# EVALUATION OF PRIMARY EDUCATION 2004

## Executive summary

## Conclusions and proposals for improvement

April 2006

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Chapter 2 is not available in this shorten edition, because it is too specific purpose of this document. It is accessible in the Spanish edition.

# INTRODUCTION

# INTRODUCTION

The evaluation of Primary Education carried out in 2004 has followed the evaluation that took place in 1999 with two fundamental changes: it has been applied in a greater number of subject areas and the most specific part of the curriculum has been especially taken into account, offering a wider and more accurate picture of the situation of the Basque education system at this level. Its main aims were the following:

- To know and assess the students' level of acquisition of the contents of the curriculum areas (Primary Education, grade 6) of Basque Language, Spanish Language, Mathematics and Understanding the Natural and Social Environment, in this latter case with two different tests, one of them including contents from the curriculum shared by all the Autonomous Communities (common curriculum hereinafter) and the other test with specific contents related to the Basque Country (Basque curriculum hereinafter).
- To compare the results of this evaluation with the results of the previous evaluation carried out in 1999.
- To know and assess to what extent is pupil achievement influenced by different factors related to students' social and family context, as well as with educational processes and the school environment.

The geographic area selected for this evaluation was the Autonomous Community of the Basque Country and the population for the evaluation was all the pupils enrolled in 6th grade of Primary Education in the school year 2003-2004. The number of pupils intended to take the tests in the different linguistic models and education networks is shown in the next table, which includes the weighted sample[1]:

| Weighted sample | Model A | Model B | Model D | Total |
|---|---|---|---|---|
| State schools | 126 | 199 | 617 | **942** |
| Private schools | 346 | 363 | 402 | **1.111** |
| Total | **472** | **562** | **1.019** | **2.053** |

The number of groups taking part in this evaluation for each stratum was the following:

| | Model A | Model B | Model D | Total |
|---|---|---|---|---|
| State schools | 21 | 18 | 22 | **61** |
| Private schools | 16 | 15 | 19 | **50** |
| Total | **37** | **33** | **41** | **111** |

[1] The sample has been weighted by relating the overall number of students enrolled in each stratum to the number of pupils in each group selected for the test, and giving each school the same value. Then, each school value has been divided by the number of students in the school. Finally, the data have been adapted for the overall number of pupils and the weighted number of pupils to match those of the sample.

Information was collected through quantitative tools, organized in the form of school achievement tests, designed and developed by a group of experts during the school years 2001-02 and 2002-03. The grid below shows the features and the structure of each of the tests in the different subject areas assessed:

| SUBJECT AREAS | Features of the booklets |
|---|---|
| **Understanding the Environment (Basque curriculum)** | • 4 booklets: 40 questions in booklets A-C-D and 39 in booklet B; 20 were common to all the booklets and the rest were specific for each booklet. Both common and specific questions could be open-ended or close-ended. |
| **Basque Language and Literature** | • *Listening Comprehension and Dictation*: Two booklets with 9 close-ended specific questions for Listening Comprehension and 20 open-ended specific questions for Dictation.<br>• *Reading Comprehension and Writing*: Four booklets with three aspects assessed: Reading Comprehension, Writing and Language Knowledge<br>• In Listening Comprehension all the questions were close-ended, 17 common to all the booklets, 11 specific for booklets A-C and 10 specific for booklets B-D.<br>• In Writing 5 questions were common to all the booklets and open-ended, 6 close-ended and specific for booklets A-C-D, and 5 close-ended and specific for booklet B.<br>• In Language Knowledge 6 questions were common to all the booklets and open-ended; the rest were specific for each booklet: 4 close-ended and 7 open-ended in booklets A-B, and 5 close-ended in booklets C-D. |
| ***Mathematics*** | • Four booklets: 44 questions in booklets A-B and 43 in booklets C-D, 24 being common to all the booklets and the rest specific for each booklet. All the questions were close-ended, with four choices and one correct answer. |
| ***Understanding the Environment (common curriculum)*** | • Four booklets: 43 questions in booklets A-D and 44 in booklets B-C, 24 being common to all the booklets and the rest (?) specific for each booklet (19 in booklets A-D and 20 in booklets B-C). All the questions were close-ended, with four choices and one correct answer. |
| ***Spanish Language and Literature*** | • Four booklets: 43 questions in booklet A, 44 in booklet B, and 45 in booklets C-D. 25 questions were common to the four booklets and the rest were specific to each booklet. Three specific questions were open-ended and 15-17 were multiple choice close-ended ones. |
| ***Overall test*** | • Four booklets with open-ended questions to assess three subject areas: *Spanish Language, Mathematics and Understanding the Environment* (common curriculum)*)*.<br>• In *Spanish Language* the test included a dictation common to the four booklets assessing the number of spelling mistakes (excluding accentuation), the number of accentuation mistakes and the overall number of words.<br>• In Understanding the Environment there were 3 specific questions, different in each booklet.<br>• In *Mathematics* there were 2 different problems in each booklet. |

In order to gather information about the personal and family environment of pupils, the overall educational context and the didactic processes the following questionnaires were used:

| | |
|---|---|
| **STUDENT QUESTIONNAIRE** | 1. General questionnaire<br>2. Questionnaire for each subject area: included in each of the tests at the end of the achievement booklet. |
| **SCHOOL QUESTIONNAIRE** | 3. Questionnaire for the School Management Team (S.M.T.).<br>4. Questionnaire for the Director of Studies about special educational needs and linguistic processes.<br>5. Questionnaire for the Third Cycle (5 and 6th grades) coordinator about teaching and learning processes<br>6. Questionnaire for the form teacher of the group tested about teaching and learning processes.<br>7. Questionnaire for the form teacher about ICT. |
| **FAMILY QUESTIONNAIRE** | 8. Questionnaire for each of the families of the pupils taking part in the evaluation. |

From the analysis of the results and all the information gathered in the evaluation, some conclusions and recommendations are drawn:

- a *general level* related to the overall results of the test;
- a *curriculum level*, related to the strengths and weaknesses of the acquired knowledge shown in each subject area;
- a *structural level*, which deals with the main characteristics of pupils' socio-economic and cultural environment, as well as their influence on the results; and
- a *sample level*, related to the strata taken into account in this test.

# CONCLUSIONS FROM THE OVERALL SCORES 1

# 1. CONCLUSIONS FROM THE OVERALL SCORES

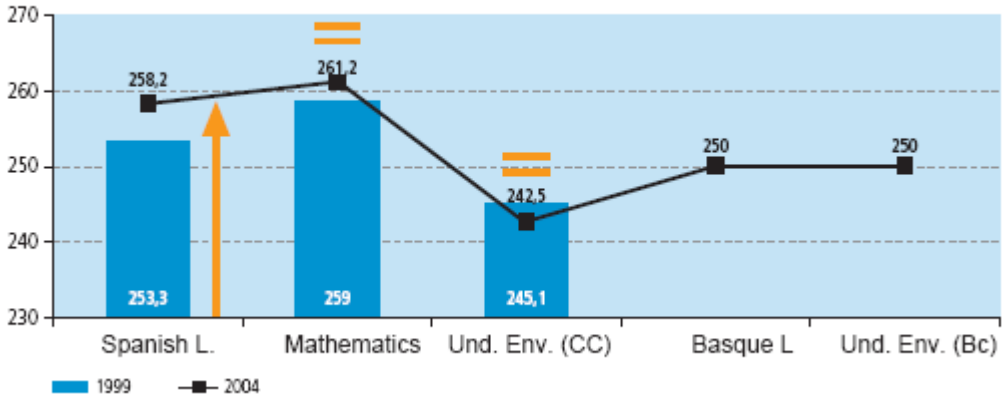
*Unless otherwise stated, all the scores presented in this first paragraph are based on **IRT scores** in a scale with a 0-500 range, an overall mean of 250 and a standard deviation of 50.*

## 1.1. The overall scores of the evaluation carried out in 2004 are better than those obtained in 1999 only in Spanish Language, while in Mathematics and Understanding the Environment (common curriculum) there are no significant differences between the two evaluations.

The scores of the 1999 and 2004 tests can only be compared in three of the five subject areas tested –Spanish Language, Mathematics and Understanding the Environment (common curriculum)–, since Basque Language and Understanding the Environment (Basque curriculum) were not included in the 1999 evaluation.

As an overall conclusion, it can be said that only in one of the subject areas, Spanish Language, have the scores been significantly better (a 4.9 point difference), while in Mathematics, although the 2004 scores are 2.7 points higher than those of 1999, the difference is not significant. The same can be said of Understanding the Environment (common curriculum), where the difference between scores is not significant, although the results in 2004 are lower than those obtained in 1999.

Diagram 1. Scores of 1999 and 2004 assessments (IRT scores)




The comparison of the scores obtained by each strata in both evaluations in each of the subject areas are presented in section 4 of these conclusions.

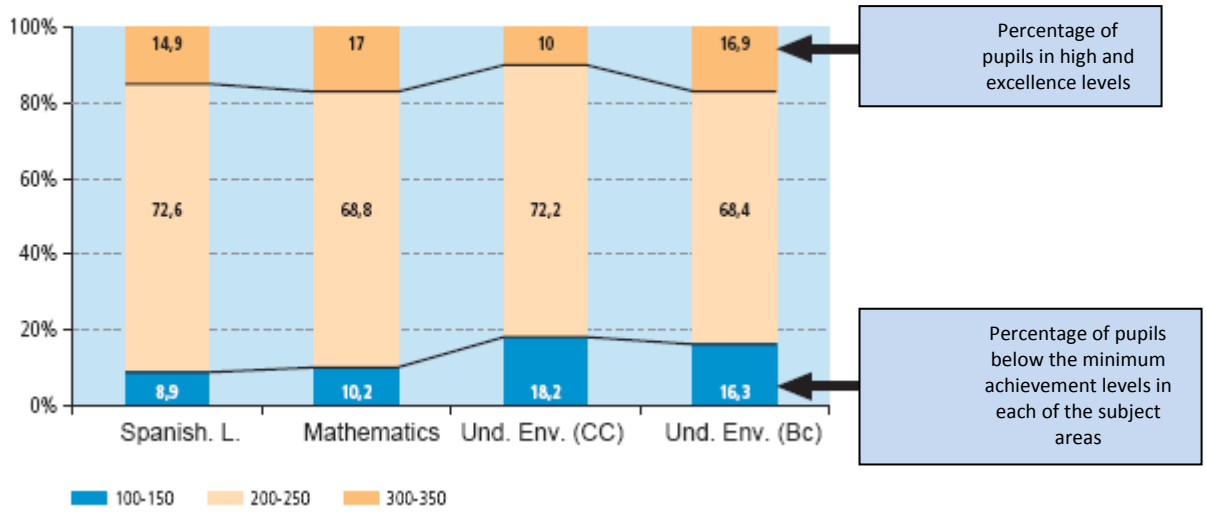
***Recommendations:***

- *The fact that only in the subject area of Spanish Language the scores are better and that even in Understanding the Environment (common curriculum) the scores are lower than in 1999 (although the difference is not significant) requires analyzing what aspects should be improved in each of the subject areas for future evaluations.*
- *In the subject area of Spanish Language those aspects of the curriculum with good scores should be optimized and some problems and deficits found should be solved.*

### 1.2. Between 80 and 90% of the pupils exceed the minimum achievement levels in all the subject areas[2], but most of them are in the intermediate levels and very few are in high and excellence levels.

