

Technical Guide for the Implementation of the Methodology for Monitoring School Segregation

Part II - Methodology for Calculating the Indicators Used in the Assessment of School Segregation

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1. DATA REQUIRED FOR THE CALCULATION OF THE INDICATORS USED IN THE ASSESSMENT OF SCHOOL SEGREGATION

In order to calculate the indicators set out in Order No. 7701/2024 on the monitoring, assessment, identification, prevention and combating of school segregation in pre-university education, on school desegregation, and approving the methodology for monitoring and preventing school segregation and for intervention in cases of school segregation in pre-university education, the data listed below must be available for each student enrolled in the SIIIR (Integrated Information System for Education in Romania), identifiable by a unique identification code (the Personal Numeric Code – CNP – or another code). Each of the items listed below shall be completed by the school INDIVIDUALLY, for every student enrolled in SIIIR.

SEGREGATION – ETHNIC CRITERION

1. The child's educational level – the group/class in which he or she is registered (IN SHORT: the student's current class).
2. The student's self-declared ethnicity.
3. The student's seating position in the class (whether he or she sits in the last rows of benches, in cases where the spatial arrangement of the class is maintained in rows of benches, the students are not rotated at least once per educational module, and the class enrolment exceeds 24 students).
4. The building in which the student studies (WHERE THE EDUCATIONAL ACTIVITY OF THE SCHOOL TAKES PLACE IN SEVERAL BUILDINGS).
5. Has the student graduated? 1. YES, has graduated 2. NO, is repeating the year / taking make-up exams.
6. If enrolled in the 8th grade, did the student register for the National Assessment?
7. If enrolled in the 12th grade, did the student register for the Baccalaureate examination?

SEGREGATION – DISABILITY CRITERION

8. Does the child have a disability with only a DGASPC (General Directorate for Social Assistance and Child Protection) file? 1. YES 2. NO
9. Does the child have SEN (Special Educational Needs) with only a CJRAE (County Centre for Educational Resources and Assistance) orientation certificate? 1. YES 2. NO
10. Does the child have a disability with a DGASPC file AND SEN with a CJRAE orientation certificate? 1. YES 2. NO

SEGREGATION – CRITERION OF THE SOCIO-ECONOMIC STATUS OF FAMILIES

11. What is the level of formal education of the child's parents/guardian? (e.g., the highest level of education attained by a parent/guardian living with the child in the family shall be taken into account.)
12. Has a file been drawn up for the child for a social scholarship, for the free provision of school supplies, or for any other form of support, irrespective of whether the child currently benefits from it (financial constraints)? 1. YES 2. NO
13. Is the child institutionalised or in foster care? 1. YES 2. NO
14. Does the child come from a single-parent family? 1. YES 2. NO
15. Is the child being raised by grandparents or other family members? 1. YES 2. NO

SEGREGATION – CRITERION OF STUDENTS' ACADEMIC PERFORMANCE / PLACE OF RESIDENCE

16. Has the student ever repeated a year? 1. YES 2. NO
17. If the student is in the preparatory grade, did he or she attend kindergarten? 1. YES 2. NO
18. FOR 9TH-GRADE STUDENTS: What was the student's high-school admission grade average?
19. FOR 9TH-GRADE STUDENTS: Does the student come from a rural area? 1. YES 2. NO
20. FOR 9TH-GRADE STUDENTS: What specialisation / qualification / study programme is the student enrolled in?
21. FOR 12TH-GRADE STUDENTS: Has the student graduated from high school? 1. YES 2. NO – for monitoring rounds in future years.
22. Is the student enrolled in a study programme (e.g., 'intensive', 'bilingual', sports-oriented, etc.) that required entrance examinations / student selection procedures upon entering the preparatory grade or the 5th grade, at the level of the educational establishment? 1. YES 2. NO

CROSS-CUTTING DATA REQUIRED FOR THE CALCULATION OF SEGREGATION SCORES BASED ON CLASSROOM SEATING, FOR EACH CRITERION

1. How is the seating of children/students organised in:

- Each nursery group (creșă);¹
- Each junior/middle/senior kindergarten group;
- Each class within the educational establishment (considered either as a unit with legal personality – PJ – or as an affiliated branch).

¹ NOTE! This form of school segregation is not expected to affect the early-education cycles (toddler and preschool education) due to children's mobility during learning and stimulation activities, as designed in the national early-education curriculum. However, in order to verify on-the-ground realities, the indicators concerning toddlers and preschoolers have been retained. Where preschoolers take part in educational activities in groups organised in rows of benches, the algorithm presented for schoolchildren is followed.

Response options:

- A. Traditional arrangement, in rows of benches, with each child/student having a fixed desk.
- B. In rows of benches, but the children/students rotate periodically from one desk to another.²
- C. In a circle, or in such a way that all children sit at a roughly equal distance from the teacher's desk.³

2. Number of students enrolled in the class:

In the next section, each indicator included in the Methodology for Monitoring School Segregation in Pre-University Education is analysed in detail with regard to: (a) the data required for the calculation of the indicator, (b) the formula for calculating the indicator, and (c) the formula for the school-level score (in the Methodology's terminology, 'educational establishment' is understood at the level of the unit, whether with legal personality – PJ – or as an affiliated branch, unless otherwise expressly specified).

² Regarding the periodicity of rotating children/students in their desks, this can be confirmed when children/students are rotated at least once per educational module.

³ Any classroom spatial arrangement that does not preserve the traditional arrangement in rows of benches (individual or double) is an arrangement that precludes school segregation through the placement of children/students in the last two rows (circular, semicircular, club-style, concentric circles or semicircles, etc.).

2. CALCULATION OF THE INDICATORS

ANNEX 1.1 Integrated Framework of Indicators for Monitoring School Segregation – Basic or Restricted Monitoring

I. Student-level indicators. Indicators – Ethnic criterion

(Order No. 7701/2024 on the monitoring, assessment, identification, prevention and combating of school segregation in pre-university education)

Indicator	Data required for the calculation of the indicator	Calculation formula	Score
1. Percentage of toddlers, preschoolers or students belonging to each ethnic group, at the level of the pre-university educational establishment. ⁴⁵	Important! Data are collected for each ethnic group (including the Romanian ethnic group) – E1, E2, ... En. DATA REQUIRED A: Number of toddlers (preschoolers / students) belonging to each ethnic group, at the level of the educational establishment (considered at the level of the unit, whether with legal personality – PJ – or as an affiliated branch); the count shall be made for each ethnic group (including the Romanian ethnic group).	CALCULATION FORMULA Percentage of children of ethnicity Q in the educational establishment = $A \times 100 / B$ Example: The educational establishment has 2 ethnic groups: Romanian and German (E1, E2). Total students: 100 (70 Romanian, 30 German). Percentage of Romanian-ethnicity students = $70 \times 100 / 100 = 70$	Not applicable. No score is calculated at the educational-establishment level ⁶ for this indicator. The percentage of children from each ethnic group in the educational establishment is compared with the percentage of the population belonging to that ethnic group at the ATU (administrative-territorial unit) level. For this comparison, data provided and validated by local ethnic communities may also be added. In the example:

⁴ Check whether the group/class/pre-university educational establishment is not subject to the exception provided in Art. 9(3), Annex 1 of the Order on the monitoring, assessment, identification, prevention and combating of school segregation in pre-university education / 2024.

⁵ In this regulatory act, the pre-university educational establishment is understood at structure level, whether with legal personality or as an affiliated branch of a pre-university educational establishment with legal personality.

⁶ The CNDIE's decision in this regard shows that such a score would only be valid if the percentage of the school population from a particular year of study (e.g. 3rd grade) belonging to a national minority could be compared with the percentage of the population belonging to that national minority, corresponding to the age of the respective year of study (e.g. age 9), at the level of the school constituency. At present, such data are not publicly available, and we are not aware that the INS can provide such statistical data.

	<p>B: Total number of toddlers (preschoolers / students) at the level of the educational establishment (considered at the level of the unit, whether with legal personality – PJ – or as an affiliated branch).</p>	<p>Percentage of German-ethnicity students = $30 \times 100 / 100 = 30$</p>	<p>Romanian: 70% in school vs. 47.7% at ATU level German: 30% vs. 29.3% Roma: 0% vs. 11.5% Hungarian: 0% vs. 11.5% The comparison is carried out for each of the educational establishments within the ATU.</p>
	<p>C: Total population belonging to each ethnic group at the ATU level.</p> <p>D: Total population at the ATU level. In order to compare the percentage of the school population belonging to an ethnic group with the corresponding percentage at the ATU level⁷, the percentage of the population belonging to each ethnic group at the ATU level in which the educational establishment is located must also be</p>	<p>Percentage of the population belonging to an ethnic group at the ATU level = $C \times 100 / D$</p> <p>Example: In the ATU there are 4 ethnic groups: Romanian, German, Roma and Hungarian (E1–E4). Share of Romanians at ATU level: 47.7% Share of Germans: 29.3% Share of Roma: 11.5% Share of Hungarians: 11.5%</p>	

⁷ For an analysis as accurate as possible of segregation on the ethnic criterion, at the level of the educational establishment (as a structure with legal personality or affiliated, with a school constituency), we would have needed the percentage of the population of the age corresponding to each year of study (or at least corresponding to a particular educational cycle) belonging to each ethnic group at the level of the school constituency / ATU. In this way, we would have been able to validly compare the existing variations between the percentage of the school population belonging to an ethnic group and the percentage of the population of the age corresponding to the year of study/educational cycle belonging to that ethnic group at the ATU level. Unfortunately, we are not aware that the INS currently provides data disaggregated by the ethnic criterion at the level of the school constituency (for each year of study or for educational cycles). The next adequate option would be to obtain data or the calculated percentage of the population of children (0–18 years) belonging to an ethnic group at the level of each ATU. Data on the share of each ethnic group in the total population at the level of certain age intervals — 0–4 years, 5–9 years etc. (every 5 years) — have been made public by the INS based on the 2021 Census; see point 2.8 at: <https://www.recensamantromania.ro/rezultate-rpl-2021/rezultate-definitive-caracteristici-etno-culturale-demografice/> Unfortunately, such data are not also made public at the level of each ATU, and we are not aware whether the INS can provide such updated data for the present moment (given that in each year the situation may change compared with the year in which the Census was carried out, in 2021). A third option, in order to nevertheless have a benchmark in this direction — and because we know that the INS has available the percentage of the population belonging to an ethnic group over the entire population (children and adults) at the ATU level — is the use of these data; and the **CNDIE recommends their use**, for comparisons, without awarding a score (which obviously could be contested). For the comparability of data at national level, it is important that all educational establishments use the same type of data, namely the percentages of the population belonging to the various ethnic groups, at the ATU level, for the entire population belonging to those ethnic groups (children and adults). If data can be obtained that are more appropriately disaggregated, then they too can be added to the database, specifying their provenance. For this reason, data validated by the ethnic communities at the level of the respective ATU may also be added in addition.

