Deliverable 5.2

Reducing early school leaving: toolkit for schools.

How to identify and monitor students and schools in need of additional care and support

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Content

Introduction

This toolkit aims to support practitioners working with youth in identifying and monitoring students and schools in need of greater care and support. It is primarily focused on the situation of those young people who are at risk of early school leaving.

The publication is especially dedicated to school staff: principals, teachers, educators, pedagogical counsellors, class tutors and school psychologists. However, it might also be helpful for educational specialists in alternative learning pathways.

This toolkit consists of five parts. The first part introduces the issue of early school leaving. It answers the questions of what is the early school leaving phenomenon, what is its scale and why it is considered a problem.

The second part shows how to identify and monitor students and schools at risk of early school leaving. It presents the model of systematic data collection and analysis, as well as explains how the information gathered might be used to measure the most appropriate indicators of risk of ESL at the student and school levels.

The third part of this toolkit shows how to analyse data that are often naturally collected at the school (e.g. administrative data) in the process of identifying learners at risk of early school leaving. It provides examples of indicators of distress signals that can be used in that process. The monitoring of those indicators gives schools the opportunity to prevent early school leaving and to reengage young people with school by providing them with appropriate care and support on time.

The fourth part contains the assessment tool which can be helpful in gathering information about the students' characteristics that are relevant to the youngsters' school engagement and educational success. It is focused on students' attitudes and beliefs that might increase the risk of early school leaving and which cannot be determined on the basis of the administrative data already gathered by the school. The questionnaire is preceded by detailed instructions on how to use that tool.

The last part of the publication aims to provide information about other valuable projects, tools and inspirations which may be helpful in determining youth at risk of early school leaving, understanding that process and tackling the problem.

The publication was developed on the findings from the RESL.eu research project. Detailed information about the research results supporting this toolkit can be found in many publications and project papers. For more information and output from the project, please visit our project website: www.resl-eu.org.

About the RESL.eu project

The RESL.eu project aims to provide insights into the processes influencing early leaving from education or training. In addition, RESL.eu intends to identify and analyse prevention, intervention and compensation measures that aim to keep pupils in education or training until attaining at least an upper secondary education qualification. Its aim lies in the development of generic conceptual models based on research to predict and tackle early school leaving (ESL), and ultimately, to disclose these insights to various target audiences at the local, national and EU levels.

The project's focus is on the development and implementation of education policies, and the transferability of country-specific good practices. RESL.eu also seeks to understand the mechanisms behind, processes leading to and trajectories following ESL through focussing on actions, perceptions and discourses of all youngsters (ESL and non-ESL) as well as those of significant others (family, peer group, school staff). The project builds on existing practices to tackle ESL and intends to develop innovative approaches for regular schools and in alternative learning arenas.

How and where the project operates

In nine EU member states (Belgium, the United Kingdom, Sweden, Portugal, the Netherlands, Poland, Spain, Hungary and Austria), two local urban research groupings were involved in a comparative policy analysis of ESL policies on the EU, national/regional and local levels.

New survey data were collected in two waves among at least 1500 youngsters in each country across two different urban research areas (except in Hungary and Austria). In each country, school staff and school administrators were also surveyed.

Qualitative data were collected across seven member states (Belgium, the United Kingdom, Sweden, Portugal, the Netherlands, Poland and Spain). At least two bio-interviews were conducted with 24–32 youngsters per country. In-depth interviews and focus group discussions with students and staff also took place across 28 schools and 24 alternative learning arenas that were carefully selected based on the first wave of the student survey data and the field descriptions of local educational landscapes.

1. Understanding the process of early school leaving

What is early school leaving (ESL)?

Many young people in Europe do not graduate from upper secondary schools and, as a result, lack the basic competences and qualifications sought by the labour market today. They have problems in finding stable employment and are vulnerable to poverty and social exclusion.

To refer to this phenomenon the following terms are used: 'early school leaving' (ESL) or 'early leaving from education and training' (ELET). They indicate a situation in which a young person (aged 18–24) finishes at best lower secondary school and does not again attend school or does not undertake any further training. Such a person is referred to as an early school leaver or an early leaver from education and training.

Before the term ESL was established by Eurostat (the statistical office of the EU) to name the situation of school abandonment the term 'school dropout' was widely used.

In order to monitor the situation the ESL rate is applied. It is a statistical measure expressing a percentage of the people aged 18 to 24 who received no education or training (neither formal nor non-formal) in the four weeks prior to the survey. The statistical indicator is then calculated by dividing the number of early leavers from education and training, as defined above, by the total population of the same age group.

What is the scale of the problem?

The average ESL rate for all EU member states in 2016 was 10.7 per cent which means that slightly more than 1 in 10 young people (18–24 years old) in Europe are early school leavers.

EU countries differ significantly in terms of the national rates of ESL. In 2016 it was only around 3-5% for countries such as Croatia, Lithuania, Poland, Slovenia, and as high as approx. 20% in Spain, Iceland and Malta. In general, we can observe that ESL rates have decreased in most EU member states during the last decade. But there is still a lot to be done to reduce the rate of early school leaving in European countries.

The chart below shows the rate of ESL in 2016 in nine EU countries which participated in the RESL.eu project – Austria, Belgium, Hungary, the Netherlands, Poland, Portugal, Spain, Sweden and the United Kingdom.
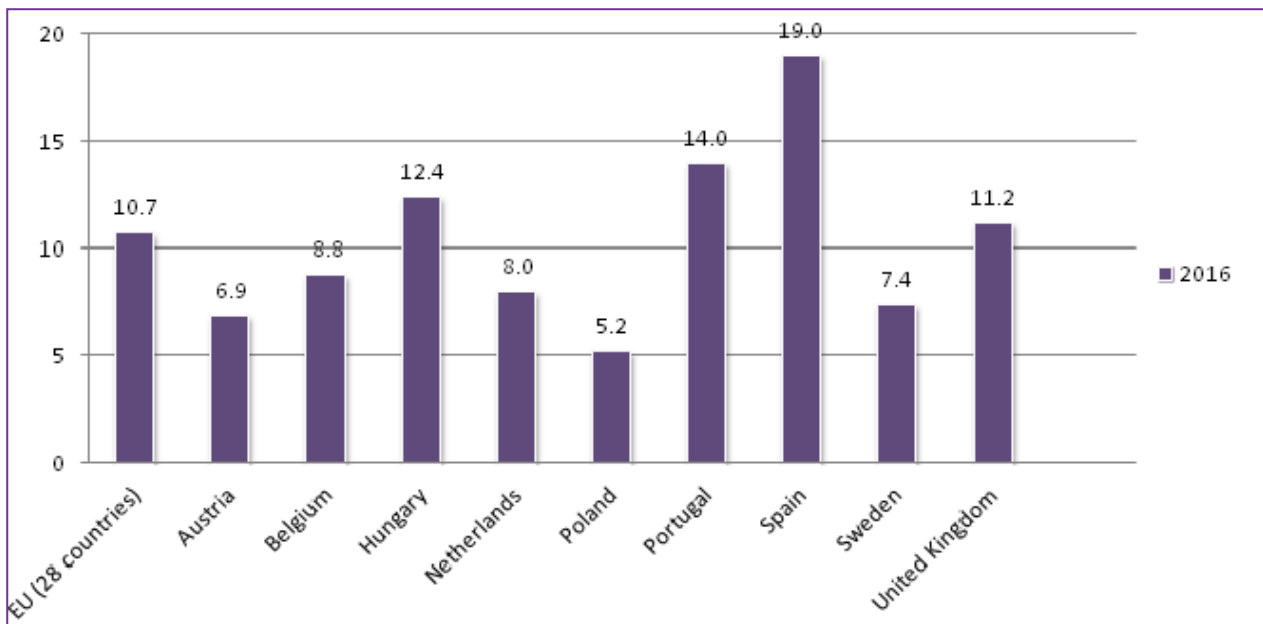
Figure 1. ESL rates in countries participating in the RESL.eu project in 2016
Source: Eurostat [edat_lfse 14]

EU countries committed themselves to reducing the average share of early school leavers to 10 per cent for all member states by 2020.

EU member states undertake various efforts to reduce early school leaving. However, in different countries we observe different paces of change in the ESL rates. These differences might be due to a number of reasons, such as the overall economic situation in a given country, the expenditures on education, the effectiveness of education or the social reforms implemented, compulsory school age, etc.

Why is ESL a problem?

Research has shown that early school leaving has a negative impact on many aspects of life, both for individuals and entire societies.

Early school leavers are more likely to: be unemployed, face precarious employment conditions (such as having a low-paid job, part-time employment, or working on the basis of a fixed-term contract, etc.), and/or rely on the social welfare system. Additionally, they are more prone to poor physical and mental health and may run a higher risk of anti-social behaviour and criminal activity. As a result, early school leaving increases the individual risk of poverty and social exclusion.

The costs of ESL which affect society as a whole include economic issues such as: lower financial incomes, lower productivity, increase in resources allocated for social welfare programmes, increased demands on the health care system. In other words, ESL is perceived as a bottleneck of smart and inclusive growth which undermines social cohesion, Europe's competitiveness in the global labour market and overall social development.

Who are the youngsters at risk of ESL?

To anticipate who might be more at risk of leaving school early, various risk and protective factors are analysed in order to understand what increases or decreases the probability of ESL. Those factors include individual characteristics, as well as those related to family, school, social relationships or the broader education system.

Risk and protective factors of ESL can be examined at different levels, such as:

- o the level related to the individual and his/her socio-demographic characteristics, presented behaviours, attitudes, as well as family features and their overall family situation;

- o the institutional level associated with school and/or other educational institutions, including their organisation, school climate and culture, school-home, pupils-teachers, parents-teachers and school-social environment relationships, support schemes available at school, etc.;

- o the level related to the education system, including: formal, legal and organisational foundations of the educational institutions in a given country, or at the level of the whole EU. Important elements of this level also include existing strategies, educational policies and undertaken educational reforms. Moreover, elements of the education system such as the length of compulsory schooling; the age at which tracking between vocational and academic pathways takes place; flexibility of education programmes; prevalence of school failures (such as grade retention), etc., are also of crucial importance.

However, ESL is a complex phenomenon and not simply the sum of the risk and protective factors. What is more, there is no list of risk and protective factors that would be both exhaustive and universal.

When talking about risk factors and protective factors, it is important to keep in mind their cumulative character. What puts a youngster at risk of early school leaving is not a single factor but the accumulation or series of various risk factors. Additionally, the relationship between risk factors and the final outcome, such as ESL, does not work on a cause-and-effect basis. This means that having one at-risk characteristic or even many risk factors does not indicate that a young person will definitely leave school early, but only increases this probability.

ESL is often preceded by a longer process of gradual distancing from the school (the process of school disengagement) which might be accompanied by truancy, periods of worse academic performance, and/or low school involvement. However, sometimes leaving school early is associated with a previously unanticipated event, a sudden crisis such as an accident, pregnancy, etc.

There is no single way to tackle ESL as there is no single reason that causes it. Therefore, measures to reduce early school leaving must be comprehensive and aimed at a wide variety of youth needs.

2. Identifying and monitoring students and schools at risk of early school leaving

Why is it important to systematically collect and analyse data to identify and monitor learners at risk of early school leaving?

Leaving school early is usually preceded by distress signals that we can notice in the student's behaviour many months earlier. Sufficiently quick recognition of the first signs of school disengagement and early school leaving gives us the opportunity to prevent this phenomenon and to reengage young people with school by providing them with the appropriate support on time. Interventions aimed at preventing ESL are more effective and less costly than measures intended to reintegrate people who leave school back into the education system. In order to be certain that no relevant information is overlooked while observing students for any signals predicting ESL, and that our efforts will bring the desired results, we need to properly think through and plan our actions.

How to conduct such identification and monitoring of risk?

One possibility is to use the help of external experts in order to develop an early warning system (EWS) to identify the risk factors of early school leaving and to be able to respond to distress signals of early school leaving. Early warning systems are created as a result of research aimed at identifying the risk factors and early warning signals of school leaving in the specific environment in which the school is functioning. Those systems inform teachers, schools and/or local authorities of students who may be at risk of early school leaving. As a result, teachers and other educational professions know which students require additional support and care.

Example of EWS: *Frühwarnsystem für die Pflichtschule* (Early Warning System for Compulsory Schooling) – **Austria**

Frühwarnsystem für die Pflichtschule (Early Warning System for Compulsory Schooling) is a prognostic and monitoring tool to identify young people at risk of becoming early leavers from education or training in order to provide them with adequate support. It was a research project developed by Robert Klinglmair in the federal province of Carinthia.

The development of that system required conducting a survey on a sample of 1,537 young people aged between 15 and 24 years. A comprehensive multivariate analysis allows identification of the factors that are the most predictive for early school leaving in Carinthia. The factors that increase the risk of ESL (risk factors) include: grade retention, attending a lower secondary school/new secondary school (not an academic secondary school), migration background, inability to cope with the curriculum, growing up in a single-parent family. Factors that counteract ESL (protective factors) were defined as: attending education/training of the youngsters' choice, high educational aspirations, parents' high level of education, student's above-average academic achievement.

This tool enables the probability of ESL to be calculated for each student based on different combinations of risk and protective factors. Depending on assessed probability the pupil is assigned

to one of three risk groups: (1) Probability ≥ 50% → intervention measures required; (2) Probability > 10% and < 50% → observation advisable; (3) Probability ≤ 10% → no intervention required.

