

# Effective School Improvement in the Netherlands

Hechuan Sun<sup>1</sup>      Rob de Jong<sup>2</sup>      Bert Creemers<sup>3</sup>

*Shenyang Normal University , China*

## Abstract

To find out what kind of contextual level factors that influence effective school improvement (ESI) in the Netherlands is the aim of this article. To achieve this goal, Sun's contextual level model with 10 contextual factors and 48 indicators (2003) has been used to carefully evaluate three Dutch ESI programs. Its findings show that the factors fostering ESI at the Dutch contextual level were: external evaluation and external agents; national goal setting in terms of student outcomes; an adequate time, financial and human resource support; strong centrally steering and empowering ESI; national goal setting in terms of school improvement; engendering a culture in support of ESI; school accountability; offering school some autonomy. The factors hindering ESI at the Dutch national contextual level were: market mechanisms, allowing too much school/teacher autonomy in test-taking; and instability of school staff and school counselors.

## Introduction

To find out what kind of contextual level factors that influence effective school improvement (ESI) in the Netherlands is the aim of this article. To achieve this goal, Sun's contextual level model with 10 contextual factors and 48 indicators (2003) has been used to evaluate three Dutch effective school improvement programs. This article consists of four parts:

- a. Introduction to Sun's contextual level model for effective school improvement (ESI);
- b. Introduction to the background information of the three Dutch ESI programs;
- c. Brief description of the three Dutch ESI programs;
- d. Evaluating the three Dutch ESI programs with the 10 contextual level factors and 48 indicators in Sun's model.

## A. Sun's contextual model for effective school improvement (ESI)

Sun's contextual level model for ESI was published in 2003. It is a model with ten contextual factors and 48 indicators. The ten contextual factors are grouped under the concepts of "goals-pressure-support"

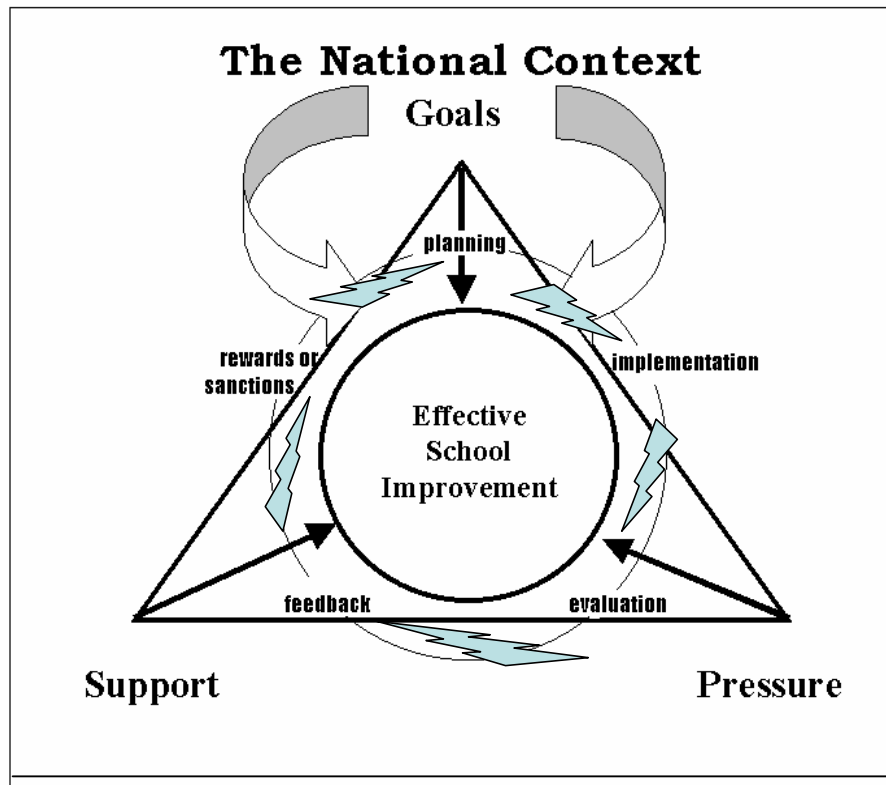
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<sup>1</sup> Prof. Dr. Hechuan Sun, a full professor and Specially-Appointed Professor of Shenyang Normal University of China, Inspector of Liaoning Provincial Government in China, over 50 articles and 12 books published home and abroad including SSCI, AHCI articles. Tel:+86-(0)24-86576828; Fax: +86-(0)24-86576828; E-mail: michina2004@126.com

<sup>2</sup> Dr. Rob de Jong, Ph.D. and Senior Researcher, National Inspector of the Netherlands.

