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I. Although a low-level ESCS has a significant impact on results, this impact is limited and not automatic: the educational activities of a school can help students to achieve results that are better than expected for their level of ESCS

The data from a lot of research and studies clearly indicates that the level of ESCS does not outweigh all of the differences between schools since, as we have seen, while it can explain a great many things, its impact is not unlimited or automatic: the same results are not always achieved at a given level of ESCS; indeed, there are schools in both stages with the same level of ESCS which, in some cases, are more than 100 points apart.

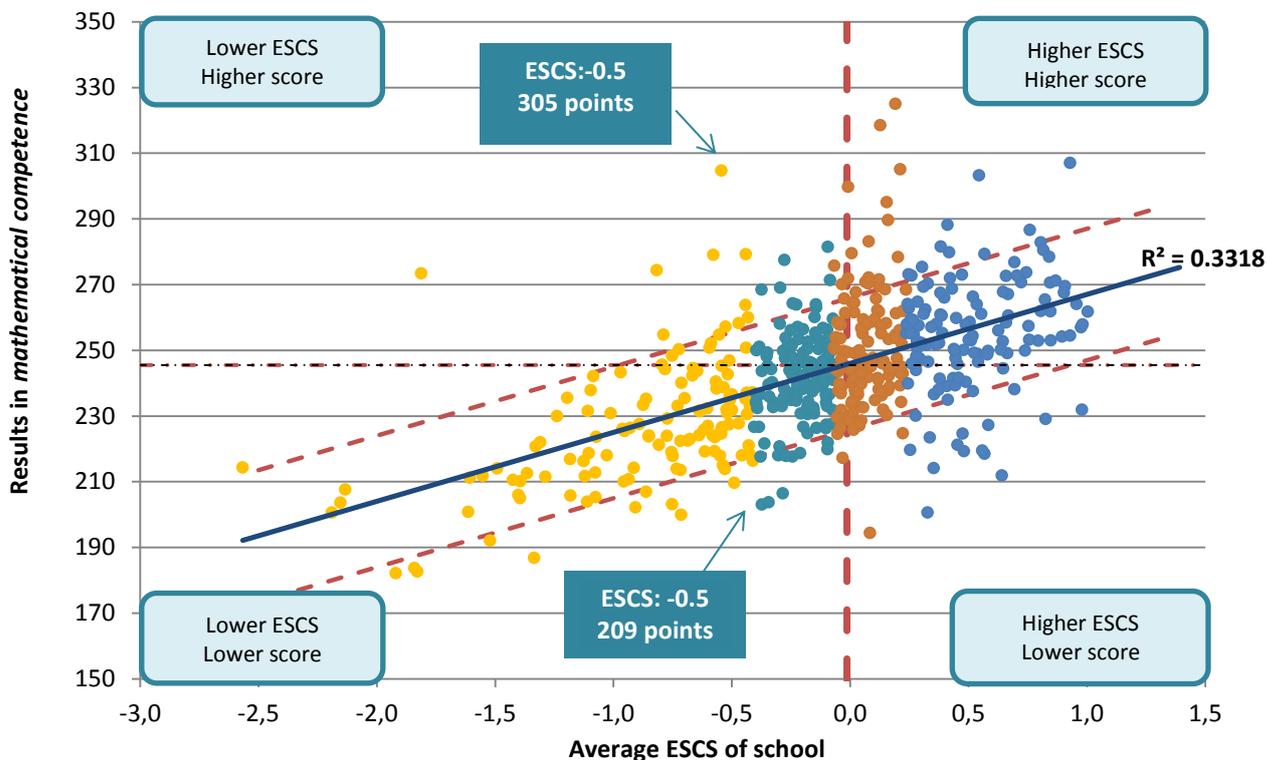
This is because there are other factors and variables that affect the level of the results achieved, including the "added value" of the school's educational activities. This value shows the difference between the results actually obtained and what a school or given group was expected to achieve in light of their social, economic and cultural characteristics. This added value provided by schools is derived from a number of different types of variables - didactic, organisational, family-related, etc. - and they are more or less directly linked to the work done in the schools to overcome and improve on the initial situation of their students.

The graph below cross-references the results and ESCS, with a horizontal dashed line indicating the average score in *mathematical competence* (245 points) and a vertical dashed line indicating the average

socioeconomic and cultural status of the whole population assessed in this stage (0.0). The blue diagonal or linear regression line that appears on the graph shows the relationship between both variables and this would show whether a school has fewer or more points that would be expected for its socioeconomic and cultural characteristics. These two lines divide the graph into four, unequal quadrants.

- The schools whose socioeconomic and cultural level is below average in the Basque Country, but whose results in this competence are above average for the Basque Country, are in the *upper left quadrant*.
- The schools whose ESCS level is lower than the average in the Basque Country and whose results are also below average for this competence are grouped together in the *lower left quadrant*.
- The schools in the *upper right quadrant* have an above-average ESCS and above-average results.
- Finally, the schools with an above-average level of ESCS for the Basque Country but whose results are below average for this competence are grouped together in the *lower right quadrant*.

Graph 1.: DA17. 4th year of PE. Relationship between a school's ESCS and results in mathematical competence, by ESCS quartiles (showing 20-point boundary above and below the linear regression line).



As well as colouring the schools according to their ESCS quartiles, we have also included two dashed lines that are parallel to the linear regression line, to show the schools that are over twenty points above the average for schools with the same ESCS, i.e. schools that achieve results significantly higher than one might expect based on the socioeconomic characteristics of their students. The schools whose results are 20 points below the average are also highlighted.

In certain schools, the educational activities have a compensatory effect for any original social inequalities.

The ESCS has a big impact, but this link is not automatic. We can see that of all of the schools with the same ESCS, e.g. 0.5, there is a 96-point difference. This is the case for any score on the index, and it is common for there to be differences of more than 50 points between schools with a similar ESCS.

The graph also shows that there are schools that achieve better results than

others with a higher ESCS. Thus, for example, we can observe that many schools coloured in yellow (with the lowest ESCS) obtain better results than those coloured in light blue, brown and even dark blue, which have a much higher ESCS. This is partly due to the hard work and dedication of education professionals, and the involvement of families and the high expectations of parents regarding the academic success of their children. There are also other decisive factors that are detailed in the joint research conducted by the University of the Basque Country (UPV/EHU) and the Basque Institute for Research and Evaluation in Education (ISEI-IVEI) on academic performance in schools in the Basque Country¹.

¹<http://www.isei-ivei.hezkuntza.net/web/guest/centros-eficaces>

