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School Inspections in the Netherlands: the approach and its effects

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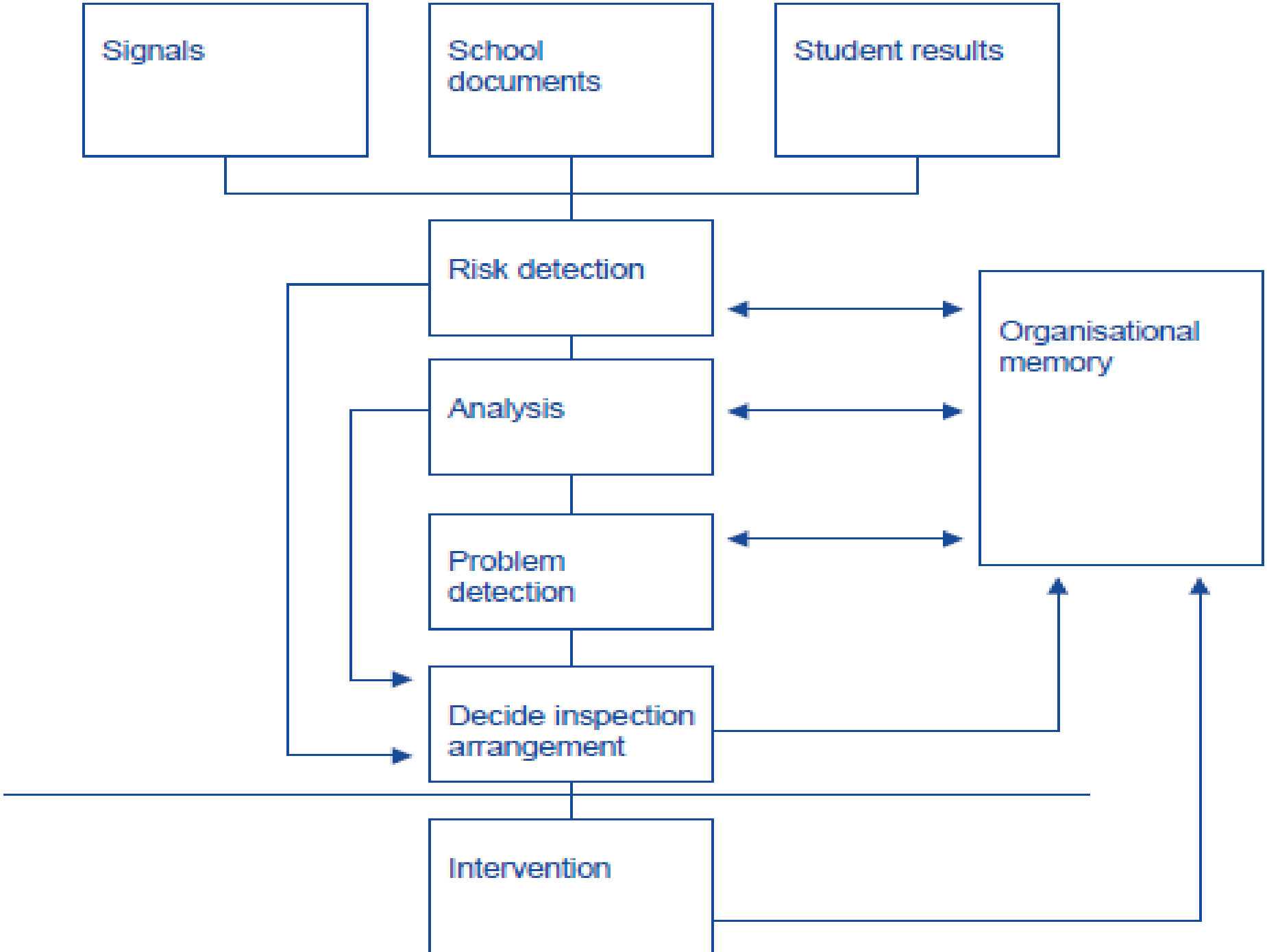
Dutch Inspectorate of Education

Two trends in policy-context:

- Decentralization and autonomy of schools
- Demands for insight in educational standards and performance

Changing inspection goals and methods:

- From: full inspections to stimulate schools to maintain/ improve quality'
- To:
  - Early warning, identifying and correcting risks
  - Changing level of inspection feedback
  - Sanctions