<sup>3</sup> Prof. Dr. Bert Creemers, Dean of the Faculty of Behavioral and Social Sciences of the University of Groningen, the Netherlands.

respectively. This model indicates that ESI is firmly embedded in its national context. A triangle was chosen to symbolize the relationship between the three groups: goals, pressure and support. Around the goal-pressure-support triangle, the cycle “planning → implementation → evaluation → feedback → rewards & sanctions” adds a continuous dynamic process element to the model.



The study of ESI can never be separated from its educational context. The national context provides goals, pressure and support (Sun, 2004). Successful implementation of any given policy requires those implementing it to be simultaneously provided with support and put under pressure (Fullan, 1999). Pressure without support creates alienation and resistance, while support without pressure, tends to be a waste of resources. The existence of pressure is therefore a very important feature of successful change, as long as it is combined with support (Miles, 1986). This pressure-support paradox has been increasingly recognized as a profound insight. In Sun's model,

National **goals** include two types:

- goals for student outcomes
- goals for school improvement.

**Pressure** includes:

- strong central steering and empowering ESI,
- external evaluations and external agents,
- market mechanism,
- school accountability.

**Support** includes:

- adequate time, financial and human resource support,
- the local/district support,

- offering schools some autonomy
- engendering a culture in support of ESI.

Within these ten factors, several indicators are included in each factor. For instance, the factor “national goal setting for student outcomes” includes: the national goals and objectives reflected in national curriculum; the national specified increased academic points for each subject; the numbers of national tests during the entire period of schooling; the existence of National Inspections; the national assessment, feedback and reinforcement system. Although pressure and support are readily reconciled, they are also closely related. For instance, strong centrally steering and empowering ESI, external evaluation and external agents can contain elements of pressure as well as forms of support. The same is true for local support and engendering a culture in support of ESI. Below is the table which contains the ten contextual level factors and their indicators that influence ESI.

**Table 1. The ten contextual level factors and their major indicators**

<b>Goals</b>
<p><b>1. National goal-setting in terms of student outcomes</b></p> <ul style="list-style-type: none"> <li>● The national goals and objectives reflected in national curriculum</li> <li>● The national specified increased academic points for each subject</li> <li>● The numbers of national tests during the entire period of schooling</li> <li>● The existence of National Inspections</li> <li>● The national assessment, feedback and reinforcement system.</li> </ul>
<p><b>2. National goal-setting in terms of school improvement</b></p> <ul style="list-style-type: none"> <li>● The new laws or national curriculum reforms</li> <li>● School Improvement Plan or school self-evaluation</li> <li>● School improvement programs focusing on Literacy or Mathematics or Sciences instructions</li> <li>● Focusing on improving the learning environment</li> <li>● Encouraging schools to take part in school improvement programs at home and abroad.</li> </ul>
<b>Pressure</b>
<p><b>3. Strong central steering and empowering ESI</b></p> <ul style="list-style-type: none"> <li>● Giving directions and putting pressures on schools to improve through central intervention</li> <li>● Directly or indirectly initiating school improvement programs</li> <li>● Providing time, financial and human resource support</li> <li>● Spiritual empowerment for school improvement programs.</li> </ul>
<p><b>4. External evaluation and external agents</b></p> <ul style="list-style-type: none"> <li>● The time spent by the external agents on school improvement programs</li> <li>● The role of the external agents in the school improvement programs</li> <li>● The influence of the National Inspections</li> <li>● The quality of the external agents.</li> </ul>
<p><b>5. Market mechanism</b></p> <ul style="list-style-type: none"> <li>● The freedom in school choice (in the public school section)</li> <li>● The positive influence of school choice</li> <li>● The negative influence of school choice</li> </ul>

