
UNIT 2 DEVELOPING PERFORMANCE INDICATORS

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2.1 INTRODUCTION

Schools and education authorities have become increasingly aware of the need to be effective. This is partly due to the pressures for accountability brought about by governments at the central, state and local government levels and the parents, and by the economic down turn and resulting reduced resource allocations. At the same time a realization of the importance of the issue has grown as school heads and staff have sought to increase effectiveness in the school setting as a part of the development of professionalism. In this unit, we will focus on the concepts and characteristics of learning and teaching effectiveness, and consider your role in the process of monitoring school effectiveness.

Having understood the need for development plan and how to design it for school, you have to understand the meaning of performance indicators and their significance for an organization.

Key Performance Indicators, also known as KPI or Key Success Indicators (KSI), help an organization in defining and assessing progress in achieving progress organizational goals. Once an organization has analyzed its mission, identified all its stakeholders, and define its goals, it needs a way to measure progress toward those goals.

2.2 OBJECTIVES

After studying this unit, you would be able to:

- define performance indicators (PIs);
- list the characteristics of PIs;
- explain the significance of PIs to the management and achievement of organisational goals;
- write PIs for the school context;

- identify the characteristics of an effective school;
- describe when and how learning and teaching are effective in the school setting;
- state the characteristics of effective guidance and counselling for school pupils;
- outline the qualities of a good head as a leader;
- explain how school ethos and policies contribute to school effectiveness.

2.3 WHAT ARE KEY PERFORMANCE INDICATORS (KPIs)

Key Performance Indicators are quantifiable measurements, agreed to beforehand, that reflect the critical success factors of an organization. Their nature will differ depending on the organization. A business may have as one of its Key Performance Indicators the percentage of its income that comes from return customers. A school may focus its Key Performance Indicators on graduation rates of its students.

Whatever Key Performance Indicators are selected, they must reflect the organization's goals, they must be key to its success, and they must be quantifiable (measurable). Key Performance Indicators usually are long-term considerations. The definition of what they are and how they are measured do not change often. The goals for a particular Key Performance Indicator may change as the organizations goals change, or as it get closer to achieving a goal.

Key Performance Indicators Reflect the Organizational Goals

An organization that has as one of its goals "to be the most well known school in the city" will have Key Performance Indicators that measure well-known and related quality measures. "Percentage of students graduating" and "achievement level of the graduating students" and "Success in finding employment after graduation" will be among them. However, "Percent of students enrolling in the school dramatics club" probably will not be one of its important Key Performance Indicators.

Key Performance Indicators must be Quantifiable

If a Key Performance Indicator is going to be of any value, there must be a way to accurately define and measure it. "Generate More Repeat Parents" is useless as a KPI without some way to distinguish between new and repeat parents. "Be The Most Popular School" won't work as a KPI because there is no way to measure the school's popularity or compare it to others.

It is also important to define the Key Performance Indicators and stay with the same definition from year to year. For a KPI of "Increase achievement", you need to address considerations like whether to measure by percentage scored or by the percentile in which students have scored.

You also need to set targets for each Key Performance Indicator. A school goal to be the school of choice for teachers might include a KPI of "Turnover Rate". After the Key Performance Indicator has been defined as "the number of voluntary resignations and terminations for performance, divided by the total number of teachers at the beginning of the academic year" and a way to measure it has been set up by collecting the information in an Human Resource Information System, the target has to be established. "Reduce turnover by five percent per year" is a clear target that everyone will understand and be able to take specific action to accomplish.

Key Performance Indicators must be Key to Organizational Success

Many things are measurable. That does not make them key to the organization's success. In selecting Key Performance Indicators, it is critical to limit them to those factors that are essential to the organization in reaching and realizing its goals. It is

also important to keep the number of Key Performance Indicators small just to keep everyone's attention focussed on achieving the same KPIs.

That is not to say, for instance, that a school will have only three or four total KPIs. Rather there will be three or four Key Performance Indicators for the school and all the units within it will have three, four, or five KPIs that support the overall school goals and can be "rolled up" into them.

