

**PREVENTING EARLY SCHOOL LEAVING –
CROCOOS PROJECT
INTERIM EVALUATION REPORT
PRELIMINARY RESULTS OF THE INPUT
EVALUATION**

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Introduction

The evaluation methodology contains two overlapping lines of investigation:

- ✓ the direct impact line – the assessment of relative effectiveness of various developments in the pilot projects
- ✓ the contextual line – the assessment of the weight of determining institutional and systemic contextual factors.

The input evaluation stage intends to provide a basis for both lines: the questionnaires of the survey equally serve setting the initial capacities of the schools to combat dropout and collecting information on the institutional and systemic context.

The input evaluation methodology applied three survey questionnaires: one for school directors, one for teachers and one for students. The sample of the survey includes the treatment group (the schools that are participating in the pilot project) and two control groups (one receiving the manuals developed for the pilot project and one not receiving any professional support within the project). The size of the sample is summarized in the following table.

Table 1. The planned and actual size of the input evaluation samples in the three pilot countries

	Planned	Hungary	Serbia	Slovenia
School directors	10	14	8	16
Teachers	50	55	55	334
Students	100	252	95	1217

The questionnaires were developed on the basis of the following evaluation questions:

1. What are the perceived reasons for dropout?
2. What are the perceived signals of risks and student problems?
3. What are the attitudes of teachers and school directors towards dropout?
4. What are the characteristics of student-teacher, teacher-teacher, student-school, school-parent and student-student relationships?
5. To what extent is the instruction and evaluation practice of teachers differentiated?
6. To what extent is cooperation within the schools institutionalized?
7. What kind of records and student monitoring systems are operated at the institution level?
8. What kind of resources are available in the schools for dropout prevention and how effectively are they used?

9. Which are the relevant external partners of the schools?

The preliminary results of the input evaluation phase will be shared as diagrams containing the most important survey results. Narrative interpretation of these data and their in depth statistical analysis is not the task of the input evaluation phase. (Due to the small number of the samples it is not even feasible.) Making these preliminary results available serves only the orientation of the project teams.

The most important input evaluation data will be presented in two sections. Section 1 presents a selection of survey results according to the nine evaluation questions. Section 2 presents a few results about the differences revealed among the three subgroups of the sample that is the basis of the impact line of the evaluation. The selection of data for the second set of results is based on a preliminary opinion on the types of changes that the pilot projects will be able to bring into the schools in a rather limited period of time.

1. Preliminary results by evaluation questions

1.1 What are the perceived reasons for dropout?

Figure 1.: The reasons for dropout according to school directors (% of the directors choose the specific reason)

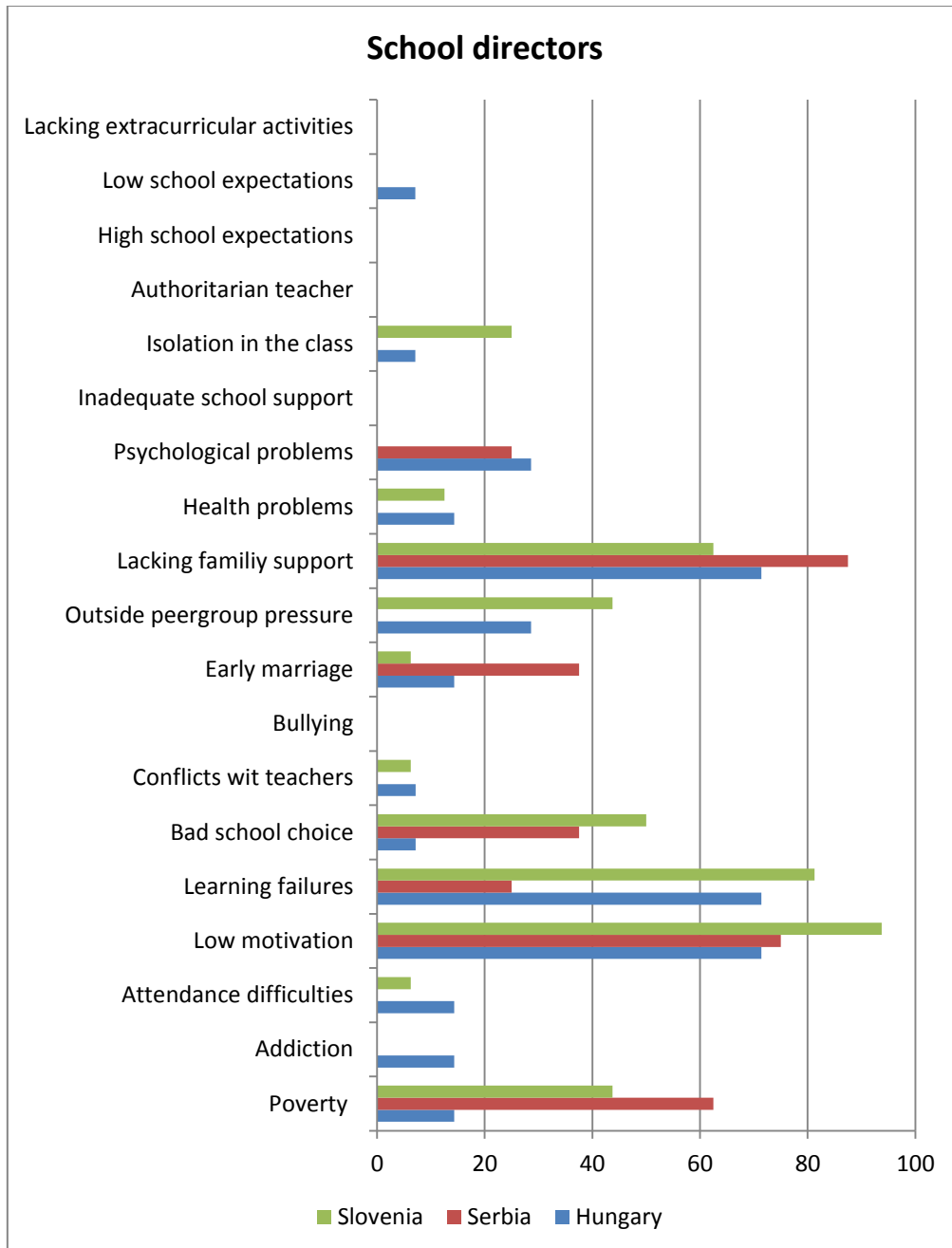
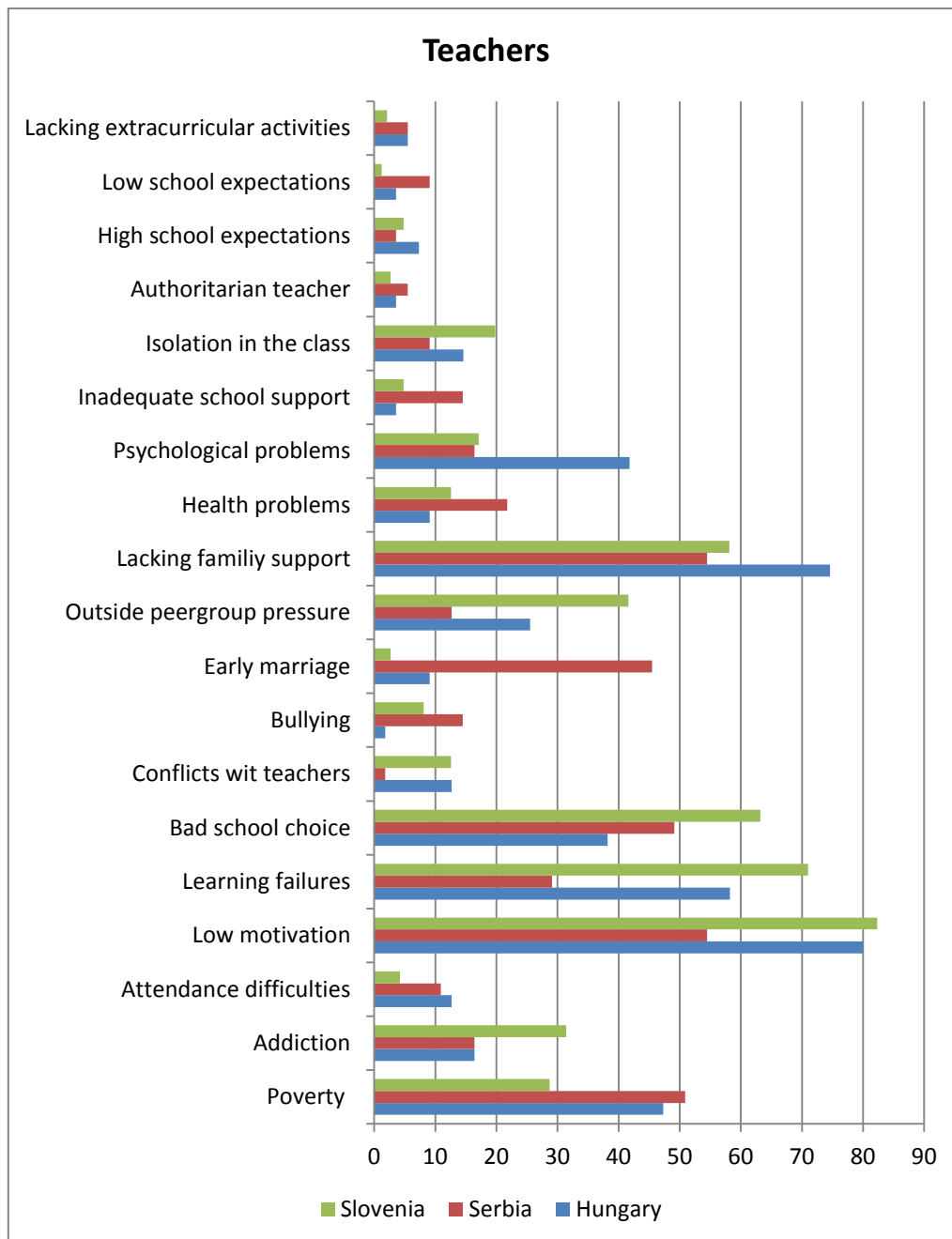


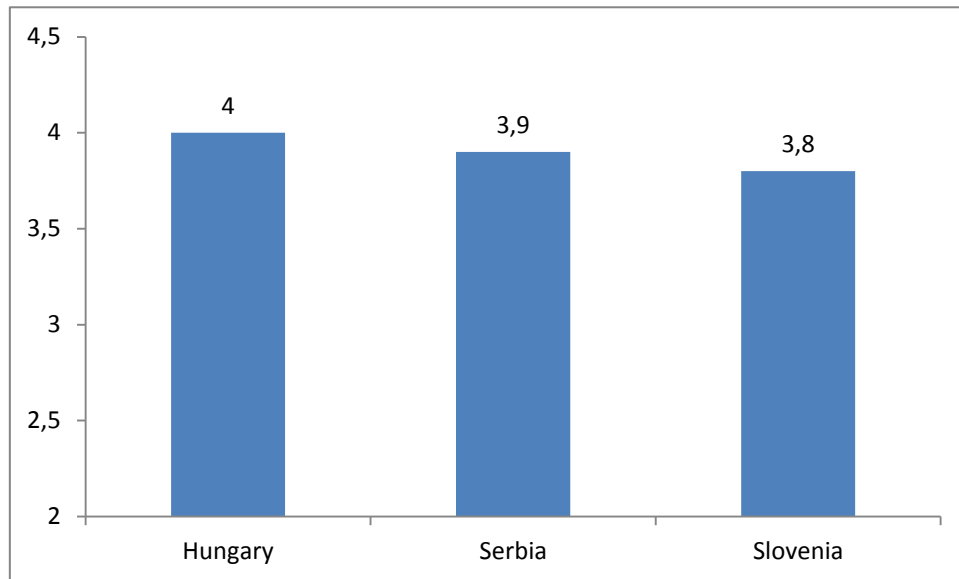
Figure 2.: The reasons for dropout according to teachers (% of the teachers choose the specific reason)



1.2 What are the perceived signals of risks and student problems?

The Hungarian answers to the related open questions were not recorded. A separate summary will be provided to the pilot teams.

Figure 3.: School directors' view on the capacity of the teachers of their schools to recognize these signals (average score on a 1-5 scale)



1.3 What are the attitudes of teachers and school directors towards dropout?

Figure 4.: The opinion of school directors on the responsibility of different actors for dropout (average score on a 1-5 scale)

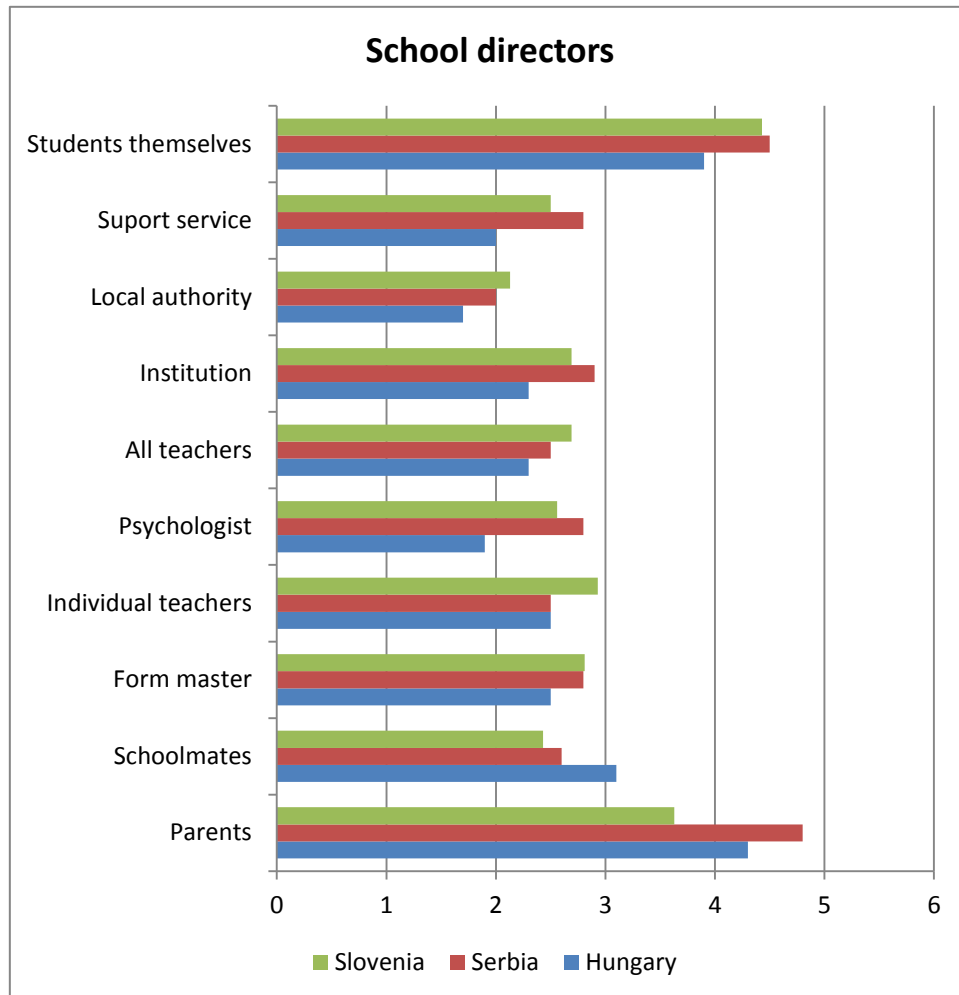


Figure 5.: The opinion of teachers on the responsibility of different actors for dropout (average score on a 1-5 scale)

