined by valid legal regulations for the school's self-assessment?

## 2. Goals of the school's development

A 2.1 Has the school formulated the objectives for the given evaluation period?
A 2.2 Are these goals based on the school's vision formulated e.g. in the conceptual plan for school's development and on the quality defined using criteria?
A 2.3 Are all the goals specific enough, i.e. is it possible to verify their fulfilment?
A 2.4 Are the set goals real, i.e. are there reachable priorities chosen for the evaluation period?
A 2.5 Are the goals formulated on the edge of the reachable maximum of the given school?

## 3. Evaluation tools

A 3.1 Do the chosen evaluation tools provide relevant information (indicators) for verification of the set goals?
A 3.2 Are these evaluation tools reliable enough?

## 4. Planning the evaluation activities

A 4.1 Are there terms for the realization of evaluation activities set for the whole evaluation cycle?
A 4.2 Do the set terms comply with the requirements of valid legal regulations for the school's self-assessment?
A 4.3 Are the evaluation activities realized continuously?
A 4.4 Is there responsibility of employees for individual evaluation activities specified?
A 4.5 Is there a system ready for recording and analysing the information?
A 4.6 Does the evaluation activities plan cover all the quality areas set by the valid legal regulations for the school's self-assessment?
A 4.7 Is the experience from evaluation activities in the previous period taken into account?
A 4.8 Is the school's self-evaluation plan transparently structured?

# B Criteria for assessing the process of the school's self-assessment

Sources of answers to the following questions could be in the report from the school's self-assessment, in publicly presented information from the school, they could be obtained from the school headmaster or chosen teachers.

## 5. Realization of the plan

B 5.1 Does the self-evaluation process run according to a set plan?
B 5.2 Is the plan justifiably modified, i.e. in case of need, to provide for the purposefulness of the self-evaluation process realization?

## 6. Cooperation within the school

B 6.1 Are all the school's employees involved in the process of the school's self-assessment?
B 6.2 Is the plan of the school's self-assessment created together with all of the teaching staff, or in case of large schools with the leaders of individual groups?
B 6.3 Is there provision for the compliance between the school's self-assessment and the development of the school's teaching staff?
B 6.4 Does the school headmaster or, as the case may be, the self-evaluation coordinator try to make the school employees understand the meaningfulness of the school's self-evaluation process?

## 7. Data handling

B 7.1 Are the data sources archived so that it would be possible to prove the resulting findings?
B 7.2 Are the personal data from pupils, parents and other people archived in a way that makes it impossible to misuse these data?
B 7.3 Are the providers of the data given sufficient warranties that the data wouldn't be misused?
B 7.4 Is the anonymity of the data providers strictly kept in case the data gathering is presented as anonymous?
B 7.5 Do the people in an audio or video recording give their informed approval for manipulation with these records?

## 8. Getting the results

B 8.1 Are the opportunities used for comparing the school's results in time series?
B 8.2 Are the opportunities used for comparing the school's results with other schools?
B 8.3 Are the opportunities used for comparing the school's results with the other schools in Czech Republic or set standards?
B 8.4 Are the opportunities used for verifying the results from more sources, e.g. comparison of the views of teachers, parents, pupils?
B.8.5 Are the opportunities used for external assessing of the self-evaluation process, e.g. by the headmaster of a partner school, representative of the school authority?
B 8.6 Are the evaluation tools used correctly in terms of methodology?
B 8.7 Is the data gathering realized on a suitable sample of respondents?

## 9. Feedback

B 9.1 Are the overall results provided to those who provided information for the school's self-assessment?
B 9.2 Are those results presented correctly including both negative and positive findings?

## 10. Presentation of the school in front of general public

B 10.1 Are the chosen results publicly presented e.g. on the school's web page or on a publicly accessible notice board in the school?
B 10.2 Are these results presented truthfully?
B 10.3 Are the presented results comprehensible for the general public?
B 10.4 Are the source of gathered information correctly stated?

# C Criteria for assessing the school's self-assessment report

The only source of answers to the following questions is the school's self-evaluation report according to the valid legal regulations concerning the school's self-assessment.

Basic information the school's self-assessment report should contain:

– Goals, course and evaluation of activities in the last assessed period
– Setting of the structure of the school's self-evaluation report regarding the main self-evaluation areas according to the valid legal regulations fro the school's self-assessment
– Setting the team of assessors and roles of individual members
– Evaluation tools used and the methodology of the self-assessment, structure of criteria and indicators of the self-assessment
– Proposed measures
– Evaluation of the measures from last period, evaluation of both quantitative and qualitative shift.

## 11. Evaluation of goals

C 11.1 Are all the set goals evaluated?
C.11.2 Is this evaluation transparent and credible, i.e. are the conclusions based on the analysis of gathered data?
C 11.3 Is the evaluation of goals based on reliable indicators?

## 12. Strengths and weaknesses

C 12.1 Are the areas highlighted in which the school achieves good results?
C 12.2 Are the areas highlighted where the level should be improved?
C 12.3 Are hypotheses formulated about the reasons for the observed state?

## 13. Measures

C 13.1 Are the measures taken based on the previous findings?
C 13.2 Do these measures comply with the school's vision?
C 13.3 Do these measures comply with the principles and goals of the valid School Act and the priorities of the long term plan of the Ministry of Education, Youth and Sports and the regional authorities?
C 13.4 Are the results in case of necessity reflected in changes to the school educational programme?
C 13.5 Are these measures concretely formulated and in controllable form?
C 13.6 Is the effectiveness of measures contained in the previous report evaluated?

## 14. Form of the report

C 14.1 Does the school's self-assessment report have clear structure?
C 14.2 Does the content of the report correspond with the set plan?
C 14.3 Does this structure comply with the structure approved in the pedagogical council according to the valid legal regulations for the school's self-assessment?
C 14.4 Is the text clear and comprehensible?
C 14.5 Is the part of the self-evaluation report interpreted that contains tables and graphics?