	taken into account is located must also be taken into account.	These data are obtained from the National Institute of Statistics (INS) or calculated based on the data provided by the INS.	
2. Percentage of toddlers, preschoolers or students belonging to each ethnic group, at the level of each building of the educational establishment (where the educational activity takes place in several buildings).	<p>IMPORTANT!! A school-segregation score is calculated ONLY for pre-university educational establishments in which the educational activity takes place in several buildings; where there is a single building, no segregation score is calculated.</p> <p>This applies where the educational activity of the educational establishment (considered at the level of the unit, whether with legal personality – PJ – or as an affiliated branch) takes place in several buildings, for example buildings C1, C2, ..., Cm.</p> <p>A: Total number of toddlers, preschoolers or students at the level of the educational establishment. B: Total number of toddlers, preschoolers or students belonging to each ethnic group at the level of the</p>	<p>Where the educational establishment has several buildings, a segregation score is calculated for each building.</p> <p>CALCULATION FORMULA</p> <p>Building segregation score for children of ethnicity Q = $(percentage\ of\ children\ of\ ethnicity\ Q\ in\ the\ building) - (percentage\ of\ children\ of\ ethnicity\ Q\ at\ the\ establishment\ level) / 10$</p> <p>EXAMPLE for an establishment with 3 buildings (C1–C3):</p> <p>PROCENTQC1 = (no. of ethnicity-Q students in C1) × 100 / (total no. in C1), etc.</p> <p>PROCENTQ (in the establishment) = (no. of ethnicity-Q in establishment) × 100 / (total no. in establishment)</p> <p>Building 1 segregation score for ethnicity Q = $PROCENTQC1 - PROCENTQ / 10$</p>	<p>The educational-establishment score for Indicator I2 is the maximum school-segregation score recorded at the building level.</p> <p>THE SCORE SHALL BE CALCULATED FOR EACH EDUCATIONAL CYCLE existing in the school (toddler / preschool / primary / lower-secondary / upper-secondary)⁸.</p> <p>The establishment score can take a value from 0 to 10.</p> <p>EXAMPLE: 3 buildings, primary cycle only. Percentage of Roma students: C1 10%, C2 70%, C3 50%. Establishment level: 40%. Scores: $10-40 /10=3$; $70-40 /10=3$; $50-40 /10=1$. Maximum = 3 (C1 & C2) → reference score for Indicator 2.</p> <p>If the school also provided lower secondary education, a separate school segregation score would also be calculated for that educational level.</p>

⁸ It is necessary that the score be calculated separately at the level of each educational cycle because, in some school units, there are situations where certain buildings host predominantly or exclusively students from particular educational cycles — in which case the resulting segregation score would be strictly biased by a different share of vulnerable students in particular educational cycles, a fact explainable, for example, either by different demographic dynamics or by different dropout rates, or by other causes among vulnerable students compared with the rest. The school-segregation situation is adequately captured when we analyse the distribution of vulnerable students across different buildings within the same educational cycle (toddler/preschool/primary/lower-secondary/upper-secondary).



	<p>educational establishment. C: Total number of toddlers, preschoolers or students for each building of the educational establishment. D: Number of toddlers, preschoolers or students belonging to each ethnic group in each building of the educational establishment.</p>	<p>Building 2: PROCENTQC2 – PROCENTQ / 10 Building 3: PROCENTQC3 – PROCENTQ / 10</p>	<p>IMPORTANT! Where there is a single building (or a single group/class per study year), the minimum segregation-risk score is awarded ex officio. It will be done this way, since school segregation cannot exist at the building level (where there is only one building) or at the group/class level (where there is only one group/class per grade level).</p>
<p>3. Percentage of toddlers, preschoolers or students belonging to each ethnic group at the level of each class/group of the educational establishment.</p>	<p>IMPORTANT!! A school-segregation score is calculated ONLY for pre-university educational establishments / educational levels where there are at least 2 classes/groups; where there is a single class/group per educational level, no segregation score is calculated and the minimum segregation-risk score is awarded ex officio for the class concerned.</p> <p><u>DATA FIELDS REQUIRED FOR SCHOOLS:</u></p> <p>A. Number of toddlers, preschoolers or students belonging to each ethnic group at the level of each class in the educational establishment (considered as a unit with PJ or as an affiliated branch); B. Number of toddlers, preschoolers or students belonging to each ethnic group at the level of each educational level (1st grade, 2nd grade, etc.) in the educational establishment</p>	<p>Where there are several classes/groups at a given educational level, a segregation score is calculated for each class/group, including for kindergarten groups where applicable, and for the creșă (nursery) level.</p> <p>CALCULATION FORMULA</p> <p>Class/group segregation score for toddlers, preschoolers or students belonging to each ethnic group = (percentage of children belonging to each ethnic group in the class/group) – (percentage of children belonging to each ethnic group at the educational level to which the class belongs) / 10</p> <p>EXAMPLE of calculation for 1st grade, with 3 classes A, B and C: Percentage of students belonging to each ethnic group in class 1A: PROCENTQA (class 1A) = (no. of students belonging to each ethnic group in class 1A) × 100 / (total no. of students in class 1A)</p>	<p>The educational-establishment score for Indicator I3 is the maximum school-segregation score recorded at the class/group level.</p> <p>A score shall be calculated for each class in the educational establishment (where at least 2 classes/groups exist); the maximum score recorded across the school is the establishment-level score. The establishment score for this indicator can take a value from 0 to 10.</p> <p>EXAMPLE The educational establishment has three preparatory classes: Preparatory A, B and C. Percentage of Roma students in the preparatory class:</p> <p>PREPARATORY CLASS A: 10% PREPARATORY CLASS B: 70% PREPARATORY CLASS C: 50%</p> <p>At preparatory level, the percentage of Roma students within the school is 40%.</p> <p>Applying the score formula yields:</p>



	<p>(considered as a unit with PJ or as an affiliated branch);</p> <p>C. TOTAL number of toddlers, preschoolers or students at the level of each class in the educational establishment (considered as a unit with PJ or as an affiliated branch);</p> <p>D. TOTAL number of toddlers, preschoolers or students at the level of each educational level in the educational establishment (considered as a unit with PJ or as an affiliated branch).</p> <p>Example of data required for 1st grade (with 3 classes operating: A, B, C):</p> <ul style="list-style-type: none"> – Number of students belonging to each ethnic group, at the level of classes 1A, 1B and 1C in the educational establishment; – Number of students belonging to each ethnic group at the level of 1st grade (one educational level) in the educational establishment; – TOTAL number of students at the level of classes 1A, 1B and 1C in the educational establishment; – TOTAL number of students at the level of 1st grade in the educational establishment. <p>These categories of data shall be provided for each class/group at each educational level where there are at least 2 classes/groups at that level.</p>	<p>Percentage of students belonging to each ethnic group in class 1B: $PROCENTQB \text{ (class 1B)} = (\text{no. of students belonging to each ethnic group in class 1B}) \times 100 / (\text{total no. of students in class 1B})$</p> <p>Percentage of students belonging to each ethnic group in class 1C: $PROCENTQC \text{ (class 1C)} = (\text{no. of students belonging to each ethnic group in class 1C}) \times 100 / (\text{total no. of students in class 1C})$</p> <p>Percentage of students belonging to each ethnic group at the 1st-grade level: $PROCENTQI \text{ (1st-grade level)} = (\text{no. of students belonging to each ethnic group in 1st grade}) \times 100 / (\text{total no. of students in 1st grade})$</p> <p>Class 1A segregation score for students belonging to each ethnic group = $PROCENTQA - PROCENTQI / 10$</p> <p>Class 1B segregation score for students belonging to each ethnic group = $PROCENTQB - PROCENTQI / 10$</p> <p>Class 1C segregation score for students belonging to each ethnic group = $PROCENTQC - PROCENTQI / 10$</p>	<p>PREPARATORY CLASS A: $(10 - 40) / 10 = 30 / 10 = 3$</p> <p>PREPARATORY CLASS B: $(70 - 40) / 10 = 30 / 10 = 3$</p> <p>PREPARATORY CLASS C: $(50 - 40) / 10 = 10 / 10 = 1$</p> <p>Assuming the school has 3 classes per educational level and operates only the primary cycle, the scores are:</p> <p>Preparatory level: 3, 3, 1</p> <p>1st grade: 4, 1, 2</p> <p>2nd grade: 3, 1, 4</p> <p>3rd grade: 5, 3, 4</p> <p>4th grade: 2, 2, 4</p> <p>The maximum recorded score is 5 (in class 3A); this is the reference score of the educational establishment.</p>
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<p>4. Percentage of toddlers, preschoolers or students belonging to each ethnic group seated in the last rows of benches of each class (where the spatial arrangement preserves the form of rows of benches).⁹</p>	<p>IMPORTANT!! A school-segregation score is calculated ONLY for pre-university educational establishments / classes / groups in which the spatial arrangement of the class is maintained in rows of benches, the students are not rotated at least once per educational module, and the class enrolment exceeds 24 students; where the seating is arranged in a circle, or children rotate desks at least once per educational module, or the class enrolment is below 24, no segregation score is calculated.</p> <p>Therefore, the following information should be provided: (1) the classroom seating arrangement for children/students, (2) whether students are rotated among seats at least once during each educational module, and (3) the total number of students enrolled in the class.</p> <p>DATA FIELDS REQUIRED: How is the seating of children/students organised in:</p> <ul style="list-style-type: none"> • Each nursery group (creșă)¹⁰; 	<p>A SEGREGATION SCORE IS CALCULATED ONLY IF THE FOLLOWING CONDITION IS MET: percentage of children of ethnicity Q in the last two rows of the class/group > percentage of children of ethnicity Q in the class/group as a whole. IF THE PERCENTAGE OF CHILDREN OF ETHNICITY Q IN THE LAST 2 ROWS IS LOWER THAN THE PERCENTAGE IN THE CLASS, NO SCORE IS CALCULATED.</p> <p>CALCULATION FORMULA</p> <p>Segregation score for seating in the last two rows for children of ethnicity Q = (percentage of children of ethnicity Q in the last two rows of the class/group) – (percentage of children of ethnicity Q in the class/group as a whole) / 10</p> <p>EXAMPLE of calculation for 1st grade, with 3 classes A, B and C:</p> <p>Percentage of students of ethnicity Q in the last two rows of class 1A: PROCENTQAbanci (class 1A) = (no. of students of ethnicity Q in the last two</p>	<p>The educational-establishment score for Indicator I4 is the maximum school-segregation score by seating in the last 2 rows recorded at the class/group level.</p> <p>The score for seating in the last 2 rows shall be calculated for each class in the educational establishment (where the spatial arrangement preserves the form of rows of benches); the maximum score recorded across the school is the establishment-level score.</p> <p>The establishment score for this indicator can take a value from 0 to 10.</p>
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⁹ Check whether the class is not subject to the exception provided in Art. 26(3) of the Methodology for the monitoring, evaluation and prevention of school segregation, and intervention in school-segregation situations — namely, that it has a class enrolment equal to or below 24 students.

¹⁰ NOTE! This form of school segregation is not expected to affect the early-education cycles (toddler and preschool education) due to children's mobility during learning and stimulation activities, as designed in the national early-education curriculum. However, in order to verify on-the-ground realities, the indicators concerning toddlers and

	<ul style="list-style-type: none"> • Each junior/middle/senior kindergarten group; • Each class within the educational establishment (considered as a unit with PJ or as an affiliated branch). <p>Response options:</p> <ol style="list-style-type: none"> 1. Traditional arrangement, in rows of benches, with each child/student having a fixed desk. 2. In rows of benches, but children/students rotate periodically¹¹ from one desk to another. 3. In a circle, or in such a way that all children sit at a roughly equal distance from the teacher's desk¹². <p>DATA FIELDS REQUIRED FOR SCHOOLS:</p> <p>A. Number of toddlers, preschoolers or students belonging to each ethnic group seated in the last 2 rows of benches at the level of each class in the educational establishment (considered as a unit with PJ or as an affiliated branch);</p> <p>B. Number of toddlers, preschoolers or students belonging to each ethnic</p>	<p>rows of class 1A) × 100 / (total no. of students in the last two rows of class 1A)</p> <p>Percentage of students of ethnicity Q in the last two rows of class 1B: $PROCENTQB_{\text{banci}} (\text{class } 1B) = (\text{no. of students of ethnicity Q in the last two rows of class 1B}) \times 100 / (\text{total no. of students in the last two rows of class 1B})$</p> <p>Percentage of students of ethnicity Q in the last two rows of class 1C: $PROCENTQC_{\text{banci}} (\text{class } 1C) = (\text{no. of students of ethnicity Q in the last two rows of class 1C}) \times 100 / (\text{total no. of students in the last two rows of class 1C})$</p> <p>Percentage of students of ethnicity Q at the level of each 1st-grade class: $PROCENTQA (\text{class } 1A) = (\text{no. of students of ethnicity Q in class 1A}) \times 100 / (\text{total no. of students in class 1A})$</p> <p>$PROCENTQB (\text{class } 1B) = (\text{no. of students of ethnicity Q in class 1B}) \times 100 / (\text{total no. of students in class 1B})$</p> <p>$PROCENTQC (\text{class } 1C) = (\text{no. of students$</p>	
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preschoolers have been retained. Where preschoolers take part in educational activities in groups organised in rows of benches, the algorithm presented for schoolchildren is followed.

