# DIGI ESSA 4 SCHOOLS MODEL IMPLEMENTATION GUIDE

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## ABBREVIATIONS

**DIGI ESSA 4 SCHOOLS:** Digital Effective School Self-Assessment for Sustainable School Improvement project

**EDU:** EduXprss Cooperative [The Netherlands]

**ESSA** - Expectations from an Effective School Self-Assessment

**EU** – European Union

**IEP -** An Individualized Education Plan

**ISIJP** - Inspectorate Scolar Judetean Prahova

**LTTA -**  Learning, Teaching, Training Activities

**MoNE -** Turkish Ministry of National Education

**NA** - National Agency

**PDCA -** Deming Circle: Plan-Do-Check-Act

**PIRLS** - Progress in International Reading Literacy Study [IEA]

**PISA** - Programme for International Student Assessment [OCDE]

**PTA -** Turkish Parent-Teacher Association

**SET** - Self-Evaluation Team

**SIT -** School Improvement Team

**SLR** - Systematic Literature review

**SSA** - School Self-Assessment

**SSE -** School Self-Evaluation

**TIMSS** - Trends in International Mathematics and Science Study [IEA]

**TKB-** Teftiş Kurulu Başkanlığı (Ministry Of National Education Presidency of Inspection Board-Türkiye)

**UJI** - Unıversıtat Jaume I De Castellon-Spain

**UNIFI -** Unıversıta Deglı Studı Dı Fırenze-Italy

**ULISBOA** - Universidade de Lisboa-Portugal

## DEFINITIONS

**Area:** The areas covered by the digital self-assessment model cover various dimensions in the school that school leaders need to be aware of and evaluate. Each of the fields is divided into sub-fields corresponding to categories and includes a list of indicators to be selected by schools appropriate to the context and specific needs.

**Coaching :** It is the job of providing guidance to a person about their goals and helping them reach their full potential. Coaching is more performance-oriented and designed to improve an individual's on-the-job performance.

**Community Service:** It is the work carried out voluntarily in cooperation with public, private institutions and organizations and non-governmental organizations in order for students to grow up as individuals who are sensitive to themselves, their families, their environment and society, who have the awareness of volunteer work and who solve problems and produce solutions.

**Competency:** Competency is the special knowledge, skills, qualifications and technical expertise that a person has as a result of the education he has received or the experience he has gained. The most general definition of competence (English: Competency) is to have characteristics that can take on the responsibility imposed on a situation or a job, perform related tasks.

**Criterion:** Criteria are the characteristics that we choose to define the quality of what we intend to evaluate. They serve as the lenses through which we analyze something, enabling us to emphasize certain aspects of the object under analysis that are important for the intended objective, while disregarding others that are less relevant. These criteria should ultimately lead to the development of indicators.

**Cultural Heritage:** Cultural heritage is defined as "All kinds of physically existing works made by people that are inherited from the past and intended to be inherited to the future for different reasons and the totality of values belonging to a society." Historical cities and textures, cultural landscapes, monumental buildings, archaeological sites as well as living but intangible values such as language, history, traditions, dance, music and rituals constitute cultural heritage.

**Curriculum**: It refers to the comprehensive range of experiences that students are exposed to while under the guidance of the school. It encompasses a combination of prescribed programs and various learning experiences provided by the school and its educational agents. The curriculum encompasses the learning content and objectives, as well as the strategies used for teaching and learning. Furthermore, it includes both formal and non-formal contexts that contribute to the development of personal, social, and academic skills, as well as specific subject skills and cross-cutting skills.

**Digital Competency:** Digital Competence refers to the confident and critical use of digital technologies for information, communication and solving fundamental problems in all areas of life. It consists of a combination of knowledge, skills and attitudes regarding the use of new technologies.

**Disadvantaged Student:** Children, young people, the elderly, the disabled, immigrants, minorities, ex-convicts, women, single-parent families and the poor are generally accepted as disadvantaged groups. In this context, they can be defined as students who cannot benefit from all the rights and life opportunities that other individuals enjoy, and whose access rights are very limited, especially in areas such as education, health and work.

**Discipline (area):** Discipline refers to specialization and in-depth content knowledge in a particular type of curriculum or subject. Multidisciplinary refers to knowledge of a wide range of perspectives within a combination of disciplines.

**Improvement plans:** A plan for improvement involves carefully identifying and addressing the underlying causes of identified issues, setting clear and measurable goals, incorporating evidence-based effective strategies and policies, and consistently monitoring and evaluating the progress of implementation.

**Inclusion (Inclusiveness):** Inclusion means that all students can access and benefit from education and training with equal opportunities. Inclusion is the most effective way to give all children a fair chance to go to school, learn and develop the skills they need to thrive. This means real learning opportunities not only for children with disabilities, but also for those who speak minority languages, traditionally excluded groups.

**Indicator:** Indicators are the manifestation of the criteria. They serve as a means, whether quantitative or qualitative, to assess performance based on the predetermined criteria. Indicators enable us to describe, categorize, arrange, measure, and compare the quality of something in a way that is easily identifiable to anyone.

**Individual Education Support:** It is the education provided to meet the special educational needs of a child with a defined disability attending a primary or secondary education institution.

**Individualized Education** Plan: An Individualized Education Plan (or Program) is also known as an IEP. This is a plan or program developed to meet the special educational needs of a child with an identified disability attending an elementary or secondary school and to ensure that he or she receives special education services.

**Mentoring:** It is the sharing of knowledge, skills and/or experiences to help someone else develop and grow. Mentoring takes a more holistic approach to career development and focuses more on development.

**Performance:** Performance refers to a collection of attributes or competencies of behaviour. It pertains to the degree of excellence and accomplishment in relation to specific objectives and/or goals, as determined by evaluation criteria and indicators.

**Preventive Work:** Preventive psychological counselling and guidance is a service carried out to take some precautions now before undesirable events and situations occur in the future or to carry out some activities to increase the desired events in the future.

**Psychological Counselling:** A process of psychological assistance carried out professionally individually and with a group, aimed at giving individuals self-knowledge, decision-making and problem-solving skills, enabling individuals to realize their personal and social harmony and improve their well-being.

**Psychosocial Support:** It includes studies that support the regulation of this relationship between the inner world and environmental influences in crisis situations in a way that facilitates the individual's adaptation and coping. Psychosocial support studies aim to support the psychological harmony and well-being of families and society, as well as individuals.

**Qualitative Data:** They are non-numerical data based on perception that express the observable feature of a criterion. Such data is collected through observations, one-on-one interviews, surveys, focus group discussions and other similar methods.

**Quality Assurance**: Quality assurance is the assurance that education is provided in a school according to the curriculum and predetermined quality standards. Quality assurance includes systematic monitoring, evaluation and inspection activities to protect and improve the quality, equality and efficiency of educational services. Self-evaluation and external evaluation are two important tools that provide quality assurance.

**Quantitative Data:** They are numerical data that give the countable and measurable characteristics of a criterion.

**Resilience:** Resilience is the process and outcome of successfully adapting to difficult or challenging life experiences, particularly through mental, emotional, and behavioural flexibility and adaptation to external and internal demands. Resilience is the ability to adapt to difficult situations.

**School External Evaluation (Inspection):** It is a prominent responsibility handled by the Inspectorates or other private services to regulate the quality of the educational system and give the government strategic control over its objectives, which are established through legal, procedural, and supportive frameworks to guide schools.

**School improvement:** refers to a systematic sustained approach aimed at enhancing the performance and outcomes of educational institutions. It involves strategies and interventions of varying intensity to support and improve schools. The goal is to ensure that all students are supported and that there is a sustained improvement in their academic achievements.

**School Self-Evaluation:** The process undertaken by the school to systematically gather information about its activity and functioning, analyze and evaluate this information in relation to the quality of education provided, and make informed decisions leading to decision-making. In the process of self-evaluation, both quantitative and qualitative insights into the school's processes and outcomes are generated, facilitating a comprehensive diagnosis of the institution. It serves as a tool for fostering self-awareness regarding the institution's strengths and weaknesses, critical and success factors. This self-awareness tool is instrumental in improving the overall quality of educational services provided by the school through informed decision-making.

**Social Activity:** In addition to teaching programs, İt refers to the scientific, social, cultural, and artistic and sports activities that students participate in, student club and community service activities and other activities within this scope.

**Social Responsibility Project:** Social responsibility project is the activities and behaviours carried out by an institution or a person for the benefit of society, with the aim of preventing social problems, finding solutions and drawing attention, without considering their own interests or prioritizing them.

**Special Education:** Special education is education provided to children who are so socially, mentally, or physically different from average that they require modifications to regular school practices. Special education refers to the education provided to children with emotional, behavioural or cognitive disorders or mental, hearing, vision, speech or learning disabilities, orthopedic or neurological disorders, or gifted children with advanced academic abilities.

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**Stakeholders:** In the context of education, the term stakeholder generally refers to anyone who is invested in the well-being and success of a school and its students, including administrators, teachers, staff, students, families, community members, elected officials and government representatives such as local business leaders and school board members.

**Support and Training Course** : Support and Training Courses are courses opened outside the normal school program to close the gap in the courses in which students are lagging behind, to provide extra support to students in courses or to reinforce their missing subjects.

**Targeted Support:** It is to support the development of students in line with their special interests and goals. Example: Supporting the development of a student who has a special interest in playing the violin in this area.

**Teaching Methods**: It is a set of principles and methods that teachers use to ensure that students learn. These methods are determined partly by the subject to be taught and partly by the nature of the student.

**Teaching Strategies:** The general framework (path) followed to achieve the goals of the learning-teaching process is called strategy.

**Universal Support:** Universal support is the core programs and strategies provided to all students in school to prevent school failure and increase student achievement.

**Variety:** Variety Individuals' differences such as religion, language, race, nationality, gender and national origin.

**Well-Being:** It is a complex combination of a person's physical, mental, emotional and social health factors. Well-being is strongly linked to happiness and life satisfaction. It includes having good mental health, high life satisfaction, a sense of meaning or purpose, and the ability to cope with stress.

## SECTION 1: INTRODUCTION

This guide has been prepared to support schools during the pilot implementation process of the Digital Effective School Self-evaluation for Sustainable School improvement - DIGI ESSA 4 SCHOOLS Project. The DIGI ESSA 4 SCHOOLS Project is a school education cooperation project conducted under Erasmus+ Key Action 2. Coordinated by the Turkish Ministry of National Education's Inspection Board, the project involves eight research teams from Italy, the Netherlands, Romania, Spain, Turkey, and Portugal.

The project aims to develop a digital self-evaluation model tailored to the needs of six partner countries to ensure continuity in school improvement and enhance quality. This guide provides practical information for schools and users wishing to implement the DIGI ESSA 4 SCHOOLS model. The guide is composed of six sections, detailing each stage of the self-evaluation process, from initiation to reporting.

## SECTION 2: SCHOOL SELF-EVALUATİON

School self-evaluation (SSA) is a systematic process that allows a school to objectively evaluate its own performance, identify areas for improvement, and develop strategies to enhance them. In this process, systematic information is collected about the school's activities and operations, analyzed in relation to the quality of education, and used to make strategic decisions regarding school improvement. It includes strategies and interventions of varying intensity to support and improve schools.

The purpose of school self-evaluation is to improve learning conditions within the school, achieve educational goals more effectively, and ensure continuous improvement in students' academic success by providing support to all students. This process aims to systematically analyze the school's performance and educational quality, identify strengths and weaknesses, ensure continuous improvement, and better respond to the needs and expectations of stakeholders (students, teachers, parents, administrators, and the community).

This evaluation process helps schools offer better education and foster continuous improvement with the contributions of all stakeholders. The results of the self-evaluation cannot be used as a tool for punishment or comparison.

Self-evaluation requires a school to address the following key questions about its work in one or more areas:

- How well are we doing?
- How do we know?
- How can we learn more?
- What are our strengths?
- What are the areas we need to improve?
- How can we improve?

**1. Why should schools conduct self-evaluations?**

Self-evaluation helps schools better understand their current situation and take concrete steps for future development.

School self-evaluation continuously improves the quality of teaching and learning, enhances the student experience, and raises the standard of education. This process provides accountability by evaluating school performance with stakeholders. It allows schools to identify their strengths and areas for improvement, enabling the development of strategic plans. Decisions based on objective and data-driven processes ensure the effective and efficient use of resources. Active participation of students, teachers, parents, and other stakeholders in the school improvement process strengthens collaboration and communication within the school community. Additionally, it enables the development of interventions and programs to increase students' academic and social success. It also facilitates the alignment of the teaching process with national education policies and standards.

**2. DIGI ESSA 4 SCHOOLS Model Self-evaluation Principles**

The principles serve as guiding values and beliefs that provide a strong foundation for the effective implementation of the model. These principles guide schools in their pursuit of continuous improvement and excellence in education throughout the self-evaluation process. To achieve meaningful and effective results from the implementation of the model, the following principles should be considered:

### 1. Contextualized

The DIGI ESSA 4 SCHOOLS Model, along with its facilitating digital tool, is designed as a flexible/adaptable international model that can accommodate various local and national contexts. The model should be adapted to the evolving needs of schools and governing bodies in accordance with the national context.

### 2. Useful

The data collected during the self-evaluation process plays a crucial role in understanding the organization comprehensively and acts as a catalyst for promoting continuous improvement. The data supports the design of educational plans, guides teachers' professional development, aids in understanding the organization, informs decision-making, and contributes to the creation of development plans suited to the school's needs.

### 3. Reflective

Data alone does not fully convey meaning. Gaining a comprehensive understanding of the situation requires deep reflection and consideration of the diverse perspectives of different stakeholders. Detailed analysis of the data is necessary to identify potential issues and determine intervention strategies for their resolution.

### 4. Participatory and Inclusive

All processes related to the school should be included in the self-evaluation, ensuring the participation of stakeholders, including disadvantaged students and underrepresented groups or minorities. The model is designed to ensure that everyone can contribute to the assessment process and benefit from digital technologies, keeping inclusivity in mind.

### 5. Transparent

Self-evaluation should be transparent, with the processes and objectives clearly defined, and all stakeholders should be involved in the process, including data collection and discussion. The results of the self-evaluation should be shared with all stakeholders, and widespread dissemination should be encouraged.

### 6. Ethical

The highest ethical standards should be adopted to ensure the integrity and reliability of the self-evaluation. Ethical principles must be adhered to during the assessment process, and the data and results should only be used for the intended purposes. The rights of participants, including data privacy, should be respected, and the findings should be presented without bias.

### 7. Cyclical

Self-evaluation should be conducted in repeated cycles to effectively monitor the educational process and improvement plans, and to observe the medium and long-term effects of the decisions made. Sufficient time and opportunities should be provided during self-evaluation cycles to track progress in the educational process, make necessary adjustments, and implement desired changes.

