



## The School Improvement Partnership Project Evaluation Report March 2018

### Introduction

The evaluation plan aims to evaluate the Erasmus+ project led by Learning Plus UK and involving Zlinsky kraj, GRETB, CENTRO DE FORMACION PROFESIONAL XABEC and Sataedu.

The aim of the evaluation is to inform how the project has endeavoured to address and contribute to addressing the EU 2020 targets of reducing the rates of early school leaving below 10% by trialling and transferring Grade Predictor a web based tool to enable students to choose the right course across Europe.

This report provides an update on the evaluation of the project for the Transnational Management Meeting in March 2018.

### Progress to date

External evaluation has taken place largely to date in the following ways:

- A report on the first transnational meeting in December 2017
- The finalising of the evaluation plan albeit with pending amendments scheduled due to the withdrawal of Capademy from the project.
- The analysis of pre training questionnaires from delegates attending the March 2018 training (C1)
- The analysis of quarterly reports completed by partners.
- Desk research in relation to the promotion and dissemination of the project and informal discussions with a sample range of partners in relation to progress.

The project is at an early stage of development. Partners are collecting data, putting in place structures and identifying schools and staff to fulfill the project requirements in their region/institutions. The evaluator feels that the discussion and updates provided by all at the transnational meeting will serve more purpose than carrying out any detailed analysis of the current state of play.

The November 2018 management meeting will take on more significance in this regard.



## **The UK Transnational Meeting 2017- An excellent start**

The UK Transnational meeting in December 2017 provided an excellent start to the project. 9 international delegates attended the meeting with 5 staff present from Learning Plus UK and the external evaluator.

The host organisation delivered a programme that was purposeful and which was thought provoking. There were no criticisms of the programme.

The meeting achieved its purpose well and contributed to the forming of potentially a very strong partnership. It established the foundation of a cohesive and purposeful team.

The methodology deployed in terms of organisation and agenda should be continued with. The challenge is for all partners to implement plans locally for the construction of grade predictor tools, the implementation of trials and prepare for the training event in March 2018.

The leadership shown by Learning Plus UK was well appreciated and partners welcomed this strong but also inclusive approach. This should be continued.

The mixture of group and one to one sessions worked well and this should continue.

## **The analysis of pre training questionnaires for March 2018-**

A short summary is provided of questionnaires received:

### **Czech Republic**

#### Summary

- Most delegates appear very new to the concept of the Grade Predictor tool and how it can be used.
- One delegate brings data expertise.
- Delegates are keen to use the tool to address dropout particularly with students who are experiencing difficulties.
- The plan appears to involve a range of school staff from Head teachers to counsellors to make an impact across the Zlin region.

### **Ireland**

#### Summary

- A number of staff appear new to the project.
- All are keen to use the tool and disseminate widely.
- They want to put students in the centre of their own goal setting.
- They are keen to create an environment of collaboration.
- They want a steer on how to implement and to look at examples in practice.
- Work has been carried out on the collection of data.
- A teacher with maths expertise will be in attendance.

## **Finland**

### Summary

- Some staff are familiar with school management systems and data.
- All are keen to address how the tool help with recruitment and marketing.
- Others wish to know can it be used with adults and how does the counselling aspect work.
- Another question for Finnish delegates is if the tool it worth using in the college application process.
- All are keen to observe practice in the UK.

## **Spain**

### Summary

- A good understanding of the topic is in place as a number attended the initial meeting
- Keen to progress and implement.
- Have identified and gathered data
- Keen to impact on dropout and success.
- Delegates want steps to follow.

The questionnaires portray generally a picture of partners having put together teams of staff for implementation and begun to identify and collect data. Many have also thought about how they might use the tool and some of these ideas are very imaginative. They now wish to look at how others have used the tool and want to think through how they can implement it in their own settings and how it will providemost benefits.

## **C1 Training**

A training programme has been put togetherby the lead organisation which meets the requirement of the project.

It will culminate in partner action planning.

Pre training questionnaires have been issued to all delegates and post training questionnaires will be issued on the last day. These will be evaluated to assess impact.

## **Progress against the Evaluation plan.**

- Steering group meetings are in place and the agenda is inclusive and comprehensive.
- The website is expected to be live imminently.



- Branding is in place which gives the project an identity
- Evaluation is ongoing with a plan and reports produced and evaluation is an agenda item at management meetings.
- An Enewsletter is in place.
- A sample of partner websites suggests that partners could now begin to be proactive in promoting the project through their own websites/press releases. Some examples of good practice are in place.
- Staff upskilling will commence with the UK training.
- New partnerships have been developed.
- Quarterly reports would suggest that tools are still in the development phase and staff are developing knowledge on the tasks ahead.
- Capademy tasks need apportioned across the partnership as outlined by the lead partner requesting changes to the national agency in the UK.

### **The Way Forward**

The action plans developed after the training and progress with institutional tool development will be key to this first stage of the project.

Partners overall could pay a little more attention to dissemination of their involvement in the project. The SIPP website will act as a good boost to this.

The reallocation of Capademy tasks dependent on NationalAgency agreement will be helpful.

The external evaluator will undertake some sample visits to partner institutions between the March training and the November training. This will include as a minimum a meeting with the coordinator and a visit to Galway.

The evaluator will ask partners to collect some data for the first stage of implementation of the tool in institutions.

**B Martin 2/3/2018**