Iranian Journal of Educational Sociology

Identifying the Dimensions and Components of School Evaluation based on the Effective Components of Top Schools: A Qualitative Research

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Purpose: The effectiveness of schools including in the field of evaluation creates a competitive advantage for schools in compared to other schools. Therefore, the aim of this study was to identifying the dimensions and components of school evaluation based on the effective components of top schools.

Methodology: This study in terms of purpose was applied and in terms of execution method was qualitative. The population of study was the faculty members and staff and senior experts of education of Tehran province in 2020 year, which according to the principle of theoretical saturation 14 people were selected as a sample with using the purposive sampling method. The tool of the study was a semi-structured interview, which whose data were analyzed by open, axial and selective coding method in Maxqda software.

Findings: The findings showed that the school evaluation based on the effective components of top schools had 19 components in 6 dimensions including planning (2 components), evaluation (3 components), education and innovation (3 components), management and leadership (6 components), facilities (3 components) and cultural and social (2 components). Finally, the pattern of school evaluation dimensions and components based on the effective components of top schools was drawn.

Conclusion: The identified dimensions and components for evaluating schools based on the effective components of top schools can be used by experts and curriculum planners to improve the state of the educational system.

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1. Introduction

Education plays a fundamental role in sustainable development, with the quality and quantity of human resources being the most crucial factor for success on the path to development. The goal of education and schools is to bring about changes and transformations in the information, knowledge, habits, inclinations, and attitudes of students, with the extent of change being assessable through the evaluation process (Kouzmina, Mann, Chaplin, & Zevin, 2021). The educational organization of each country is the most important educational institution with high goals and should acquaint the next generation with social values, teach them the foundations of social adaptability, strive to strengthen the foundations of individual and social ethics, make them aware of their society's culture, and prepare the next generation for effective, beneficial, and constructive membership in society by creating artistic, scientific, technical, political, and economic skills (Gregory, Huang, & Ward-Seidel, 2022). The educational organization uses the performance of schools to achieve its goals, and the success in achieving these goals is directly related to the performance of the schools (Smith, 2023). In recent years, evaluation has been considered an effective factor in improving learning, with numerous studies conducted on how to implement and its impact (Leite, Fernandes, & Mouraz, 2014). Evaluation is an integral part of education, serving education by systematically collecting and interpreting information and making value judgments about interpretations (Bell, Thom, & Chino, 2023). Furthermore, evaluation is a structured process for collecting, analyzing, and interpreting data to determine the extent to which educational goals are achieved (Liu, Wang, Teng, Li, & Wang, 2022).

Evaluation clarifies the gap between the current and desired states and is an organized activity in which criteria for valuation are determined (Zhao, Ma, & Qiao, 2017). Evaluation consists of three main categories: firstly, there are criteria and standards for evaluation; secondly, a complete understanding of the evaluation subject is necessary; thirdly, the findings of the evaluation should be presented to a reference for use (Omorou, Manneville, Achit, Langlois, Legrand, Lecomte, & Briancon, 2023). An efficient and capable evaluation system can assist in the efficiency and effectiveness of the educational system of smart schools and clarify their activities. Using evaluation information, the necessary assurance about the extent of achieving the mission and educational goals can be obtained (De Leo, Rayckman, Fields, Jimenez, Saraf, Sherer, et al., 2022). School evaluation has significantly changed the landscape of all countries worldwide for at least the past 30 years. The construct of school evaluation brings schools closer to desirability and improves students' academic performance (Falsafinejad, Delavar, Zandi, Farokhi, & Abaspour, 2017). Evaluation is conducted to measure the educational process and access lesson objectives, and this act should always involve interaction and motivation in students, rather than focusing on failures and lack of success. Evaluation should not be seen as an indicator of a school's success but rather as a means to promote further student success (Feng, Zhang, Wu, Wu, & Yao, 2023). Evaluation helps teachers adapt themselves to teaching strategies and pay special attention to students' needs to provide an opportunity for successful learning (Rodrigues, Dos Santos, & Junior, 2022). Top schools are those that benefit from the smart school plan and the use of educational technologies, where students learn educational content in a new and innovative way (Nazari Ardabili, Banisi, & Vatankhah, 2023). The most important functions of school ranking include monitoring and evaluating schools' performance by parents, students, educational authorities, and the community, identifying weaknesses, concerted and coordinated efforts by schools and the educational organization to remove barriers and problems, increasing the spirit of cooperation and competition in a healthy environment for schools and the educational organization to enhance the quality of education, learning, and the use of material and human resources, providing discussions and opinions not only about the information used for ranking but also about how schools perform in terms of academic and academic progress of students, and comparing the performance of different schools in different regions and areas for their improvement (Falsafinejad et al., 2017). The specific and common characteristics of top schools include having specific goals in addition to the approved goals of the Ministry of Education, utilizing experienced teachers and staff, operating based on intellectual and financial participation, having a vision in school management, possessing educational and scientific insight, having a suitable leader in the school, paying special attention to sports, nutrition, and health, focusing on the role of