<ul style="list-style-type: none"> <li>• The information provided for school choice (published or not).</li> </ul>
<p><b>6. School accountability</b></p> <ul style="list-style-type: none"> <li>• The School Year Report to parents</li> <li>• The published National Inspection reports</li> <li>• Responsibility targets setting for student outcomes at all the levels</li> <li>• League Tables (added value comparison)</li> <li>• Feedback of national assessment results</li> <li>• Positive and negative reinforcement for the national assessment</li> <li>• Measures taken for failing schools.</li> </ul>
<p><b>Support</b></p>
<p><b>7. Adequate time, financial and human resource support for ESI</b></p> <ul style="list-style-type: none"> <li>• Adequate time allocated for school improvement programs</li> <li>• Financial support for school improvement programs</li> <li>• Financial support for schools and students (materials, network, information, data)</li> <li>• Human resource support for school improvement programs</li> <li>• Spiritual support for school improvement programs.</li> </ul>
<p><b>8. The local/district support for ESI</b></p> <ul style="list-style-type: none"> <li>• Additional financial support</li> <li>• Supervision and expertise for school improvement programs</li> <li>• Access provided for schools to participate in ESI programs</li> <li>• Information (evaluation data and network provided for schools).</li> </ul>
<p><b>9. Offering schools some autonomy</b></p> <ul style="list-style-type: none"> <li>• Autonomy in personnel (in recruiting/dismissing teachers and staff members, improving their quality, etc.)</li> <li>• Autonomy in financial management</li> <li>• Autonomy in school curriculum and textbooks-chosen</li> <li>• Autonomy in classroom instruction</li> <li>• The ownership of SI programs</li> </ul>
<p><b>10. Engendering a culture in support of ESI</b></p> <ul style="list-style-type: none"> <li>• New laws, concepts or systems introduced into the national culture (new laws, new curriculum, data information, new evaluation system, etc.)</li> <li>• Shared vision and goals at all levels (accountability at all levels, etc)</li> <li>• Using both soft and hard measures to engender cultural change</li> <li>• A collaborative and supportive climate</li> <li>• The changed attitudes, beliefs, behaviors and practice in schools.</li> </ul>

**B. Introduction to the background information of the three Dutch SI programs**

Bordering on the North Sea, the Netherlands is a lowland country in Western Europe. People living in the Netherlands have the right to establish schools on the basis of their own religious, ideological or educational beliefs. Surprisingly, all schools whether public or private, are funded by the government. “70% of primary schools and 80% of secondary schools are private” (Mackinnon, et al., 1997: 160). Around 65% of all school children attend privately run schools. Education is compulsory between the

ages of five and sixteen (ib: 160). “The affluent status of the country created a well-resourced educational system, which currently takes about 15 per cent of the annual government budget” (Swint and Creemers, 2002). The freedom to organize teaching means that schools are free to determine what is taught and how. The Ministry of Education, Culture and Science does, however, impose a number of statutory standards in relation to the quality of education. These standards prescribe the subjects to be studied, the attainment targets and the content of national examinations. There are also rules about the number of teaching periods per year, teacher training and teaching qualifications, the rights of parents and pupils to have a say in school matters, and the planning and reporting obligations of schools. “In all types of secondary school, there is a final examination with two components: a national examination for all schools of each type; and an examination set by each school. Those who pass receive a national diploma in the appropriate type of education” (Mackinnon, et al., 1997: 165). Teacher in-service training is available for all teachers, but not compulsory. All teachers, in private as well as in public schools, are classified as civil servants. The Education Inspectorate is responsible to the Ministry of Education for the Inspection of all primary and secondary schools (ib: 173).

In recent years, many central government powers have been transferred to schools or to the local municipality. Government control is increasingly confined to policy-making and providing funding. Owing to the fact that “almost 4 per cent of the pupils between 4 and 19 years old studied in special education schools in 1995” (Peschar and Meijer, 1997), the official policy of the Dutch government aimed to decrease the number of pupils moving from primary to special education (de Jong, et al., 2000c). In order to reduce the number of pupils slipping into special education, two measures have been taken: changing the organizational and financial structure and using adaptive instruction in primary schools. Meanwhile, the government stimulated school choice by making school outcomes publicly known and developing accountability by publishing examination results and efficiency measures for each school on the Internet since 1998. Economic growth and information technology created higher demands on the schools as well. Since the late 1990s schools were forced to implement the Common Core Curriculum formulated in legal requirements. The three Dutch case studies are embedded into such a national context. The first and the second case studies concern enhancing students’ outcomes with effective teaching strategies, particularly by using an adaptive teaching approach, frequent external evaluations and feedback. The third case study describes the implementation of the national Common Core Curriculum in lower secondary education. The following are the brief descriptions of the three case studies.