For example: If all protective factors are fulfilled for a pupil and there is no risk factor, the ESL probability is calculated as 0.1% and the system informs that no intervention is necessary. If no protective factors are fulfilled for a pupil and all risk factors apply, the calculated probability is around 96.3% and the system informs that intervention measures are required.

However, the teachers and the principals can also carry out their own identification and monitoring process in the schools that will serve similar purposes. Persons working with students on a daily basis have excellent opportunities to diagnose and identify students at risk of early school leaving. In their work, they usually in a natural manner monitor various indicators that can be helpful in this process. Moreover, they often know their pupils better than external experts.

However, the conduct of such identification and monitoring requires determination, a systematic approach and specific knowledge and competences. This part of the toolkit aims to show what this process of systematic collection and analysis of data should look like. This process consists of six stages, which can be summarised by leading questions (see Figure 2).
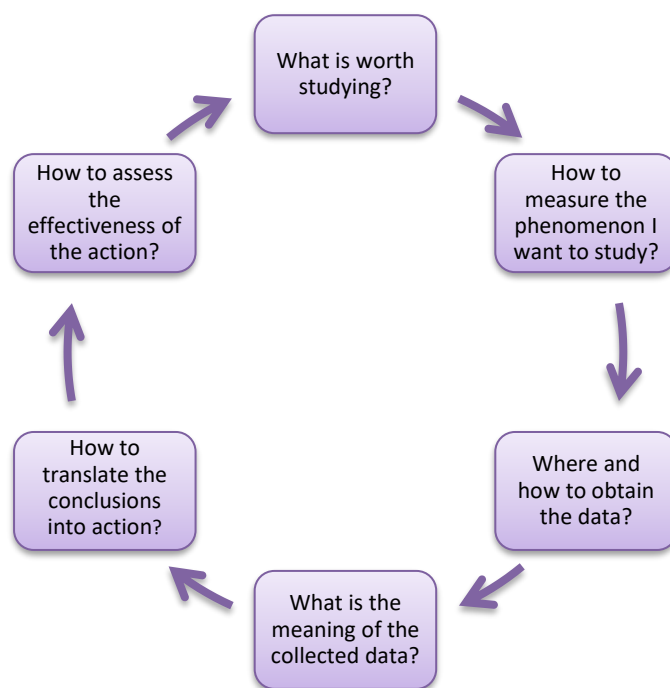
Figure 2. The process of systematic data collection and analysis

1. What is worth studying?

The process begins with a reflection on the subject of the study. What information will allow me to assess which students require greater attention and support? At this stage we are aided by the results of the studies carried out by researchers, which provide us with knowledge about the factors that increase the risk of ESL and those that protect against it[1]. The results of the research show us

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[1] Please see the "Further reading" section and RESL.eu findings.

that some indicators allow us to predict the risk of ESL better than others. These are in particular the academic performance indicators and the school engagement indicators (e.g., associated with student attendance and student discipline and behaviour)[2].

Low or deteriorating academic performance is usually a sign of a student's various problems. They may point to building up learning problems, may be a sign of disengagement from school and learning, and they may also be a consequence of personal problems appearing in the student's life, which do not allow them to focus on learning. In the absence of protective factors and appropriate compensation measures, these diverse issues may ultimately lead some students towards leaving school early. Therefore, various indicators monitoring the students' performance can often identify those pupils who require additional support and care, in order to protect them from ESL.

The second group of indicators that are noteworthy in this context refers to the level of the students' school engagement. Researchers studying the phenomenon of ESL point out that disengaging from school is part of the process leading to early school leaving. We can distinguish various components of school engagement: behavioural, emotional and cognitive. The behavioural component is related to student conduct, on-task behaviour, persistence, as well as participation in academic and extra-curricular activities. The emotional component encompasses feelings towards teachers, classmates, and connectedness to the whole institution, while the cognitive component describes the willingness to exert the effort necessary in learning and the perseverance in that process. Monitoring student levels of school engagement may help us to identify on time those pupils who are beginning to disengage themselves from school.

2. How to measure the phenomenon I want to study?

Once you have already determined what should be the subject of your study, you have to ask another very important question: How to measure what you are interested in? What will best reflect the level of the students' academic performance? How will you notice that a student is characterised by a low level of school engagement? These are questions about the best indicators of the phenomena the practitioner is interested in.

A good indicator should primarily clearly indicate the existence of the studied phenomenon and directly relate to the objectives of the research. Additionally, it has to be measurable, and the measurement results must be suitable for interpretation. Collecting data for the indicator should be simple, straightforward, and cost-effective.

The indicators of academic performance can include, for example, the results of the tests carried out at the end of the year, or the grades given by teachers in the course of the school year or at the end of the school year. Tests of academic achievement will ensure a greater comparability of results than teacher assessments (if we use the same tool). But if the school does not have appropriate tests, their preparation will require knowledge and time (and sometimes also additional financial resources). In such a situation the use of teachers' assessments as an indicator of the level of the students' academic performance may be more justified.

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[2] Consequently, indicators of this type are frequently used in various early warning systems.

These are just some examples of the issues that a practitioner has to consider in the selection of the most appropriate indicators for their school. This toolkit proposes various indicators that might be used in the process of identifying and monitoring the risk of ESL (see parts 3 and 4).

3. Where and how to obtain the data?

In the identifying and monitoring process you may either use the existing data naturally collected at the school, or you may conduct additional activities in order to gather the necessary information.

First you should consider whether (and what of) the necessary information for the calculation of the indicators is already collected at the school. The teachers constantly collect a lot of data that can be used for that purpose. The data are recorded in school documents (e.g., school registers, student report cards and certificates, various reports), often by storing them in the form of electronic data-bases. In the 3rd part of the toolkit, we will show how data that are often collected in schools can be used to build indicators helpful in identifying students who require greater attention and support.

However, not all data interesting from the point of view of the issue of early school leaving will be available in the school documentation. Obtaining certain information will require conducting surveys among the students or the use of another data collection technique. In the 4th part of the toolkit you will find a proposal of a questionnaire that will help you gather information about the characteristics, attitudes and beliefs of students that are important for the student's success in school.

4. What is the meaning of the collected data?

Data is not knowledge. The use of the collected data in order to draw conclusions requires processing. The selected methods of analysis must be adequate for the purpose of the research and the posed questions. In the discussed context, they will most often involve the preparation of appropriate summaries allowing us to compare the values of the indicators calculated for the given student with the results of the reference group (e.g., peers at the school, or in the class) or with that of the student's results from the past. These analyses will usually have the goal of finding an answer to questions such as: (1) is the value of the indicator for the given student (e.g., grade average or the proportion of unexcused absences) alarmingly low/high compared with the average in the reference group; (2) are we observing alarming changes when analysing the data of that same student (e.g., a clear decrease in grade average, a marked increase in the percentage of unexcused hours of absence). The more frequently the school is able to monitor the values of the same indicators and compare their values in time, the greater the chance that it will be able to pick up on the distress signals.

The analysis may also be carried out at the school-level to diagnose the challenges of a particular school, or to assess whether interventions and activities already introduced by the school were effective (you can find some examples below).

5. How to translate the conclusions of the study into action?

The process of systematic collection and analysis of data is carried out in order to undertake appropriate and effective intervention measures to tackle ESL. The essence of effective intervention measures is that they need to be well-suited to the needs of the target group. Thanks to the proposed

process of data collection and analysis, you have a chance to accurately identify the group of students that requires greater support and care. As a result, you will be able to direct the appropriate compensation activities to the students who are most at risk of early school leaving.

The selection of appropriate intervention measures requires a good diagnosis of the causes of the problem. The individual students from the so-called 'group at risk of ESL' will likely require different types of support. It is therefore important to properly diagnose the individual needs of each student before undertaking intervention measures (see the further reading section and RESL.eu findings: Nouwen et al., 2016; Tomaszewska-Pękała, Marchlik & Wrona, 2017; Keskiner & Crul, 2017).

6. How to assess the effectiveness of the intervention?

There are various scientific methods for the assessment of the effectiveness of interventions. The very least that a practitioner can and should do, is to calculate the values of the same indicators at the school level again some time after the intervention and to compare them with the values recorded before the intervention. This is done in order to assess whether the support provided to the student/students has brought the desired changes in the areas of school functioning that we tried to influence. If so, we might want to consider carrying them out again in the future. If not, then we should probably look for other strategies.

The conclusions from the assessment of the effectiveness of the undertaken activities should inspire the practitioner to pose subsequent questions on what is now worth studying in light of the obtained knowledge. In this way, the cycle of systematic collection and analysis of data in order to support students at risk of early school leaving is closed, and the process of systematic collection and analysis of data opens up again.

What levels of analysis might be included in the identification and monitoring process?

The collection and analysis of information about each individual student has the primary objective of identifying those who require additional support and care. As a result, the school has the opportunity to plan and implement activities that take into account the specific needs of these students. But it is not the only perspective that a practitioner should consider.

Data collected at the students' level allow us to calculate indicators at the school level. These will usually be the averages from the values of the indicators calculated for the students (e.g., mean test score in a school) or proportions (e.g., proportion of students who have repeated a grade or who hold a given opinion). As mentioned above, analysing data at the school level enables the assessment of whether the activities carried out in the school contribute to a change in the students' behaviours, attitudes or performance. However, there are also other possibilities of using data at each level. The most important of them are briefly summarised below.

Student-level measurements

SINGLE MEASUREMENT TO IDENTIFY STUDENTS AT RISK

A measurement conducted once (e.g., at the beginning or at the end of the school year, or at the end of the semester) may help to identify students at risk of ESL as early as possible in order to support them adequately and prevent them from leaving school. In order to meet this purpose, it is advisable to collect data about each individual student from many different sources (e.g., data naturally collected at the school, additional surveys conducted at the school). A greater variety of measures indicate that a student might be at risk of ESL, and the more important it is to support such a student.

Results of such measurements are interpreted with reference to the group of students investigated (e.g., we can state that a student's school attendance rate or grade point average is low if we see that it is much lower than her/his peers). That is why the measurement should involve as many students as possible (e.g., all students at the school in a given grade).

> *Example: Analysis of school administrative data has shown that three students in the class have disturbingly low achievements with reference to their classmates. One of them also plays truant quite often. Two other students go to school regularly but in-depth interviews showed that one of them has family problems that disturb her learning and the other has the motivation to learn but he struggles to manage with school duties. All three of these students should get extra support from the school to prevent them from educational failure, but for each situation a different intervention is needed.*

STUDENT-LEVEL REPEATED MEASUREMENTS

A single measurement allows for an assessment of the students' characteristics at a given time. However, a repeated survey at a school with the participation of the same students, or a repeated calculation of the same indicators would produce richer data because it helps to capture sudden changes in the levels of student attitudes and beliefs. These changes may be a sign of increasing risk of early school leaving and the knowledge of them can help in focusing teachers' attention on students who need in-depth diagnosis and better support.

> *Example: A subsequent study revealed that a student who had so far valued education highly and had had high educational expectations scored exceptionally poorly. An interview with a trusted school pedagogue revealed that the situation was associated with a change in the student's peer network to one that adheres to different values.*

School-level measurements

SINGLE MEASUREMENT TO ASSESS CHALLENGES AND VULNERABILITIES AT A SCHOOL-LEVEL

Measuring characteristics at an aggregate level may help in understanding the difficulties and challenges of a particular school, in order to design a better school policy. Such measurement does not require gathering students' personal data so there is more chance that youngsters' opinions will be honest.

Moreover, not only individual characteristics may influence the risk of ESL. Factors from the school level such as the learning environment, the quality of relationships, and the support schemes available at school are of great importance. In general, a combination of unfavourable factors at different levels can increase the risk of a student's failure. Monitoring school characteristics may help in planning activities that aim to respond to the needs of the school as a whole (and not of particular students directly). However, in this way it should improve the chances of the schooling success of all the students.

When you measure students' opinions, it is more valuable to analyse each statement separately (the proportion of students that agree and disagree with it) than to calculate one numerical mean score.

> *Example: By conducting the measurement using a questionnaire of a youth's opinions a school can get to know what proportion of students agree or disagree with different statements. Thanks to that the school staff can understand how students see, for example, the learning environment at the school, the quality of relationships with teachers, or may find ourt simple facts such as how often students experience peer violence at school.*

SCHOOL-LEVEL REPEATED MEASUREMENT
It is worth repeating measurements in time intervals during the school year, across school years, and after each semester because then we could observe some variation in the studied characteristics. Moreover, a repeated measurement at the school-level can help evaluate whether interventions and activities already introduced by the school have contributed to making changes in the area that the school wishes to influence.

> *Example: After the first survey the school was anxious about the low level of aspirations among its pupils. With this in mind, the school organised a cycle of meetings with people who were successful in various careers. The focal point of the meetings was to demonstrate to pupils how these people's education has contributed to their success. In order to assess whether the intervention was successful and thus to see whether it would be worth continuing, or whether a different approach should be undertaken, the school repeated the measurement of aspirations in the group of pupils under intervention and compared the results from before and after the intervention.*

SCHOOL-LEVEL MEASUREMENT FOR LOCAL POLICY MAKERS
Local educational policy should be based on conclusions drawn from the analysis of reliable data. The greater the variety of indicators available to school authorities, the more likely they are to make appropriate decisions.

