

L'adozione del “Ciclo di Gestione della Performance” nelle istituzioni scolastiche pubbliche italiane: un'analisi empirica

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Abstract

Performance Management in the Italian public schools: an empirical analysis

School autonomy and evaluation issues, promoted by the recent reform processes, increased the interest of public schools in the *accountability* purposes aimed at making them accountable for greater decision making powers they received. These changes, affecting both their performance approaches, typically centered on students' learning and achievement measures, referable to *School Effectiveness* and *Improvement* studies, and the related *School Accountability* (SA) processes, are driving public schools towards the performance measurement, management and accountability perspectives applied in the other public organizations. In this framework, in Italy, the D.Lgs. 150/2009 (as modified by the D.Lgs. 74/2017) represents another relevant driver since it imposes public organizations, including public schools, the adoption of the “Performance Management Cycle” (PMC). This cycle provides, to assure a complete *accountability* about performance, the publication of the “Performance Plan” (PP) and the “Performance Report” (PR).

The study presents an exploratory analysis, referred to the years 2011-2016, about the adoption and the compliance level of PPs and PRs produced by a sample of 2,000 public schools with the requests of the D.Lgs. 150/2009 and the related CIV-IT Resolutions.

Results show a modest level of adoption of the PMC (5.6% of the sample) and very low compliance levels of the contents included in the PPs and in the PRs.

Keywords: Performance Management, Italian Public Schools Accountability, Performance Plan, Performance Report

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Fig. 2. Andamento temporale pubblicazioni PdP

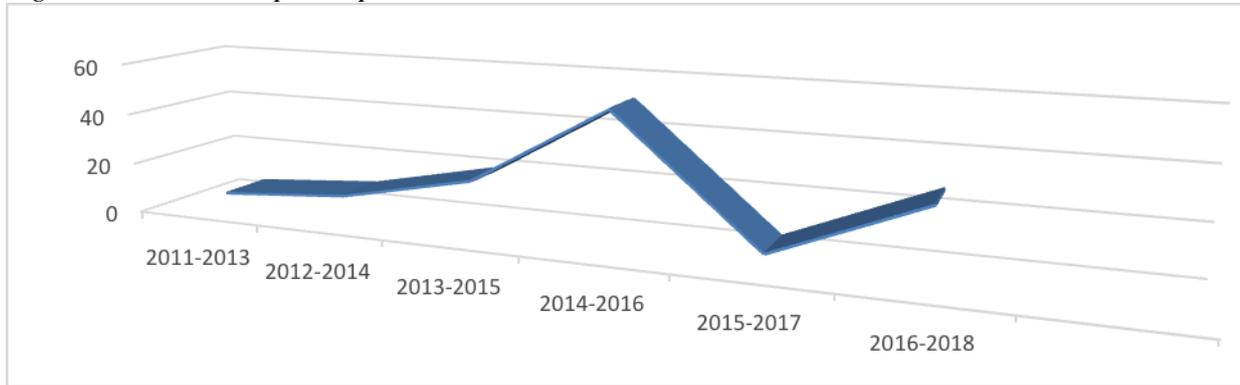


Fig. 3. PdP per Regione

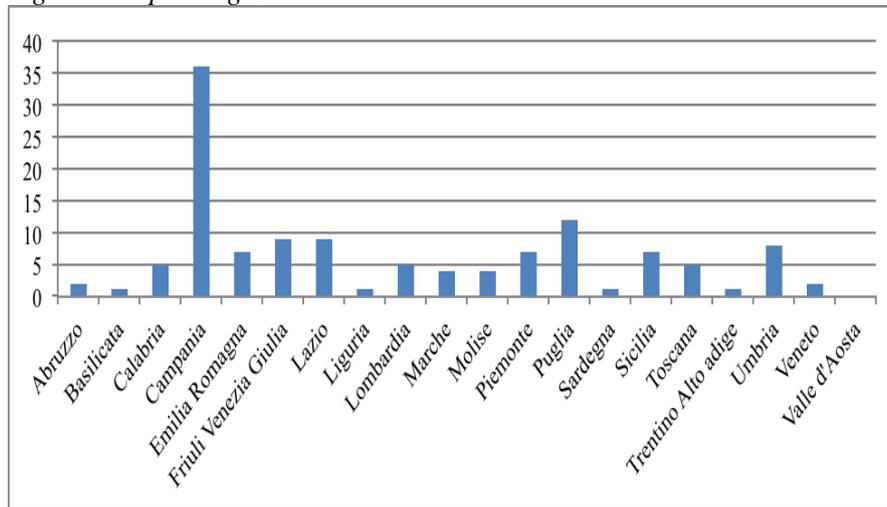


Fig. 4. Andamento temporale pubblicazioni RsP

