



AQS and SICI International Workshop: Sustaining school improvement after feedback

Key success factors in evaluation designs



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Source: <http://billramseyrealtors.com/wp-content/uploads/2012/09/Key-Success.jpg>



Key success factors in evaluation designs

1. Impact of external evaluation on school improvement – what kinds of impact do we expect?
2. Research findings about impact of external evaluation on school improvement - key success factors
3. The implementation of success factors in the evaluation design of Rhineland-Palatinate
4. Challenges for the future or: who has the answer?



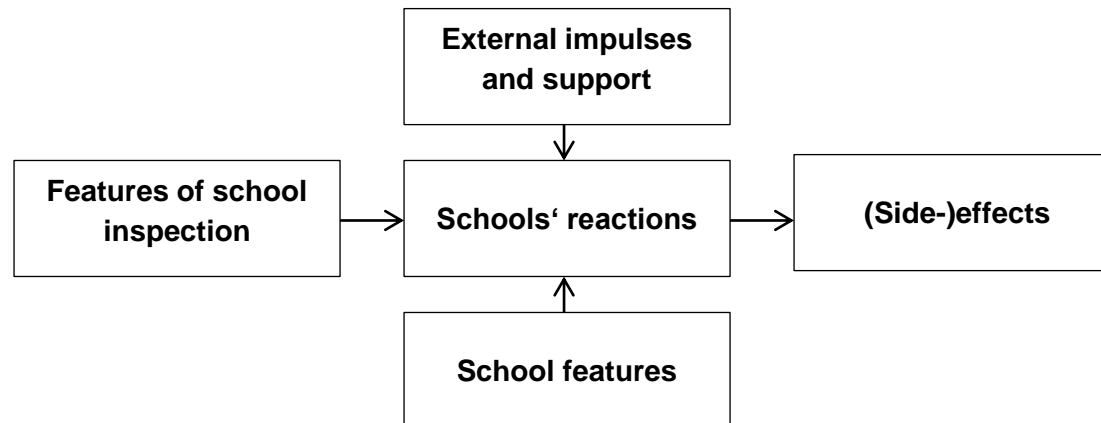
1. Impact of external evaluation on school improvement – what kind of impact do we expect?

Three types of effects:

1. Intended positive effects
2. Unintended positive side-effects
3. Unintended negative side-effects

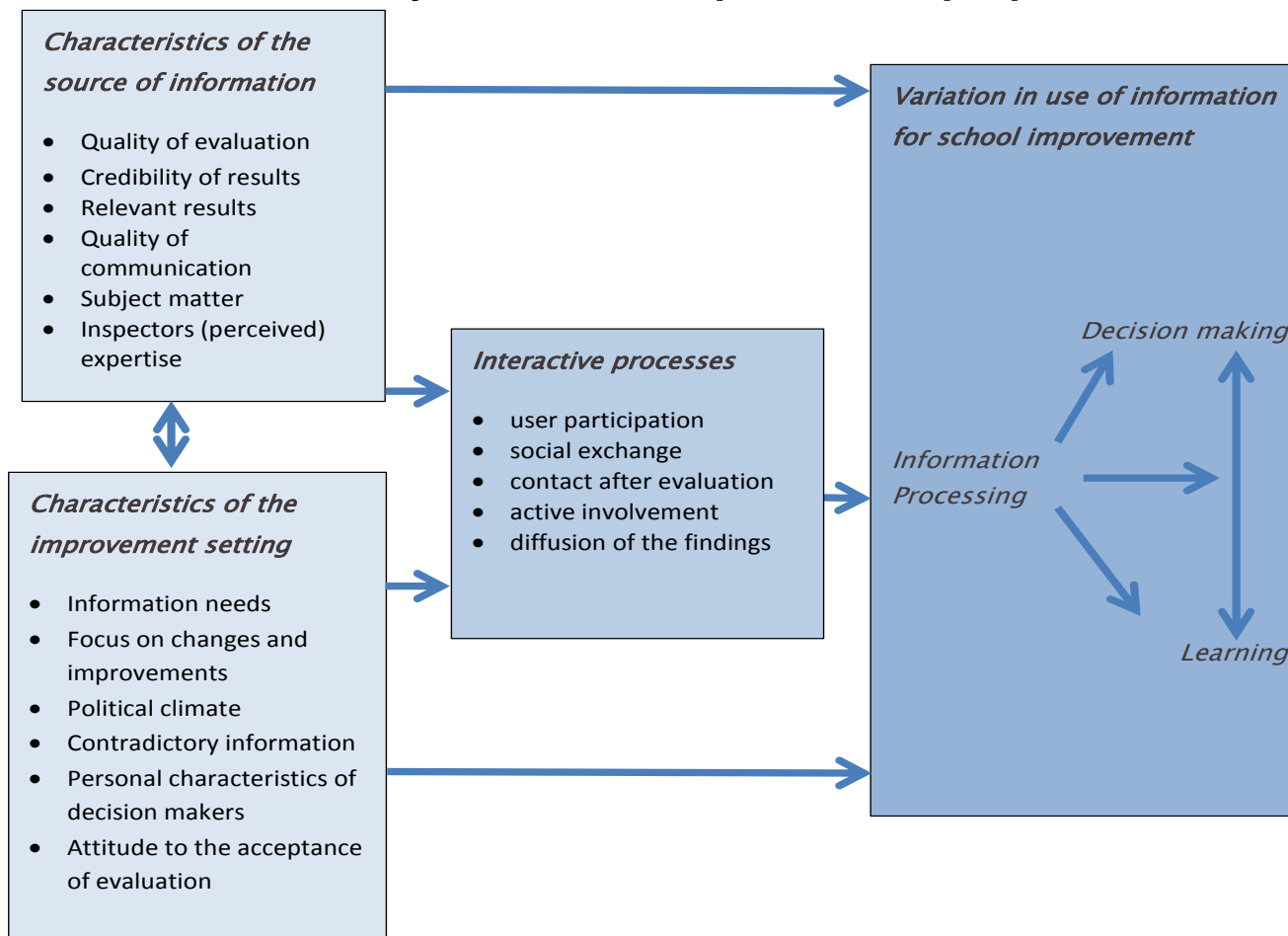
2. Research findings about impact of external evaluation on school improvement and key success factors