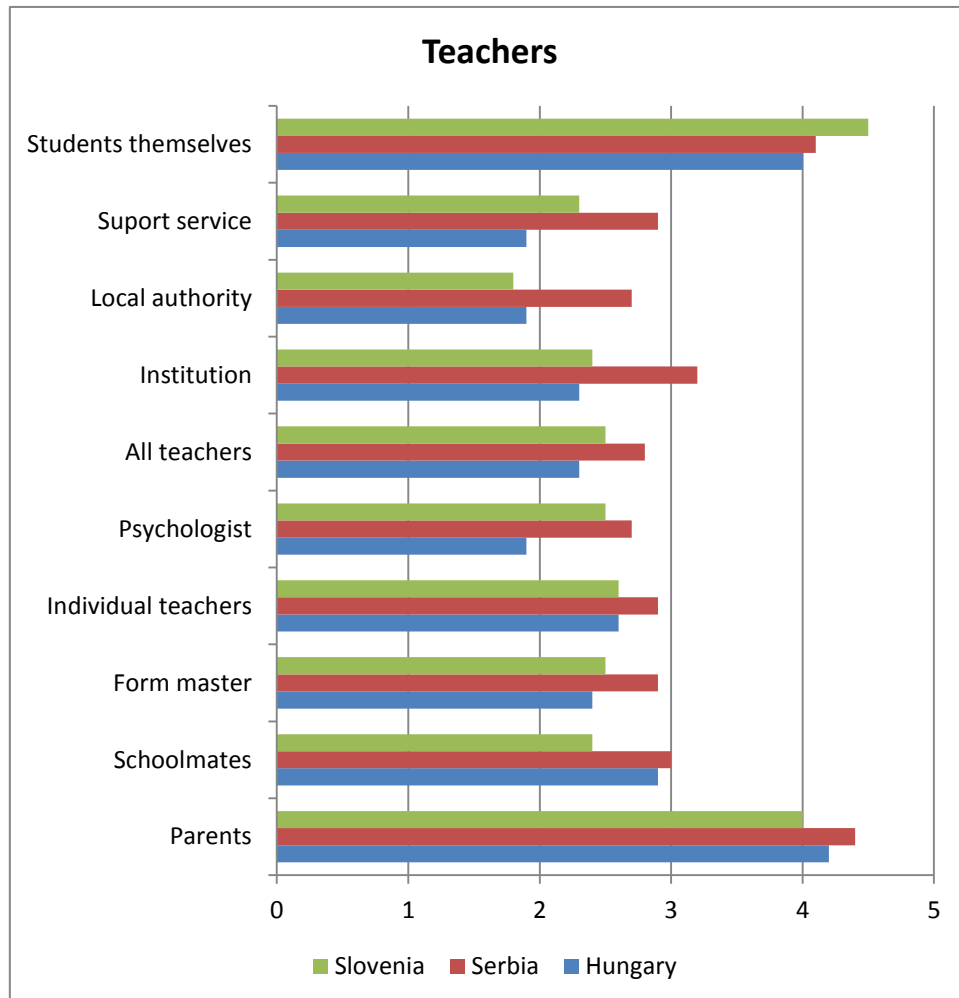
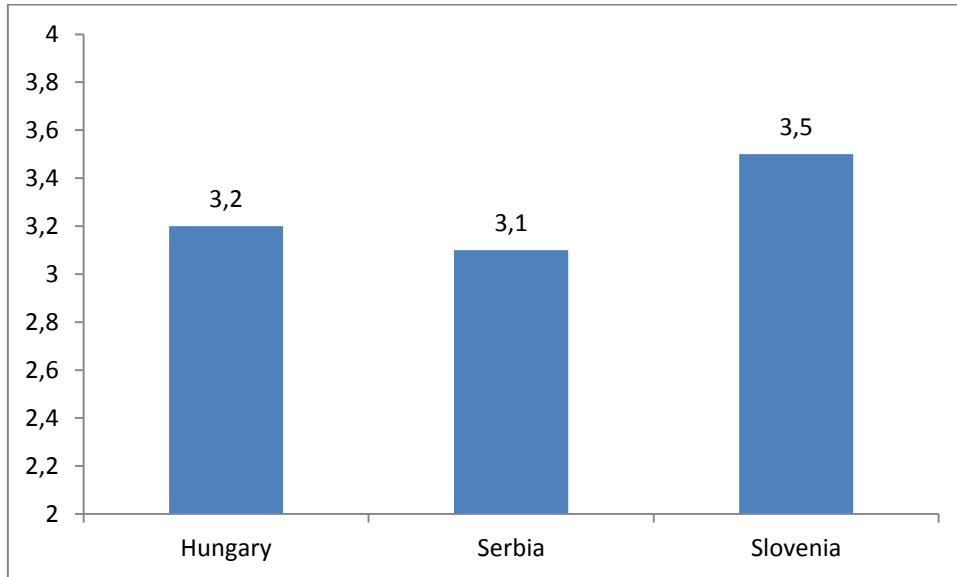


Figure 6.: The level of agreement of teachers with the following statement: *Despite my best efforts, it is impossible for me to teach all my pupils to learn (average score on a 1-5 scale)*



1.4 What are the characteristics of student-teacher, teacher-teacher, student-school, school-parent and student-student relationships?

Figure 7.: The obligation of teachers to keep contact with parents according to school directors (%)

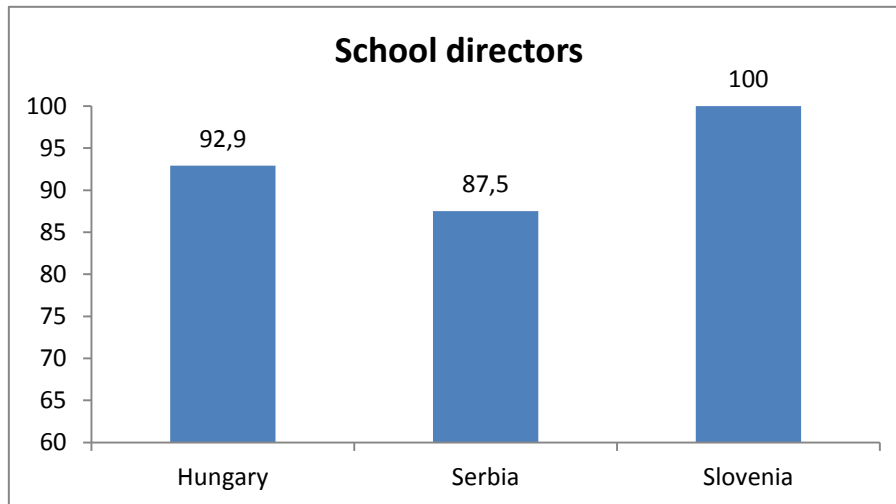


Figure 8.: The level of agreement of teachers with the following statements (average score on a 1-5 scale)

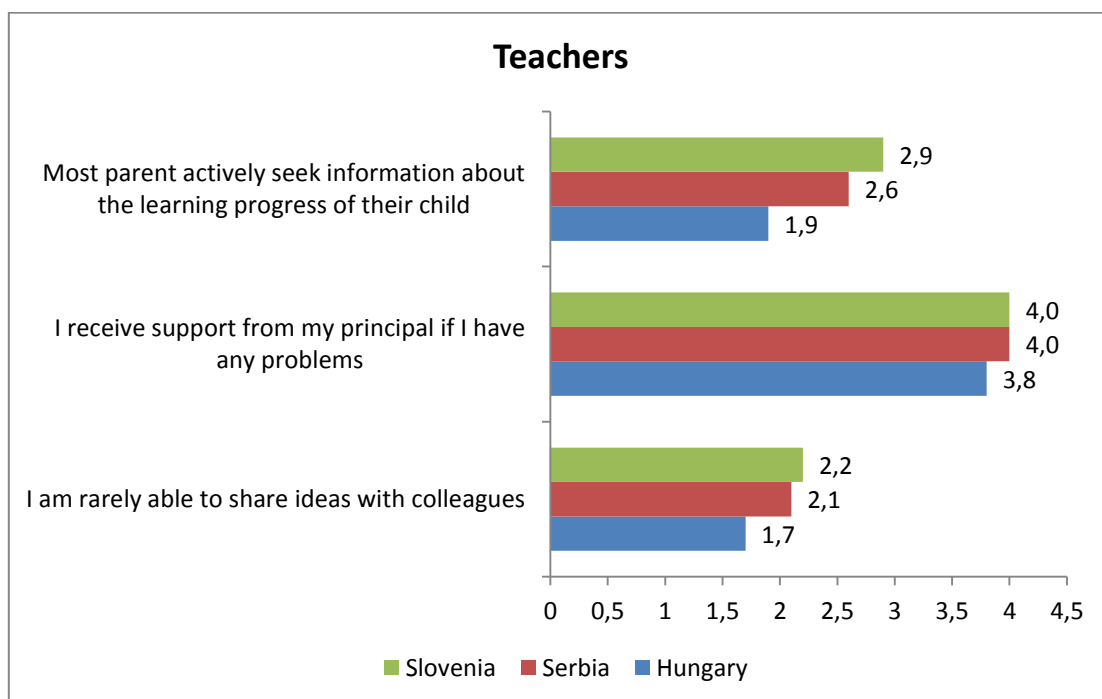
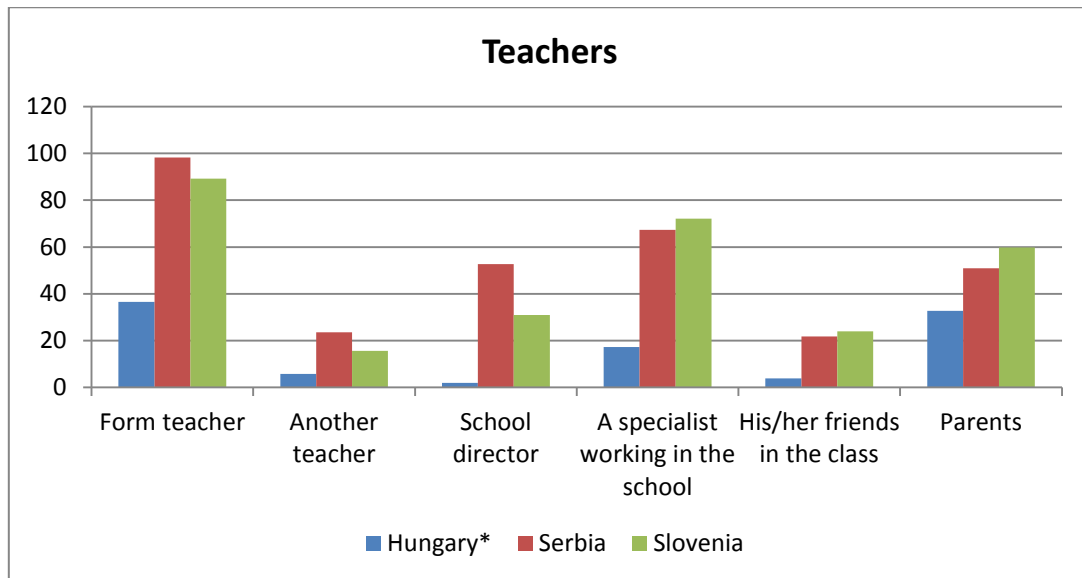


Figure 9.: To whom teachers turn to if they think a student has a serious problem (the proportion of indications)



Note: *The Hungarian respondents indicated only one option

Figure 10.: The frequency of students turning to the respondents with their problems unrelated to learning (average score on a 1-5 scale)

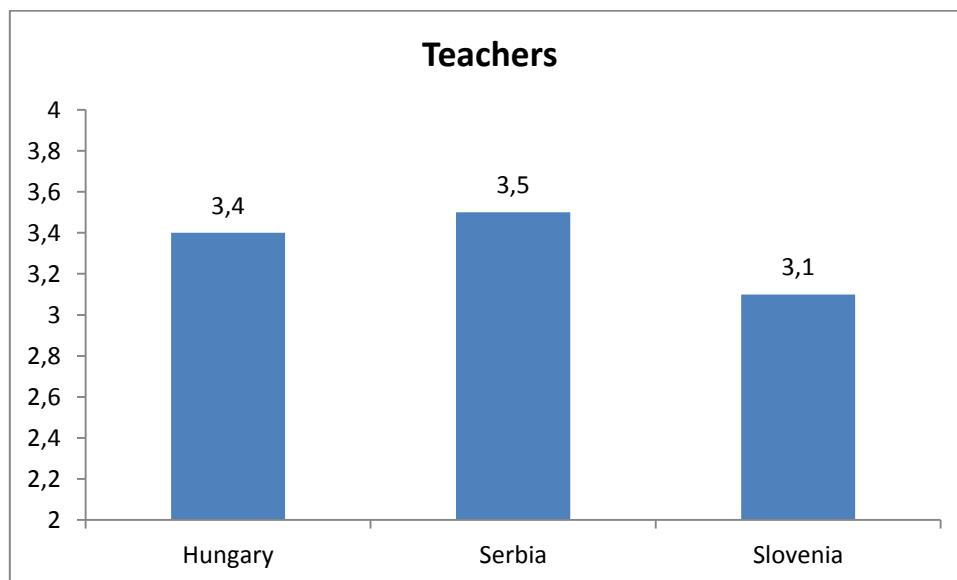
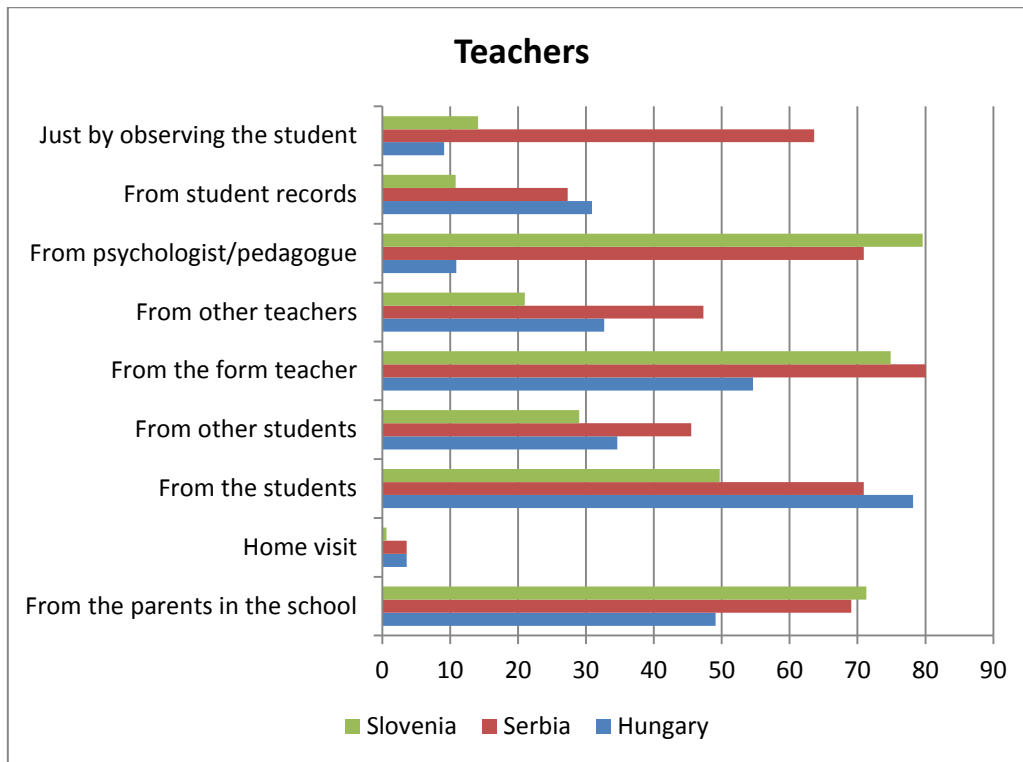


Figure 11.: The ways of being informed about the family conditions of students (the proportion of indications)