The "SASAT" questionnaire provided in part 4 of the toolkit can be used to collect student data which will help to generate valuable indicators of the challenges and vulnerabilities at the school level (e.g., average level of teacher support experienced by students at a given school). It should help local authorities to find adequate support for the given school.

> *Example: The educational board saw that a high proportion of early school leavers had for a number of years come from one institution. This was also a school which, compared to others, had for years scored low in pupils' performance tests. Therefore, the hypothesis was that the*

high proportion of early school leavers was associated with a low level of teaching at the school. In order to investigate the situation, the educational board conducted an identification of risk for early school leaving in the schools under its authority using the "SASAT" questionnaire. The study revealed that the students at the school in question scored exceptionally high in the questions regarding the school: they felt related to the school, valued education highly and felt they were supported by their teachers. However, they experienced low parental support. The results of the "SASAT" study helped to formulate a new hypothesis that the low achievement at the school and the high percentage of pupils who left school early, were linked with a disadvantage at the family level among the students attending this school. Subsequently, the education board was able to take appropriate actions to analyse the needs of the school in order to provide support aimed at reducing the number of early school leavers.

What has to be taken into account in the identification and monitoring process?

Make decisions on the basis of multiple sources of data

Information derived from a single indicator is usually not sufficient to accurately identify the students at risk of ESL. In most cases only the co-occurrence of multiple risk factors results in the risk of school failure. Therefore, in an effort to identify students requiring greater support and care, you might want to consider information derived from many indicators and various sources.

That is why the toolkit proposes various indicators using administrative data naturally collected at school (see part 3) and provides a questionnaire which helps the collection of new data in order to assess the characteristics, attitudes and beliefs of students that are relevant to their educational success (see part 4). Of course, it is highly recommended to also refer to other available sources and methods in order to obtain information about the students. It can be particularly valuable to use qualitative data in the identification and monitoring process (e.g., data derived from in-depth interviews with youth or participant observation), because very often only such data can help in understanding the reasons of students' problems.

The integration of the information derived from different measures should involve a determination of the number of tested areas in which the individual students obtained alarming values of the indicators. The greater the number of indicators showing that the student is experiencing various difficulties at school, the greater the risk that they will leave school early (temporarily, or definitively).

Remember that the relationship between risk factors and ESL does not work on a cause-and-effect basis

In the identification and monitoring process of students and schools various "risk factors" are investigated. They are called "risk factors" because in many situations and populations we have observed a relationship between these factors and the probability of school success or failure. It does not mean, however, that these characteristics cause a lack of educational success, as the real reasons and the interplay of different processes may be very difficult to grasp. They merely help us predict with some accuracy the level of risk and identify the students in need of special attention. After all, a person characterised by many risk factors can be (provided she/he receives the means) resilient and overcome the difficulties, while a student who appears predestined for success can fail.

Conduct research in a team

It is worth conducting the identification and monitoring in teams. A team appointed at the school specifically for this purpose has a better chance of developing the necessary competences to carry out such a process. Teamwork allows for the exchange of ideas, sharing of insights and discussion of findings derived from the data. Ideally such a team should consist of people performing various functions at the school with diverse experience. We may also invite an external expert to participate in such a team who will help us plan or implement the process of data collection and analysis.

3. Using school administrative data in the process of identifying and monitoring students and schools at risk of early school leaving: examples of indicators

Here you will find examples of various evidence-based indicators that can be used in the process of systematic collection and analysis of data aimed at identifying the risk of ESL. These are the risk indicators most commonly used in various systems, as they allow us to predict ESL most effectively. These examples are inspired by the solutions used in the countries participating in the RESL.eu study.

You can use these suggestions or modify them by building your own indicators that best suit the context of your school and the possessed data. Individual schools differ in terms of the strategies used in the monitoring and assessment of students, and therefore not all indicators can be directly applied to the situation of your school. We hope, however, that the examples discussed here will be an inspiration for you to build indicators best suited to your institution.

Student-level measurements

Academic performance indicators

Each school has its own system for monitoring the performance of students and it is best to use the data naturally collected for this purpose at the school in order to identify students at risk of ESL. Students at risk of ESL often have very poor academic performance, or a gradually or suddenly deteriorating academic achievement. In many systems in order to identify such students schools use indicators utilising school grades (if a grading scale is used at the school), information about school retention (if such a situation is possible in a given system), or the results of achievement tests. These are some of the most effective indicators enabling us to predict ESL. Their goal is to identify students who are experiencing learning difficulties.

INDICATORS ASSOCIATED WITH GRADES
If the students' performance is evaluated using a structured grading scale (marked with numbers, letters or descriptive labels), student assessments can be used to calculate, e.g., indicators such as grade point average, the number of low/failing grades, or the number of failing courses at the end of the school year or semester. If the scale of school grades is not expressed in the form of numbers, in order to calculate the grade average numerical values have to be assigned to the subsequent assessments.

It is worth remembering that the school grades average should be considered as an approximate indicator, allowing for easier integration of large amounts of data. The fact that one student has a grade average twice as high as another student does not mean that they have twice as much knowledge.

Indicator	Proposed counting method
Grade point average	For each student you can sum up his/her grades received in a given period (semester/school year) and divide it by their number.
Number of low/failing grades	For each student you can count the cumulative number of low/failing grades appearing in courses over the given period (semester/school year).
Number of failing courses	For each student you can count the number of courses with low/failing grades at the end of semester/school year.

Indicators of this type enable us to monitor the level of students' school performance with a fixed frequency (e.g., at the end of the semester/at the end of the school year). Their values are usually analysed in relation to their average value in the class or at the school. If teachers use different strategies for student assessment in different classes of the same school, it may be necessary to limit the comparisons to a single class.

The more often it is possible to summarise the indicators (e.g., once per quarter/once a month), the greater the chance of noticing alarming changes in student performance. In the analysis it is worth focusing not only on comparing the value of the indicators at a given moment, but also examining changes over time.

If a descriptive assessment dominates at the school or at a particular stage of teaching, it can also be used to monitor the level of student performance. In order to identify students at risk of ESL we should then pay particular attention to those whose performance is significantly below the level of their peers or whose performance level is unstable.

GRADE RETENTION INDICATOR[3]

Research confirms that students who repeated a grade are more at risk of early school leaving, particularly when grade retention occurred more than once. Of course, this is not a cause and effect relationship. It does not prove that it is the repetition of a grade that contributes to ESL. It is just that students who are not promoted to the next grade more frequently experience similar difficulties as the students who are forced to, or choose to, quit school. Therefore, the fact that a student has not received a promotion to the next grade (or had such an episode in the past) may be an early symptom of ESL. It should therefore be treated as a signal that the student needs special support in order to have a chance to obtain an educational qualification.

Indicator	Proposed counting method
Grade retention indicator	You can calculate it in two different ways (depending on whether you have access to the student's educational history): 1) The indicator assumes the value "yes" for each student who repeated a grade at any time of school education 2) The indicator assumes the value "yes" for each student who repeated a grade at the type of school s/he is currently attending

This indicator can be calculated in two ways. It will provide more information to the teachers if it includes the moment in a student's educational career in which grade repetition occurred (e.g., primary school vs last school year). However, the school does not always have insight into the students'

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[3] This part is important for the countries where it is possible for students to repeat a grade.

educational history. Some schools may only be able to check the data on whether the student re-peated a grade at the type of school s/he is currently attending. This is also extremely valuable information, because it tells us of events that took place in the recent past, and therefore have greater significance for the student's further school career.

As we mentioned previously, from the point of view of tackling ESL it is important to identify students with learning difficulties or other problems which translate into alarmingly low school performance. One way to gauge the level of academic performance is to use standardised tests. Standardised tests, i.e., of proven quality, enable the accurate and reliable measurement of students' skills. Additionally, they usually provide the comparability of results between classes, schools, and often also in the population of all the students in a given country. These tests help to enable teachers to assess the level of academic performance of students not only in relation to their peers from the same class/school, but also in relation to a wider group. This provides a better chance for a reliable iden-tification of students with an objectively low level of academic performance.

In many countries, schools have access to students' external exam results or other achievement test results conducted by external institutions. When your aim is to identify students at risk of ESL, you should use the results of the tests that were taken by the students at least one year before they graduate from your school. Only then will you and other teachers still have time to help the students who obtained particularly low scores. For this purpose you can also use the results of exams carried out at the end of an earlier stage of education. We should bear in mind that these tests only assess one particular type of competences and abilities, and should always be understood within their proper context and together with other features.

When such information is not available, we can use the results of performance tests carried out by the school on its own (whether with the use of external or internally generated tests). If the school uses the same tool in all classes, it will be possible to analyse the students' results in comparison with the results of the entire school.

School engagement indicators for each individual student

As we mentioned earlier, disengagement from school is seen as part of a process leading to early school leaving. The school's administrative data allow us to monitor the indicators of school engage-ment in the behavioural dimension. For this purpose we use such indicators as: attendance rate, truancy rate or the indicators of problems with discipline and behaviour.

Teachers monitor the students' attendance at school on a daily basis. In this way they generate extensive data sets enabling analysis of indicators that can indirectly provide information about the level of school engagement. Disengagement from school can be manifested by truancy, i.e., unex-cused absence from school. A higher number of absences (regardless of whether they are excused or unexcused) may also be associated with weakening school engagement. We should keep in mind, however, that a higher number of excused absences is usually the result of health problems. Never-

theless, the mere fact that a student misses a large number of classes may result in learning difficulties. Therefore, even though the attendance rate cannot be treated as a straightforward indicator of school disengagement, we observe a relationship between this indicator and the risk of ESL.

Indicator	Proposed counting method
Truancy rate	For each student you can count (at the end of the school year/semester or more often) the proportion of the total number of days (hours or halves of a day) that a student had an unexcused absence to the total number of days (hours or halves of a day) that the student was expected to attend school.
Attendance rate	For each student you can count (at the end of the school year/semester or more often) the proportion of the total number of days (hours or halves of a day) that a student attended school to the total number of days (hours or halves of a day) that the student was expected to attend school.

Schools usually monitor the students' unexcused absence on an ongoing basis, in order to quickly inform the appropriate persons of an alarming situation or to take other intervention measures in a situation where the number of missed classes exceeds the permitted norms. This activity is very important also from the point of view of preventing the phenomenon of ESL.

You should pay special attention to the students whose truancy rate is getting higher, because this may indicate growing school disengagement. It is also worth analysing when the students are absent to detect patterns: maybe it concerns a specific subject or a certain teacher.

Monitoring of the attendance rate indicator also provides valuable information. You may be alarmed by situations in which a student is characterised by extremely low (compared with peers) attendance rate or in which the attendance rate is falling in subsequent analysed periods. Such a student is at risk of learning difficulties related to his/her absence from school.

We encourage you to calculate the indicators associated with student attendance as a proportion of days/hours and not their absolute number, because then it is easier to compare them over time and between classes (their number is not dependent on the number of courses in which the student should participate in a given period of time).

STUDENT DISCIPLINE AND BEHAVIOUR
The indicators of problematic behaviour at school are also good measures of the student's disengagement from school in the behavioural dimension. They allow us to identify the students whose behaviour goes beyond the school norms. A greater intensification of such behaviours may be regarded as a manifestation of stronger school disengagement.

Schools record data about disciplinary events in various ways and take various remedial measures. That is why each school should adapt the indicators to the possessed information and applied solutions. Those indicators which use the information that is already collected at the school will be the best for the schools. Below we list the possible measures that can provide inspiration for the definition of indicators that best suit the conditions of the given school.

- Poor conduct grade or information about poor behaviour and attitude that is given to students at the end of the school year
- The number of times a student received a suspension as a disciplinary measure

- Student moved to another class for disciplinary reasons
- The number of times that a student was sent to the headmaster/class teacher due to inappropriate behaviour
- The number of phone calls/emails to the parents to inform them of their student's improper behaviour
- The number of meetings with the student's carers in order to discuss the student's behaviour
- The number of times the student had to meet with the school psychologist (or other specialist) in order to explain their inappropriate behaviour
- Being under the care of a social worker or other carers due to improper behaviour at school
- The number of times that a student gets a detention (has to stay at school afterhours)

School-level measurements

Indicators that are mentioned above can also be used to monitor the situation at the school level. For that purpose, the mean scores for the school or proportions of students at school should be calculated (e.g., the mean truancy rate or proportion of students who fail at least one course). By repeating measurements at the school level in time intervals you can observe changes in characteristics that are connected with the risk of ESL. Thanks to that you will be able to assess whether the interventions and activities introduced in your school have contributed to improving the learning environment and increasing the students' chances for educational success.

4. Success at school assessment tool (SASAT)

What is SASAT?

SASAT is a tool which will help you gather information about the characteristics, attitudes and beliefs of students that are relevant to the students' educational success. It consists of 12 questions directed at students, concerning a number of characteristics that might increase the risk of early school leaving, which cannot be determined on the basis of the administrative data already gathered by the school. These measurements are needed to get a better view of students' school engagement and support networks. SASAT is a tool designed to help you carry out such identification and monitoring of students' risk and protective factors for their educational attainment as well as information on how to summarise and interpret the results. The questionnaire has been structured on the basis of the results of the large-scale RESL.eu research on reducing early school leaving in Europe.

What does the questionnaire measure?

The questions have been divided into three sections, related to: (1) the student's family of origin, (2) the school, (3) aspirations for the future.