If a school's Key Performance Indicator is "Increased Parent Satisfaction", that KPI will be focused differently in different departments of the school. The Administration Department may have a KPI of "Number of complaints registered by parents", while the Accounts Department has a KPI of "number of reminders to be sent to parents for payment of fee". Success by the Administration and Accounts Departments in meeting their respective departmental Key Performance Indicators will help the school to meet its overall KPI.

2.3.1 Good Key Performance Indicators vs. Bad

Bad

- Title of KPI: Increase achievement.
- Defined: Change in achievement levels from term to term.
- Measured: Total of achievement by year for all years.
- Target: Increase each term.

What's missing? Does this measure increase in achievement by percentage or marks? If by percentage, does it measure monthly tests or term exams? Is quality considered and if so do they appear with the KPI for the monthly tests or are they counted only in the term exams? How do we make sure each test's achievement are counted in one year, i.e. that none are skipped or double counted? How much, by percentile, or percentage or marks, do we want to increase achievement in each term? (Note: Some of these questions may be answered by standard company procedures.)

Good

- Title of KPI: Teacher Turnover.
- Defined: The total of the number of teachers who resign for whatever reason, plus the number of teachers terminated for performance reasons, and that total divided by the number of teachers at the beginning of the year.
- Measured: The HR section contains records of each teacher. The separation section lists reason and date of separation for each teacher. Monthly, or when requested by the principal, the HRIS group will query the database and provide Department Heads with Turnover Reports. HR section will post graphs of each report on the Internet.
- Target: Reduce Teacher Turnover by 5% per year.

Activity

- *What are the components of Key Performance Indicators?*
.....
.....
- *Develop a Key Performance Indicator for your school on improving final examination results.*
.....
.....

2.3.2 Goals of PIs

The purpose of PIs is to communicate meaningful, important, data-based performance information in concise terms. The information communicated as ratios or rates can reflect processes (e.g., teacher productivity), outcome (e.g., average improvement in learning per student graduating), or resources (e.g., student-teacher ratio of 1: 20). The most common goals of PIs are the following:

- Assess general performance.
- Assist and support management in allocating resources, monitoring services, and evaluating impacts.
- Account for and assess responsiveness to customer needs or legislative mandates.
- Monitoring and assessment functions can be performed by several groups:
 - managers
 - professional peers
 - students
 - advocates on behalf of students and their families
 - quality assurance organizations
 - funding authorities

PIs can be thought of as a funnel that transforms several sources and types of data into concise, useful assessment information.

Activity

- *What are the goals and functions of PIs? For the above KPI that you have developed write its goals and its functions for school improvement*

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.....

Management Concerns

Managers use PIs to monitor the implementation of specific policies (concerns, goals, objectives, etc.) in those areas of education system for which they are responsible. It is important that measures be developed specifically to provide information on concerns and policy agendas of a particular management entity or policy-making body. These concerns are translated into questions, and the questions are in turn operationalized into ratios of data, i.e., PIs. Despite the necessary specificity of an indicator to its policy or management context, there are general categories of indicators. Combining some of these categories in a conceptual framework of system responsibility and performance yields a tool for developing performance measures.

Education system managers typically focus concern on each of two levels of measurement, or units of analysis: customer characteristics and behaviour; organizational characteristics and behaviour. In addition, the interaction of customers and organizations, as well as of both with their respective environments, are critical concerns.

2.3.3 The Paradigm

PI measures can also be grouped into three dimensions, or categories of performance; one, responsiveness to need for services, two, efficiency, and, three, effectiveness. In all cases such performance measures are expressed as ratios in order to permit comparison. They are ratios of such things as use, prevalence, resource consumption, or outcomes. Comparison is made across categories of customer or of organization.

Integrating type of performance with level of concern results in a two dimensional matrix of PIs, i.e., of the possible comparisons across consumer type or across organizations. It is generally feasible to develop measures appropriate to each cell, but for any particular policy issue only certain cells may be relevant. In fact, designers of system~ of PIs should not feel compelled to fill every cell of the matrix. The two-dimensional matrix is presented in figure 2.

