
**UNDERSTANDING EDUCATIONAL OUTCOMES THROUGH A
COMPREHENSIVE MULTI-LEVEL SCHOOL MONITORING SYSTEM:
THE EXAMPLE OF LUXEMBOURG**

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Subsequently to the first PISA studies, many countries have acknowledged the need to implement school monitoring systems in order to complement their traditional educational governance structures with elements of evidence-based governance. While the initial focus of such school monitoring systems has been on system-level monitoring, it became rapidly evident that such evidence-based governance elements would also be needed at the levels of the schools in order to support efforts in the domain of school quality development. Furthermore, the demand for a better understanding of the mid- and long-term effects of specific educational interventions and of the exact processes that lead to specific educational outcomes seems to require the establishment of explicit links between system-level monitoring and more fine-grained analyses at the school level. Additionally, an understanding of educational outcomes implies the longitudinal tracing of developmental processes starting with the beginning of educational careers. Potential solutions to these challenges will be discussed and illustrated on the basis of the experiences made in the context of the implementation of a comprehensive school monitoring system in Luxembourg.