Dashboard of School Equity Indicators

Supporting Opportunity in Schools: Promoting Educational Equity

2017-1-ES01-KA201-037990
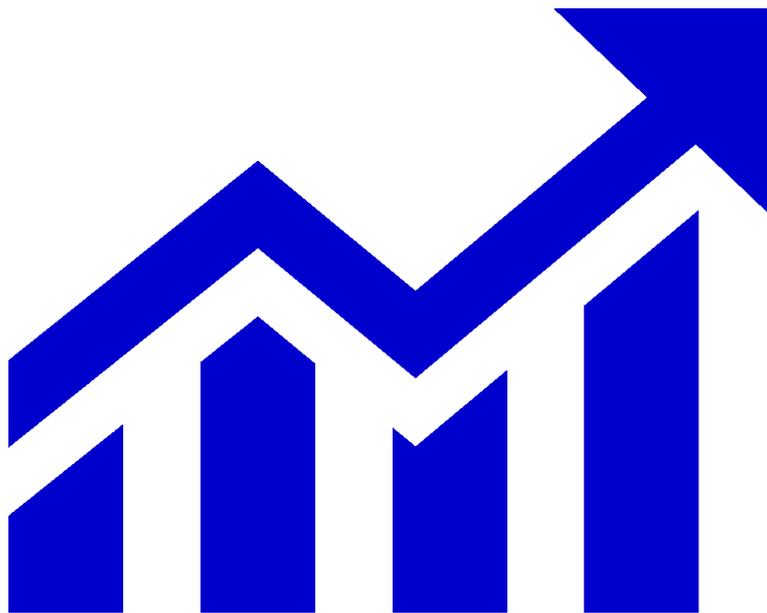
The concept of indicator refers to being able to have information that allows you to obtain an image about what is happening in the school as well as what information is relevant to the improvement decision making. In an educational environment where a multiplicity of factors intervene, educational centers have to give a personalized response to many different learners. This diversity is often linked to the origin of the students, their mother tongue, the language of learning, their socioeconomic status, or their learning difficulties.

In this Erasmus + project, a set of indicators related to 4 areas have been established (context, resources, outputs and outcomes). These indicators provide a significant numerical data, in the form of a percentage, which allows an analysis of the situation of the school itself and its evolution. These data can be compared to national or local indicators, if available. The whole analysis of indicators linked to context, resources, outputs and outcomes allows the school to decide on which areas they have the most possibility of acting. In some of these areas, the school intervention may be more limited, since the context or resources are areas where the educational centers have possibly a more limited intervention, which does not mean non-existent. However, one must be realistic with the possibility of changing where the school is. The availability of resources is often not linked to the location of the school and the need to attend to students and their families in a socio-economic disadvantaged environment. However, it has been shown that schools have different strategies to face the same challenges. Some of these school strategies and actions often get very different outcomes.

Regarding the output and outcome indicators, they allow us to obtain very relevant information regarding the educational action of the school and the educational efficiency towards its students. These indicators are closely related to the educational success of the students and the school. This educational success is one of the elements that allows to relate the level of equity of the educational system and the effective action of the schools in order to offer a system of promotion and personal and social success of the students who are in situation of greater vulnerability.

Finally, some outcome complex indicators have been defined. They are indexes made up from different quantitative or qualitative elements. The data provided by these indicators allow to create a more accurate view of the data obtained from some simple indicators. Five complex indicators have been defined:

> Professional aspirations of 15-year-old students
> Inequities in schooling expectancy
> Perception of school climate according to 15-year-old students
> Inequalities in results
> School effectiveness

Some of these indicators are used in international studies such as PISA, although the composition formula used here is not the same.

The data obtained provide qualitative information relevant to decision-making, not exclusively related to context and environment situations, outputs or outcomes. Its analysis is key to the school reflection and the development of improvement actions focused on promoting equity in the school processes.

Below is the list of indicators that make up this dashboard of school equity indicators:

Simple indicators		
CONTEXT		***Risk Indicator**
	Rate of teacher stability	
	Rate of students mobility	
Variable	Rate of students with special educational needs*	
Variable	Rate of students with low incomes*	
	Rate of free meals	
	Rate of students with parents with low education*	
Variable	Rate of students with non-official family language*	
Variable	Rate of Roma students *	
Variable	Rate of students with foreign origin*	
	Rate of students who access secondary education with low performance*	
	Rate of teachers who participate in professional development	
	Rate of students who attended kindergarten	
	Rate of students with internet broadband access at home	
	Rate of students who own a PC or portable device (laptop, tablet)	
	Rate of students with learning difficulties*	
	Rate of students with high performance	
RESOURCES		
	Ratio students/teachers	
	Rate of non teaching staff/students	
	Rate of direct teaching time with students	
OUTPUTS		
	Rate of absenteeism*	
	Rate of grade repetition*	
	Rate of detention	
	Rate of suspension (temporary exclusion)	
	Rate of exclusion (expulsion)	
OUTCOMES		
Segmented	Rate of graduation	
Segmented	Rate of drop-out	
	Rate of progression according to age group	
Complex indicators		
Segmented	Professional aspirations of 15 year-old students	
Segmented	Inequalities in schooling expectancy	
	Perception of school climate according to 15-year-old students	
Segmented	Inequalities in results	
	School effectiveness	

The table above contains the list of indicators and other important information. The main column contains the name of the indicator. Some of them are marked with "*". These indicators are considered "risk indicators", that is, those indicators that need to be monitored more rigorously and periodically, as they are considered key indicators of school equity.

The first column contains the following information:
-TYPOLOGY: indicators are classified in context, resources, outputs and outcomes, according to the kind of information they provide.
-DISAGGREGATION: when an indicator is labelled as "segmented", this means that the indicator's value is disaggregated into different variables.
-VARIABLE: when an indicator is labelled with "variable", this means that some indicator is disaggregated according to this variable.