Unit of Analysis	Dimension of Performance		
	Responsiveness	Efficiency	Effectiveness
Student Cohort			
Organization Cohort			

Fig. 2.1: A Two-Dimensional Paradigm for Performance Indicators

In this conceptualization, PIs are arrayed in terms of three dimensions of performance and two units of analysis. The content of specific PIs, the types of data used in the numerators and denominators, will vary according to the combinations of and applicability to dimensions of performance and units of analysis.

The three dimensions and two units of analysis are mutually exclusive categories that are defined as follows:

Dimensions of Performance

1. *Responsiveness*: congruence of the service structure, activities and clientele with assessed needs. Assessments will often be based on the relevant service area population, but could be based on another specific set of individuals (e.g., a sample of parents, enrollees of the school, etc.) Relevant indicators in this dimension are ratios of an output measure (e.g., students served) over a measure of need (e.g., student population in that area, expected prevalence of the service in the area, etc.).
2. *Efficiency*: the volume of output, or productivity achieved, given the resources provided. Indicators of efficiency are ratios of an input measure over an output measure. In analyzing this transformation of resources into output, indicators can be based on dollars, services, customers, staff, or combinations thereof.
3. *Effectiveness*: the extent to which the outcomes, as they pertain to consumers, or groups of consumers, were achieved through use of the available resources. Indicators in this dimension are ratios of an output measure over an input measure. Such measures include an assessment of extent of joyful learning, level of functioning (LOF), and feedback/satisfaction.

Units of Analysis

1. *Customers*: student cohorts and/or other groups of recipients of service. Indicators pertaining to student cohorts can be used to examine sufficiency of services for a consumer population, resource consumption and the effect of specific services on those customers' Quality Of Learning (QOL).
2. *Organizations*: sub-organizational units, program elements, organizational parts (e.g., human resources), or groups of organizations. Indicators may be used, for example, to compare the efficiency and effectiveness of two types of organizations, e.g., government school vs. private school.

Example: A KPI for school improvement in the area of academics is 'every class in the school will perform above 80% in the final exam in all scholastic subjects and will perform at the level B+ in all non-scholastic subjects.'

The PI measures for the above KPI are:

Dimensions of performance:

- Responsiveness: Final exam scores of all students in all scholastic subjects (irrespective of SES)
- Efficiency: Number of hours and resources in money terms spent on teaching learning to achieve the PI
- Effectiveness: the quality of teaching methodology, assessment tools measured in terms of teaching methods suitable to learning outcomes and the types of questions in the assessment tool.

Units of analysis

- Customer cohort: The students of each class is considered one customer cohort and the PI is expected to be achieved for every such cohort
- Organisational cohorts: Cohorts of teachers that teach at different levels and different subjects. Cohorts of resources provided also fall under this category.

Activity

- *For the KPI that you have developed in the first activity, identify the PI measures and group them into three dimensions of performance responsiveness to need for services, efficiency, and effectiveness; two units of analysis - customer cohort and organisational cohort*

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What is a 'Good' school? The findings of school improvement research

The school improvement approach aims to bring about valuable changes in student learning outcomes, in teachers' skills and attitudes, and in the organizational functioning of schools. While this approach draws on the school effectiveness approach., it emphasizes the processes of change in a school rather than the relationship between inputs into a school and its outputs.

The strength of school improvement research, we believe, lies in its concentration on how change occurs in school systems. This research tends to be holistic and action-oriented. In other words, it often proposes improvement strategies that seek to achieve long-term goals. Some school improvement researchers agree that change should be slow and incremental, while others urge dramatic restructuring. In either case, the key themes identified by the main researchers on a school improvement include:

- *the importance of effective leadership;*
- *the importance of shared vision-building and support for school improvement strategies throughout the organization and ideally, at both school and district levels;*
- *the importance of active initiation and participation by all stakeholders;*
- *the importance of changing behaviour and beliefs as well as structures;*
- *the importance of collaborative planning and decision-making;*

- *the importance of organizational policies that support action and press for continual improvement;*
- *the importance of staff development and assistance in developing resources;*
- *the importance of monitoring efforts towards accountability and improvement;*
- *the importance of recognizing when jobs are well done.*

