



SELF EVALUATION IN THE ITALIAN SCHOOL SYSTEM



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Spain - Madrid




**Sistema
Nazionale
di Valutazione**

Differently from other european school systems, Italy has only recently started to define an evaluation program both for the general educational system and for single schools



The National Evaluation System has different purposes:

- helping each school to keep under control its own provided education and do its best for improving the control on the quality of it
 - providing the Ministry of Education with useful information in order to plan supporting actions for the schools that need them
 - evaluating headteachers
 - showing the results of educational action outside school
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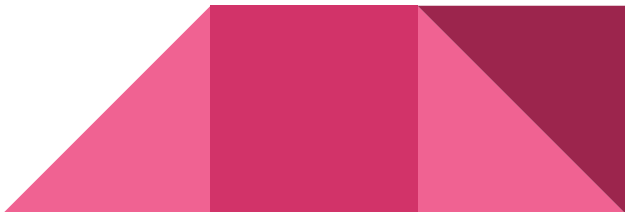
On the 28th of march 2013, in cooperation with the Minister of Education University and Research, the Council of Ministers approved the act regulating the **National System of Evaluation**.

With this act Italy aligns itself to the other European countries in the field of evaluation of public education systems



Steps in the self evaluation process

The process of evaluation is based on four essential steps:

- a) **self evaluation of schools**
 - b) **improvement actions**
 - c) **external evaluation** from specific boards coordinated by a technical director leading to a revision of schools' improvement plans
 - d) **public report** of the results
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SCHOOL SELF EVALUATION

It is based on data collected from:

databanks of the information system of the Ministry of Education

INVALSI (National Institute of Evaluation of Educational System) through periodical monitoring

data collected from schools themselves

The evaluation ends with a **self evaluation report (RAV)** and with the elaboration of an improvement plan.



The first **three sections** of the Self evaluation Report are: **Context - Results - Processes**. The section “Processes” is divided in “Didactic and educational practices” and “Managing and organization practices”

CONTESTO	ESITI	PRATICHE EDUCATIVE E DIDATTICHE	PRATICHE GESTIONALI E ORGANIZZATIVE
Popolazione scolastica	Risultati scolastici	Curricolo, progettazione e valutazione	Orientamento strategico e organizzazione della scuola
Territorio e capitale sociale	Risultati nelle prove standardizzate nazionali	Ambiente di apprendimento	Sviluppo e valorizzazione delle risorse umane
Risorse economiche e materiali	Competenze chiave e di cittadinanza	Inclusione e differenziazione	Integrazione con il territorio e rapporti con le famiglie
Risorse professionali	Risultati a distanza	Continuità e	

For each of the three sections (Context, Results and Processes) the Report:

- defines the area and gives a certain number of indicators
- proposes guide questions and requires to put into evidence opportunities and limits (only for the Context area)
- requires to define strong points and weak points (for the section Results and Processes) and defines a general criterion of quality
- requires to motivate the self evaluation estimation

The fourth section: critical reflections about the self evaluation path

The fifth sections requires some choices to be made by schools on the basis of priorities and goals to be achieved through the following Improvement Plan



The context analysis



The Context has to be described and not evaluated. The purpose is to allow schools to analyse the characteristics of the reference context and put into evidence limits and opportunities for each area.

Evaluating the results

PAG

dell' 2 scuola 2 Mariotto Italo
 nat. 2 a Venezia comune di Venezia
 alla Gioventù Italiana del Littorio con tessera N. 148967 frequentante la scuola
 situata in (1) Via Dante Alighieri con

Anno Scolastico 19 44 - 19 45

MATERIE	CLASSE (1)	PRIMO TRIMESTRE	SECONDO TERM.	TERZO TRIMESTRE
Religione	tutte	sufficienti	buono	buono
Canto	3 ^a e succ.	buono	buono	buono
Disegno e bella scrittura	3 ^a e succ.	buono	buono	buono
Lettura espressiva e recitazione	3 ^a e succ.	buono	buono	buono
Oriografia	2 ^a e 3 ^a	buono	buono	buono
Lettura ed esercizi scritti di lingua	tutte	buono	buono	buono
Aritmetica e contabilità	tutte	buono	sufficienti	sufficienti
Nozioni varie e cultura fascista	1 ^a 2 ^a e 3 ^a	buono	buono	buono
Geografia	3 ^a e succ.	buono	buono	buono
Storia e cultura fascista	4 ^a e succ.	buono	buono	buono
Scienze fisiche e naturali e igiene	4 ^a e succ.	buono	buono	buono
Nozioni di diritto e di economia	5 ^a e succ.	buono	buono	buono
Educazione fisica	5 ^a e succ.	buono	buono	buono
Lavori donneschi e manuali	tutte	buono	buono	buono
Disciplina (condotta)	tutte	buono	buono	buono
Igiene e cura della persona	tutte	buono	buono	buono
Assenze giustificate	tutte	—	—	—
Assenze ingiustificate	tutte	—	—	—

Note - (1) maschile femminile o mista. - (2) via, piazza o frazione. - (3) per le quali si assegna il voto. - (4) non
 (5) 2^a 3^a 4^a 5^a classe. - (7) inferiore o superiore, solo per la 3^a e 5^a classe.