parents, emphasizing study and reading, focusing on practical work and laboratory activities, and collaborating with various educational institutions (Shahbazi & Nourian, 2019).

Abbasi, Mohammadi Naeeni, and Nateghi (2023) concluded in their research on the effectiveness factors of primary schools based on the Fundamental Reform Document that six factors were identified as crucial for effectiveness: governance and educational management, curriculum, teacher training and human resources provision, financial resources provision and specialization, provision of space, equipment and technology, and research and evaluation, with their validity and reliability confirmed.

Jalali, Talebi, and Hashemi (2021), in their research on competency-based evaluation according to the Fundamental Reform Document in secondary schools, identified that such evaluation includes technical competency (encompassing talent-orientedness, specialization, development-orientedness, and recognition of technical ability), ethical competency (including accountability, duty awareness, respect for values, commitment, self-awareness, self-efficacy, and professional competence), and professional competency (encompassing performance effectiveness, educational growth, educational discipline, innovation acceptance, and skill learning).

Ghaemi, Mirkamali, Rostami, and Salehi (2020) identified, through their research on the factors affecting the performance evaluation of school managers, effective factors including educational leadership, student academic growth, resource management, professional management, ethical management, communication management, stakeholder satisfaction, and organizational management.

HajHassani, Batmani, and Hosseinpour (2020) identified, in their research on the competency-based evaluation model for primary school managers, two main components and four subcomponents: general competency (with ethical and duty components) and specific competency (with personality and skill components).

Maier, Daniel, Oakes, and Lam (2018) concluded in their study on the characteristics of an effective and excellent school that such characteristics include attention to the development and growth of all aspects of the child, support for higher education, social, health, and wellness of all students, provision of a safe environmental setting, building trust-based relationships, prioritizing learning, high expectations and strong instruction for all students, creating meaningful learning resources and opportunities, fostering strong family-school connections, and a culture of collaboration and professional learning among teachers, and student assessments for improvement and accountability.

Magulod (2017) found in his research on effective schools as a means to educational accountability that the most important characteristics include a safe and orderly environment, educational leadership, academic expectations, monitoring of teaching and learning, positive relationships between school and home, and providing learning and teaching opportunities for all students.

Taheri, Taghipour Zahir, and Jafari (2018) identified in their research on the performance evaluation of secondary schools that this construct consists of 4 dimensions and 12 components including management affairs (with components of management and leadership, program orientation and staff, parents, and students' participation in school), support affairs (with administrative and financial components, information technology and smartification, and physical space and equipment condition), educational and human resource development affairs (with teaching and learning processes and effective educational programs, empowering teachers and staff, and interaction with the external environment and gaining experiences), and nurturing and wellness affairs (with extracurricular, organizational atmosphere and culture, and physical education, health, and wellness components).