"You and your family" section

Researchers found that – alongside other contexts – the family environment plays an important role in student outcomes. Involving parents at school is important as students who experience positive interactions with their parents are more likely to be more engaged in school and are (therefore) more successful. Students who receive more parental support and whose parents monitor their behaviour more diligently are more involved in studying and show better results. Family support can protect youngsters from disengaging from school, showing risky behaviours and from leaving school early. SASAT facilitates investigation into three aspects of the interactions between pupils and their parents.

Question A1 regards the level of socio-emotional support pupils receive from their parents and, more specifically, to what extent they feel they are understood, cared for and helped in various situations in life.

Question A2 refers to parental support related to the educational process itself, i.e., conversations about studying, monitoring a student's behaviour related to studying and stressing the importance of education to succeed in life.

Question A3 regards the level of parental control and supervision, i.e., the degree to which parents monitor their children's behaviour on an everyday basis.

Another feature of the family environment that SASAT explores is the perceived expectations of parents regarding their child's education (question A4). High parental educational expectations increase the chances of educational success through various mechanisms. On the one hand, they affect the students' confidence in their competences and modify their educational aspirations, and

on the other, parents who have higher expectations make more effort to help their children attain success in school.

"At school" section

Educational success is also determined by various characteristics of the school environment. It is also related to the ways in which young people see themselves in the role of a student. This part of the tool allows us to investigate some of the dimensions of a student's sense of belonging, well-being and functioning at school; some, but not all, of the important features that should be considered when planning the diagnosis of a school.

Students who feel strongly connected with their school and value education highly are generally more likely to accept school values as their own and become more involved in various school-based activities, which increase their chances of educational success. Additionally, highly valuing education is associated with higher academic attainment. Also, a positive perception of oneself as a learner increases the probability of educational success. Moreover, early school leaving or accumulation of school difficulties are often preceded by less obvious signals, such as one's diminishing sense of belonging to the school and/or valuing the importance of education. Question B1 regards the student's sense of belonging to the school, whereas question B2 evaluates the extent to which young people see obtaining an educational degree as important and as increasing their chances of being successful in life. Question B3 refers to the student's academic self-concept.

These characteristics are also correlated with the level of support students receive from teachers. Students who feel they are understood, receive care and help in various life situations are usually more involved in their education and declare a higher sense of belonging to the school. Therefore, the support students receive from teachers in school seems to be an important factor in protecting youngsters from leaving school early. Question B4 investigates the level of social support students receive from teachers at their school.

Question B5 refers to the learning environment in the class, especially disciplinary problems. On the one hand, disciplinary problems may indicate that there are some disengaged or unmotivated students in the class who need additional support. On the other hand, a disruptive learning environment does not provide comfortable conditions to learn. In such cases teachers might also feel overburdened and unable to provide adequate individual support for each student.

The research shows that schools that invest in strengthening the development of a positive and supportive school climate, as well as tackling peer victimisation are more successful in fostering school engagement. Moreover, students who experience violence from their peers are at real risk of school disengagement. Question B6 assesses the level of school victimisation and the student's feeling that he/she is a victim of peer violence.

"Your future plans and aspirations" section

Educational aspirations are long-term educational goals. Students who aspire to achieve a particular educational goal (i.e., a desired level of education) take steps to increase their chances of achieving it. Educational expectations, on the other hand, regard the level of education that students expect to

achieve, taking into consideration the assessment of their abilities and possibilities (economic, social). Students' educational aspirations and expectations are positively correlated with school achievement and chances of educational success.

Questions C1 and C2 gather the information necessary for determining a student's level of educational aspirations and expectations.

How should the SASAT be conducted?

SASAT is a tool designed to be filled out by students independently. The tool can be conducted individually or by a group of students, each student filling out a separate questionnaire. Students who work on the questionnaire should be provided with a calm environment and be ensured that all the information they give is strictly confidential. Students should be given as much time as they need, although it usually takes no longer than 15 minutes to fill out the questionnaire.

Most students who are at least 11 years old should be able to cope with completing the questionnaire by themselves.

The assessment should be done by a person trusted by the students (e.g., a school psychologist, class tutor). Students have to be confident that this person will not share their answers with other teachers, parents, classmates, or anyone else.

Participation in the survey is voluntary. <*While preparing the adaptation: here is the place to provide information about the country-specific regulations concerning the need to get parental consent for the collection of such information about their children.*> Students have the right to refuse to complete the questionnaire as a whole or in part.

If the test is to be carried out as an individual diagnosis, the supervisor must ensure that the student has written a personal identifier on the questionnaire (with first name and surname, or has used a code that allows the supervisor to identify the student). If, on the other hand, the survey is intended to monitor the surveyed areas at the school, school department, or other group level, the questionnaire does not need to be identifiable on an individual level.

If the measurement is conducted at the student's level (as an individual diagnosis), the results of SASAT are interpreted with reference to the group of students investigated. That is why the measurement should involve as many students as possible (e.g., all students at school in a given grade). If the school level is a priority (not individual assessment), similarly the more students that are investigated, the more complete the information gathered about the school will be. Thus, the more students take part in the survey, the more valuable the results.

Before students begin to fill out the questionnaire they need to be informed of its objectives and how the results will be used. An example of the way in which the questionnaire may be introduced is presented below:

Hello, perhaps some of you don't know me so let me introduce myself. My name is ………….. and I am …………. (school function). The questionnaire we will conduct today at your school/class is aimed at getting to know you better, and also to find out what your opinions are about the school and the process of studying itself. In order to do so I will ask you to fill out a questionnaire which consists of 12 questions. I am the only person who will see your answers, and on the basis of those I will prepare a general overview of what you think and some guidelines for your teachers/school principals which will help them make plans on how to support all students in their educational efforts and to make sure we all support you as best we can. There are no right and wrong answers in this questionnaire, but I would very much appreciate your honesty. Otherwise the results will not tell us what we need to know. [Please write your name on the questionnaires so that I can assess what exactly each of you needs]. Thank you for agreeing to take part in this research.

Important remarks

- One should be aware that the SASAT questionnaire gathers sensitive personal data which need to be treated as confidential; hence strict procedures should be implemented to protect all data (completed questionnaires, data sets and their descriptions) against any possible wrongful use.

- While collecting such data there is always the risk of stigmatisation of students who appear to be at risk of early school leaving, which is why one should be very careful with the vocabulary used in the diagnosis and when sharing the assessment results with students and school staff alike.

- It is strongly recommended that if such feedback is given, it should be carried out by a school psychologist or other professional who is qualified and experienced in conducting diagnostic assessment, as feedback improperly formulated can be harmful to students.

Calculating, interpreting and using the results on the student level

Each box that a student marks in the questionnaire when choosing an answer has a small number on the bottom right. This is the value that you will use to calculate the results.

Make sure that one answer is selected for each question, or one answer in the line of the questions as grouped in the table. If a student has marked none, or more than one answer, the answer for the whole question is treated as a missing value.

Characteristic (and the question number)	How to count the result?	How to interpret and use the result?	Examples of measures the school may provide for the students in need of additional support
Parental social and emotional support (A1)	Sum up the values of the marked answers for the whole table (you should add five numbers – one for each row). You will get a number between 5 and 25.	The higher the result, the stronger the student's feelings that parents support him/her emotionally and socially. Pay attention to the students with the lowest scores in the group you have diagnosed – especially when the scores for A2 and A3 are also low.	In case of lack of sufficient parental social and emotional support the schools can provide students with various types of socio-emotional support such as: counselling, tutoring, (peer) mentoring, social skills trainings.
Parental school support (A2)	Sum up the values of the marked answers for the whole table (you should add six numbers – one for each row). You will get a number between 6 and 30.	The higher the result, the stronger the student's feeling that his/her parents support them in the school context. Pay attention to the students with the lowest scores in the group you have diagnosed – especially when the scores for A1 and A3 are also low.	Parents should be encouraged to participate actively in school life and should feel an important part of the school community, have a voice in making important decisions. School staff should inspire parents with their own example, regularly reporting on the child's progress, showing concern, communicating and cultivating high educational expectations.
Parental control (A3)	Sum up the values of the marked answers for the whole table (you should add three numbers – one for each row). You will get a number between 3 and 15.	The higher the result, the stronger the student's feeling that parents supervise him/her in everyday life and that their behaviour is being monitored by his/her parents. Pay attention to the students with the lowest scores in the group you have diagnosed – especially when the scores for A1 and A2 are also low.	Schools can facilitate parental control over their child's school progress giving the possibility of individual contact moments with teachers or using various forms of communication (e.g., electronic class register, emails etc.).
Parents' expectations (A4)	The number on the bottom right is the result. The two first answers have the same value (this is not an error).	The higher the results, the higher the parents' expectations of their child's education. Pay attention to the students with a score of 2 or below. If there are no such students in	It is important to encourage parents to nurture high (and at the same time adequate) educational expectations for their children. This can be achieved by: providing parents with reliable information about their child (their talents, strengths and weaknesses), communicating to them the high

		your school, think about those with the lowest scores.	but realistic teachers' expectations, providing information about the education system and available educational options.
School belonging (B1)	Sum up the values of the marked answers for the whole table (you should add three numbers – one for each row). You will get a number between 3 and 15.	The higher the result, the stronger the student's sense of belonging to the school. Pay attention to the students with the lowest scores in the group you have diagnosed – especially when the scores for B2, B3 and B4 are also low.	The schools can support the students' feeling of school belonging by providing adequate socio-emotional support to students in need, but also by caring about having a good, positive atmosphere in the classroom and at school. Students will also feel more attached when they are involved in the decision-making process and their opinions are taken into account. A rich offer of varied extracurricular activities provided free of charge might also positively impact students' feelings of school belonging.
The importance of education (B2)	Sum up the values of the marked answers for the whole table (you should add three numbers – one for each row). You will get a number between 3 and 15.	The higher the result, the stronger the student's belief that education is important for success in life. Pay attention to the students with the lowest scores in the group you have diagnosed – especially when the scores for B1, B3 and B4 are also low.	In order to make students understand the importance of acquiring education schools should provide them with knowledge and competences that might be useful in their everyday life and equip them with skills sought on the labour market. Providing career guidance and counselling might also be beneficial to show how important education is for one's professional career and success in life.
Academic self-concept (B3)	Sum up the values of the marked answers for the whole table (you should add five numbers – one for each row). You will get a number between 5 and 25.	The higher the result, the stronger the student's feeling that he/she is a good student and he/she is able to take challenges in school. Pay attention to the students with the lowest scores in the group you have diagnosed – especially when the scores for B1, B2 and B4 are also low.	A positive perception of oneself as a learner is crucial for a student's educational success. A positive academic self-concept is strongly related to how the student's abilities are perceived and communicated to learners by the school staff. Therefore, it is important that schools keep students informed about their progress, give them regular feedback, strengthen their aspirations and motivate them in a positive way.
Teacher social and emotional support (B4)	Sum up the values of the marked answers for the whole table (you should add five numbers – one for each row). You will get	The higher the result, the stronger the student's feeling that teachers support him/her emotionally and socially.	The role of teachers' social and emotional support in preventing ESL is not to be underestimated. Supportive school staff who are open to talk and build relationships with students can counterbalance the negative impact of various risk factors. Schools should provide in-service training

	a number between 5 and 25.	Pay attention to the students with the lowest scores in the group you have diagnosed – especially when the scores for B1, B2 and B3 are also low.	and professionalisation for staff to enable them to engage in more caring relationships with students, to equip them with skills necessary to assess and respond to the youth's various needs.
Learning environment in the class (B5)	Sum up the values of the marked answers for the whole table (you should add five numbers – one for each row). You will get a number between 3 and 15.	The higher the result, the stronger the student's belief that the learning environment in classes does not support learning because of disciplinary problems. Pay attention to the class where many students get high scores or the mean score for the class was much higher than for other classes.	A favourable and supportive class environment positively impacts students' academic performance, attendance and overall well-being. The school should make both students and teachers feel socially, emotionally and physically safe and comfortable. Existing disciplinary procedures should be known and accepted by all parties. They should be based on incentives, pointing to appropriate and desirable behaviours rather than sanctions and penalties that discourage students from learning and school.
Level of peer victimisation (B6)	Sum up the values of the marked answers for the whole table (you should add five numbers – one for each row). You will get a number between 4 and 20.	The higher the result, the stronger the student's feeling that he/she is the victim of peer violence. Pay attention to the students with a score of 5 or above. Students with the score much higher than 5 might disturbingly often experience violence at school.	Schools need to develop strategies to prevent and combat school violence. The school should have a consistent policy in this area, implement prevention programs, cooperate with specialists, and create multidisciplinary teams. One effective way to prevent peer victimisation can also be creating a prevention protocol or school code of good behaviour which must be signed by each student at the start of the school year.
Students' educational aspirations (C1)	The number on the bottom right is the result. Two first answers have the same value of 3 and the last answer has 1 (this is not a mistake).	The higher the results, the higher the student's educational aspirations. Pay attention to the students with a score of 3 or below. If there are no such students in your school, think about those with the lowest scores.	Students' educational aspirations are strongly related to school staff and parental expectations. Therefore, it is crucial to cultivate and empower high, but (at the same time) adequate, educational aspirations of young people. Career guidance can help students to plan how to attain their aspirations and provide information about available educational and professional options.
Students' educational expectations (C1, C2)	Sum up the values of the marked answers for questions C1 and C2. You will get a number between 1 and 13.	The higher the results, the higher the student's educational expectations. Pay attention to the students with a score of 6 or below.	The school should give students the opportunity to get to know themselves, their abilities, strengths and weaknesses better, and to learn how to make the right educational and professional choices. Once again, well-conducted and regular professional

	If a student marks the answer "I don't know" for question C1, he/she should get a score of 1 (do not add the value for C2 even if the student marked an answer).	Think also about those students that have a high score in question C1 and score 1 in C2. These are the pupils who wish for a high level of qualifications, but do not believe that they can achieve it.	career counselling seems pivotal. This counselling should not be limited to providing information, but should be an opportunity to encourage students to discover themselves and learn how to set their own educational and life goals.