To make these indicators more comprehensible, a descriptive sheet for each of them has been compiled, which includes the following information:

INDICATOR	Indicator denomination
TYPOLOGY	Position: context, input, output, outcome
DESCRIPTION	Indicator explanation
FORMULA	Formula used to calculate the indicator's value
DEFINITION	Description of key concepts used in the formula
SPECIFICATION	Important information for the analysis
POPULATION	Whole group on which information is collected
INFORMATION COLLECTION	Information source (register, survey…)
DATA ORIGIN	Name of information provider
DOCUMENT COLLECTION	Document where information is collected
COLLECTION FREQUENCY	Frequency with which the indicator is collected
SEGMENTATION/AGGREGATION VARIABLES	Variables from which the information is structured, presented and analysed (by course, by group, by language …)
FORM OF REPRESENTATION	Graph showing the information relative to the indicator. Data must be presented according to the selected segmentation variables. As far as possible, information relative to the historic indicator will be added.
NATIONAL INFORMATION	Provide information of national value for the indicator
INTERNATIONAL INFORMATION	Provide information of international value for the indicator (OECD, EU…)
REMARKS	Comments on the indicator

Through this table, it is intended to provide information on how to interpret each of the indicators, and how to obtain the necessary information. Obviously not all educational systems, schools and educational institutions can have and use all the indicators. The school or the educational agents themselves should decide which indicators are more appropriate to use, so that the information they provide helps them to make improvement decisions.

INDICATOR	Rate of teacher stability
TYPOLOGY	**Context**
DESCRIPTION	**Rate of teacher stability**
FORMULA	(Number of teachers who stay in the same school continuously since time A / Total number of teachers in time B) * 100 Time A = last 3 school courses Time B = last school course
DEFINITION	Percentage of teachers attending the same school / institution (e.g., a school, district, or state) during a given period of time. Time period: The last 3 school courses
SPECIFICATION	This indicator may also be used as a measure of school climate.
POPULATION	All teachers in the school.
INFORMATION COLLECTION	Information from a record in the registration. According to each school / each school must specify
DATA ORIGIN	According to each country / each country must specify .
DOCUMENT COLLECTION	Document where information is collected.
COLLECTION FREQUENCY	Annually. More stable measures can be constructed by averaging multiple years of this indicator.
SEGMENTATION VARIABLES	
FORM OF REPRESENTATION	Current course results and data from previous years.
NATIONAL INFORMATION	According to each country / each country must specify .. SIC in Catalonia
INTERNATIONAL INFORMATION	Organization's Stability Rate is related to the equity.
REMARKS	Socio-economically disadvantaged schools are more subject to teacher turnover and therefore to team instability. https://www.oecd-ilibrary.org/education/effective-teacher-policies_9789264301603-en;jsessionid=h0bFFYc5soI18EuJoyR0UvBP.ip-10-240-5-152

INDICATOR	Rate of students mobility
TYPOLOGY	**Context**
DESCRIPTION	Number of students joined in the classroom, after the academic year begin.
FORMULA	(Number of students joined at the school after the academic year begin/ Total number of students) * 100
DEFINITION	Percentage of students who arrive at the school during a given period of time. Time period: The last 3 school courses
SPECIFICATION	Student mobility, can include any time a student changes schools for reasons other than grade promotion, but in general it refers to students changing schools during a school year.
POPULATION	All students in the school.
INFORMATION COLLECTION	Information from a record in the registration. According to each school / each school must specify
DATA ORIGIN	According to each country / each country must specify .
DOCUMENT COLLECTION	Document where information is collected.
COLLECTION FREQUENCY	Annually. More stable measures can be constructed by averaging multiple years of this indicator.
SEGMENTATION VARIABLES	
FORM OF REPRESENTATION	Current course results and data from previous years.
NATIONAL INFORMATION	According to each country / each country must specify .. SIC in Catalonia
INTERNATIONAL INFORMATION	Studies have found student mobility—and particularly multiple moves are associated with a lower school engagement, poorer grades, and a higher risk of dropping out of high school. Sparks, S. (2016, August 11). Student Mobility: How It Affects Learning. *Education Week*. Retrieved Month Day, Year from http://www.edweek.org/ew/issues/student-mobility/
REMARKS	This indicator is also known as student turnover.

INDICATOR	Rate of students with special educational needs
TYPOLOGY	Context
DESCRIPTION	Rate of students with special educational needs
FORMULA	(Number of students with special educational needs / Number of students) * 100
DEFINITION	The number of categories used varies widely from country to country, as do their national labels. Students are divided into three cross-national categories: A: "disabilities" have clear organic bases for their difficulties. B: "difficulties" have learning and behaviour difficulties which do not appear to be due to either a clear organic basis or social disadvantage. C: "disadvantages" receive additional educational resources due to aspects of their social and/or language background.
SPECIFICATION	Each country should take into consideration their national regulation to be considered a SEN student.
POPULATION	All students enrolled in the school.
INFORMATION COLLECTION	Information from a record in the registration.
DATA ORIGIN	
DOCUMENT COLLECTION	Depending on each national regulation it can be a report signed by a psychologist…
COLLECTION FREQUENCY	Annually
SEGMENTATION VARIABLES	Indicator "Rate of graduation" is segmented with this indicator.
FORM OF REPRESENTATION	Current course results and Data from previous years.
NATIONAL INFORMATION	
INTERNATIONAL INFORMATION	
REMARKS	This is a risk indicator to assess equity.

