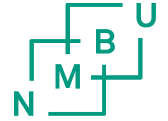


# ECASS Intellectual Output 1: Indicators and analyses

ECASS Multiplier Event Oslo  
26 November 2020

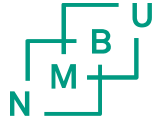
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# Intellectual Output 1

- Purpose: to systematize the necessary information for facilitating decision-making in education policy planning to tackle school segregation
- Indicators: publication and online database
- Expected to impact on other cities' strategies of data collection and systematization of information
- Also to be used for research purposes: analyses within cities & international comparisons between cities



## Levels of investigation

1. **School** (1-7, and if possible, also 8-10)
2. **Residential**: school catchment areas
3. **Individual**



## Types of indicators (some examples)

- **Simple indicators:**

- Education of parents
- Immigrant background
- Employment of parents
- Household income

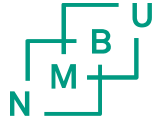
- **Complex indicators:**

- School attractivity/mobility: children attending a different school from the local school
- Years of teaching experience per school
- Proportion of new teachers per school
- School segregation indices (e.g. dissimilarity index)
- School performance in tests



## Analysis for schools

- City maps and Tables
- % of pupils with immigrant background per school
- % of pupils with low household income per school
- % of pupils with parents of low education per school
- % of pupils with parents of “lower” professions per school
- % of low scores in standardized tests per school
- School segregation indices: e.g. dissimilarity index, exposure index, isolation index

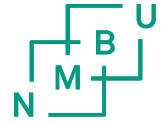


## Analysis for residential areas (school catchment areas)

- City maps and Tables

For families with children at school age living in the area:

- % of students with immigrant background per catchment area
- % of students with low household income per catchment area
- % of students with parents of low education per catchment area
- % of students with parents of “lower” professions per catchment area
- Residential segregation indices



## Additional analyses

- Analysis of relationships/differences between residential and school segregation
- Analysis of flows from specific areas / to specific schools
- Potential effects of school characteristics on individual performance in tests
- Comparisons between cities

Thank you