### 8. Feasible

The necessary conditions (time, resources, personnel, materials, and financial resources) should be provided to carry out self-evaluation. It is important to have supportive leadership within the educational institution and foster a culture of self-evaluation. School administrators and policymakers should create an environment that embraces the self-evaluation process and supports the allocation of resources for improvement.

### 9. Sustainable

Self-evaluation is a continuous improvement process that involves systematic monitoring and should align with external evaluation standards. To ensure sustainability, the self-evaluation process should be compatible with existing human and financial resources. The necessary training and resources should be provided to effectively maintain the self-evaluation process through digital tools.

### 10. Evaluable

A meta-evaluation (evaluation of the assessment tool) should be conducted on the self-evaluation tool and process. This allows for necessary improvements in the assessment process and tool. Such evaluation ensures that the self-evaluation tool remains effective and continues to provide valuable insights for educational improvement.

## SECTION 3: SCHOOL SELF-EVALUATİON PROCESS

### 1. Fundamental Approaches to the School Self-evaluation Process

The school self-evaluation process represents an iterative cycle of repeated analysis, allowing for a return to earlier stages of the cycle if necessary. The school self-evaluation process in the DIGI ESSA 4 SCHOOLS project is inspired by two well-known models: the Golden Circle model (Sinek, 2011) and the Plan-Do-Check-Act (PDCA) model (Deming, 1994).

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In the school self-evaluation design known as the 'Golden Circle,' the process focuses on answering three main questions regarding school self-evaluation: 'Why?', 'How?', and 'What?' (Figure 1). Answering these questions helps schools manage their assessment processes and procedures.

In the DIGI ESSA 4 SCHOOLS Model, a series of domains, subdomains, criteria, and indicators have been established to explore various aspects of the school environment and its functioning through the collection of both quantitative and qualitative data. The model aims not only to improve processes but also to enhance the entire school policy and organization (Figure 1: The Golden Circle Model).For this reason, Deming's approach has been found to be the most suitable for the self-evaluation process in this context.

**Figure 1: The Golden Circle Model**

According to Deming's thought, the PDCA (Plan-Do-Check-Act) model aims to improve quality and is carried out through four main steps: Plan, Do, Check, and Act. It teaches organizations to plan an action, carry it out, check how it aligns with the plan, and take actions based on what has been learned. This cycle is an integral part of process management and is designed to be used as a dynamic model.

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**Figure 2. PDCA Cycle**

## 2. DIGI ESSA 4 SCHOOLS Model Self-Evaluation Cycle

The DIGI ESSA 4 SCHOOLS Model adopts a six-step school self-evaluation process that involves repeated analysis cycles and allows for returning to previous stages of the cycle when necessary (Figure 3)

**DIGI ESSA 4 SCHOOLS - Model Cycle**

**Figure 3. Six** **Step School**
**Self-Evaluation**

**Process** in Figure 3, the first 4 steps of the six-step cycle summarize the review-research phase of the process, while the last 2 steps represent the intervention phase.

The review/research phase can be carried out within the first year as the starting point of a cycle and its implementation. It can be used to define the scope of the improvement plan, develop it, and monitor activities. At this stage, the school administration and the self-evaluation team can focus on one or more areas for review/research based on their understanding and knowledge, within the framework of their school's specific context and needs, according to the model adopted by the school. This step is followed by collecting evidence related to the selected areas. The evidence is then analyzed, reported, and decisions are made regarding the school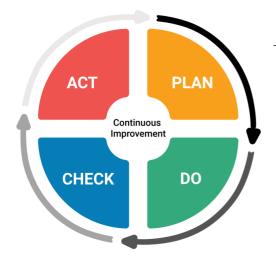's current strengths and areas for improvement. The resulting school self-evaluation report and improvement plan are shared with the school community.

In the intervention phase, the planned improvement actions are implemented. These improvement actions are monitored and evaluated until they become well-established (the intervention period typically lasts 3 or 4 years).

The cycle can then restart, returning to new or previously investigated areas to ensure comprehensive improvement and sustainable development.

The six-step cycle, highlighting the main actions envisioned for each stage of the school self-evaluation process, has been adapted to the DIGI ESSA 4 SCHOOLS Model (Table 1).
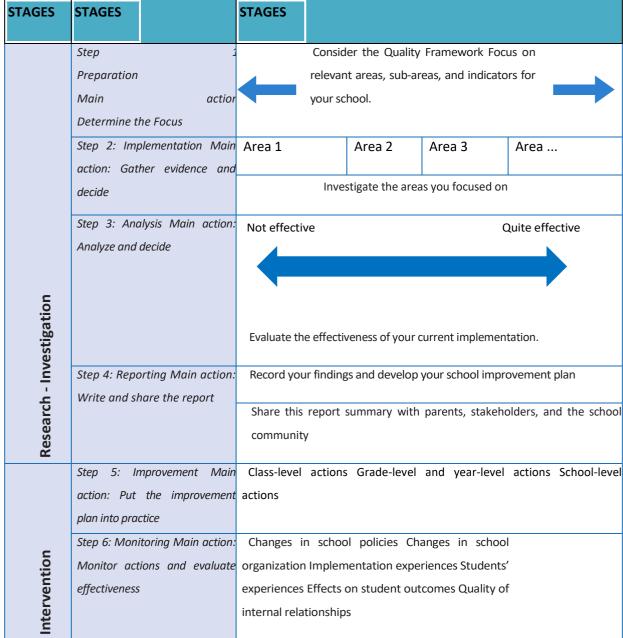
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| STAGES | STAGES | | STAGES | | | | |
|---|---|---|---|---|---|---|---|
| Research - Investigation | *Step 1 Preparation Main action Determine the Focus* | | Consider the Quality Framework Focus on relevant areas, sub-areas, and indicators for your school. | | | | |
| | *Step 2: Implementation Main action: Gather evidence and decide* | | Area 1 | Area 2 | Area 3 | Area ... | |
| | | | Investigate the areas you focused on | | | | |
| | *Step 3: Analysis Main action: Analyze and decide* | | Not effective                    Quite effective | | | | |
| | | | Evaluate the effectiveness of your current implementation. | | | | |
| | *Step 4: Reporting Main action: Write and share the report* | | Record your findings and develop your school improvement plan | | | | |
| | | | Share this report summary with parents, stakeholders, and the school community | | | | |
| Intervention | *Step 5: Improvement Main action: Put the improvement plan into practice* | | Class-level actions Grade-level and year-level actions School-level actions | | | | |
| | *Step 6: Monitoring Main action: Monitor actions and evaluate effectiveness* | | Changes in school policies Changes in school organization Implementation experiences Students' experiences Effects on student outcomes Quality of internal relationships | | | | |

**Table 1.** Implementation of the Six-Step School Self-evaluation Process

Understanding each step and its functions well, ensuring internal consistency between the existing connections and actions taken between each step, and mastering the implementation process, the School Self-evaluation Team (SET) and the School Improvement/Development Team (SIT) should focus on the following guiding questions. The six steps of the school self-evaluation cycle developed in the DIGI ESSA 4 SCHOOLS Project are described below.

**Step 1: Preparation**

The preparation step begins with the identification of focus points for research and review based on the perceptions and thoughts of school administrators regarding their context. At this stage, the school administration should seek answers to the following guiding questions to decide the focus of the self-evaluation process.

**Guiding questions:**

- What are the main characteristics of the school context?
- What are the experiences and skills of the school staff?
- What is the economic, social, and cultural background of the students?
- What are the educational needs of the students?
- Which areas should the school focus on?
- What are the research questions that will guide the SSA?
- What will be the purpose of the SSA?
- How does the school administrator communicate the necessity of the SSE to the school staff, especially teachers?

In the DIGI ESSA 4 SCHOOLS model, after answering these questions, the school administration decides which areas to assess in the self-evaluation and the specific aspects of the areas they wish to investigate. These areas may be entirely new or already present in the national model. For the self-evaluation process to achieve its purpose, the school administrator must lead the process and motivate school staff to voluntarily participate. In the determination of the SET and SIT by the school administration/school community, the following questions should be addressed:

- What will be the composition of the SET and SIT?
- How can different perspectives be represented in the SET and SIT?
- What competencies are required to be a member of the SET and SIT?

The composition of the school self-evaluation team may vary depending on the size and needs of the school. Ideally, this team should consist of 6-8 members to ensure balanced representation of all stakeholders' views. However, this number and composition may vary depending on the needs of each school. What is important is the presence of members who represent different perspectives in the team. In the DIGI ESSA 4 SCHOOLS model, the SET is recommended to consist of the following members:

- **School Principal or Vice Principal (1):** May serve as the team leader.
- **Teachers (At Least 2):** Teachers from different branches and grade levels can be included.

- **Guidance and Psychological Counselling Specialist (1):** Can contribute in terms of student needs and guidance services.
- **Parent-Teacher Association Representative (1):** Can participate to represent the views and contributions of parents.
- **Student Representative (1):** Can participate to reflect the perspective of students.
- **Support Staff (1):** Can participate to represent other school employees.

The tasks and responsibilities of the SET are determined based on the expertise areas of the team members. A detailed timeline (plan) is prepared by the SET for all tasks and processes related to the self-evaluation process, from the preparation stage to the monitoring stage. Potential risks, preventive measures, and necessary resources that may arise during the self-evaluation process are identified by the SET. In the DIGI ESSA 4 SCHOOLS Tool, a school profile is created, and users are defined. The school self-evaluation team's access to the digital platform is provided.

**Step 2: Implementation**

The implementation step is the stage where data collection activities are carried out based on the goals, criteria, and indicators determined during the preparation stage. This step is the process where the data collection methods and tools planned during the preparation phase are actively used. It is important to collect information from various sources during the self-evaluation process. Data are collected from multiple sources, such as surveys, existing information in school records, interviews, and observations, including teachers, students, parents, administration, classrooms, and other learning environments. The type of information or evidence to be collected should depend on the focus of the school's assessment. It is important to ensure that the collected evidence is manageable, useful, and focused. Collecting too much information may weaken each of these important aspects. To collect healthy and reliable information, stakeholders (students, teachers, parents, etc.) involved in the self-evaluation should be informed by the SET during the data collection process. While managing the implementation phase of the school self-evaluation, the SET should focus on the following guiding questions.

**Guiding questions:**

- What kind of information does the school aim to collect?
- What sources does the school plan to use?
- What quantitative and qualitative tools will be used to collect data that will answer the school's questions?
- How will the implementation timeline be organized?
- What are the expected interim results of the SSE?

- Has the process been planned to ensure that participants have enough time to do what they need to do?
- How is it ensured that the data is provided by the participants (leadership, teachers, students, and parents) in a timely and necessary manner?
- How is it ensured that the collected data is manageable, useful, and focused?
- How are students, families, and stakeholders involved in the self-evaluation process?
- How students, families, and stakeholders are actively involved in the data collection process?
- How does the SET support reflection and participatory dialogue among teachers and between teachers and stakeholders on the evidence gathered about the school organization, teaching, and learning?
- How are collaborative practices and professional collaborative reviews developed among the teaching staff?

Information on the type of qualitative and quantitative data to be collected in the school self-evaluation process is available in the DIGI ESSA 4 SCHOOLS Tool (https://sat.digiessa4schools.com/). The DIGI ESSA 4 SCHOOLS Data Entry Interface consists of two sections: school data and surveys.

**School Data:**

In the DIGI ESSA 4 SCHOOLS model, quantitative data about the school (physical environment, basic data on students and staff, academic and social outcomes, etc.) is collected through digital tools during the implementation process. The types of data to be collected about the school are defined in the Demographic Data section of the DIGI ESSA 4 SCHOOLS tool. The authorized personnel in the SET enter the required demographic data into the DIGI ESSA 4 SCHOOLS tool using both digital and physical records of the school. All necessary precautions are taken by the school administration to ensure data security and the collection of accurate data. All collected data is checked for accuracy and consistency. If missing or incorrect data is identified, necessary corrections are made.

**Surveys:**

In the DIGI ESSA 4 SCHOOLS model, standard surveys prepared for each area are used for students, teachers, school administrators, and parents.

The SET shares survey links related to the area or areas selected based on the focus of the self-evaluation through the DIGI ESSA 4 SCHOOLS Tool via SMS, email, and/or WhatsApp, etc. The responses to the survey are collected in the DIGI ESSA 4 SCHOOLS Tool's data entry interface. It is important to include all stakeholders related to the school, including disadvantaged individuals, to obtain objective and reliable information/data about the

selected areas in the self-evaluation process by informing them and collecting their views and suggestions.

To this end, the SET provides:

- Information to all stakeholders (students, teachers, parents, school administration, support staff) about the assessment process via digital platforms, the school's website, emails, meetings, and social media.
- Encouragement for all stakeholder groups to participate in the surveys and interviews, taking into account various demographic characteristics such as different age groups, genders, ethnicities, socio-economic statuses, and others, as required by the principle of inclusiveness.
- Special targeting and informing of disadvantaged students, parents, and other stakeholders about the process and providing them with the additional support they need to ensure their participation.
- Regular feedback from stakeholders throughout the process, along with necessary guidance.

To diversify and enrich the data in the self-evaluation process, the SET can, if possible, conduct interviews with students, teachers, and parents and organize focus group meetings.

**Interviews:**

- One-on-one or group interviews are conducted with students, teachers, parents, and other stakeholders.
- Interviews are structured around the designated topics and questions and are recorded digitally.
- Interviews are conducted either face-to-face or through online platforms.

**Focus Group Meetings:**

- Focus group meetings are organized, including different stakeholder groups.
- These meetings are used to gather in-depth information by focusing on a specific topic.
- Focus group meetings are held either face-to-face or through online platforms.

The data obtained from the interviews and focus group meetings are evaluated in the analysis phase to support the demographic data and survey results.

**Step 3: Analysis**

In the self-evaluation model, the analysis phase is the process of thoroughly examining the data collected to understand the school's performance and areas for improvement and making the data more understandable using visual tools (such as graphs, tables, etc.). This phase helps identify the school's strengths and weaknesses and assess opportunities and threats. Conducting data analysis using digital software makes the school self-evaluation process more effective and efficient. As a result, analysis outcomes become more understandable and visually appealing, and all work carried out throughout the process is completed faster.

Data literacy is essential for the accurate and effective analysis of data in the school self-evaluation process and for ensuring that the information obtained is more meaningful and usable. Data literacy requires specialized knowledge and skills. Therefore, it is recommended that schools new to self-evaluation receive support from a team of experts in data literacy (Self-evaluation Support Team).

The SET should identify the strengths and areas for improvement in the evaluated areas. To be as objective as possible, quality should be assessed using the criteria defined at the national, regional, local, or school level, considering the school context. The following guiding questions can help guide the SET during the analysis phase. **Guiding questions:**

- To what extent does the SET and the school as a whole need data literacy to make sense of the collected data?
- How can we focus the analysis on research questions?
- What procedures are adopted by the school to analyze data and draw conclusions based on the collected evidence?
- How are the areas covered by the self-evaluation model evaluated?
- What are the strengths and weaknesses of the school highlighted by the data?