¹¹ Regarding the periodicity of rotating children/students in their desks, this can be confirmed when children/students are rotated at least once per educational module.

¹² Any classroom spatial arrangement that does not preserve the traditional arrangement in rows of benches (individual or double) is an arrangement that precludes school segregation through the placement of children/students in the last two rows (circular, semicircular, club-style, concentric circles or semicircles, etc.).



	<p>group at the level of each class in the educational establishment (considered as a unit with PJ or as an affiliated branch);</p> <p>C. TOTAL number of students seated in the last 2 rows of benches at the level of each class in the educational establishment (considered as a unit with PJ or as an affiliated branch);</p> <p>D. TOTAL number of students at the level of each class in the educational establishment (considered as a unit with PJ or as an affiliated branch). These categories of data shall be provided for each class/group at each educational level where the spatial arrangement preserves the form of rows of benches.</p>	<p>of ethnicity Q in class 1C) × 100 / (total no. of students in class 1C)</p> <p>Class 1A segregation score for students of ethnicity Q = $\frac{\text{PERCENTQAbanci} - \text{PERCENTQA}}{10}$, PROVIDED THAT $\text{PERCENTQAbanci} > \text{PERCENTQA}$</p> <p>Class 1B segregation score for students of ethnicity Q = $\frac{\text{PERCENTQBbanci} - \text{PERCENTQB}}{10}$, PROVIDED THAT $\text{PERCENTQBbanci} > \text{PERCENTQB}$</p> <p>Class 1C segregation score for students of ethnicity Q = $\frac{\text{PERCENTQCbanci} - \text{PERCENTQC}}{10}$, PROVIDED THAT $\text{PERCENTQCbanci} > \text{PERCENTQC}$</p>	
<p>5. Percentage of the population belonging to each ethnic group at the level of the administrative-territorial unit in which the pre-university educational establishment operates.¹³</p>	<p>Number of inhabitants (or, where data are available, the population in the age range corresponding to the educational cycle(s) covered by the establishment) belonging to each ethnic group at the level of the administrative-territorial unit in which the establishment is located.</p>	<p>The percentage is calculated based on the number of inhabitants in each ethnic group and the total number of inhabitants of the administrative-territorial unit, regardless of ethnicity. Where data are available, percentages should preferably be calculated for the age cohorts corresponding to the educational cycles covered by the establishment.</p>	<p>Not applicable; no score is calculated.</p>

¹³ See Indicator 1 above and the explanatory comments in the footnote. Ideally, the percentage of children of the age corresponding to the educational cycle(s) covered by the pre-university educational establishment (toddler, preschool, primary, lower-secondary, upper-secondary) belonging to each ethnic group represented in the establishment should be identified at the level of the school constituency. However, since neither the INS nor the MEN (through SIIIR) collects data at the level of the school constituency, the Order on the monitoring, assessment, identification, prevention and combating of school segregation in pre-university education / 2024 has kept reporting at the level of the administrative-

Indicators – Disability criterion

Indicator	Data required for the calculation of the indicator	Calculation formula	Score
6. Percentage of toddlers, preschoolers or students with disabilities with only a DGASPC file, at the level of the pre-university educational establishment.	<p>A: Number of toddlers (preschoolers / students) with a disability with only a DGASPC file / special medical conditions, at the level of the educational establishment (considered at the level of the unit, whether with legal personality – PJ – or as an affiliated branch);</p> <p>B: Total number of toddlers (preschoolers / students) at the level of the educational establishment (considered at the level of the unit, whether with legal personality – PJ – or as an affiliated branch).</p> <p>IT IS RECOMMENDED (without being mandatory and without requiring a dedicated SIIIR field) that schools also compare these data with the situation at ATU level. In that case the following are also required (NOT collected in SIIIR, but on an ad-hoc basis where deemed necessary):</p> <p>C: Total number of children with disabilities with only a DGASPC file / special medical conditions at the ATU level.</p> <p>D: Total population at the ATU level. Data are obtained from official sources – INS / local authorities.</p>	<p>procentunitate = $A \times 100 / B$</p> <p>ONLY where data are available: procentUAT = $C \times 100 / D$</p>	Not applicable. No score is awarded at the educational-establishment level for this indicator.
7. Percentage of toddlers, preschoolers or	As in indicator 6, replacing 'students with disabilities with only a DGASPC file' with 'students with SEN with only a CJRAE orientation certificate'.	As in indicator 6, mutatis mutandis.	Not applicable. No score is awarded at the educational-

territorial unit. As such, in the given context, the percentage of the population (or, if data are available, of the children of the age corresponding to the educational cycle(s) covered by the establishment) belonging to each ethnic group represented in the establishment must be identified at the administrative-territorial-unit level.

students with SEN with only a CJRAE orientation certificate, at the level of the educational establishment.			establishment level for this indicator.
8. Percentage of toddlers, preschoolers or students with both a DGASPC file and a CJRAE orientation certificate, at the level of the educational establishment.	As in indicator 6, replacing 'students with disabilities with only a DGASPC file' with 'students with both a DGASPC file / special medical conditions and a CJRAE orientation certificate'.	As in indicator 6, mutatis mutandis.	Not applicable. No score is awarded at the educational-establishment level for this indicator.
9. Percentage of toddlers, preschoolers or students with disabilities with only a DGASPC file, at the level of each building of the educational establishment (where the educational activity takes place in several buildings).	<p>This applies where the educational activity of the educational establishment (considered at the level of the unit, whether with legal personality – PJ – or as an affiliated branch) takes place in several buildings, for example buildings C1, C2, ..., Cm.</p> <p>A: Total number of toddlers, preschoolers or students at the level of the educational establishment. B: Total number of toddlers, preschoolers or students with a disability with only a DGASPC file / special medical conditions at the level of the educational establishment. C: Total number of toddlers, preschoolers or students for each building of the educational establishment. D: Number of toddlers, preschoolers or students with a disability with only a DGASPC file / special medical conditions in each building of the educational establishment.</p>	<p>The percentage of toddlers, preschoolers or students with a disability with only a DGASPC file / special medical conditions at the level of the educational establishment is procentunitate = $B \times 100 / A$.</p> <p>The percentage of toddlers, preschoolers or students with a disability with only a DGASPC file / special medical conditions at the level of each building C is procentcladire = $D \times 100 / C$.</p> <p>The percentage is calculated for each building – procentcladire1, procentcladire2, etc. For each building the score is: scorcladire = $\text{procentcladire} - \text{procentunitate} / 10$</p> <p>Example:</p>	<p>The educational-establishment score for Indicator 9 is the maximum of the scores calculated per building, where the educational establishment (at unit level) operates in two or more buildings.</p> <p>In the example above, given that: Scorcladire1 = $40 - 20 / 10 = 2$ Scorcladire2 = $10 - 20 / 10 = 1$</p>



		<p>The educational establishment has 2 buildings: C1 and C2. Procentunitate = 20% Procentcladire1 = 40% Procentcladire2 = 10% Result: $Scorcladire1 = 40 - 20 / 10 = 2$ $Scorcladire2 = 10 - 20 / 10 = 1$</p>	<p>the educational-establishment score is 2.</p>
<p>10. Percentage of toddlers, preschoolers or students with SEN with only a CJRAE orientation certificate, at the level of each building of the educational establishment (where the educational activity takes place in several buildings).</p>	<p>As in indicator 9, replacing 'students with disabilities with only a DGASPC file' with 'students with SEN with only a CJRAE orientation certificate'.</p>	<p>As in indicator 9, mutatis mutandis.</p>	<p>As in indicator 9, mutatis mutandis.</p>
<p>11. Percentage of toddlers, preschoolers or students with both a DGASPC file and a CJRAE orientation certificate, at the level of each building of the educational establishment (where the educational activity takes place in several buildings).</p>	<p>As in indicator 9, replacing 'students with disabilities with only a DGASPC file' with 'students with both a DGASPC file and a CJRAE orientation certificate'.</p>	<p>As in indicator 9, mutatis mutandis.</p>	<p>As in indicator 9, mutatis mutandis.</p>

<p>12. Percentage of toddlers, preschoolers or students with disabilities with only a DGASPC file, at the level of each class/group of the educational establishment.¹⁴</p>	<p>IMPORTANT!! A school-segregation score is calculated ONLY for pre-university educational establishments / educational levels where there are at least 2 classes/groups; where there is a single class/group per educational level, no segregation score is calculated and the minimum segregation-risk score is awarded ex officio for the class concerned.</p> <p>A. Number of toddlers, preschoolers or students with a disability with only a DGASPC file / special medical conditions at the level of each class in the educational establishment (considered as a unit with PJ or as an affiliated branch);</p> <p>B. Number of toddlers, preschoolers or students with a disability with only a DGASPC file / special medical conditions at the level of each educational level (1st grade, 2nd grade, etc.) in the educational establishment (considered as a unit with PJ or as an affiliated branch);</p> <p>C. TOTAL number of toddlers, preschoolers or students at the level of each class in the educational establishment (considered as a unit with PJ or as an affiliated branch);</p> <p>D. TOTAL number of toddlers, preschoolers or students at the level of each educational level in the educational establishment (considered as a unit with PJ or as an affiliated branch).</p> <p>Example of data required for 1st grade (with 3 classes operating: A, B, C):</p> <p>– Number of students with a disability with only a DGASPC file / special medical conditions, at the level of classes 1A, 1B and 1C in the educational establishment;</p>	<p>Where there are several classes/groups at a given educational level, a segregation score is calculated for each class/group, including for kindergarten groups where applicable, and for the creșă (nursery) level.</p> <p>CALCULATION FORMULA</p> <p>Class/group segregation score for toddlers, preschoolers or students with a disability with only a DGASPC file / special medical conditions = (percentage of children with a disability with only a DGASPC file / special medical conditions in the class/group) – (percentage of children with a disability with only a DGASPC file / special medical conditions at the educational level to which the class belongs) / 10</p> <p>EXAMPLE of calculation for 1st grade, with 3 classes A, B and C:</p> <p>Percentage of students with a disability with only a DGASPC file / special medical conditions in class 1A:</p> <p>PROCENTDA (class 1A) = (no. of students with a disability with only a DGASPC file / special medical conditions in class 1A) × 100 / (total no. of students in class 1A)</p> <p>Percentage of students with a disability with only a DGASPC file / special medical conditions in class 1B:</p>	<p>The educational-establishment score for Indicator 12 is the maximum school-segregation score recorded at the class/group level.</p> <p>A score shall be calculated for each class in the educational establishment (where at least 2 classes/groups exist); the maximum score recorded across the school is the establishment-level score.</p> <p>The establishment score for this indicator can take a value from 0 to 10.</p> <p>EXAMPLE</p> <p>The educational establishment has three preparatory classes: Preparatory A, B and C.</p>
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¹⁴ Check whether the group/class is not subject to the exception provided in Art. 10(4) of the Order on the monitoring, assessment, identification, prevention and combating of school segregation in pre-university education.