After working in developing countries (Bangladesh, Colombia and Ethiopia), Dalin and colleagues published their findings which showed that the results of school improvement efforts in these countries were not very different from school effectiveness results. In schools adopting a school improvement approach, the following characteristics were evident:

- *the in-service training process is well-implemented, regular relevant and practical;*
- *the school works actively on the adaptation of the curriculum and the production of local teaching-learning materials;*
- *the principal is motivated, plays an active coordination and support role, is an instructional leader, works closely with teachers, encourages teachers, and shares responsibilities;*
- *there is a team spirit in the school where teachers cooperate, student attitudes towards the reform is positive, and teachers help each other with teaching problems;*
- *supervision is regular, shared between the supervisor and the principal, and is a combination of pressure and support;*
- *the school experiences more success, more positive students, teacher cooperation, professional exchanges and extra resources.*

Source: Dalin (1997): New Contexts, New Policies: New Schools? SAIDE: Oxford.

2.4 WHAT IS EFFECTIVENESS?

In discussions to determine what we mean by 'effectiveness' we find that a number of terms and concepts will constantly crop up including efficient, improvement, quality, development, evaluation, monitoring, reviewing, professional, appropriateness, accountability, performance, etc. this shows us that the concept of effectiveness is very broad, ranging over purpose, effort and accomplishment. Measurement may be used but it also involves judgement in qualitative terms. The determinants are manifold and complex. Thus, the head may perceive the school's effectiveness as the pupils' performance in the external examinations. The parents may perceive the school's effectiveness in the way the pupils behave at home, and perform at national examinations. Society may perceive the school's effectiveness in terms of the good moral behaviour of the children. The government may use a combination of indicators. For example, the Federal Government of Nigeria's Policy on Education focuses on the following indicators of the school setting:

- internal performance indicators
- operating indicators
- external performance indicators
- staff productivity indicators

These are summarized in the Table 2.1.

Table 2.1: Indicators for Measuring School Effectiveness.

<p>1. Internal performance indicators Average length of study Success rate: graduation rates Distribution of pupils Teaching performance Pupil learning outcomes</p> <p>3. External performance indicators Acceptability of graduates Destination of graduates Employer/community feedback Awards and honours</p>	<p>2. Operating indicators Class sizes Staff/pupil ratios Pupil workloads Resource usage Space usage Assets and equipment</p> <p>4. Staff productivity indicators Publications Contracts Invitations Citations and qualifications Membership in professional bodies</p>
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Activity

- List ten ways in which you as a head can recognize that your school is effective.

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It will be useful now for you to compare the list you have made with the one below, and then attempt to make some assessment of your school's effectiveness on these indicators:

- purposeful leadership of the staff by the head
- the involvement of the heads of department
- the involvement of other teachers
- structured lessons
- intellectually challenging teaching
- work-centred congenial environment
- maximum communication between teachers and pupils
- efficient and accurate record-keeping
- parental and community involvement
- positive climate
- consistency among teachers
- productive division of labour among teachers
- good parental report.

It is clear that there are very many ways of judging an effective school and your list may have been somewhat different. However, heads often overlook many of these factors, and it would be useful for you to examine some of them more carefully, and for you to reflect on the effectiveness of your school.

2.4.1 Effective Learning and Teaching

The quality of learning and teaching should take precedence over other factors of school effectiveness. This is because effective learning and teaching determines the

perceptions of everyone who is interested in the quality of your school. Because effective learning and teaching start from the classroom, let us see how pupils learn effectively in a classroom situation. Pupils learn effectively when they:

- are motivated
- understand the purpose and relevance of their work
- are set about tasks in an orderly way
- are able to use available resources and know where and when to ask for help
- show consideration for one another and for the teacher
- rise to the challenge of working and show commitment
- have first-hand experience and are able to observe, measure, estimate, record, collect, classify and interpret
- formulate and test hypotheses
- acquire key information and are able to recall it in new contexts
- plan, choose and take responsibility for their learning
- acquire study skills and use resources well
- revise and practice to improve performance
- receive feedback on their progress from teachers and from other pupils
- present good work for others to see or hear
- undertake tasks in their own time and out of school
- work co-operatively in groups
- read, write, listen and discuss in a variety of contexts
- experience the creative aspects of individual subjects.