In the DIGI ESSA 4 SCHOOLS model, data is analyzed in a digital environment using data analysis and reporting software. The DIGI ESSA 4 SCHOOLS tool is designed to analyze demographic data and survey results more accurately and quickly through statistical analysis and qualitative data analysis methods, converting them into understandable graphs, tables, and visual charts.

In this way, the SET can focus on interpreting and evaluating the results related to the selected areas based on the analysis results. In this phase, the SET determines the school's strengths and weaknesses based on the analysis results. During this process, the school's capabilities and potential risks are evaluated, taking into account the school context. It is

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recommended that schools receive support from a team of experts in data literacy (Self-evaluation Support Team) during the analysis process. In the DIGI ESSA 4 SCHOOLS model, the self-evaluation process does not involve comparing the school with other schools. While evaluating the school's performance regarding the selected area criteria, the school takes into account its self-determined goals (benchmarks) and the data related to those criteria from previous years.

### Step 4: Reporting

The reporting phase is the step where the analysis results are presented in detail, supported by visuals, and the self-evaluation results are shared with stakeholders. The school self-evaluation report is a critical tool for identifying areas for improvement, creating strategic plans, using resources effectively, and communicating transparently with stakeholders. It can provide information for external evaluations conducted by the Inspection Board. The report also encourages participation in the SSA by the school community, fosters a collaborative culture, and contributes to on-going improvement processes. In some cases, the school self-evaluation report and improvement plan are a single synthetic document, while in others, they are two separate documents. In the DIGI ESSA 4 SCHOOLS model, the self-evaluation report and improvement plan are prepared as two separate documents. The SSA report should be user-friendly in terms of structure and length (generally no longer than three pages). The language used should be clear, concise, and easy to understand. The self-evaluation report should generally be prepared once a year and should include:

- An explanation of the progress made in areas addressed by the previous year's improvement plans;
- The focus points of the self-evaluation;
- Findings, evaluations, and recommendations;
- The areas prioritized for improvement by the school.

The report is shared with the school administration, teachers, parents, and other stakeholders. This can be done through meetings or seminars. Feedback on the report is collected from stakeholders. The SET should focus on the following guiding questions during the reporting phase.

**Guiding questions for the reporting step:**

- How is an effective self-evaluation report written?
- How does the school assess itself in the areas it has focused on, based on the collected evidence?
- How are the school's strengths and weaknesses highlighted in the self-evaluation report?

- How are potential strategies for school improvement clearly and understandably expressed?
- What are the priorities set by the school for improvement, considering its resources? Why were these priorities chosen?
- What are the expected goals/objectives for the identified priorities?

For a sample self-evaluation report format, see Appendix 1.

**Step 5: Improvement**

The improvement step is the stage where the improvement plan is created, implemented, and its results evaluated, based on the identified needs according to the analysis results, to enhance the school's performance. This is therefore the most critical step in the process. Self-evaluation only makes sense when development and improvement are achieved in the school.

The improvement step begins with improvement planning. The improvement plan should summarize the actions to be taken to achieve the desired improvements. Identifying specific priorities and objectives is the starting point. After making a decision based on relevant information or evidence, the school can decide on the specific, measurable, achievable, realistic, and time-bound goals needed to achieve improvement. This is an important step in determining the actions to be taken.

The school improvement plan should be simple, identify two to three main priorities, place strong emphasis on monitoring and evaluation, clarify the connections between priorities, goals/objectives, and improvements, and focus on school improvement. The plan should be seen as a living document, not prepared to be stored somewhere. The driving force behind the school improvement plan should be the quality of education. The school improvement plan should establish a clear link between the school's strategic goals and improvement objectives.

The improvement plan should generally include:

- Identification of priorities and objectives for improvement by focusing on the evaluated areas;
- Identification of the action steps and strategies necessary to achieve the goals over three years;
- Identification of resources and success criteria for each action;
- Clear delineation of roles and responsibilities for improvement actions;
- Identification of who will monitor and review the implementation and progress;
- Specification of criteria and timelines for monitoring and evaluation;
- Indication of how parents and other stakeholders can contribute;
- Preparation of a timeline for achieving goals, such as:

o   Short-term goals within 3 months;
o   Medium-term goals within 18 months;
o   Long-term goals in 18 months or more.

In the DIGI ESSA 4 SCHOOLS model, improvement actions are planned and implemented by the School Improvement Team (SIT). During the implementation of improvement actions, the school should not try to handle everything at once. Achieving the goals is important, but it is also crucial to give everyone a chance to understand the goals and their responsibilities in achieving them. Implementing the identified improvement actions effectively and achieving the planned goals requires a systematic and organized approach.

To successfully manage this process, the necessary financial, human, and material resources must be secured and used effectively and efficiently. It should be clarified which team members are responsible for which actions. Effective communication channels should be established among all stakeholders. Improvement actions should be initiated in line with action plans. The process should be advanced by adhering to the designated schedule and plans. These steps contribute significantly to the planned, organized, and effective implementation of school improvement actions, thus making important contributions to improving the overall performance of the school and student success.

Involving the broader school community in the improvement process is critical to its success. Including school administrators, teachers, other staff, students, and parents in the improvement plan shows that the plan is embraced and that there is broader support for achieving the goals. All relevant school staff, departments, and individual teachers should take ownership of the actions to be implemented at the whole-school level. These actions should become part of the normal teaching and learning process. A culture of continuous development and improvement should be established in the school.

While preparing the school improvement plan, the SIT should focus on the following guiding questions:

- What is our current performance? What is the status of student achievement and teaching quality?
- What data is available, and what does this data say?
- What are the school's strengths and weaknesses?
- What are the priority areas for improvement?
- What should our short, medium, and long-term goals be?
- How can these goals be measured and evaluated?
- What resources do we need to achieve the goals?
- In what areas can we seek support from external sources?
- What strategies should we use to achieve the goals?

- What methods, tools, and techniques might be effective?
- What are the detailed steps for each improvement action?
- Who will be responsible, and within what time frame will these steps be taken?
- How will action plans be implemented?
- What potential obstacles might we face in the implementation process, and how can they be overcome?

At the end of this step, it is recommended that schools share a summary of the self-evaluation report and the improvement plan with the entire school community. For a sample school improvement plan, see Appendix 2.

### Step 6: Monitoring

The self-evaluation process and the impact of the improvement actions need to be monitored. The role of those leading the process and all teachers in continuously and systematically monitoring the implementation of the plan is essential. In this context, information should be collected and used at regular intervals to check whether the necessary improvements have been made. In many education systems, the institution responsible for monitoring the improvement actions implemented by the school is the SIT, which will review and report after three months. The results of this review may lead to adjustments in the timeline and revisions to some actions. The implementation of the school improvement plan eventually leads to a new school self-evaluation cycle. In the DIGI ESSA 4 SCHOOLS model, monitoring activities are carried out by the School Improvement Team (SIT). The implementation process of improvement actions is regularly monitored by the SIT. The progress of the actions outlined in the improvement plan is evaluated according to performance indicators and the established success criteria. If necessary, revisions to the plans are made based on the monitoring results. Corrective measures are taken to enhance the impact of the actions based on feedback obtained throughout the process. The implementation process and the outcomes achieved are reported regularly. Successes, experiences, and goals reached are shared with relevant stakeholders. The SIT should focus on the following guiding questions during the monitoring phase.

**Guiding questions:**

- How will monitoring take place?
- Who will be responsible for monitoring?
- How will progress be tracked regularly?
- How will we collect feedback throughout the process? How will we use the feedback received?
- What is the impact of the improvement actions on school management?
- Has the school established new policies related to improvement actions?

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- Have improvement actions caused a change in classroom/school practices?
- What are the experiences of teachers with the implemented improvement actions?
- What are the experiences of students with the implemented improvement actions?
- What is the impact of improvement actions on student learning?
- What is the impact of improvement actions on school climate and well-being?
- What criteria will be used to evaluate and report progress and success?
- Are the goals and actions realistic, or do they need to be changed?
- When and to whom will progress be reported?
- How can we sustain and enhance our successes?
- How should new goals be set after the achieved goals?

The improvement and monitoring process should be treated as a continuous cycle based on the completed actions and results obtained. After the achieved goals, new goals should be set, and the process should continue.

**SECTION 4: DIGI ESSA 4 SCHOOLS SELF-EVALUATİON FRAMEWORK**

The Self-evaluation Framework is a template that comprehensively defines the areas, sub-areas, criteria, and indicators to be used in school self-evaluation to enhance the quality of education and ensure continuous improvement. In the DIGI ESSA 4 SCHOOLS Model, the self-evaluation principles and assessment areas were determined by analyzing the results obtained from a systematic literature review and field research conducted in six countries in the first phase of the project. The Effective Digital Self-evaluation Model's areas, criteria, and indicators were developed under the leadership of the Inspection Board of the Ministry of National Education and in cooperation with all partners, according to the objectives presented in the project proposal and the needs of the six countries. When determining the areas, criteria, and indicators, the priorities of the project were taken into account, such as continuous development and improvement in the educational process, inclusiveness, core competencies, and resilience factors.

1. **Area**

The areas covered by the digital self-evaluation model encompass various dimensions that school leaders need to be aware of and assess within the school. Each area is divided into sub-areas corresponding to categories and includes a list of criteria and indicators that schools can select based on context and specific needs.

2. **Criteria**

Criteria are the standards selected to evaluate and compare the area in terms of its quality in quantitative and qualitative terms in the school self-evaluation. In the DIGI ESSA 4 SCHOOLS model, indicators are defined based on the criteria established.

**3. Indicator**

In the DIGI ESSA 4 SCHOOLS model, an indicator is quantitative or qualitative evidence that demonstrates or clarifies that the standards/criteria related to a specific criterion are present or accurate. In the DIGI ESSA 4 SCHOOLS model, 10 areas and 59 sub-areas have been identified."
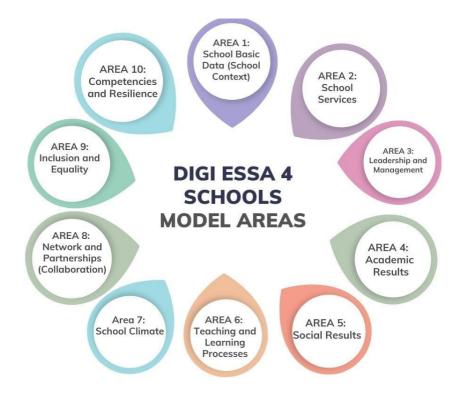


Figure 4:DIGI ESSA 4 SCHOOLS Model Areas

In the DIGI ESSA 4 SCHOOLS model, the assessment framework is designed with a flexible structure. Each school can select the areas it wishes to assess based on its own priorities, context, and national conditions.

Summary information on the DIGI ESSA 4 SCHOOLS Model Areas, Sub-Areas, Criteria and which indicators will be used to evaluate each area and each criterion is presented in the tables below.

| AREA 1: SCHOOL BASIC DATA (SCHOOL CONTEXT) | | |
|---|---|---|
| Subarea | Criteria | Summary Information Regarding the Area |
| Demographic Data | Student | In this area, fundamental data such as the school's demographic structure and physical capacity are included. Demographic data such as the total number of students, the average number of students per class, the ratio of female to male students, the percentage of disadvantaged students, and the diversity of nationalities are presented. Additionally, important |
| | Teacher | |
| | Administrator | |
| | Support Staff | |

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| Physical Environment | Infrastructure | indicators include the number of teachers, their qualifications (master's, PhD), the number of guidance counselors, and the number of teachers catering to special education needs. Other factors evaluated include the number and qualifications of administrators, the status of support staff, the number of buildings and classrooms in the school, laboratory facilities, and technological equipment. This data serves as a key information source for assessing the general state of the school and identifying areas for improvement. |
|---|---|---|
| | Equipment | |
| Economic Resources | Economic Resources | |

| AREA 2: SCHOOL SERVICES | | |
|---|---|---|
| **Subarea** | **Criteria** | **Summary Information Regarding the Area** |
| Administrative and financial | Student affairs | This area addresses various aspects, from administrative and financial services to social services, security, and cleaning services. In terms of administrative and financial services, the satisfaction level with student and staff processes, as well as the adequacy of budgets allocated to student and teacher activities, is assessed. Social services focus on the effectiveness of guidance and psychological counseling services, the student-to-counselor ratio, and the satisfaction level with student-parent guidance activities. Additionally, the satisfaction level with social supports provided to students and staff (such as cafeteria and transportation services) is a key indicator. In the security and cleaning services section, the adequacy of safety measures and hygiene standards in the school is analyzed to determine the effectiveness of these services. In this context, the quality and satisfaction level of services related to the school's overall operation are examined in detail. |
| | Personnel affairs | |
| | Budget services | |
| Social Services | Guidance and Psychological Counseling-Services IT | |
| | Social support provided to students and staff | |
| Security and Cleaning Services | Security | |
| | Cleaning | |

| AREA 3: LEADERSHIP AND MANAGEMENT | | |
|---|---|---|
| **Subarea** | **Criteria** | **Summary Information Regarding the Area** |
| Vision-Mission | Vision | This area covers topics such as the school's leadership and management processes, the adoption of vision and mission, as well as administrative and instructional leadership. Regarding the vision and mission, the school's progress toward its goals and the stakeholders' level of awareness of the institution's values are evaluated. In administrative leadership, the strength of the school's communication processes, strategic planning, and satisfaction with extracurricular activities are examined. Additionally, key criteria in this area include the school's governance bodies, efficient use of resources, self-assessment processes, and accountability levels. Instructional leadership encompasses supporting teachers' professional development, training new teachers, promoting peer learning, and encouraging |
| | Mission | |
| Managerial Leadership | Communication | |
| | Planning | |
| | Governance Bodies / Organization | |
| | Resource Management | |
| | Monitoring/ Evaluation and Accountability | |
| | Supporting the professional development of teachers | |

| Instructional Leadership | Management of the teaching-learning process | participation in professional courses. This area also includes managing the teaching and learning processes, curriculum planning, improving learning environments, and overseeing monitoring processes. Furthermore, tracking student development, mentoring, and coaching systems, as well as leading students through their learning processes, form the foundation of this area. Leadership and management play a crucial role in supporting the overall functioning of the school, contributing to the development of both teachers and students. |
| | Leading student development and student learning | |

| AREA 4: ACADEMIC RESULTS | | |
| --- | --- | --- |
| **Subarea** | **Criteria** | **Summary Information Regarding the Area** |
| **Academic results** | **Course success status** | This area evaluates the school's academic achievements and student performance. It examines course success rates, year-end grade averages in mandatory subjects, and the effectiveness of strategies implemented by the school to support students' academic development in these subjects. Key indicators include success in national exams, scores in higher education entrance exams, and average results in regional and national assessments. Other important factors influencing academic outcomes are student repetition rates and transition rates to higher education. Additionally, student participation in projects is considered an important factor contributing to the school's academic success. The number of students involved in projects and the impact of these projects on academic achievement are assessed. Student absenteeism and dropout rates are also closely monitored, as these indicators are closely related to success rates. The effectiveness of the school's efforts to reduce absenteeism and dropouts is considered a critical factor in academic achievement. This area involves an assessment of the school's overall academic performance and the strategic approaches that ensure the sustainability of this performance. |
| | **Success status in national exams** | |
| | **Grade Repetition (Grade Retention)** | |
| | **Transition to higher education (university, college)** | |
| | **Student Participation in Projects** | |
| **Student Absence and Drop Out** | **Student absence** | |
| | **Drop out** | |