INDICATOR	Rate of students with low incomes
TYPOLOGY	**Context**
DESCRIPTION	**Rate of students with low socioeconomic status**
FORMULA	(Number of students with low familiar incomes / Number of students) * 100
DEFINITION	The number of categories used varies widely from country to country, as do their national labels. Socioeconomic status (SES) is an economic and sociological combined total measure of a person's work experience and of an individual's or family's economic and social position in relation to others, based on income, education, and occupation. Socioeconomic status is typically broken into three levels (high, middle, and low) to describe the three places a family or an individual may fall into.
SPECIFICATION	SES is commonly used to depict an economic difference in society as a whole.
POPULATION	All students enrolled in the school .
INFORMATION COLLECTION	Information from a record in the registration. According to each school / each school must specify
DATA ORIGIN	According to each country / each country must specify .
DOCUMENT COLLECTION	Document where information is collected.
COLLECTION FREQUENCY	Annually.
SEGMENTATION VARIABLES	Indicators "Rate of graduation" and "Rate of drop-out" are segmented with this indicator.
FORM OF REPRESENTATION	Current course results and Data from previous years.
NATIONAL INFORMATION	According to each country / each country must specify .
INTERNATIONAL INFORMATION	http://www.oecd.org/fr/education/equity-in-education-9789264073234-en.htm..) https://www.oecd-ilibrary.org/social-issues-migration-health/data/oecd-social-and-welfare-statistics/income-distribution_data-00654-en
REMARKS	This is a risk indicator to assess equity.

INDICATOR	Rate of free meals
TYPOLOGY	**Context**
DESCRIPTION	Percentage of students who receive free meals at school
FORMULA	(Number of students receiving free meals at school / Total number of students) * 100
DEFINITION	Percentage of students who receive free meals at school Time period: The last 3 school courses
POPULATION	All students in the school.
INFORMATION COLLECTION	Information from a record in the registration. According to each school / each school must specify
DATA ORIGIN	According to each country / each country must specify .
DOCUMENT COLLECTION	Document where information is collected.
COLLECTION FREQUENCY	Annually. More stable measures can be constructed by averaging multiple years of this indicator.
SEGMENTATION VARIABLES	
FORM OF REPRESENTATION	Current course results and data from previous years.
NATIONAL INFORMATION	According to each country ; check if this information is collected at national level.
INTERNATIONAL INFORMATION	Studies show the reliability of free school meal eligibility, as a measure of socio-economic disadvantage: https://www.tandfonline.com/doi/full/10.1080/00071005.2017.1330464
REMARKS	This indicator may be related to low income students.

INDICATOR	Rate of students with parents with low education
TYPOLOGY	Context
DESCRIPTION	Rate of students with parents (1) with low education (+16).
FORMULA	(Number of students with one of the parents with low education/ Total number of students) * 100
DEFINITION	Percentage of students who have one of the parents with low education.
SPECIFICATION	Low education: one of the parents has not started upper secondary education (+ 16)
POPULATION	All students in the school.
INFORMATION COLLECTION	Information from a record in the registration. According to each school / each school must specify
DATA ORIGIN	According to each country / each country must specify .
DOCUMENT COLLECTION	Document where information is collected.
COLLECTION FREQUENCY	Annually. More stable measures can be constructed by averaging multiple years of this indicator.
SEGMENTATION VARIABLES	
FORM OF REPRESENTATION	Current course results and data from previous years.
NATIONAL INFORMATION	According to each country ; check if this information is collected at national level.
INTERNATIONAL INFORMATION	Studies show that parent education level have a positive influence on students academic potential and achievement. In PISA study, Indices on parental education are constructed by recoding educational qualifications into the following categories: (0) None, (1) <ISCED level 1> (primary education), (2) <ISCED level 2> (lower secondary), (3)<ISCEDlevel3Bor3C> (vocational/pre-vocational upper secondary), (4) <ISCED level 3A> (general upper secondary) and/ or <ISCED level 4> (non-tertiary post-secondary), (5) <ISCED level 5B> (vocational tertiary) and (6) <ISCED level 5A> and/ or <ISCED level 6> (theoretically oriented tertiary and post-graduate). In addition, the index of highest education level of parents (HISCED) corresponds to the higher ISCED level of either parent. The index of highest education level of parents was also recoded into estimated number of years of schooling (PARED). The correspondence between education levels and years of schooling is available in the PISA 2015 Technical Report (OECD, forthcoming). http://blog.intef.es/inee/2017/03/16/analisis-de-los-factores-asociados-al-rendimiento-de-los-alumnos-en-pisa-en-las-comunidades-autonomas/
REMARKS	This is a risk indicator to assess equity.

INDICATOR	Rate of students with non-official family language
TYPOLOGY	Context
DESCRIPTION	Percentage of students who have a family language different from the country official language
FORMULA	(Number of students whose family language is different from the official ones / number of total students) *100
DEFINITION	Family language is the language normally spoken at home. Official language is the country's officially recognized language
SPECIFICATION	
POPULATION	All students enrolled in the school
INFORMATION COLLECTION	School register
DATA ORIGIN	School register
DOCUMENT COLLECTION	School
COLLECTION FREQUENCY	Annually
SEGMENTATION / AGREGATION VARIABLES	This indicator is not segmented.
FORM OF REPRESENTATION	Current course results and Data from previous years.
NATIONAL INFORMATION	Check if this information is collected at national level
INTERNATIONAL INFORMATION	PISA uses a variant of the indicator: *Difference in science performance between immigrant and non-immigrant students, after accounting for ESCS and language spoken at home*
REMARKS	PISA 2015, Results in Focus (OECD, 2018), Students with non-official family language (page 9) https://www.oecd.org/pisa/pisa-2015-results-in-focus.pdf It may be useful to differentiate according to language groups. It is not the same to speak Chinese or Arabic as Italian or French for the effects of difficulties in adaptation.