Note: big differences in relation to observation may flow from translation differences

Figure 12.: According to students how much are the parents interested in what happens to their child in the school? (average score on a 1-5 scale)

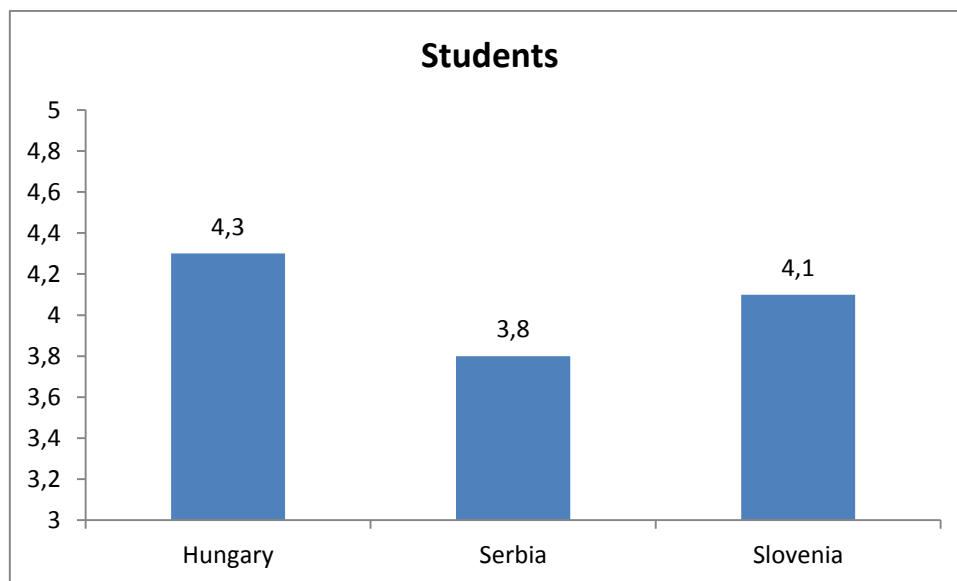


Figure 13.: Students view of whose opinion matters when two classmates are quarrelling (the proportion of indications)

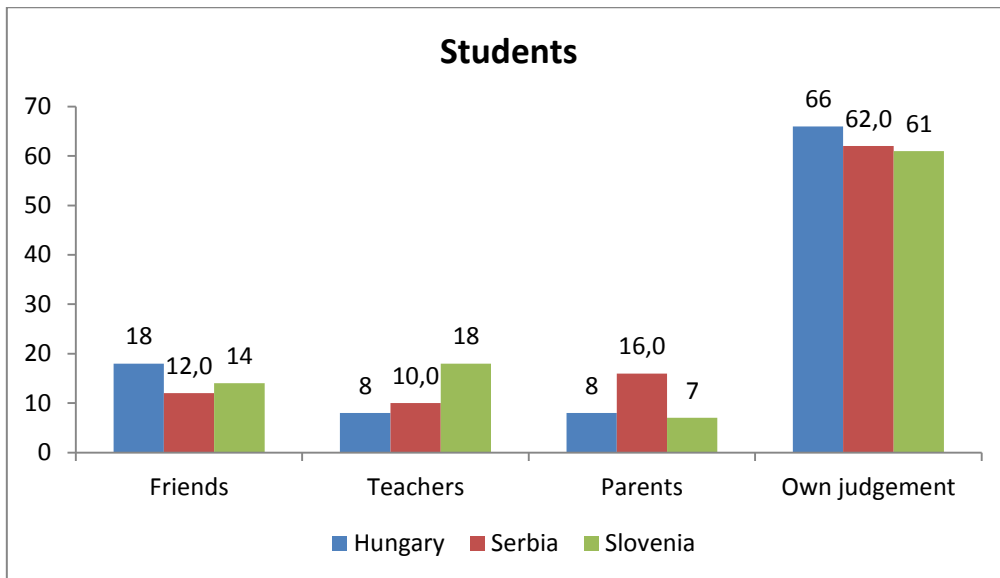


Figure 14.: The participation of students in regular school activities beyond attending classes (%)

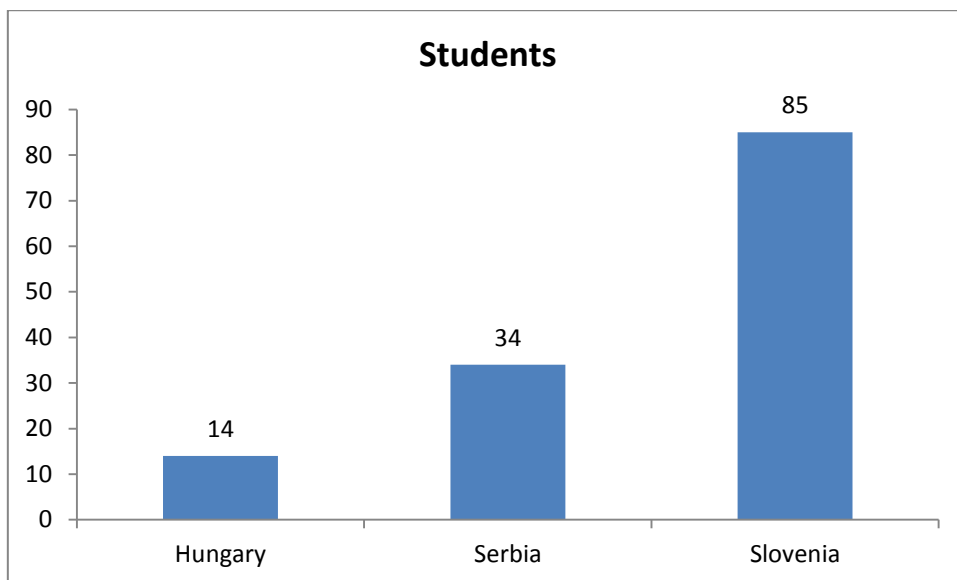


Figure 15.: Which school would students choose if they restarted secondary schooling (%)

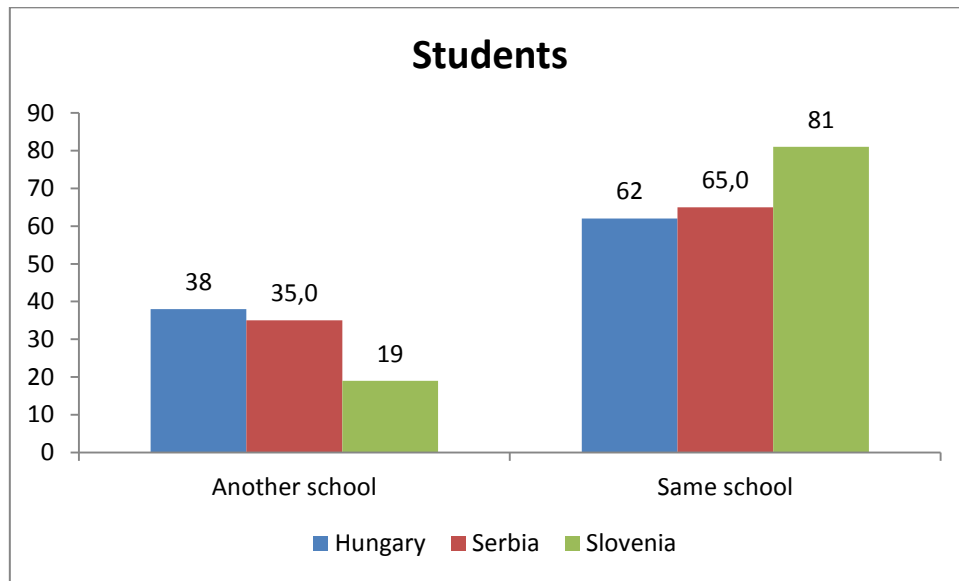
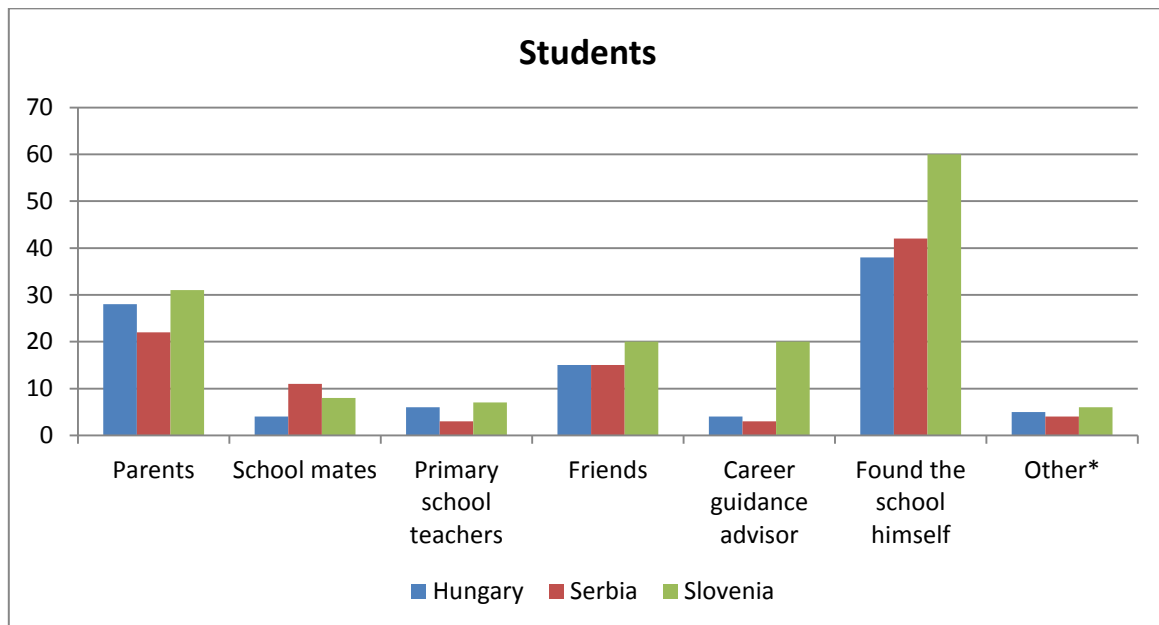


Figure 16.: Who suggested this school to the parents? (%)



*Typically siblings

Note: The Slovenian students indicated multiple options!

Figure 17.: Do the students have a friend in the school with which they can discuss any of their problems? (%)

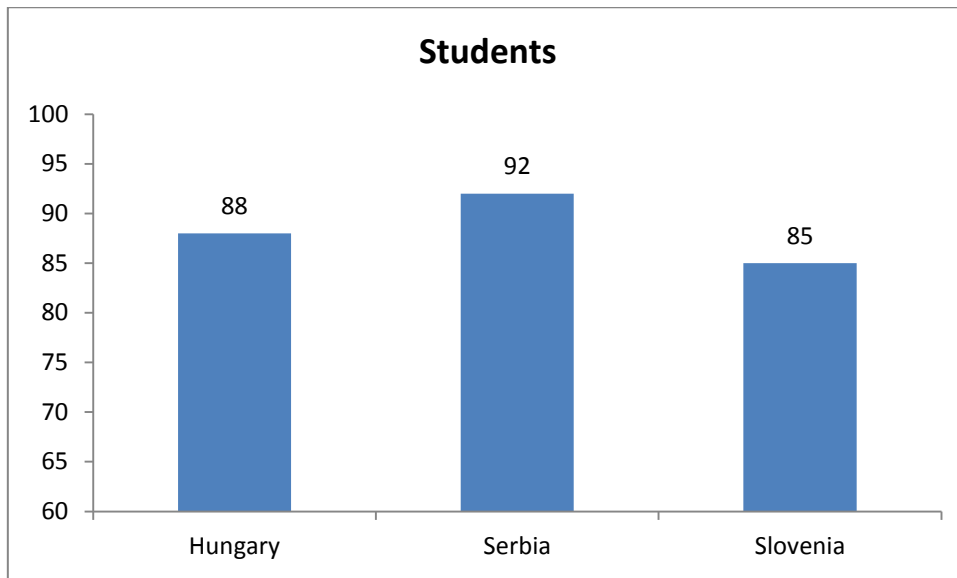


Figure 18.: According to the students how much are they supporting each other in the classroom in case of a conflict with a teacher? (average score on a 1-5 scale)

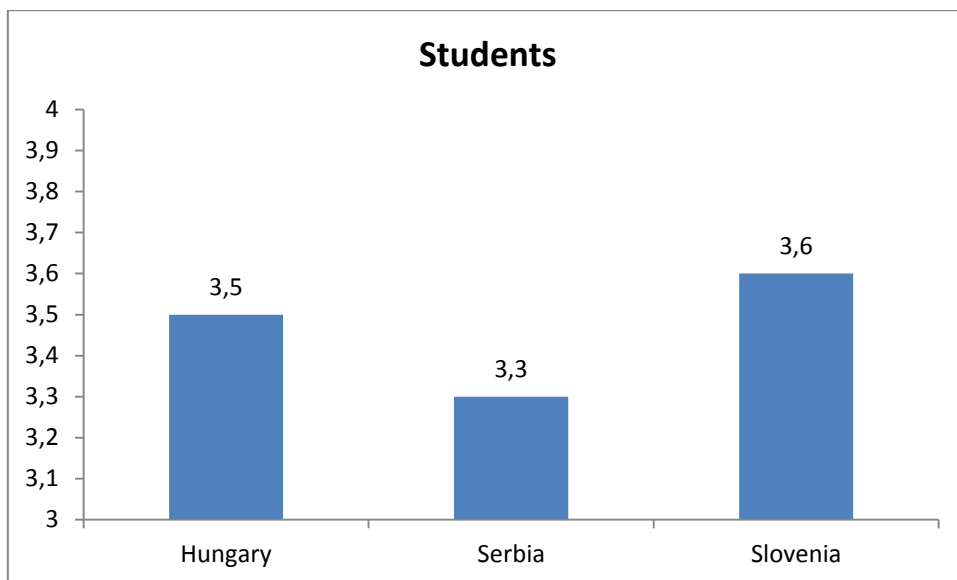


Figure 19.: The proportion of students who already turned to a teacher with any family or health problem (%)

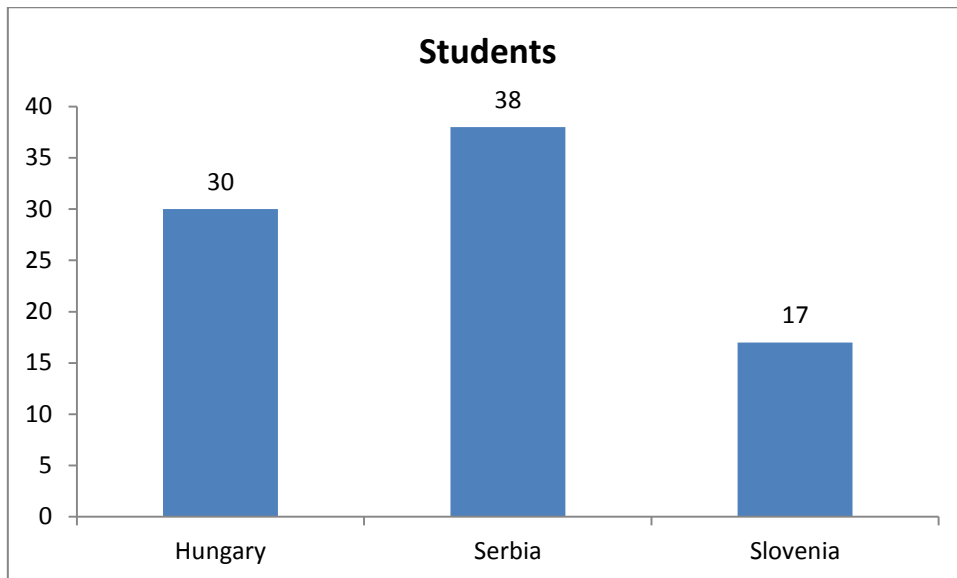


Figure 20.: The proportion of those students who reported that they turned to a teacher with any family or health problem who they turned to? (% of those who responded yes to the previous question)