Activity

- Which of the above factors overlap?
.....
.....
- Which of these factors would you suggest may be found in your school?
.....
.....
- Can you add to this list?
.....
.....

The following tabulation format might assist you in recording your answers to the above exercise; you may adopt a different method if you wish.

	<i>Exercise (1)</i>	<i>Exercise (2)</i>	<i>Exercise (3)</i>
1.			
2.			
3.			
4.			
5.			
6.			

It is an accepted fact that really effective learning requires a good teacher. This implies that there are certain key qualities of an 'effective teacher'. You may find it useful to consider the answers you gave to the above activity in relation to the following qualities of an effective teacher.

Patience, firmness, enthusiasm, calm, controlled, tolerance, ability to generate an atmosphere of purpose, understanding, seeing learners as individuals, ability to communicate effectively, a genuine interest in pupils, valuing pupil contributions, encouraging, emotionally stable, physically stable, willingness to praise, fairness.

Activity

- *Can you suggest other qualities that an effective teacher should have?*
.....
.....
- *Identify the qualities of teachers in your school in relation to their ability to teach effectively.*
.....
.....
- *Which qualities, if any, would you suggest are generally lacking amongst your teachers?*
.....
.....

Before a teacher can be effective, he or she must plan and organize his teaching well. The following are guidelines for an effective teacher in planning and organizing teaching:

1. Be clear about the objectives both for each lesson and for the whole programme.
2. Plan each lesson well, anticipating where questions, explanations and feedback will be appropriate.
3. Allow learners to reach outcomes in different ways.
4. Provide resources in such a way that allows learning to progress with little interruption.
5. Use learning groups of different and appropriate sizes.
6. Match methods and tasks to the abilities of pupils.
7. Use of space available to best advantage including the use of displays.
8. Set tasks in varied and imaginative ways.
9. Be aware of other approaches to learning used by colleagues.
10. Put the children's interest first.

The collection of information about teaching styles and the extent to which they are successful becomes crucial if teachers in your school are to improve their learning and teaching processes. Observation of classroom practice and the systematic collection and reporting of data about the quality of teaching is essential.

For effective monitoring, the head should try to check on a day-to-day and week-by-week basis what learning has taken place. Here, the main judgements about effectiveness will be in terms of the quality, the quantity and the variety of tasks engaged in by pupils.

2.4.2 Effective Guidance and Counselling

One aspect of school effectiveness is the extent to which the head introduces and manages a programme of guidance and counseling of the children. This involves ensuring good relationships between teachers and pupils, meeting the needs of individual pupils and working with all the teachers to create a generally caring atmosphere. For effective guidance and counselling, the school head should note that the following are important:

Effective Organization Structures

The school organization structure and procedures should ensure the effective care of the pupils. They will vary from one type of school to another, but in general for effective guidance and counseling the following requirements are essential:

- appropriate information on pupils
- appropriate confidentiality at all times
- sound advice and reassurance for pupils and parents at important times of transition
- appropriate counselling sessions with the pupils and parents on a regular basis
- prompt responses in crises
- continuity of procedures for a pupil moving through the school
- effective forms of records and of record-keeping
- a policy in which all teachers and promoted staff are involved in information and review of the school policies.

Communication

Effective communication is an essential tool for the head in managing the school and ensuring that staff are aware of the pupils' needs at the right time. In respect of this the following guidelines for ensuring effective guidance and counselling are suggested:

1. Make a clear statement of policy which preferably all staff have the opportunity to formulate and review.
2. Apportion and describe jobs and relevant tasks.
3. Link guidance and counselling with academic systems so that an all-round view of the pupil is available.
4. Give all staff an appropriate and satisfying role within the school's activities.
5. Ensure a flexible system which allows teachers to maintain an interest in a child rather than handing a case totally to a colleague.

