

Involving the uninvolved learners in Saxony

There exist a comparatively high proportion of schools for special needs in Saxony. More than 6% of all students learn in this school-type. 9 to 10% of the students leave school without graduation (ohne Hauptschulabschluss). 65 % are from schools for special needs, 35% are from secondary schools.

Figure 1: Number of general schools from 2003/04 to 2010/11

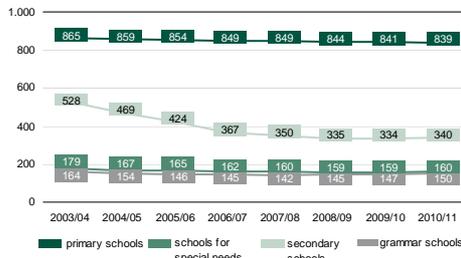
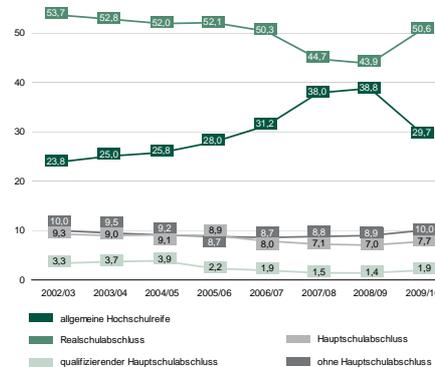


Figure 2: Proportion of school-leaving qualifications from 2002/03 to 2009/10

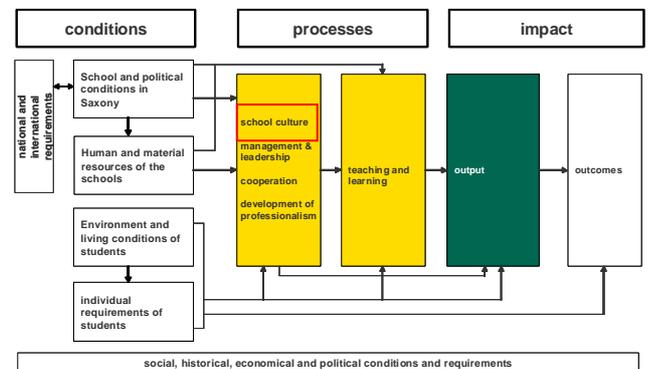


Component of the external evaluation:

quality scale	assessment	
	grades	average over answers
++	hoch (the highest grade)	4.2 – 5.0
+	eher hoch (high grade)	3.4 – 4.19
o	mittel (middle grade)	2.6 – 3.39
-	eher niedrig (low grade)	1.8 – 2.59
--	niedrig (the lowest grade)	1.0 – 1.79

The external evaluation in Saxony is based on a sociological approach, in which school quality is evaluated systematically and in a comprehensible way. Various information is available in different formats; as a result of the school visits: Scale average values from questionings, scale values from observations, statistical data and verbal information from interviews and discussions. These different formats must be transferred for the evaluation of school quality into an assessment of values, so that the school gets an orientation for its development and the need for action.

Figure 3: Framework model of school quality



Beside classroom observations, analysis of documents and interviews, a wide-ranging questioning of all concerned parties is required in order to get reliable statements about school quality. Below the results relating to advancement of high-achieving and low-achieving students based on 67 secondary schools are listed (Mittelschule). The teacher survey i.e. led to a middle grade judgement at 95.5% of the secondary schools.

Advancement of high-achieving and low-achieving students	
Indicator	
Internal differentiation (student and teacher survey)	
Internal differentiation is necessary to support and promote all students equally. Every student should be supported according to his achievement potential. To meet the requirement of students with different levels of performance, i.e. different tasks during seatwork are provided and different homework tasks are set according to the performance of the student.	
Student survey (questionnaire)	100,0
Teacher survey (questionnaire)	95,5 4,5
Advancement of high-achieving students (student and teacher survey)	
To ensure optimal opportunity for high-achieving students, support measures for these students are essential. The school supports high-achieving students i.e. by encouraging them to participate at competitions or by promoting the language skills of bilingual or multilingual students.	
Student survey (questionnaire)	56,7 43,3
Teacher survey (questionnaire)	17,9 77,6 4,5
Advancement of low-achieving students (student and teacher survey)	
To ensure optimal opportunity for low-achieving students, support measures for these students are essential. The teachers care i.e. for students that get on badly at school, and under-performing students get a chance to improve.	
Student survey (questionnaire)	7,5 92,5
Teacher survey (questionnaire)	16,4 83,6

Quality area: School culture

Quality feature: Individual support

Students come to school with different requirements. The recognition of differences, differentiation of school work and ability for students to use their own learning potentials are vital for successfully fulfilling the educational mission. With individual support, social requirements are controlled according to two goals. The first goal concerns the establishment of equal opportunity in enabling life chances as a result of educational achievements. It is one of the most important educational goals of democratic societies to offer adolescents the same good educational opportunities. For this reason, individual optimum support and a reduction of social and cultural disparities in educational participation and educational achievement as well as the realisation of special educational needs must be strived for. The second goal concerns teaching tolerance and acceptance with respect to social pluralism, i.e. recognition of individuals as unique and distinct. Modern societies feature a wide range of diversity and individuality. The recognition and acceptance of diversity is a prerequisite for democratic coexistence in view of increasing intercultural contact.

Advancement of high-achieving and low-achieving students

The fulfilment of the educational mission for all students means applying teaching and learning over the entire range of performance of the student body. Individual advancement of high-achieving and low-achieving students is therefore essential. The advancement of students growing up with two or more languages should also be considered here.

Special educational support

Students with physical or psychological impairments need special needs education as this is their educational right. For such students in the Free State of Saxony, different forms and locations of support are offered including schools for children with learning difficulties and integrated education. The procedure for determining special educational needs is formulated under consideration of the individual circumstances of the student with a report on support proposals and recommendations for a further course of education so that the learning success of the student and his/her personality development is safeguarded optimally. The process-immanent diagnostic analysis that accompanies the lesson determines the way forward for individual support of the student using a continually developed educational plan. The educational plan as a common basis should allow all those participating in the education of the student to manage and safeguard special needs education. The student should play an active part in the support plan. The educational plan must determine the initial situation of the student, identify special needs and include main areas and objectives as well as the necessary support measures with a corresponding timeline.

Gender-based support

Boys and girls differ in part when discussing various academic content areas and this can be reflected in the associated performances. This must be considered, for example, as an element in the methodological-didactical structure of the lesson.

Support based on social and cultural background

Schools can not change the different socio-economic and cultural conditions of students but they can try to harmonise them through individual support and recognition of different origins and ways of life. Offsetting disadvantages related to social background includes the integration of migrants. This also includes promoting the willingness to actively support integration processes for students without a migration background