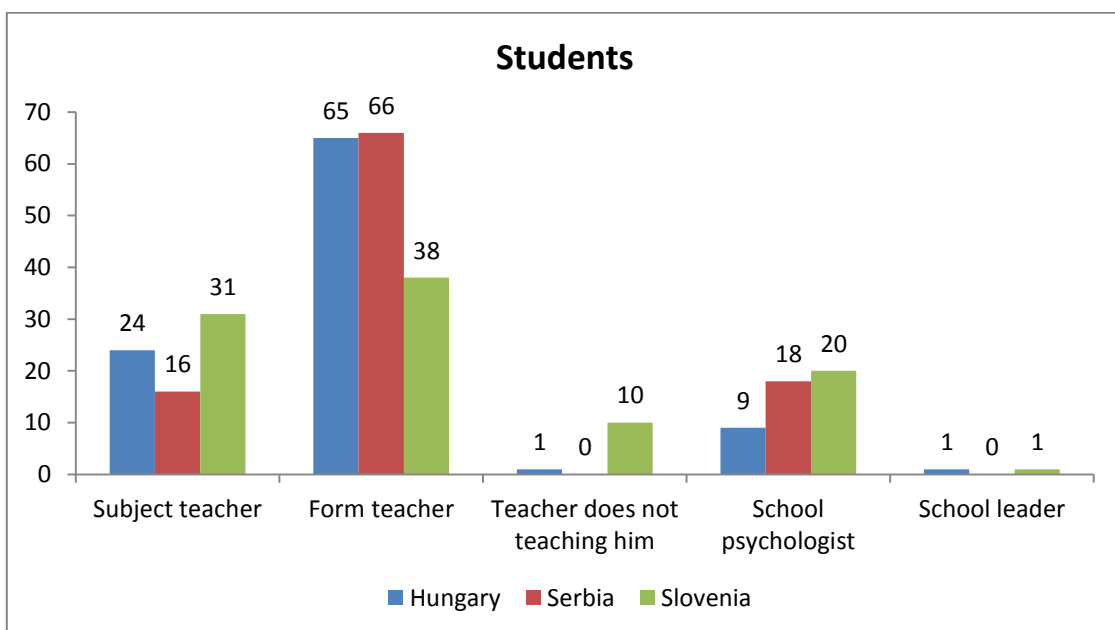
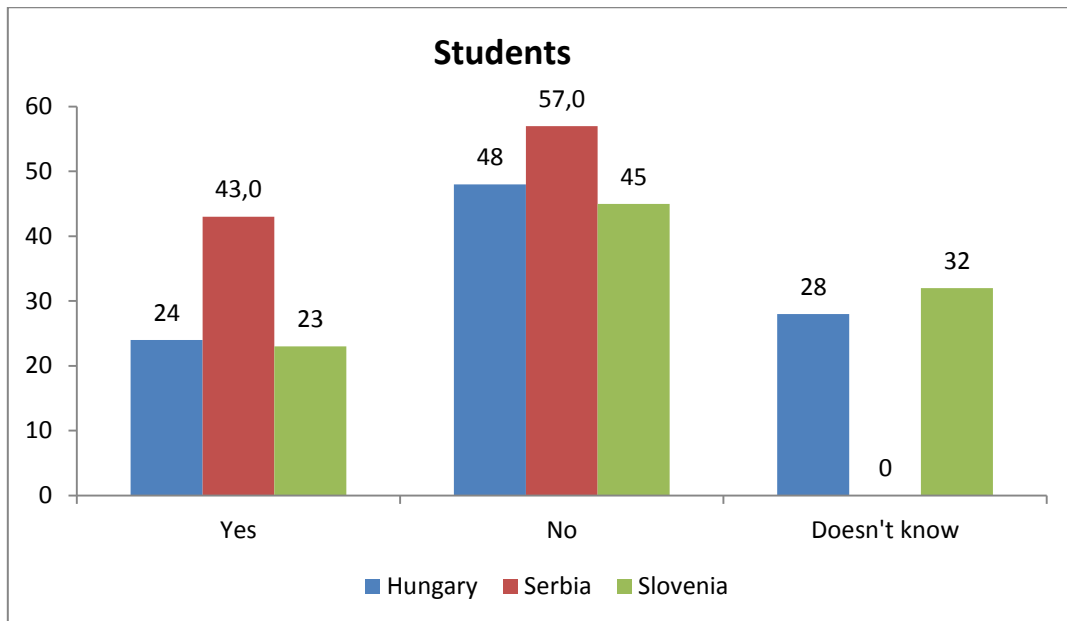


Figure 21.: Would the students turn to a teacher with any of their family or other serious problems in the future? (%)



Note: The Serbian questionnaire didn't allow for don't know option

1.5 To what extent is the instruction and evaluation practice of teachers differentiated?

Figure 22.: The level of agreement of teachers with the following statement: It is bad to change classroom practices on the basis of students' suggestions (average score on a 1-5 scale)

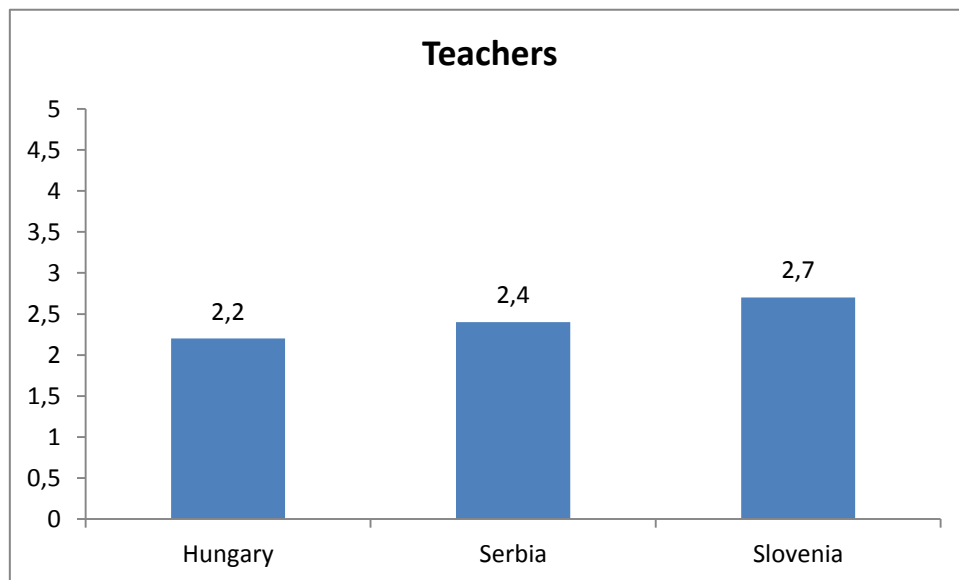


Figure 23.: The level of agreement of teachers with the following statement: I adjust my expectations towards the students to the achievement of the best performing students in the class (average score on a 1-5 scale)

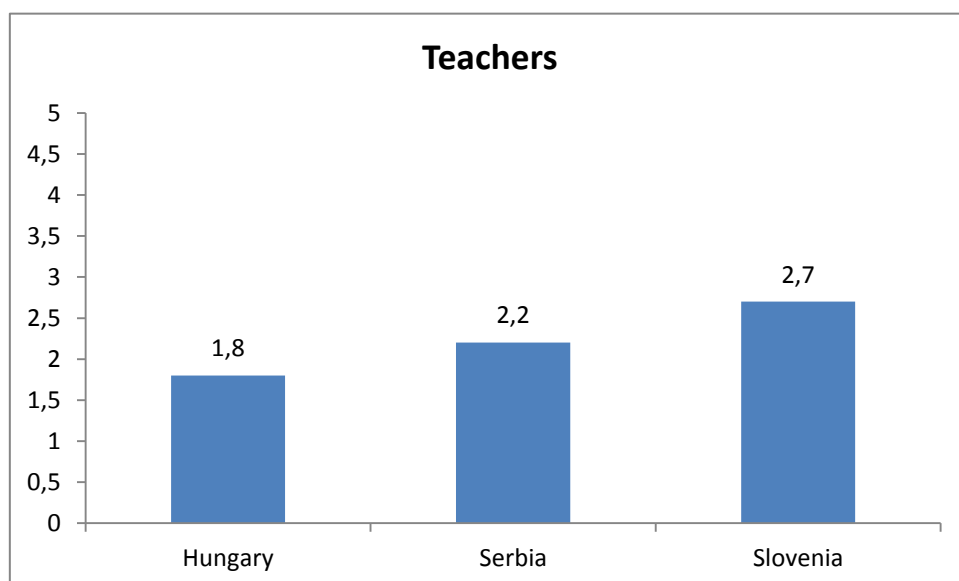


Figure 24.: The frequency of the use of various pedagogical evaluation methods among teachers. (average score on a 1-5 scale)

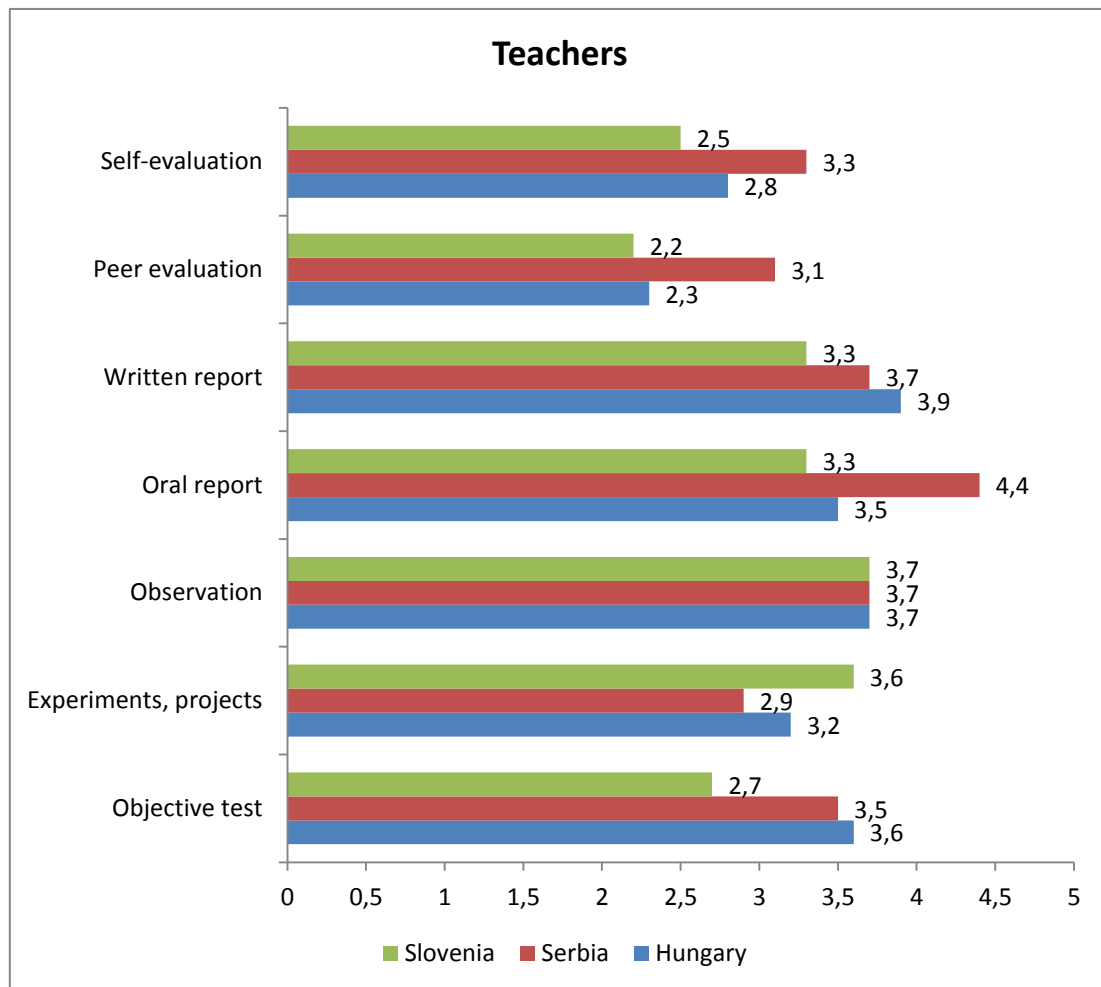


Figure 25.: The importance of various aspects of pedagogical evaluation according to teachers. (average score on a 1-5 scale)

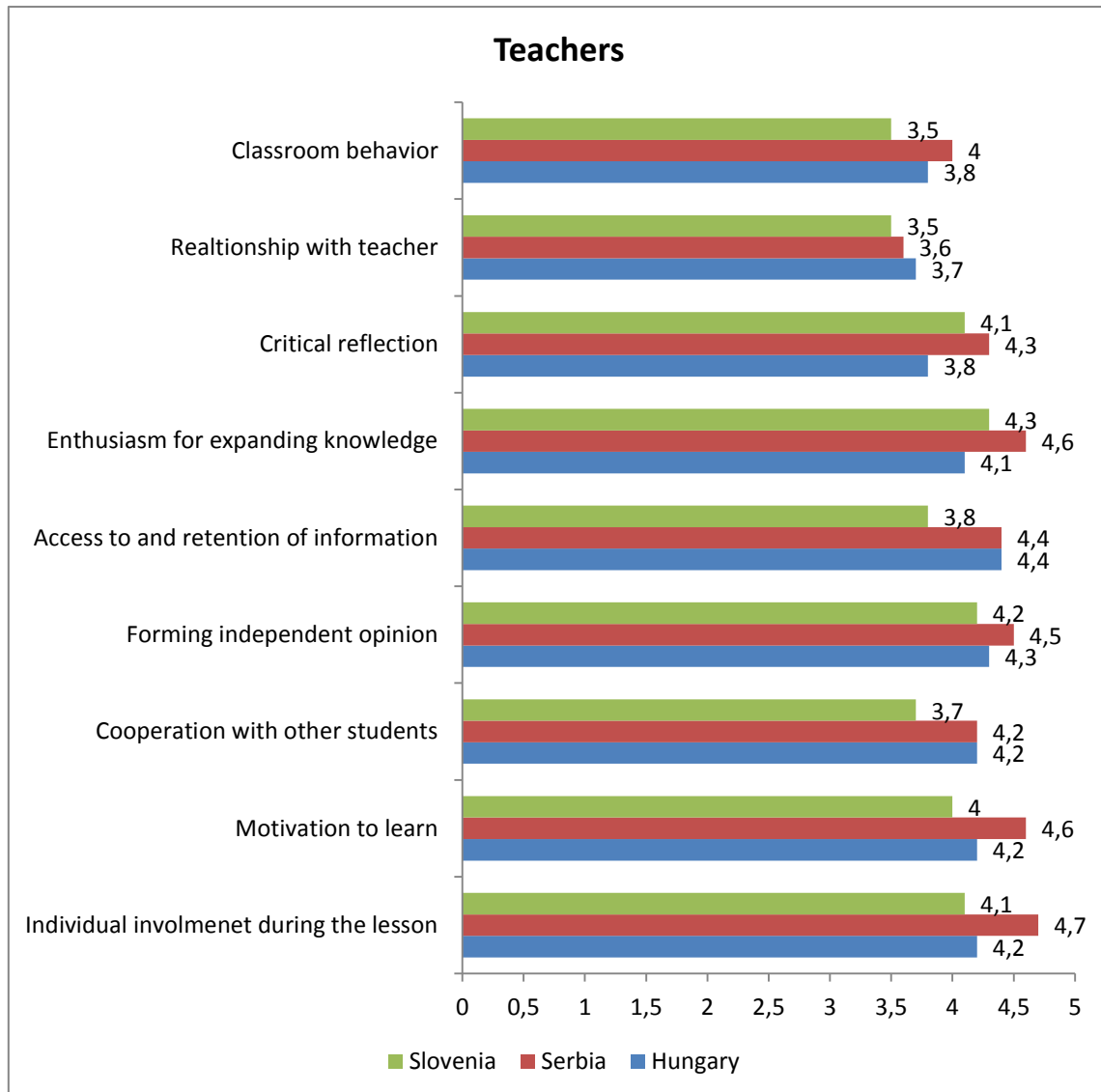
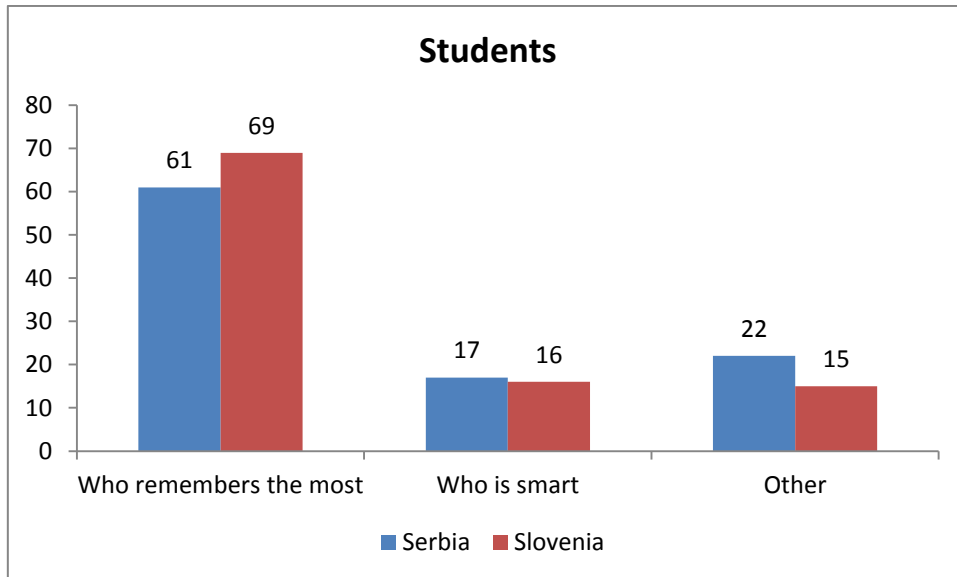