The best way to use the results is to identify the strengths (high scores) and weaknesses (low scores) of each student in the area under examination. You can analyse these data within a group of questions (block A, B and C), by checking if there are similarly high or low scores against the results of all students, to find out if there is a specific area in need of support (e.g., low parental support). The results of the study should be interpreted with reference to the school staff members' knowledge about the student derived from other sources.

You are strongly encouraged to focus not only on the students with the lowest scores but also on those with the highest results, and find the proper way to respond to their needs. Maybe there are students in your school with very high educational expectations. Are you sure that they feel they receive enough support and opportunities at school to achieve the level of education that they dream of?

SUCCESS AT SCHOOL ASSESSMENT TOOL (SASAT)

Dear student,

This questionnaire aims to get to know you and your opinion about the school and the learning process. There are no good or bad answers in the questionnaire. All the answers you give will be treated as confidential, so please be honest with your views.

A. You and your family

A1. The following questions are about how you feel about talking to your mother or father.

	Strongly Disagree	Disagree	Neither Agree nor Disagree	Agree	Strongly Agree
I feel that I can trust my parents as someone to talk to	☐1	☐2	☐3	☐4	☐5
If I talk to my parents, I think they will try to understand how I feel	☐1	☐2	☐3	☐4	☐5
When I feel bad about something, my parents will listen	☐1	☐2	☐3	☐4	☐5
If I'm having trouble with my schoolwork, I can go to my parents for help	☐1	☐2	☐3	☐4	☐5
If I'm having a social or personal problem, my parents would have advice about what to do	☐1	☐2	☐3	☐4	☐5

A2. The following questions are about your parents and their involvement with your schoolwork. How much do you agree or disagree with each of these statements?

	Strongly Disagree	Disagree	Neither Agree nor Disagree	Agree	Strongly Agree
My parents make sure that I do my homework	☐1	☐2	☐3	☐4	☐5
My parents make sure that I go to school every day	☐1	☐2	☐3	☐4	☐5
My parents praise me when I do well in school	☐1	☐2	☐3	☐4	☐5
My parents give me the support I need to do well in school	☐1	☐2	☐3	☐4	☐5
My parents talk to me about my future	☐1	☐2	☐3	☐4	☐5
My parents believe that education is important to succeed in life	☐1	☐2	☐3	☐4	☐5

A3. How much do you agree or disagree with each of these statements?

	Strongly Disagree	Disagree	Neither Agree nor Disagree	Agree	Strongly Agree
My parents want to know who I am going out with when I go out with other kids	☐1	☐2	☐3	☐4	☐5
In my free time away from home, my parents know who I'm with and where I am	☐1	☐2	☐3	☐4	☐5
My parents want me to tell them where I am if I don't come home straight after school	☐1	☐2	☐3	☐4	☐5

A4. What are <u>your parents'</u> expectations for your education?

☐1   I don't know; I don't think they have any expectations for my education

☐1   To leave <secondary school> without <ISCED level 3>

☐2   To leave <secondary school> having achieved <ISCED level 3>

☐3   To continue into <college or university> to study <ISCED level 4> and leave education after that

☐4   To continue into <college or university> to study <ISCED level 5B> and leave education after that

☐5   To continue into <college or university> to study <ISCED level 5A> and leave education after that

B. At school

B1.Thinking about your school: to what extent do you agree with the following statements?

	Strongly Disagree	Disagree	Neither Agree nor Disagree	Agree	Strongly Agree
I think that this is a good school	☐1	☐2	☐3	☐4	☐5
I feel like a real part of this school	☐1	☐2	☐3	☐4	☐5
I would recommend to other kids that they go to my school	☐1	☐2	☐3	☐4	☐5

B2. Thinking about your education: to what extent do you agree with the following statements?

	Strongly Disagree	Disagree	Neither Agree nor Disagree	Agree	Strongly Agree
Trying hard at school will help me to get a good job	☐1	☐2	☐3	☐4	☐5
Trying hard at school will help me to go to college/university	☐1	☐2	☐3	☐4	☐5
Getting a good education is the best way to get ahead in life	☐1	☐2	☐3	☐4	☐5

B3. Thinking about how you feel you do at school: to what extent do you agree with the following statements?[4]

	Strongly Disagree	Disagree	Neither Agree nor Disagree	Agree	Strongly Agree
I am able to help my classmates in their schoolwork	☐1	☐2	☐3	☐4	☐5
I am good in most of my school subjects	☐1	☐2	☐3	☐4	☐5
I usually do poorly in tests	☐5	☐4	☐3	☐2	☐1
I am able to do better than my friends in most subjects	☐1	☐2	☐3	☐4	☐5
I can follow the lessons easily	☐1	☐2	☐3	☐4	☐5

B4.Thinking about your teachers: to what extent do you agree with the following statements?

	Strongly Disagree	Disagree	Neither Agree nor Disagree	Agree	Strongly Agree
I feel that I can trust my teachers as people to talk to	☐1	☐2	☐3	☐4	☐5
If I talk to my teachers, I think they will try to understand how I feel	☐1	☐2	☐3	☐4	☐5
When I feel bad about something, my teachers will listen	☐1	☐2	☐3	☐4	☐5
If I'm having trouble with my schoolwork, I can go to my teachers for help	☐1	☐2	☐3	☐4	☐5
If I'm having a social or personal problem, my teachers would have advice about what to do	☐1	☐2	☐3	☐4	☐5

B5. Thinking about the learning environment in your classes: to what extent to you agree with the following statements?

In class...	Strongly Disagree	Disagree	Neither Agree nor Disagree	Agree	Strongly Agree
… the teacher has to wait a long time for students to quieten down	☐1	☐2	☐3	☐4	☐5
… students do not listen to what the teacher says	☐1	☐2	☐3	☐4	☐5
… there is noise and disorder	☐1	☐2	☐3	☐4	☐5

[4] The "Academic Self-Concept Scale" in that form is recommended to use only in schools in Belgium and Sweden. For Polish schools you should remove the third statement ("I usually do poorly in tests"). For the other countries' samples the scale did not show good enough measurement properties, so it should not be used in such form.

B6. In the last 12 months, how often have each of the following happened to you?

	Never	Once a Month or Less Often	A Few Times a Month	A Few Times a week	Every day
Been upset by being called hurtful names by other students (including getting text messages or emails from them)	☐₁	☐₂	☐₃	☐₄	☐₅
Other students at school made you give them money or personal possessions	☐₁	☐₂	☐₃	☐₄	☐₅
Other students **threatened** to hit you, kick you or use any other form of violence against you	☐₁	☐₂	☐₃	☐₄	☐₅
Other students **actually** hit you, kicked you or used any other form of violence against you	☐₁	☐₂	☐₃	☐₄	☐₅

C. Your future plans and aspirations

C1.What is the highest level of education you are aiming to achieve?

☐₃   <ISCED level 1>

☐₃   <ISCED level 2>

☐₅   <ISCED level 3C>

☐₇   <ISCED level 3A, 3B>

☐₉   <ISCED level 4>

☐₁₁   <ISCED level 5A, 5B, 6>

☐₁   I don't know → *Leave the C2. question unanswered.*

C2.How likely do you think it is that you will achieve your desired level of education?

☐₁   Not at all likely

☐₁   Not very likely

☐₂   Fairly likely

☐₂   Very likely

5. Further reading

This part of the publication aims to provide you with information about valuable projects, tools and inspiration which may be helpful in determining youth at risk of ESL, understanding that process and motivate you in tackling the problem.

Here you can find European projects (materials in English) as well as information concerning your country in particular.

Europe

EU Thematic Working Group on Early School Leaving

http://ec.europa.eu/education/policy/school/early-school-leavers_en

Thematic Working Groups are part of the Open Method of Coordination to implement the EU Education and Training 2020 strategic framework. Between 2011 and 2013, one of these Thematic Working Groups was focused on ESL, looking at good practice examples in Europe and exchanging experiences in reducing early school leaving. After 2013, the cooperation between EU countries regarding ESL continued through the Working Group on School Policy and several relevant materials for schools were produced. Among those, two documents are particularly noteworthy:

1) Policy messages identifying key conditions for implementing a whole school approach to tackling ESL.

2) A policy guide on how to improve Initial Teacher Education.

The materials are available in English (some are also available in other EU languages).

Reducing Early School Leaving in Europe (RESL.eu)

www.resl-eu.org

The RESL.eu international research project aims to provide insights into the processes influencing early leaving from education or training. In addition, RESL.eu intends to identify and analyse prevention, intervention and compensation measures that aim to keep pupils in education or training until they obtain at least upper secondary educational qualifications.

The project website contains many publications and project papers which summarise the research findings ("Deliverables" link). For example:

- Introduction to the ESL phenomenon and comparison of policies on that problem in European countries can be found here:

  o Araujo, H. et al. (2014). Policies on Early School Leaving in nine European countries: a comparative analysis.

- The inspirations for the ESL prevention and intervention measures can be found here:

    o Nouwen, W. et al. (2016). School-based Prevention and Intervention Measures and Alternative Learning Approaches to Reduce Early School Leaving. Antwerp: Centre for Migration and Intercultural Studies.

    o Tomaszewska-Pękała, H. et al. (2017). Finding inspiring practices on how to prevent ESL and school disengagement. Lessons from the educational trajectories of youth at risk from nine EU countries. Warsaw: University of Warsaw.

    o Crul, M. & Keskiner, E. (2017). On new statistical evidence on ESL in 7 country studies. Rotterdam: Erasmus University Rotterdam.

    o Crul, M. & Keskiner, E. (2017). On national policies on ESL in 9 countries. Rotterdam: Erasmus University Rotterdam.

VET toolkit for tackling early leaving (CEDEFOP)

www.cedefop.europa.eu/en/toolkits/vet-toolkit-tackling-early-leaving

A Europe-wide toolkit inspired by successful Vocational education and training (VET) practices in helping young people to attain at least upper secondary qualifications. The toolkit content builds on the findings from a Cedefop study.

It provides practical guidance, tips, good practices and tools drawn from VET to feed into activities and policies aiming at:

- helping young people at risk of becoming early leavers to remain in education and training and qualify;

- helping early leavers to reintegrate into education or training and the labour market.

The website is only available in English.

European Toolkit for Schools (European Commission)

www.schooleducationgateway.eu/en/pub/resources/toolkitsforschools.htm

The European Toolkit for Schools offers concrete ideas for improving collaboration within, between and beyond schools with a view to enabling all children and young people to succeed in school. School leaders, teachers, parents and other people involved in different aspects of school life can find helpful information, examples of measures and resource material to inspire their efforts in providing effective and high-quality early childhood and school education.

The resources available in this Toolkit contain short explanations as to why particular dimensions are important for learners' success and prevention of early school leaving, with evidence from research, examples of interventions at the school level and links to further reading as well as a number

of resources, ranging from research studies, project reports, to concrete examples of good practices describing how a measure was successfully implemented.

The website is available in English and most European languages but resources and concrete examples are only available in English.

Stay@School project - Educational products

http://stayatschool.pixel-online.org/info/EDP_index.php

The aim of the Stay@School project was to provide school teachers with the necessary skills to prevent early school leaving. The project was addressed to school teachers in four European countries: Italy, Belgium, Romania and Spain. Several tools were developed to help teachers assess the risk of school dropout, including questionnaires for students, teachers and parents. On the website 2 groups of products are freely available: (1) products for teachers to help them identify and prevent behaviours and situations that may lead to early school leaving; (2) products for students aimed at raising awareness of the issue of early school leaving.

The materials are only available in English. They may be interesting for teachers from other countries as well.

Structural Indicators for Inclusive Systems in and around Schools (NESET II Analytical Report)

http://nesetweb.eu/NESETII_Structural_Indicators.pdf

This report proposes practical qualitative indicators for educational authorities and for schools to self-evaluate in a range of areas pertinent for inclusive education. It offers an innovative framework of structural indicators for improving inclusion in school. This proposed framework of structural indicators for inclusive system development applies to both the national policy level and the school level.

The report focuses on supportive, quality learning environments, on welcoming and caring schools and classrooms, and on preventing discrimination. It addresses the needs of students in a holistic way (their emotional, physical, cognitive and social needs), and recognises their individual talents and voices. It is open to the voices and active participation of parents, and also wider multidisciplinary teams and agencies. Inclusive systems in and around schools particularly focus on the differentiated needs of marginalised and vulnerable groups, including those at risk of early school leaving and alienation from society.

The full report is only available in English, but the indicators will be translated into other languages and provided as a resource in the European Toolkit for Schools.