INDICATOR	Rate of Roma students
TYPOLOGY	Context
DESCRIPTION	Rate of Roma students
FORMULA	(Number of roman students / Total of students) * 100
DEFINITION	Percentage of Roma students
POPULATION	All students.
INFORMATION COLLECTION	According to each school / each school must specify
DATA ORIGIN	According to each country / each country must specify .
DOCUMENT COLLECTION	Document where information is collected.
COLLECTION FREQUENCY	Annually.
SEGMENTATION VARIABLES	Indicators "Rate of graduation" and "Rate of drop-out" are segmented with this indicator.
FORM OF REPRESENTATION	Current course results and data from previous years.
NATIONAL INFORMATION	According to each country ; check if this information is collected at national level.
INTERNATIONAL INFORMATION	Roma people are the majority non-immigrant ethnic minority in Europe. In 2010, the European year to combat poverty and social exclusion, roma people were highlighted as one of the groups most at risk of suffering from poverty in relation to the rest of the European population. They suffer from marginalization in education (especially segregation), housing, employment and political participation. In addition, it is the group that most segregates and rejects from the majority society, as can be seen in the survey conducted by the European Union Agency for Fundamental Rights . According to UNESCO data, 50% of gypsy children do not complete primary education.
REMARKS	This is a risk indicator to assess equity. More information: FRA European Union Agency for Fundamental Rights 2014: Education: The situation of Roma in 11 Eu member states

INDICATOR	Rate of students with foreign origin
TYPOLOGY	Context
DESCRIPTION	Rate of students with foreign origin
FORMULA	(Number students with foreign origin / Total of students) * 100
DEFINITION	Percentage of students with a foreign origin
SPECIFICATION	No related to nationality but to culture origin. Each country must specify according their national context
POPULATION	All students.
INFORMATION COLLECTION	According to each school / each school must specify
DATA ORIGIN	According to each country / each country must specify .
DOCUMENT COLLECTION	Document where information is collected.
COLLECTION FREQUENCY	Annually.
SEGMENTATION VARIABLES	Indicators "Rate of graduation" and "Rate of drop-out" are segmented with this indicator.
FORM OF REPRESENTATION	Current course results and data from previous years.
NATIONAL INFORMATION	According to each country; check if this information is collected at national level.
INTERNATIONAL INFORMATION	Various international and national courts have interpreted ethnic origin broadly and national laws often define and list recognized ethnic minorities: European Commission , 2017- Analysis and comparative review of equality data collection practices in the European Union in the field of ethnicity
REMARKS	This is a risk indicator to assess equity.

INDICATOR	Rate of students who access secondary education with low performance
TYPOLOGY	Context
DESCRIPTION	Rate of students who access secondary education with low performance
FORMULA	(Number of students who have accessed secondary education with low performance / Total of students who have accessed secondary education) * 100
DEFINITION	Low performers are students who score below the baseline level of proficiency. That is according PISA, low level in mathematics, reading and science.
SPECIFICATION	Low performance: each country must specify where is their baseline level.
POPULATION	Students in their first year of secondary school .
INFORMATION COLLECTION	According to each school / each school must specify
DATA ORIGIN	According to each country / each country must specify .
DOCUMENT COLLECTION	Document where information is collected.
COLLECTION FREQUENCY	Annually .
SEGMENTATION VARIABLES	-
FORM OF REPRESENTATION	Current course results and data from previous years.
NATIONAL INFORMATION	According to each country ; check if this information is collected at national level.
INTERNATIONAL INFORMATION	Students who perform poorly face a high risk of dropping out of school altogether, and when a large share of the students lacks basic skills, school is severely compromised. More information about low performers according PISA: https://www.oecd-ilibrary.org/docserver/9789264250246-en.pdf?expires=1553454818&id=id&accname=guest&checksum=B57BB8204F3703FFB55E8D794B540B30
REMARKS	This is a risk indicator to assess equity.

INDICATOR	Rate of teachers who participate in professional development
TYPOLOGY	Context
DESCRIPTION	Rate of teachers who participate in professional development at least with 10 hours a year.
FORMULA	Number of teachers who participate in professional development courses / Number of teachers in school * 100.
DEFINITION	Number of teachers who attend and participate in professional development is considered one of aspect that are involved in continuous professional development.
SPECIFICATION	
POPULATION	All teachers that belong to school board.
INFORMATION COLLECTION	Information from a record in the registration.
DATA ORIGIN	Information provided by the school.
DOCUMENT COLLECTION	Document where information is collected.
COLLECTION FREQUENCY	Annually.
SEGMENTATION/AGREGATION VARIABLES	
FORM OF REPRESENTATION	Graph showing the information relative to the indicator. Data must be presented according to the selected segmentation variables. As far as possible, information relative to the historic indicator will be added.
NATIONAL INFORMATION	Provide information of national value for the indicator
INTERNATIONAL INFORMATION	Provide information of international value for the indicator (OECD, EU…)
REMARKS	

INDICATOR	Rate of students who attend kindergarten
TYPOLOGY	Context
DESCRIPTION	Rate of students who attend kindergarten.
FORMULA	Number of students who attend kindergarten in early years / Number of students in classroom * 100
DEFINITION	Number of students who have attended kindergarten in early years, depending in each country.
SPECIFICATION	
POPULATION	All students who have attended kindergarten
INFORMATION COLLECTION	Information from a record in the registration.
DATA ORIGIN	Information provided by the school and parents.
DOCUMENT COLLECTION	Document where information is collected.
COLLECTION FREQUENCY	Anually.
SEGMENTATION/AGREGATION VARIABLES	
FORM OF REPRESENTATION	Graph showing the information relative to the indicator. Data must be presented according to the selected segmentation variables. As far as possible, information relative to the historic indicator will be added.
NATIONAL INFORMATION	Check if this information is collected at national level
INTERNATIONAL INFORMATION	Provide information of international value for the indicator (OECD, EU…)
REMARKS	

INDICATOR	Rate of students with internet broadband access at home
TYPOLOGY	**Context**
DESCRIPTION	Rate of students with internet broadband access at home.
FORMULA	Number of students with internet broadband access at home / Number of students in classroom * 100
DEFINITION	Rate of students with internet broadband access at home
SPECIFICATION	
POPULATION	Students with internet broadband access at home
INFORMATION COLLECTION	Information from a record in the registration.
DATA ORIGIN	Information provided by the school and parents.
DOCUMENT COLLECTION	Document where information is collected.
COLLECTION FREQUENCY	Annually.
SEGMENTATION/AGREGATION VARIABLES	
FORM OF REPRESENTATION	Graph showing the information relative to the indicator. Data must be presented according to the selected segmentation variables. As far as possible, information relative to the historic indicator will be added.
NATIONAL INFORMATION	Check if this information is collected at national level
INTERNATIONAL INFORMATION	Provide information of international value for the indicator (OECD, EU…)
REMARKS	

