CHAPTER II
THEORETICAL FRAMEWORK

A. Theory Description

a. School Effectiveness

Effective schools can encourage greater than expected progress in achievement, whereas ineffective schools will provide little impetus for smaller progress. Sammons *et al.* (1995) further concludes that effective schools can provide added value for students in learning outcomes, rather than ineffective schools. According to Mortimore (1996), Effective schools could be described as high-performing schools, through its well-established systems, able to encourage the highest academic and other achievements for all students, regardless of family socio-economic background of the families. Schools that serve highly disadvantaged areas can even be highly effective, while schools that serve highly advantaged populations are ineffective and can result in underachievement among students. In addition, it was explained that although efficiency and effectiveness overlap in some respects, they do not always represent the same aspects and it is possible that schools that appear to be efficient are ineffective, and vice versa. Therefore, effective schools cannot be equated with popular or favorite schools.

b. School Monitoring Progress

In various sources, it is stated that Monitoring Progress in schools is used to assess pupils and school performance. Sammons *et al.* (1995), stated that monitoring progress consists of monitoring pupil performance and Evaluating school performance. Scheerens *et al.* (2003) argue that monitoring itself can be defined as an activity of systematically collecting information to make judgments about the effectiveness of a school. Mellard *et al.* (2009) progress monitoring can be phrased as a formative assessment to determine whether students are benefiting from instruction and whether those benefits are accruing at an adequate rate. According to Mellard *et al.* (2009), monitoring progress can

determine the responsiveness and unresponsiveness of students to the intervention provided, and thus determine their movement between intervention levels. Meanwhile, monitoring/evaluating school performance can be categorized as monitoring the overall performance of the school which is carried out by all school parties, especially teachers and principals. Murphy (Sammons, 1995:20) states that in effective schools the leaders have practiced various procedures in monitoring, provided feedback on their interpretation of these procedures to all members of the school (especially teachers and school staff), and integrated these procedures with evaluation and goal setting.

According to Angelle (2004) Monitoring Progress at all levels is becoming a very important aspect of effective schools with increasing demands for accountability in schools around the world. The importance of monitoring progress is because the information/data resulting from monitoring can fill some of the gaps between work and specialized knowledge, and can serve several functions directly related to improving school quality and reducing inequalities (Willms, 2003). Many studies have found that monitoring progress is an important procedure as a prelude to planning instructional tactic, changing pedagogy, or decreasing workload (Mortimore, 1993). Monitoring progress serves as a measure of the extent to which school goals are being realized and can be used as a source of feedback to students and schools for quality and performance improvement. It can be concluded that monitoring progress is important in the formation of an effective school, because feedback and the incorporation of information from the results of regular monitoring/evaluation into school decision-making procedures can ensure that the information can be actively used in school improvement efforts.

1. Monitoring Pupil Performance

Scherman and Fraser (2017) view Monitoring as the collection of relevant information on student performance, at various stages to ascertain whether the desired academic achievement has been achieved and to identify strategies if needed to increase student academic achievement. According to Sammons *et al.* (1995), the monitoring of frequent and systematic student and

classroom progress and development has been shown to be an essential element of an effective school. It could information the planning of teaching and assessment methods; provide a clear message to students that the teacher is interested in their progress; and provide feedback from teachers to students to improve student performance. In practice, monitoring of student performance can take the form of monitoring / evaluation records of both student strengths and weaknesses on learning, as well as personal and social development, combining the results of objective assessment with teacher assessment of students (Mortimore *et al*, 1988). Although an important factor, monitoring of student performance must be appropriate and precise in its implementation. Monitoring needs to be done appropriately both in form and frequency, monitoring or directing learning through monitoring too frequently or with excessive intensity is a waste of time.

