Differential Impact of School Segregation in the Performance of Native and Non-Native Students in Spain

Introduction

SCHOOL SEGREGATION → Unequal distribution of students in schools according to personal or social characteristics that influence their performance.

OBJECTIVE → Know how socioeconomic and by origin segregation affects the performance of native and non-native students in mathematics, language and science.

Materials and Methods

DATABASE → PISA 2015 Programme for International Student Assessment in reading, mathematics and science.

MUESTRA → 6,577 STUDENTS

VARIABLES →
- SELECTION: Nationality (Native and non-native).
- CONTROL: Socioeconomic and cultural situation and sex.
- DEPENDENT: Performance in reading, science and maths.
- EXPLANATORY: Magnitude of segregation at each centre according to origin and socioeconomic level.

ANALYSIS → Two-layer multilevel models (student and school) and percent of variance in academic performance.

Results

3.1 · 3.2 · 3.3

3.1 Performance in Mathematics

- SCHOOL SEGREGATION INFLUENCES PERFORMANCE
  - Significant socioeconomic segregation explains the 15.7% variance.
  - Segregation by origin but with lower variance (4.9%).
  - The contribution of both variables is significant. Explains the 19.6% variance.

- Segregation by national origin only affects non-native students’ performance in Mathematics. The influence exerted by socioeconomic segregation turns out to be significant in all three subjects, though.

3.2 Reading Performance

- Sex and socioeconomic status have a significant impact.
- The percentage of change in reading performance due to socioeconomic segregation is 8.4%.

- Native students’ performance in all three subjects is influenced by segregation according to socioeconomic level and, to a lesser extent, by segregation based on national origin.

3.3 Performance in Science

- Significant socioeconomic segregation has a stronger and more widespread influence than segregation by (national) origin for both groups. The issue requires setting urgent public educational policies in motion.

Conclusions

- Native students’ performance in all three subjects is influenced by segregation according to socioeconomic level and, to a lesser extent, by segregation based on national origin.

- Socioeconomic segregation has a stronger and more widespread influence than segregation by (national) origin for both groups. The issue requires setting urgent public educational policies in motion.