As shown in diagram 2, about 70% of the pupils are in the intermediate achievement levels (200 and 250) in the four tests and between 82 and 90% of the pupils exceed the minimum competence levels defined in the different tests.

Diagram 2. Pupil distribution according to achievement level




Despite these good scores, there are two issues of concern: on the one hand, although between 10% and 17% are in high achievement levels, the percentage of pupils in excellence levels is very low (0.5% in Spanish Language, 2% in Mathematics, 1.6% in the Basque curriculum of Understanding the Environment, and only 0.3% in the common curriculum of this subject area); on the other hand, the percentage of pupils who do not reach the minimum basic competences of this grade level is quite high, especially in the two tests for Understanding the Environment.

***Recommendations:***

- *The fact that there is a large group of pupils in the lowest levels and another large one in the highest levels would point out the need of reinforcing the treatment of diversity in the teaching and learning processes, since it does not seem to be possible or convenient to give the same learning tools to such different pupils. The following measures would help solve the problem:*
  - *To devise early detection systems of pupils with difficulties in order to increase the individual support.*
  - *Reinforcement measures aimed to ensure the achievement of the basic skills and resources to make these measures effective (training, advice, teaching and learning materials, timetable organization... to deal with diversity).*

[2] As stated above, pupil achievement is determined according to the Item Response Theory (IRT) and a scale is required to sort out the individual achievement. This scale has a range of 0-500, an overall mean of 250, and a standard deviation of 50. A set of reference points (called *achievement levels*) is established along the scale, differing from the mean in plus minus one to four standard deviations: 150, 200, 250, 300... In order to make the scale meaningful and to relate it to the curriculum, each of the reference points or achievement levels is linked with a set of contents and cognitive operations that a pupil with a similar or higher score has or is able to perform. This is, a pupil in level 300 has the competences associated to this point and those associated to lower levels.

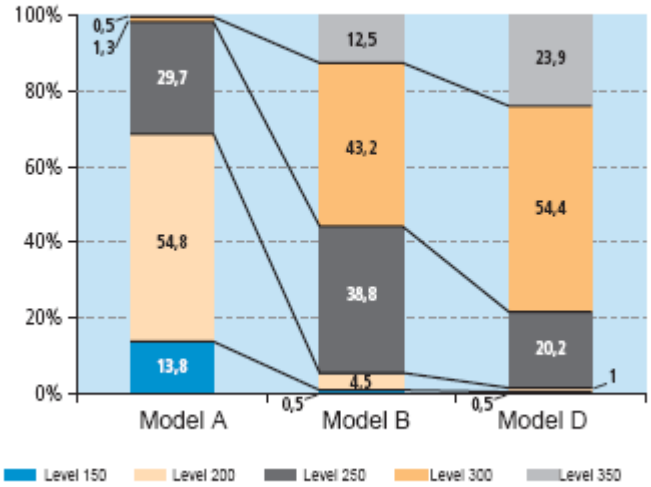
- *Evaluation and monitoring of pupils with difficulties along the subsequent education level (ESO, Compulsory Secondary Education), as well as individual support to correct their possible academic failure.*
- *Diagnostic research on personal or other factors affecting pupils in the lowest achievement levels*
- *Detection and specific attention to pupils with high capabilities or likely to achieve excellence levels.*

- *In both Understanding the Environment tests there is a large number of pupils in the lowest achievement levels (18.2% in the common curriculum and 16.3% in the Basque curriculum), an issue of special concern in this subject area. A wide analysis of the scores of both tests is presented in section 2.4 of this document, along with a list of corrective actions.*

### 1.3. The influence of the linguistic model in the results of the Basque Language subject area makes the distribution of percentages across achievement levels very different in each linguistic model. Thus, about 80% of model D pupils are in high achievement levels in this test[3], about 70% of model A pupils are in the lowest levels, and model B pupils gather in the intermediate levels.

When analyzing the variables affecting the results in the subject area of Basque Language[4], it is the linguistic model in which the pupils are schooled which has the greatest influence, greater than the socio-economic background of pupils unlike in the rest of the subject areas. As a consequence, the diagram showing the percentage of pupils by achievement level in the subject area of Basque Language cannot be compared with those in the other subject areas.

Diagram 3. Percentage of pupils according to achievement levels in each lingustic model




[3] This test has been expressly designed for this evaluation and, unlike the B2 test for 4th grade of ESO, is not based on the levels established by the Common European Framework for languages.
[4] The Basque Language test, apart from its main objective of knowing and assessing the level of acquisition of the contents of the curriculum, was also intended to show what model A pupils were able to do in Basque. For this purpose, several extra items were included in the achievement booklets.

As shown in diagram 3, the results in each of the models are completely different and they have a clear trend:

- Model A has the highest percentage of pupils (68.6%) in the lowest levels (150 and 200) and its presence in the highest levels is almost symbolic;
- Model B gathers 82% of its pupils in the intermediate levels (250 and 300), and the percentage of pupils in excellence levels is more than twice as big as the percentage of pupils in the lowest levels;
- Model D gathers 80% of its pupils in high and excellence levels (300 and 350), with a very small percentage in the lowest levels.

### 1.4. If the scores for each of the strata in the 1999 and 2004 tests are compared, only the private model D has a significant improvement in the three subject areas tested in both evaluations. The rest of the strata in most of the cases do not show significant differences between the two evaluations.

The difference between the scores achieved for each stratum in each of the subject areas tested in 1999 and 2004 evaluations is significant in very few cases. The most worth noting fact is the significant improvement of private model D in all the subject areas, the improvement of public model B in Mathematics and the worsening of the scores of private model A in Understanding the Environment (common curriculum).

Together with the previous data, undoubtedly the most important data in these conclusions, it is an issue of concern the fact that in some subject areas, such as Understanding the Environment (common curriculum), five strata out of six have had worse scores in this evaluation than in 1999. The same happens in Mathematics in three strata (state and private model A and state model D).

***Recommendation:***

- *Several specific actions and proposals for each of the subject areas are presented in these conclusions and a description of each stratum is presented is section 4.*

### 1.5. The scores of each linguistic model in the two language-related subject areas tested show that the current organization by linguistic models does not guarantee one of the main aims of the comprehensive approach of our education system, that all the pupils acquire common and basic language skills in Basque and Spanish.

Only model B and, to a greater extent, model D exceed the average score in the subject area of **Basque Language**[5] (250), while most of the model A pupils, both state and private, are placed in achievement levels 1 and 2 in the IRT scale (see diagram 3), and do not reach the basic language skills in Basque established by the current legislation as to be acquired in the end of Primary Education.

[5] According to the official curriculum, the Basque Language test measured reading comprehension, writing, and listening comprehension, as well as language knowledge and their capability to reflect on the language through open-ended, half open-ended and multiple choice items.

With regard to the subject area of **Spanish Language**, among the pupils schooled in model A only those in private schools exceed the average of the subject area –and with the highest score–, while model A state school pupils have the lowest scores in all the strata. Pupils schooled in model B and D, both state and private, exceed or equal the average score of this subject area, which would show that, even in a setting of total language immersion, pupils acquire to a great extent the basic language skills established by the current legislation.

This unbalance between the results in both languages shows that the current structure of the linguistic models does not guarantee the acquisition of the basic and common language skills that every pupil should develop in both languages at this education level. Thus, the education system fails to meet some aspects of its comprehensive character, especially in relation to the development of the language skills in Basque.

***Recommendation:***

- *There is a process under way to analyze and rethink the structure and features of the current linguistic models. This process should lead to an organization that guarantees pupils developing the basic skills, inherent to this education level, that allow them doing things in both official languages. The results of this evaluation once again reinforce the need of the possible structural and organizational shift.*

## 1.6. Pupils whose prevailing family language is not the language of the test obtain significantly lower scores than those pupils who take the test in their mother tongue.

It is a proven fact (see research on the language of the test) that pupils in process of acquiring the second language do not have the same level of language skills as the native speaker, which affects their results in tests taken in this second language.

In the analysis of the language aspects related to the 2004 evaluation there were two especially interesting issues:

- On the one hand, the *language of the tests*: in order to draw longitudinal comparisons, the conditions in which the 1999 tests were carried out were maintained for the 2004 tests. Thus, all the pupils in model A and B did the tests in Spanish and all the pupils in the model D did them in Basque, with the logical exceptions of the language-related subject areas, where the corresponding language was used.

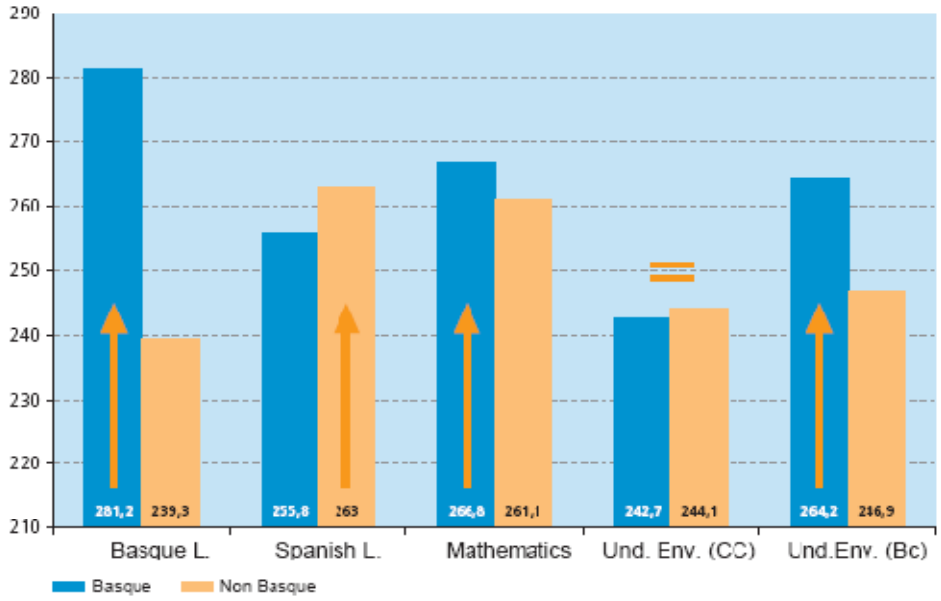
- On the other hand, the *prevailing family language*[6] of each pupil: from the conclusions of some other evaluations (PISA, TIMSS, B2...) we know the influence of the mother tongue in the results when this language is not the language of the tests. This is why, in the case of model D[7] pupils and in order to carry out the pertinent analysis, information about the prevailing family language was gathered.