INDICATOR	Rate of students who own a PC or portable device (laptop, tablet)
TYPOLOGY	**Context**
DESCRIPTION	Rate of students who own a PC or portable device (laptop, tablet)
FORMULA	Number of students who own a PC or portable device (laptop, tablet) / Number of students in classroom * 100
DEFINITION	Rate of students who own a PC or portable device (laptop, tablet)
SPECIFICATION	
POPULATION	Students who own a PC or portable device (laptop, tablet)
INFORMATION COLLECTION	Information from a record in the registration.
DATA ORIGIN	Information provided by the school and parents.
DOCUMENT COLLECTION	Document where information is collected.
COLLECTION FREQUENCY	Anually.
SEGMENTATION/AGREGATION VARIABLES	
FORM OF REPRESENTATION	Graph showing the information relative to the indicator. Data must be presented according to the selected segmentation variables. As far as possible, information relative to the historic indicator will be added.
NATIONAL INFORMATION	Check if this information is collected at national level
INTERNATIONAL INFORMATION	Provide information of international value for the indicator (OECD, EU…) Eurostat.
REMARKS	

INDICATOR	Rate of students with learning difficulties
TYPOLOGY	Context
DESCRIPTION	Rate of students with learning difficulties
FORMULA	Rate of students with learning difficulties / Number of students in classroom * 100
DEFINITION	Rate of students with learning difficulties
SPECIFICATION	
POPULATION	Rate of students with learning difficulties.
INFORMATION COLLECTION	Information from a record in the registration.
DATA ORIGIN	Information provided by the school.
DOCUMENT COLLECTION	Document where information is collected.
COLLECTION FREQUENCY	Annually.
SEGMENTATION/AGREGATION VARIABLES	
FORM OF REPRESENTATION	Graph showing the information relative to the indicator. Data must be presented according to the selected segmentation variables. As far as possible, information relative to the historic indicator will be added.
NATIONAL INFORMATION	Check if this information is collected at national level
INTERNATIONAL INFORMATION	
REMARKS	These students are different from students with SEN.

INDICATOR	Rate of students with high performance
TYPOLOGY	Context
DESCRIPTION	Rate of students with high performance.
FORMULA	Rate of students with high performance / Number of students in classroom * 100
DEFINITION	Rate of students with high performance
SPECIFICATION	
POPULATION	Rate of students with high performance
INFORMATION COLLECTION	Information from a record in the registration.
DATA ORIGIN	Information provided by the school.
DOCUMENT COLLECTION	Document where information is collected.
COLLECTION FREQUENCY	Annually.
SEGMENTATION/AGREGATION VARIABLES	
FORM OF REPRESENTATION	Graph showing the information relative to the indicator. Data must be presented according to the selected segmentation variables. As far as possible, information relative to the historic indicator will be added.
NATIONAL INFORMATION	Check if this information is collected at national level
INTERNATIONAL INFORMATION	
REMARKS	

INDICATOR	Ratio/Rate of students/teachers
TYPOLOGY	**Resources**
DESCRIPTION	**Rate of students/teachers**
FORMULA	Number of students / Number of teachers with full board in school
DEFINITION	Rate of students/teachers
SPECIFICATION	
POPULATION	Rate of students/teachers
INFORMATION COLLECTION	Information from a record in the registration.
DATA ORIGIN	Information provided by the school.
DOCUMENT COLLECTION	Document where information is collected.
COLLECTION FREQUENCY	Annually.
SEGMENTATION/AGREGATION VARIABLES	
FORM OF REPRESENTATION	Graph showing the information relative to the indicator. Data must be presented according to the selected segmentation variables. As far as possible, information relative to the historic indicator will be added.
NATIONAL INFORMATION	Check if this information is collected at national level
INTERNATIONAL INFORMATION	
REMARKS	

INDICATOR	Rate of direct teaching time with students
TYPOLOGY	**Resources**
DESCRIPTION	**Rate of direct teaching time with students**
FORMULA	(Number of direct teaching hours with students / Number of total hours available from teachers' timetable) * 100
DEFINITION	Rate of direct teaching time with students
SPECIFICATION	It can be considered if most of teacher's teaching hours are able to support learner's time.
POPULATION	Rate of direct teaching time with students
INFORMATION COLLECTION	Information from a record in the registration.
DATA ORIGIN	Information provided by the school.
DOCUMENT COLLECTION	Document where information is collected.
COLLECTION FREQUENCY	Annually.
SEGMENTATION/AGREGATION VARIABLES	
FORM OF REPRESENTATION	Graph showing the information relative to the indicator. Data must be presented according to the selected segmentation variables. As far as possible, information relative to the historic indicator will be added. Current course results and Data from previous years.
NATIONAL INFORMATION	Check if this information is collected at national level
INTERNATIONAL INFORMATION	
REMARKS	

INDICATOR	Rate of absenteeism
TYPOLOGY	**Output**
DESCRIPTION	Percentage of students who skip lessons
FORMULA	(Number of students who exceed 10% of non-attendance / Number of students) * 100
DEFINITION	Absenteeism is understood as non-attendence, skipping lessons.
SPECIFICATION	-
POPULATION	All students
INFORMATION COLLECTION	School register
DATA ORIGIN	School
DOCUMENT COLLECTION	School
COLLECTION FREQUENCY	Annually
SEGMENTATION/AGREGATION VARIABLES	-
FORM OF REPRESENTATION	Current course results and Data from previous years.
NATIONAL INFORMATION	Check if this information is collected at national level
INTERNATIONAL INFORMATION	PISA uses this indicator
REMARKS	Skipping days of school is associated with poorer performance http://www.oecd.org/pisa/pisaproducts/pisainfocus/PISA-in-Focus-n35-(eng)-FINAL.pdf PISA also examines several indicators of student engagement: arriving late, for school, skipping days of school or classes, feeling a sense of belonging at school, and holding positive attitudes towards school: http://www.oecd.org/pisa/keyfindings/PISA2012-Vol3-Chap2.pdf This is a risk indicator to assess equity.