2. Evaluating school performance

Monitoring of school performance can be done by the principal and teachers. In effective schools the principal also needs to be actively involved in monitoring the performance and progress of students and teachers (Sammons, 1995). In Murphy's study (in Sammons, 1995:24) it was found that effective principals had implemented a variety of monitoring procedures, provided feedback on their interpretation of these to teachers, and integrated these procedures with evaluation and goal setting. School self-evaluation is a form of school performance evaluation where all school members are involved in monitoring and evaluating school performance (Scherman & Fraser, 2017). Teachers also need to evaluate and monitor school policies and activities. Lezotte (in Sammons, 1995:24) emphasizes the importance of teachers' use of student achievement measures as a basis for program evaluation, and that regular feedback and incorporation of monitoring and evaluation information into school decision-making procedures will ensure that the information is actively used. Information from monitoring and evaluation of school policies and decision-making also needs to be associated with teacher and staff development. According to Grauwe and Naidoo (2004)

school evaluation has three distinct purposes, which are: (a) to fulfill the administrative demands; (b) to fulfill the accountability objectives; and (c) to lead to educational and management improvements.

c. Expectation on Learning

In supporting school improvement, every member of the school has expectations of each other. There are many expectations that exist in schools. One of them is expectation in learning. Learning expectations can be described as expectations from teachers to students in improving learning outcomes and student understanding. Saracho (1991), defines teacher expectation as a teacher's estimate of the likelihood of current or future student academic performance. Researchers in education have identified many factors that can influence student achievement and attainment in school, such as teachers' learning expectations and evaluations of students' abilities and behavior in school, as well as students' expectations of learning and their interpretations of the school experience (Zhang, 2014).

Expectations in learning have two forms, high expectations and low expectations. According to Sammons *et al.* (1995), The impact on student accomplishment can be fairly significant when teachers have high expectations or set high standards for their students, communicate to pupils that they are expected to fulfill these standards, and then provide intellectually challenging lessons to match these expectations. In a study conducted by Mortimore *et al* (1989) it was found that greater progress occurred in classrooms whose teaching situations were challenging and stimulating, and where teachers communicated interest and enthusiasm to students. Conversely, teachers' low expectations of certain types of students are responsible for low student achievement in schools. However, the relationship between expectations and achievement can also run in the opposite direction, i.e. high achievement can increase optimism among teachers (Sammons *et al.*, 1995).

Rivera (2012) states that in various literatures the level of ability and skills or student achievement as one factor that affects teacher expectations,

specifically teacher expectations are Frequently an accurate representation of the level of student achievement because this factor greatly affects the level of teacher expectations of students. This is in line with the theory put forward by De Boer *et al*. (2018), which states that Teachers that have high expectations will devote more time to setting up a framework for students' learning, giving more feedback, interrogating their pupils with more challenging questions, and effectively handling students' behavior. so that these expectations can be achieved compared to teachers who have low mean expectation levels. It can be concluded that expectations in learning from teachers can affect student learning outcomes and vice versa, this proves that expectations and achievement are two things that are interrelated and cannot be separated.

1. **High Expectations All Round**

An effective school requires high expectations in various aspects of the school. According to Heather (2018) teacher expectations are in every classroom and the educational reality at every level. High expectations are referred to as "an important characteristic of almost all highly effective schools described in the case studies" by Levine and Lezotte (in Sammons et al., 1995:21). Numerous studies have demonstrated the close link between having high expectations and successful learning. Sammons *et al.* (1995), states that low expectations go hand in hand with a lack of control over student difficulties and a passive approach to teaching, which needs to be addressed if effective learning is to be achieved. Raising academic expectations appears to be one simple solution to a complex problem, with the current emphasis on student achievement scores as the most important indicator of student academic success (Flowers *et al*., 2004). Mortimore *et al*. (1994) mentioned that high expectations in learning are related to the teacher's more active role in helping students learn. High expectations will be more operationalized in contexts where the emphasis on academic achievement is intense, where student performance is monitored frequently, and where an orderly environment conducive to learning exists (Sammons *et al.*, 1995).

2. Communicating Expectations

Conveying the belief that achievement can be improved can have a powerful impact on students, even if the teacher is not convinced that success is possible (Sammons, 1995). In a study conducted by Flowers *et al*. (2004) it was found that regardless of the students' backgrounds, teachers were typically thought to have high expectations for their students' academic performance, express those high standards, and reward students when they reached those expectations. According to NMSA (National Middle School Association) and Kramer (in Flowers *et al.,* 2004:27) expectations from teachers to students are not only conveyed based on explicit verbal communication, but also a combination of various implicit non-verbal communications such as the teacher's attitude or the teacher's treatment of other students, which provide clues about students' ranking in the class. Bandura (in Sammons, 1995:22) states that expectations do not directly affect student performance, but through teacher attitudes communicated to students and the impact on students' self-esteem.