### **C. Brief description of the three Dutch ESI programs**

#### *1. The effectiveness of using "Phonics instruction" to teach reading (LPS)*

The aim of these programs was to enhance student outcomes with effective teaching strategies, particularly by using "adaptive teaching" and the "phonics instruction" to teach reading. The project lasted three years (1991-1994), and involved 11 schools, 5 counseling institutes and two universities. Pre-and-post-tests with a control group were used. Data were collected in Group 3 (pupils of 6 years old) regarding achievement and implementation (of adaptive instruction) measures. The pupils’ characteristics such as IQ, SES, reading pleasure and an additive synthesis (pre)-test were used as

co-variables. One year after the project, the achievement of the experimental group was measured again and compared with the national average. The project showed the improved school outcomes in reading in comparison to control group and to the national average. The conclusion was "the improvement factors were related to goal formulation, frequent diagnosis of achievement and direct instruction" (De Jong, et al., 2000:307). However, the experiment effect disappeared when the treatment (specific goals, external support, monitoring of the behavior of both counselors and teachers) was not continued.

### *2. Raising the students' outcomes of language and arithmetic (KEA)*

The KEA program aimed to enhance ethnic minority pupils' achievement in Dutch language and arithmetic up to the national average level. It started in 1991 in Grade 1 when pupils were 4 years old and continued until 1999 when the same groups of pupils were in Grade 8. 1206 students (more than 80% ethnic pupils) of 4 inner city schools were involved. Pupils' achievement was assessed by means of eight different standardized tests (which were part of the national pupil monitoring system). The test scores at the end of grade 3 of the KEA-cohort were compared to the test scores of "pre-and-post-KEA". The student outcomes showed that in 7 out of 8 tests the "post-KEA" cohorts score nearly equal to or even higher than the national average score (ib: 326). The project showed moderate effects and had a striking added value to the low SES pupils. It concluded that an evaluation culture had been developed in schools. In addition to the clear goals, intensive external monitoring, evaluation and feedback, the improved pupil caring system, class observations and a more coherent team vision were the main effective factors (ib: 327).

### *3. The Common Core Curriculum (The CCC)*

This case study was about the Dutch national reforms in changing the national curriculum and school structures of the lower secondary education (1993/1994 school year). It aimed to apply "the CCC" for all students at the lower secondary education. Two new subjects and two more teaching periods were added to the new curriculum. The student track selection was postponed until 15 years old and four different tracks were combined into three. The CCC reform was positively valued by most of the teachers, especially the new mathematics textbooks. The CCC reform has brought in organizational changes in Dutch secondary schools. The newly added teaching periods and subjects brought forth the changes in subject departments and the school organizational structure, introducing new textbooks, new teaching approaches, testing and an extra time investment into schools. It was a typical example of using a top-down model to implement overall reform in lower secondary education.

## **D. Evaluating the three Dutch programs with the ten contextual level factors in Sun's model**

Regarding the factor *national goal setting in terms of student outcomes*, in the Netherlands the central government set out the main goals which were specified into more detailed goals by the SLO<sup>4</sup> for each subject (around 60) and for schools to achieve them. The publishers developed textbooks based on these detailed goals (or national guidelines). The CITO<sup>5</sup> Institute developed different kinds of tests

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<sup>4</sup> The Netherlands Institute for Curriculum Development

<sup>5</sup> CITO is a testing and measurement company of international repute located in the Netherlands.

in line with these goals to measure the attainment of the national goals, including tests for monitoring, for periodical evaluation, for national assessment at the end of primary (not obligatory) and secondary education (obligatory). The four different organizations (the SLO, the CITO, the Inspection and the publishers) performed different roles in the process of detailing and controlling the accomplishment of the national goals. It made the assessment of the national goals more objective compared with those countries which had only one organization carrying out all the functions. However, the Dutch national goals were not totally prescriptive, they were not obliged to accomplish the goals at a given period of time (by a certain age, for instance). An interesting phenomenon mentioned in the case studies was that the Common Curriculum Core was originally defined (1986) and documented in *highly specific achievement targets* which were a part of the law and schools were obliged to conform to these rules. The then government (the third cabinet of Prime Minister Lubbers) did not attain sufficient political support for these kinds of targets. They had to be transformed to more globally formulated core curriculum goals (De Jong, et al., 2000: 334). This begs the question: what is the relationship between the desire of a society and its national goals or targets? What are the relationships between national culture (especially its values), the readiness for change, and the national goals?