Diagram 4 shows the overall scores of all the pupils taking part in the evaluation in each of the subject areas according to their mother tongue (Basque/Non Basque). The red arrows indicate what group scores significantly better.

[6] The prevailing family language is considered as the language spoken by the pupil and his/her parents and, besides, used always or almost always within the family environment.

[7] According to the 2004 sample, the mother tongue of 52.2% of the pupils in model D was Basque, 8.6% in model B and 2.5% in model A. The percentage of those declaring that their mother tongue is not Basque or Spanish is very low and they are mainly in model A.

Diagram 4. Scores in the different areas according to family language (showing significancy of differences)



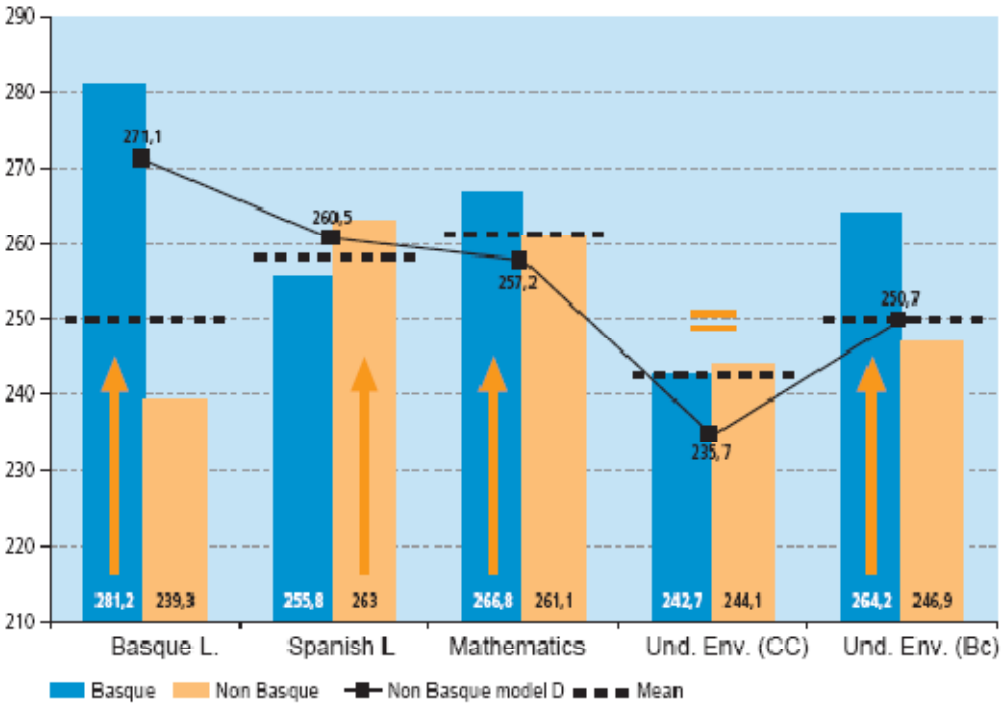

- The scores of the **pupils whose mother tongue is Basque** are around or above the average in all the subject areas, except in Spanish Language, although the score in this subject area is not far from the average. It is especially worth noting how easily they exceed the average in the subject areas of Basque Language and Understanding the Environment (Basque curriculum). In addition, these pupils obtain significantly better scores than those pupils whose mother tongue is Spanish in three of the five subject areas: Basque Language, Mathematics and Understanding the Environment (Basque curriculum).
- The scores of the **pupils whose mother tongue is Spanish** are practically in the overall average in Mathematics, and above the average in Spanish Language and Understanding the Environment (common curriculum); however, their scores are below the average in Understanding the Environment (Basque curriculum) and especially in Basque Language. Only in Spanish Language are their scores significantly above the scores of those pupils whose mother tongue is Basque.

This analysis of the mother tongue is especially interesting in the case of pupils in model D, since in this model half the pupils took the tests in their instruction language instead of their mother tongue. Diagram 5, which derives from diagram 4, features an extra blue line showing specifically the results of the Spanish speaking pupils in model D, and an extra dotted line showing the overall average in each of the tests. Thus, it can be easily seen what pupils are above or below the average.

Several conclusions can be drawn from the analysis of this graphic:

- **Pupils in model D whose mother tongue is not Basque** not only obtain lower scores than their peers whose mother tongue is Basque, but also lower scores than pupils in models A and B in Mathematics, Spanish Language and Understanding the Environment (common curriculum).
- These pupils obtain in all the cases lower scores than those pupils who did the tests in their mother tongue. For instance, in Understanding the Environment (common curriculum) the pupils who did the test in Spanish scored 244.1 points, those who did the test in Basque scored 242.7, and the Spanish-speaking pupils in model D scored 235.7. It is the same with the rest of the non language-related subject areas.

Diagram 5. Comparison of scores according to family language




- It seems that the fact that the prevailing mother tongue and the language of the tests not being the same somehow affects the results. Therefore, they could have had an extra score if they had done the test in Spanish, their usual mother tongue. It should be borne in mind that the pupils taking part in this evaluation are in an intermediate stage of the process of acquiring their language skills.
- Finally, it should be noted that pupils whose prevailing family language is Basque, most probably due to the different social presence of the two official languages, have a better command of the Spanish Language than the command pupils whose prevailing family language is Spanish have of the Basque Language[8].

***Recommendations:***

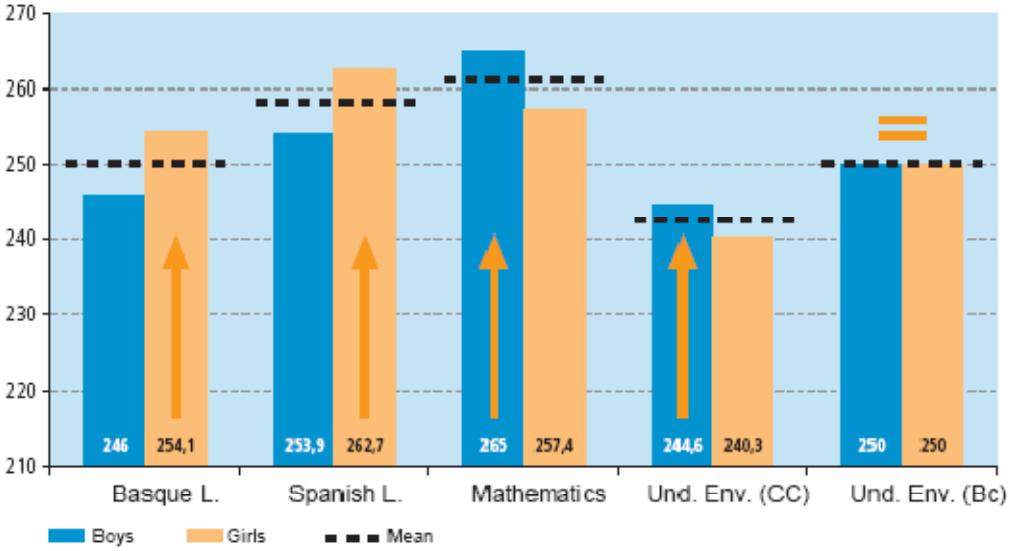
- *Pupils whose prevailing family language is Spanish, even when schooled in total immersion models, need an extra support in Basque to guarantee a balanced acquisition of the basic language skills established for this education level.*
- *The situation and the language skills in Spanish of the pupils whose prevailing family language is Basque and, besides, live in a basically Basque environment should be analyzed specifically and in detail.*
- *In some other evaluations, especially in those of international scope, the criterion of doing the tests in the prevailing family language has been used and the results have been positive in all the cases, since there have not been significant differences between the languages of the tests. Therefore, it should be taken into account the importance of this decision, as well as what is intended to be measured and the objectives of the evaluation when selecting the language in which pupils will do the tests.*

[8] There is another aspect related to the subject area of Spanish Language that should be borne in mind: from the analysis of the data it could be concluded that some schools with a high percentage of pupils whose prevailing family language is Basque and, besides, in a mainly Basque environment score more poorly than some other schools of the same linguistic model but lacking the two mentioned features. However, this conclusion cannot be generalized, since similar situations have been observed in which

## 1.7. Girls score better than boys in the language-related subject areas, while boys score significantly better than girls in the subject areas of Science and Mathematics.

The results according to pupils' gender are shown in diagram 7 and maintain the differences in the score in other evaluations and other education levels: girls score significantly better than boys in the language-related subject areas, and boys score better than girls in the subject areas of Science and Mathematics, while there are no differences in Understanding the Environment (Basque curriculum). The dotted lines show the average score in each of the subject areas and the red arrows indicate which group scores significantly better.

Diagram 6. Scores in each of the tests according to gender




***Recommendations:***

- *Girls should be specifically attended in the subject areas of Mathematics and Understanding the Environment (common curriculum) through actions like the following:*
  - *Mathematics: to focus on three of the four blocks of the subject area in which they obtain the lowest score and, besides, are related to the basic aspects of the subject area (Figures and operations, Geometry and, especially, measuring magnitudes; to focus on problem solving and on using mathematical procedures and strategies. Understanding the Environment (common curriculum): to focus on three of the ten blocks of the subject area in which the lowest scores are obtained and that are related to the most scientific part (living creatures, machines and devices and materials and their properties). They also show a greater difficulty in applying the contents of the subject area to different situations.*

  - *It should be borne in mind that in other evaluations some learning factors such as self-esteem, girls' interest and motivation in the evaluation and social expectations seem to influence the scores in these subject areas. Therefore, these aspects should be taken into account and should be worked out with the girls in order to improve the situation*
- *Special attention should be paid to boys in relation to the basic skill acquisition in the language-related subject areas, through actions like the following:*
  - *To work on Reading Comprehension and especially on Writing, since these are the two language skills in which boys obtain the poorest scores.*
  - *To analyze the likely influence of variables such as self-esteem, boys' interest in language skills, as well as, perhaps, social aspects related to gender.*