Whether teachers have high or low expectations of students, they may communicate their expectations both verbally and non-verbally(De Boer *et al*., 2018). The main opportunity to strengthen the success of communicating high expectations can be done through praise (Sammons, 1995). Mortimore *et al* (1989) found that the most important in expectations is the level of communication between teachers and students, teachers who more Frequently direct the work of students, without discussing or explaining/communicating the goal, it has a negative impact. Heather (2018) states that it is very important for today's school students to know that their teachers and schools have high expectations of their learning success and personal potential, because school students will shape the future for them. Based on the explanation above, it can be concluded that expectations must be clearly defined and communicated to avoid miscommunication and make high expectations become low expectations.

3. Providing Intellectual Challenge

According to Sammons (1995) the most common cause of low student achievement is the failure of schools to challenge them. When schools have high expectations of their students, effective schools will as much as possible deliver and provide learning that can be intellectually challenging for all students at all grade levels. McDonald *et al* (2016) argue that having high expectations mean every student is more likely to be challenged and have opportunities for improvement. Mortimore (1989) states it is important that teachers use more challenging questions and statements and encourage students to exercise their creative imagination and problem-solving skills. The quality of teaching is very important in promoting student progress and development, in classes where students are stimulated and challenged, will have greater progress. Challenging students shows that the teacher believes they are capable of answering, making it clear that the teacher has high expectations.

B. Usefulness and Weakness of School Monitoring Progress and Expectation on Learning Practices in School

a. Usefulness of School Monitoring Progress and Expectation on Learning Practices in School

1. Usefulness of School Monitoring Progress Practices in School

Monitoring progress has emerged as a critical tool for enhancing academic achievements among all students, representing an indispensable component within educational systems. McLane (2008) emphasizes the use of this evidence-based practice for assessing students' academic advancement and evaluating the efficacy of instructional methods. Additionally, *Stecker et al.* (2008) highlight the significance of monitoring progress data for school districts in monitoring the effectiveness of their instructional programs, while classroom teachers rely on this data to gauge students' mastery of subject matter and track their academic growth. Furthermore, nations employ monitoring progress data as a means to evaluate the overall effectiveness of

their educational systems, monitoring progress provides a direct link between assessment and the learning process (Harper-Young, 2018). The uses of monitoring progress are as follows:

a) Collecting Useful Data

Carrying out regular assessments and collecting this data is helpful when monitoring individual students' progress in different areas of learning and the school's performance across the different activities implemented, as well as tracking student and school achievements throughout the year. This data is valuable information to share in communication between parents, teachers and the school.

b) Improving Teacher Instruction

One of the great benefits of monitoring student progress is that it allows teachers to evaluate the effectiveness of their own teaching. Monitoring progress is useful for evaluating how the learning process is going and is used as a material to improve teachers to adjust their instructional strategies to better meet student needs.

c) Encouraging Student Growth

Monitoring student progress on a frequent basis also allows teachers to analyze students' actual performance levels, as well as evaluate growth throughout the school year. Teachers can then use the information gathered to provide valuable feedback to students concerning their progress that students can use to improve themselves.

d) Enhancing Differentiation Opportunities

An important benefit of the use of continuous monitoring of student progress in the classroom is that teachers can identify at-risk students and provide interventions when necessary, so that additional support and instruction can be provided to at-risk students and areas that need to be retaught or taught in a different way can be identified.

2. **Usefulness of Expectation on Learning Practices in School**

According to De Boer *et al.* (2010), expectations with a positive bias also had a positive impact on students' future careers. In their research,

Rosenthal and Jacobson (in Sun, 2022) found that if teachers' expectations of students are reinforced, then student performance will be comparatively stronger. The use of high expectations can increase students' motivation, and they can have different understandings of their teachers' expectations (Sun, 2022). The uses of expectation on learning are as follows:

   a. Leads to self-fulfilling predictions
   b. Develop new skills
   c. Motivate and boost the productivity

b. Weakness of School Monitoring Progress and Expectation on Learning Practices in School

Despite its great usefulness, monitoring progress and expectations on learning also has its weaknesses. According to Levine and Lezotte (Sammons *et al.*, 1995: 24) point out that monitoring or directing learning through monitoring too frequently or with excessive intensity is a waste of time. In fact, monitoring progress that is too intense and performed too Frequently will only make time wasted, besides the frequency of using monitoring practices that are too frequent can actually cause confusion and cause inconsistency in developing corrective actions. this is in line with Sammons *et al.* (1995), that monitoring progress needs to be done appropriately, both in form and frequency of use. While the weaknesses of expectations in learning that have been found by previous studies show that, on the contrary, teachers tend to have negatively biased expectations of the potential future academic performance of students from minority groups and students from underprivileged families (De Boer *et al.,* 2018).