INDICATOR	Rate of grade repetition
TYPOLOGY	Output
DESCRIPTION	Percentage of students repeating course
FORMULA	(Number of students repeating course / Number of students) * 100
DEFINITION	Grade repetition refers to students who are retained in school year.
SPECIFICATION	-
POPULATION	All students enrolled in the school
INFORMATION COLLECTION	Digital survey
DATA ORIGIN	School
DOCUMENT COLLECTION	School
COLLECTION FREQUENCY	Annually
SEGMENTATION/AGREGATION VARIABLES	-
FORM OF REPRESENTATION	Current course results and Data from previous years.
NATIONAL INFORMATION	Check if this information is collected at national level
INTERNATIONAL INFORMATION	PISA collects this information. The latest PISA results find that grade repetition is correlated closely with low performance https://www.oecd.org/pisa/pisaproducts/pisainfocus/48363440.pdf PISA in Focus, 6, PISA IN FOCUS 2011/6 (July) – © OECD 2011
REMARKS	Do not use this indicator if your educational context doesn't allow grade repetition. This is a risk indicator to assess equity.

INDICATOR	Rate of detention
TYPOLOGY	**Output**
DESCRIPTION	Percentage of students with several detentions. The school must set the number of detentions for each student to be included in the formula.
FORMULA	(Number of students with several detentions / Number of students) * 100
DEFINITION	Detention is a consequence in which students are required to remain somewhere in the school for a specified amount of time.
SPECIFICATION	-
POPULATION	All students enrolled in the school
INFORMATION COLLECTION	School register
DATA ORIGIN	School
DOCUMENT COLLECTION	School
COLLECTION FREQUENCY	Annually
SEGMENTATION/AGREGATION VARIABLES	-
FORM OF REPRESENTATION	Current course results and Data from previous years.
NATIONAL INFORMATION	
INTERNATIONAL INFORMATION	-
REMARKS	Do not use this indicator if your educational context doesn't allow detentions. Detention is one of the primary discipline strategies used by teachers and administrators across the country in elementary, middle, and high schools. Despite its popularity, very little research has been conducted on its effectiveness. Fluke, S. M., Olson, A. & Peterson, R. L. (2014, February). Detention, Strategy Brief. Lincoln, NE: Student Engagement Project, University of Nebraska-Lincoln and the Nebraska Department of Education. http://k12engagement.unl.edu/detention https://k12engagement.unl.edu/Briefs/Detention/Detention%202-9-2014.pdf

INDICATOR	Rate of suspension (temporary exclusion)
TYPOLOGY	Output
DESCRIPTION	Percentage of students with several days of suspension. The school must set the number of days of suspension for each student to be included in the formula.
FORMULA	(Number of students with temporary exclusion/ Number of students) * 100
DEFINITION	Suspension is a temporary exclusion from the school
SPECIFICATION	-
POPULATION	All students enrolled in the school
INFORMATION COLLECTION	School register
DATA ORIGIN	School
DOCUMENT COLLECTION	School
COLLECTION FREQUENCY	Annually
SEGMENTATION/AGREGATION VARIABLES	(Number of students with temporary exclusion/ Number of students) * 100
FORM OF REPRESENTATION	Current course results and Data from previous years.
NATIONAL INFORMATION	-
INTERNATIONAL INFORMATION	-
REMARKS	CY7_NPM(1603)AB_SMP_SamplinginPISA_1.docx First Meeting of the PISA 2018 National Project Managers 14 – 18 March 2016. Prague, Czech Republic https://www.oecd.org/pisa/pisaproducts/SAMPLING-IN-PISA.pdf PISA 2015 TECHNICAL REPORT © OECD 2017 https://www.oecd.org/pisa/sitedocument/PISA-2015-Technical-Report-Chapter-11-Sampling%20Outcomes.pdf

INDICATOR	Rate of exclusion
TYPOLOGY	**Output**
DESCRIPTION	Percentage of students who are expelled from the school
FORMULA	(Number of students with definitive exclusion/ Number of students) * 100
DEFINITION	Exclusion is when a student is expelled from the school
SPECIFICATION	-
POPULATION	All students enrolled in the school
INFORMATION COLLECTION	School register
DATA ORIGIN	School
DOCUMENT COLLECTION	School
COLLECTION FREQUENCY	Annually
SEGMENTATION/AGGREGATION VARIABLES	-
FORM OF REPRESENTATION	Current course results and Data from previous years.
NATIONAL INFORMATION	
INTERNATIONAL INFORMATION	-
REMARKS	PISA, 2015 https://www.oecd.org/pisa/sitedocument/PISA-2015-Technical-Report-Chapter-11-Sampling%20Outcomes.pdf

INDICATOR	Rate of graduation
TYPOLOGY	Outcome
DESCRIPTION	Percentage of students who get a degree in lower secondary education
FORMULA	(Number of students who get a degree in lower secondary education / Number of students) * 100
DEFINITION	Students who get a degree in lower secondary education
SPECIFICATION	-
POPULATION	All students enrolled in the last course of lower secondary education
INFORMATION COLLECTION	Official statement
DATA ORIGIN	School
DOCUMENT COLLECTION	School
COLLECTION FREQUENCY	Annually
SEGMENTATION/AGGREGATION VARIABLES	Segmentation by risk groups (*): - A (SEN); - B (Low incomes); - C (Students with parents with low education); - D (Students non-official language); - E (Roma students); - F (Students with foreign origin); - G (students who access secondary education with low performance) - H (students with learning difficulties) (Number of students who get the degree for each risk group / Number of students for each risk group) * 100
FORM OF REPRESENTATION	Current course results and Data from previous years.
NATIONAL INFORMATION	Check your national information
INTERNATIONAL INFORMATION	Check if this information is collected at international level
REMARKS	