Austria

Checklist and Recommendations for teachers and parents on the topics of school absenteeism and school-related behaviour

https://www.schooleducationgateway.eu/files/esl/downloads/84_Checklist_and_Recommenda-tions_DE.pdf (in German)

https://www.schooleducationgateway.eu/files/esl/downloads/84_Checklist_and_Recommenda-tions_EN.pdf (in English)

The checklist and recommendations were developed as part of a large-scale study on the topic of school absenteeism and school culture carried out on behalf of the City of Vienna. The document is aimed at school management, teachers and parents in order to achieve a targeted reduction in school absenteeism and dropout rates.

This document comprises a checklist for self-assessment of schools, 59 detailed recommendations for improvement of school attendance, pupil engagement and school culture, as well as proposals for behaviour agreements and examples of questionnaires for teachers and parents. The document has been translated from the manual prepared by Erna Nairz-Wirth, Klaus Feldmann, Barbara Diexer (2012): Handlungsempfehlungen für Lehrende, Schulleitung und Eltern zur erfolgreichen Prävention von Schulabsentismus und Schulabbruch.

https://www.wu.ac.at/fileadmin/wu/d/i/bildungswissenschaft/Forschung/Publikationen/handlungs-empfehlungen.pdf

This document is available in German and English.

Stop Dropout: Risk detection and flexible prevention against learners' drop out

http://www.stop-dropout.eu

The project helps the school counsellors and psychologists to prevent early school leaving in the Czech Republic, Germany, Austria and Slovenia. The aim of the project is to reduce dropout rates by providing materials and research-based tools for teachers and trainers such as The Stop Dropout Questionnaire, The Personal Profile and The Flexible Prevention and Support System.

The Stop Dropout Questionnaire is an online questionnaire that aims at identifying young people at risk of dropping out of school and/or vocational training. The tool is designed to evaluate students' strengths and weaknesses that are considered important in the learning environment and to assess not only the risk of school failure but also the type of support that is most suitable for different groups of students.

The tools are used by selected youth coaches in Austria. In order to get access to the stop dropout online-tools, they have to attend a training course at *Blickpunkt Identität* and undertake to handle data confidentially. The tool is free for students, but the funding varies between the Austrian federal states.

The website is available in German, English, Slovenian, Czech, Norwegian and Icelandic.

Checklist for the identification of pupils at risk of dropping out of school in the context of "Youth Coaching"

https://www.bmb.gv.at/schulen/pwi/pa/jc_erhebungsblatt_25225.pdf?5i81un

This checklist is targeted at identifying students at risk of dropping out of school. It is used by class teachers from grade 9 onwards. The checklist is based on 8 indicators and should be applied to each pupil twice a year. Teaching staff should subsequently compile a list of the names of the students for whom they recommend Youth Coaching[5].

This Checklist is available in German.

Online Questionnaire "undiscovered talents"

http://www.unentdeckte-talente.at/

This website is part of the project "*Perspektiven für unentdeckte Talente – Prävention und Interventionen bei frühzeitigem Bildungsabbruch*" (perspectives for undiscovered talents – prevention and intervention for Early School Leaving) carried out by the *Arbeitsmarktservice Wien* (*AMS*; Public Employment Service Vienna).

The online questionnaire is aimed at supporting youth at risk of leaving education and training by providing advice in their transition from school to work. When youngsters fill in the questionnaire, adequate contact organisations are recommended to them, including information on their location and opening hours. Youths are then advised to print their answers and bring it to the consultation at the recommended organisation. Like the questionnaire itself, counselling services at the 62 organisations are free of charge.

The online questionnaire is available in German, English, French, Serbian, Turkish, Persian, Russian, Polish, Romanian, Slovakian, Bulgarian, Kurdish and Mandarin.

Methods and Tools for Schools to prevent Early School Leaving

https://www.bmb.gv.at/schulen/pwi/pa/jc_esl_handreichung.pdf?5te5km

This paper is aimed at teachers, school leadership and other school staff and provides them with basic information on the phenomenon of Early School Leaving and recommendations on how to identify and support youths at risk. In addition to tools for early detection of students at risk, it contains a collection of methods and tools to create a supportive learning environment at school as well as a variety of counselling approaches.

This collection of methods and tools has been published by *Blickpunkt Identität* on behalf of the Austrian Federal Ministry of Education.

The publication is available in German.

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[5]For further information on Youth Coaching see http://www.neba.at/jugendcoaching

AVEO-Austrian Violence Evaluation Online Tool

http://www.schulpsychologie.at/gewaltpraevention/praeventionsprojekte/selbstevaluation-aveo-s-aveo-t/

This self-evaluation tool is used to identify violent behaviour (verbal, physical, relational, media) at schools and plan adequate intervention measures. It involves a questionnaire for students (AVEO-S), and a questionnaire for teachers (AVEO-T). In order to get access to the online-questionnaires, school leaders have to register their school online at https://aveo.schulpsychologie.at/schule/registrierung.

This tool has been developed by the University of Vienna in cooperation with the Federal Ministry of Education.

The questionnaire is available in German.

Obligation for youngsters to participate in education and training until the age of 18

Website:

https://www.ausbildungbis18.at/

This website contains information on the Austrian Government's initiative *Ausbildungbis 18*, i.e. the obligation for youngsters to participate in education or training until the age of 18. The intention is to support students in completing upper secondary education. It is aimed at parents, youngsters, school staff, organisations and companies. It helps in providing all stakeholders with information on why it is important for youngsters to participate in upper secondary education, what supportive measures there are for youngsters at risk of leaving education and training early while also offering a contact point for all related matters.

The website is available in German, English, Turkish, Serbian, Croatian, Bosnian, Persian, Arabic, Russian

Practical Guidance:

https://www.bmb.gv.at/schulen/unterricht/ba/ausbildungbis18_kurzfassung.pdf?647yy5

This practical guidance provides comprehensive information on early school leaving prevention for school leadership, teachers and supportive school staff (e.g. social workers, counsellors) on behalf of the Ministry of Education. It contains several measures regarding early school leaving intervention and prevention. It further provides a lot of resources like contact information for out of school care services which provide assistance for youth in complex life situations.

Websites informing about supportive measures for students at risk of leaving education and training early

These websites are closely related to the above mentioned obligation for youngsters to participate in education and training until the age of 18. They offer an overview of measures applied in Austria aimed at supporting students at risk of dropping out. There are websites for the federal states of Austria, as well as a website of the nationwide coordinating organisation.

- Burgenland: www.boburgenland.at
- Carinthia: http://www.kost-kaernten.at
- Lower Austria: http://www.kost-niederoesterreich.at
- Upper Austria: http://youthmap.at
- Salzburg: http://kost-salzburg.at
- Styria: www.jugendwegweiser.at
- Tyrol: www.jugendchancen-tirol.at
- Vorarlberg: www.kost-vorarlberg.at/
- Vienna: www.koordinationsstelle.at
- Coordinating organisation: www.bundeskost.at

The websites are available in German.

National Report on Education for Austria

https://www.bifie.at/system/files/dl/NBB_2015_Band1_v2_final_WEB.pdf (Volume 1, 2015)

https://www.bifie.at/wp-content/uploads/2017/05/NBB_2015_Band2_v1_final_WEB.pdf (Volume 2, 2015)

This report is regularly published by the *Bundesinstitut für Bildungsforschung, Innovation & Entwicklung des österreichischen Schulwesens* (*BIFIE*; Federal Institute of Educational Research, Innovation and Development of the Austrian school system) in a three-year-interval. It consists of two parts: Volume 1 comprises an overview of statistical data, including 28 indicators. These refer to contextual conditions, personal and financial resources, processes, short- and long-term outcomes and transitions from school into the labour market. Volume 2 focuses on an analysis of relevant educational issues and discusses possibilities for improving the Austrian education system.

With regards to students at risk of dropping out, Chapter 5 in Volume 2 (*Steiner, Mario; Pessl, Gabriele; Bruneforth, Michael (2016): Früher Bildungsabbruch – Neue Erkenntnissezu Ausmaß und Ursachen. In: Bruneforth, Michael; Eder, Ferdinand; Krainer, Konrad; Schreiner, Claudia; Seel, Andrea; Spiel, Christiane: Nationaler Bildungsbericht Österreich 2015. Band 2. Fokussierte Analysen Bildungspolitischer Schwerpunktthemen. Graz: Leykam, 175-219.*) refers to the extent of and reasons for Early School Leaving in Austria. It further discusses educational policies for dropout prevention, intervention and compensation on the national, EU and international level.

This report is available in German.

Belgium

Monitoring of ESL, Truancy, Expulsions and Pupil Streams at School Level for Local Stakeholders

https://docs.vlaamsparlement.be/docs/stukken/2015-2016/g620-1.pdf

This monitoring tool is one of the actions in the section 'Monitoring, Identification and Coordination' described in the Flemish Action Plan on Reducing Early School Leaving. Although the reports do not explicitly use predictive analyses, they present evolutions of ESL figures and allow schools to determine the main groups of students at risk based on the representation of specific groups in the ESL figures (and possibly truancy and expulsion rates) (i.e., representation based on educational track and field of study, educational level of the mother, language spoken at home, age, gender, grade retention, nationality and type of study trajectory followed in mainstream secondary education). These data are intended to be used by school actors to work out school level actions to reduce ESL, truancy and expulsions. Schools are supported to interpret these data reports and are strongly advised to work out specific actions to reduce ESL, truancy and expulsion at the school level. Truancy in itself is considered a main at risk indicator to which the schools and centres for student guidance are expected to respond more swiftly and thoroughly.

STAY TUNED! Boosting the frequency of qualification. URBACT network

http://urbact.eu/stay-tuned

THE URBACT program aims to bring European cities together in order to promote the sustainable, integrated development of these cities by sharing best practices and ideas, and focuses on various topics related to the economy, integrated urban development, governance, inclusion and the environment. The Stay Tuned network is part of the URBACT network and is coordinated by the municipality of Ghent. This European network focuses on providing support to local authorities in setting up actions to reduce early school leaving and translating European and national goals and strategies into practice. This network builds further on the idea that the role of local authorities in the development and implementation of policies aimed at reducing early school leaving is crucial as they can take into consideration the local needs and coordinate the implementation at the appropriate level. This network aims to actively translate the 2011 Council Recommendation on policies to reduce early school leaving.

The main aim of this network is to facilitate the implementation of each local action plan against early school leaving by ensuring an integrated approach, assuring the involvement of local stakeholders, designing efficient indicators and monitoring systems to assess the performance of their actions and to put the strategic plan into action.

Hungary

Early Alert and Pedagogical Support System

http://folyoiratok.ofi.hu/uj-pedagogiai-szemle/lehetosegek-a-tanulasi-problemak-korai-felismereseben-es-megelozeseben

The objective of the Early Alert and Pedagogical Support System is to provide pedagogical and professional support for students, teachers, institutions and school maintainers in order to reduce the number of students at risk of dropping out. It combines in a comprehensive way family-based and school-based inquiries in case of students who are identified by their teachers as at-risk of severe school failures. The instructions emphasise that the only successful way to combat early school leaving is intersectoral cooperation (between units of education, training, employment, health, social policy). On the basis of intersectoral approach, the aim of the Early Alert and Pedagogical Support System is to provide support for the identification of the social and educational causes of ESL and for the monitoring of the educational paths of students at risk (mainly at grades 5-12).

The website is available in Hungarian.

CroCooS – Prevent dropout!

http://oktataskepzes.tka.hu/hu/crocoos

The project aims at developing an institutional level early warning system (EWS) for combating ELET (early leaving from education and training) based on collecting and analysing interventions that have been successful in the partner countries. The proposed EWS was piloted in three countries: Serbia, Slovenia, and Hungary.

On the website you can find information about conducted studies and their results as well as:

• Guidelines for schools on how to build an EWS on an institutional level

• Online Toolkit and community supporting interventions on an individual and school level

• Online Resource Pool containing research results and a collection of background material helping to increase knowledge in the topic.

The website is available in Hungarian, English, Bosnian and Slovenian. It may be interesting for teachers from other countries as well.

Complex Instruction Program

http://hejokereszturiskola.hu/; http://komplexinstrukcio.hu/; http://www.h2oktatas.hu/; http://www.schoolleadership.eu/portal/resource/dr-emese-k-nagy-hungary; https://www.h2oktatas.hu/en/the-method/118-complex-instruction-program

Although the number of disadvantaged students is very high, 100% of them continue their studies at the secondary level. These are the results of the Complex Instruction Program (CIP) that was

adapted from Stanford University and changed according to the Hungarian primary schools' needs and possibilities. The Complex Instruction Program is an instructional approach that allows teachers to use cooperative group-work to teach at a high level in academically diverse classrooms. The short term aim of the program is to treat children with a disadvantaged background, raise school/class performance with group work and cooperation, to find the students' strengths where they can perform via their own and group work in heterogeneous classrooms. The complex program also contributes to teachers' professional development. The key to its success lies in the tasks which result in multi-skill development of the pupils and show that every student is good at something. The long term aim of the program is to help all disadvantaged children going to secondary schools, which will help them to successfully enter the labour market in the future. The Complex Instruction Program, together with 2 other elements (after school activities and cooperating with parents) comprises the strategy of Hejőkeresztúr Elementary School.