	<p>– Number of students with a disability with only a DGASPC file / special medical conditions at the level of 1st grade (one educational level) in the educational establishment;</p> <p>– TOTAL number of students at the level of classes 1A, 1B and 1C in the educational establishment;</p> <p>– TOTAL number of students at the level of 1st grade in the educational establishment.</p> <p>These categories of data shall be provided for each class/group at each educational level where there are at least 2 classes/groups at that level.</p>	<p>PROCENTDB (class 1B) = (no. of students with a disability with only a DGASPC file / special medical conditions in class 1B) × 100 / (total no. of students in class 1B)</p> <p>Percentage of students with a disability with only a DGASPC file / special medical conditions in class 1C:</p> <p>PROCENTDC (class 1C) = (no. of students with a disability with only a DGASPC file / special medical conditions in class 1C) × 100 / (total no. of students in class 1C)</p> <p>Percentage of students with a disability with only a DGASPC file / special medical conditions at the 1st-grade level:</p> <p>PROCENTDI (1st-grade level) = (no. of students with a disability with only a DGASPC file / special medical conditions in 1st grade) × 100 / (total no. of students in 1st grade)</p> <p>Class 1A segregation score for students with a disability with only a DGASPC file / special medical conditions = PROCENTDA – PROCENTDI / 10</p> <p>Class 1B segregation score for students with a disability with only a DGASPC file / special medical conditions = PROCENTDB – PROCENTDI / 10</p> <p>Class 1C segregation score for students with a disability with only a DGASPC file / special medical conditions = PROCENTDC – PROCENTDI / 10</p>	<p>Percentage of students with disabilities with only a DGASPC file in the preparatory class:</p> <p>PREPARATORY CLASS A: 10%</p> <p>PREPARATORY CLASS B: 70%</p> <p>PREPARATORY CLASS C: 50%</p> <p>At preparatory level, the percentage of students with disabilities with only a DGASPC file within the school is 40%.</p> <p>Applying the score formula yields:</p> <p>PREPARATORY CLASS A: (10 – 40) / 10 = 30 / 10 = 3</p> <p>PREPARATORY CLASS B: (70 – 40) / 10 = 30 / 10 = 3</p> <p>PREPARATORY CLASS C: (50 – 40) / 10 = 10 / 10 = 1</p> <p>Assuming the school has 3 classes per educational level and operates only the</p>
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			primary cycle, the scores are: Preparatory level: 3, 3, 1 1st grade: 4, 1, 2 2nd grade: 3, 1, 4 3rd grade: 5, 3, 4 4th grade: 2, 2, 4 The maximum recorded score is 5 (in class 3A); this is the reference score of the educational establishment.
13. Percentage of toddlers, preschoolers or students with SEN with only a CJRAE orientation certificate, at the level of each class/group of the educational establishment. ¹⁵	As in indicator 12, replacing 'students with disabilities with only a DGASPC file' with 'students with SEN with only a CJRAE orientation certificate'.	As in indicator 12, mutatis mutandis.	As in indicator 12, mutatis mutandis.
14. Percentage of toddlers, preschoolers or students with both a DGASPC file and a CJRAE orientation	As in indicator 12, replacing 'students with disabilities with only a DGASPC file' with 'students with both a DGASPC file and a CJRAE orientation certificate'.	As in indicator 12, mutatis mutandis.	As in indicator 12, mutatis mutandis.

¹⁵ Check whether the group/class is not subject to the exception provided in Art. 10(4) of the Order on the monitoring, assessment, identification, prevention and combating of school segregation in pre-university education.

<p>certificate, at the level of each class/group of the educational establishment.¹⁶</p>			
<p>15. Percentage of toddlers, preschoolers or students with disabilities with only a DGASPC file, seated in the last rows of benches of each class.¹⁷</p>	<p>IMPORTANT!! A school-segregation score is calculated ONLY for pre-university educational establishments / classes / groups in which the spatial arrangement of the class is maintained in rows of benches, the students are not rotated at least once per educational module, and the class enrolment exceeds 24 students; where the seating is arranged in a circle, or children rotate desks at least once per educational module, or the class enrolment is below 24, no segregation score is calculated.</p> <p>Hence one of the data items required here concerns the way the seating of children/students is organised.</p> <p>DATA FIELDS REQUIRED: How is the seating of children/students organised in:</p> <ul style="list-style-type: none"> • Each nursery group (creșă); • Each junior/middle/senior kindergarten group; • Each class within the educational establishment (considered as a unit with PJ or as an affiliated branch). <p>Response options:</p>	<p>A SEGREGATION SCORE IS CALCULATED ONLY IF THE FOLLOWING CONDITION IS MET: percentage of children with a disability with only a DGASPC file / special medical conditions in the last two rows of the class/group > percentage of children with a disability with only a DGASPC file / special medical conditions in the class/group as a whole. IF THE PERCENTAGE OF CHILDREN WITH A DISABILITY WITH ONLY A DGASPC FILE / SPECIAL MEDICAL CONDITIONS IN THE LAST 2 ROWS IS LOWER THAN THE PERCENTAGE IN THE CLASS, NO SCORE IS CALCULATED.</p> <p>CALCULATION FORMULA</p> <p>Segregation score for seating in the last two rows for children with a disability with only a DGASPC file / special medical conditions = (percentage of children with a disability with only a DGASPC file / special medical conditions in the last two rows of the class/group) – (percentage of children with a disability with only a DGASPC file / special medical conditions in the class/group as a whole) / 10</p>	<p>The educational-establishment score for Indicator 15 is the maximum school-segregation score by seating in the last 2 rows recorded at the class/group level.</p> <p>The score for seating in the last 2 rows shall be calculated for each class in the educational establishment (where the spatial arrangement preserves the form of rows of benches); the maximum score recorded across the school is the</p>

¹⁶ Check whether the group/class is not subject to the exception provided in Art. 10(4) of the Order on the monitoring, assessment, identification, prevention and combating of school segregation in pre-university education.

¹⁷ Only for classes that are not subject to the exception provided in Art. 10(4) of the Order on the monitoring, assessment, identification, prevention and combating of school segregation in pre-university education.



	<p>1. Traditional arrangement, in rows of benches, with each child/student having a fixed desk.</p> <p>2. In rows of benches, but children/students rotate periodically from one desk to another.</p> <p>3. In a circle, or in such a way that all children sit at a roughly equal distance from the teacher's desk.</p> <p>DATA FIELDS REQUIRED FOR SCHOOLS:</p> <p>A. Number of toddlers, preschoolers or students with a disability with only a DGASPC file / special medical conditions seated in the last 2 rows of benches at the level of each class in the educational establishment (considered as a unit with PJ or as an affiliated branch);</p> <p>B. Number of toddlers, preschoolers or students with a disability with only a DGASPC file / special medical conditions at the level of each class in the educational establishment (considered as a unit with PJ or as an affiliated branch);</p> <p>C. TOTAL number of students seated in the last 2 rows of benches at the level of each class in the educational establishment (considered as a unit with PJ or as an affiliated branch);</p> <p>D. TOTAL number of students at the level of each class in the educational establishment (considered as a unit with PJ or as an affiliated branch). These categories of data shall be provided for each</p>	<p>EXAMPLE of calculation for 1st grade, with 3 classes A, B and C:</p> <p>Percentage of students with a disability with only a DGASPC file / special medical conditions in the last two rows of class 1A:</p> <p>PROCENTDAbanci (class 1A) = (no. of students with a disability with only a DGASPC file / special medical conditions in the last two rows of class 1A) × 100 / (total no. of students in the last two rows of class 1A)</p> <p>Percentage of students with a disability with only a DGASPC file / special medical conditions in the last two rows of class 1B:</p> <p>PROCENTDBbanci (class 1B) = (no. of students with a disability with only a DGASPC file / special medical conditions in the last two rows of class 1B) × 100 / (total no. of students in the last two rows of class 1B)</p> <p>Percentage of students with a disability with only a DGASPC file / special medical conditions in the last two rows of class 1C:</p> <p>PROCENTDCbanci (class 1C) = (no. of students with a disability with only a DGASPC file / special medical conditions in the last two rows of class 1C) × 100 / (total no. of students in the last two rows of class 1C)</p>	<p>establishment-level score.</p> <p>The establishment score for this indicator can take a value from 0 to 10.</p>
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	<p>class/group at each educational level where the spatial arrangement preserves the form of rows of benches.¹⁸¹⁹</p>	<p>Percentage of students with a disability with only a DGASPC file / special medical conditions at the level of each 1st-grade class:</p> <p>PROCENTDA (class 1A) = (no. of students with a disability with only a DGASPC file / special medical conditions in class 1A) × 100 / (total no. of students in class 1A)</p> <p>PROCENTDB (class 1B) = (no. of students with a disability with only a DGASPC file / special medical conditions in class 1B) × 100 / (total no. of students in class 1B)</p> <p>PROCENTDC (class 1C) = (no. of students with a disability with only a DGASPC file / special medical conditions in class 1C) × 100 / (total no. of students in class 1C)</p> <p>Class 1A segregation score for students with a disability with only a DGASPC file / special medical conditions = $\text{PROCENTDA}_{\text{banci}} - \text{PROCENTDA} / 10$, PROVIDED THAT $\text{PROCENTDA}_{\text{banci}} > \text{PROCENTDA}$</p> <p>Class 1B segregation score for students with a disability with only a DGASPC file / special medical conditions = $\text{PROCENTDB}_{\text{banci}} - \text{PROCENTDB} / 10$, PROVIDED THAT $\text{PROCENTDB}_{\text{banci}} > \text{PROCENTDB}$</p> <p>Class 1C segregation score for students with a</p>	
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¹⁸ See footnotes 3 and 9.

¹⁹ See footnotes 3 and 9.

		disability with only a DGASPC file / special medical conditions = PROCENTDCbanci – PROCENTDC / 10, PROVIDED THAT PROCENTDCbanci > PROCENTDC	
16. Percentage of toddlers, preschoolers or students with SEN with only a CJRAE orientation certificate, seated in the last rows of benches of each class. ²⁰	As in indicator 15, replacing 'students with disabilities with only a DGASPC file' with 'students with SEN with only a CJRAE orientation certificate'.	As in indicator 15, mutatis mutandis.	As in indicator 15, mutatis mutandis.
17. Percentage of toddlers, preschoolers or students with both a DGASPC file and a CJRAE orientation certificate, seated in the last rows of benches of each class. ²¹	As in indicator 15, replacing 'students with disabilities with only a DGASPC file' with 'students with both a DGASPC file and a CJRAE orientation certificate'.	As in indicator 15, mutatis mutandis.	As in indicator 15, mutatis mutandis.

²⁰ Only for classes that are not subject to the exception provided in Art. 10(4) of the Order on the monitoring, assessment, identification, prevention and combating of school segregation in pre-university education.

²¹ Only for classes that are not subject to the exception provided in Art. 10(4) of the Order on the monitoring, assessment, identification, prevention and combating of school segregation in pre-university education.

