

Measuring systematic long-term trajectories of school effectiveness improvement

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Resumen

The objective of this study was to identify trajectories of school improvement experienced by Chilean elementary schools over the last decade. Using econometric analysis and controlling for potential confounding factors, we created an index of school performance combining outcome indicators focused on different school dimensions, and estimated the 2002/2010 evolution of school improvement for all Chilean schools with available data. Broadly, we estimated an average increase in the school performance of about 0.19 SD; nevertheless, while 41% of the schools increased their educational performance by at least 0.1 SD, 25% of the schools decreased it during the same period; we also found that improving school effectiveness was more probable among schools with lower student socioeconomic status (SES). Finally, we found that the observed school improvement trajectories tended to be non-linear; thus, we estimated that only 13.4% of the schools improved their performance in a systematic way during the entire decade.

Palabras clave

Palabras clave de autor: [School effectiveness](#); [school improvement](#); [econometric analysis](#); [longitudinal analysis](#); [academic achievement](#); [improvement trajectories](#)

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