# CHARACTERISTICS OF THE ENVIRONMENT OF PUPILS AND SCHOOLS AND THEIR INFLUENCE ON THE SCORES

# 3

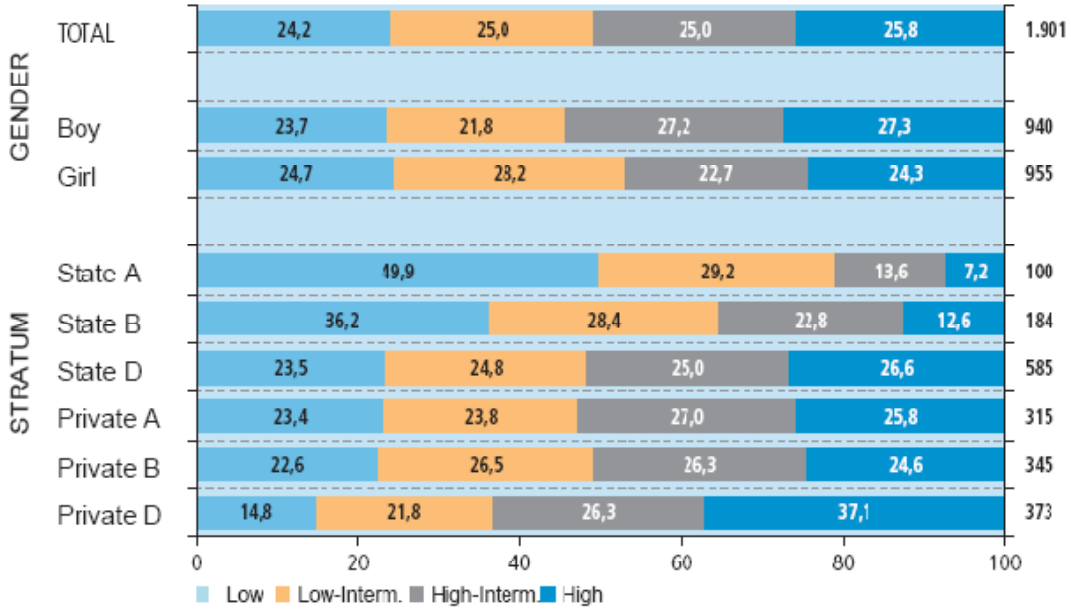
# 3. CHARACTERISTICS OF THE ENVIRONMENT OF PUPILS AND SCHOOLS AND THEIR INFLUENCE ON THE SCORES

## 3.1. The socio-economic and cultural factors of both the family and the school have a considerable influence on the scores in all the subject areas.

The socio-economic and cultural index (ISE1) includes aspects related to parental professional level, parental education level and the possession of certain cultural goods considered by the analysis as especially relevant (books, newspapers, computers and Internet).

Diagram 11[9] shows the total percentage of pupils and the percentages by gender and by stratum at the four levels defined in the socio-economic and cultural index (low, low-intermediate, high-intermediate, and high). There are great differences across strata[10] (a full description of each of them is presented in section 4).

Diagram 11. Índice socioeconómico y cultural. Porcentajes de alumnado totales




Pupils score better in all the subject areas as their family socio-economic and cultural level increases (the difference between low and high levels goes from 27.5 IRT points in Spanish Language to 40 points in the Basque curriculum of Understanding the Environment), so the level at which each pupil is according to this index is a good achievement predictor.

[9] The N values (number of pupils) shown in this diagram do not match those of the evaluation sample (shown in page 3 of this document), since only the data of those pupils and parents who answered their questionnaire have been taken into account in this diagram.

[10] The differences are the following: state A < state B < state D and private A- B < private D.

In addition, among the indexes related to the school this one has the greatest effect and it is, on the other hand, the main reason for the *exclusion*[11] of most of the factors affecting the school (state/private, linguistic model...). It seems that knowing the average socio-economic and cultural index of a given school could be enough to make a somehow acceptable prediction about how pupils in that school will score, due to the capability of this index to include in itself some other characteristics of the school.

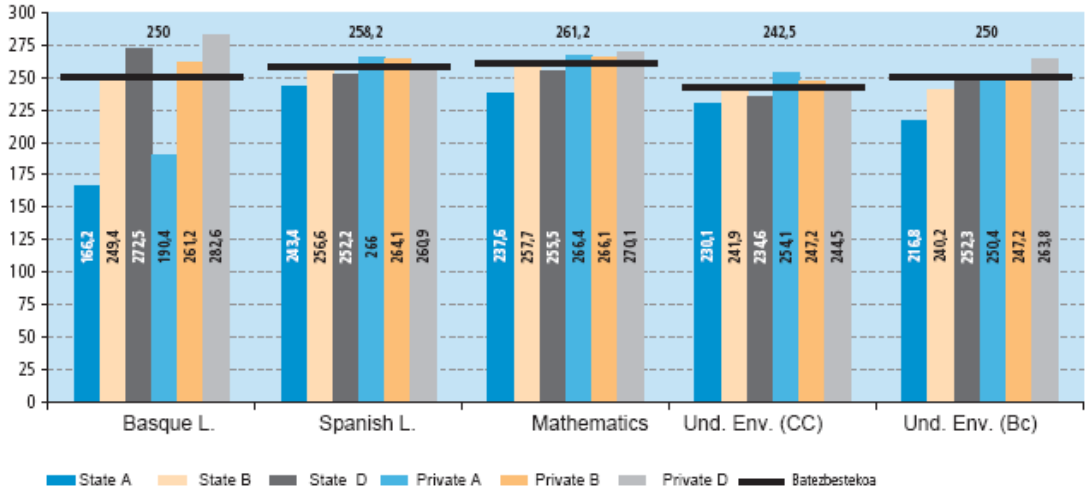
Finally, there are two important aspects to be borne in mind: on the one hand, this index does not affect each of the strata in the same way or with the same weight. For example, it has a greater influence in state and private model D than in state model A, which shows a greater score dispersion. On the other hand, some strata have a greater number of schools whose scores are lower than expected according to their socio-economic and cultural index, e.g. state model A and state model D (see section 4 in this document).

***Recommendations:***

- *It is necessary to keep on increasing, when needed, the measures and resources to balance the socio-economic and cultural environment of pupils and schools according to their needs*
- *As the socio-economic factor does not affect all the schools and strata in the same way, not only will it be necessary to take into account the needs and specific characteristics of each case in order to provide extra resources, but to analyze more thoroughly why in some schools this influence is smaller than in others, what is usually called the "added value" of the school.*

**3.2. The behaviour of the different strata analyzed in this evaluation shows, on the one hand, certain regularity in each of the subject areas and, on the other hand, great differences across strata.**

Diagram 12. Scores in each of the areas by stratum




The six strata considered in this evaluation do not behave in a completely homogeneous way in each of the subject areas, which would mean that the specific score obtained by each stratum in the different tests are influenced by different aspects, and due to different causes. The following regularities and differences can be deduced from diagram 12, which shows the scores of each stratum in each of the tests and the overall score of each subject area with a red arrow:

[11] When independently analyzing each of the different variables related to the school, among which linguistic model and state/private are the most important, there are significant differences in the different tests done; however, when analyzing all the variables affecting the scores together, the explanatory power of the socio-economic and cultural index is so high that it makes some other variables (especially those related to the school) disappear or remain excluded.

- **State model A** not only is below the overall score in all the subject areas, but its scores are also lower than those of the rest of the strata, with especially great differences in the two tests more related to the Basque curriculum, Basque Language and Understanding the Environment (Basque curriculum). It is obvious, therefore, that the scores in this stratum are not satisfactory, although it is also true that this stratum includes a set of problematic situations and socio-economic and cultural characteristics significantly different from those of the rest of the strata, which could help explain the poor scores to a certain extent. Section 4 of these conclusions includes a specific analysis of each of the strata.
- **Private model D** obtains the highest scores of all the strata in three of the subject areas, with a especially significant difference in the two tests more related to the Basque curriculum. On the other hand, the two subject areas in which this stratum does not obtain the highest scores are Spanish Language and Understanding the Environment (common curriculum), although it is worth noting that in both cases its score is above the average of each of the subject areas.
- **State model B** is the best balanced in its scores, since they are level with the average score of each subject area in most of the subject areas, except in Understanding the Environment (Basque curriculum).
- **State model D** is the stratum with the greatest irregularities in its scores, since they do not reach the average score in three subject areas (Mathematics, Spanish Language and Understanding the Environment -Basque curriculum-), while in the two subject areas in which it exceeds the average score (the more related to the Basque curriculum) its scores are not as high as those of the private model D. Odd as it may seem, its score in Understanding the Environment (Basque curriculum) is scarcely higher than the score of the private model A. Therefore, there seem to be certain variables affecting the scores in a significant and specific way, among which the most important would be those related to the prevailing family language and the language of the tests (see in 1.7 the paragraphs about the influence of these language variables in the scores).
- **Private models A and B** obtain scores above the average in four subject areas, with very similar scores in both strata. However, it is worth noting that private model B exceeds the average of the subject area in Basque Language, while private model A scores 60 points below the average of this subject area, which clearly shows the direction towards which this model should evolve in order to improve its scores in this subject area, this is, to assign a wider part of the curriculum to the Basque Language.

### 3.3. If the effect of the socio-economic index in the scores of the different strata is controlled, the score differences disappear in some cases; however, in some other cases they do not disappear, which would mean that this is not the only index capable of explaining the differences across strata.

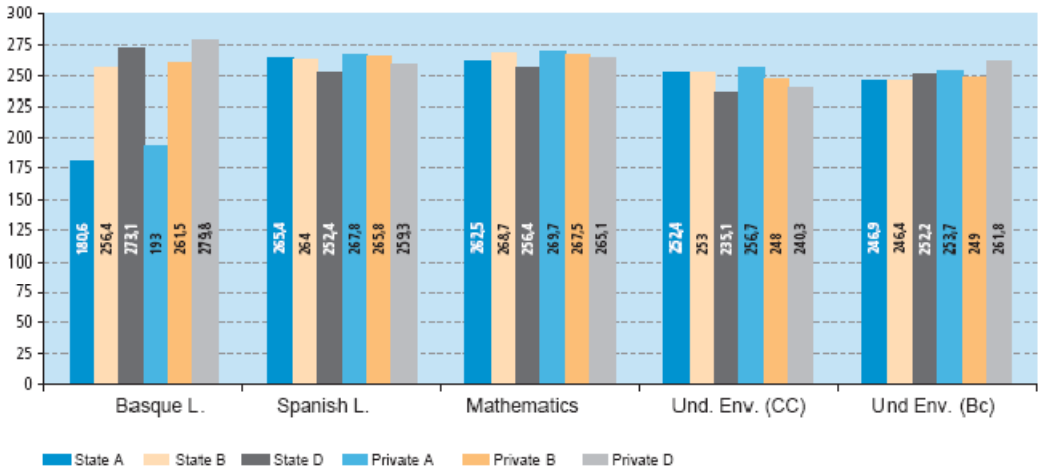
As stated in section 3.2, there is a score difference according to the socio-economic and cultural level of the families in all the subject areas tested and something similar happens when the influence of the average socio-economic and cultural level of the families in the group. It has also been established that the distribution of the socio-economic and cultural levels is not the same in the different strata (see section 4 in this document). These data indicate that the starting point of pupils and schools are different and that, in principle, certain pupils and schools are in a disadvantageous situation.