Falsafinejad et al. (2017) concluded in their research on resources and equipment effective in the ranking and performance evaluation of primary schools that effective resources and equipment include four components: educational facilities, building and school building quality, financial resources, and safety and health, with their validity and reliability confirmed.

Dolati, Jamshidi, and AminBedokhti (2016) concluded in their research on improving the teaching and learning process in smart schools from an evaluation perspective that components include implementing

various evaluations, perceiving evaluation as a fundamental tool for design and planning, timeliness of evaluation, comprehensiveness of evaluation from both formative and summative perspectives, continuous and online evaluation of students, alignment of evaluation processes and expressions with the goals and nature of the program, and including evaluation of all components of the e-learning program.

Beyramipour, Sharif, Jafaree, and Moulavi (2011) identified in their research on factors affecting the implementation of descriptive evaluation in primary schools that factors include managerial factors, teacher-related factors, physical and psychological factors, and factors creating an atmosphere of interaction and cooperation.

In today's competitive world, only organizations that make the most of their organizational resources, especially human capital, can ensure their survival in the best possible way. One of the most important and effective knowledge institutions in society is the educational institution and schools, where human resources in these organizations are very important and vital (Keivan Bonehkohal, Khanzadi, and Rezghi Shirsavar, 2023). Every year, many school managers visit top schools in pursuit of understanding the effective components and success guarantees of these schools, aiming to improve their current situation by identifying their strengths and weaknesses in each educational section and taking steps towards the desired educational path. The observation of this concern among school managers led to the formation of the present study on the evaluation of schools based on the effective components of top schools, with the researchers of the present study taking the lead in this direction to take an effective step in this area and significantly assist future managers and researchers in understanding the current situation. Furthermore, the effectiveness of schools, including in the area of evaluation, creates a competitive advantage for schools compared to other schools. Therefore, the aim of this study was to identify the dimensions and components of school evaluation based on the effective components of top schools.

2. Methodology

Achieving scientific goals or scientific knowledge will not be possible unless it is conducted with correct methodology. Introducing methodology constitutes an important part of any research, and what makes a research and its results credible is the use of the most appropriate method for conducting it. This study was applied in terms of purpose and qualitative in terms of implementation method. A systematic approach was used in this study, which employs a systematic set of procedures for inductively developing a theory about a phenomenon. The study population consisted of faculty members and executive and senior experts in the Tehran province education department in 2020, from which 14 individuals were selected as samples through purposive sampling according to the principle of theoretical saturation. In purposive sampling, researchers select samples with an understanding of the research target population and with awareness. In this study, a purposive approach was used to select qualitative samples to identify experts relevant to the research field. Moreover, the sample size in qualitative research is smaller than in quantitative research because the data collected from each participant must be rich and in-depth, hence requiring more time for deep analyses. What plays a determining role in sample size determination is the principle of saturation; that is, the researcher continues data collection until no new dimensions or components can be accessed. Thus, the sample size is increased until the data reach saturation, and once the research reaches data saturation, there is no need to increase the number of sample individuals. This means that if further efforts by the researcher do not yield new data, information, or findings, information saturation has occurred. Additionally, the instrument for the qualitative part of the study was semi-structured interviews. Interview questions with faculty members and executive and senior experts in education are visible in Table 1.

Table 1. Interview Questions with Faculty Members and Executive and Senior Experts in Education

Row	Questions
1	Given the introductions provided, please briefly and effectively express your valuable opinions.
2	In your opinion, which components are of greater importance for school evaluation?

3	What components do you find useful for effectiveness-based evaluation of top schools?
4	In your view, what areas and aspects of education require more clarity as part of standard school evaluation?
5	What advantages do you think an indigenous model of school evaluation based on school effectiveness offers?