Indicators – Socio-economic status of families criterion

Indicator	Data required for the calculation of the indicator	Calculation formula	Score
18. Percentage of parents/guardians/legal representatives, by highest level of education, of toddlers, preschoolers or students at the establishment level.	<p>A: Level of formal education of the parents/guardians of toddlers, preschoolers or students at the level of the educational establishment (considered at the level of the unit, whether with legal personality – PJ – or as an affiliated branch);</p> <p>* Formal education shall be identified for each child both as the number of years of formal education of the parent/guardian and as the highest completed educational cycle, as follows: (a) primary – 4 grades or years of formal education; (b) lower-secondary – 8 grades or years of formal education; (c) upper-secondary, vocational or post-secondary – 12 grades (years of formal education) or more (without higher education); (d) completed university or post-graduate education – at least 15 years of formal education.</p> <p>B: Total number of toddlers / preschoolers / students at the level of the educational establishment (considered at the level of the unit, whether with legal personality – PJ – or as an affiliated branch).</p>	<p>For this indicator, the highest completed level of education of a parent/guardian living with the child in the family shall be taken into account. The total number of toddlers, preschoolers or students at the establishment level shall be calculated for whom the highest completed level of parental education is:</p> <ol style="list-style-type: none"> 1. At most 4 grades (primary school) 2. At most 8 grades (lower-secondary) 3. At most 12 grades (high school or vocational school) or post-secondary studies at most 4. University or post-graduate studies <p>$\text{procentEDUCunitate} = A \times 100 / B.$</p> <p>The calculation is carried out for each of categories 1, 2, 3 and 4 above.</p>	Not applicable.
19. Percentage of parents/guardians/legal representatives, by highest level of education, of toddlers, preschoolers or students, per building (where the educational	<p>This applies where the educational activity of the educational establishment (considered at the level of the unit, whether with legal personality – PJ – or as an affiliated branch) takes place in several buildings.</p> <p>A: Total number of toddlers, preschoolers or students at the establishment level. B: Level of formal education of the</p>	<p>For this indicator, the highest completed level of education of a parent/guardian living with the child in the family shall be taken into account.</p> <p>The total number of ante-preschool children, preschool children, or students in the educational institution for whom the highest</p>	The educational-establishment score for Indicator 19 is the maximum of the building-level scores where a school structure operates in two or more buildings.



<p>activity takes place in several buildings).</p>	<p>parents/guardians of toddlers, preschoolers or students at the establishment level; * Formal education shall be identified for each child both as the number of years of formal education of the parent/guardian and as the highest completed educational cycle, as follows: (a) primary – 4 grades or years of formal education; (b) lower-secondary – 8 grades or years of formal education; (c) upper-secondary, vocational or post-secondary – 12 grades (years of formal education) or more (without higher education); (d) completed university or post-graduate education – at least 15 years of formal education. C: Total number of toddlers, preschoolers or students in each building of the establishment. D: Level of formal education of the parents/guardians of toddlers, preschoolers or students in each building of the establishment.</p>	<p>completed level of formal education attained by a parent/guardian living with the child in the household is:</p> <ol style="list-style-type: none"> 1. At most 4 grades (primary school) 2. At most 8 grades (lower-secondary) 3. At most 12 grades (high school or vocational school) or post-secondary studies at most 4. University or post-graduate studies <p>CALCULATION FORMULA</p> <p>The percentage of toddlers, preschoolers or students with a given level of parental education at the establishment level is $\text{procentEDUCunitate} = B \times 100 / A$.</p> <p>The percentage at each building is $\text{procentEDUCcladire} = D \times 100 / C$.</p> <p>For each building the score is:</p> $\text{scorEDUCcladire} = \text{procentEDUCcladire} - \text{procentEDUCunitate} / 10.$ <p>Example: 2 buildings; $\text{procentEDUCunitate} = 20\%$; $\text{procentEDUCcladire1} = 40\%$; $\text{procentEDUCcladire2} = 10\%$.</p> $\text{ScorEDUCcladire1} = 40 - 20 / 10 = 2;$ $\text{ScorEDUCcladire2} = 10 - 20 / 10 = 1.$	<p>In the example presented above, given that:</p> $\text{ScorEDUCbuilding1} = 40 - 20 / 10 = 2$ $\text{ScorEDUCbuilding2} = 10 - 20 / 10 = 1$ <p>the educational institution's segregation score is 2.</p>
<p>20. Percentage of parents/guardians/legal representatives, by highest level of</p>	<p>IMPORTANT!! A school-segregation score is calculated ONLY for pre-university educational establishments / educational levels where there are at least 2 classes/groups; where there is a</p>	<p>For this indicator the highest completed level of education of a parent/guardian living with the child in the family shall be taken into account, in the four categories listed above.</p>	<p>The educational-establishment score for Indicator I20 is the maximum school-</p>

<p>education, of toddlers, preschoolers or students, per group / class.</p>	<p>single class/group per educational level, no segregation score is calculated and the minimum segregation-risk score is awarded ex officio for the class concerned.</p> <p>A. Number of toddlers, preschoolers or students whose parents/guardians have a given level of formal education at the level of each class in the educational establishment (considered as a unit with PJ or as an affiliated branch);</p> <p>B. Number of toddlers, preschoolers or students whose parents/guardians have a given level of formal education at the level of each educational level (1st grade, 2nd grade, etc.) in the educational establishment (considered as a unit with PJ or as an affiliated branch);</p> <p>C. TOTAL number of toddlers, preschoolers or students at the level of each class in the educational establishment (considered as a unit with PJ or as an affiliated branch);</p> <p>D. TOTAL number of toddlers, preschoolers or students at the level of each educational level in the educational establishment (considered as a unit with PJ or as an affiliated branch).</p> <p>Example of data required for 1st grade (with 3 classes operating: A, B, C):</p> <p>– Number of students whose parents/guardians have a given level of formal education, at the level of classes 1A, 1B and 1C in the educational establishment;</p>	<p>CALCULATION FORMULA</p> <p>Class/group segregation score for children with a given level of parental education = (percentage of children with that level of parental education in the class/group) – (percentage at the educational level to which the class belongs) / 10</p> <p>Example for 1st grade (3 classes A, B, C) – percentage of students whose parents have at most 4 grades:</p> <p>PROCENTEDUCIA = (no. in class 1A) × 100 / (total in 1A); same for IB, IC, and at 1st-grade level (PROCENTEDUI).</p> <p>Class-level scores = PROCENTEDUCIA – PROCENTEDUI / 10, and similarly for IB, IC.</p>	<p>segregation score recorded at the class/group level.</p> <p>A score shall be calculated for each class in the educational establishment (where at least 2 classes/groups exist); the maximum score recorded across the school is the establishment-level score.</p> <p>The establishment score for this indicator can take a value from 0 to 10.</p> <p>EXAMPLE</p> <p>The educational establishment has three preparatory classes:</p> <p>Preparatory A, B and C. Percentage of students whose parents have at most 4 grades (primary level) in the preparatory class:</p> <p>PREPARATORY CLASS A: 10% PREPARATORY CLASS B: 70%</p>
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	<ul style="list-style-type: none"> – Number of students whose parents/guardians have a given level of formal education at the level of 1st grade (one educational level) in the educational establishment; – TOTAL number of students at the level of classes 1A, 1B and 1C in the educational establishment; – TOTAL number of students at the level of 1st grade in the educational establishment. <p>These categories of data shall be provided for each class/group at each educational level where there are at least 2 classes/groups at that level.</p>		<p>PREPARATORY CLASS C: 50%</p> <p>At preparatory level, the percentage of students whose parents have at most 4 grades (primary level) within the school is 40%.</p> <p>Applying the score formula yields: PREPARATORY CLASS A: $(10 - 40) / 10 = 30 / 10 = 3$</p> <p>PREPARATORY CLASS B: $(70 - 40) / 10 = 30 / 10 = 3$</p> <p>PREPARATORY CLASS C: $(50 - 40) / 10 = 10 / 10 = 1$</p> <p>Assuming the school has 3 classes per educational level and operates only the primary cycle, the scores are:</p> <p>Preparatory level: 3, 3, 1 1st grade: 4, 1, 2 2nd grade: 3, 1, 4 3rd grade: 5, 3, 4</p>
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			<p>4th grade: 2, 2, 4</p> <p>The maximum recorded score is 5 (in class 3A); this is the reference score of the educational establishment.</p>
<p>21. Percentage of parents/guardians/legal representatives, by highest level of education, of toddlers, preschoolers or students seated in the last rows of benches (where the spatial arrangement preserves the form of rows of benches).</p>	<p><u>IMPORTANT!! A school-segregation score is calculated ONLY for pre-university educational establishments / classes / groups in which the spatial arrangement of the class is maintained in rows of benches, the students are not rotated at least once per educational module, and the class enrolment exceeds 24 students; where the seating is arranged in a circle, or children rotate desks at least once per educational module, or the class enrolment is below 24, no segregation score is calculated.</u></p> <p>Hence one of the data items required here concerns the way the seating of children/students is organised.</p> <p>DATA FIELDS REQUIRED:</p> <p>How is the seating of children/students organised in:</p> <ul style="list-style-type: none"> • Each nursery group (creșă); • Each junior/middle/senior kindergarten group; • Each class within the educational establishment (considered as a unit with PJ or as an affiliated branch). 	<p>For this indicator the highest completed level of education of a parent/guardian living with the child in the family shall be taken into account, in the four categories listed above.</p> <p>The total number of ante-preschool children, preschool children, or students in the educational institution shall be calculated according to the highest completed level of formal education attained by a parent/guardian living with the child in the household, as follows:</p> <ol style="list-style-type: none"> 1. Up to 4 years of formal education (primary education); 2. Up to 8 years of formal education (lower secondary education); 3. Up to 12 years of formal education (upper secondary or vocational education) or post-secondary non-tertiary education; 4. Higher education or postgraduate education. <p>The segregation score is calculated for the category of students with the LOWEST level of parental education present in the class: – if students whose parents/guardians have at most 4 grades are present in the class, that category is used;</p>	<p>The educational-establishment score for Indicator I21 is the maximum school-segregation score by seating in the last 2 rows recorded at the class/group level.</p> <p>The score for seating in the last 2 rows shall be calculated for each class in the educational establishment (where the spatial arrangement preserves the form of rows of benches); the maximum score recorded across the school is the establishment-level score.</p> <p>The establishment score for this indicator can take a value from 0 to 10.</p>



	<p>Response options:</p> <ol style="list-style-type: none"> 1. Traditional arrangement, in rows of benches, with each child/student having a fixed desk. 2. In rows of benches, but children/students rotate periodically²² from one desk to another. 3. In a circle, or in such a way that all children sit at a roughly equal distance from the teacher's desk²³. <p>DATA FIELDS REQUIRED FOR SCHOOLS:</p> <p>A. Number of toddlers, preschoolers or students whose parents/guardians have the lowest level of parental education in the class seated in the last 2 rows of benches at the level of each class in the educational establishment (considered as a unit with PJ or as an affiliated branch);</p> <p><i>* Formal education shall be recorded for each child both as the number of years of formal education completed by the parent/guardian and as the highest level of education completed, as follows:</i></p> <ol style="list-style-type: none"> a. Primary education – 4 years of formal education; b. Lower secondary education – 8 years of formal education; c. Upper secondary, vocational, or post-secondary non-tertiary education – 12 years of formal education or more (excluding higher education); d. Completed higher education or postgraduate education – at least 15 years of formal education. 	<ul style="list-style-type: none"> – otherwise, if students whose parents/guardians have at most 8 grades are present, that category is used; – otherwise, students whose parents/guardians have at most 12 grades; – if only students whose parents/guardians have university or post-graduate education are present, no school-segregation score is calculated. <p>A SEGREGATION SCORE IS CALCULATED ONLY IF THE FOLLOWING CONDITION IS MET: percentage of children with the lowest level of parental education in the last two rows of the class/group > percentage in the class/group as a whole. IF THE PERCENTAGE IN THE LAST 2 ROWS IS LOWER THAN THE PERCENTAGE IN THE CLASS, NO SCORE IS CALCULATED.</p> <p>CALCULATION FORMULA</p> <p>Seating-in-last-two-rows segregation score = (percentage in last two rows) – (percentage in class/group) / 10.</p> <p>Example for 1st grade (3 classes A, B, C, all containing students whose parents have at most 4 grades):</p>	
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²² See footnotes 3 and 9.