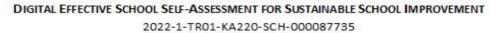| AREA 5: SOCIAL RESULTS | | |
| --- | --- | --- |
| **Subarea** | **Criteria** | **Summary Information Regarding the Area** |
| **Collaboration** | **Collaboration between students** | This area evaluates students' social development, attitudes, behaviors, and levels of cooperation. Cooperation among students, both within the classroom and between different classes, is assessed in terms of harmony and mutual support. In addition, factors such as citizenship awareness, participation in community service, and social responsibility projects, as well as students' sensitivity to national and global issues, are considered key criteria. Awareness levels regarding |
| **Attitude and** | **Citizenship** | |

| behavior | attitudes and behaviors | environmental issues, respect for others, and the ability to cope with bullying are also analyzed in relation to social responsibility and attitudes. |
|---|---|---|
| Reward and Discipline | Student reward status | Reward and discipline status is another important indicator of social outcomes. The distribution of disciplinary actions and rewards across different years and grade levels is taken into account to assess the development of students' attitudes and behaviors. In this area, students' socialization process, sense of responsibility, and capacity to develop positive behaviors are evaluated. |
|  | Student discipline status |  |

| AREA 6: TEACHING AND LEARNING PROCESSES | | |
|---|---|---|
| Subarea | Criteria | Summary Information Regarding the Area |
| Teaching Practices | Quality of the Teaching and Learning process | This area assesses the quality of teaching and learning processes, teachers' pedagogical approaches, and the extent to which individual learning needs of students are met. The level of teachers' preparation for classes, the methods and techniques used in the teaching process, and the enrichment of tools and materials are all of great importance. Additionally, key factors in this process include students' active participation, the promotion of higher-order learning skills (such as critical thinking and problem-solving), collaboration among teachers, and student motivation. Among the evaluation criteria, the fairness, transparency, and feedback provided to students in assessment processes stand out. The assessment of students' academic performance, their level of preparation for lessons, and the appropriateness of evaluation methods are considered. In support services, the extent to which universal and targeted supports are provided, and the adequacy of supplementary courses in meeting needs, are analyzed. Pedagogical services are evaluated based on the adaptation of the curriculum to environmental conditions, the implementation of projects aimed at developing citizenship skills, and the effectiveness of individualized education programs. In extracurricular activities, students' participation in scientific, cultural, artistic, and sports activities, and the impact of these activities on students, are also observed. |
| Evaluation | Evaluation and feedback quality |  |
| Support | Personalized Support/ Operational support |  |
| Pedagogical services | Curriculum development/ adaptation processes |  |
|  | Extracurricular activities |  |

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| AREA 7: SCHOOL CLIMATE | | |
|---|---|---|
| Subarea | Criteria | Summary Information Regarding the Area |
| School Environment | Positive School Environment | This area evaluates the overall atmosphere of the school and the relationships between stakeholders. Creating a positive school environment is closely linked to high levels of trust, cooperation, and respect among stakeholders. Key indicators in this area include the low |
| Participation | Involvement/taking part |  |

| | Relationship with parents | occurrence of disciplinary incidents, stakeholders' adoption of the school's mission and vision, the presence of a fair management approach, and the clear definition of rules. |
|---|---|---|
| Safety and Wellbeing | Safety | In terms of participation, important components of a strong school climate include the level of stakeholder involvement in decision-making and implementation processes, parents' participation in school activities, and communication in school-parent relationships. Under the security and well-being category, the physical, social, and emotional safety levels of students and staff, as well as the frequency of bullying and similar incidents, are evaluated. A sense of belonging, respect, being valued, and happiness are also considered important reflections of the school climate. |
| | Level of Well-being | |

| AREA 8: NETWORK AND PARTNERSHIPS (COLLABORATION) | | |
|---|---|---|
| Subarea | Criteria | Summary Information Regarding the Area |
| Relationship with communities | School and community relationship | This area evaluates the relationships and collaborations the school establishes with external stakeholders. Key indicators in this area include the strength of the school's relationships with the community, other schools, public and private institutions, and universities. The school's participation in community-benefiting and social responsibility projects, as well as its involvement in national and international activities, are also assessed. The quality of collaboration is measured by how strong and productive the partnerships are with public institutions, private organizations, other schools, and universities, along with the stakeholders' satisfaction with these relationships. The main focus of this area is the school's ability to establish strong and sustainable collaborations with surrounding actors to contribute to the educational process. |
| Participation in activities | Activity carried out/participated in | |
| Collaboration with communities | Collaboration between the school and institutions/organizations | |
| | Collaboration between the school and institutions/organizations | |

| Area 9: Inclusion and Equality | | |
|---|---|---|
| Subarea | Criteria | Summary Information Regarding the Area |
| Access | For all students to reach quality educational environments | This area evaluates the equal access of all students to educational and learning opportunities, focusing on the school's commitment to the principles of inclusivity and equity. It examines the extent to which school administrators, teachers, and support staff implement inclusivity and equity practices in accordance with national and international legal frameworks. Special |

| | | |
|---|---|---|
| **Participation/equality of opportunity** | **Providing quality education and learning opportunities to all students** | attention is given to the implementation of individualized education programs for students with special needs, the level of support provided to these students based on their needs, and the involvement of families and external stakeholders in the process. |
| **Support** | **Supporting the education of all children** | Additionally, the effectiveness of the school's anti-discrimination policies, the arrangement of educational environments to accommodate students' individual differences, and the extent to which all stakeholders develop a shared understanding of respect for diversity and differences are included in the evaluation process. Finally, the school staff's participation in continuous professional development on inclusivity and equity, as well as their awareness levels, are observed to determine the overall effectiveness of the school's inclusivity policies. |

**Area 10: Competencies And Resilience**

| Subarea | Criteria | Summary Information Regarding the Area |
|---|---|---|
| Resilience | Effective Communication | This area evaluates the opportunities provided to students to develop their competencies and enhance their resilience, assessed under two subcategories. In the "**competency area**," the focus is on observing students' progress in various skills, such as effective communication, collaboration, higher-order thinking skills, creativity, and problem-solving abilities. The opportunities offered through both curricular and extracurricular activities to help students acquire these skills are evaluated. The school's capacity to improve digital competencies is analyzed in terms of technical infrastructure and human resources, while also considering the opportunities provided to students to learn how to learn and develop their individual talents. In the "**resilience area**," the school's capacity to cope with unexpected negative changes is assessed. Criteria include the measures taken for disaster and emergency preparedness, the adequacy of emergency plans, and the effectiveness of drills conducted. Additionally, the adequacy of remote and mobile education systems to ensure the continuity of education is evaluated. An important aspect of this area is the ability to equip students with skills to cope with adverse life conditions, flexibility, and stress management. The frequency and effectiveness of health and safety training provided are also taken into consideration in this process. |
| | Collaboration/ Teamwork | |
| | Higher-level thinking skills | |
| | Creativity | |
| | Problem Solving Skill | |
| | Digital competency (accessing information, creating content, sharing, managing information, digital literacy..) | |
| | Competency of learning to learn | |
| | Individual abilities | |
| Competencies | The capacity to struggle/deal with unexpected negative changes/living conditions | |

For detailed information on the Areas, Criteria and Indicators, please see Annex-1.
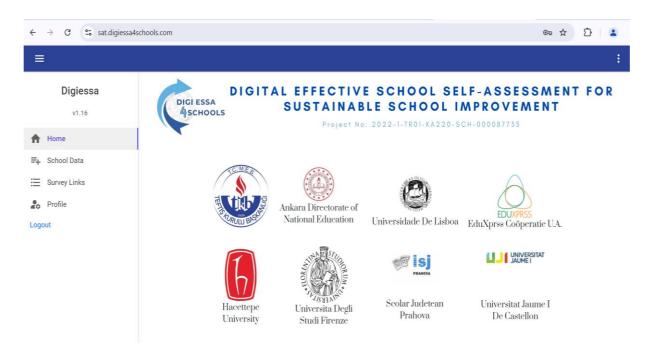
## SECTION 5: DIGI ESSA 4 SCHOOLS IMPLEMENTATION TOOL

In the DIGI ESSA 4 SCHOOLS Model, a digital tool/software has been developed to carry out the self-evaluation process more quickly, effectively, flexibly, and reliably in a digital environment.

The DIGI ESSA 4 SCHOOLS Implementation Tool consists of two main sections: the Data Entry Interface and the Reporting Interface.

### 1. Data Entry Interface

The Data Entry Interface of the DIGI ESSA 4 SCHOOLS Model is the application where the quantitative and qualitative data required for the self-evaluation process are collected in a digital environment. The Data Entry Interface consists of two sections: school data and surveys. Schools using the application must register in the system with a username and password in the school profile tab of the data entry interface.

### School Data

During the implementation process of the DIGI ESSA 4 SCHOOLS model, quantitative data related to the school (physical environment, basic data on students and staff, academic and social outcomes, etc.) is collected using digital tools. The types of data to be collected in relation to the self-evaluation areas are defined in the School Data section of the DIGI ESSA 4 SCHOOLS tool. The Data Entry Interface of the DIGI ESSA 4 SCHOOLS is designed as a flexible model, allowing schools to select the priority areas they need to evaluate and develop based on the core principles of the model. The SET (School Self-evaluation Team) can identify the areas they wish to prioritize for evaluation and improvement and upload numerical data related to these areas into the system.
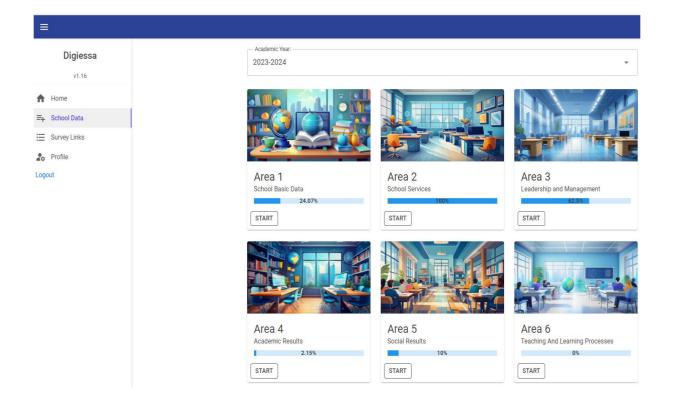
Numerical data related to the assessment areas is entered into the DIGI ESSA 4 SCHOOLS tool by authorized personnel designated by the school administrator, using both digital and physical records of the school. The collected data is stored in the data entry interface. The school administration takes all necessary precautions to ensure data security and the collection of accurate data. All collected data is checked for accuracy and consistency. If any missing or incorrect data is identified, the necessary corrections are made.

**Surveys:**

In the DIGI ESSA 4 SCHOOLS model, standard surveys related to the self-evaluation areas are used for students, teachers, school administrators, and parents.

The School Self-evaluation Team (SET) can select the relevant surveys it wishes to prioritize and develop during the self-evaluation process. The selected survey links can be shared via SMS, email, and/or applications like WhatsApp through the DIGI ESSA 4 SCHOOLS Tool. The survey responses are collected in the data entry interface of the DIGI ESSA 4 SCHOOLS Tool.
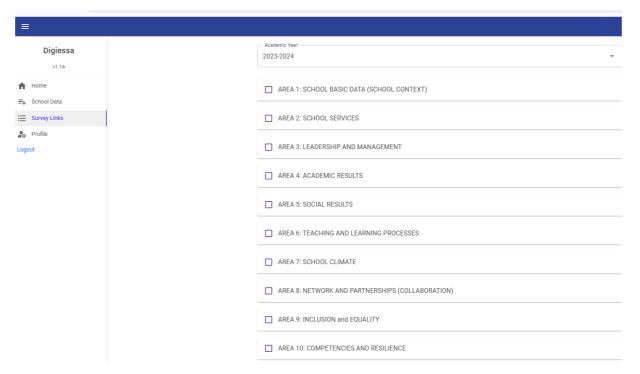
## 2. Data Analysis and Reporting Interface

The Data Analysis and Reporting Interface is a digital platform used to analyze and evaluate demographic and survey data collected during the school self-evaluation process according to the DIGI ESSA 4 SCHOOLS model. The system securely stores the data entered by schools and offers the opportunity to compare them with previous years. School administrators can determine their strengths and weaknesses through this interface and decide which areas to intervene in.

The basic functions of the Data Analysis and Reporting Interface are as follows:

**1. Data Processing:** The raw data collected by the Data Entry Interface is processed by the Data Analysis Interface and converted into semi-processed and processed data. This process is an important step for making the data meaningful and usable.

**2. Data Analysis:** The system analyzes demographic data and survey results with various statistical methods. Data is processed using descriptive statistics, correlation analyses and comparative analyses. Analysis results for each area and criteria are supported by visual tools (graphs and tables).

**3. Evaluation and Visualization:** Analysis results are presented with colour schemes, bar graphs and responsive tables. In this way, users can easily examine the data and understand the level of performance.

**4. Reporting and Interpretation:** The Data Analysis Interface allows you to export the results in PDF format. Strategic recommendations and improvement areas are determined based on performance criteria for each evaluation area, which provides guidance for the development of the school.

This interface facilitates the school's decision-making processes by systematically analyzing the school's performance and offers data-based suggestions to improve the quality of education

## SECTION 6: DATA ANALYSIS, MEASUREMENT, AND EVALUATION METHODS IN THE DIGI ESSA 4 SCHOOLS MODEL

### 1. Data Collection Tools in the DIGI ESSA 4 SCHOOLS Model

In the DIGI ESSA 4 SCHOOLS model, the digital analysis of surveys and numerical data used during the school self-evaluation process is thoroughly addressed to enhance the efficiency and accuracy of the process. This involves the statistical analysis, measurement, evaluation, and interpretation of the data. The data collection tools in the DIGI ESSA 4 SCHOOLS model are as follows:

1. Demographic data
2. Surveys based on self-evaluation

This section introduces the data collection tools and their purposes, presents the methods used in data analysis, and shares approaches for evaluating and interpreting these data.