It has been calculated what the scores in each of the strata would be like if all the pupils and groups of the sample had a similar socio-economic and cultural background. In other words, this analysis is intended to establish whether the differences across strata still remain when the effect of this variable is controlled [12].

[12] As in all the analysis of data containing information obtained from answers to questionnaires, the results should be taken more as trends that help understand what happens in the different situations tested than as final conclusions.

After controlling the effect of the socio-economic and cultural level:

Diagram 13. Relationship between socio-economic level and scores in Mathematics




- Private model B would still obtain significantly higher IRT scores than the rest of the strata in Basque Language, Mathematics and Understanding the Environment (Basque curriculum); while in Spanish Language and in Understanding te Environment (common curriculum) its scores would only be lower than those of the two other public strata.
- State model D would obtain significantly lower scores than the rest of the strata in Spanish Language, Mathematics (level with state model A) and Understanding the Environment (common curriculum) (level with private model D), and would be above the rest of the strata, except private model D, in the other two tests, Basque Language and Understanding the Environment (Basque curriculum).
- State model A would not have significant differences with any stratum in most of the test, except in Basque Language, where it would be below all the others. It would score better than state model D even in Spanish Language and Understanding the Environment (common curriculum).
- State model B would still obtain lower scores than those of private and state model D in Basque Language, but it would be level with the rest of them and even above state model D in Spanish Language, Mathematics and Understanding the Environment (Basque curriculum). In this subject area it would only be below private model D and it would score significantly better than both state and private model D in Understanding the Environment (common curriculum).
- Private model A would show a wide range of situations and although in many cases it would be level with the rest of the strata, it would still score significantly better than both state and private model D in Spanish Language, state models A and B in Mathematics, private models B and D and state model D in Understanding the Environment (common curriculum), but it would be below private model D in Understanding the Environment (Basque curriculum).
- Private model B would still maintain significant differences especially with both state and private model D: it would score better than both of them in Spanish Language, better than state D model in Mathematics, and it would be below private model D in Understanding the Environment (common curriculum and Basque curriculum). The differences with other strata would not be significant.

***Recommendations:***

- *As shown above, once the effect of the socio-economic and cultural level has been controlled, some strata score better or, at least, level with the rest of the strata (e.g. state model A), but in some other cases, as in the case of state model D, the scores are still significantly lower than those of the rest of the strata in some tests. This fact would mean that there is a special characteristic in this stratum that affects significantly the scores, such as the language of the test in relation to the prevailing family language (see section 1.7) or any other circumstance that would need to be analyzed.*

## 3.4. Pupils retained in the same grade once or more times in Primary Education score significantly lower than those studying within a group of their same age in all the subject areas.

About 10% of the pupils of this evaluation who have been retained in the same grade once or more times along Primary Education[13] score significantly lower than those who have never been retained (differences range from 40 IRT points in Mathematics and in both tests of Understanding the Environment to 30 IRT points in the language-related subject areas).

It should be borne in mind that grade retention is more frequent in state model A, in low and low-intermediate socio-economic levels, among migrant pupils and among pupils whose prevailing family language is Spanish (majority group in this evaluation). It should also be borne in mind that the influence of this variable on the variance of the scores in the different tests is one of the highest.

The efficiency of grade retention as a remedy to academic failure has been questioned in evaluations like PISA, and indeed, in an initial analysis, it seems that grade retention does not help improve pupil achievement and make up contents and, besides, it marks pupils permanently. On the other hand, the criteria for grade retention used in a given school may differ from those used in other schools, as is demonstrated in this evaluation by the fact that pupils with similar scores being in different grade retention situations depending on where they are schooled.

However, we have to admit that it is impossible to know what would have happened if these pupils had not been retained, and, therefore, we lack the necessary data to draw a clear conclusion about the usefulness of this practice as a means of dealing with academic failure. Thus, it seems to be necessary to analyze the efficiency of this practice and in what conditions this decision should be made.

***Recommendations:***

- *To analyze the criteria against which schools decide on grade retention.*
- *To foster different kind of strategies for attention to diversity before making such an extreme decision with so many negative consequences.*

[13] Although these data, according to the data of the Inspectorate of Education, is slightly higher than the number of pupils not promoted at the end of this school level, it should be taken into account that in this case we are referring to grade retention along the whole Primary Education, so the percentage of retained pupils is likely to be higher than the percentage of non promoted pupils, since this is a very important decision.

### 3.5. A positive school environment among pupils could become a previous condition to obtain a good academic achievement, since the existence of problematic behaviours among pupils in the form of insults and aggressions is negatively linked to results.

As in some other evaluations and studies, those aspects related to school environment and, more specifically, related to problematic behaviours among pupils seem to have a certain negative link with the scores in this evaluation.

School intimidation and/or peer-battering explain a small part of the variance in all the subject areas and, besides, those who suffer them score significantly lower in all the subject areas, although differences are not so big in the subject area of Basque Language.

This situation of problematic behaviour among peers seems to occur more frequently among boys than among girls, in both state and private model D, and, especially, among retained pupils. No differences are observed according to the pupil socio-economic index.

The information gathered in this evaluation about this problem is obviously not enough as to draw clear conclusions, but it could be considered as an interesting indicator and an aspect to be borne in mind both in the schools and in future evaluations.

***Recommendations:***

- *To plan specific measures and initiatives to correct this kind of behaviour of peer-intimidation (campaigns to raise pupil awareness...)*
- *To foster designing materials and classroom activities for tutorial classes to help improve the cohabitation within the group and within the school.*
- *Specific training in problem solving among peers and in planning rules for functioning and behaving within the group, through tasks in tutorial classes.*

### 3.6. Early schooling at the age of 3 or earlier seems to have a beneficial influence on later academic achievement.

Although a vast majority of pupils in the sample (95%) say that they started their schooling at the age of 3 or earlier, the analysis made show that this small percentage of pupils who say that they started their schooling after age 3 obtain significantly lower scores in all the subject areas.

It is obvious that in order to draw firmer conclusions a greater percentage of pupils not schooled at an early age would be needed and, especially, some longitudinal analysis. However, this is a datum that also appears in other tests such as PISA (15 years), TIMSS (8th grade) and PIRLS (4th grade), which indicate that early schooling seems to have a certain beneficial effect on later academic achievement.

***Recommendation:***

- *As a vast majority of Basque pupils are schooled at the age of 3 or earlier, special attention should be paid to those pupils who have not had the benefits of early schooling, because they have entered our education system at a later age or because their social and family environment have made it impossible, especially when they come from a disfavoured socio-economic background.*

### 3.7. In general, pupils show a very good attitude towards bilingualism and multilingualism; however, it would be advisable to make an effort in some linguistic models to improve these attitudes towards all languages.

According to the answers collected from pupil questionnaires, a majority consider that both Basque and Spanish are very important and both must be learnt. Pupils most in favour of this idea are pupils in model D (98%), while 21% of pupils in model A do not agree with it.

Along with this idea, a majority of pupils also think that Basque and Spanish languages can coexist together, especially pupils in model A (93.3%). The number of pupils in favour of this idea decreases in model D, where 21% of pupils do not agree with it.

Finally, the majority of pupils is in favour of learning a third language. Again in this case, pupils in models B and D agree with this idea more than pupils in model A, where 24% of pupils in state model A disagree with it.

It should be borne in mind that language attitudes are of great importance in language learning, as many other evaluations and studies show. This is the reason why the current curriculum includes attitudinal contents, among which an open and respectful attitude towards languages is especially relevant, and establishes that these contents must be specifically developed in the classroom.

***Recommendations:***

- *Attending to the results above, and although the opinion of pupils about languages is mainly positive, positive language attitudes should still be encouraged, especially in an education system like the Basque, where language learning is one of its most important features.*
- *On the other hand, it would be advisable to develop those language attitudes related to the acceptance and positive valuation of bilingualism and multilingualism among pupils in model A, and those language attitudes related to the cohabitation and respect between Basque and Spanish languages among pupils in model D.*

### 3.8. Support to single-parent families and other types of non nuclear families will have, most probably, a positive effect on academic achievement.

About 15% of pupils in the sample who live in single-parent families or in other types of non nuclear families obtain significantly lower results in all the subject areas than those living in nuclear or extended families. Some other evaluations such as PISA 2000 and PISA 2003 also consider these conclusions as relevant socio-economic factors under an educational point of view.

The distribution of the different types of families is significantly different, for instance, in low and high socio-economic levels, among retained pupils, among migrant pupils, and in state model A, where non nuclear families are 10% more frequent than in the rest of the strata.

All these cases could be partly explained by the fact that adults in single-parent families usually have less resources and less time available to help their children, with its subsequent effect on their education.

***Recommendation:***

- *The education system and the school should devise a specific support to this type of pupils in order to balance the difficulties and the personal and family needs they may have during their schooling. Educators and teachers should be more aware that, in some cases, the problems of this type of pupils must be tackled in cooperation with the family and with the help of supportive staff.*

### 3.9. The characteristics of the migrant pupils taking part in this evaluation show the need of specific support, as well as a proper treatment, according to their learning circumstances and needs.

A substantial part of the migrant pupils studying in the selected schools have not been able to participate in the tests, due to the conditions under which this evaluation was run: language reasons or minimum amount of time residing in our Community. As a consequence, only 51 pupils, 2.4% of all the sample, are migrant and, although the analysis were intended to take these pupils into account, it has been impossible to draw clear conclusions.

There are several characteristics that should be borne in mind when treating this kind of pupils: they tend to gather in model A, especially in state schools, while their presence in model D is very scarce; their socio-economic and cultural levels are mainly low and low-intermediate; there is a greater percentage of single-parent families as well as of families with primary studies. In other words, these pupils come from a difficult family environment and, besides, tend to go to schools with socio-economically and culturally disadvantaged populations. However, the high parental expectations about their children's education are a very positive factor and a starting point for an improvement in the academic achievement of these pupils.

Finally, according to the answers collected from the questionnaires for the head of studies, most schools try to create a warm welcome for migrant pupils through contacts with their families, group work and monitoring the adaptation process; the most common practice is their immersion in the group with a more or less permanent language support or during an adaptation period, but in very few cases make schools an effort to include contents from their own culture or to plan additional classes to improve their skills in their mother tongue.