INDICATOR	Rate of drop-out
TYPOLOGY	**Outcome**
DESCRIPTION	Percentage of students who leave the education system before having a secondary degree .
FORMULA	(Number of students who drop out / Number of students int the last year of compulsory education) * 100
DEFINITION	Drop out: students who leave the education system before having a secondary degree .
SPECIFICATION	You can adapt this definition to your educational context
POPULATION	Number of students int the last year of compulsory education
INFORMATION COLLECTION	Official statement
DATA ORIGIN	School
DOCUMENT COLLECTION	School
COLLECTION FREQUENCY	Annually
SEGMENTATION/AGGREGATION VARIABLES	Segmentation by risk groups (*): - A (SEN); - B (Low incomes); - C (Students with parents with low education); - D (Students non-official language); - E (Roma students); - F (Students with foreign origin); - G (students who access secondary education with low performance) - H (students with learning difficulties) (Number of students who drop out for each risk group / Number of students for each risk group) * 100
FORM OF REPRESENTATION	
NATIONAL INFORMATION	Check if this information is collected at national level
INTERNATIONAL INFORMATION	Check if this information is collected at international level
REMARKS	This indicator should be adapted to your national educational regulations.

INDICATOR	Rate of progression according to age group
TYPOLOGY	Outcome
DESCRIPTION	Percentage of students who progress according to their age group (cohort)
FORMULA	(Number of students who progress according to their age group / Number of students) * 100
DEFINITION	Progression according to age group means that students cannot be retained.
SPECIFICATION	
POPULATION	All students enrolled in the school
INFORMATION COLLECTION	School register
DATA ORIGIN	School
DOCUMENT COLLECTION	School
COLLECTION FREQUENCY	Annually
SEGMENTATION/AGGREGATION VARIABLES	
FORM OF REPRESENTATION	
NATIONAL INFORMATION	Check if this information is collected at national level
INTERNATIONAL INFORMATION	
REMARKS	Do not use this indicator if your educational context doesn't allow grade retention.

INDICATOR	Professional aspirations of 15-year-old students
TYPOLOGY	**Complex indicator (outcome)**
DESCRIPTION	Perception of the professional aspirations of 15-year-old students when they are 30 years old.
FORMULA	Classification of students according to set values.
DEFINITION	The professional aspirations follow the International Standard Classification of Occupations (ISCO-88) into major groups: -Managers -Professionals -Technicians and Associate Professionals -Clerical Support Workers -Services and Sales Workers -Skilled Agricultural, Forestry and Fishery Workers -Craft and Related Trades Workers -Plant and Machine Operators and Assemblers -Elementary Occupations -Armed Forces Occupations
SPECIFICATION	The information is collected through a survey to 15-year old learners with the following question: "What work do you think you will have when you are 30? Choose one of the following groups. Each group should include a list of occupations under the group label.
POPULATION	15-year-old students
INFORMATION COLLECTION	Digital survey
DATA ORIGIN	School
DOCUMENT COLLECTION	Questionnaire to students
COLLECTION FREQUENCY	Annually
SEGMENTATION/AGGREGATION VARIABLES	-Answers are quantified in global percentage per occupation group. -Answers are segmented according to gender, special educational needs, low incomes and foreign origin.
FORM OF REPRESENTATION	Bar graph with occupation groups (agregated and segmented)
NATIONAL INFORMATION	Check if this information is collected at national level
INTERNATIONAL INFORMATION	PISA studied several times the career aspirations of 15-year-olds.
REMARKS	The ISCO-88 classification can be found here: http://www.ilo.org/public/english/bureau/stat/isco/docs/structure08.docx You can find more information concerning PISA results for this indicator here: https://www.oecd.org/pisa/pisaproducts/pisainfocus/49829595.pdf

INDICATOR	Inequalities in Schooling Expectancy
TYPOLOGY	**Complex indicator (outcome)**
DESCRIPTION	Inequalities in schooling expectancy of 15-year-old students
FORMULA	-Percentage of students of the school at each level (described below). -Inequality is the difference between the global percentage of the school and the segmented groups (see aggregation/segmentation variables).
DEFINITION	Schooling expectancy corresponds to the expected achievement level of education over a lifetime of 15-year-old students
SPECIFICATION	The information is collected through a survey to 15-year old learners with the following question: Choose one option: -I think that I will not get an upper-secondary diploma -I think that I will get an upper-secondary diploma -I think that I will start higher education (university studies…)
POPULATION	15-year-old students
INFORMATION COLLECTION	Digital survey
DATA ORIGIN	School
DOCUMENT COLLECTION	Questionnaire to students
COLLECTION FREQUENCY	Annually
SEGMENTATION/AGGREGATION VARIABLES	-Answers are quantified in global percentage per each level of education. -Answers are segmented according to gender, special educational needs, low incomes, foreign origin, Roma students and students with non-official family language
FORM OF REPRESENTATION	Bar graph with levels of education (aggregated and segmented)
NATIONAL INFORMATION	Check if this information is collected at national level
INTERNATIONAL INFORMATION	The European Union collects some data on schooling expectancy with a different formula. More information at https://data.europa.eu/euodp/data/dataset/TVLmNojJUPH340YUmZEnA The number of expected years of education can be checked at http://world.bymap.org/SchoolLifeExpectancy.html
REMARKS	UNESCO uses "School Life Expectancy" as number of years of education. http://uis.unesco.org/node/334791

