

SCUOLA DEMOCRATICA · IV INTERNATIONAL CONFERENCE · ROME 2026

A.11. SCHOOL EVALUATION FOR IMPROVEMENT, EQUITY, INCLUSION AND WELL BEING

FROM DISTAL RAV TO PROXIMAL RAV: PEER REVIEW FOR ACTIONABLE SCHOOL IMPROVEMENT

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TOPICS

THE CHALLENGE

ROLE OF DISTANT INDICATORS

PEER REVIEW

EXAMPLE

CONCLUSIONS



- Evaluation can support accountability
- Accountability does not automatically produce improvement
- Many RAV indicators are distal
 - They show what happened
 - They do not explain how it happened
- Risk: weak diagnosis and generic actions



- Distal indicators are signals, not explanations
 - Help schools decide where to look
 - Generate evaluation questions
 - Require proximal evidence
- From outcome description to process diagnosis



- Between external evaluation and self-evaluation
- Not another judgement but support to interpret evidence:
 - Integrated evidence package
 - Distal + proximal evidence
 - Multi-source and process-sensitive data
 - Triangulation



A DIFFERENTIATED PEER REVIEW TEAM



- Peers from other schools
- Domain-specific experts
- Actors from the educational continuity chain
- Multiple professional perspectives
- Rigorous and feasible recommendations



A SIX-STEP PEER REVIEW PROTOCOL



1. Prepare the evidence package
2. Clarify evaluation questions
3. Triangulate evidence during the visit
4. Interpret evidence and identify priorities
5. Define goals, actions and responsibilities
6. Follow up change over time



EXAMPLE: UPPER-SECONDARY SCHOOL CHOICE



- Focus: choice from lower to upper secondary school
- Distal indicators: failure, dropout, pathway change, re-orientation
- A poor choice may remain invisible: compensation can hide mismatch
- Academic success $\neq$ good educational choice
- Proximal evidence on the choice process



EXAMPLE: UPPER-SECONDARY SCHOOL CHOICE



- Proximal evidence on the choice process:
 - Self-knowledge beyond school achievement
 - Exploration of upper-secondary options
 - Decision-making as a career management skill
 - School support: not only informative, not substitutive
 - Family dialogue and expectations
- Evidence: questionnaires, portfolios, observations, interviews/focus groups, follow-up



- Expected output:
 - Clear improvement priorities
 - Redesigned actions
 - Observable goals
 - Sentinel indicators
 - Verification plan
- Good data are necessary, but actionable improvement requires good interpretation



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