Framework of school inspection effects



2. Research findings about impact of external evaluation on school improvement and key success factors

Information and key factors for improvement purposes





3. The implementation of success factors in the evaluation design of Rhineland-Palatinate

Predefined requirements that derived from a variety of sources:

- Research findings
- Feedback from schools
- Feedback from inspectors and our researchers
- The findings of an accompanying study (Prof. Isabel v. Ackeren)
- Discussions with experts, i. a. Prof. Rolff and Prof. Helmke



3. The implementation of success factors in the evaluation design of Rhineland-Palatinate

Retain the proven (examples)

- Behavior of the team in schools
- Empirical standards and quality criteria
- Wide range of methods
- Involvement of nearly all the members of the school community
- Comparison of different perspectives of respondents (where possible)
- Self-evaluation of AQS
- Qualification of our staff



3. The implementation of success factors in the evaluation design of Rhineland-Palatinate

What's new?

The core fundamentals for the evaluation report:

- I. Comprehensibility of the results
- II. Ensure the usefulness for the school
- III. Traceability through structured reports

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What's new?

- ➔ **Representation of the results according to a reception-model: from overview to detail**



Reception-model for the analysis and use of data from the external evaluation of schools in Rhineland-Palatinate (“RADAR-Model”)

Overview I

Quality profile

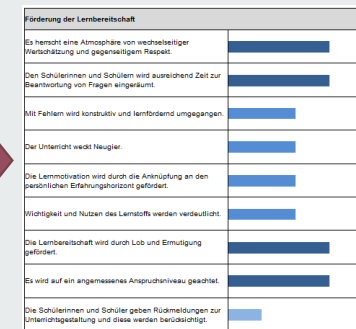
Results of the evaluation at the level of the dimensions.



Overview II

Central Evaluation Results

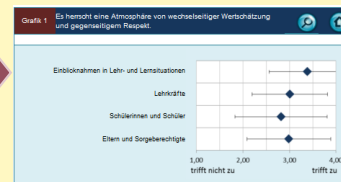
Results of the evaluation on the level of the criteria



Increasing deepening I

Detailed and differentiated data

Assessment of the various actors at the level of mean comparisons and perspectives to compare.



Increasing deepening II

Detailed and differentiated data

Assessment of the various actors at the level of single items.

Table 4: Förderung der Lernbereitschaft

Kriterium: Den SCH wird ausreichend Zeit zur Beantwortung von Fragen eingeräumt.

	trifft nicht zu	trifft eher nicht zu	trifft eher zu	trifft zu	N
Fragebogen Schülerinnen und Schüler					
Im Unterricht habe ich nach einer Frage genug Zeit zum Nachdenken.	16%	33%	37%	14%	388
Im Unterricht kann ich bei meinen Antworten ausreden.	13%	27%	34%	25%	386
Fragebogen Lehrkräfte					
In meinem Unterricht haben die Schülerinnen und Schüler ausreichend Zeit zum Nachdenken, wenn ich eine Frage stelle.	0%	12%	50%	38%	42
In meinem Unterricht können die Schülerinnen und Schüler bei ihren Antworten ausreden.	0%	2%	38%	60%	42
Einblicknahme in die Lehr- und Lernsituation (EL)					
Die SCH hatten ausreichend Zeit zum Nachdenken.	0%	6%	53%	41%	34
Die SCH konnten ausreden.	0%	0%	44%	56%	34

Use of data for quality development

Central Evaluation Results

Derive specific measures for school and teaching development.