#### a. Demographic Data

Once schools are assigned a username and password, they are asked to enter the necessary information. This data is school-specific and generally not expected to change throughout the year. Additionally, for each dimension created for self-evaluation purposes, the school's current year data and target data for the future are also considered demographic data. In the DIGI ESSA 4 SCHOOLS model, three types of data will be collected. The first is raw data, which is unprocessed data belonging to the school, such as the number of teachers or classrooms. The second type is semi-processed data, which includes metrics such as the student-to-teacher ratio or the number of teachers per project. Finally, purpose-processed data refers to data processed through an algorithm, such as how far the school's average success rate over the last two years is from its target. Schools are expected to input raw and semi-processed data into the system, while processed data will be calculated as school-specific by the DIGI ESSA 4 SCHOOLS model's data analysis system.

#### b. Self-evaluation Surveys

Another data source in the DIGI ESSA 4 SCHOOLS model is surveys collected from administrators, teachers, students, and parents based on self-reporting (personal assessment). The survey data will be obtained through responses on a 5-point Likert scale (from 1 to 5). Survey items will be produced separately for each participant group and dimension, and the data collected anonymously via online surveys will be saved in the school's user account database. Participants are expected to express their opinions based on satisfaction, frequency of occurrence, agreement with statements, and perceived quality of services/education, among other criteria.

**2. Data Analysis Process in the DIGI ESSA 4 SCHOOLS Model**

In the DIGI ESSA 4 SCHOOLS model, data analysis is conducted separately for demographic data and survey data, and presented together for evaluation and interpretation purposes. The statistical methods used at this stage include:

- **Descriptive Statistics:** Basic statistical measures such as mean, median, mode, and standard deviation are used to understand the general distribution and trends of the data. These measures clearly show the central tendencies and distribution patterns of the data.
- **Correlation Analysis:** Used to understand the relationships between variables. For instance, the relationship between student achievements and teacher satisfaction can be examined. Correlation coefficients determine the strength and direction of these relationships.
- **Comparative Analyses:** Data is compared across specific criteria or time periods. This may include comparing one year's data with the previous year's data. Such analyses are used to evaluate the school's progress and changes in performance over time.

The analysis of survey and numerical data is a cornerstone of the school self-evaluation process. Quantitative measurement methods provide a systematic evaluation of numerical data. These methods are generally applied to the numerical data collected through surveys and measurement tools. Below are details on the analyses chosen for the data collected in two different stages of the DIGI ESSA 4 SCHOOLS model.

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a. **Demographic Data Analysis**

Demographic data represents various performance indicators for the school. These include student success rates, attendance/absence, discipline, participation in projects, and other academic, social, and cultural performance measures. The analysis of demographic data is conducted by comparing these data points with annual performance targets and (if applicable) previous years' data. Each data point shows how close or far the school is from achieving its performance targets. This analysis is crucial for identifying areas of development and creating improvement strategies. The results of the demographic data analysis are visualized using graphs and tables to help users better understand and interpret the data.

b. **Survey Data Analysis**

Self-reported data shows how stakeholders perceive the school's performance in each dimension. This data is collected from participants based on satisfaction, frequency of occurrence, agreement with statements, and perceived quality of services/education, among
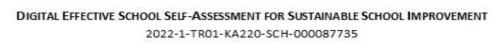
other metrics. The data is reported using frequency, percentage, and mode analyses for each item. The perceptions of each stakeholder group for each item can be analyzed both within and across groups. As a result, the criteria evaluated through surveys based on specific benchmarks are classified within a certain score range, showing how close the school is to achieving its self-determined goals for each criterion.

Survey results are visualized through bar charts and responsive tables. These visual tools allow users to understand the data more easily. The primary visual tools used in this process are as follows:

- **Bar Charts:** Charts in which data values are shown with color schemes. These charts help quickly identify the school's strengths and weaknesses.
- **Responsive Tables:** Tables that allow users to click on a row or bar to access more detailed information. These tables also allow users to hide or display data for specific years.
- **Color Schemes:** Survey results and numerical data are visualized with specific color codes. For example, red (1), orange (2), light purple (3), green (4), and blue (5) colors are used for survey results.
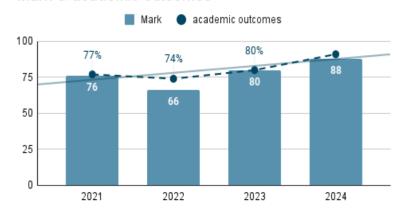
Examples of some visualization types are presented below

**Sample Demographic Data Results:**

| | |
|---|---|
| Female Student Percentage (%) | Number of Female Students |
| Male Student Percentage (%) | Number of Male Students |
| Disadvantaged Student Percentage (%) | Number of Disadvantaged Students |

**Comparison Table by year**



Mark & academic outcomes

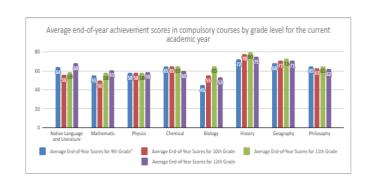## Comparison Data According to Some Variables

### Success Averages in the Higher Education Transition Exam by Subjects

| Course/Score Average | Two Previous Academic Years | Previous Academic Years | Current Academic Year | Current School Goal |
|---|---|---|---|---|
| Grammar | 21 | 13 | 24 | 26 |
| Math | 17 | 14 | 19 | 21 |
| Physics | 3 | 2 | 2 | 5 |
| Chemical | 4 | 2 | 3 | 4 |
| Biology | 2 | 2 | 3 | 4 |
| History | 4 | 3 | 4 | 7 |
| Geography | 3 | 3 | 4 | 6 |
| Philosophy | 2 | 3 | 4 | 4 |



### Average end-of-year achievement scores in compulsory courses by grade level for the current academic year

| | Average End-of-Year Scores for 9th Grade" | Average End-of-Year Scores for 10th Grade | Average End-of-Year Scores for 11th Grade | Average End-of-Year Scores for 12th Grade |
|---|---|---|---|---|
| Native Language and Literature | 64 | 56 | 59 | 68 |
| Mathematic | 55 | 50 | 58 | 61 |
| Physics | 58 | 58 | 58 | 59 |
| Chemical | 65 | 65 | 65 | 60 |
| Biology | 45 | 55 | 65 | 53 |
| History | 72 | 78 | 80 | 75 |
| Geography | 68 | 71 | 73 | 71 |
| Philosophy | 65 | 63 | 65 | 62 |

## Visualization of Survey Data

| School Information | |
|---|---|
| **The Name of The School:** | GoodWill School |
| **Evaluation Area:** | Social Results |
| **Date of Application :** | 03.09.2024 |

| Results | | |
|---|---|---|
| | | Value |
| Raw Score | | **24** |

| Scoring and Interpretation | |
|---|---|
| | Scores are evaluated as a raw score (between 5 and 5x Number of Items). Higher scores represent higher levels of agreement/satisfaction/quality/frequency. In addition, respondents may not respond to some items for various |

reasons. Each part of the survey can be applied separately. Scoring will be calculated by reporting the frequency distribution for each interval and the mode for each item. Thus, the total distribution will be presented separately for each section.

The corresponding scoring tables for each model assigned to each section are presented below.

| Responses for School Basic Data | Participation | | | | |
|---|---|---|---|---|---|
| | Strongly Agree | Agree | Undecided | Disagree | Strongly Disagree |
| The school is accessible for individuals with disabilities. | 5 | 4 | 3 | 2 | 1 |
| The physical environment of the school is sufficient for educational activities (lessons, conferences, exhibitions, sports, stationery, accommodation, etc.). | 5 | 4 | 3 | 2 | 1 |
| The school has sufficient mobile equipment (smart boards, tablets, laptops, photocopiers, fax machines) used in pedagogical activities. | 5 | 4 | 3 | 2 | 1 |

| Responses for School Services | | | | | |
|---|---|---|---|---|---|
| | Strongly Agree | Agree | Undecided | Disagree | Strongly Disagree |
| To what extent are you satisfied with the monitoring of graduate students at the school? | 5 | 4 | 3 | 2 | 1 |
| To what extent are you satisfied with the psychological services provided by the school (self-awareness, problem solving, gaining realistic decision-making skills and adapting to the environment, etc.)? | 5 | 4 | 3 | 2 | 1 |
| To what extent are you satisfied with the school's cafeteria/canteen services? | 5 | 4 | 3 | 2 | 1 |

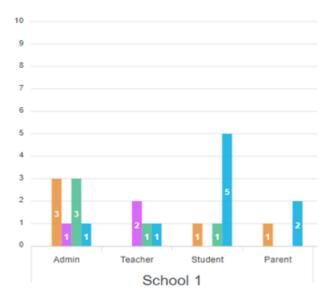| Responses Regarding Teaching and Learning Processes | Perceived Quality Degree | | | | |
|---|---|---|---|---|---|
| | Strongly Agree | Agree | Undecided | Disagree | Strongly Disagree |
| To what extent the individual learning needs of the students are taken into account in the lessons | 5 | 4 | 3 | 2 | 1 |
| The extent to which teachers have high expectations from students | 5 | 4 | 3 | 2 | 1 |

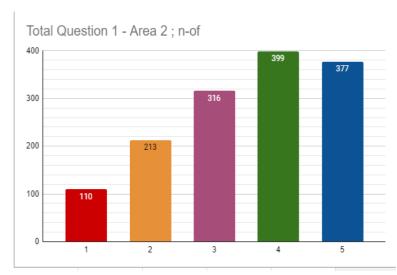| The extent to which all students in the school are provided with the necessary educational support | 5 | 4 | 3 | 2 | 1 |
|---|---|---|---|---|---|

| Responses to Social Consequences | Frequency Level | | | | |
|---|---|---|---|---|---|
| | Always | Often | Sometimes | Rarely | Never |
| Students show respect to other students and school staff. | 5 | 4 | 3 | 2 | 1 |
| Students collaborate with each other during class hours. | | | | | |

**Comparison Data according to Participants**
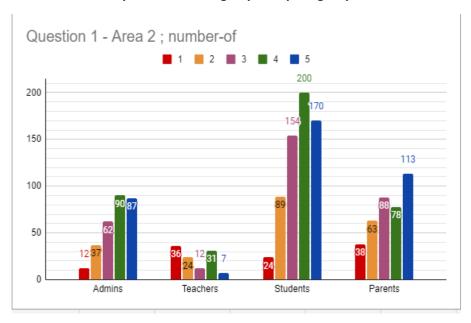


**Frequency Display of Responses**



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**Distribution of responses according to participant groups**



Question 1 - Area 2 ; number-of

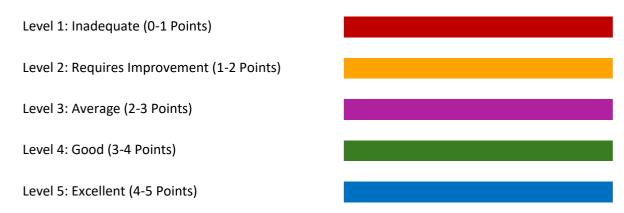## 3. Evaluation Criteria and Method

### a. Evaluation Criteria

In the DIGI ESSA 4 SCHOOLS model, a five-level evaluation scale is used for each area. The level results and numerical data for each area are visualized with specific color codes. The color coding for level results uses red (0-1), orange (1-2), light purple (2-3), green (3-4), and blue (4-5).

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These levels are defined as follows:

- **Red (0-1):** Indicates very low performance or significant room for improvement.
- **Orange (1-2):** Reflects a low level of performance, with some progress needed.
- **Light Purple (2-3):** Represents moderate performance, with areas for improvement but also positive progress.
- **Green (3-4):** Demonstrates strong performance, nearing the expected goals.
- **Blue (4-5):** Signifies excellent performance, meeting or exceeding expectations.

These levels help visualize the performance of the school in different areas, making it easier to identify strengths and areas requiring improvement.

Level 1: Inadequate (0-1 Points)

Level 2: Requires Improvement (1-2 Points)

Level 3: Average (2-3 Points)

Level 4: Good (3-4 Points)

Level 5: Excellent (4-5 Points)

"The overall evaluation of each area is determined based on the mode score of all the criteria in that area. This allows the school's strengths and weaknesses to be clearly identified.

### b. Evaluation Method

Surveys and numerical data are analyzed through digital software. Survey results are calculated for each criterion in terms of frequency, percentage, and mode scores, and these scores are visualized using color schemes. In this process, support from data literacy experts is obtained to ensure the accuracy and validity of the data. The measurement methods in the self-evaluation process ensure that data is evaluated according to specific standards. These methods are usually created in line with performance criteria and objectives.

1. **Criterion-Based Evaluation Method**: Performance is evaluated according to the targets set for each criterion. For example, it is checked whether the target score for a specific criterion has been exceeded, and the results are compared with these targets.
2. **Performance-Based Evaluation Method**: Performance criteria are the standards used to measure the school's level of success. These criteria are usually determined in areas such as education quality, student satisfaction, and teacher performance. Each criterion is evaluated on a five-point Likert scale, and a score is assigned for each criterion based on this evaluation.
3. **Benchmarking Method**: The school's performance is evaluated by comparing it with the set goals and past data. The targets reflect the performance standards determined by the school, and the extent to which these standards are met is analyzed. Benchmarking allows the school to evaluate its performance by comparing it with its own goals.

### 4. Evaluation of Results, Interpretation, and Reporting:

The evaluation of the results involves the meaningful interpretation of the data collected and analyzed. In this phase:

**1.Evaluation by Criteria**: The results obtained for each criterion are reviewed, and a performance evaluation is conducted. The criteria are compared with the established standards and objectives (benchmarking), and strengths and weaknesses are identified.

**2.Performance Analysis**: The general performance of the school is evaluated using survey and demographic data. The data obtained is used to determine in which areas the school is successful and in which areas improvement is needed.

**3.Identification of Strengths and Weaknesses**: The analysis results identify the strengths and areas for improvement of the school. Strengths represent successful performance, while weaknesses indicate areas that need development.

**4.Identification of Areas for Improvement**: Based on the performance evaluation, the areas that need improvement are identified. These areas are usually indicated by low scores or deficiencies in performance criteria.

**5.Strategic Recommendations**: Based on the results obtained, strategic recommendations are developed. These recommendations determine the steps necessary to improve the school's performance and create improvement plans.

**6.Visualization and Reporting**: The results are reported using visualization tools. Graphs, tables, and color schemes make it easier to understand the data and show how performance is distributed across various criteria. Additionally, reports can be exported in PDF format and used to provide detailed information. The export button in each section allows users to export only that section or the entire report. The reports include detailed analysis results for each area and criterion, supported by visual representations.