Figure 26.: According to the students who receive the highest marks from the teachers? (%)



Note: there is a translation error in the Hungarian questionnaire: instead of who remembers the most it asks who are the most remembered

Figure 27.: According to the students how much are teachers interested in their opinion? (average score on a 1-5 scale)

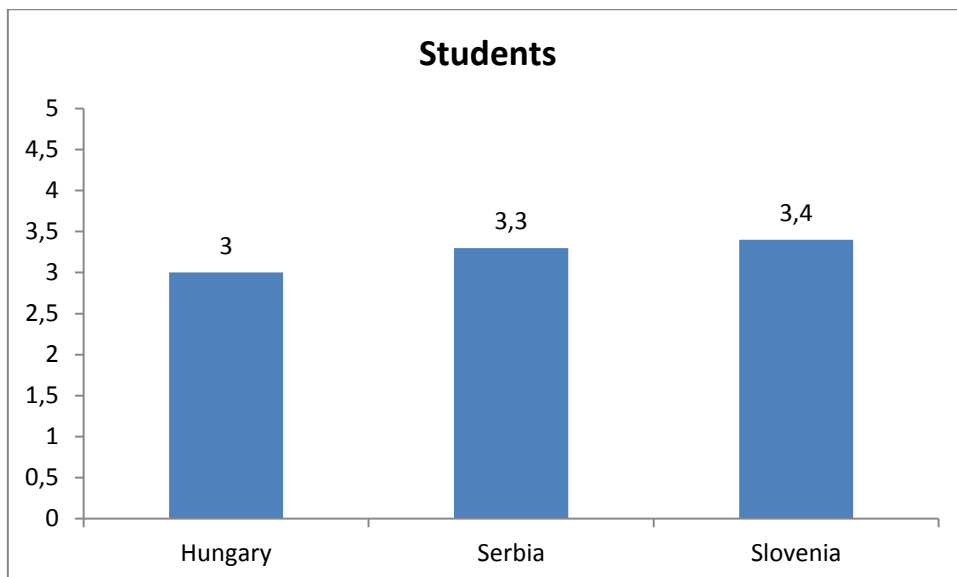


Figure 28.: According to the students which are the most interesting lessons? (%)

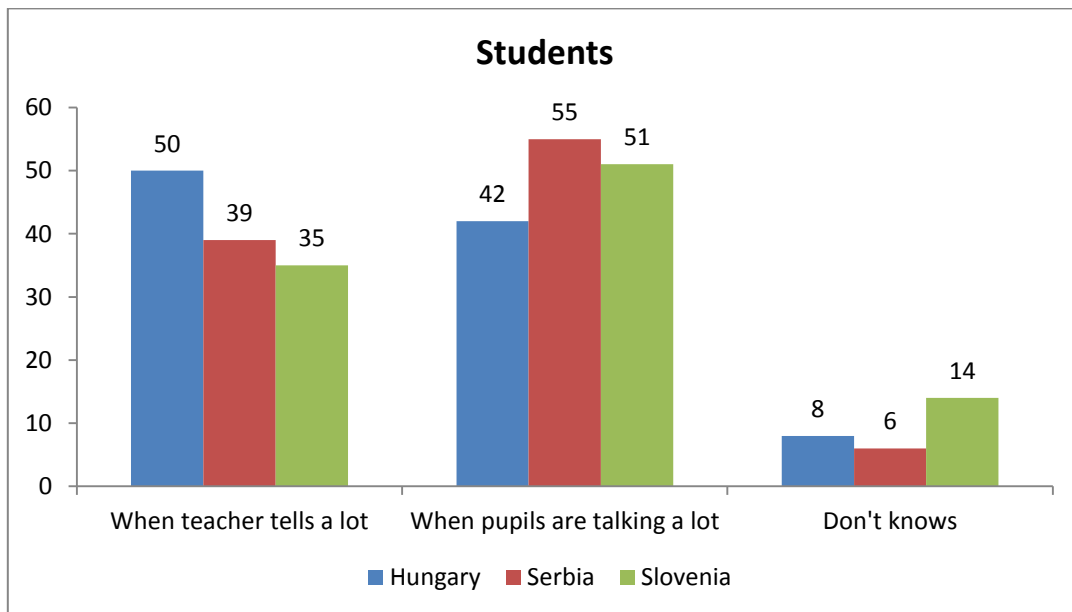
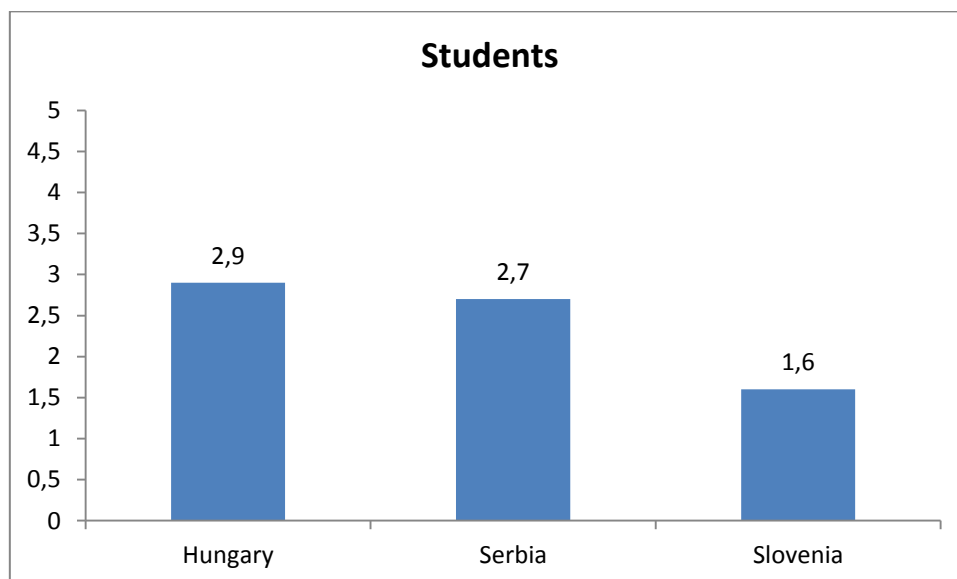


Figure 29.: The frequency of working in small groups in the classroom according to the students. (average score on a 1-5 scale)



1.6 To what extent is cooperation within the schools institutionalized?

Figure 30.: The proportion of schools in which according to school directors there is a member of the leadership responsible for dealing with students with serious problems (%)

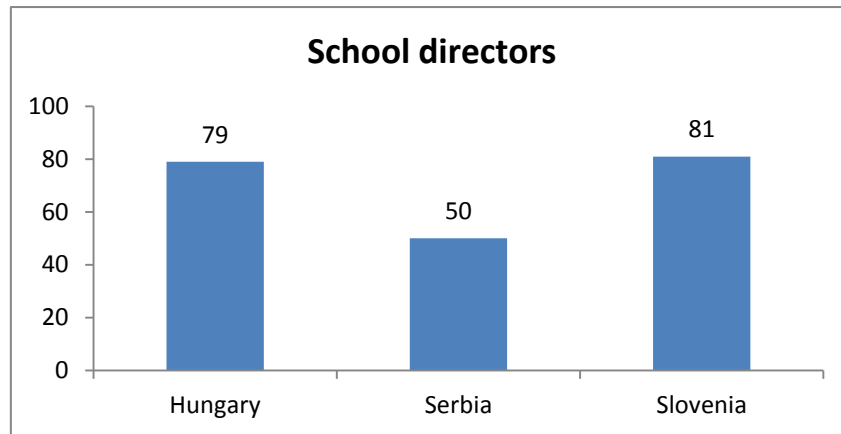
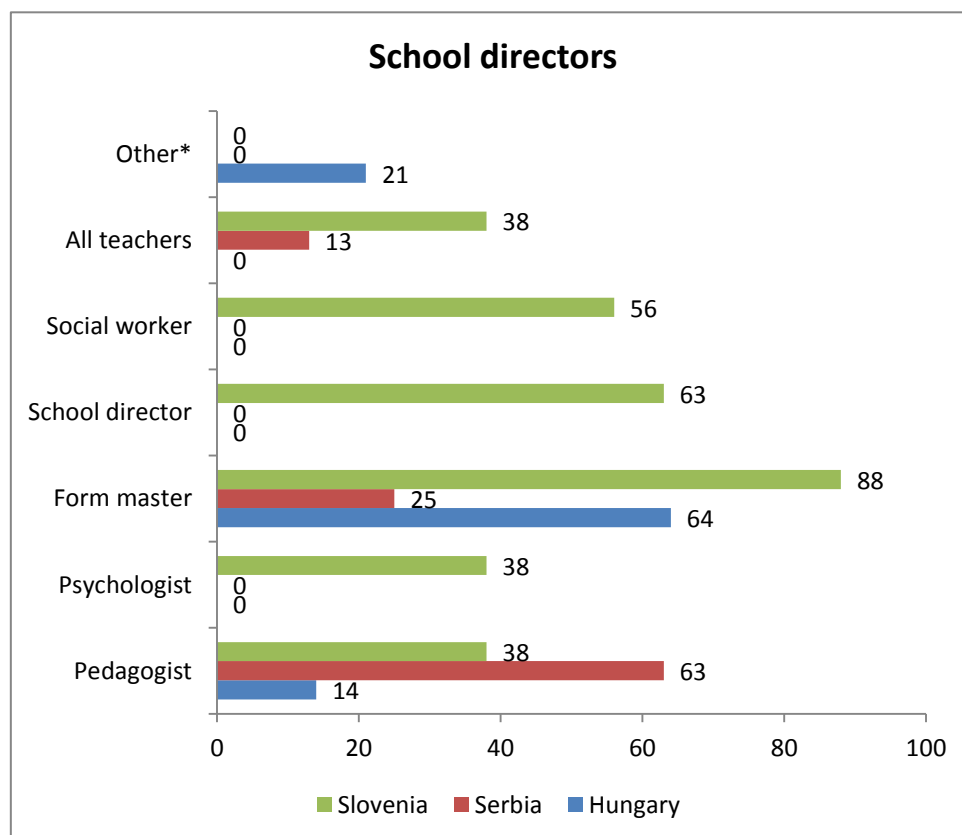


Figure 31.: Who are the persons in the schools responsible for dealing with students at risk of dropping out? (the proportion of indications)



* Others in Hungary mean the teacher responsible for youth protection in all cases

Note: Due to questionnaire error the Slovenian respondents indicated multiple options

Figure 32.: The institutionalization of self-evaluation in the schools (% of positive answers)