KETHANO theatre programme

http://www.oktataskepzes.tka.hu/hu/a-nyiregyhazi-gyermekjoleti-kozpontszervezeseben-kedves-is-kolam-es-kethano-szinhaz-mosolyzug-szinpad-fejlesztoprogram-dramatikus-modszerekkel-al-talanos-iskolas-gyermekek-szamara-cimu

The KETHANO Theatre, as a special conflict management and community building method, has been applied first and foremost in the case of the re-socialisation of Roma youth. A local child care service organised drama courses for minority pupils who were uprooted from their everyday environment in order to integrate them in majority schools. The courses were held after school lessons, close to their homes, involving their parents as well. The drama method and restorative methods they used helped children to moderate their school failure, improve their concentration skills and reduce their aggression. This way their chance to avoid early school leaving has increased.

Springboard programme (Dobbantó)

http://fszk.hu/szakmai-tevekenysegek/vegzettseg-nelkuli-iskolaelhagyas/dobbanto/dobbanto-pro-gramrol/

The Springboard Programme was a Hungarian national pilot programme which was commissioned by the state secretariat responsible for education (now within the Ministry of Human Resources) in 2007. The Springboard Programme's target group were young people who failed in their school career (did not obtain any qualification or left school before the end of their compulsory education) and who had limited chances in the labour market. The programme set the objective to lead them back to education or the world of work. The scope of the programme was to develop a one year curriculum and teaching materials suitable for the individual development of 14-24 year old young people with learning difficulties, and to prepare and support the teachers and leaders of the vocational schools that joined the programme.

Career Management Skills at VET school level (CARMA) (Career guidance is under publishing)

http://carma.hu/index_en.html

The aim of the CARMA project is to empower teachers from partner countries (Hungary, Finland and Bulgaria) and beyond to deliver career guidance and foster the development of career management skills among VET students in order to prevent early school leaving, increase motivation and attainment levels as well as employability. The partnership develops a comprehensive Manual for VET teachers to support VET learners in developing career management skills. Based on this manual teachers of partner schools (Manfred Weiss VET school, Budapest, HU and Raahe VET Institute, FI) participate in structured training to enhance their competencies in career guidance. Career guidance pilot sessions will be held by trained teachers in two partner schools. As final output, policy recommendations - a document, will provide information for the decision makers on the national and European level about the key conclusions of the project and suggest policy improvements.

Team cooperation to fight early school leaving, Training, Innovative Tools and Actions (TITA)

http://titaproject.eu/

"Team cooperation to fight early school leaving, Training, Innovative Tools and Actions", is a project dedicated to trainers, practitioners and stakeholders to provide scientific support, tools for action and training in order to prevent Early School Leaving from Education and Training (ELET). Three countries of the consortium (France, Luxembourg and Switzerland) are implementing local and multiprofessional teams' in schools to set up measures addressing emerging difficulties at an early stage. Promoting the development of these teams appears to be one of the keys of successful strategies to reduce early school leaving (ESL). It is therefore necessary to follow the experiments, analyse the difficulties, the successful measures and the impact of team work on reducing ESL, and to disseminate the results of analyses, good practices and recommendations.

The materials are only available in English.

Netherlands

The Netherlands is known for its Digital Absenteeism registrations, therefore the portal and the instruction manual for each of the school levels that are required to register absenteeism of their pupils have been listed below. Those websites and materials are only available in Dutch.

Digital Absenteeism Portal information for Dutch primary schools

https://duo.nl/zakelijk/primair-onderwijs/verzuim/verzuim-digitaal-melden.jsp

Digital Absenteeism Portal information for Dutch secondary schools

Website: https://duo.nl/zakelijk/voortgezet-onderwijs/verzuim/index.jsp

Instruction manual: https://duo.nl/zakelijk/images/handleiding-verzuimloket-onderwijsinstellingen-versie-8.0.pdf

Digital Absenteeism Portal information for Dutch secondary (middle) vocational education schools

Website: https://duo.nl/zakelijk/middelbaar-beroepsonderwijs/index.jsp

Instruction manual: https://duo.nl/zakelijk/images/handleiding-verzuimloket-onderwijsinstellingen-versie-9.1.pdf

Digital Absenteeism Portal information for Dutch municipalities

Website: https://duo.nl/zakelijk/gemeenten/index.jsp

Instruction manual: https://duo.nl/zakelijk/images/handleiding-verzuimloket-uitvoerende-instanties-versie-9.1.pdf

Next to these official websites and instruction manuals, there are some additional guides which provide useful information regarding school absenteeism, including one on the criminal procedure of school absence.

Handreiking-Schoolverzuimadministratie.2 (1.03MB, PDF)

https://www.passendonderwijs.nl/wp-content/uploads/2013/08/Handreiking-snel-terug-naar-school.pdf

The guide entitled "School Absence Administration" contains tips and advice from practice that can help one better combat absenteeism and prevent school failure, preventing home and student drop-

outs as much as possible. The guide is a collaboration between Primary education Council, secondary education Council, Dutch municipalities association, Netherlands Institute for Youth, and the Dutch Ministry of Education.

The materials are only available in Dutch.

National guideline for a comprehensive approach to school absenteeism for children and adolescents

https://www.halt.nl/media/1208/methodische-aanpak-schoolverzuim-mas.pdf

Here you will find the Handbook for the Criminal Procedure of School Absence.

The materials are only available in Dutch.

Poland

European Commission's Summary of the Early School Leaving Problem

http://ec.europa.eu/education/policy/school/early-school-leavers_pl

On the website you can find the most important information about early school leaving from the perspective of the European Commission's policy. You will get to know the answers to three crucial questions: What is the problem? What has been done so far? What are the next steps? On the webpage there are also links to external valuable materials concerning the issue (in English).

The link provided is available in Polish. The webpage has versions in other European languages.

FOTEL: Forum Theatre against Early School Leaving

http://stop-klatka.org.pl/fotel-teatr-forum-przeciw-wczesnemu-opuszczaniu-szkoly/

The aim of the project was to examine the extent to which the application of the Forum Theatre methodology by teachers, combined with practical knowledge about intercultural relations, may reduce the risk of early school leaving by youth aged 13 to 16. In order to fulfil the objectives of the project, research, as well as comprehensive educational and awareness activities, were conducted in selected schools in Hungary, Spain, Italy, France and Poland.

On the website (http://stop-klatka.org.pl/category/projekty/fotel/) you can find a handbook for teachers and other educational professionals working with the youth susceptible to ESL that were developed on the basis of the conducted research (in Polish). On the website of the international project (http://fotel-project.eu) you can find a summary of the study results.

A handbook for teachers is available in Polish, English, French, Hungarian, Italian and Spanish (http://www.fotel-project.eu/node/59). Brief reports with the study results are available in English. These materials may also be interesting for teachers from Hungary and Spain.

Report: Fatyga, B., Tyszkiewicz, A., Zieliński, P. (2001). Skala i powody wypadania uczniów z systemu edukacji w Polsce. Raport z badań odpadu szkolnego na terenie 32 gmin. Instytut Spraw Publicznych: Warszawa.

http://www.isp.org.pl/files/19695389340780001001117708679.pdf

This publication discusses the problem of early school leaving (ESL). It is not only a report on the studies conducted in local communities, but also contains a summary of the literature on the subject as well as a set of tools used in the study and tools recommended for application to monitor the process of ESL. It also describes some intervention measures and recommendations for education policy.

The publication is only available in Polish.

Portugal

Work Guidelines for EPIS mentors

http://www.epis.pt/mediadores/mentores

The Entrepreneurs for social inclusion (EPIS) has developed numerous programmes to improve the academic success of at-risk students and some specifically directed at tackling ESL. On the webpage you can find the guidelines aimed at supporting mentors and educational staff who work with learners at risk. The guidelines provide a 'to do' list for intervening and providing individual support to learners and families.

The materials are only available in Portuguese.

Whole School Approach to reduce Early School Leaving

http://www.dge.mec.pt/noticias/outros-temas/abordagem-escolar-integrada-de-prevencao-do-abandono-escolar

This resource has been acknowledged as an important tool on the site of DGE - The National Education Directory. It contains materials that can be useful for schools and that were developed by the EU Working Group dedicated to Educational Policy of Education and Training (EU 2020). In 2014 and 2015, this working group was focused on Early School Leaving (ESL) and its conclusions indicate the need to adopt a holistic approach for preventing ESL. Amongst others, the site provides a set of deliverables such as: a video on ESL and how to tackle it; a European toolkit for school promotion of inclusive education and tackling ESL. On the same page, schools can also find two relevant documents containing:
1) Policy messages identifying key conditions for implementing a whole school approach to tackling ESL.
2) A policy guide on how to improve Initial Teacher Education.

The materials are available in both Portuguese and English.

Webinars DGE: from Information to Knowledge

https://webinars.dge.mec.pt/

The National Education Directory (DGE) promotes a weekly Webinar directed at schools, dedicated to the discussion of a wide range of educational topics. Each Thursday, at 3 pm, specialists in different areas of education are invited to discuss the most relevant topics for schools. Sessions run for 20 minutes and viewers are able to address questions by email. Teachers are also invited to share their proposals of innovative practices, implemented in their own educational communities. The expected outcome of this initiative is that the video materials will provide relevant tools for teachers' practices. Some discuss issues concerning the ESL process, such as: involvement of diverse educational actors in school, pedagogical differentiation, school achievement etc.

The materials are only available in Portuguese.

FMS: Fénix More Success

http://fms-fenixmaissucesso.org/wordpress/

The Fénix project was born in the North of Portugal, in a School Cluster from the district of Porto, and is now supported by The National Education Directory. The Fénix project involves the scientific monitoring of two private higher education institutions: Catholic University and Paula Frassinetti Higher School of Education. The objectives of this project include the reduction of student retention levels, and the prevention of truancy and school leaving. The project also aims at developing diversified and personalised teaching and learning dynamics. In addition to providing detailed information about the project which could inspire teachers in improving their daily practices, the site also provides a set of educational resources in video format.

The materials are only available in Portuguese.

Service of Support and Education Improvement (SAME)

http://www.fep.porto.ucp.pt/pt/same

The Service of Support and Education Improvement is promoted by the Faculty of Education and Psychology from the Portuguese Catholic University. Through this service, the institution provides scientific and pedagogical consulting to schools and school clusters in the organisational, pedagogic, evaluative and training fields. The main objective is to create conditions for improving educational processes and results. This service is also relevant for schools since it can provide diagnostic and assessment studies about education and training. The mission of SAME is to enable schools and school clusters to adopt more coherent educational practices, anchored in the need to improve the organisational and pedagogical spheres. The site provides many relevant materials which could support teachers, principals and school staff in improving their schools and, consequently, reducing ESL.

The materials are only available in Portuguese.

"Arco Maior" Project

http://arcomaior.pt/index.asp

The socio-educational project "Arco Maior" is directed at teenagers (15 to 18 years old) and youngsters who left all systems of education and training without completing compulsory education. This project does not provide an alternative to existing school institutions but offers youngsters the necessary space and time to reconfigure their life paths. Within the project, a process of cooperative work between teachers and youngsters is initiated, aiming to encourage youngsters' personal development and potential return to school, training or labour market. Through this project, schools can benefit from knowing more about other methodologies and ways of teaching/learning, improving their ways of approaching ESL.

The materials are only available in Portuguese.

'Zero School Leaving' Project

This pilot project was launched in the academic year 2010/2011, as a result of a partnership between local authorities from Sesimbra and EPIS (Entrepreneurs for Social Inclusion). The name of the project: 'Zero School Leaving'; suggests that all educational stakeholders should have zero tolerance for cases of school leaving or severe cases of youngsters at risk of ESL. In the first stage, Early School Leavers were identified and a plan of intervention was developed with the aim of bringing them back to an educational path. Besides this project directed at ESL, EPIS promotes other projects that could be relevant for schools, for instance: a project focused on building capacity for school achievement and another entitled "All good students".

The materials are only available in Portuguese.

Observatory of Life in Schools (OBVIE)

http://obviept.weebly.com/

Using Education Research procedures, the Observatory of Life in Schools has the following general objectives:

- Understand, analyse, disseminate and discuss the social reality of kindergartens, primary schools and secondary schools of the northern part of Portugal;

- Provide information that can support decision making in matters of education policy and in the design and development of educational projects in schools;

- Be a supportive setting for the development of other national and international research projects.

In addition to promoting a stronger relationship between Portuguese schools and engaging them in discussion about their own educational and institutional practices, the site of the observatory provides materials and initiatives of relevance for schools, some of them related to ESL.

The materials are available in both Portuguese and English.

Spain

New programme Transitions in Education - Transicions Educatives (Diputació de Barcelona)

The aim of this programme is to enhance the students' opportunities to remain in the education system and/or facilitate their return to education in successful personal and professional trajectories. Local councils and adult education institutions work in coordination to offer new opportunities and facilitate the continuity and re-engagement into the education system to mostly young people who did not graduate from lower secondary education or left school early and wish to go back to their education and training.

The programme offers economic resources (1.700.000€ for school year 2017-18) and technical and training guidance to the area of Barcelona to invest in the following activities:

- Training courses to prepare access to intermediate and higher VET tracks.
- Training and insertion programmes within the scheme of Initial Professional Plans (Programes de formació i inserció en la modalitat Plans d'Iniciació Professional, PIP)
- Training and insertion programmes within the scheme of Transition to Work Programmes (Programes de formació i inserció en la modalitat de Programes de Transició al Treball, PTT)

Campus Itaca. Promoting higher education for middle and high achieving, socially disadvantaged students (UAB)

http://www.uab.cat/web/estudiar/visita-la-uab/campus-itaca-1345679998918.html

Campus Ítaca is a socio-educational programme within the University Autonoma de Barcelona (UAB) offering outreach activities for lower secondary education students. The aim of this programme is to motivate and encourage students to continue in school after compulsory education.

