



External Evaluation of Schools Effects of framework on results

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Abstract

The evaluation of schools is now a very topical issue which stems largely from the recognition of schools as organizations, a perspective that comes only on educational thought on the eighties and nineties (Nóvoa, 1992), related to the study of the effectiveness of schools as part of an international movement.

However, the pressure and focus around the evaluation of schools cannot be detached from political, social and economic issues and from trends that have marked most European countries, towards decentralization of resources, setting of national targets and thresholds school performance, as well as from the influence of international studies such as PISA reports (NSC, 2005). We witness because the greater accountability of schools on their results, following its recent and increasing autonomy, with the consequent accountability for their performance

In evaluation of schools in Portugal, there were a whole series of initiatives and programs undertaken by the Ministry of Education and by private institutions (CNE, 2005), which although constituting a rich experience, has not fostered processes of self-evaluation that promote a true culture of evaluation (CNE, 2008).

Recently a process of external evaluation of schools has been taking place and is now approaching the end of the first cycle (2010 -2011). It seems, therefore, appropriate to present the framework and some issues it raises, as well as key findings and trends.

So if we can readily admit that the performance of schools is not the same in all areas and factors evaluated, it is also possible to find some regularities or trends on the results, evidencing the logic and methodology of the framework. In this work we present a first reading and analysis of published data.