***Recommendations:***

- *To maintain the support programmes for the integration of these pupils.*
- *To foster the educational offer for migrant pupils in models B and D, in order to improve their integration in the Basque society.*
- *To work on the acceptance of social diversity with all the pupils and with the educational community.*
- *To take advantage of the high expectations of the families to improve the academic achievement of these pupils.*

### 3.10. The interest shown by parents towards their children's education through different activities and behaviours (parental expectations, monitoring of their schooling and level of satisfaction with the school) seems to have a certain beneficial influence on academic achievement.

Parents, as responsible for the education of pupils along with the school, not only have an influence on their children's education through the socio-economic and cultural resources they provide, but they have an important duty in supporting and monitoring their educational and academic development. This duty has a special importance during the early educational stages.

In this respect, among the answers given by the families about their children's schooling there were some aspects related to different family activities and behaviours that have been considered to have a certain beneficial influence on pupils' educational development. These aspects have been analyzed separately, without searching correlations among them, and, as a consequence, although they are presented together in this conclusion, it has not been demonstrated that they operate in an integrated way; however, they all have in common the fact that they seem to have a certain beneficial influence on the results.

A variable that, according to the analysis done, seemingly has a positive influence on the results is the *parental expectation* about their children's education. The higher the expectation the better scores are obtained in almost all the subject areas. Obviously, it is not known whether this variable is a cause or an effect of academic achievement, although it seems that the influence of the child's educational development on this expectation at this stage is not as big as it is at later stages.

Another variable refers to *parental monitoring of child's education* and in this case there are some differences when both parents monitor the process together or when they do it separately. In this latter situation the scores are significantly lower.

In respect to the *level of satisfaction* about the information received, the relationship with the school, and the school's overall functioning, there are clear differences between extreme positions, this is, between those families who declare to be highly satisfied with the school and those who declare not to be satisfied with it. There are significant differences in the scores of pupils from these two groups in three of the five subject areas, in favour of those who declare to be satisfied with the school.

***Recommendation:***

- *It seems to be necessary to harmonize the timetables of families and schools.*

# 4 DESCRIPTION OF THE CHARACTERISTICS AND SCORES OF THE STRATA

# 4. DESCRIPTION OF THE CHARACTERISTICS AND SCORES OF THE STRATA

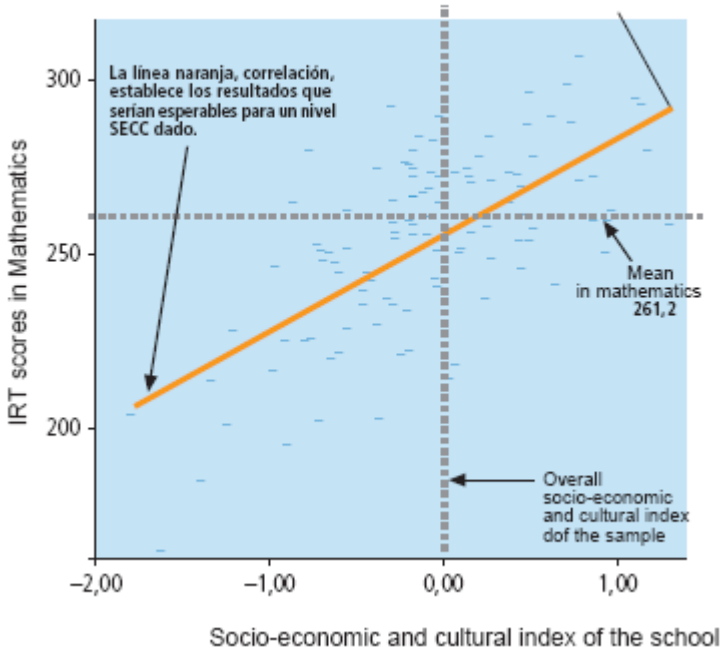
The following description of the characteristics and scores of the six strata considered in this evaluation (crossing of education network and linguistic model) is presented in two sections:

a) **Characteristics of each stratum** bearing in mind the sample used and some of the conclusions drawn from different variables and factors:

A scatter diagram similar to diagram 13 is presented for each stratum, showing the relationship between the socio-economic and cultural level of the school in the horizontal axis and the IRT score in Mathematics[14] in the vertical axis. The 111 schools that took part in this evaluation are shown in the diagram and placed according to these two variables. The two dotted lines indicate the IRT average score in Mathematics and the socio-economic and cultural average index of the sample. The diagonal line appearing in all the diagrams shows the relationship between the two variables in the overall sample and indicates if a given school is above or below the point it should be in according to its socio-economic and cultural characteristics.

To make reading the description of each of the stratum easier, the schools of the stratum are marked with its initial letters and encircled in the scatter diagram, so the dispersion and position of the schools can be easily analyzed.

Diagram 14. Relation ship between socio-economic level and scores in Mathematics




[14] The reason to use Mathematics is that, according to different analysis, it is one of the subject areas whose scores show the highest correlation level with the scores of the rest of the subject areas and, as it is not a language-related subject area, is not affected by aspects such as linguistic model or prevailing family language. We must not forget that, as stated above, there is a close relationship between the socio-economic and cultural level of the school and the scores.

b) ***Analysis and comparison of the scores*** of the 1999 and 2004 evaluations, pointing out the significance of the differences.

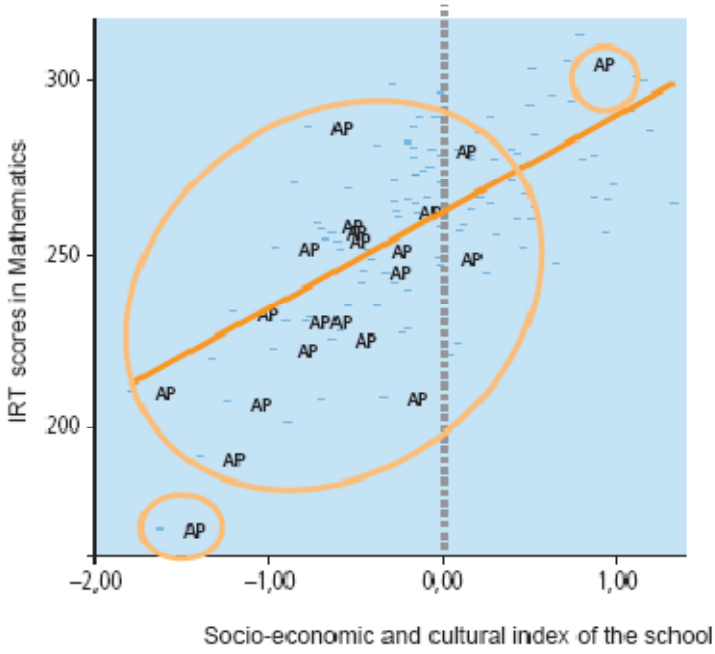
*It should be borne in mind that the characteristics mentioned for each of the strata are referred to the sample used in this evaluation and not to the whole population.*

## 4.1. STATE MODEL A

*Characteristics (according to sample and variables analyzed)*

The state model A schools taking part in the evaluation represent 18.9% of the sample. By gender, compared with the average of the sample, there are a few more boys than girls; almost half the migrant pupils taking part in the evaluation are schooled in this stratum; most of the pupils come from Spanish speaking families; it is the stratum with the highest number of retained students (22.0%); more than half the pupils (51.4%) come from families with a low socio-economic and cultural level, and it is the stratum with the lowest percentage of pupils from families with high socio-economic and cultural level (only 6.3%).

Diagram 15. State model A



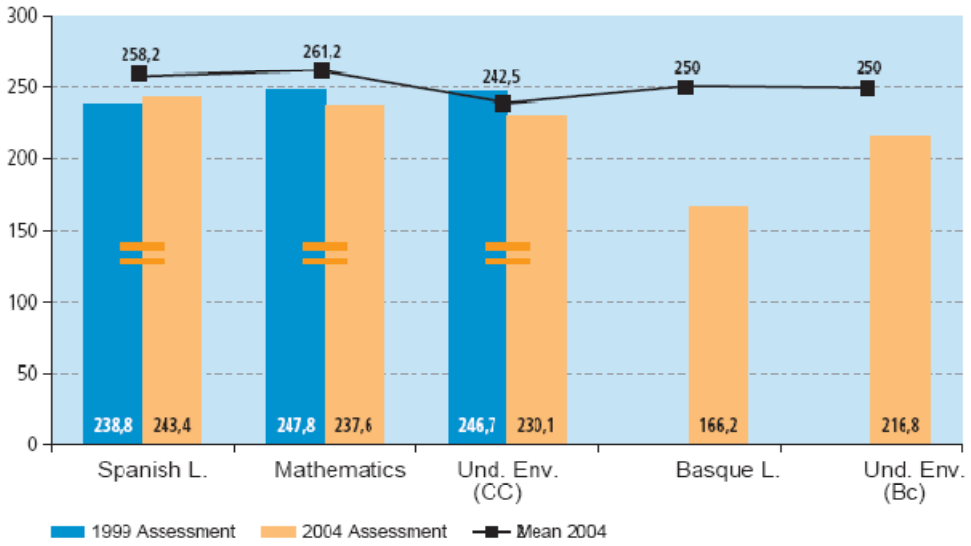

This is the stratum with the highest dispersion among schools, since one of them obtains one of the highest scores in Mathematics, while a high number of schools are among those with the lowest scores in all the evaluation, as shown in diagram 15. The relationship between scores and socio-economic and cultural index is the closest across strata. The scores of this stratum without taking into account this variable are presented in page 24.

With regard to other aspects analyzed in this evaluation, state model A is the stratum with the lowest percentage of joint parental monitoring, this is, both parents monitoring the child's schooling together, almost half the percentage of the rest of the strata.

*Analysis and comparison of scores*

The scores of the 2004 evaluation, compared with those of the rest of the strata, are the lowest in all the tests, with significant differences in most of the cases. On the other hand, although the overall scores in 2004 are lower in all the subject areas also tested in 1999, the difference is not significant in any subject area, basically due to the size of the sample in this stratum, smaller than in the rest of the strata.