Interviews are one of the strongest methods for understanding others and assessing perceptions, meanings, situations, and constructing realities. Undoubtedly, interviews are widely used in organizational research because of their flexibility and the ability to be used almost anywhere, providing the capability to generate and access in-depth information. In semi-structured interviews, the order and sequence of the interview process are varied, and similar questions are asked of all interviewees, but they are free to express their answers in any way they prefer. In other words, coding responses and categorizing them is the responsibility of the researcher. Furthermore, the interview process was designed so that after each interview, the data were coded and analyzed to identify dimensions mentioned by initial experts, and these dimensions were also pursued in subsequent interviews. In the main phase of the research, initially, 10 experts in the field of educational management and curriculum planning, academic experts, and educational managers were interviewed, but repetition of responses among the 10 was not observed as necessary, and for this purpose, 2 more individuals were interviewed in the first phase, and saturation was observed in some responses, but the researcher, to ensure theoretical saturation, selected 2 more individuals for interviews. After analyzing their responses, theoretical saturation of the identified components and indicators was achieved, and with the consultation of the advisor and consultant, the necessity of more individuals in the interview was not felt. Therefore, the sample size in the qualitative phase of the research was 14 individuals. The validity of the interviews was confirmed through expert validation and its reliability was confirmed using Cohen's kappa index with a value of 92.78% and through the agreement coefficient between two coders with a value of 84.78%.

In this study, the interview protocol or form was designed by the researchers, following the steps below. The first step was reviewing the theoretical literature. Given that the aim of this qualitative research had an exploratory aspect beyond simple data description, studies and models within the framework of evaluation based on the effectiveness of top schools were examined, and suitable questions from influential dimensions and components were derived. The second step was formulating initial questions. Questions obtained in the first step were summarized and designed in various forms that conveyed a single concept to be used in the next step. The third step was review by experts. In this part, to reach a final form for conducting the interview, experts were used. The interview form was sent to these individuals, and after review, they sent their evaluation to the researcher. Also, they were contacted by phone, which provided valuable opinions towards reaching the final form. The fourth step was the final form for the interview. Finally, the final form for conducting the interview, which consists of two parts, was designed. The first part was the interview protocol, including the date and time of the interview, location of the interview, interviewer, interviewee, and the position of the interviewee. The second part consisted of 4 interview questions, and at the end, a question was included for respondents to express their opinions about providing additional information on the research topic.

The researcher, after necessary coordination, attended the interviewee's workplace and recorded the conversations with the interviewee's permission using a voice recorder to extract codes. This action was performed after each interview, and the researcher in interviews 15 and 16 noticed that no new code was added to the previous codes, thus not continuing the interview process with subsequent interviewees. Apart from the researcher, a statistics expert and one of the university professors commented on the codes. During the interview, opinions about suitable indicators were collected, the duration of the interview was between 30 to 90 minutes, and the interview process was conducted in mid-fall 2020.

The data analysis method in the qualitative section was coding, which involves operations where data are dissected, conceptualized, and arranged in a new form alongside each other, and it is the main process through which theory is formulated based on the data. In this method, theory is formed based on raw data. Finally,

the data resulting from the execution of semi-structured interviews were analyzed using open, axial, and selective coding in the Maxqda software.

3. Findings

The research instrument was semi-structured interviews, and the interviews aimed to initially explore experts' perspectives on school evaluation based on the effective components of top schools and share findings from the literature review with them for their opinions. Interviews were conducted with 14 individuals from faculty members and executive and senior experts in education. The results of the demographic information of the interviewees for identifying dimensions and components of school evaluation based on the effective components of top schools are visible in Table 2.

Table 2. Demographic Information Results of Interviewees for Identifying Dimensions and Components of School Evaluation Based on the Effective Components of Top Schools

Variable	Level	Frequency	Percentage	Cumulative Percentage
Gender	Male	12	71.85	71.85
	Female	2	29.14	00.100
Age	<40	2	29.14	29.14
	4-50	7	00.50	29.64
	>50	5	71.35	00.100
Education	Master's Degree	1	14.7	14.7
	Ph.D	13	86.92	00.100

According to the results of the above table, most interviewees were male (12 individuals equivalent to 85.71%), aged 41-50 years (7 individuals equivalent to 50%), and held doctoral degrees (13 individuals equivalent to 92.86%). The results of open coding of each of the interviewees for school evaluation based on the effective components of top schools are visible in Table 3.