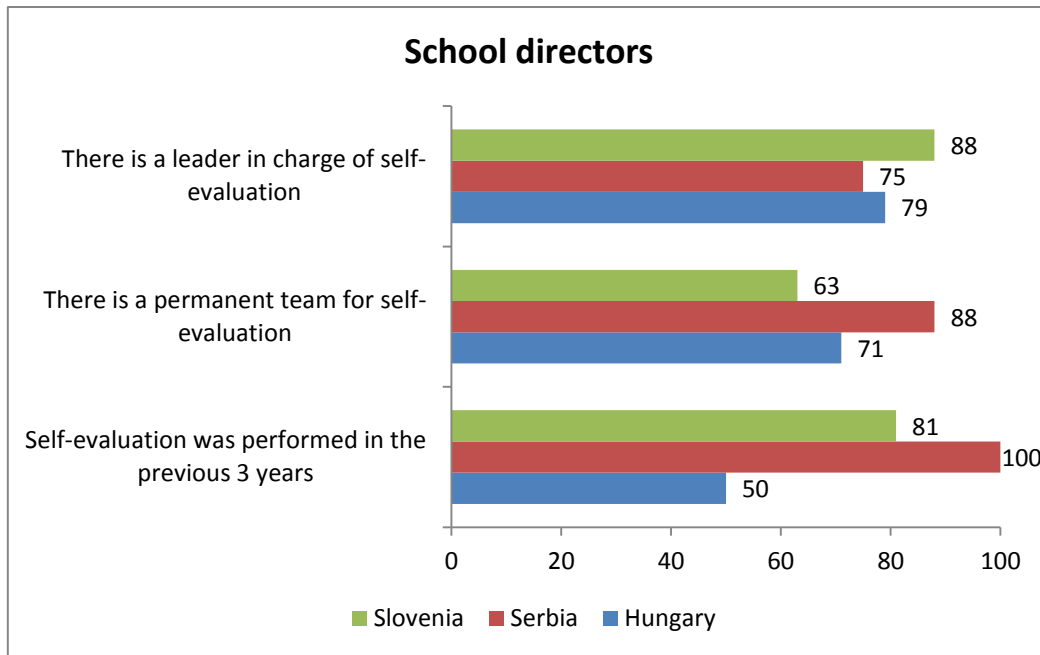
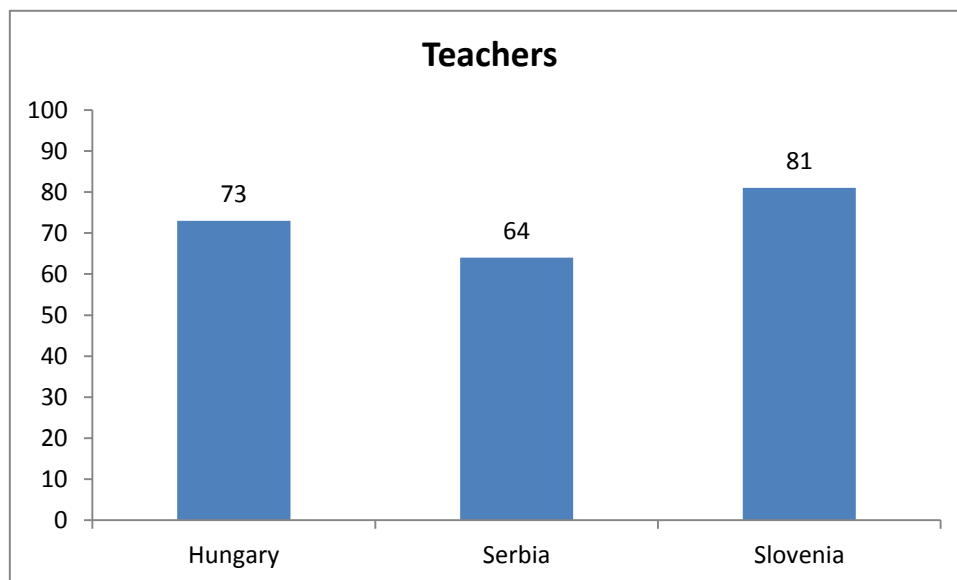
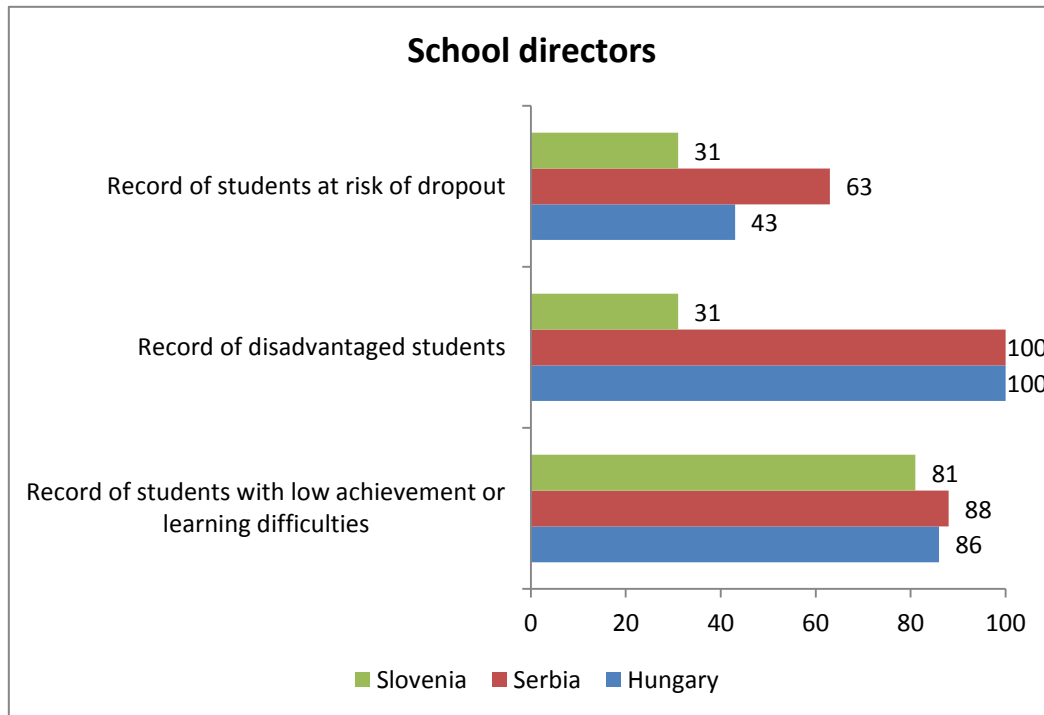


Figure 33.: The proportion of teachers who responded that there are regular occasion in their schools when teachers discuss the progress and problems of students (%)



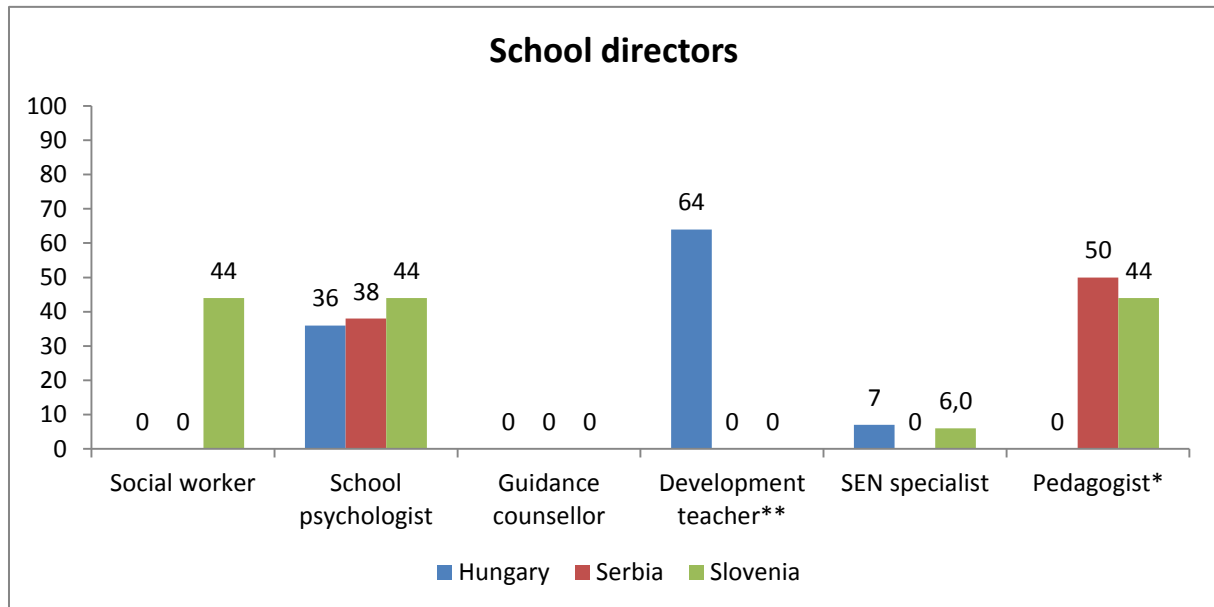
1.7 What kind of records and student monitoring systems are operated at the institution level?

Figure 34.: The proportion of school directors who say that the following student monitoring instruments are operated in their school. (%)



1.8 What kind of resources are available in the schools for dropout prevention and how effectively are they used?

Figure 35.: What kind of specialists are available in the schools? (% of schools)



*This qualification does not exist in Hungary

**This qualification does not exist in Serbia and Slovenia

Figure 36.: Financial resources at the disposal of school directors for compensating the work of teachers who are providing individual extra support to students (%)

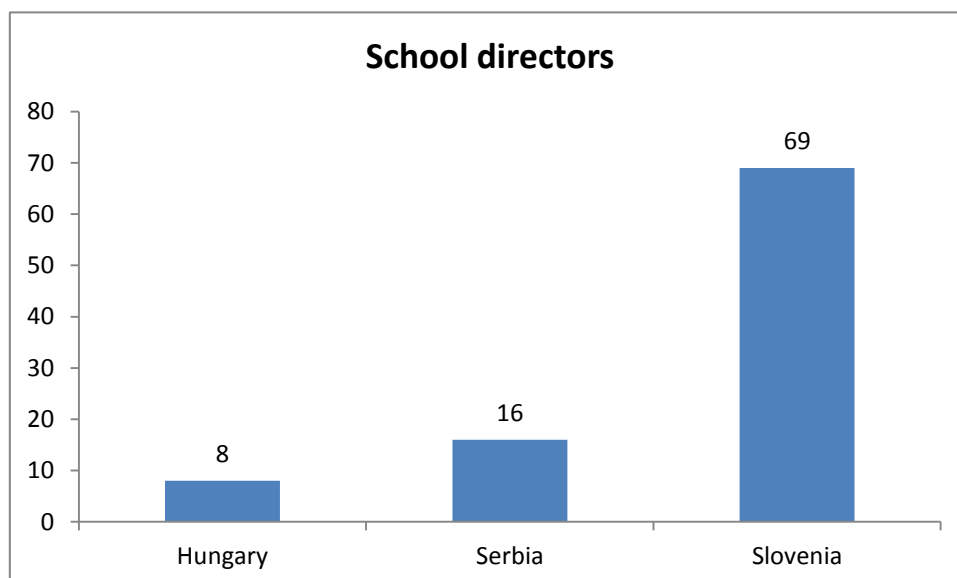


Figure 37.: The proportion of teachers who are providing individual support to students beyond contact hours (%)

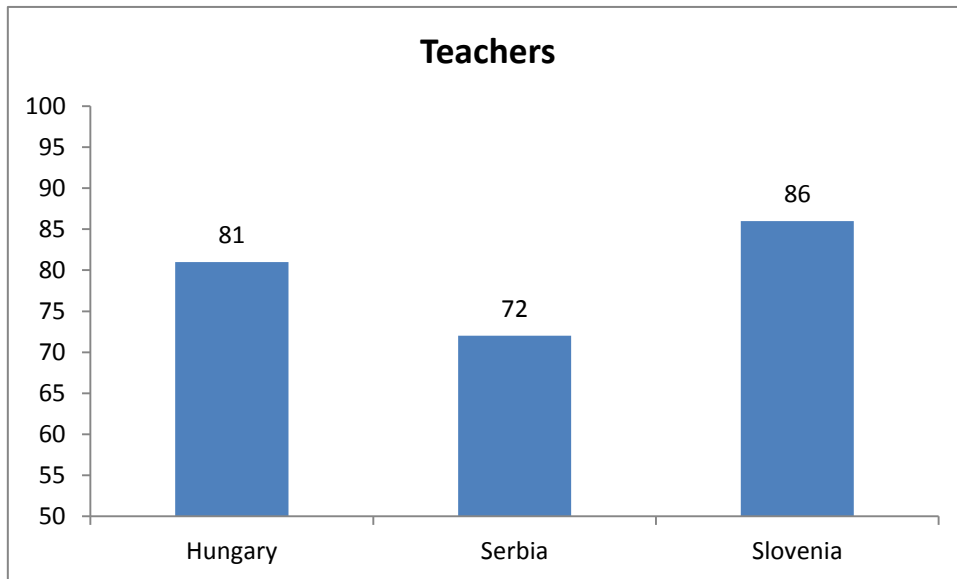
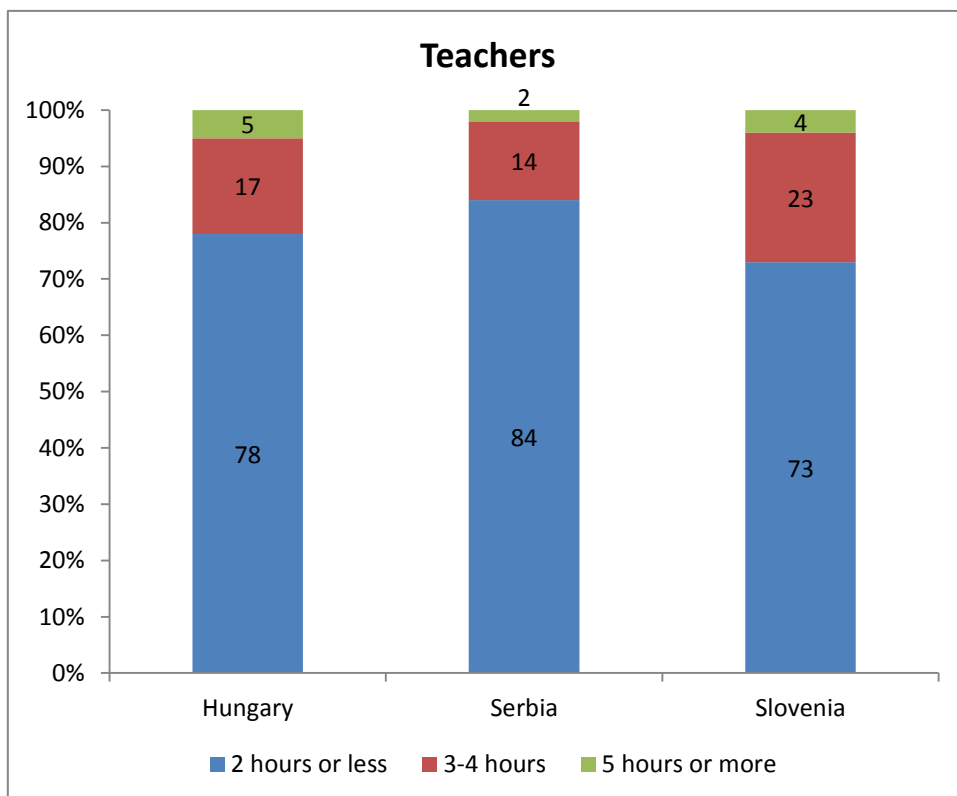


Figure 38.: The number of hours per week of individual support provided by teachers (% of those teachers who provide individual support)



1.9 Which are the relevant external partners of the schools?

Figure 39.: The perceived weight assigned by school directors to various external partners in connection to preventing students from dropout (The proportion of school directors indicating the specific partners)