Diagram 16. State model A. 1999 and 2004 scores



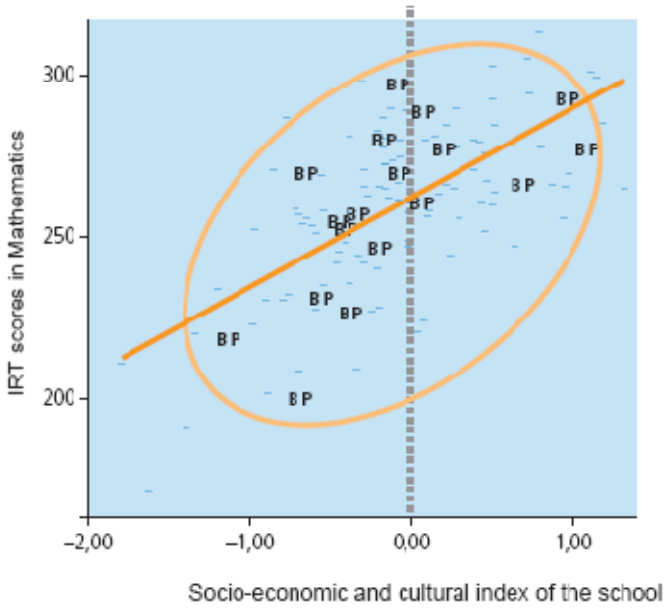

## 4.2. STATE MODEL B

*Characteristics (according to sample and variables analyzed)*

The state model B schools taking part in the evaluation represent 16.2% of the sample. By gender, it is quite balanced although there are a few more girls than boys; migrant pupils are scarce in this stratum; most of the pupils come from Spanish speaking families; the number of retained students exceeds the average of the schools taking part in the evaluation; the prevailing socio-economic and cultural level is low (36.6%), and besides the percentage of pupils in this stratum decreases as the socio-economic and cultural level increases.

The influence of the socio-economic and cultural level is high and, as in the case of state model A, the dispersion level is also high, since some schools obtain very high scores and some others score very poorly, as shown in diagram 17. The scores of this stratum without taking into account this variable are presented in page 24.

Diagram 17. State model B

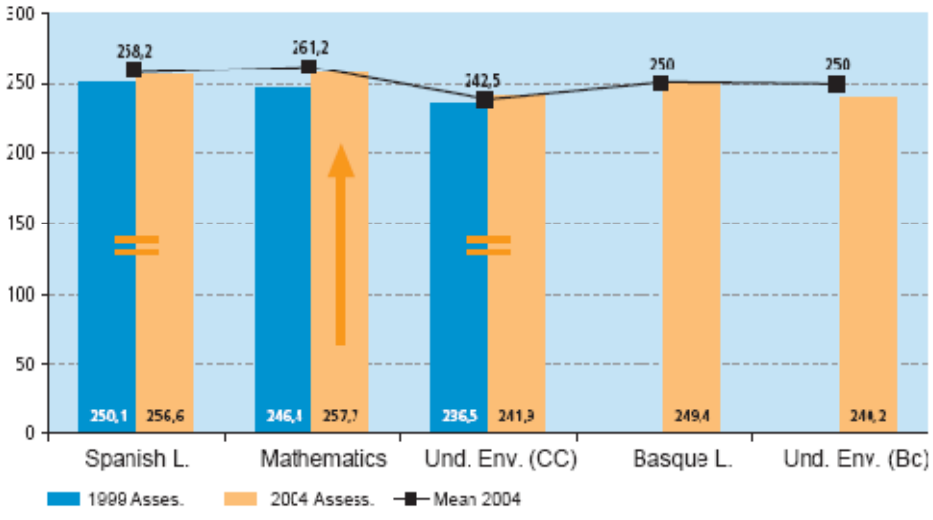



Finally, almost 60% of the families declare that both parents monitor the child's schooling together.

*Analysis and comparison of scores*

The scores of the 2004 evaluation, compared with those of the rest of the strata, are quite balanced, since they are near the average of the subject area in most of the tests, as shown in diagram 18.

Diagram 18. State model B: 1999 and 2004 scores




It is worth noting that this is the only state stratum that obtains overall better scores than in 1999. However, this difference is only significant in Mathematics, where the score is much better in 2004. In the two other subject areas tested in 1999 and 2004, Understanding the Environment and Spanish Language, the difference is not significant.

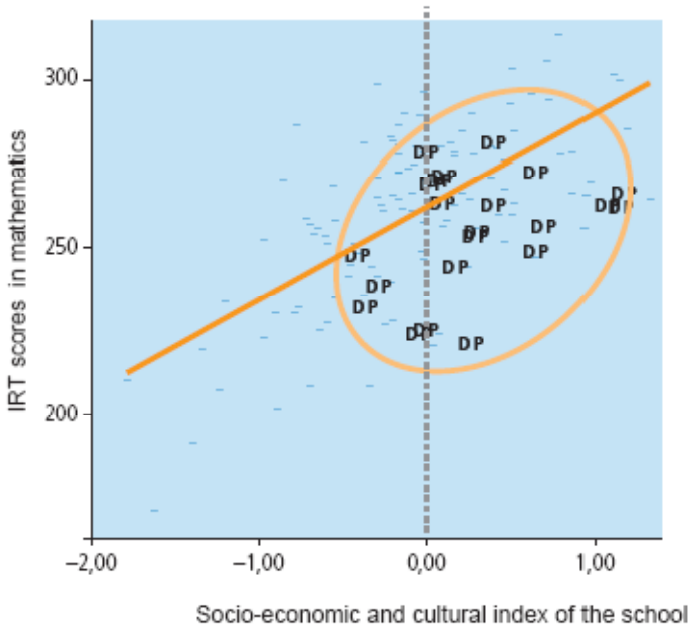
## 4.3. STATE MODEL D

*Characteristics (according to sample and variables analyzed)*

The state model D schools taking part in the evaluation represent 19.8% of the sample. By gender, it is quite balanced although there are a few more girls than boys; migrant pupils are very scarce in this stratum; slightly more than a half of the pupils speak Basque at home; the number of retained students is slightly below the average of the schools taking part in the evaluation; pupils in this stratum are equally distributed across the four socio-economic and cultural indexes.

The socio-economic and cultural index has less influence than in the rest of the state strata and the schools, in general, are quite near the regression line, as shown in diagram 19. Even so, it is worth noting that most of the schools are below the diagonal line, which would mean that they obtain lower scores than they should according their socio-economic and cultural index. The scores of this stratum without taking into account this variable are presented in page 24. It should be borne in mind that this stratum is especially affected by the language of the tests, since for many pupils the language of the tests and their mother tongue are not the same.

Diagram 19. State Model D

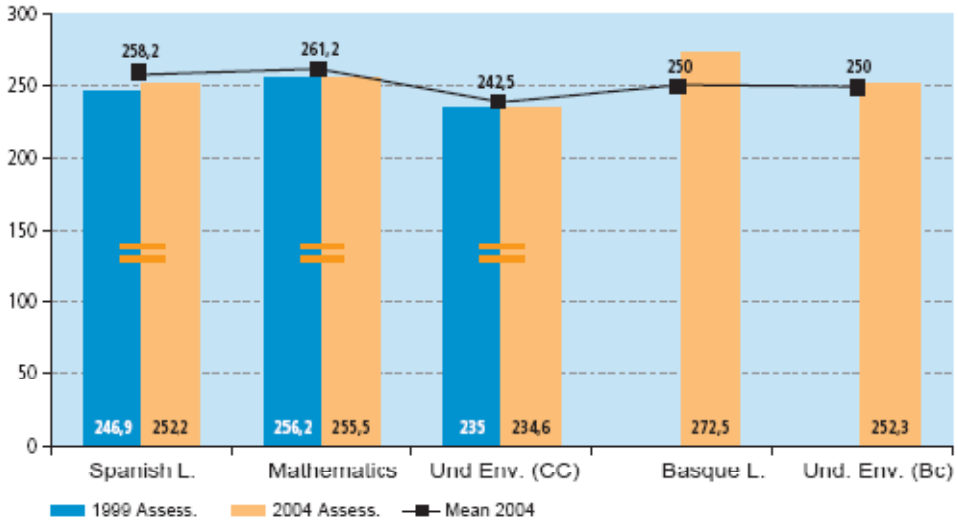



Almost 60% of the families declare that both parents monitor the child's schooling together. In addition, families show a higher level of satisfaction with the information received and with the overall functioning of the school than in the rest of the strata.

*Analysis and comparison of scores*

The scores of the 2004 evaluation seem to have been strongly affected by the language of the tests, since they have an irregular distribution: In three of the subject areas the scores are below the average, and in two other subject areas, the most closely related to the Basque curriculum, are above the averages, as shown in diagram 20.

Diagram 20. State Model D: 1999 and 2004 scores



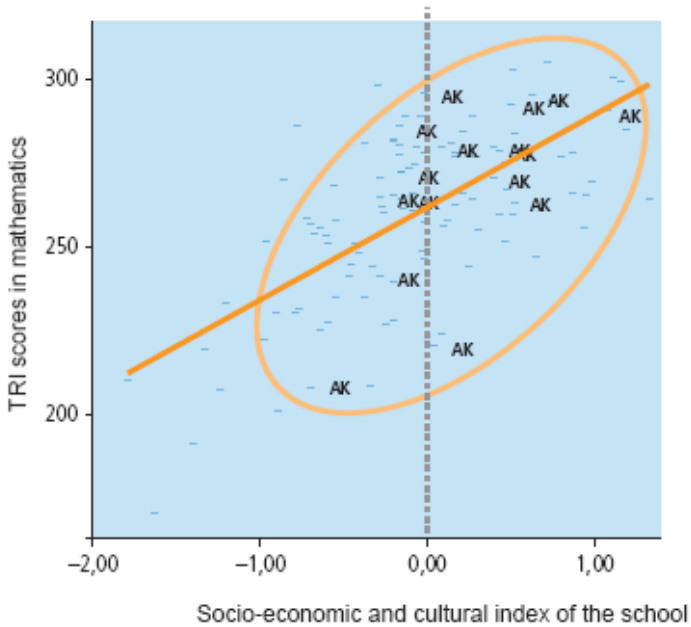

On the other hand, the score obtained in Mathematics and Understanding the Environment (common curriculum) in 2004 is almost the same as in 1999, while in Spanish Language the score is 5.3 points higher. However, the differences are not significant in any case, which means that this stratum remains at the same levels.

## 4.4. PRIVATE MODEL A

*Characteristics (according to sample and variables analyzed)*

The private model A schools taking part in the evaluation represent 14.4% of the sample. By gender, it is the stratum with the highest unbalance in favour of the girls; a third of the migrant pupils taking part in the evaluation are in this stratum; almost all the pupils come from Spanish speaking families; the number of retained students is slightly above the average of the schools taking part in the evaluation; pupils in this stratum are equally distributed across the four socio-economic and cultural indexes.

Diagram 21. Private Model A



As in the case of state model A, the influence of the socio-economic and cultural index is high, as shown in diagram 21. However, most of the schools in this stratum are very close together and their socio-economic and cultural level is higher than the average of the Community. In addition, most of the schools are above the diagonal line, which would mean that in some cases they obtain higher scores than they should according their socio-economic and cultural index. The scores of this stratum without taking into account this variable are presented in page 24.