In addition, there should be a regular review of the progress of pupils with specific problems, formally conducted interviews and general discussion on important issues affecting the school pupils. In some schools, a special office is created for counsellors.

Finally, it is important to consider effective communication with parents. This may be through the form of the Parent-Teacher Association (PTA) meetings or during the visiting days.

Activity

Plan a visiting day for the parents of your pupils during which the parents and teachers can receive reports on the progress, problems and prospects of their children. You should list areas of interest to you, including those which fall within the area of guidance and counselling. Your objectives for the Open Day should be clearly stated in the plan. You might consider such questions as:

- *What should the parents see and why?*
.....
.....
- *What should the role of the teachers be?*
.....
.....
- *How can all the pupils play some part in the programme?*
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.....

School Leadership

Leadership has been defined as 'The work a manager performs to cause people to take effective action'. The head is the leader in the school setting and he or she is involved in five main management activities:

- Decision-making** : arriving at conclusions and judgements;
- Communicating** : creating understanding;
- Motivating** : encouraging and inspiring people to take the required action;
- Selecting people** : choosing people for positions in the school;
- Developing people** : helping people to improve their knowledge, attitudes, and skills.

Effective leadership is essential for the achievement of results. The head's leadership strengths or weaknesses affect the performance of the entire school. He or she can:

- clarify or confuse objectives, the extent to which the curriculum is oriented to jobs, and criteria for measuring performance
- stimulate or inhibit optimum performance
- encourage or retard the use of his or her subordinates' best abilities, skills and interests
- provide or withhold incentives for growth and development
- enhance or undermine job satisfaction and morale.

Activity

- *As a school head how would you answer the following questions:*
- *How democratic am I and should I be?*
- *How much do I involve my staff in group participation?*
- *Does this participation provide results or is it just a waste of valuable time?*
- *How do I use my authority without arousing resentment?*
- *How do I prevent my orders from being distorted by staff?*
- *Are there some groups of staff who seem to respond differently to my leadership than other groups of the staff and, if so, why?*
.....
.....
.....

● *As the head of your school, list some of the characteristics you think you need to develop to improve the effectiveness of your leadership.*

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Your list will probably have included personal attributes such as: awareness, sensitivity and an understanding of human relations; skills in the techniques of ascertaining the cause of personal problems; mastery of the art of changing behaviour; and skills in on-the-job coaching. You might like to compare your list with the following summary of leadership characteristics.

The effective head

- adds value to the resources of the school
- is a prime mover
- energises staff
- promotes the satisfaction of subordinates' needs
- builds a committed and cohesive work group
- sets an example to staff
- is a resource expert
- is a change agent
- is an essential link between staff and pupils

2.4.3 School Ethos

Most schools have traditions for efficiency, effectiveness and quality, which are reflected in the pupils' behaviour, dress, discipline or the school motto. Parents often choose a particular school because of their belief in its ethos as reflected in the teachers' attitude to pupils, the teachers' skills in developing relationships with pupils and general evidence that good relationships prosper.

As a school head can you suggest some other aspects? The following are identified as factors associated with a good school ethos:

- the general well-being of pupils
- teacher commitment and morale
- positive attitudes of teachers to pupils
- recognition of the motivating effects of praise
- a sense of identity and pride in the school
- suitably high expectation of academic progress and behaviour
- the quality of teaching
- the way the management supports the staff
- opportunities for pupils to participate actively in their own learning
- the range and quality of co-curricular activities and the opportunities to assume responsibility
- an appropriate degree of both cooperation and competition
- a concern to establish good relations with parents and the wider community staff consensus on the mission and values of the school

- pleasure in learning
- a sense of belonging
- courtesy
- firm but fair classroom management
- care for the fabric of buildings
- support from the government
- a functional and supportive former students' body
- sound school policies relating to such areas as the curriculum, teaching styles, assessment, guidance and counseling, provision for pupils with learning difficulties, discipline, resource management, management structure and procedures, homework and staff development.

An examination of school policies in each of the above areas will tell us a lot about a school's prevailing ethos.

