

SCHOOLS MATTER: EQUALITY AND EFFECTIVENESS

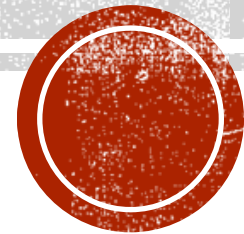
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- INTRODUCTION
- OBJECTIVES
- ANALYTICAL FRAMEWORK AND METHODOLOGY
- CHIEF FINDINGS
- CONCLUSIONS



SCHOOLS MATTER: EQUALITY AND EFECTIVENESS

- The Educational System in Mexico is a patchwork of inequalities.
- The most social disadvantaged students got much lower grades.
- Schools with social disadvantaged pupils concentrate childs of their same status.
- No social permeability.



DIFERENCES IN SCORES IN MATHEMATICS AND SPANISH BY SOCIAL STATUS OF STUDENTS (ENLACE 2012)

	MEAN	MAX VALUE	MIN VALUE
At National level	555 points	863 points	350 points
Group of social disadvantaged students	491 points		



HYPOTHESIS

Between teacher's involvement and school achievement there is a direct and positive relationship.

The same can happen for the case of the involvement of parents and with the institutional management.



ANALYTICAL FRAMEWORK



- Three pillars :
 - Research about the “schools of equity link with institutional management;
 - “Teacher effectiveness research”;
 - School results associated with parents involvement.



METHODOLOGY

- It analyzes not only the direct effects, but also the indirect effects
- The analysis techniques used consist:
 - Exploratory and confirmatory factor analysis.
 - Multilevel linear regression analysis.
 - Structural equations.
 - Composite variables / Confirmatory Factor Analysis.



METHODOLOGY

TEACHER'S INVOLVEMENT	INSTITUCIONAL MANAGEMENT	PARENTAL INVOLVEMENT
COMPOSITE VARIABLES	COMPOSITE VARIABLES SIMPLE VARIABLES	SIMPLE VARIABLES



CHIEF FINDINGS OF THE RESEARCH

- The socioeconomic background bears one of the greatest explanatory weights

One point more in the
Socioeconomic Index increases
17 or 18 points of the
attainment of students



CHIEF FINDINGS OF THE RESEARCH

- Results shows that Teacher's Involvement has a significant influence in the achievement of social disadvantaged students

One point more in the Teacher's Involvement Index increases 16 points of the attainment of students



CHIEF FINDINGS OF THE RESEARCH

- Parents engagement also bears in explanatory weights, although it has less impact

One point more in parents engagement ncreases 6 points of the attainment of students



CHIEF FINDINGS OF THE RESEARCH

Institutional management has an indirect influence in students attainment, as a mediator with teacher's and parental involvement



SCHOOLS DO MATTER !!!!

- Because, the school the student attends can make a considerable difference.
- Most students are from disadvantaged social sectors, more important is the influence of the school on their academic results.



CONCLUSIONS

- It is necessary to know in depth how schools work:
 - The activities carried out by the teachers with the students;
 - Their relationship with other colleagues, managers and parents;
 - From a qualitative approach.



RECENTS FINDINGS

- The most recurrent forms of interaction are mostly informal;
- High turnover of teachers and principals;
- Problems to upkeep the good practices in leadership and collaborative work.



**THANKS FOR YOUR
ATTENTION !!!**

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