Table 3. Results of Open Coding for Each of the Interviewees for School Evaluation Based on the Effective Components of Top Schools

Interviewees' Code	Interviewees' Responses	Open Coding (Indicators)
1	The discussion on school evaluation is a very important issue that requires specific educational and upbringing prerequisites and conditions. Teachers and administrators need to be trained properly for timely and creative teaching and effective knowledge transfer, there must be a focus on purposefulness in the teaching process, and in addition to these, motivational discussions should also be considered with wisdom and perseverance.	Creative teaching, wisdom, goal-directed teaching, and management of joy
2	When schools aim to control and manage education based on the evaluation of academic progress through circulars consistently and systematically, the attention, commitment, and duties of teachers foster a sense of equality and justice in the supportive sector, suggesting further growth and progress, especially if accompanied by appropriate financial performance to pave the way for improvement and active participation to achieve effective school evaluation.	Academic progress, honesty, a sense of equality and justice, financial resources, management of commitment and responsibilities
3	One of the principles I believe in is that in the management and leadership dimension, there should be a good relationship between home and school,	Management of school relations, policy of

Interviewees' Code	Interviewees' Responses	Open Coding (Indicators)
	attention to students' emotional needs in planning to empower students is essential, the policy of rewards and punishments in schools should be based on a set of principles, financial incentives should be fair and based on the verifiability of information and evidence-based, there should be supervision to ensure students' social rights are properly fulfilled, and facilities based on the needs of science education, including laboratories and smart technologies, are very important.	rewards and punishments, laboratory equipment, smart technologies, and financial resource management
4	Teachers and administrators who have orderly notebooks for teaching and learning and proper emotional control should participate in social education to facilitate students' academic progress. Another factor in school evaluation based on the effectiveness of top schools is the discussion of experiences and wisdom, and management based on understanding visions for educational development is established.	Management of vision and experience, management of academic progress, wisdom, orderly notebooks for teaching and learning documentation
5	In schools, there are different sections for evaluation that must be designed based on correct and ethical characteristics, a culture of research creation should be formed by managers and teachers, and for teachers and administrators, having humility in accepting constructive criticisms and suggestions through participatory management can be greatly helpful. It's essential to mentally and emotionally engage students in the issue to encourage their participation, managers' jobs should be designed to have sufficient and appropriate time for tasks, and teachers should have orderly notebooks to be able to identify talents.	Social participation, participatory management, culture of research creation, and management of skill discovery
6	Teachers and administrators in schools should strengthen work based on participation and teamwork, support students' social growth and personal perfectionism, for supporting teachers the benefits of participation should exceed the costs, and planning should consider the educational calendar and adherence to it to create a suitable order and purposefulness in education.	Education in social participation, perfectionism, and calendar planning
7	Promoting a sense of responsibility in individuals alongside aligning student responsibilities with the school, specialization is the key to participation in education, and in the cultural section, special attention to competitions and focusing on physical growth alongside intellectual growth is important.	Adaptability to the school environment, responsibility, and cultural and sports competitions
8	Teachers and administrators know that a commitment and respect for others' rights have a constructive performance in improving social status, and special attention should be given to teaching safety and health practices to be managed as a skill.	Management of commitment in assignments, respect for others' rights, skill management, and equipment for teaching health and safety
9	Teachers should have friendly relationships with students while maintaining their assertiveness so that they feel secure, calm, and assured, and time for participation should be allocated that does not interfere with other work schedules.	Friendly relations and a sense of social security
10	This perception should be created in teachers and administrators to be responsible and positive thinkers; that is, they should be open to situations that require taking responsibility, and individuals' genders affect organizational participation.	Sense of responsibility and positive thinking