²³ See footnotes 3 and 9.



	<p>B. Number of toddlers, preschoolers or students whose parents/guardians have the lowest level of parental education in the class at the level of each class in the educational establishment (considered as a unit with PJ or as an affiliated branch);</p> <p>C. TOTAL number of students seated in the last 2 rows of benches at the level of each class in the educational establishment (considered as a unit with PJ or as an affiliated branch);</p> <p>D. TOTAL number of students at the level of each class in the educational establishment (considered as a unit with PJ or as an affiliated branch).</p> <p>Example of the data required for Grade 1 (where three classes are organised: 1A, 1B, and 1C):</p> <ul style="list-style-type: none"> - The level of formal education of the parents/guardians of ante-preschool children, preschool children, or students seated in the last two rows of desks in Grade 1A, 1B, and 1C of the educational institution (the educational institution is considered at the level of an individual school structure, whether it is a legal entity or an affiliated school structure); - The level of formal education of the parents/guardians of ante-preschool children, preschool children, or students in Grade 1A, 1B, and 1C of the educational institution (the educational institution is considered at the level of an individual school structure, whether it is a legal entity or an affiliated school structure); - The total number of ante-preschool children, preschool children, or students seated in the last 	<p>PROCENTEDUPRIMARIAbanci, PROCENTEDUPRIMARIBbanci, PROCENTEDUPRIMARICbanci (last two rows); PROCENTEDUA, PROCENTEDUB, PROCENTEDUC (whole class);</p> <p>Class scores: $\frac{\text{PROCENTEDUPRIMARIAbanci} - \text{PROCENTEDUA}}{10}$ (provided that $\text{PROCENTEDUPRIMARIAbanci} > \text{PROCENTEDUA}$), and similarly for B and C.</p>	
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	<p>two rows of desks in Grade 1A, 1B, and 1C of the educational institution (the educational institution is considered at the level of an individual school structure, whether it is a legal entity or an affiliated school structure);</p> <ul style="list-style-type: none"> - The total number of ante-preschool children, preschool children, or students in Grade 1A, 1B, and 1C of the educational institution. <p>These categories of data shall be provided for each class/group at each educational level where the spatial arrangement preserves the form of rows of benches.</p>		
<p>22. Percentage of toddlers, preschoolers or students for whom a file has been drawn up for a social scholarship, for the free provision of school supplies, or for any other form of support, irrespective of whether they currently benefit from it (financial constraints), at the establishment level.</p>	<p>A: Number of toddlers (preschoolers / students) for whom a file has been drawn up for a social scholarship, for the free provision of school supplies, or for any other form of support, irrespective of whether they currently benefit from it (financial constraints), at the level of the educational establishment (considered at the level of the unit, whether with legal personality – PJ – or as an affiliated branch);</p> <p>B: Total number of toddlers (preschoolers / students) at the level of the educational establishment (considered at the level of the unit, whether with legal personality – PJ – or as an affiliated branch).</p>	<p>procentunitate = $A \times 100 / B$</p>	<p>Not applicable. No score is awarded at the educational-establishment level for this indicator –</p>
<p>23. Percentage of toddlers, preschoolers or students for whom a file has been drawn up for a social scholarship, for the free provision of school supplies, or for</p>	<p>This applies where the educational activity of the educational establishment (considered at the level of the unit, whether with legal personality – PJ – or as an affiliated branch) takes place in several buildings, for example buildings C1, C2, ..., Cm.</p>	<p>The percentage of toddlers, preschoolers or students for whom a file has been drawn up for a social scholarship, for the free provision of school supplies, or for any other form of support, irrespective of whether they currently benefit from it (financial constraints) at the level of the</p>	<p>The educational-establishment score for Indicator I23 is the maximum of the scores calculated per building, where the educational establishment (at unit</p>



<p>any other form of support, irrespective of whether they currently benefit from it (financial constraints), per building (where the educational activity takes place in several buildings).</p>	<p>A: Total number of toddlers, preschoolers or students at the level of the educational establishment. B: Total number of toddlers, preschoolers or students for whom a file has been drawn up for a social scholarship, for the free provision of school supplies, or for any other form of support, irrespective of whether they currently benefit from it (financial constraints) at the level of the educational establishment. C: Total number of toddlers, preschoolers or students for each building of the educational establishment. D: Number of toddlers, preschoolers or students for whom a file has been drawn up for a social scholarship, for the free provision of school supplies, or for any other form of support, irrespective of whether they currently benefit from it (financial constraints) in each building of the educational establishment.</p>	<p>educational establishment is procentunitate = $B \times 100 / A$.</p> <p>The percentage of toddlers, preschoolers or students for whom a file has been drawn up for a social scholarship, for the free provision of school supplies, or for any other form of support, irrespective of whether they currently benefit from it (financial constraints) at the level of each building C is $procentcladire = D \times 100 / C$.</p> <p>The percentage is calculated for each building – procentcladire1, procentcladire2, etc.</p> <p>For each building the score is: $scorcladire = procentcladire - procentunitate / 10$</p> <p>Example: The educational establishment has 2 buildings: C1 and C2. Procentunitate = 20% Procentcladire1 = 40% Procentcladire2 = 10%</p> <p>Result: $Scorcladire1 = 40 - 20 / 10 = 2$ $Scorcladire2 = 10 - 20 / 10 = 1$</p>	<p>level) operates in two or more buildings.</p> <p>In the example above, given that: $Scorcladire1 = 40 - 20 / 10 = 2$ $Scorcladire2 = 10 - 20 / 10 = 1$</p> <p>the educational-establishment score is 2.</p>
<p>24. Percentage of toddlers, preschoolers or students for whom a file has been drawn up for a social scholarship, for the free provision of school supplies, or for</p>	<p>IMPORTANT!! A school-segregation score is calculated ONLY for pre-university educational establishments / educational levels where there are at least 2 classes/groups; where there is a single class/group per educational level, no segregation score is calculated and the minimum</p>	<p>Where there are several classes/groups at a given educational level, a segregation score is calculated for each class/group, including for kindergarten groups where applicable, and for the creșă (nursery) level.</p>	<p>The educational-establishment score for Indicator I24 is the maximum school-segregation score recorded at the class/group level.</p>



<p>any other form of support, irrespective of whether they currently benefit from it (financial constraints), per group / class.</p>	<p>segregation-risk score is awarded ex officio for the class concerned.</p> <p>A. Number of toddlers, preschoolers or students for whom a file has been drawn up for a social scholarship, for the free provision of school supplies, or for any other form of support, irrespective of whether they currently benefit from it (financial constraints) at the level of each class in the educational establishment (considered as a unit with PJ or as an affiliated branch);</p> <p>B. Number of toddlers, preschoolers or students for whom a file has been drawn up for a social scholarship, for the free provision of school supplies, or for any other form of support, irrespective of whether they currently benefit from it (financial constraints) at the level of each educational level (1st grade, 2nd grade, etc.) in the educational establishment (considered as a unit with PJ or as an affiliated branch);</p> <p>C. TOTAL number of toddlers, preschoolers or students at the level of each class in the educational establishment (considered as a unit with PJ or as an affiliated branch);</p> <p>D. TOTAL number of toddlers, preschoolers or students at the level of each educational level in the educational establishment (considered as a unit with PJ or as an affiliated branch).</p> <p>Example of data required for 1st grade (with 3 classes operating: A, B, C):</p>	<p>CALCULATION FORMULA</p> <p>Class/group segregation score for toddlers, preschoolers or students for whom a file has been drawn up for a social scholarship, for the free provision of school supplies, or for any other form of support, irrespective of whether they currently benefit from it (financial constraints) = $\frac{ \text{(percentage of children for whom a file has been drawn up for a social scholarship, for the free provision of school supplies, or for any other form of support, irrespective of whether they currently benefit from it (financial constraints) in the class/group)} - (\text{percentage of children for whom a file has been drawn up for a social scholarship, for the free provision of school supplies, or for any other form of support, irrespective of whether they currently benefit from it (financial constraints) at the educational level to which the class belongs}) }{10}$</p> <p>EXAMPLE of calculation for 1st grade, with 3 classes A, B and C:</p> <p>Percentage of students for whom a file has been drawn up for a social scholarship, for the free provision of school supplies, or for any other form of support, irrespective of whether they currently benefit from it (financial constraints) in class 1A:</p> <p>PROCENTDA (class 1A) = (no. of students for whom a file has been drawn up for a social scholarship, for the free provision of school</p>	<p>A score shall be calculated for each class in the educational establishment (where at least 2 classes/groups exist); the maximum score recorded across the school is the establishment-level score. The establishment score for this indicator can take a value from 0 to 10.</p> <p>EXAMPLE</p> <p>The educational establishment has three preparatory classes: Preparatory A, B and C. Percentage of students for whom a file has been drawn up for a social scholarship, for the free provision of school supplies, or for any other form of support, irrespective of whether they currently benefit from it (financial constraints) in the preparatory class:</p> <p>PREPARATORY CLASS A: 10% PREPARATORY CLASS B: 70%</p>
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	<p>– Number of students for whom a file has been drawn up for a social scholarship, for the free provision of school supplies, or for any other form of support, irrespective of whether they currently benefit from it (financial constraints), at the level of classes 1A, 1B and 1C in the educational establishment;</p> <p>– Number of students for whom a file has been drawn up for a social scholarship, for the free provision of school supplies, or for any other form of support, irrespective of whether they currently benefit from it (financial constraints) at the level of 1st grade (one educational level) in the educational establishment;</p> <p>– TOTAL number of students at the level of classes 1A, 1B and 1C in the educational establishment;</p> <p>– TOTAL number of students at the level of 1st grade in the educational establishment.</p> <p>These categories of data shall be provided for each class/group at each educational level where there are at least 2 classes/groups at that level.</p>	<p>supplies, or for any other form of support, irrespective of whether they currently benefit from it (financial constraints) in class 1A) $\times 100 /$ (total no. of students in class 1A)</p> <p>Percentage of students for whom a file has been drawn up for a social scholarship, for the free provision of school supplies, or for any other form of support, irrespective of whether they currently benefit from it (financial constraints) in class 1B:</p> <p>PROCENTDB (class 1B) = (no. of students for whom a file has been drawn up for a social scholarship, for the free provision of school supplies, or for any other form of support, irrespective of whether they currently benefit from it (financial constraints) in class 1B) $\times 100 /$ (total no. of students in class 1B)</p> <p>Percentage of students for whom a file has been drawn up for a social scholarship, for the free provision of school supplies, or for any other form of support, irrespective of whether they currently benefit from it (financial constraints) in class 1C:</p> <p>PROCENTDC (class 1C) = (no. of students for whom a file has been drawn up for a social scholarship, for the free provision of school supplies, or for any other form of support, irrespective of whether they currently benefit from it (financial constraints) in class 1C) $\times 100 /$ (total no. of students in class 1C)</p>	<p>PREPARATORY CLASS C: 50%</p> <p>At preparatory level, the percentage of students for whom a file has been drawn up for a social scholarship, for the free provision of school supplies, or for any other form of support, irrespective of whether they currently benefit from it (financial constraints) within the school is 40%.</p> <p>Applying the score formula yields: PREPARATORY CLASS A: $(10 - 40) / 10 = 30 / 10 = 3$</p> <p>PREPARATORY CLASS B: $(70 - 40) / 10 = 30 / 10 = 3$</p> <p>PREPARATORY CLASS C: $(50 - 40) / 10 = 10 / 10 = 1$</p> <p>Assuming the school has 3 classes per educational level and operates only</p>
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		<p>Percentage of students for whom a file has been drawn up for a social scholarship, for the free provision of school supplies, or for any other form of support, irrespective of whether they currently benefit from it (financial constraints) at the 1st-grade level:</p> <p>PROCENTDI (1st-grade level) = (no. of students for whom a file has been drawn up for a social scholarship, for the free provision of school supplies, or for any other form of support, irrespective of whether they currently benefit from it (financial constraints) in 1st grade) × 100 / (total no. of students in 1st grade)</p> <p>Class 1A segregation score for students for whom a file has been drawn up for a social scholarship, for the free provision of school supplies, or for any other form of support, irrespective of whether they currently benefit from it (financial constraints) = PROCENTDA – PROCENTDI / 10</p> <p>Class 1B segregation score for students for whom a file has been drawn up for a social scholarship, for the free provision of school supplies, or for any other form of support, irrespective of whether they currently benefit from it (financial constraints) = PROCENTDB – PROCENTDI / 10</p> <p>Class 1C segregation score for students for whom a file has been drawn up for a social scholarship, for the free provision of school</p>	<p>the primary cycle, the scores are: Preparatory level: 3, 3, 1 1st grade: 4, 1, 2 2nd grade: 3, 1, 4 3rd grade: 5, 3, 4 4th grade: 2, 2, 4</p> <p>The maximum recorded score is 5 (in class 3A); this is the reference score of the educational establishment.</p>
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		<p>supplies, or for any other form of support, irrespective of whether they currently benefit from it (financial constraints) = $\frac{PROCENTDC - PROCENTDI}{10}$</p>	
<p>25. Percentage of preschoolers or students for whom a file has been drawn up for a social scholarship, for the free provision of school supplies, or for any other form of support, irrespective of whether they currently benefit from it (financial constraints), seated in the last rows of benches.</p>	<p>IMPORTANT!! A school-segregation score is calculated ONLY for pre-university educational establishments / classes / groups in which the spatial arrangement of the class is maintained in rows of benches, the students are not rotated at least once per educational module, and the class enrolment exceeds 24 students; where the seating is arranged in a circle, or children rotate desks at least once per educational module, or the class enrolment is below 24, no segregation score is calculated.</p> <p>Hence one of the data items required here concerns the way the seating of children/students is organised.</p> <p>DATA FIELDS REQUIRED:</p> <p>How is the seating of children/students organised in:</p> <ul style="list-style-type: none"> • Each nursery group (creșă); • Each junior/middle/senior kindergarten group; • Each class within the educational establishment (considered as a unit with PJ or as an affiliated branch). <p>Response options:</p> <ol style="list-style-type: none"> 1. Traditional arrangement, in rows of benches, with each child/student having a fixed desk. 2. In rows of benches, but children/students rotate periodically from one desk to another. 	<p>A SEGREGATION SCORE IS CALCULATED ONLY IF THE FOLLOWING CONDITION IS MET: percentage of children for whom a file has been drawn up for a social scholarship, for the free provision of school supplies, or for any other form of support, irrespective of whether they currently benefit from it (financial constraints) in the last two rows of the class/group > percentage of children for whom a file has been drawn up for a social scholarship, for the free provision of school supplies, or for any other form of support, irrespective of whether they currently benefit from it (financial constraints) in the class/group as a whole. IF THE PERCENTAGE OF CHILDREN FOR WHOM A FILE HAS BEEN DRAWN UP FOR A SOCIAL SCHOLARSHIP, FOR THE FREE PROVISION OF SCHOOL SUPPLIES, OR FOR ANY OTHER FORM OF SUPPORT, IRRESPECTIVE OF WHETHER THEY CURRENTLY BENEFIT FROM IT (FINANCIAL CONSTRAINTS) IN THE LAST 2 ROWS IS LOWER THAN THE PERCENTAGE IN THE CLASS, NO SCORE IS CALCULATED.</p> <p>CALCULATION FORMULA</p> <p>Segregation score for seating in the last two rows for children for whom a file has been drawn up for a social scholarship, for the free provision of school supplies, or for any other form of support, irrespective of whether they currently benefit</p>	<p>The educational-establishment score for Indicator I25 is the maximum school-segregation score by seating in the last 2 rows recorded at the class/group level.</p> <p>The score for seating in the last 2 rows shall be calculated for each class in the educational establishment (where the spatial arrangement preserves the form of rows of benches); the maximum score recorded across the school is the establishment-level score.</p> <p>The establishment score for this indicator can take a value from 0 to 10.</p>