The programme focuses on 15-year-old students who have completed ESO year 3 (Educación Secundaria Obligatoria) and who will have to choose between work, intermediate VET tracks or Baccalaureate (academic tracks) usually leading to university.

The target student profile includes youngsters with good academic performance who are at risk of becoming early school leavers due to a series of risk factors (disadvantaged backgrounds, adolescent crisis, work-oriented aspirations, etc.). These students may be less attracted or encouraged to engage in further stages of education. The programme offers about 500 three-week grants for students to participate in a variety of introductory research and group activities (such as sports) in the university facilities with former students and leisure time specialists every July. High schools from the municipalities in the area of influence of the university select their students based on common criteria ensuring diversity and gender parity.

Materials are available in Catalan

Promociona Programme by Fundación Secretariado Gitano (FSG)

Launched in 2009 as a pilot programme, Promociona has developed two types of activities targeting Roma students in primary and lower secondary stages: (1) Educational and family orientation, based on tailored guidance of students and parents to involve families in achieving educational success for their children. (2) Promociona Classrooms provide support and extra tuition in small groups. Both activities are carried out in collaboration with schools, families, and other local stakeholders. The programme is highly successful due to its complex character, according to self-reported figures. It operates in one of the research areas of the Spanish RESL.eu project. In 2014-15, throughout Spain, of those Roma young people finishing compulsory education, 81% have gone on to post-compulsory education. Promociona is coupled with financial support to those young Roma who decide to continue their studies in post-compulsory stages. The programme is mainly financed through the Operational Programme Fight Against Discrimination (ESF) (2007-2013).

School indicators system (SIC)

SIC is a model of common indicators shared by schools across Catalonia that is provided by the school inspection service (Department of Education, Government of Catalonia) and conducted by each school. It aims to gather data on those aspects related to the students and the school allowing observation of what crucial issues in each school need to be addressed. It also allows coordination between the inspection service, the department of education and schools. This system of indicators monitors the performance of each school comparatively. It does not monitor the evolution of single student trajectories.

The contents of the school indicators are a subset of the contents of the Global Diagnostic Evaluation (AGD). This approach responds to the concept of integration: the same pieces of information can contribute to the realisation of different studies. In selecting these indicators the most sensitive contents have been prioritised, i.e., those that help collection of knowledge of the school's functioning and educational outcomes.

The school organises indicators according to different levels of their application.

• **Level 1**: This is the set of the overall and the most generalisable indicators of the school. These variables are fed with information by the database of the Department of Education and the documents of each school.

It includes: context information (schools and students), information on outcomes (student learning and social cohesion in secondary school) and information on resources (human and other specific resources). The variables of the tool are (among others): index of subject achievement, academic performance and truancy. They are applied in all schools, and the information is updated each academic year.

• **Level 2**: Level 2 includes the set of indicators of "level 1" plus a set of indicators measuring the satisfaction of the "education community". The indicators are applied selectively, not in all schools.

• **Level 3** (also called the "Indicator System"): Level 3 includes the sets of indicators from "level 1" and "level 2" plus some "process indicators" such as: classroom processes, aspects related to teaching methods, tutoring, social harmony and coordination. It is also applied in a selective manner and the information is updated regularly.

Indicators in the Barcelona strategy against ELET (Early Leaving from Education and Training): IRDA (Individual Risk of Abandonment Indicator) (School Inspection Services of Barcelona)

"Comenius project between Barcelona and Sheffield. The RESL project"

As a result of a joint project between the education inspection bodies of the cities of Barcelona and Sheffield, a tool consisting of a table of indicators that aims to measure the risk of dropout, and to prevent and act wherever necessary was developed. After applying the tool in the pilot schools, from 2017/18 academic year on, it is aimed to apply this tool in all those Barcelona schools that employ a Social Integration Specialist (TIS) who will be in charge of its implementation. An individual information card is made for each student and according to certain characteristics every student is given a score. If this is higher than the scale considers acceptable there is a possible risk of school abandonment and appropriate measures should be undertaken.

The report groups the factors of risk in four major areas:

• the student's basic characteristics,
• special educational needs,
• attendance rate and exclusion,
• a tutor's assessment.

Diagnostic evaluation test of intermediate VET tracks and Tutoring Action Plan (School Inspection Services of Vallès Occidental)

This is an exploratory survey at the beginning of intermediate VET tracks (CFGM) that works as an initial assessment. Students take it as part of their application at the time of enrolment in CFGM. The test measures aspects of comprehension and expression and basic mathematics, as well as aspects related to the specific tracks taken by students (knowledge of training, expectations, matching of the course with their personality.)

Through an initial assessment, this measure aims to find out whether the election made by the student responds to the expectations she has and to follow up the student's whole training process in the VET course. Whenever the student's grades become low the measure should alert supervisors to start the tutorial and plan an itinerary tailored to the student's needs.

This measure is complemented by the Tutoring Action Plan in Initial Vocational Education & Training in Vallès Occidental. The Tutoring Action Plan is a programme of guidance to follow-up students from enrolment until finishing the initial VET (PCPI). The tutorial was designed to advise, guide and support students during the VET course in order to decrease retention, improve academic performance and prevent school dropout.

Sweden

Plug Innovation:

http://pluginnovation.se/

Plug Innovation is a part of the *Plug In* project, Sweden's largest European Social Fund (ESF) to prevent drop-outs in upper secondary education. The website is developed to become a central digital knowledge platform for people working in this area. The objective is for stakeholders to take note of the success factors and the research, and become inspired by how the municipalities participating in the project are working to reduce absenteeism, and support young people in their return to education or other activities. The platform offers filmed lectures, literature about ESL, summaries of important international studies about ESL translated into Swedish, guidelines, methods, checklists, questionnaires, case studies and descriptions of the potential use of different statistics to monitor the process.

Skolverket: Swedish National Agency for Education

https://www.skolverket.se/skolformer/gymnasieutbildning/gymnasiesarskola/program-och-utbild-ningar/individuella-program-1.198679

Those students who are not eligible to enter upper secondary schools, can enter the *individual alternative* through which they can later proceed to vocational tracks, other education or find employment. In the individual programmes there is an extra focus on individual needs and additional pedagogical support, often involving smaller teaching groups.

The platforms are only available in Swedish.

United Kingdom

Indicators to Identify the Disengaged (NFER Research Programme: From Education to Employment)

https://www.nfer.ac.uk/publications/INDS01

The National Foundation for Educational Research (NFER) carried out a scoping study to improve the system of identification of young people at risk of disengagement from learning.

The website contains a brief report discussing key results of the study as well as a checklist that allows for a more holistic approach to the identification and understanding of young people at risk of disengaging. It is primarily a risk assessment tool to raise awareness amongst school staff.

The materials are only available in English.

Schools and Colleges SENCO Toolkit. Guidance for schools: Identifying Pupils with SEND (Special Educational Needs and Disability)

https://www.croydon.gov.uk/education/special-educational-needs/sen-education/croydon-senco-portal/croydon-senco-toolkit-0/identifying-pupils-with-send

The SENCO (Special Educational Needs Coordinator) webpage includes information and resources to support identification of pupils who may have SEN (Special Educational Needs) in Croydon schools. It provides resources to schools about SEN policy, materials to help the identification of SEN pupils, including a flowchart that maps the process, further resources to support students and parents with SEN, as well as a checklist for schools to evaluate their own SEN policies and inclusion strategies. These resources can all be downloaded from the website.

The materials are only available in English.

Pupil Attitudes to Self and School (PASS)

https://www.gl-assessment.co.uk/products/pupil-attitudes-to-self-and-school-pass/

The Pupil Attitudes to Self and School (PASS) survey is a short self-evaluation survey that provides a measurement of a pupil's attitudes towards themselves as learners and their attitudes towards school, suitable for pupils aged 4 to 18+.

The PASS attitudinal survey helps to detect possible barriers to learning, including issues around confidence, resilience, motivation, concentration, disaffection and alienation. It helps to identify the reasons behind low attainment, challenging behaviour and low attendance, enabling the building of a complete picture of a pupil's motivation, attitude and engagement in learning.

The toolkit, which is only available in English, can be ordered from the GL Education Group **for a fee.**

The Education Endowment Foundation's (EEF) Resources

https://educationendowmentfoundation.org.uk

The EEF is an independent grant-making charity dedicated to breaking the link between family income and educational achievement, ensuring that children and young people from all backgrounds can fulfil their potential and make the most of their talents.

The website provides various resources that teachers may find useful when trying to implement evidence-based approaches, e.g.: a summary of the best available evidence for 10 key learning themes, examples of interventions that EEF have tested in schools and found some evidence of success, an accessible summary of evidence across 34 topics, an interactive tool that takes schools through a step by step approach to evaluating approaches in their context (https://educationendowmentfoundation.org.uk/resources/teaching-learning-toolkit#closeSignup).

The website is only available in English. It should be interesting for teachers and principals from other countries as well.

Preventing young people from becoming NEET: A practical guide for head teachers

https://www.nfer.ac.uk/publications/RSRN02

Based on literature review, this document offers practical guidance for school leaders on strategies for assisting young people at risk of becoming NEET to make effective post-16 transitions into learning or employment. The guidance is written in an easily accessible manner, the information structured under relevant headings, with highlighted text-boxes, and listed in bullet-points.

The materials are only available in English.

Reading the signs: A discussion aid for identifying the reasons why young people may disengage

https://www.nfer.ac.uk/publications/INDS02

Several tools can be downloaded from this link: a discussion aid, interactive checklist and checklist guidance. These tools have been created to help practitioners identify the reasons why young people may disengage from learning. They can provide effective instruments to support schools' efforts to re-engage young people at risk of not engaging in education, employment or training (NEET) but who do not face multiple and complex barriers to learning. The tools can be used by teachers, tutors, heads of year, staff members responsible for inclusion, carrier advice and guidance.

The discussion aid can be used in a one to one meeting with the young person whose behaviour is causing concern. It will enable the member of staff and the young person to reach a better understanding of the reasons behind their behaviour so that an appropriate support strategy can be put in place.

The interactive checklist can be used to log concerns about individual young people, including actions taken and outcomes. Various risk factors, grouped into themes including attainment, environment, personal qualities, attitudes and aspirations, help to prompt practitioners to consider the underlying issues. This confidential log may complement data provided by the local authority and help to inform conversations with other agencies about possible interventions.

The checklist guidance provides help on how to use the checklist.

The materials are only available in English.

Developing indicators for early identification of young people at risk of temporary disconnection from learning

https://www.nfer.ac.uk/publications/INDI02/INDI02.pdf

This research report presents the findings of a research project conducted with local authorities across England who had made progress in the development of 'Risk of NEET Indicators (RONI)' to be used in schools and youth professionals. The report provides an easily accessible summary of key RONIs, including both hard and soft measures; ways of distinguishing between different types of NEETs; evaluates current methods of identification and the feasibility of universal and local indicators.

The materials are only available in English.

Supporting the attainment of disadvantaged pupils. Briefing for school leaders

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/473976/DFE-RS411_Supporting_the_attainment_of_disadvantaged_pupils_-_briefing_for_school_leaders.pdf

This briefing aims to help school leaders take stock of their approaches to supporting disadvantaged pupils' achievement. It summarises the strategies used by the most successful schools, describes schools' pathways to improvement and includes a set of relevant resources.

The briefing was written by NFER and is based on national research with primary, secondary and special schools across England. The research was conducted for the Department for Education by NFER. The research team analysed national performance data for disadvantaged pupils and identified schools where disadvantaged pupils were making more or less progress than expected, given the characteristics of the pupils and schools. The team sent a survey to more and less successful primary and secondary schools in 2015: 1,329 schools responded to the survey and 49 school leaders from primary, secondary and special schools took part in interviews.

The materials are only available in English.

Tackling Educational Disadvantage: A Toolkit for Essex Schools

http://nationaleducationtrust.net/wp-content/uploads/2016/06/Pupil-Premium-Toolkit-Essex.pdf

This toolkit provides a structured summary for schools on how to improve their practices and support educationally disadvantaged students. The toolkit presents a number of case studies and a list of further resources.

The materials are only available in English.

NEET prevention: Keeping students engaged at Key Stage 4 Top tips for senior leaders

https://www.nfer.ac.uk/publications/IMPE03

This top tips guide offers practical tips to schools in delivering support programmes for students aged 14-16. It has been compiled from research conducted by NFER on 10 different school-based programmes that are in place to support students aged 14-16 who are at risk of temporary disconnection from learning.

An evaluation of the case study support programmes was also published: https://www.nfer.ac.uk/publications/IMPE04/

The materials are only available in English.

Measuring and monitoring children and young people's mental wellbeing: A toolkit for schools and colleges

http://www.annafreud.org/media/4612/mwb-toolki-final-draft-4.pdf

The toolkit aims to raise awareness amongst school and college staff of the range of validated tools that are available to help measure subjective mental wellbeing amongst the student population. The instruments are signposted to focus on subjective measures of positive wellbeing and can be complemented by other objective measures collected routinely in schools and colleges such as the extent of student participation or rates of bullying and behaviour and attendance.

The materials are only available in English.