With respect to *national goal setting in terms of school improvement*, the three case studies have provided the following information: implementing the CCC reform, reforming senior secondary schools, decreasing the number of pupils moving from primary education into special education by offering remedial help for learning problems at an early stage, encouraging school accountability by publishing examination results on the Internet since 1998, fusing schools, increasing school autonomy, introducing information and computer technology and so on. The three Dutch case studies resulted directly (the 3<sup>rd</sup>) or indirectly (the 1<sup>st</sup> and the 2<sup>nd</sup>), from such national initiatives. The involved schools were steered by these school improvement goals with the direct influence and assistance from external agents.

Regarding to *strong central steering and empowering ESI*, three strategies to steer and to empower ESI showed some positive influence on the three case studies. Legalization of the reforms (e.g. the CCC) made the change and implementation of the CCC reform across the country possible; internationalization of the educational system brought a new vision into the Dutch culture and educational system which was a harbinger of more openness towards change; the financial support which was offered to the involved schools and the external agents enabled the reform and the programs to be carried out. "In international studies (TIMSS<sup>6</sup>) Dutch pupils perform well in the beta sciences. The efficiency of secondary education is improved. Schools with different tracks have been integrated. Pupils lose less time (grade retention has decreased) and the amount of pupils in the highest two tracks (HAVO/VWO) has increased. The Inspection is satisfied with these outcomes" (ib: 338). The case studies clearly discovered that it was almost impossible for all the schools to manage the changes caused by the CCC reforms without centrally steering and empowering the reforms at the national contextual level and without its formulations in legal requirements. This couldn't be done by

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<sup>6</sup> The Trends in International Mathematics and Science Study (TIMSS, formerly known as the Third International Mathematics and Science Study)

any external agents or Inspectors. However, we could not find any reinforcement at the national level in the Dutch case studies, the authors of the case studies argue: "although the Dutch government aims to stimulate schools in achieving the targets, because of *the tendency to increase the autonomy of schools the educational system does not have many reinforcement possibilities*" (ib: 336).

Relatively speaking, the contextual level factor "*external evaluation and external agents*" was quite an apparent factor in all three Dutch case studies. As the case studies showed, the external agents had played a rather important role in initiating, implementing, monitoring, and evaluating the LPS and the KEA programs in schools. The major external agents mentioned in the Dutch case studies were the different counseling institutes and researchers. The total time the counselors spent on the LPS program (the 1<sup>st</sup> case study) for improvement was on average 138 hours, which resulted in considerable pressure for improvement. Moreover, the university researchers monitored both the teachers' and the counselors' time and activities in the program. This was a rare phenomenon (monitors being monitored) in most SI programs. The contribution from the external agents to the success of the KEA-project consisted of *frequently diagnosing, testing and giving feedback to teachers about their pupils' performance, frequent observing classroom instruction (per group 30 times), offering additional care for students-at-risk*. However, one crucial problem associated with the impact of the external agents was the ownership of ESI. In the 1<sup>st</sup> case study, the ownership of the ESI program was always in the hands of the external agents as was the case in Belgium (Fr). Without their control, monitoring and intense treatment, the effectiveness disappeared. As the first case study stated: "many counselors took over the function of the head teacher. The head teacher was not explicitly trained in keeping the project on track in his/her school at the moment the work of the school counselors was finished" (De Jong, et al., 2000: 320). In the 2<sup>nd</sup> case study, the ownership of the ESI program has gradually turned from the external agents into the hands of the participating schools and teachers because "after 8 years all teachers have received an intensive and direct support in the classroom and a strong educational leadership is fostered as well as a safe and orderly climate. The principal stimulates, checks progress and creates conditions for improvement" (ib: 331-332). Thus, the stability of the program's effectiveness (for 8 years) lasts much longer than that of the 1<sup>st</sup> case study. The authors of the Dutch case studies argued that "improvement is not something that can be forced upon schools. If schools cannot envision the benefits of SI, they will not continue to be involved in a long run" (ib: 319). This has partially explained the disappearance of the effectiveness of the 1<sup>st</sup> case study. Strong pressure from the external agents had led to some short-term effectiveness however such effectiveness was not stable. "If the intensity of the (external) treatment is not maintained, the results decrease" (ib: 319). Thus to help schools gradually hold the ownership of ESI would be a real empowerment. In addition, the different qualities of the counseling institutes had different impacts on the SE programs. This point of view has been mentioned in the 1<sup>st</sup> and the 2<sup>nd</sup> case studies as well (ib: 332). For instance, the Institute in the 2<sup>nd</sup> case study had a reputation for good performance in improvement programs for low SES schools. Based on its experience of what worked and what didn't work, it was much easier to develop a coherent strategy for improvement and to implement such a plan in a consistent way.