INDICATOR	Perception of school climate according to 15-year-old students
TYPOLOGY	**Complex indicator (outcome)**
DESCRIPTION	Perception of school climate according to 15-year-old students.
FORMULA	Mean of descriptors according to set values.
DEFINITION	The school climate is made up from 6 descriptors: -Feeling of safety -Feeling of well-being -Classroom learning pace -Relationship between learners and teachers -Relationship among learners -Conflict resolution Each descriptor is appraised on a scale (No-Little-Much-A lot).
SPECIFICATION	The information is collected through a survey to 15-year old learners with the following questions: (X_1): Do you feel safe at school? (X_2): Do you feel at ease at school? (X_3): Does the classroom atmosphere enhance learning? (X_4): Are the personal relationships/rapport between students and teachers good? (X_5): Are the personal relationships among students good? (X_6): Are you happy with how the school conflicts are handled?
POPULATION	15-year-old students
INFORMATION COLLECTION	Digital survey
DATA ORIGIN	School
DOCUMENT COLLECTION	Questionnaire to students
COLLECTION FREQUENCY	Annually

SEGMENTATION/AGREGATION VARIABLES	-Answers are quantified as follows for each question: No (0)-Little (1)-Much (2)-A lot (3).
	-The mean for each value is calculated for all questions and a final mean is calculated
	-Scores are sorted as follows:
	  Poor [0,9)
	  Good [9,15)
	  Excellent [15,18]

FORM OF REPRESENTATION	3 levels: POOR-GOOD-EXCELLENT
NATIONAL INFORMATION	Check if this information is collected at national level
INTERNATIONAL INFORMATION	PISA uses student's perception of school climate to check performance and life satisfaction
REMARKS	The perception of school climate can affect the sense of belonging and engagement at school. More information at OECD (2017), *PISA 2015 Results (Volume III): Students' Well-Being,* PISA, OECD Publishing, Paris. http://dx.doi.org/10.1787/9789264273856-en

INDICATOR	Inequalities in Results
TYPOLOGY	**Complex indicator (outcome)**
DESCRIPTION	Inequalities in Results
FORMULA	-Percentage of school students at each level (described below). -Inequality is the difference between the global percentage of school students in each group (see specification) and the segmented groups (see aggregation/segmentation variables).
DEFINITION	Results corresponds to the level of performance when compulsory education is completed.
SPECIFICATION	The information is collected the last year of compulsory education. Students are classified according to the following: -Non-completion of compulsory education -Completion of compulsory education with low performance -Completion of compulsory education with standard performance -Completion of compulsory education with high performance Each school has to define "low-standard-high performance".
POPULATION	Students at the end of compulsory education
INFORMATION COLLECTION	School register
DATA ORIGIN	School
DOCUMENT COLLECTION	School register
COLLECTION FREQUENCY	Annually
SEGMENTATION/AGGREGATION VARIABLES	-Students are classified in global percentage per each level of performance (see specification). -Levels of performance are segmented according to gender, special educational needs, low incomes, foreign origin, Roma students and students with non-official family language.
FORM OF REPRESENTATION	Bar graph with results (aggregated and segmented)
NATIONAL INFORMATION	Check if this information is collected at national level
INTERNATIONAL INFORMATION	OECD has several publications on inequalities based on PISA results. https://ec.europa.eu/jrc/en/publication/regional-inequalities-pisa-case-italy-and-spain http://oecdobserver.org/news/fullstory.php/aid/5707/The_PISA_2015_scorecard:_Must_do_better_on_inequality.html http://www.usc.es/economet/journals2/eers/eers1131.pdf
REMARKS	UNESCO has interesting information on how to measure inequalities in education https://unesdoc.unesco.org/ark:/48223/pf0000245937

INDICATOR	School Effectiveness
TYPOLOGY	Complex indicator (outcome)
DESCRIPTION	School effectiveness regarding equity is the capacity of the school of implementing processes that foster equity
FORMULA	The final value is got from using an interactive rubric and assessing the different sub-dimensions of equity
DEFINITION	The school effectiveness is calculated according to the different levels of attainment for each sub-dimension of equity. Each sub-dimension is appraised on a scale (level 1, level 2, level 3, level 4).
SPECIFICATION	When the interactive rubric has been completed, a report is generated. At the end of the report there is a summary with colour bullets according to this code: -Red bullet = level 1 = 1 point -Yellow bullet = level 2 = 2 points -Green bullet = level 3 = 3 points -Blue bullet = level 4 = 4 points One can get a minimum of 25 points and a maximum of 100 points
POPULATION	
INFORMATION COLLECTION	Interactive rubric available at http://euschoolequity.org/welcome_rubric.php
DATA ORIGIN	School
DOCUMENT COLLECTION	Report generated when the rubric is completed
COLLECTION FREQUENCY	Annually
SEGMENTATION/AGREGATION VARIABLES	Scores are sorted as follows: Poor [25,49) Satisfactory [50,70) Good [71,87] Excellent [88,100]
FORM OF REPRESENTATION	4 levels: POOR-SATISFACTORY-GOOD-EXCELLENT
NATIONAL INFORMATION	
INTERNATIONAL INFORMATION	
REMARKS	

Supporting Opportunity in Schools: Promoting Educational Equity

2017-1-ES01-KA201-037990

Prifysgol Cymru
Y Drindod Dewi Sant
University of Wales
Trinity Saint David

Scholengroep
BRUSSEL

ULBS
Universitatea "Lucian Blaga" din Sibiu

EL CALAMOT

d'A
Consell Superior
d'AVALUACIÓ
del Sistema Educatiu

Generalitat de Catalunya
Departament d'Educació
Secretaria de Polítiques Educatives
Sub-direcció General de la Inspecció d'Educació

Ministero dell'Istruzione,
dell'Università e della Ricerca
Ufficio
Scolastico
per la
Lombardia
Monza e Brianza

COMPRENSIVO
CASATI
ISTITUTO
MUGGIÒ

Copyright © Free Vector Maps.com