	<p>3. In a circle, or in such a way that all children sit at a roughly equal distance from the teacher's desk.</p> <p>DATA FIELDS REQUIRED FOR SCHOOLS:</p> <p>A. Number of toddlers, preschoolers or students for whom a file has been drawn up for a social scholarship, for the free provision of school supplies, or for any other form of support, irrespective of whether they currently benefit from it (financial constraints) seated in the last 2 rows of benches at the level of each class in the educational establishment (considered as a unit with PJ or as an affiliated branch);</p> <p>B. Number of toddlers, preschoolers or students for whom a file has been drawn up for a social scholarship, for the free provision of school supplies, or for any other form of support, irrespective of whether they currently benefit from it (financial constraints) at the level of each class in the educational establishment (considered as a unit with PJ or as an affiliated branch);</p> <p>C. TOTAL number of students seated in the last 2 rows of benches at the level of each class in the educational establishment (considered as a unit with PJ or as an affiliated branch);</p> <p>D. TOTAL number of students at the level of each class in the educational establishment (considered as a unit with PJ or as an affiliated branch). These categories of data shall be provided for each class/group at each educational level where the</p>	<p>from it (financial constraints) = (percentage of children for whom a file has been drawn up for a social scholarship, for the free provision of school supplies, or for any other form of support, irrespective of whether they currently benefit from it (financial constraints) in the last two rows of the class/group) – (percentage of children for whom a file has been drawn up for a social scholarship, for the free provision of school supplies, or for any other form of support, irrespective of whether they currently benefit from it (financial constraints) in the class/group as a whole) / 10</p> <p>EXAMPLE of calculation for 1st grade, with 3 classes A, B and C:</p> <p>Percentage of students for whom a file has been drawn up for a social scholarship, for the free provision of school supplies, or for any other form of support, irrespective of whether they currently benefit from it (financial constraints) in the last two rows of class 1A:</p> <p>PROCENTBAbanci (class 1A) = (no. of students for whom a file has been drawn up for a social scholarship, for the free provision of school supplies, or for any other form of support, irrespective of whether they currently benefit from it (financial constraints) in the last two rows of class 1A) × 100 / (total no. of students in the last two rows of class 1A)</p> <p>Percentage of students for whom a file has been drawn up for a social scholarship, for the free</p>	
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	<p>spatial arrangement preserves the form of rows of benches.²⁴²⁵</p>	<p>provision of school supplies, or for any other form of support, irrespective of whether they currently benefit from it (financial constraints) in the last two rows of class 1B:</p> <p>PROCENTBBbanci (class 1B) = (no. of students for whom a file has been drawn up for a social scholarship, for the free provision of school supplies, or for any other form of support, irrespective of whether they currently benefit from it (financial constraints) in the last two rows of class 1B) × 100 / (total no. of students in the last two rows of class 1B)</p> <p>Percentage of students for whom a file has been drawn up for a social scholarship, for the free provision of school supplies, or for any other form of support, irrespective of whether they currently benefit from it (financial constraints) in the last two rows of class 1C:</p> <p>PROCENTBCbanci (class 1C) = (no. of students for whom a file has been drawn up for a social scholarship, for the free provision of school supplies, or for any other form of support, irrespective of whether they currently benefit from it (financial constraints) in the last two rows of class 1C) × 100 / (total no. of students in the last two rows of class 1C)</p>	
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²⁴ See footnotes 3 and 9.

²⁵ See footnotes 3 and 9.



		<p>Percentage of students for whom a file has been drawn up for a social scholarship, for the free provision of school supplies, or for any other form of support, irrespective of whether they currently benefit from it (financial constraints) at the level of each 1st-grade class:</p> <p>PROCENTBA (class 1A) = (no. of students for whom a file has been drawn up for a social scholarship, for the free provision of school supplies, or for any other form of support, irrespective of whether they currently benefit from it (financial constraints) in class 1A) × 100 / (total no. of students in class 1A)</p> <p>PROCENTBB (class 1B) = (no. of students for whom a file has been drawn up for a social scholarship, for the free provision of school supplies, or for any other form of support, irrespective of whether they currently benefit from it (financial constraints) in class 1B) × 100 / (total no. of students in class 1B)</p> <p>PROCENTBC (class 1C) = (no. of students for whom a file has been drawn up for a social scholarship, for the free provision of school supplies, or for any other form of support, irrespective of whether they currently benefit from it (financial constraints) in class 1C) × 100 / (total no. of students in class 1C)</p> <p>Class 1A segregation score for students for whom a file has been drawn up for a social scholarship, for the free provision of school</p>	
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		<p>supplies, or for any other form of support, irrespective of whether they currently benefit from it (financial constraints) = $\text{PROCENTBA}_{\text{banci}} - \text{PROCENTBA} / 10$, PROVIDED THAT $\text{PROCENTBA}_{\text{banci}} > \text{PROCENTBA}$</p> <p>Class 1B segregation score for students for whom a file has been drawn up for a social scholarship, for the free provision of school supplies, or for any other form of support, irrespective of whether they currently benefit from it (financial constraints) = $\text{PROCENTBB}_{\text{banci}} - \text{PROCENTBB} / 10$, PROVIDED THAT $\text{PROCENTBB}_{\text{banci}} > \text{PROCENTBB}$</p> <p>Class 1C segregation score for students for whom a file has been drawn up for a social scholarship, for the free provision of school supplies, or for any other form of support, irrespective of whether they currently benefit from it (financial constraints) = $\text{PROCENTBC}_{\text{banci}} - \text{PROCENTBC} / 10$, PROVIDED THAT $\text{PROCENTBC}_{\text{banci}} > \text{PROCENTBC}$</p>	
<p>26. Percentage of toddlers, preschoolers or students institutionalised or in foster care, at the establishment level.</p>	<p>A: Number of toddlers (preschoolers / students) institutionalised or in foster care, at the level of the educational establishment (considered at the level of the unit, whether with legal personality – PJ – or as an affiliated branch);</p> <p>B: Total number of toddlers (preschoolers / students) at the level of the educational establishment (considered at the level of the unit, whether with legal personality – PJ – or as an affiliated branch).</p>	<p>$\text{procentunitate} = A \times 100 / B$</p>	<p>Not applicable. No score is awarded at the educational-establishment level for this indicator</p>