With respect to *market mechanism*, conflicting opinions emerged. On the one hand, market

mechanisms did exist in the Netherlands in the form of the total freedom for parents to choose schools for their children and to change from one to another, in the form of making the schools' results publicly known. However, the issue of equality rises in the form of "black" (with almost all pupils coming from immigrant minority families) versus "white" schools in some big cities.

Regarding *school accountability*, the case studies showed that school accountability was an increasing tendency in the Netherlands, with the publication of the student outcomes of each school (with mean comparisons) on the Internet and the School Year Report informing parents about the curriculum they offered and the results they achieved. However, there was no information about the reinforcement (rewards or sanctions) in the case studies.

The three case studies have showed the influence of the factor *adequate time, financial and human resource support*. The financial support has been stated in the three case studies, typical example being the average of 200,000\$ (US) which the central government allocated to each secondary school during 1990-1996 for implementing the CCC reform. Meanwhile, the SLO, the CITO, Inspections and research institutions were financed as well by the central government to design and to monitor the process and the results of the implementation (ib: 336). Human resource support was treated in the external agents' section above. Regarding the "time" issue, the schools involved in the 1<sup>st</sup> and the 2<sup>nd</sup> case studies had adequate time for implementing the programs (three years and eight years respectively). Lack of time was mentioned in the 3<sup>rd</sup> case study "for the implementation of the CCC reform" (ib: 345). In addition, the instability of the school staff and the school counselors had negative influence on ESI in the 1<sup>st</sup> case study.

With respect to *local support*, it was not the major concern of the three selected Dutch case studies. Nevertheless, from interviews with Dutch teachers and researchers, we discovered that the Dutch municipal authorities were responsible for the maintenance and quality of the school advisory services. They had a specific duty for the publicly run educational institutions in their areas.

With respect to *offering school some autonomy*, the 3 Dutch case studies clearly showed that schools in the Netherlands had sufficient autonomy to decide what to teach, how to teach, when and what kind of tests the students were going to use (but students at the end of the secondary education are obliged to participate in the examinations organized at the national level). Schools also had autonomy in the aspect of finance. Teachers experienced autonomy over their classroom: regarded as their domain with head teachers feeling "embarrassed to interfere" (De Jong, et al., 2000). Although there was a tendency of increasing school accountability in the Netherlands, schools and teachers seemed to have no expected increased points of their student outcomes per year at the time when the case studies were written.

In the respect of *engendering a culture in support of ESI*, in recent 10 years, at the national level efforts have been made in the perspectives of clarion calls, establishing new laws for reforms, introducing new vision, concepts, norms, new practice into Dutch schools and educational system (e.g. the CCC reform). Extra money (NLG 12 million per year from 1997-2000 plus additional 1 million in

1997-1998) was allocated to the "Culture and Schools" program (ib: 354). Concerning engendering a school culture in support of ESI, the 2<sup>nd</sup> case study argued that before the KEA project there was no evaluation culture in the schools. It was the KEA program, which introduced the internal counseling system and the evaluation culture into the participating schools (ib: 329). The 3<sup>rd</sup> case study showed that it was the CCC reform which not only changed the subject departments, school organizations, textbooks and teaching approaches but also brought in new ideas and new concepts to students, teachers and schools (through new textbooks for mathematics, languages, and other subjects).