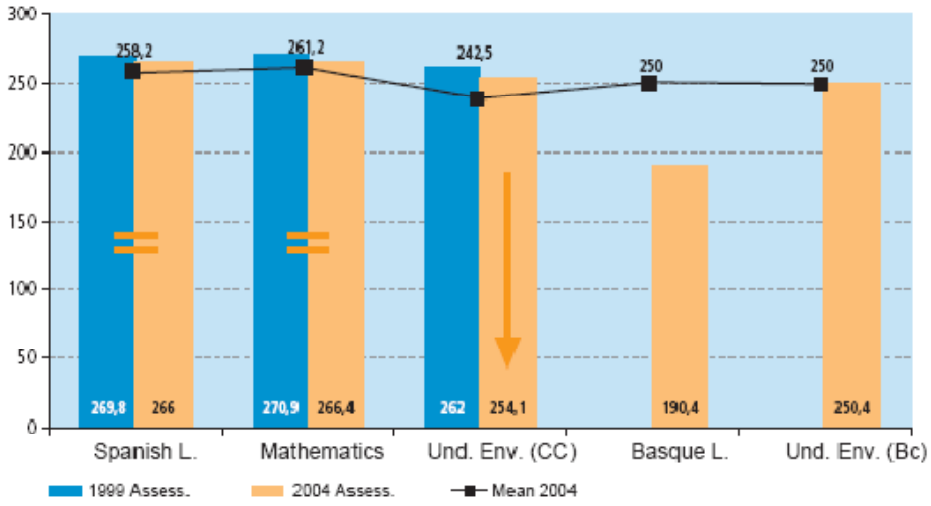
Almost 60% of the families declare that both parents monitor the child's schooling together. Finally, this is the stratum where, compared with the rest of the strata, families show the lowest level of satisfaction with the information received and with the overall functioning of the school.

*Analysis and comparison of scores*

The scores of the 2004 evaluation can be divided in two groups: in four of the subject areas they are above the average, in the case of Understanding the Environment by more than 10 points, while in Basque Language the scores are clearly unsatisfactory.

On the other hand, this stratum obtains, together with state model A, lower scores in 2004 than in 1999. In addition, this is the only stratum that scores significantly lower than in 1999 in Understanding the Environment (common curriculum), while in Spanish Language and Mathematics the differences are not significant.

Diagram 22. Private model A: 1999 and 2004 scores




## 4.5. PRIVATE MODEL B

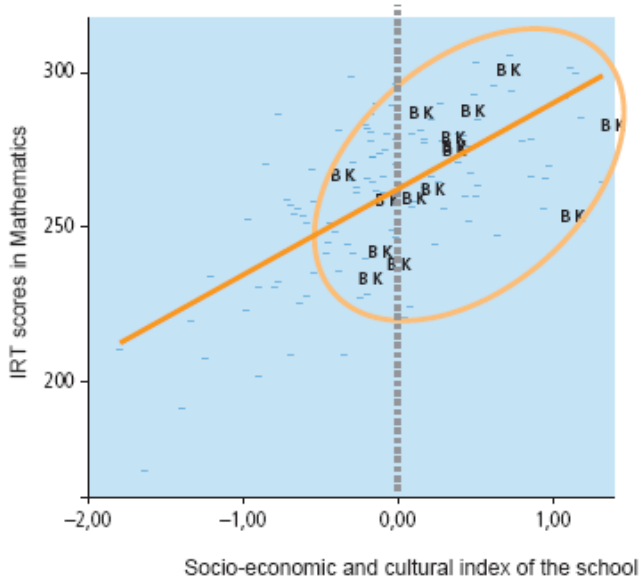
*Characteristics (according to sample and variables analyzed)*

The private model A schools taking part in the evaluation represent 13.5% of the sample. By gender, there is a certain unbalance in favour of the boys; migrant pupils are very scarce in this stratum; the vast majority of pupils (89%) come from Spanish speaking families; the number of retained students is sensibly below the average of the schools taking part in the evaluation; finally, pupils in this stratum are equally distributed across the four socio-economic and cultural indexes.

The influence of the socio-economic and cultural index of the school is lower than in the rest of the strata, except in both model D; there is, as shown in diagram 23, a high concentration of schools around the diagonal line, with no schools very far from it. In all the cases the socio-economic and cultural index is higher than the average in the Community. The scores of this stratum without taking into account this variable are presented in page 24.

Almost 60% of the families declare that both parents monitor the child's schooling together.

Diagram 23. Private model B

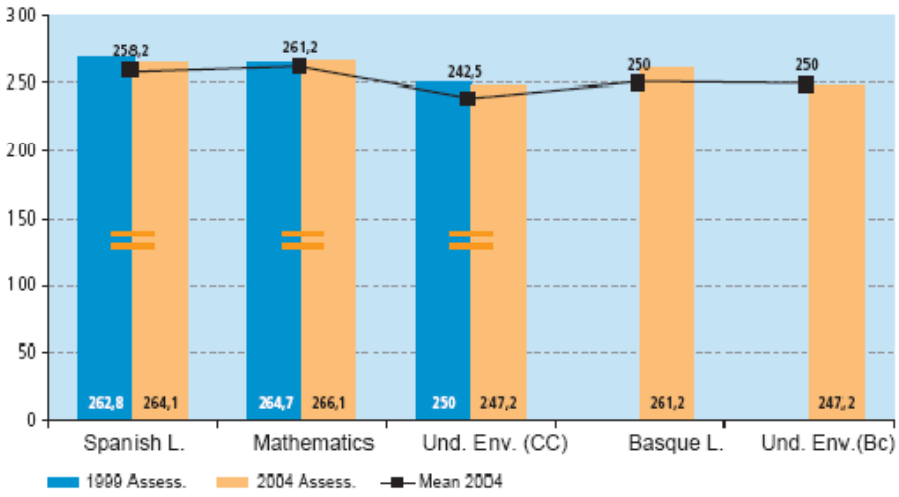



*Analysis and comparison of scores*

The scores in the 2004 evaluation are, in general, positive, since, except in Understanding the Environment (Basque curriculum), the scores are higher than the average in each of the tests and quite well balanced.

On the other hand, although in two of the subject areas tested in 1999 and 2004 the scores have improved, the score in Understanding the Environment are lower in 2004. However, the difference is not significant in any of the cases.

Diagram 24. Private model B: 1999 and 2004 scores



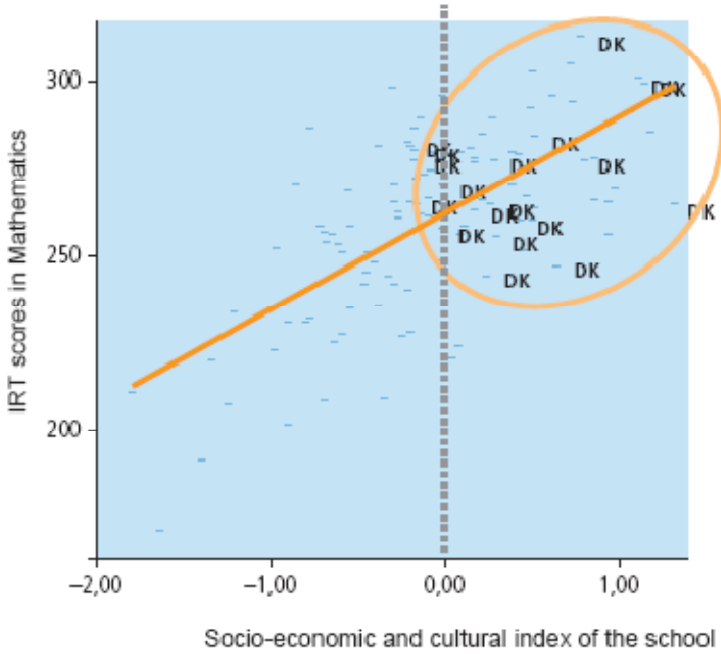
## 4.6. PRIVATE MODEL D

**Characteristics (according to sample and variables analyzed)**

The private model D schools taking part in the evaluation represent 17.1% of the sample. By gender, there is a certain unbalance in favour of the boys; migrant pupils are scarce in this stratum; slightly more than half the pupils speak Basque with their families; the number of retained students is sensibly below the average of the evaluation; it has the highest percentage of pupils (35.1%) from a high socio-economic and cultural level and, at the same time, it has the lowest percentage of pupils (14.7%) from a low socio-economic and cultural level in all the strata.

The influence of the socio-economic and cultural index of the school is much lower than in some other strata, due to the small differences across schools for this index; it is the stratum with the lowest dispersion of schools respect to the diagonal line. In spite of this good situation, it is worth noting that, as shown in diagram 25, many schools in this stratum are below the diagonal line, which would mean that the scores are lower than those expected according to their socio-economic and cultural level. The scores of this stratum without taking into account this variable are presented in page 24.

Diagram 25. Private model D



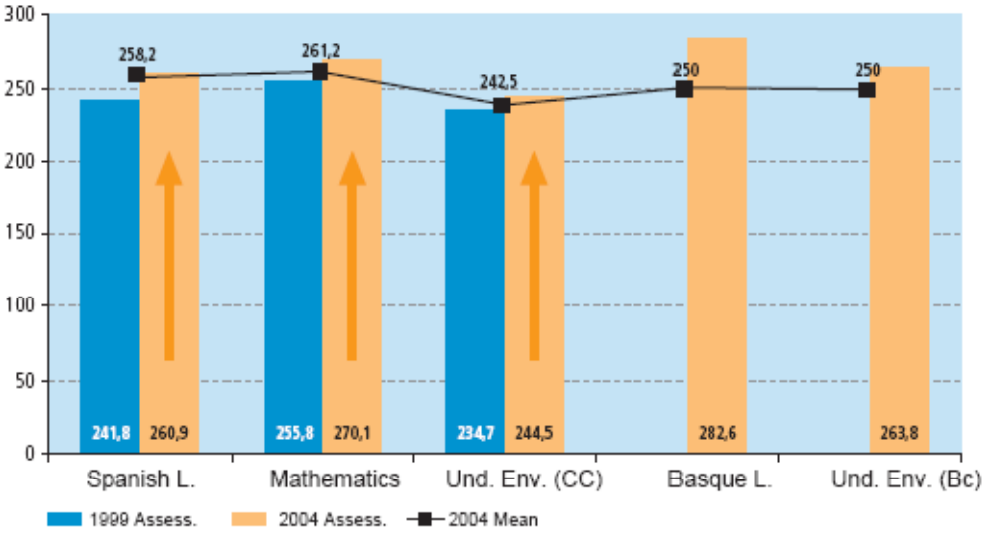

Almost 60% of the families declare that both parents monitor the child's schooling together.

*Analysis and comparison of scores*

It is the stratum with the highest scores in the 2004 evaluation, since they exceed the average in al the tests, by more than 10 points in some cases.

On the other hand, this is the only stratum that obtains better scores in all the subject areas tested in 1999 and 2004, exceeding, for example, in 9 points the score in Mathematics of 1999.

Diagram 26. Private model D: 1999 and 2004 scores





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