Not only that, obviously while many good things come from setting high expectations, if these expectations become excessive and unrealistic, it can lead to serious negative consequences. Including: It can cause psychological issues like emotional distress such as anxiety and depression, great expectations also can lead to great disappointment when there is a failure to achieve the expectation.

C. Previous Study

1. Previous Study

a. Educational Expectations, School Experiences, and Academic Achievements: A Longitudinal Examination (Zhang, 2014)

The research conducted by Zhang (2014) incorporates teachers' and children's subjective interpretations of children's school experiences into an examination of the mutual influence between teachers' and children's educational expectations and children's academic performance. The study used the Gansu Survey of Children and Families, a long-term data set from rural areas in northwest China. Findings from the study revealed that there were many relational changes in children's educational expectations and academic achievement over a four-year time period. Not only that, the study also found that the findings also highlighted the strong current and lagged effects of children's academic self-concept and perceived detachment from children's educational expectations and achievement. Zhang (2014) described that children's family background has almost no direct effect on children's expectations and achievement, suggesting that future studies of educational stratification should pay more consideration to children's school experience, which is a topic that has provided much insight into differences in educational outcomes in developed countries.

b. High Expectations for Every Student (Flowers *et al.*, 2004)

Research conducted by Flowers *et al.* (2004) studied teachers' and parents' expectations of students, as well as students' expectations of themselves. The research found that on the mean, teachers have high expectations of their students, as do parents. However, students are less cognizant of their expectations and think they have low expectations. This is why it is crucial to effectively communicate expectations to students. Flowers *et al.* (2004) concluded the findings in the study that students will modify their behavior to meet the expectations placed on them. These findings indicate that expectations of themselves, parents, and teachers affect students' academic achievement. And teachers need to pay careful attention to how

they organize, communicate, and hold students responsible for meeting their expectations.

c. The Impact of Teachers' Expectations, Parents' Expectations, and Academic Self-Efficacy on the Achievement of English Language Learners (Rivera, 2012)

Rivera (2012) conducted a research study in response to the anticipated increase in Hispanic English Language Learners (ELL) who speak Spanish. This study aimed to assess the influence of teacher expectations, parent expectations, and academic self-efficacy on the academic performance of Hispanic ELL students. The research was conducted in a high school district located in southwest Texas and involved 99 students in 2nd, 5th, and 8th grades who were identified as having limited English proficiency, along with their parents and teachers. The results of the study indicated that teacher expectations significantly predicted all measures of academic achievement, while parent expectations significantly predicted English reading proficiency, and student academic self-efficacy consistently predicted reading proficiency in Spanish. Furthermore, the study revealed that teacher expectations in 2nd grade were the strongest predictors of reading and math achievement, whereas no significant predictors were identified in grades 5 and 8. Although the study intended to investigate the role of academic self-efficacy as a mediator, this analysis could not be performed due to the lack of significant predictive power of academic self-efficacy on any of the achievement measures.

d. Response to Intervention Screening dnd Progress Monitoring Practices in 41 Local Schools (Mellard *et al*, 2009)

The study conducted by Mellard *et al.* (2009) examines the utilization of response to intervention (RTI) screening and progress monitoring tools in 41 local school settings. The research findings highlight the prevalence of published reading assessments as the most frequently employed method for progress monitoring, with weekly monitoring schedules being widely adopted. The study investigates the variations in local school practices,

discussing their implications for RTI effectiveness, equity, and sustainability. Notably, the assessment methods employed, including screening, progress monitoring, and diagnostic assessments, reflect the values of individual schools or districts in terms of accuracy, equity, and cost-effectiveness. Teachers who participated in the survey expressed a preference for data-driven decision-making facilitated by screening and progress monitoring, as opposed to non-data-driven approaches for determining their instructional needs. The researchers emphasize that data-driven decisions should be rooted in rational, fair, and efficient evaluation practices to yield the utmost benefits. Consequently, the study concludes that states, districts, and schools should allocate financial resources, prioritize ongoing professional development, and provide technical support to enhance RTI practices effectively.