Finally, we are going to use Table 2 to summarize the contextual level factors, which have fostered or hindered ESI in the three Dutch programs. Table 3 is used to summarize the findings of our evaluation of the influence of the ten contextual level factors and their indicators on the three Dutch programs. It should be noted that the findings in Table 3 includes information from other sources as well.

**Table 2.** The contextual level factors which influence ESI in the three Dutch programs (foster or hinder or no information)

The factors fostering ESI at the contextual level	<ul style="list-style-type: none"> <li>• External evaluation and external agents</li> <li>• National goal setting in terms of student outcomes</li> <li>• Adequate time, financial and human resource support</li> <li>• Strong centrally steering and empowering ESI</li> <li>• National goal setting in terms of school improvement</li> <li>• Engendering a culture in support of ESI</li> <li>• School accountability</li> <li>• Offering school some autonomy</li> </ul>
The factors hindering ESI at the contextual level	<ul style="list-style-type: none"> <li>• Market mechanisms (both positive and negative)</li> <li>• Too much school/teacher autonomy in test-taking</li> <li>• Instability of school staff and school counselors</li> </ul>
The factors without information in the three programs	<ul style="list-style-type: none"> <li>• Local support</li> </ul>

**Table 3.** The influence of the 10 contextual level factors & their indicators on the 3 Dutch programs

<b>Factors</b>	<b>The Indicators</b>	<b>Dutch ESI programs</b>
National goal setting in terms of student outcomes	The national goals & objectives reflected in national curriculum or guidelines	+
	The national specified increased academic points for each subject	0
	The numbers of national tests during the whole schooling	1-2
	The existence of National Inspectors	+
	The national assessment, feedback and reinforcement system	+/-
National goal setting in terms of school	The new laws or national curriculum reforms	+
	School Improvement Plan or school self-evaluation	YA
	Focusing on Literacy or Mathematics or Sciences instructions	+

improvement	Focusing on improving the learning environment	+
	Encouraging schools to take part in school improvement programs at home and abroad	+
Strong centrally steering & empowering ESI	Giving directions and putting pressures on schools to improve through central intervention	+/-
	Directly or indirectly initiating school improvement programs	+
	Providing time, financial and human resource support	+
	Spiritual empowerment to school improvement programs	+/-
External evaluation & external agents	The time spent by the external agents on SI programs	+
	The role of the external agents in the SI programs	+
	The influence of the National Inspections	+
	The quality of the external agents	+
Market mechanism	The freedom in school choice	+
	The positive influence of school choice	+/-
	The negative influence of school choice	+
	The information provided for school choice (published or not)	+
School accountability	The School Year Report to parents	+
	The published National Inspection reports	+
	Responsibility targets setting for student outcomes at all levels	
	League Tables (added value comparison)	+/-
	Feedback of national assessment results	+/-
	Positive and negative reinforcement for the national assessment	
	Measures taken at failing schools	+
Adequate time, financial & human resource support for ESI	Financial support for ESI programs	+
	Financial support for schools and students	+
	Adequate time allocated for ESI programs	+/-
	Human resource support for ESI	+
	Spiritual support	+/-
Offering school some autonomy	Autonomy in personnel policy (in recruiting/dismissing teachers & staff members, improving their quality) in the public school section	+/-
	Autonomy in financial management	+
	Autonomy in school curriculum & textbooks-chosen	+
	Autonomy in classroom instruction	+
	The ownership of SI programs	+/-
The local support	Additional financial support	
	Supervision and expertise for school improvement programs	+/-
	Access provided for schools to participate in SI programs	YA
	Information (evaluation data, network provided for schools)	YA
Engendering a culture in support of ESI	New vision, concepts & systems introduced into the national culture (new laws, new curriculum, data information, new evaluation system, etc.)	+

	Shared vision & goals at all levels (accountability at all levels, etc)	
	Using both soft & hard measures to engender cultural change	
	A collaborative and a supportive school climate	+/-
	Changed attitudes, beliefs, behaviors and practice in schools	+

**Notes:**

+ means a positive answer

- means a negative answer

0 means nonexistent

+/- means controversial answers, both positive and negative answers can be gathered from the case studies or from other sources within the same country.

**Blank** means no information available in the case studies.

YA means information available from other sources.

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