Interviewees' Code	Interviewees' Responses	Open Coding (Indicators)
11	A manager or teacher should provide necessary support to students in critical work situations so that with their intellectual and flexibility, they gain the necessary motivation for participation and trust, and managers and teachers should enhance enthusiasm and joy in the educational environment.	Social support, flexibility, and management of enthusiasm and happiness
12	For students to participate in school activities, teachers should clarify some information that is not very sensitive in terms of social awareness to motivate them and give them the necessary identity for participation.	Verifiability in behavior and management of education in social participation
13	Teachers should treat all students equally and not differentiate among them. When a student has appropriate homework and classwork, they certainly feel calm, which increases their participation with others.	Observance of justice, decisiveness, management of commitment and responsibilities
14	Teachers should give students the freedom to discern social relationships and have decisiveness in management and decision-making so that they can think based on their understanding and make necessary decisions.	Participatory management

In the above table, the results of open coding of each of the interviewees for school evaluation based on the effective components of top schools are visible. The results of the theoretical saturation process findings for school evaluation based on the effective components of top schools are visible in Table 4.

Table 4. Results of the Theoretical Saturation Process for School Evaluation Based on the Effective Components of Top Schools

Domains and Concepts	Interviews													
	1	2	3	4	5	6	7	8	9	10	11	12	13	14
Planning Domain	✷		✷				✷				✷			✷
Systematic school calendar planning	✷	✷		✷				✷				✷		
Educational empowerment planning		✷		✷		✷				✷		✷		
Evaluation Domain			✷						✷				✷	
Academic progress evaluation			✷		✷	✷	✷							
Skills evaluation	✷	✷	✷			✷		✷		✷	✷			
Continuous assessment of commitment and educational responsibilities	✷			✷		✷		✷		✷		✷		
Management and Leadership Domain			✷				✷	✷	✷	✷	✷	✷	✷	
Participatory management		✷					✷	✷		✷		✷	✷	✷
Management of an educational development-oriented vision	✷			✷	✷			✷		✷		✷	✷	
Social participation in education management			✷	✷		✷		✷	✷					
Management of home and school relations							✷			✷	✷		✷	✷
Successful financial resource management			✷			✷		✷	✷	✷	✷			

Management of joy and happiness in the educational environment	※		※		※	※	※	※				
Facilities Domain		※	※	※	※		※	※				
Advanced educational facilities	※							※		※	※	※	※
Safety and health equipment				※	※			※			※	
Electronic facilities and smart school technologies	※		※	※				※	※	※		
Cultural and Social Domain	※		※							※		※
Execution of exhibitions and cultural and sports competitions		※					※		※	※		※
Attention to the culture of research creation	※			※					※		※	※

In the above table, the results of the theoretical saturation process findings for school evaluation based on the effective components of top schools are visible. The results of axial and selective coding for school evaluation based on the effective components of top schools are visible in Table 5.

Table 5. Results of Axial and Selective Coding for School Evaluation Based on the Effective Components of Top Schools

Selective Coding (Dimensions)	Axial Coding (Components)
Planning	1. Systematic school calendar planning and 2. Educational empowerment planning
Evaluation	1. Academic progress evaluation, 2. Skills evaluation, and 3. Continuous assessment of commitment and educational responsibilities
Education and Innovation	1. Support for creative teaching, 2. Support for goal-directed teaching, and 3. Support for fostering educational and research abilities
Management and Leadership	1. Participatory management, 2. Management of an educational development-oriented vision, 3. Social participation in education management, 4. Management of home and school relations, 5. Successful financial resource management, and 6. Management of joy and happiness in the educational environment
Facilities	1. Advanced educational facilities, 2. Safety and health equipment, and 3. Electronic facilities and smart school technologies
Cultural and Social	1. Execution of exhibitions and cultural and sports competitions and 2. Attention to the culture of research creation

