Measuring and evaluating School Change through the index of Education Quality  
Case study of Al-Bassam Private School in the KSA  
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The process of controlling the outputs of general school education has become related primarily to its inputs, and then its processes to achieve effective outcomes. This may only be achieved through a set of systems and standards which guide and organize the work of educational institutions represented by the public and private schools sectors by providing national Reform Initiatives adopting the scientific methodology in its work. The TQM path is one of the proposed initiatives to contribute to the revitalization of education in Arab world in general, and in Saudi Arabia in particular.

TQM in education is one of the basic postulate in the international education system as it has positive reflection on the educational outcomes in countries. Therefore, it is something normal for the educational change leaders in the Arab World to study and analyze this matter. It is done by creating policies in which standards and indicators are derived from. They subject to criteria guiding the educational process to achieve the desired goals. There is increase in the number of teachers graduates of teachers and the increase in opportunities for the establishment of public and private schools. At the same time, official and governmental demands for quality outputs in education have increased due to their lack of consistency with the labor market. The study of Obiete et al. 2015 has shown that As many graduates are unable to obtain jobs because of poor training on the skills required in the labor market during study in the university.

In addition, measuring and evaluating the outputs of school performance is a very important priority in order to verify the educational impact which is primarily affect on students. This leads to serious thinking about expanding the measurement and evaluation processes to include all aspects of school life to measure the index of education quality. (Zvoch and Stevens, 2008) indicate that school performance assessment is usually carried out through multiple performance indicators for school life, including data related to student achievement through longitudinal studies. The study found that the results of the school performance evaluation are often associated with reward or accountability for their employees based on the results of the school's assessment.

The present paper aims at presenting a scientific concept for measuring and evaluating the change in the school work system as expressed in the index of Education Quality through a case study of Al-Bassam Private Schools in the Kingdom of Saudi Arabia. The theoretical and empirical frameworks from previous studies and global experiences in measuring change in school performance have been analyzed. In order to achieve the objectives of the study, four main questions were derived from the literature of
measuring change in school performance. The first question tries to identify the areas or criteria of the quality framework system in Al-Bassam Private schools in Saudi Arabia. The second question tries to identify the performance indicators for the fields of quality framework system in Al-Bassam School. The third question deals with investigation the professional development programs based on performance indicators derived from quality assurance standards, while the fourth question tries to measure the quality of the nine standards of education across the means of each field or criterion.

The present study relies on Theoretical framework of Measuring and Evaluating School Change Analysis Based on the theoretical frameworks related to evaluating and measuring the school change. In order to answer the four questions, quantitative and qualitative measuring instruments were used to measure the validity and reliability of all data for each indicator of performance. Thus, descriptive statistics were used, expressed in the means of each performance indicator. The study concluded by discussing the results of the four questions by finding explanations from the theoretical and empirical frameworks provided by previous studies and global experiences in this field. The study concluded by proposing a set of recommendations based on the study's questions represented in testing fields or quality assurance standards aimed at changing school performance towards excellence in performance expressed in the index of Education Quality.

References