**SECTION 7: SCHOOL SELF-EVALUATION REPORT AND SCHOOL IMPROVEMENT PLAN**

**A. PROCESS OF PREPARING AND WRITING THE SCHOOL SELF-EVALUATİON REPORT**

**1. Purpose and Importance of the Self-evaluation Report**

The school self-evaluation report is an important document that analyzes the current situation of the school, identifies its strengths and weaknesses, and determines areas for improvement. The DIGI ESSA 4 SCHOOLS Model provides schools with a data-driven perspective, offering concrete suggestions and guiding the objective and transparent handling of self-evaluation and improvement areas. The report prepared in line with this model is an important tool for strategic planning, effective use of resources, and transparent communication with stakeholders.

**2.** Key Points to Consider When Preparing an Effective Self-evaluation Report

❖ **Clarity and Understandability**: The report should be written in a clear, straightforward, and understandable manner. Avoiding complex terms ensures that every stakeholder (school administration, teachers, parents, etc.) can easily understand the content. The report should typically not exceed three pages to maintain a user-friendly structure.

❖ **Evidence-Based Evaluation**: The report should be prepared based on the evidence collected regarding the priority areas set by the school. Evaluating each piece of evidence provides a clear picture of the school's performance. This highlights the strengths and weaknesses of the school based on concrete data. Additionally, the progress made according to previous improvement plans should be thoroughly examined.

❖ **Focus on Priority Areas**: The self-evaluation report should focus on the areas the school prioritizes and present the findings, evaluations, and recommendations related to these areas systematically.

❖ **Identification of Improvement Areas**: The priority areas for improvement identified by the school should be clearly expressed. These priorities should be determined considering the school's available resources and capabilities. Improvement strategies should be

understandable and feasible, with the goal of enhancing weak areas based on the school's strengths.

❖ **Goals and Objectives**: The goals and objectives related to the identified improvement priorities should be included in the report. These goals should be clearly defined and measurable to improve the school's future performance.

❖ **Transparent Communication with Stakeholders**: The report aims to encourage the participation of the school community (students, teachers, parents, etc.) and foster a collaborative culture. Therefore, the report should be shared transparently with stakeholders, and feedback processes should be clear. The report can be shared through meetings, seminars, or digital platforms.

❖ **Guiding Questions**: It is helpful to focus on certain questions when preparing the self-evaluation report:

  o How should the report be written effectively?
  o What are the school's priority areas, and why were these priorities chosen?
  o How are strengths and weaknesses highlighted?
  o How does the school evaluate itself in the areas it prioritizes?
  o What are the applicable goals and strategies for improvement?
  o How improvement strategies are clearly and understandably expressed?

In conclusion, the school self-evaluation report prepared under the DIGI ESSA 4 SCHOOLS model should be clear, evidence-based, and strategic, fostering strong collaboration with the school community and promoting continuous improvement processes.

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### 3. Content and Format of the Report:

The DIGI ESSA 4 SCHOOLS Model envisions the report being systematic, data-driven, and user-friendly. The model facilitates the presentation of findings through summary tables and intelligent graphs, making the analysis easier to understand. Below is the basic content of the self-evaluation report:

- **Cover Page**:
  o School name
  o Report title
  o Evaluation period
  o Report preparation date
  o Team preparing the report
- **Table of Contents**:
  o Report sections and page numbers
- **Introduction**:
  o **Purpose and Scope**: The purpose of the report is to evaluate the current state of the school, highlight its strengths, and identify areas for improvement. The scope includes stakeholder participation in the process and evaluations aimed at improving the school's overall performance.

- o **Self-evaluation Focus Areas**: This section outlines the areas the school has chosen to prioritize for evaluation and improvement. The SSA report covers findings related to the selected self-evaluation areas.
- o **School Context**: Provides information about the school's social and economic structure, educational programs, and student profile.
- o **Evaluation Process**: Provides brief information on the methods used in preparing the report (surveys, performance analyses, and observations) and the evaluation criteria used.

- **Methods and Tools Used**:
  - o **Data Collection Methods**: Data is collected using the DIGI ESSA 4 SCHOOLS Model Data Entry Tool. If the school has collected data through other methods such as teacher and parent interviews, observations, etc., this should be specified.
  - o **Evaluation Criteria**: The evaluation criteria and standards from the DIGI ESSA 4 SCHOOLS Model are used. (See Appendix: DIGI ESSA 4 SCHOOLS Model Areas, Criteria, and Indicators Table)
  - o **Data Analysis**: Data is directly analyzed using the DIGI ESSA 4 SCHOOLS Model Data Analysis Tool.

- **Findings and Analysis**

This section summarizes the school's strengths and weaknesses based on the report generated from the DIGI ESSA 4 SCHOOLS Model Data Analysis and Reporting Tool. Particularly, presenting the findings with summary tables and graphs facilitates understanding and interpreting the data. This section includes findings and justifications made based on the self-evaluation areas.

- o **Strengths**:
  - ▪ The areas in which the school excels are presented briefly (e.g., academic success, strong parent-teacher collaboration, etc.).
  - ▪ The results are supported visually with tables or graphs.
- o **Areas for Improvement**:
  - ▪ The school's weaknesses and areas for improvement are explained.
  - ▪ Possible reasons for these weaknesses are briefly outlined.
  - ▪ Weaknesses are supported by data and visualized with tables or graphs (e.g., student absenteeism rates or low academic performance).
- **Conclusion and Recommendations**

In this section, an overall assessment of the school's current situation is made, and suggestions for areas that need improvement are presented.

- o **Overall Assessment**: The school's current situation, strengths, and areas needing improvement are summarized.
- o **Recommendations**: Suggestions are made for improvement areas. These suggestions should be concrete and actionable. For example, suggestions such as "implementing activity-based learning methods to increase student participation" can be provided.

- **Appendices**:

    This section contains supporting documents for the self-evaluation report:
    - School Improvement Plan
    - Survey forms used
    - Observation notes
    - Academic performance analyses

A detailed School Improvement Plan will be included as an appendix to this report, outlining concrete steps and responsibilities for the identified improvement areas. The format for the DIGI ESSA 4 SCHOOLS Model School Self-evaluation Report is provided in Annex 2:

**B. SCHOOL IMPROVEMENT PLAN (SIP) IN THE DIGI ESSA 4 SCHOOLS MODEL**

### 1. What is a School Improvement Plan and What is its Purpose?

A school improvement plan is a strategy designed by a school based on its needs identified through its self-evaluation. The goal is to increase student achievement, improve teaching quality, and generally enhance the school's performance. The plan is based on a continuous process of monitoring and feedback, which helps determine the key steps that will guide the school's development. The DIGI ESSA 4 SCHOOLS Model allows schools to define and monitor their improvement plans based on their own data analysis. The plan will be shaped according to the data obtained from the analysis and reporting interface of the DIGI ESSA 4 SCHOOLS tool. Based on the data from the analysis and reporting interface, the school will need to define the timeline, contextualization, goals for the improvement area, concrete actions, relevant participants/responsible individuals for each action, monitoring and evaluation criteria, outcomes achieved, etc.

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The characteristics of an effective school improvement plan are as follows:

- ❖ It is organized in a timeline format;
    - **A medium-term cycle** (usually a continuous program lasting three to five years),
    - **An annual cycle** (linked to academic and fiscal years),
- ❖ The plan should also include deadlines. For example:
    - **Short-term goals** within 3 months;
    - **Medium-term goals** within 18 months;
    - **Long-term goals** within 18 months or more.
- ❖ A school improvement plan should:
    - Be simple;
    - Identify two to three main priorities;
    - Emphasize monitoring and evaluation;
    - Clarify the connections between priorities, objectives/goals, and improvements;
    - Focus on the impact of the plan on student outcomes. When preparing and implementing the school improvement plan, the following points should be emphasized:

❖ **Change Management**: The plan should be seen as a living document and not just stored as a report. Goals should be achievable and set from a strategic perspective.

❖ **Need for a Focus on Standards**: The quality of education should be the driving force behind the school improvement plan. The plan is shaped according to data analysis results, and the school's strengths and weaknesses should be accurately identified.

❖ **Link between Teaching and Learning**: The school improvement plan should clearly state the connection between the strategic direction of the school and the learning goals expressed in the school's objectives.

❖ **Community Engagement**: The participation of administrators, teachers, students, and parents in the process is important. This ensures ownership of the plan and collective effort toward achieving the goals.

❖ **Implementation Strategy**: The school should not try to address all areas for improvement at once. Focus should be placed on the prioritized goals, and all stakeholders should be aware of their responsibilities in achieving these goals.

2. **What Should an Effective and Useful School Improvement Plan Look Like?**

**1. How Well Does the School Improvement Plan Serve the School Community?** A school improvement plan (SIP) should serve all members of the school community and, in general, society. The degree of service is measured by how well the needs of different groups are met.

- **For students**, the SIP should enhance their learning and personal development opportunities, supporting their academic success and overall well-being. This depends on individual support, the quality of teaching, and available resources.

- **For parents**, the SIP should ensure that their children receive a quality education and learn in a safe and encouraging environment. Increasing parent involvement in the educational process and keeping them informed is also one of the plan's goals.

- **For teachers and other staff**, the SIP should offer professional development opportunities, improve working conditions, and provide teachers with strategies and resources to contribute to students' learning processes.

- **For administrators**, the SIP should guide decision-making processes and increase school performance by making effective use of resources.

- **For the community and stakeholders**, the school serves the function of preparing the future workforce and contributing to societal development. The SIP should encourage community involvement and support by considering these broader social responsibilities.

**2. How Efficiently is the School Operating and Managed?** A school's efficiency is directly linked to its management structures, resource utilization, and administrative processes.

An efficient school:

- Have processes that operate with effective leadership and optimal resource use.
- Relies on transparent decision-making processes and active stakeholder participation.
- Implements evidence-based educational policies that make the school's operations more efficient.

The SIP should serve these efficiency criteria, contributing to the establishment of a more effective and sustainable management structure for the school.

**3. How Well is the School Achieving the Desired Learning Outcomes?** The success of a school is measured by how well students achieve their academic, social, and personal development goals.

In this process:

- **Student performance** should be measured through standardized tests, observations, and feedback-based evaluations.
- **Feedback from parents and students** should be used to realistically assess academic and social outcomes. The SIP should have a comprehensive self-evaluation system that considers student academic progress and social development when measuring school performance.

**4. How Well is the School Ensuring the Well-Being of Its Educational Participants?** The well-being of participants is one of the key factors in determining the quality of a school. The SIP should support this well-being in the following ways:

- **Students** should feel safe, respected, and valued in their environment. Emotional, social, and physical support positively affects students' well-being.
- **Teachers** should be supported with appropriate working conditions and work-life balance. Professional recognition and appreciation boost teachers' motivation and strengthen their relationships with students.

**5. How Successful is the School in Becoming a Continuously Learning and Developing Institution?** A successful school not only achieves its current goals but also continually develops and remains open to innovations. This process occurs in the following ways:

- The implementation of new teaching practices, curriculum updates, and continuous professional development of teachers contribute to the school's progress.
- Periodic performance evaluations and feedback from all members of the school community are the most important factors guiding the school's development. The SIP should support this development process, enabling the school to adapt to changing conditions and continually improve the quality of education. This comprehensive evaluation covers the key elements that should be considered for the effective and useful implementation of a school improvement plan. By focusing on these elements, the SIP can produce beneficial results both within the school and at the community level.

3. **How should to Manage a School Improvement Plan Effectively?**

The successful implementation of the school improvement plan (SIP) requires clear strategies and strong collaboration among stakeholders. The key elements to consider in this process are as follows:

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- **Clear Roles and Responsibilities**: Assign appropriate tasks to each administrator, teacher, and relevant staff based on their strengths and areas of expertise. This way, everyone can clearly understand their role in implementing the improvement plan and contribute accordingly.

- **Regular Meetings**: Regular meetings should be held to evaluate the progress of the SIP, discuss challenges, and update strategies if necessary. These meetings contribute to the successful implementation of the plan by ensuring continuous communication and alignment among team members.

- **Professional Development**: It is important that administrators, teachers, and other staff have the skills necessary to successfully implement the improvement plan. Therefore, supporting team members through continuous training and professional development opportunities increases the effectiveness of the plan.

- **Data-Driven Decision-Making**: Data should be used to track the progress of the school and students. Student performance, attendance, and other relevant data should be regularly analyzed to make informed decisions about whether the plan is working effectively.

- **Collaboration and Teamwork**: Strong collaboration between teachers, staff, and management should be encouraged. By working together, everyone contributes to the common goals of the improvement plan and achieves more effective results.

- **Accountability Systems**: Clear accountability systems supported by timelines and criteria should be established to ensure the SIP is followed. Progress should be regularly checked at every stage of the plan, ensuring that everyone stays on track.

- **Open Communication**: Constant and open communication channels should be established between teachers, staff, students, and parents. A transparent communication environment gains the trust of the school community, provides support for the plan, and helps the process run more smoothly.

- **Recognizing Achievements**: Achievements and milestones reached during the implementation of the SIP should be recognized and celebrated. This boosts the team's motivation and strengthens their determination to achieve the goals.

- **Continuous Improvement**: The school improvement plan should be viewed as a "living" document that requires constant evaluation and development. The plan should be regularly reviewed and updated based on challenges encountered and opportunities that arise.

- **Resource Management**: Ensure that teachers and other staff have all the resources they need to effectively implement the SIP. These resources can include time, materials, or other support. Providing the necessary resources accelerates the plan's success. In conclusion, the school improvement plan is a comprehensive document designed to benefit all parties involved in the educational process. The management of the plan aims to improve student outcomes and should include effective strategies, collaboration, and a continuous feedback process to achieve this goal.

**4. What Should be Included in an Effective School Improvement Plan?**

The focus of the school improvement plan should be on actionable strategies, goals, and monitoring processes. The following headings cover the key elements that this plan should focus on:

1. **Objectives and Goals**

Specific, measurable, achievable, relevant, and time-bound (SMART) goals based on the findings from the self-evaluation report should be included in this section. These goals, developed in line with the school's areas of improvement, should address concrete improvement objectives such as academic achievement, improving teaching quality, and enhancing student well-being. The goals should be clearly defined and measured with criteria for success.

2. **Action Plan**

This section should detail how the strategies developed to address the school's needs will be implemented and what actions will be taken in this process. The action plan should include the following elements:

- **Strategies**: The methods and approaches to be used to achieve the set goals should be clearly specified.
- **Actions**: Each strategy should include specific steps, start and end dates, responsible individuals, and necessary resources. It is important that the actions are concrete, measurable, and time-bound.
- **Professional Development**: Programs for the professional development of teachers and other staff, ensuring they can effectively implement the strategies, should be planned. Continuous training and support are essential parts of this plan.

3. **Performance Criteria**

The performance criteria in the school improvement plan are concrete measures established to monitor and evaluate the school's progress towards achieving the set goals. These criteria are designed to track and improve performance in areas such as learning and teaching quality, leadership, and student academic and social outcomes. The level of achievement for each goal is measured against these criteria to evaluate the effectiveness of the school improvement plan.