According to the results of the above table, the evaluation of schools based on the effective components of top schools had 19 components in 6 dimensions including planning (2 components), evaluation (3 components), education and innovation (3 components), management and leadership (6 components), facilities (3 components), and cultural and social (2 components). Finally, the model of dimensions and components for school evaluation based on the effective components of top schools was drawn, which is visible in Figure 1.
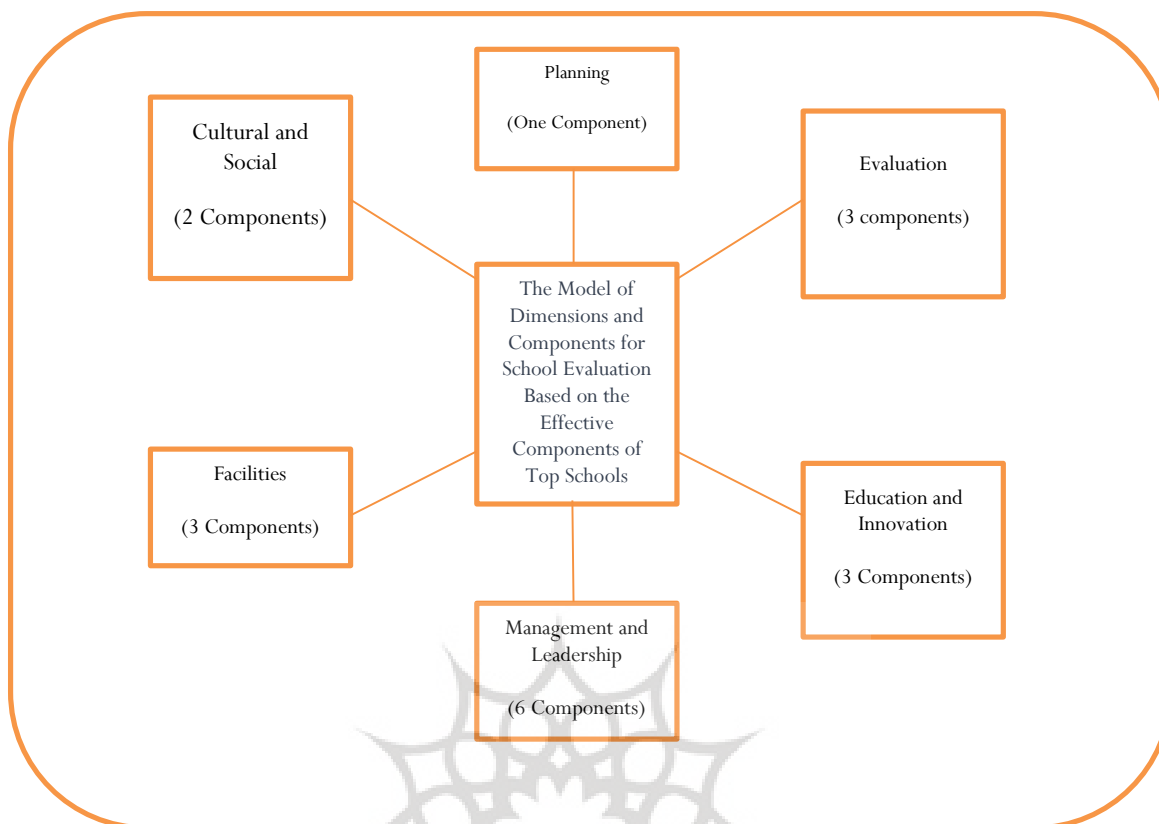
Figure 1. The Model of Dimensions and Components for School Evaluation Based on the Effective Components of Top Schools

4. Conclusion

Performance and its evaluation are of great importance in all organizations, including educational organizations and schools. Therefore, the aim of this study was to identify the dimensions and components of school evaluation based on the effective components of top schools. The findings of this study showed that school evaluation based on the effective components of top schools had 19 components across 6 dimensions including planning (2 components), evaluation (3 components), education and innovation (3 components), management and leadership (6 components), facilities (3 components), and cultural and social aspects (2 components). These findings are consistent with the research findings of Abbasi et al. (2023), Jalali et al. (2021), Ghaemi et al. (2020), HajHassani et al. (2020), Maier et al. (2018), Magulod (2017), Taheri et al. (2018), Falsafinejad et al. (2017), Dolati et al. (2016), and Beyramipour et al. (2011).