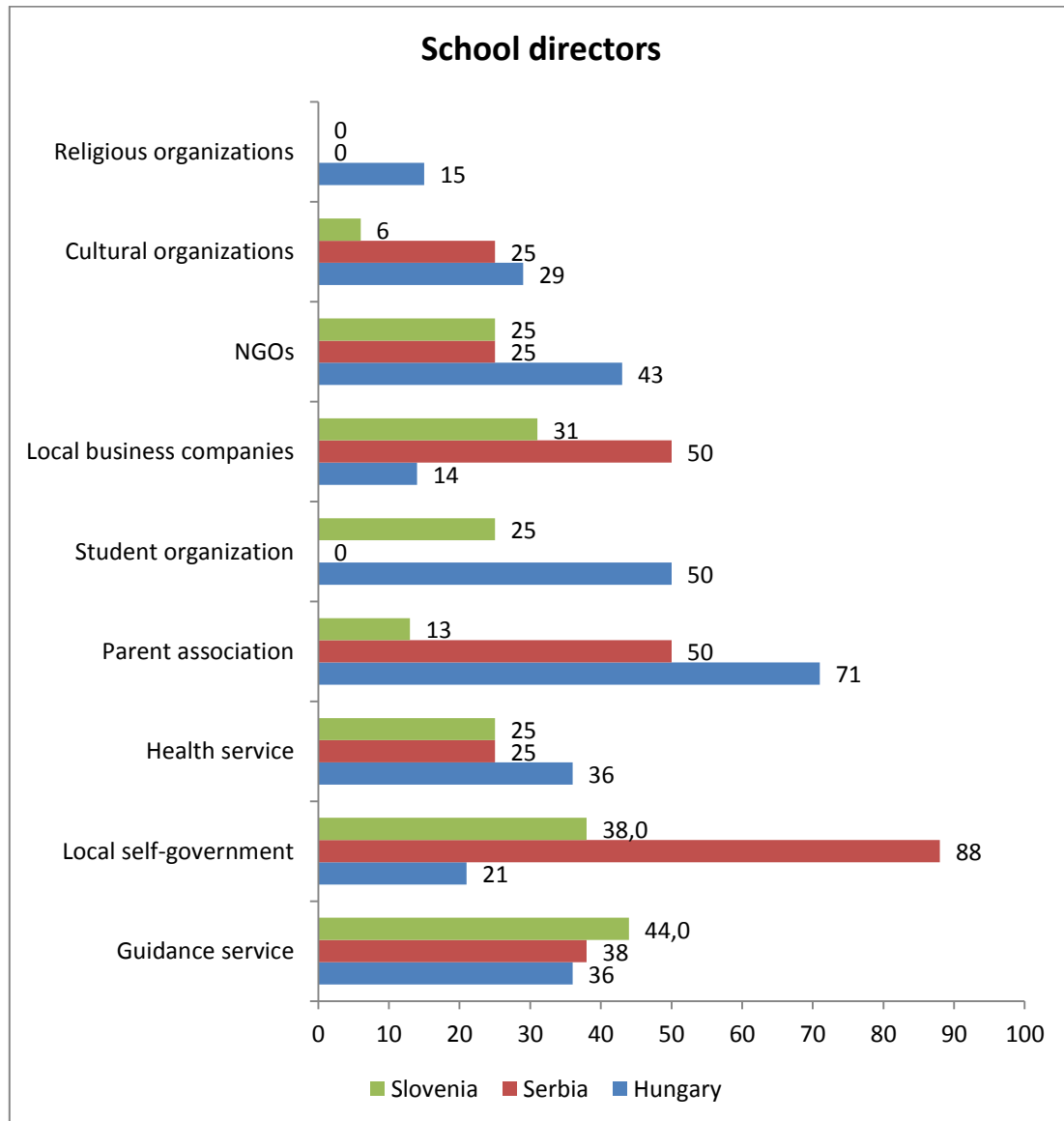
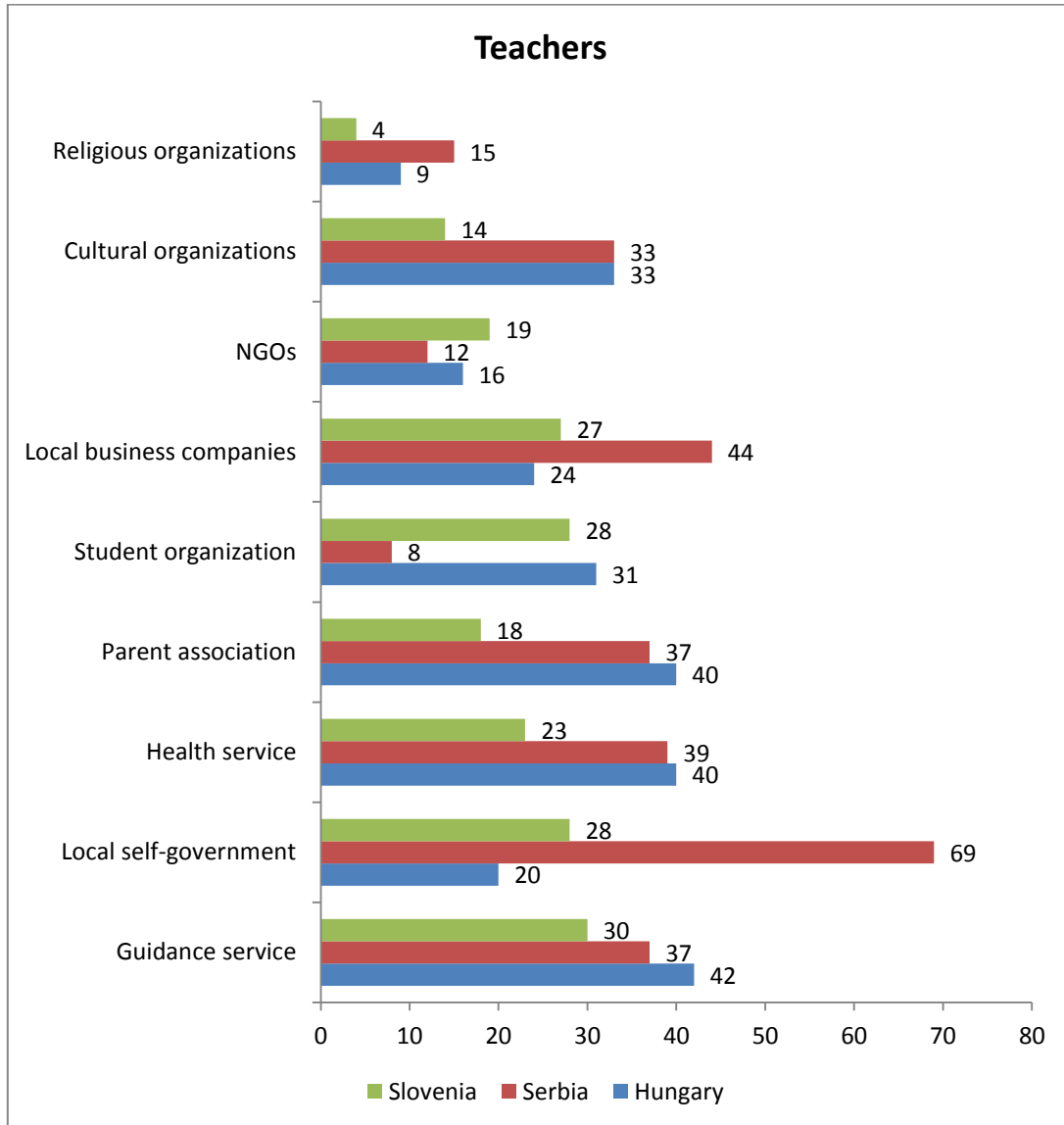


Figure 40.: The perceived weight assigned by teachers to various external partners in connection to preventing students from dropout (The proportion of teachers indicating the specific partners)



2. Differences among the subgroups of the sample

2.1 What are the perceived reasons for dropout?

Figure 41.: The reasons for dropout according to Hungarian teachers by the subgroups of the sample (% of the teachers choose the specific reason)

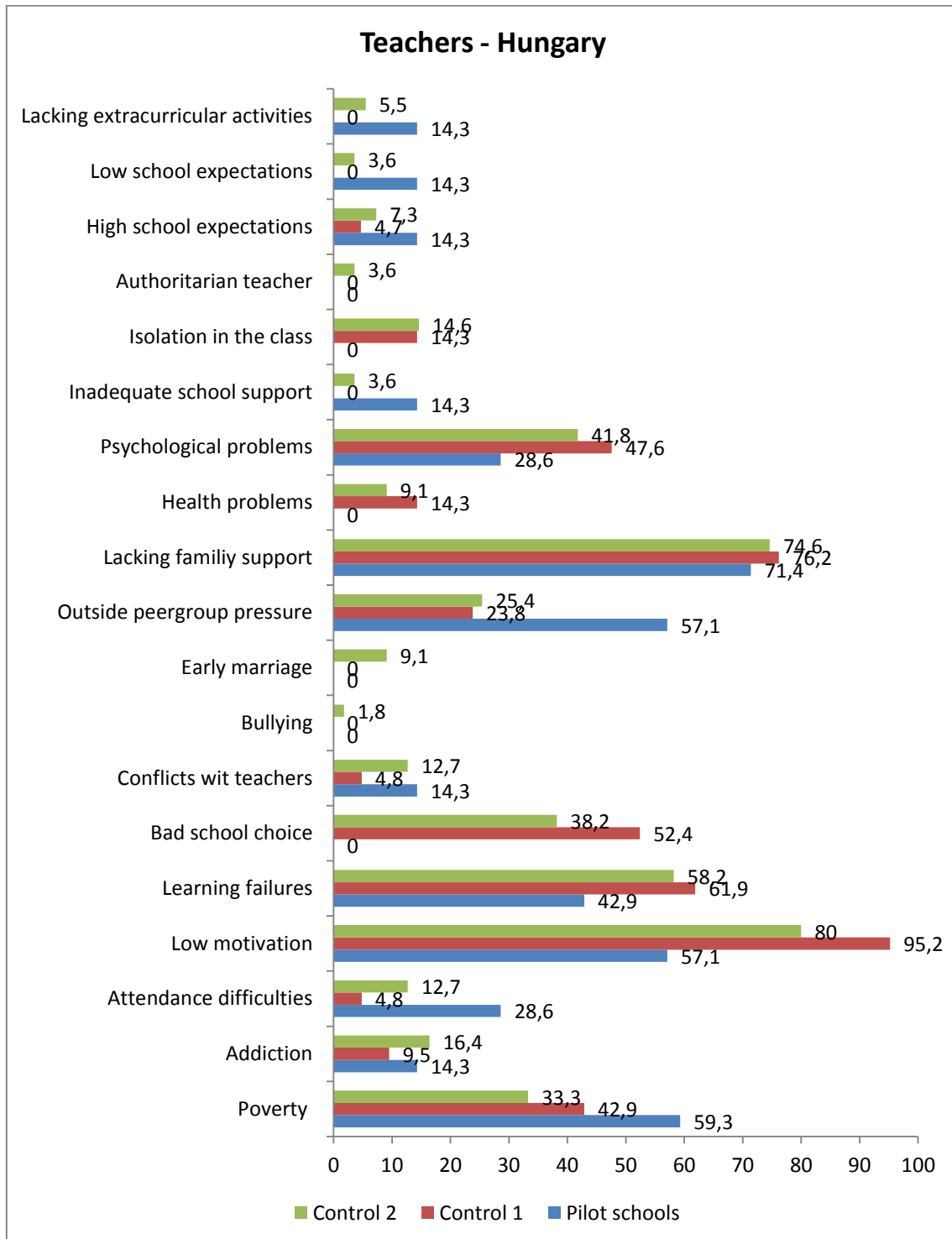


Figure 42.: The reasons for dropout according to Serbian teachers by the subgroups of the sample (% of the teachers choose the specific reason)

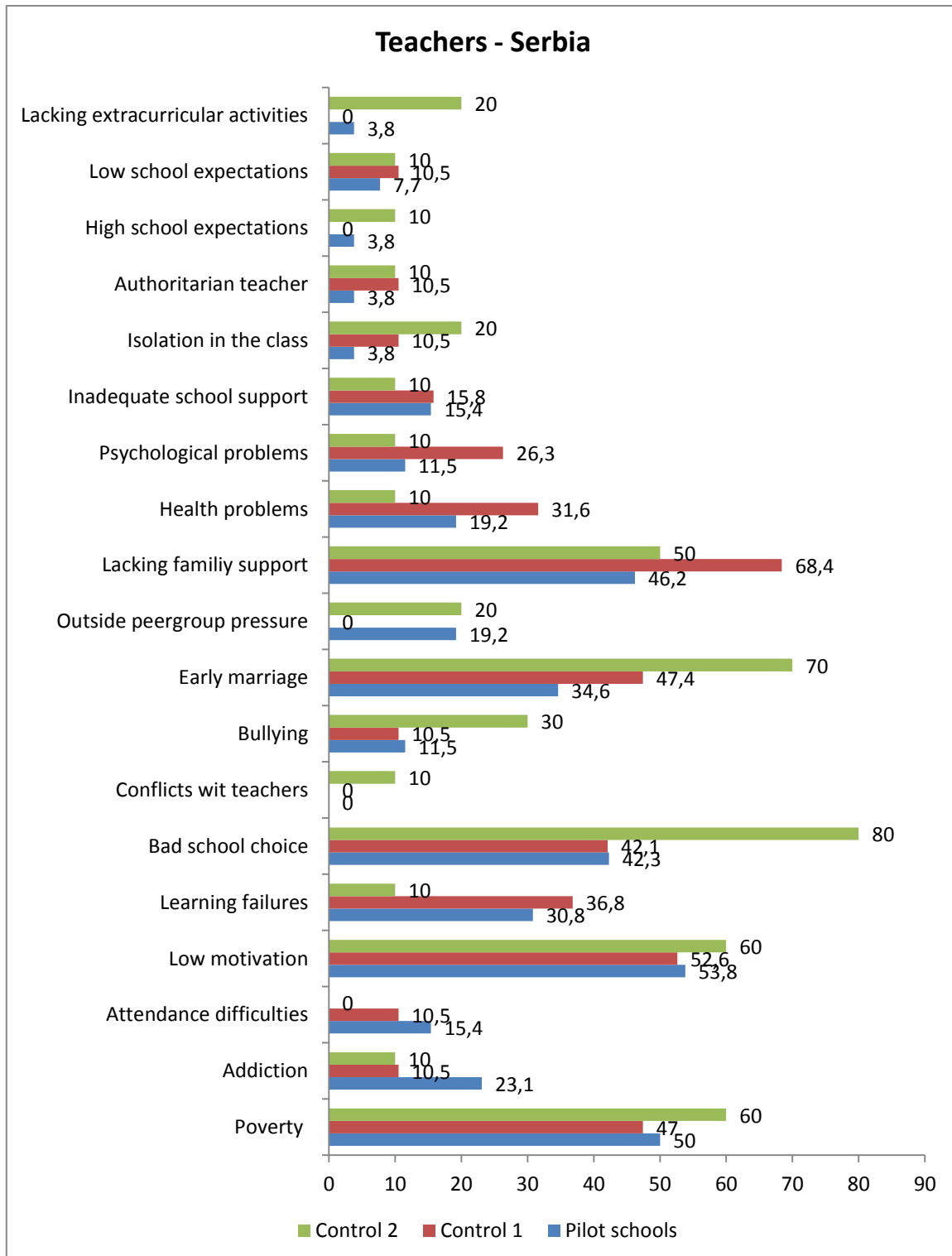
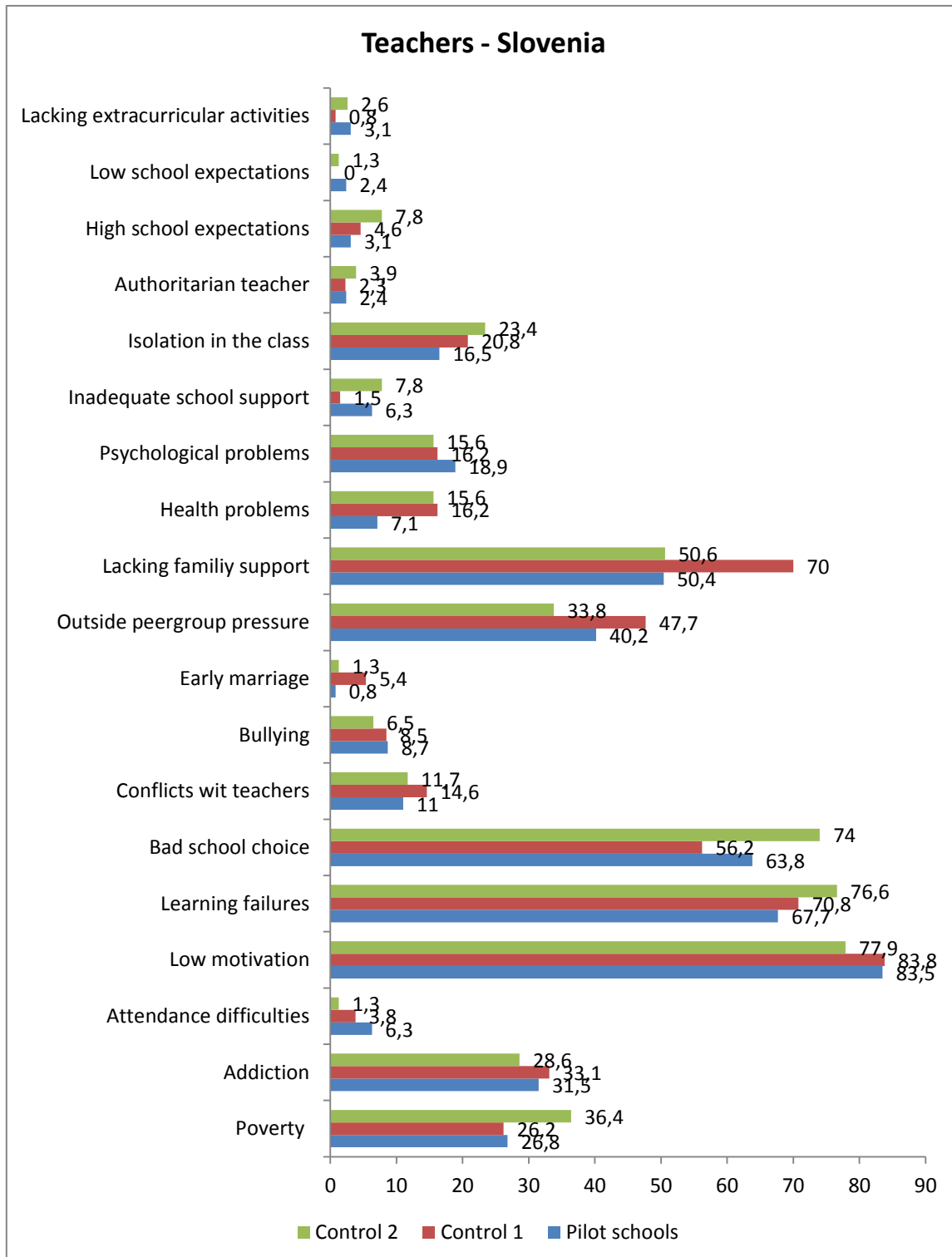