4. **Monitoring and Evaluation**

A clear system must be established to monitor and evaluate the implementation of the plan. This section includes the tools and methods that will be used to measure the plan's effectiveness:

- **Progress Monitoring**: The implementation of the plan should be regularly monitored and reports created. Student performance data, teacher feedback, and other stakeholder opinions should be regularly collected and analyzed.
- **Evaluation Plan**: The success of the actions and strategies should be evaluated at specific time intervals, and revisions should be made if necessary. This process should be supported with evaluation reports that show how close the goals are to being achieved.

5. **Budget and Resources**

This section outlines the financial and non-financial resources needed to implement the school improvement plan. The effective allocation of resources supports the successful implementation of the plan:

- o **Resource Allocation**: The required time, equipment, educational materials, and other support elements for implementing the plan should be detailed.
- o **Financial Resources**: The financial resources (school budget, grants, community support, etc.) to be used in the implementation phase should be clearly specified.

6. **Stakeholder Engagement**

The success of the school improvement plan depends on the collaboration and support of all stakeholders. This section includes methods and communication strategies to engage stakeholders:

- o **Roles and Responsibilities**: The roles and responsibilities of teachers, school administrators, parents, and other stakeholders in the plan should be clearly outlined. The responsibilities of each stakeholder in implementing the plan should be clarified.
- o **Communication Plan**: How continuous communication with stakeholders will be maintained and how feedback on the progress of the plan will be gathered should be explained. This process allows for the regular review and updating of the plan.

7. **Appendices**

This section contains the supplementary documents related to the data and analysis in the self-evaluation report. It can also include supporting reports, survey results, and detailed program plans for the implementation of the action plan.

This structure makes the school improvement plan more actionable, trackable, and goal-oriented. The plan complements the findings of the self-evaluation report, detailing how improvements will be sustained with concrete steps.

### 5. How Should a School Improvement Plan Be Structured?

A school improvement plan should have a professional and organized format. The title page should include the plan's name, the school's name, and the contributors. A clear and consistent visual presentation should use a legible font. The document should be consistent in terms of margins, font, color, and page numbers, with content that is concise, evidence-based, and actionable. Supplementary materials and references should also be included. Optionally, the school logo and professional graphics may be used.

The following headings should be included in the format of a School Improvement Plan (SIP):

1. **Title Page**
   - o Title of the School Improvement Plan

- o Name of the school
- o The academic year(s) covered by the plan
- o Names of contributors (principal, committee members, etc.)

2. **Summary of Strengths and Weaknesses Identified in the SSA**
   - o Summary of strengths identified in the most recent SSA (state the date)
   - o Summary of key areas for improvement identified in the most recent SSA (state the date)

3. **Objectives and Goals**
   - o Specific and measurable goals
   - o Strategies to achieve the goals

4. **Strategic Plan**
   - o Steps/actions to be taken to achieve the identified goals
   - o Timeline

5. **Resources and Support**
   - o Necessary resources (financial, human resources, etc.)
   - o Supporting training and materials

6. **Stakeholder Engagement and Responsibilities**
   - o Responsible individuals
   - o Communication method

7. **Monitoring and Evaluation Plan**
   - o How the goals will be monitored and evaluated
   - o Success/performance criteria

8. **Appendices and References**
   - o Supplementary materials (detailed data reports, survey results)
   - o References or sources

These headings ensure that the SIP is presented in an organized and professional manner. The SIP format for the DIGI ESSA 4 SCHOOLS Model is provided in Appendix-3.

**ANNEXES**

### Annex 1: Areas, Crıterıa and Indıcators

**AREA 1: SCHOOL BASIC DATA (SCHOOL CONTEXT)**

In this area, basic data describing the school (student, teacher, administrator, parent, physical environment, etc.) are included. Data in this area is important in terms of its impact on other fields and processes and the advantages and disadvantages it creates for the institution. It can be taken into consideration when preparing a school development plan.

| | Subarea | Criteria | Indicators | Data Collection Method (Qualitative, Quantitative) | Data Sources (Survey, e-module) |
|---|---|---|---|---|---|
| 1. | Demographic Data | Student | Total Number of Students | | |
| | | | Average number of students by grade levels | | |
| | | | Rate of girls(%) | | |
| | | | Rate of boys (%) | | |
| | | | Rate of Disadvantaged Students (%) | | |
| | | | Number of nationalities of the student population | | |
| | | | Rate of foreign students (%) | | |
| | | | Distribution of first-year high school students according to graduation scores in their previous academic careers | IT | |
| | | | Rate of students with special education needs (SEN) (%) | | |
| | | | Number of students whose parents have a bachelor's degree or higher (%) | | |
| | | Teacher | Total Number of teachers | | |
| | | | Number of Guidance Counselors | | |
| | | | Percentage of Other (Non-permanent, Non-contract) Teachers (%) | | |
| | | | Rate of teachers with a master's degree (%) | | |
| | | | Rate of teachers with a doctorate (%) | | |
| | | | Number of special education teachers | | |
| | | | Rate of SEN students per special education teacher | | |

| | | | | | |
|---|---|---|---|---|---|
| | | | Average Age of teachers | | |
| | | | Average Weekly Teaching Load of Teachers | | |
| | | | Average number of absent days of teachers | IT | |
| | | Administrator | Total number of administrators | | |
| | | | Number of assistant managers | IT | |
| | | | Rate of administrator with a master's degree (%) | | |
| | | | Rate of administrator with a doctorate (%) | | |
| | | | Administrators' average age | | |
| | | Support Staff | | | |
| | | | Number of Social Workers | | |
| | | | Number of Guidance Teachers/Psychologists | | |
| | | | Number of animators assigned for socio-cultural and sports events | IT | |
| | | | Number of Support Staff | | |
| 2. | Physical Environment | Infrastructure | Number of buildings | | |
| | | | Number of classrooms | | |
| | | | Number of students per classroom | | |
| | | | Number of laboratories(Science) | | |
| | | | Status of taking security measures regarding the school buildings | | |
| | | | Timely maintenance and repair of school facilities | | |
| | | | The physical environments of the school of sufficient for educational activities (classes, conferences, exhibitions, sports, stationery, accommodation, etc.). | | |
| | | | Eligibility status of the school for disabled access | IT | |
| | | Equipment | Number of computers allocated to students: | | |
| | | | Availability of mobile equipment (smart board, tablet, laptop, photocopier, fax) to be used in pedagogical activities | | |
| 3. | Economic Resources | Economic Resources | Total annual income of the school | | |
| | | | Annual funding/income ratio provided by the government (%) | | |
| | | | Annual rate of other income (%) | | |
| | | | | | |

*Disadvantaged Students: those with special education needs, those with low socio-economic levels, those with broken families, immigrants, nomads, seasonal workers, etc. In this section, the number of students accessing education through transportation and the number of students staying in hostels can also be evaluated.

** In this section, the nationality number of the students will be written, whether they have obtained the citizenship of the country or not.

## AREA 2: SCHOOL SERVICES

| In this area, …… |
|---|
| The explanation of this area will be completed later. |

| Subarea | Criteria | Indicators | Data Collection Method (Qualitative, Quantitative) | Data Sources (Survey, e-module) |
|---|---|---|---|---|
| Administrative and financial | Student affairs | Level of satisfaction with student affairs service (registration, leave, attendance-absence, award, diploma, transfer, information, etc.) | | |
| | | | | |
| | Personnel affairs | Level of satisfaction with personnel affairs service (recruitment, candidacy, leave, application, salary, information, etc.) | | |
| | Budget services | Budget rate (%) allocated to mandatory expenses (electricity, water, heating, consumables, maintenance, repair, cleaning, salary, additional lessons, etc.) | | |
| | | Budget rate (%) allocated to student activities (academic, social, sports, culture, etc.) | | |
| | | Budget rate allocated to teacher development (in-service training, social, sports, culture, etc.) (%) | | |
| Social Services | Guidance and Psychological Counseling Services IT | Number of students per counselor/psychologist | | |
| | | Level of competence of orientation studies related to students who have just started school | | |
| | | Level of cooperation of the guidance and psychological counseling unit with experts (e.g. consultant, psychologist, etc.) outside the school | | |
| | | Level of competence of guidance activities aimed at informing about the region and its economic, social and cultural resources | | |
| | | Monitoring status of graduate students | | |
| | | Level of competence of guidance meetings for parents | | |
| | | Competence level of informative activities (seminars, courses, conferences, panels, | | |

| | | meetings, career days, etc.) organized on a class basis. | | |
| | | Satisfaction level of students and parents with guidance activities (e.g. school promotion, out-of-school visits to universities, etc.) | | |
| | | Satisfaction level of psychosocial support services | | |
| | | Satisfaction level with seminars and other activities organized regarding preventive activities | | |
| | | Competence level of monitoring and evaluation studies regarding student development | | |
| | | Level of satisfaction with psychological services | | |
| | Social support provided to students and staff | Students' satisfaction level with cafeteria/canteen services | | |
| | | Providing menus for vegetarian/vegan students in the cafeteria/canteen | ES Optional | |
| | | Students' satisfaction level with shuttle/transportation services | | |
| | | Staff satisfaction level with cafeteria/canteen services | | |
| | | Satisfaction level of staff with their working environment | | |
| | | Number of in-service trainings held in the last three years | | |
| | | | | |
| Security and Cleaning Services | Security | The adequacy level of security measures taken at the school (security personnel, cameras, disaster preparedness, etc.) | | |
| | Cleaning | The level of cleanliness and hygiene of the school building, its extensions, classrooms and other educational environments | | |

## AREA 3: LEADERSHIP AND MANAGEMENT

| In this area, …… | | | | |
|---|---|---|---|---|
| The explanation of this area will be completed later. | | | | |
| **Subarea** | **Criteria** | **Indicators** | **Data Collection Method (Qualitative, Quantitative)** | **Data Sources (Survey, e-module)** |
| | Vision | The level of achievability of the school vision | | |
| Vision-Mission | Mission | Awareness level of stakeholders about the reason for the existence purposes/values of the institution | PT | |

| | | | | | |
|---|---|---|---|---|---|
| | | | | | |
| Managerial Leadership | | Communication | The school's level of healthy, strong, trust-based and open communication | | |
| | | Planning | Level of achievement of strategic plan objectives for continuous improvement | | |
| | | | Satisfaction level of students and teachers with weekly lesson programs | | |
| | | | Satisfaction level of students and teachers with extracurricular activity planning (projects, science festivals, social, cultural and sports events, trips, etc.) | | |
| | | Governance Bodies / Organization | The level at which assignments to boards, teams and commissions are created according to the interests and abilities of the participants. | | |
| | | | Level of effective functioning of boards, teams and commissions | | |
| | | | The extent to which staff of boards, teams and commissions duties and responsibilities are clearly defined | | |
| | | Resource Management | The level of effective and efficient use of the school's resources (finance, personnel, equipment and facilities) | | |
| | | Monitoring/ Evaluation and Accountability | Level of institutional adoption of school self-evaluation | | |
| | | | Level of representation of all stakeholders in school self-evaluation | | |
| | | | Level of consideration of school self-evaluation results for school improvement | | |
| | | | Number of personnel supervised/evaluated by the school administration by year | | |
| | | | The level of adoption of an accountable management approach by the school administration | | |
| | | | Level of appreciation of success | | |
| | | | Rate of personnel receiving awards (%) | | |
| Instructional Leadership | | Supporting the professional development of teachers | The extent to which professional/personal development courses/training activities meet the needs | | |
| | | | Level of encouragement of participation in professional development courses | | |
| | | | The level of competence of the investments(training program, material support, etc.) made for the training of teachers who are just starting the profession | PT | |

| | | | | |
|---|---|---|---|---|
| | | The level of encouragement of dissemination of good educational practices and results among teachers | PT | |
| | | Level of encouragement of peer learning, mentoring and coaching practices | | |
| | | Number of professional development courses/training activities held annually | | |
| | | Rate of teachers participating in annual professional development courses/training activities (%) | | |
| | Management of the teaching-learning process | Level of effective management of curriculum planning and implementation | | |
| | | The level of encouraging collaboration in the teaching-learning process | | |
| | | The level of competence / of the school administrators' work towards the preparation / improvement of teaching-learning environments | PT | |
| | | The level of effective supervision/evaluation of the teaching and learning process | | |
| | Leading student development and student learning | The level of effective monitoring of students' development (academic and social) | | |
| | | Level of encouragement of mentoring and coaching system | | |
| | | Level of encouragement for students to learn how to learn | | |

## AREA 4: ACADEMIC RESULTS

| In this area……. | | | | |
|---|---|---|---|---|
| The explanation of this area will be completed later. | | | | |
| **Subarea** | **Criteria** | **Indicators** | **Data Collection Method (Qualitative, Quantitative)** | **Data Sources (Survey, e-module)** |
| Academic results | Course success status | Average end-of-year achievement scores in compulsory courses (Turkish Language and Literature, Mathematics, Physics, Chemistry, Biology, History, Geography, Foreign Language, etc.) by academic years | | |

| | | | | |
|---|---|---|---|---|
| | | and grade levels (HS1, HS2, HS3 grade, etc.). | | |
| | | Satisfaction level regarding the work carried out at the school to increase the academic success of students | | |
| | | The level of achievement of the school's strategic goals to increase students' academic success | | |
| | | Success scores/net averages in the transition to higher education exams based on subjects. | | |
| | | Average success score according to courses in common exams (national, regional, etc.)** | | |
| | Success status in national exams | Level of satisfaction with the school's success in regional, national and international exams | | |
| | | Rate of students repeating a grade by academic year | | |
| | | Transition rate of students to higher education by academic years | | |
| | Grade Repetition (Grade Retention) | Level of satisfaction with the results of placement in higher education (university, college, etc.) of students | | |
| | Transition to higher education (university, college) | Total number of projects | | |
| | | Total number of students participating in projects | | The relationship between students' academic success and their participation in projects |
| | | The level of contribution of the projects in which the school participates to the academic success of the students | | |
| Student absence, dropout and | Student absence | Absence rate by grade level | | Relationship betwee |

| transfer | | | | n success rates and absent eeism rates |
|---|---|---|---|---|
| | | Average absenteeism of students by year | | |
| | | Total Number of Absentee Students by Grade Level | | |
| | | 'Level of adequacy of efforts' to reduce student dropout/absenteeism | | |
| | Drop out | Number of students dropping out school by year | | Relatio nship betwee n success rates and absent eeism rates |
| | | Number of students dropping out school by grade level | | |