Although there are common basic policies in schools, most vary from school to school; but differences occur also in the nature of policies themselves. Some policies are documented, while others are traditions and a part of the school ethos. There are administrative policies which differ from statutory/government ones. But having a policy is one thing, ensuring that it is implemented is quite another, and here, the head's role is crucial.

Activity

- *Indicate at least five areas in which your school has a clear policy available in writing, and using the format below, state whether or not and how you monitor those policies.*

Policy

Monitoring method

Teachers must be in school at least ten minutes before assembly each day.

I stand at the entrance to the school with a stop watch and record their arrival on a form!

.....

.....

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The means you adopt to monitor the implementation of school policy will of course vary, depending on the nature of the policy. The important point is that monitoring and evaluating are essential for an effective school system, and may involve many agents and elements, and especially all the staff at different levels. In sum:

1. Each school has policies and practices which require monitoring and evaluation across all aspects of school life.
2. Individuals should monitor and evaluate their own practices, taking their pupils' views into account whenever appropriate.

Monitoring, evaluating and reviewing, therefore, are features of what should go on in every school. Everyone engaged in the process at whatever level, should see to improve the effectiveness of the school for the benefit of all concerned - staff, parents, the community, and potential employers. The various characteristics and features of effective learning and teaching and of the effective head have been explored in this unit. Subsequent units will look in more detail at how evaluation may be undertaken.

2.5 ULTIMATE USES OF PERFORMANCE INDICATOR FINDINGS

There are four categories of the application of PI findings.

- Internal use as feedback in the process of continuous improvement
- Use in services research in an attempt to understand the determinants of high performance
- Input into modification of existing policies and development of new ones
- Organizational and administrative sanctions

The fourth application represents major leverage in influencing and shaping the behavior of service-providing organizations. It could be in terms of new service contracts with a high performer, or discontinuation of such contracts with a poor performer. Applications could also be more thoughtful and complex. For example, a school might want to integrate PI findings with data on assessed needs for computer education in catchment areas surrounded by modern office complexes. In this case school management committee might decide that high performing schools of school systems/ teachers in high need areas will receive additional funds and will be contracted to provide quality educational services. Low performers in high need areas will have to develop corrective action plans, and will be provided with technical assistance in order to help them improve. High performers in low need areas might be recognized for their high performance and contracted to provide technical assistance to deserving low performers. PI findings, in this example, provide managers with a major tool for both allocation of resources and the shaping of the service system.

Perhaps the ultimate test of the usefulness of a performance indicator system is its impact on the organization and its policies. Periodic review of the performance indicators within a policy framework can ensure the continuing relevance of individual indicators and of the PI system itself. Changes in the political environment, in specific policies, or in organizational performance or context may require the development of new or revised performance indicators as old ones achieve their ends, diminish in relevance, or even produce unintended, negative consequences. The principles and issues, critical to successful development and use of PIs, are equally important in the ongoing adaptation of the information system to the policy and service system environments. Continued sensitivity to these key practical and technical matters will help ensure that the PI system remains useful.

Activity

- *What are the ways in which you as head of the school can use the results of measuring PIs to bring about organisational improvement?*

2.6 LET US SUM UP

This unit emphasized and focussed on three topics: one, that the total design and implementation of a PI system should be oriented toward the utilization of resulting information, two, the importance of the process for a successful and lasting PI system, and, three, the components and sequence of the steps in the development and implementation of a PI system. Some details were also provided about the presentation, interpretation and utilization of results of any performance assessment data. Also mentioned were the utility of graphic display of data and agreement about decision rules in designation of high and low performance.

We started our discussions in this unit by looking at a few concepts, the major one being that of effectiveness. Some indicators of school effectiveness were identified

(Table 2.1), but there is no doubt that the effectiveness of the school is closely tied to the existence of some key school management characteristics. These include sound teaching and learning, functional school organization, good personal relations, effective guidance and counseling, a good school ethos and effective leadership, and continuous monitoring and evaluation. The latter can be considered a defining characteristic of effective management.

2.7 REFERENCES AND SUGGESTED READINGS

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