Figure 43.: The reasons for dropout according to Slovenian teachers by the subgroups of the sample (% of the teachers choose the specific reason)



2.2 What are the attitudes of teachers and school directors towards dropout?

Figure 44.: The opinion of Hungarian teachers on the responsibility of different actors for dropout by the subgroups of the sample (average score on a 1-5 scale)

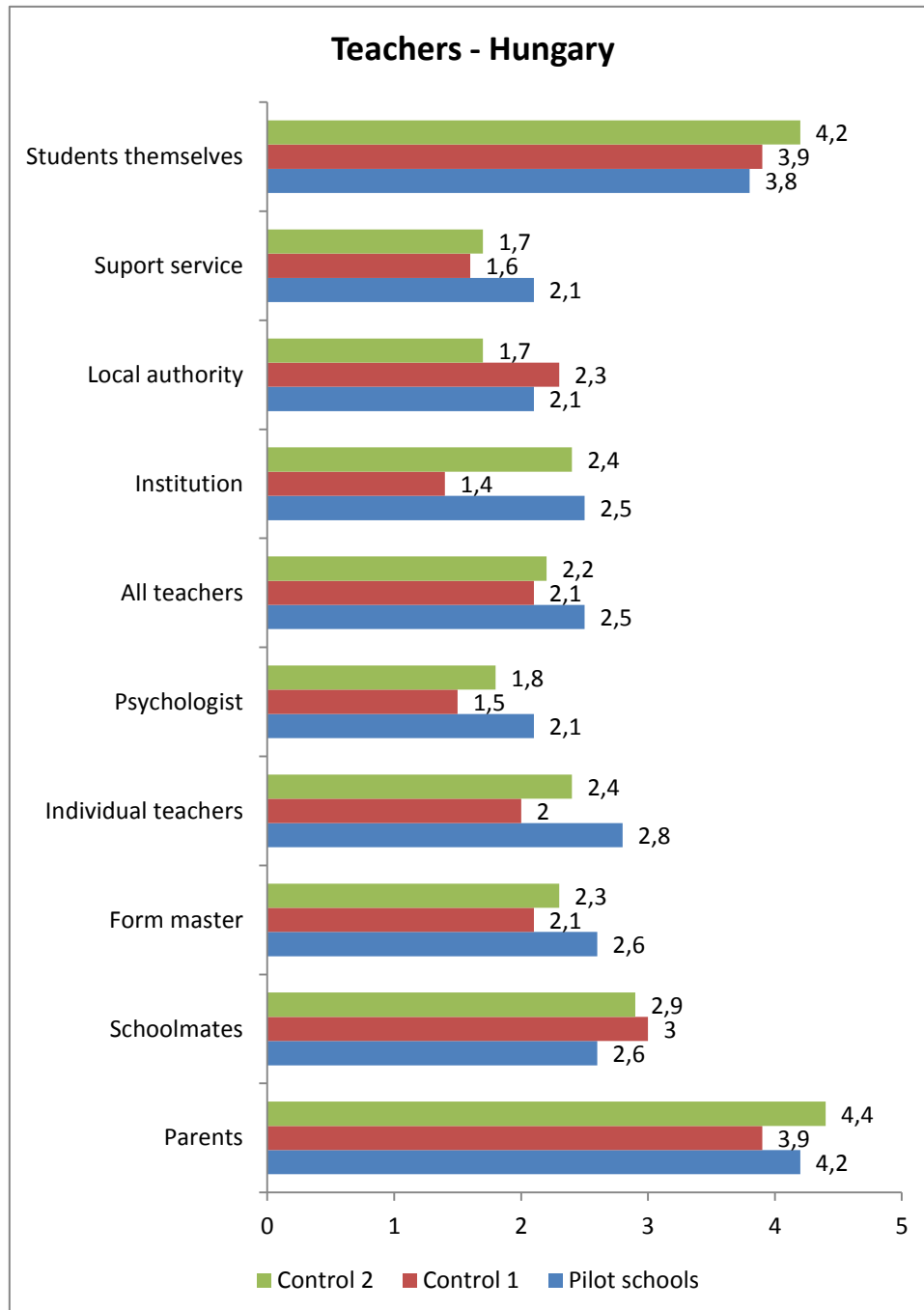


Figure 45.: The opinion of Serbian teachers on the responsibility of different actors for dropout by the subgroups of the sample (average score on a 1-5 scale)

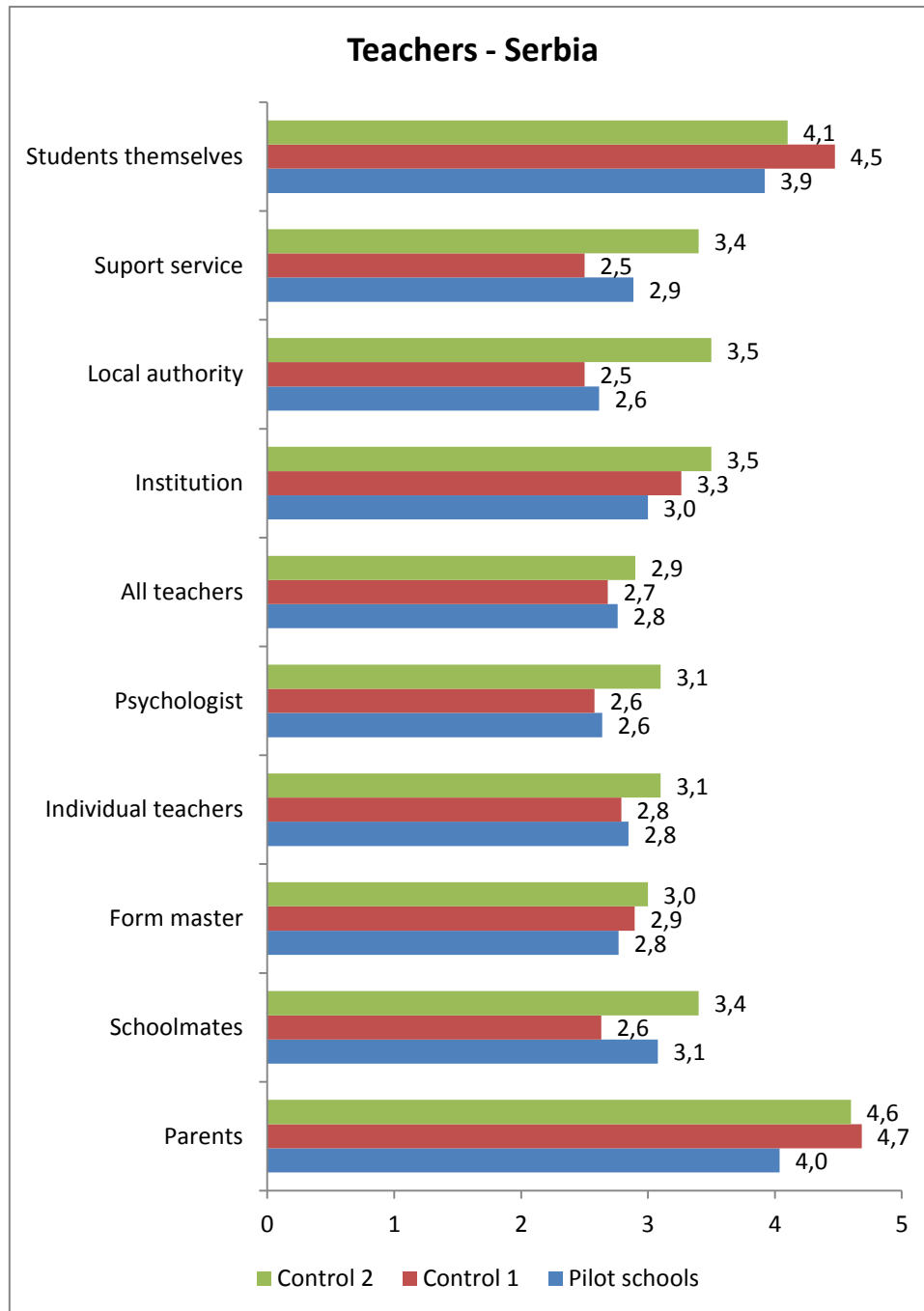
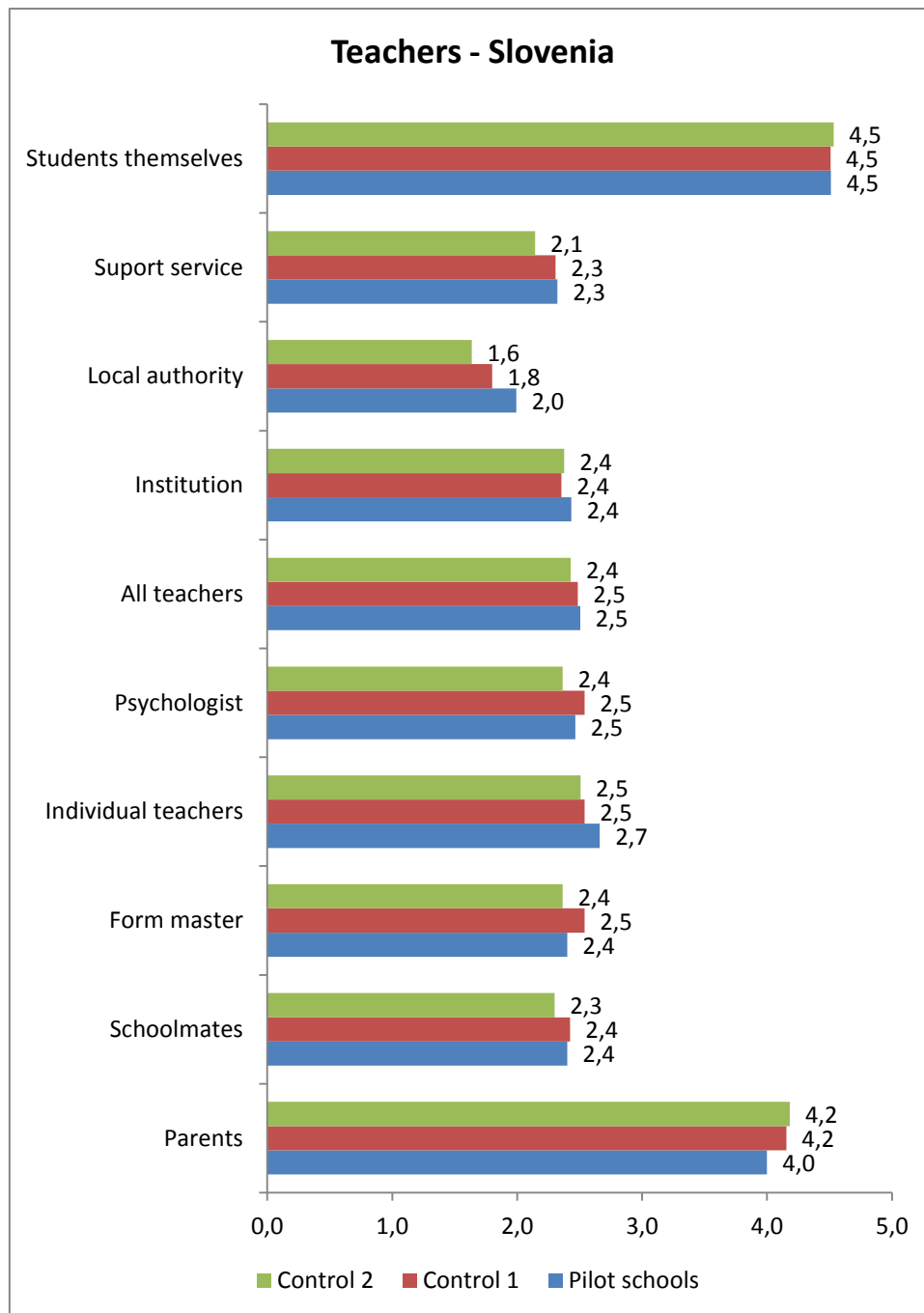
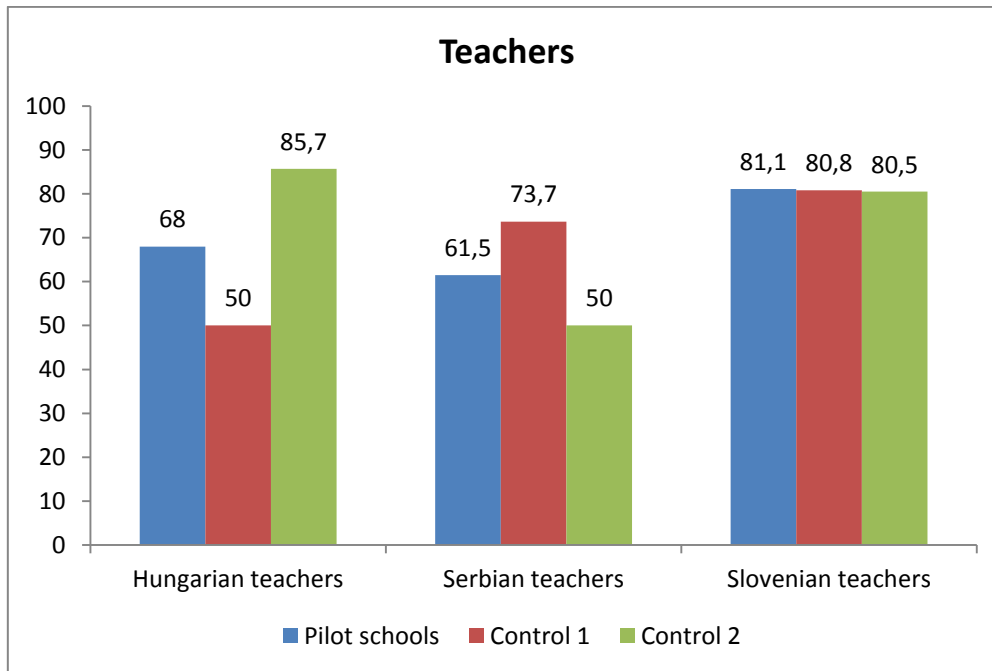


Figure 46.: The opinion of Slovenian teachers on the responsibility of different actors for dropout by the subgroups of the sample (average score on a 1-5 scale)



2.3 To what extent is cooperation within the schools institutionalized?

Figure 47.: The proportion of teachers who responded that there are regular occasion in their schools when teachers discuss the progress and problems of students by subgroups of the sample (%)



2.4 What kind of resources are available in the schools for dropout prevention and how effectively are they used?

Figure 48.: The proportion of teachers who are providing individual support to students beyond contact hours (%)