Signals
School documents
Student results
Risk detection
Organisational memory
Analysis
Problem detection
Decide inspection arrangement
Intervention

Dutch Inspectorate of Education

Inspection visits:

- Individual or in small teams
- Methods
- Uniform guidelines, frameworks and instruments
- Quality aspects
- Every four years a visit (short check up, inspection of specific themes)

PUBLIC REPORTING OF SCHOOLS

School/Instelling	Kwaliteit/Naleving	Datum
Prof.Dr.J.J.Dumontschool	-	13-01-2009
S.B.O. De Ruimte	+	26-06-2006
Tobiasschool Amsterdam	-	04-03-2009
Amsterdamse Schoolvereniging voor Opvoeding en Onderwijs A.S.V.O.	+	24-08-2009
Asvo School, Montessori afdeling	+	24-08-2009

Prof.Dr.J.J.Dumontschool

Algemene gegevens

Prof.Dr.J.J.Dumontschool
Woudrichemstraat 2-4
1107 NG Amsterdam Zuidoost
www.dumontschool.nl

> Algemeen Bijzonder

Aangepast toezicht kwaliteit 13-01-2009 ⓘ

Kwaliteit

Naleving

De kwaliteit van het onderwijs op Prof.Dr.J.J.Dumontschool vertoont belangrijke tekortkomingen. De inspectie heeft het toezicht geïntensiveerd.

Voorlopig wordt over naleving gerapporteerd in de kwaliteitsrapporten en niet in aparte rapporten.

Toezichtbevindingen:

> PKO rapport van 30-03-2006

> JO rapport van 07-07-2005

> RST rapport van 13-05-2002

Response to risk-based inspections

Scholars and schools:

- Unreliable assessment of small schools
- Too much weight on student results
- Schools don’t want to miss out on external inspection feedback

Effectiveness of school inspections

- Empirical evidence on inspection effects is still limited
- Intentions of teachers and schools change
- School improvement (in general and of failing schools)
- Improved student achievement

Side effects of school inspections

Campbell's law:

"The more any quantitative social indicator is used for social decision making, the more subject it will be to corruption pressures and the more apt it will be to distort and corrupt the social processes it is intended to monitor."

Donald T. Campbell, (1975). "Assessing the impact of planned social change." In G. M. Lyons (Ed.), *Social Research And Public Policies : The Dartmouth/OECD Conference*.

Factors that matter for school inspection effects

- Sanctions, rewards, interventions
- Age, stature, credibility of the Inspectorate
- Frequency and intensity of visits

- **The Feedback** schools receive from inspectors, e.g. framework, follow-up visits, inspection styles, negative/positive assessment, the monitoring of school improvement.

Inspections as a form of feedback

- “Knowledge on results and/or processes”
- The potential power of feedback is evident
- Effect sizes in meta-analyses: .41 - .79

(Black & William; Kluger & DeNisi; Hattie)

Feedback no guarantee for impact

Quite often performance feedback is under-utilized

Factors obstructing utilization

- *no dissemination* among target group
- *not understood or believed (rejected, ignored)*
- *no idea of how things can be changed*
- *lacking skills, competences and resources*
- *controversial* changes are difficult

Utilization requires a lot

- A motivation to improve (FB-credibility, need to improve, incentives?)
- An improvement-oriented school culture
- Knowledge/skills (technical, political)
- Practical organization (time, resources)

The nature of Dutch inspection feedback

Schools receive feedback on school effectiveness indicators

- Valid process- and product assessment?
- Representative data, and interrater agreement?

The nature of Dutch inspection feedback

- Public Feedback
- Do inspections show how schools could do better?

Benefiting from feedback

The average Dutch school in our view does not meet all requirements for improving **fundamentally on their own** in response to school inspection feedback

Developing the skills and culture for performance control and improvement in schools

Plan

- Performance-analysis
- Setting goals
- Decide on didactical + organizational measures
- Determine how progress will be evaluated

Do

- Implement of plans?

Check + Act

- Evaluate results and choose subsequent actions

Under which conditions leads school inspection to school improvement?

- quality feedback from which schools can learn about their performance, and
- about how they could improve their performance
- making appointments with how schools
- follow-up on appointments
- discipline and perseverance within schools

- What about the costs?

THANK YOU FOR YOUR ATTENTION!

We are looking forward
to hearing your feedback!