N.º 745786

figlia di *Aldo* e di *Ellenrich Rosa*
nata di *Venezia* il *2-9-1918* iscritta *P*
elementare (*10*) *Mariabell* "P. Battisti" classe *X* sez. *a*
di *Venezia* prov. di *Venezia*
2 Anno XVII Era Fascista

Firma del genitore
Rosa Ellenrich
1° trim. *Bene*
2° trim. *Bene*
3° trim.

SI ATTESTA
che l' *a* scolar *e*
(*10*) *Mariabell*
Stato
(*11*) *stat. promot.*
alla (*12*) _____
ha completato gli studi del
grado (*13*) *superiore*

Mariabell Fauscy
viss. il Direttore
G. Sarnelli

cognome dello scolare. - (X) è e non è.

The analysis and evaluation of results are very important because the actions of improvement will be based on the critical points highlighted in this section.

In the area of school results some elements have a special relevance:

- the number of school drop-outs
- the comparison with other schools operating in the same conditions
- the students' success at the end of their studies, in the following training paths and in the work field (Distance results)



Evaluation of processes

To analyse and evaluate processes, it is important to consider the quality and quantity of the informations available for the school

Pinpoint priorities

“General goals that the schools wants to attain on the long term”

Defining process aims

These are operational objectives to be achieved on the short term (a school year) and they concern one or more “process areas”

The objectives must be a limited number and have to be defined coherently with the context situation and with the available resources .



IMPROVEMENT ACTIONS

The improvement actions are contained in the **Improvement Plan (PDM)**, a document integrating the **Three years Plan for Educational offering (PTOF)** of each school.

Since school year 2015/2016 every school has to produce an improvement plan in order to achieve the goals related to the priorities of the Self Evaluation Report



What is improvement?

“Improvement” is the process that the school undertakes in order to:

increase the learning level of the students

the quality of Education Offer

bring innovation in the learning environment



Structure of the Improvement Plan

Il PDM prevede le seguenti sezioni:

- Reference background and context analysis
- Guidelines of the Improvement Plan referred to the Results area and Processes area
- Analysis of Possibility of action and Impact
- Main strategies of the Plan and indicators of process
- Projects that are coherent with the strategic points of the plan



Characteristics of the Improvement Plan (PDM)

A good Improvement Plan must:

pinpoint the expected results and the time span (short term: 1 school year;
long term: 2 or 3years)

Establish the actions to be undertaken using indicators that must be observable
and measurable in order to allow a periodical monitoring

Describe the activities on which actions are to be taken and the subjects that
are involved



Revision of the Improvement Plan

The Improvement Plan is strictly connected with the Educational Offering Plan, being part of it .

The Improvement Plan is updated every year after:

Revision of the Self evaluation Report (RAV)

Self evaluation of the school concerning the monitoring of projects included in the Educational Offering Plan

feedback of the results obtained in National Tests about Italian and Mathematics

Inspection of the Board of External Evaluation

EXTERNAL EVALUATION

The External Evaluation is oriented towards school Improvement . It is carried on by the Board for External Evaluation

The Board consists of three members:

Technical Director of Ministry of Education

Professional operator from the school sector (headteacher or teacher)

Expert coming from outside the school sector with experience in social and evaluation research



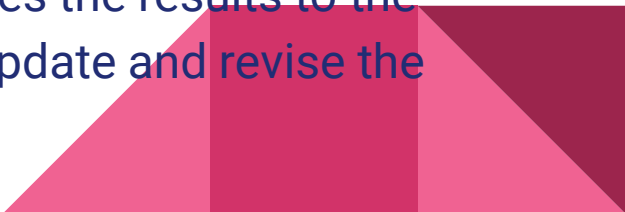
Tasks of the Board of External Evaluation

The external evaluation consists of three steps:

before visiting the school, the Board of External Evaluation analyzes documents and data

during the inspection, there is a further gathering of data and informations through interviews, documents analysis and observation of spaces

after the inspection, the board formulate a motivated judgement about the school, writes the external evaluation report and gives the results to the school; these results will be used by the school to update and revise the Improvement Plan.



PUBLIC REPORT

The success of the Educational Offering Plan, of the Improvement Plan and of the self evaluation process is connected with the involvement of the whole school community.

Sharing and dissemination activities take place through

periodical reports

monitoring of projects and dissemination of results among school collective bodies (Teachers Council, class councils, parents assemblies)

internal communications

publication of documents in the official school register

information through the official web site



*“Or tu chi se’, che vuo’
sedere a scranna, per
giudicar di lungi mille
miglia con la veduta corta
d’una spanna?”*

**Dante Alighieri, Paradiso,
canto XIX, 79-81**





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