e. **Teacher Evaluation and School Improvement: An Analysis of The Evidence (Hallinger *et al.*, 2014)**

The study conducted by Hallinger *et al.* (2014) examines the evaluation of the new generation of teachers through three distinct lines of analysis. Firstly, the research investigates the evidence concerning the magnitude, consistency, and stability of teacher influence on student learning. Secondly, it examines the impact of teacher evaluation on student learning growth. Lastly, the study explores literature from organizational sociology to gain insights into how schools' function. The empirical research analyzed in this study is predominantly derived from the United States. Through a critical assessment of the empirical literature, the researchers draw two significant conclusions. Firstly, they note that the policy rationale supporting these reform initiatives surpasses the empirical evidence available to support them. Secondly, they propose that alternative approaches to improvement may yield more favorable outcomes while requiring less investment in terms of staff time and district funds.

f. Communicating High Expectations to Students: Maximising Learning Success in The Secondary School Classroom (Heather, 2018)

The aim of this research conducted by Heater (2018) is to examine the impact of teacher expectations on students' learning outcomes, a crucial aspect and indicator of educational quality. Additionally, the study seeks to explore how the communication of high expectations by classroom teachers can contribute to maximizing students' academic achievements in secondary schools, recognizing that teacher expectations play a significant role in shaping students' reality. Employing a qualitative approach, the study utilized two data collection methods: semi-structured interviews with six participating teachers and two focus group interviews with six grade 13 students, facilitating comprehensive discussions. The findings indicate that teachers acknowledge the crucial role of communicating high expectations in fostering students' learning success. Furthermore, the study reveals that students possess a deep understanding of teachers' perceived abilities, recognizing the importance of high expectations in their own academic accomplishments and those of their peers. In conclusion, the research highlights the dual impact of teachers holding high expectations for students' learning success: stronger teacher-student connections and enhanced academic achievements, ultimately contributing to students' overall well-being.

g. Teachers' Expectations and School Administration: Keys of Better Communication in Schools (Aslanargun, 2015)

The research conducted by Aslanrgun (2015) aims to determine the expectations of teachers from principals in order to do their job better. The research methodology used in this study is qualitative research, using phenomenology to gather and analyze teachers' interpretations and meanings of expectations obtained from their responses to semi-structured open-ended questions. A total of 677 volunteer teachers contributed to the study: some of them gave more than one response, while some preferred to give short responses. The findings and results of this study, when analyzing teachers'

expectations from principals, revealed that almost a quarter of expectations centered on the subcategories of understanding and support (25 percent), satisfaction with the current administration (21 percent), Leadership (13 percent), fairness and equality (12 percent), communication (11 percent), physical equipment (9 percent), School Development (9 percent), and no expectations (2 percent). The study found that informal value-based behaviors such as appreciation, cooperation, consultation, respect, fairness, confidence, and motivation were most Frequently emphasized by teachers. Aslanargun (2015) concluded that these constructs and themes generally focus on human relations, which means principals' behaviors should be informed by leadership and communication considerations. "Communication, empathy, and initiative are the concepts that teachers pay the most attention to during learning, and these are the psychological characteristics that principals need most to adapt their chosen leadership style," Aslanargun (2015).

2. Research Similarities and Differences with Previous Research

The research carried out by previous researchers has a common theme raised and discussed with the research to be conducted, with a discussion related to the expectations in the school of student learning and the practice of monitoring progress in school. Differences from the research that will be conducted with research by previous researchers, such as: first the place of research implementation, the research that will be conducted will be conducted in schools in West Kalimantan province with different school levels. Second research techniques, this study will use qualitative Survey research techniques using questionnaires as a data collection tool that will be analyzed using two analysis techniques, descriptive quantitative and Inferential analysis. Third and discussion specifications where this research will focus more on student learning expectations and monitor progress as one of the factors of school effectiveness, this study will discuss the relationship of the two variables that are examined, monitoring school progress and expectations in learning as variables in achieving effective schools.