Explaining the findings of this study, it can be stated that evaluation is one of the essential needs of organizations to be aware of the success level of activities in today's dynamic and complex environment; such that its absence in an organization can be interpreted as a lack of connection with the internal and external environment, which leads to the organization's failure. One of the fundamental challenges for today's organizations, including schools, is evaluating organizational success and effectively implementing strategies for future success, prompting school managers to always look for a solution to ensure the implementation of their strategies, and in this context, choosing performance evaluation as a tool to control the implementation of their strategies. Furthermore, performance evaluation of organizations has been a primary topic in many organizations, and imagining an organization without an evaluation system is difficult and impossible. Educational institutions use various models and patterns for their performance evaluation, and no suitable indigenous models were found that could help improve the organizational performance of schools.

Organizational performance means accomplishing tasks entrusted to the human force by the organization and includes all goals related to competitiveness with other organizations and achieving organizational excellence. This study revealed that the effective factors in school evaluation based on the top schools' components include planning factors (including systematic school calendar planning and educational empowerment planning), evaluation (including academic progress evaluation, skills evaluation, and continuous commitment and educational duty evaluation), education and innovation (including support for creative teaching, goal-directed teaching, and fostering educational and research abilities), management and leadership (including participatory management, vision management for educational development, social participation in education management, home and school relationship management, successful financial resource management, and management of joy and happiness in the educational environment), facilities (including advanced educational facilities, safety and health equipment, and electronic facilities and smart school technologies), and cultural and social aspects (implementing cultural and sports exhibitions and competitions and focusing on the culture of research creation). Therefore, the model designed in this study on school evaluation based on the effective components of top schools can significantly assist school managers in improving their school's status. The indigenous model developed in this study is an effective model with appropriate validity and reliability because this model results from interviews with experts familiar with the research field and the evaluation of its effectiveness by top schools' managers. Based on the discussed concepts and categories, or the components and dimensions, are among the effective factors that their application significantly helps to improve the current situation.

Given the findings and results of this study, it is recommended that experts in this field first endeavor to transfer experiences and scientific findings in this area and then devote their efforts to producing knowledge based on local and cultural needs and to propose other models for educational evaluation in this context. Of course, to create an environment conducive to knowledge production, establishing educational evaluators' associations and publishing specialized journals in this area are necessary.

Another point is that educational evaluation activities in Iran have been accompanied by government action, and the first steps in educational evaluation were taken by the Ministry of Education to review textbooks. This has created the impression that the government is solely responsible for such matters, leaving no room for the intervention or action of any individual or group and has led to a particular perspective on evaluation, where evaluation reports are seen as justifying the performance of implementers, while also preventing the emergence of creative theories and different models of educational evaluation.

Furthermore, educational evaluation activities have been conducted separately from each other, with little use of past experiences in subsequent actions, and even among researches conducted in a specific time period, the necessary connections are not seen. Reviewing past experiences, in addition to preventing the repetition of previous errors, also increases the possibility of creativity. For years, modern education in Iran has been becoming more regulated, and at least half of this time has been associated with the discussion of educational evaluation. It is necessary to identify and make known past experiences to be aware of the progress and provide a basis for making future activities more effective.

Ethical Considerations

Acknowledgments

Authors' Contributions

The authors of this study had approximately equal contributions.

Conflict of Interest

Hereby, the authors declare that there was no conflict of interest among them.

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