## AREA 5: SOCIAL RESULTS

| In this area……. The explanation of this area will be completed later. | | | | |
|---|---|---|---|---|
| **Subarea** | **Criteria** | **Indicators** | **Data Collectio n Method (Qualitati ve, Quantitat ive)** | **Data Sourc es (Surve y, e-modul e)** |
| Collaboration | Collaboration between students | Level of collaboration between students in the classroom | | |
| | | Level of collaboration between students from other classes | | |
| Attitude and behavior | Citizenship attitudes and behaviors | Level of awareness of their rights, duties and responsibilities as citizens and students | | |
| | | Number of students participating in community service activities by year | | |
| | | Level of awareness of protecting common cultural heritage (language, history, etc.) | | |
| | | Number of students participating in social responsibility projects | | |
| | | Level of sensitivity to national and global problems | | |
| | | Level of sensitivity to environmental problems | | |

| | | Level of respect for others | | |
| | | Level of ability to cope with all kinds of bullying and violence | | |
| Reward and Discipline | Student reward and discipline status | Number of students who received disciplinary punishment by year | | The relationship between success rates and indiscipline |
| | | Number of students receiving disciplinary punishment by grade level | | |
| | | Number of students receiving awards (intramural, national level) by year | | |
| | | Number of students receiving awards by grade level | | |

## AREA 6: TEACHING AND LEARNING PROCESSES

| In this area……. The explanation of this area will be completed later. | | | | |
|---|---|---|---|---|
| **Subarea** | **Criteria** | **Indicators** | **Data Collection Method (Qualitative, Quantitative)** | **Data Sources (Survey, e-module)** |
| Teaching Practices | Quality of the Teaching and Learning process | Level of cooperation between teachers in the teaching process | | |
| | | Level of teachers' of preparation (planning) for the lesson | | |
| | | Level of teachers' subject knowledge competence | | |
| | | The level of use of appropriate teaching approaches, methods and techniques in lessons | | |
| | | The level of enrichment of the teaching process with tools and materials | | |
| | | Level of consideration of students' individual learning needs | | |
| | | Level of students' being motivated by the teacher (attracting attention, arousing curiosity, etc.) | | |
| | | Level of active use of classroom management principles | | |
| | | Level of students' active participation in lessons (asking questions, dialogue) | | |

| | | | | |
|---|---|---|---|---|
| | | The level of students' achievement of high-level learning skills (critical thinking, problem solving, innovation and independent learning) | | |
| | | The level of which the teacher creates opportunities for group/peer learning in the classroom environment | | |
| | | The level of teachers' continuous professional development in their field | | |
| Evaluation | Evaluation and feedback quality | The level of testing students' readiness for the subjects at the beginning of the lessons | | |
| | | The level of use of appropriate measurement and evaluation tools and methods according to the characteristics of the subjects | | |
| | | Existence of common evaluation criteria for all disciplines(subjects) | IT | |
| | | Level of ensuring uniformity of time and practice in measurement and evaluation | | |
| | | The level of rearrangement of teaching and learning processes according to measurement and evaluation results | | |
| | | The level of fair and transparent assessment and evaluation | | |
| | | Level of feedback to students and parents regarding measurement and evaluation results | | |
| | | Level of evaluation of school success in national and local exams | | |
| | | The presence of a measurement and evaluation unit/study group in the school | IT | |
| | | The state of evaluation of the results obtained by the students in the projects | IT Optional | |
| Support | Personalized Support/ Operational support | Level of provided universal support (Providing differentiated educational support that can meet the needs of all students)* | | |
| | | Level of provided targeted support (Supporting students' development in line with their specific interests and goals)** | | |
| | | Rate of students receiving targeted support (%) | | |
| | | Level of meeting the needs of students with Supportive Courses | | |
| | | Rate of students benefiting from support courses (%) | | |
| | | Level of meeting the needs of students with Individual Education Support | | |
| | | Ratio of students receiving individual support to students with individual education needs (%) | | |

| Sub-area | Criteria | Indicators | Data Collection Method | Data Sources |
|---|---|---|---|---|
| Pedagogical services | Curriculum development/ adaptation processes | The extent to which school and environmental conditions are taken into account in the design of the curriculum | | |
| | | The extent to which stakeholders' views are taken into account in the design of the curriculum | | |
| | | Level of determination of teaching/learning methods related to the curriculum | | |
| | | The level of association of the curriculum with daily life and professional skills | | |
| | | The status of carrying out projects to provide education about the coexistence of citizens. (e.g. prevention of bullying, activities related to rules and behaviours) | IT Optional | Should this indicat or be here? |
| | | Preparation status of the Individualized Education Program in accordance with the curriculum | | |
| | | The existence of a curriculum based on the development of disciplinary(field) competencies | IT Optional | |
| | | Presentation of learning objectives in line with the curriculum, school-defined disciplines (fields) and citizenship skills | IT Optional | |
| | | The state of designing the school curriculum according to disciplines (fields) or disciplinary areas | IT Optional | |
| | | Status of adopting a vertical continuity plan (between different school levels and different course years) | IT Optional | |
| | | The state of clearly defining learning goals in educational planning (annual and daily plans) | IT Optional | |
| | | The state of the curriculum to include information about physical differences and sexual education of students | ES Optional | |
| | Extracurricular activities | Number of extracurricular activities (projects, science festivals, social, cultural and sports events, trips, etc.). | | |
| | | The number of degrees obtained by the school in social, cultural and sports activities in which it participates nationally, regionally and internationally | | ES |
| | | Rate of students participating in extracurricular activities (%) | | |
| | | The level of competence of extracurricular activities | TR | |

**\*Example: Supporting all students to learn at least one instrument.**

**\*\* Example: Supporting the development of a student who has a special interest in playing the violin in this area.**

## AREA 7: SCHOOL CLIMATE

| In this area, …… The explanation of this area will be completed later. | | | | |
|---|---|---|---|---|
| **Sub-area** | **Criteria** | **Indicators** | **Data Collection Metho** | **Data Sources (Survey, e-module)** |

| | | | d (Quali tative, Quant itative ) | |
|---|---|---|---|---|
| School environment | Positive School Environment | The level of trust that stakeholders provide to each other* | | |
| | | The level of collaboration between stakeholders | | |
| | | The level of respect shown by stakeholders to each other | | |
| | | Number of disciplinary incidents involving students at school | | |
| | | Number of disciplinary incidents involving teachers and other staff at school | | |
| | | The level of consideration of stakeholders' opinions and suggestions in the process of school management and development | | |
| | | The level of adoption of the school mission and vision by stakeholders | | |
| | | The school's level of openness to change, development and innovation | | |
| | | The level of fair treatment of everyone at school | | |
| | | The level of defining responsibilities and rules clearly | | |
| Participation | Involvement/tak ing part | Levels of stakeholder participation in decision-making and implementation processes | | |
| | | The level of effective task distribution at school (Importance given to good planning, efficiency and completion of work) | | |
| | Relationship with parents | Parents' level of participation in school activities | | |
| | | Participation rate of parents in school activities (Parent meetings and events) | | |
| | | The level of regular information provided to parents about the school | | |
| | | The level of strong communication between school and parents | | |
| Safety and Wellbeing | Safety | The level of taking necessary precautions to ensure that students and school personnel feel physically, socially and emotionally safe at school | | |
| | | Number of peer bullying incidents within school | | |
| | | The level of students' and school personnel's feeling safe at school | | |
| | Level of Well-being | The level of students' and school personnel's sense of belonging | | |

| | | The level of students' and school personnel's feeling themselves as someone who is valued and respected at school | | |
|---|---|---|---|---|
| | | Level of support for staff welfare and well-being | | |

• **Stakeholders:** Student, teacher, school administrator, support staff and parents.

## AREA 8: NETWORK AND PARTNERSHIPS (COLLABORATION)

| In this area, …… The explanation of this area will be completed later. | | | | |
|---|---|---|---|---|
| **Sub-area** | **Criteria** | **Indicators** | **Data Collection Method (Qualitative, Quantitative)** | **Data Sources (Survey, e-module)** |
| Relationship with communities | School and community relationship | The level of having a strong relationship between the school and the community | | |
| | | The level of having a strong relationship between the school and other schools | | |
| | | The level of having a strong relationship between the school and stakeholder institution /organizations | PT | |
| Participation in activities | Activity carried out/participated in | Number of activities carried out/participated in for the benefit of society (community service/social responsibility) | | |
| | | Number of national/international projects/programs carried out/participated in | | |
| Collaboration with communities | Collaboration between the school and institutions/organizations | The level of collaboration with public institutions | | |
| | | The level of collaboration with private organizations | | |
| | | The level of collaboration with other schools | | |
| | | The level of collaboration with universities | | |
| | Quality of collaboration | The level of satisfaction with the school's collaboration with institutions/organizations | | |

## AREA 9: INCLUSION and EQUALITY

| In this area, …… The explanation of this area will be completed later. | | | | |
|---|---|---|---|---|
| **Sub-area** | **Criteria** | **Indicators** | **Data Collection Method (Qualitative, Quantitat** | **Data Sources (Survey, e-module** |

| | | | ive) | ) |
|---|---|---|---|---|
| Access | For all students to reach quality educational environments | The level of access of all students to various learning opportunities | | |
| | | The level of access of all students to quality educational environments | | |
| Participation/equality of opportunity | Providing quality education and learning opportunities to all students | The level of consideration of school administrators, teachers and support staff to the legal framework(national, international) related to inclusiveness and equality | | |
| | | The level of educational programs providing opportunities for students to respect diversity and differences | | |
| | | The level of differentiated teaching and evaluation for students with special needs | | |
| | | The level of stakeholders having a common understanding of diversity and respect for differences (religion, culture, nationality, etc.) | | |
| | | The level of competence of the measures /sanctions taken against discrimination at school | | |
| | | The level of fair treatment of all students, regardless of individual differences | | |
| Support | Supporting the education of all children | The situation of analysing the needs of students who need special education | IT | |
| | | The level of competence of the targeted interventions/support provided according to the individualized training program | IT | |
| | | The level of support of individualized educational activities by parents | IT | |
| | | The level of active participation of external stakeholders in individualized educational activities | IT | |
| | | The periodic monitoring of the level of achievement of individualized educational program goals | IT | |
| | | The level of competence of the activity organized to eliminate stereotypical prejudices on inclusion issues (diversity, difference, etc.) | IT | |
| | | The level of collaboration among teachers to create necessary interventions for students with special educational needs | IT | |
| | | The level of support for students with special needs on the basis of courses | | |
| | | The level of regulation of educational environments taking into consideration of the special needs of students | | |
| | | The level of awareness of stakeholders about supporting students with special needs | | |
| | | The level of competence of the educational activities carried out for the parents of students with special needs | | |

| | | The level of up-to-date knowledge of school administrators, teachers and support staff about inclusion | | |
| | | The level of participation of school administrators, teachers and support staff in continuous professional development regarding inclusion | | |
| | | Ratio of students receiving individual support to students needing individual education (%) | | |

## AREA 10: COMPETENCIES AND RESILIENCE

| In this area, ……  The explanation of this area will be completed later. | | | | |
|---|---|---|---|---|
| **Sub-area** | **Criteria** | **Indicators** | **Data Collection Method (Qualitative, Quantitative)** | **Data Sources (Survey, e-module)** |
| Competencies | Effective Communication | The level of providing opportunities for effective communication to students in classes and extracurricular activities | | |
| | Collaboration/ Teamwork | The level of opportunities for collaboration /teamwork provided to students in classes and extracurricular activities | | |
| | Higher-level thinking skills | The level of opportunities to provide students with higher-level thinking skills(critical, critical, reflective, creative ..) in classes and extracurricular activities | | |
| | Creativity | The level of opportunities to provide students with creative skills in classes and extracurricular activities | | |
| | Problem Solving Skill | The level of opportunities to provide students with problem-solving skills in classes and extracurricular activities | | |
| | Digital competency (accessing information, creating content, sharing, managing information, digital literacy..) | The level of technical competence the school has to provide digital competencies | | |
| | | The human resources competence level of the school to provide digital competencies | | |
| | | The level of opportunities to provide students with digital competencies in classes and extracurricular activities | | |
| | Competency of learning  to learn | The level of opportunities to provide students with the competence of  learning to learn in classes and extracurricular activities | | |
| | Individual abilities | The level of opportunities offered to students for the development of their special abilities | | |
| | | The number of students participating in special | | |

| | | | | |
|---|---|---|---|---|
| | | courses /training according to their abilities | | |
| Resilience | The capacity to struggle/deal with unexpected negative changes/living conditions | The level of competence of measures (preparing crisis plan, creating intervention and logistic support teams, etc.) taken against disasters and emergency situations | | |
| | | Your emergency equipment is sufficient (Y/N) | | |
| | | Emergency and crisis plans are sufficient (Y/N) | | |
| | | Number of emergency drills conducted during the year | | |
| | | The level of capacity to produce solutions(mobile education environment, hybrid education, distance education, etc.) to sustain education in the face of unexpected events | | |
| | | The distance education systems the school has are sufficient (Y/N) | | |
| | | There are mobile training environments (Y/N) | | |
| | | The level of competence of the measures taken for school safety | | |
| | | Number of health and safety training sessions held at school | | |
| | | The level of providing students with the ability to struggle/cope with negative changes/living conditions(flexibility, adaptability, self-control, struggling with stress etc.) | | |
| | | Number of trainings organized to provide skills to combat adverse living conditions | | |

**School Name**

# School Self Evaluation Report

Evaluation Period

**Prepared by**

**Report Date**

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**Annex 3: Improvement Plan Format (Sample)**

| School Name: | | | | | | |
|---|---|---|---|---|---|---|
| Years of Education: | | | | | | |
| **Targets** | **Action plan** | **Performance** | **Budget** | **Stakeholder Participation** | **Monitoring and** | **Time** |
| School Self Evaluation Team: | | | | | | |
| Self-Evaluation Areas: | | Area 4: Academic Results | | | | |
| **Strengths and Weaknesses Identified in the School Self Evaluation** | | | | | | |
| Summary of the strengths identified in the last SSE ( please specify the date) | | Area 1: <br> …… . <br> Area 2: <br> …… | | | | |
| Summary of the main areas requiring improvement identified in the last SSE (please specify the date) | | Area 1: <br> ……. <br> Area 4: <br> &bull; Student transfer and school dropout | | | | |

| | Strategies | Activities | Professional development | Criteria | and Resources | Responsible Persons | Communication Method | Evaluation | | |
|---|---|---|---|---|---|---|---|---|---|---|
| | | | | | | | | Time | Method | |
| Reducing student absenteeism | Effective messaging and interaction | Sending occasional reminders to parents about absences. | Lesson plans to prevent school dropout | By June 2025 we will reduce our Chronic Absenteeism from 11.53% to 9.9% or less | - | -Yes | | | Number of messages sent | 2024-2025 Academic Year |
| | Improving the school climate | Offering more culturally relevant lessons can increase interest and motivate struggling students to engage in their learning. | | | | | | | Number of teachers attending courses | |