Reception

Recording results - quickly gain an overview

Reflection

Compare results, clarify any contradictions, compare perspectives, match with own experiences, interpretation of the findings

Action

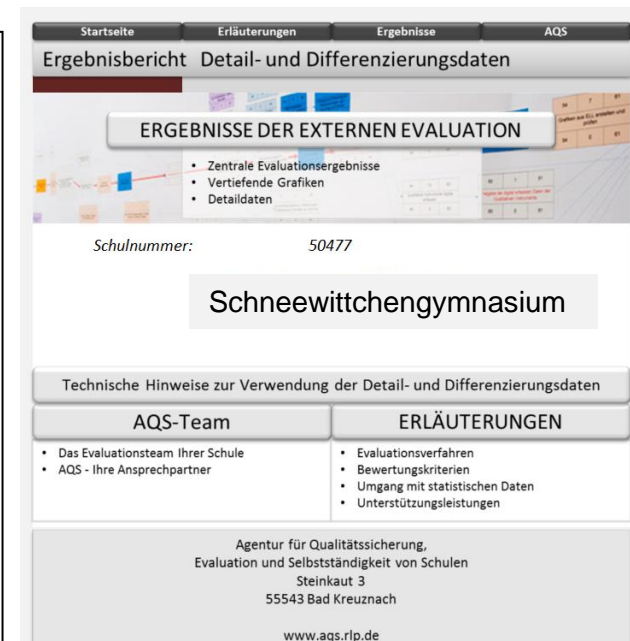
Agreement of targets, implementation of measures, implementation

3. The implementation of success factors in the evaluation design of Rhineland-Palatinate

What's new?

☞ Evaluation Report according to the reception-model

- I. The written report part
- II. The digital part





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What's new?

☞ Quality criteria of an evaluation report

Relating to the quality process of the school:

- I. References to the first report
- II. Current state of target agreements
- III. Processes and results of school quality work are highlighted.
- IV. References to the data
- V. Assessment of the educational and instructional processes is clearly stated in the evaluation report, by taking into account school-specific characteristics



3. The implementation of success factors in the evaluation design of Rhineland-Palatinate

- VI. The evaluation report supports the reflection of the results.
- VII. Special features and priorities of schools are comprehensively explained.
- VIII. The considered contents of the evaluation dimensions, features and criteria of the framework of school quality are described in the presentation of results factually correct and in a sufficient depth.
- IX. Descriptions are commented in a factually correct way.
- X. General characteristics



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What's new?

- ☞ **Time between school visit and feedback of evaluation results**
- ☞ **Individual feedback format**
- ☞ **Support Services**
- ☞ **Special evaluation design for Primary schools with fewer than seven teachers**



3. The implementation of success factors in the evaluation design of Rhineland-Palatinate

Is there evidence?

The likely use of evaluation results rises from the perspective of the respondents when...

- the flow of information for school work is meaningful.
- they are meaningfully linked to the quality process of the school.
- they give an overview of the quality of the school.
- the information from the reports is relevant for the quality of work of the schools.
- the work of the AQS is perceived as "thorough".

(Markus Pietsch, Hamburg / AQS, Rhineland-Palatinate)

4. Challenges for the future or: who has the answer?



- How can we ensure that all stakeholders are involved in the quality process?
- How can we ensure that schools are able to derive tailored measures from the collected data?
- Are the current interfaces and the current division of labor between the external evaluation and other stakeholders purposeful in terms of intended effects of school evaluation?
- What is the role of external evaluation? Support and service or controlling tool?
- Research findings emphasize different degrees of development of schools. Depending on the type of school, different policies and practices for stimulating effects are required. How can we meet these requirements?



Best wishes for your success and thank you!



“There is no guarantee of reaching a goal at a certain time, but there is a guarantee of never attaining goals that are never set.”

David McNally

Source of picture
http://www.uksh.de/uksh_media/Pressemitteilungen/2014/Gutes_tun_1_Benefiz_Cup_UKSH_setzt_Segel_gegen_Krebs_Siegerteam_Kiel_Marketing_KIELSALING%20BCITY-width--height--quality-100.jpeg

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