<p>27. Percentage of toddlers, preschoolers or students institutionalised or in foster care, per building (where the educational activity takes place in several buildings).</p>	<p>This applies where the educational activity of the educational establishment (considered at the level of the unit, whether with legal personality – PJ – or as an affiliated branch) takes place in several buildings, for example buildings C1, C2, ..., Cm.</p> <p>A: Total number of toddlers, preschoolers or students at the level of the educational establishment. B: Total number of toddlers, preschoolers or students institutionalised or in foster care at the level of the educational establishment. C: Total number of toddlers, preschoolers or students for each building of the educational establishment. D: Number of toddlers, preschoolers or students institutionalised or in foster care in each building of the educational establishment.</p>	<p>The percentage of toddlers, preschoolers or students institutionalised or in foster care at the level of the educational establishment is $\text{procentunitate} = B \times 100 / A$.</p> <p>The percentage of toddlers, preschoolers or students institutionalised or in foster care at the level of each building C is $\text{procentcladire} = D \times 100 / C$.</p> <p>The percentage is calculated for each building – procentcladire1, procentcladire2, etc.</p> <p>For each building the score is:</p> $\text{scorcladire} = \text{procentcladire} - \text{procentunitate} / 10$ <p>Example: The educational establishment has 2 buildings: C1 and C2.</p> <p>$\text{Procentunitate} = 20\%$ $\text{Procentcladire1} = 40\%$ $\text{Procentcladire2} = 10\%$ Result: $\text{Scorcladire1} = 40 - 20 / 10 = 2$ $\text{Scorcladire2} = 10 - 20 / 10 = 1$</p>	<p>The educational-establishment score for Indicator I27 is the maximum of the scores calculated per building, where the educational establishment (at unit level) operates in two or more buildings.</p> <p>In the example above, given that:</p> $\text{Scorcladire1} = 40 - 20 / 10 = 2$ $\text{Scorcladire2} = 10 - 20 / 10 = 1$ <p>the educational-establishment score is 2.</p>
<p>28. Percentage of toddlers, preschoolers or students institutionalised or in foster care, per group / class.</p>	<p>IMPORTANT!! A school-segregation score is calculated ONLY for pre-university educational establishments / educational levels where there are at least 2 classes/groups; where there is a single class/group per educational level, no segregation score is calculated and the minimum</p>	<p>Where there are several classes/groups at a given educational level, a segregation score is calculated for each class/group, including for kindergarten groups where applicable, and for the creșă (nursery) level.</p>	<p>The educational-establishment score for Indicator I28 is the maximum school-segregation score recorded at the class/group level.</p>



	<p>segregation-risk score is awarded ex officio for the class concerned.</p> <p>A. Number of toddlers, preschoolers or students institutionalised or in foster care at the level of each class in the educational establishment (considered as a unit with PJ or as an affiliated branch);</p> <p>B. Number of toddlers, preschoolers or students institutionalised or in foster care at the level of each educational level (1st grade, 2nd grade, etc.) in the educational establishment (considered as a unit with PJ or as an affiliated branch);</p> <p>C. TOTAL number of toddlers, preschoolers or students at the level of each class in the educational establishment (considered as a unit with PJ or as an affiliated branch);</p> <p>D. TOTAL number of toddlers, preschoolers or students at the level of each educational level in the educational establishment (considered as a unit with PJ or as an affiliated branch).</p> <p>Example of data required for 1st grade (with 3 classes operating: A, B, C):</p> <ul style="list-style-type: none"> – Number of students institutionalised or in foster care, at the level of classes 1A, 1B and 1C in the educational establishment; – Number of students institutionalised or in foster care at the level of 1st grade (one educational level) in the educational establishment; – TOTAL number of students at the level of classes 1A, 1B and 1C in the educational establishment; – TOTAL number of students at the level of 1st grade in the educational establishment. 	<p>CALCULATION FORMULA</p> <p>Class/group segregation score for toddlers, preschoolers or students institutionalised or in foster care = $(percentage\ of\ children\ institutionalised\ or\ in\ foster\ care\ in\ the\ class/group) - (percentage\ of\ children\ institutionalised\ or\ in\ foster\ care\ at\ the\ educational\ level\ to\ which\ the\ class\ belongs) / 10$</p> <p>EXAMPLE of calculation for 1st grade, with 3 classes A, B and C:</p> <p>Percentage of students institutionalised or in foster care in class 1A:</p> $PROCENTDA\ (class\ 1A) = (no.\ of\ students\ institutionalised\ or\ in\ foster\ care\ in\ class\ 1A) \times 100 / (total\ no.\ of\ students\ in\ class\ 1A)$ <p>Percentage of students institutionalised or in foster care in class 1B:</p> $PROCENTDB\ (class\ 1B) = (no.\ of\ students\ institutionalised\ or\ in\ foster\ care\ in\ class\ 1B) \times 100 / (total\ no.\ of\ students\ in\ class\ 1B)$ <p>Percentage of students institutionalised or in foster care in class 1C:</p> $PROCENTDC\ (class\ 1C) = (no.\ of\ students\ institutionalised\ or\ in\ foster\ care\ in\ class\ 1C) \times 100 / (total\ no.\ of\ students\ in\ class\ 1C)$	<p>A score shall be calculated for each class in the educational establishment (where at least 2 classes/groups exist); the maximum score recorded across the school is the establishment-level score. The establishment score for this indicator can take a value from 0 to 10.</p> <p>EXAMPLE</p> <p>The educational establishment has three preparatory classes: Preparatory A, B and C. Percentage of institutionalised or foster-care students in the preparatory class:</p> <p>PREPARATORY CLASS A: 10%</p> <p>PREPARATORY CLASS B: 70%</p> <p>PREPARATORY CLASS C: 50%</p> <p>At preparatory level, the percentage of institutionalised or foster-care students within the school is 40%.</p>
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	<p>These categories of data shall be provided for each class/group at each educational level where there are at least 2 classes/groups at that level.</p>	<p>Percentage of students institutionalised or in foster care at the 1st-grade level:</p> <p>PROCENTDI (1st-grade level) = (no. of students institutionalised or in foster care in 1st grade) × 100 / (total no. of students in 1st grade)</p> <p>Class 1A segregation score for students institutionalised or in foster care = PROCENTDA – PROCENTDI / 10</p> <p>Class 1B segregation score for students institutionalised or in foster care = PROCENTDB – PROCENTDI / 10</p> <p>Class 1C segregation score for students institutionalised or in foster care = PROCENTDC – PROCENTDI / 10</p>	<p>Applying the score formula yields:</p> <p>PREPARATORY CLASS A: (10 – 40) / 10 = 30 / 10 = 3</p> <p>PREPARATORY CLASS B: (70 – 40) / 10 = 30 / 10 = 3</p> <p>PREPARATORY CLASS C: (50 – 40) / 10 = 10 / 10 = 1</p> <p>Assuming the school has 3 classes per educational level and operates only the primary cycle, the scores are:</p> <p>Preparatory level: 3, 3, 1 1st grade: 4, 1, 2 2nd grade: 3, 1, 4 3rd grade: 5, 3, 4 4th grade: 2, 2, 4</p> <p>The maximum recorded score is 5 (in class 3A); this is the reference score of the educational establishment.</p>
<p>29. Percentage of toddlers, preschoolers or students institutionalised or in foster care, seated in</p>	<p>IMPORTANT!! A school-segregation score is calculated ONLY for pre-university educational establishments / classes / groups in which the spatial arrangement of the class is maintained in rows of benches, the students are not rotated at least once per educational module, and the class</p>	<p>A SEGREGATION SCORE IS CALCULATED ONLY IF THE FOLLOWING CONDITION IS MET: percentage of children institutionalised or in foster care in the last two rows of the class/group > percentage of children institutionalised or in foster care in the</p>	<p>The educational-establishment score for Indicator I29 is the maximum school-segregation score by seating in the last 2 rows</p>



<p>the last rows of benches.</p>	<p>enrolment exceeds 24 students; where the seating is arranged in a circle, or children rotate desks at least once per educational module, or the class enrolment is below 24, no segregation score is calculated.</p> <p>Hence one of the data items required here concerns the way the seating of children/students is organised.</p> <p>DATA FIELDS REQUIRED:</p> <p>How is the seating of children/students organised in:</p> <ul style="list-style-type: none"> • Each nursery group (creșă); • Each junior/middle/senior kindergarten group; • Each class within the educational establishment (considered as a unit with PJ or as an affiliated branch). <p>Response options:</p> <ol style="list-style-type: none"> 1. Traditional arrangement, in rows of benches, with each child/student having a fixed desk. 2. In rows of benches, but children/students rotate periodically from one desk to another. 3. In a circle, or in such a way that all children sit at a roughly equal distance from the teacher's desk. <p>DATA FIELDS REQUIRED FOR SCHOOLS:</p> <p>A. Number of toddlers, preschoolers or students institutionalised or in foster care seated in the last 2 rows of benches at the level of each class in the educational establishment (considered as a unit with PJ or as an affiliated branch);</p>	<p>class/group as a whole. IF THE PERCENTAGE OF CHILDREN INSTITUTIONALISED OR IN FOSTER CARE IN THE LAST 2 ROWS IS LOWER THAN THE PERCENTAGE IN THE CLASS, NO SCORE IS CALCULATED.</p> <p>CALCULATION FORMULA</p> <p>Segregation score for seating in the last two rows for children institutionalised or in foster care = (percentage of children institutionalised or in foster care in the last two rows of the class/group) – (percentage of children institutionalised or in foster care in the class/group as a whole) / 10</p> <p>EXAMPLE of calculation for 1st grade, with 3 classes A, B and C:</p> <p>Percentage of students institutionalised or in foster care in the last two rows of class 1A:</p> <p>$PROCENTIAbanci \text{ (class 1A)} = (\text{no. of students institutionalised or in foster care in the last two rows of class 1A}) \times 100 / (\text{total no. of students in the last two rows of class 1A})$</p> <p>Percentage of students institutionalised or in foster care in the last two rows of class 1B:</p> <p>$PROCENTIBbanci \text{ (class 1B)} = (\text{no. of students institutionalised or in foster care in the last two rows of class 1B}) \times 100 / (\text{total no. of students in the last two rows of class 1B})$</p>	<p>recorded at the class/group level.</p> <p>The score for seating in the last 2 rows shall be calculated for each class in the educational establishment (where the spatial arrangement preserves the form of rows of benches); the maximum score recorded across the school is the establishment-level score.</p> <p>The establishment score for this indicator can take a value from 0 to 10.</p>
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	<p>B. Number of toddlers, preschoolers or students institutionalised or in foster care at the level of each class in the educational establishment (considered as a unit with PJ or as an affiliated branch);</p> <p>C. TOTAL number of students seated in the last 2 rows of benches at the level of each class in the educational establishment (considered as a unit with PJ or as an affiliated branch);</p> <p>D. TOTAL number of students at the level of each class in the educational establishment (considered as a unit with PJ or as an affiliated branch).</p> <p>Example of required data for Grade 1 (where 3 classes operate: A – B – C):</p> <p>Number of students in institutional care or foster care who sit in the last 2 desks, at the level of Grade 1 A, 1 B, and 1 C in the school unit (the school unit is considered at the structure level, whether it is the main school unit or an assigned structure);</p> <p>Number of students in institutional care or foster care at the level of Grade 1 A, 1 B, and 1 C in the school unit (the school unit is considered at the structure level, whether it is the main school unit or an assigned structure);</p> <p>Total number of students sitting in the last 2 desks at the level of Grade 1 A, 1 B, and 1 C in the school unit (the school unit is considered at the structure level, whether it is the main school unit or an assigned structure);</p>	<p>Percentage of students institutionalised or in foster care in the last two rows of class 1C:</p> <p>$PROCENTIC_{banci} \text{ (class 1C)} = (\text{no. of students institutionalised or in foster care in the last two rows of class 1C}) \times 100 / (\text{total no. of students in the last two rows of class 1C})$</p> <p>Percentage of students institutionalised or in foster care at the level of each 1st-grade class:</p> <p>$PROCENTIA \text{ (class 1A)} = (\text{no. of students institutionalised or in foster care in class 1A}) \times 100 / (\text{total no. of students in class 1A})$</p> <p>$PROCENTIB \text{ (class 1B)} = (\text{no. of students institutionalised or in foster care in class 1B}) \times 100 / (\text{total no. of students in class 1B})$</p> <p>$PROCENTIC \text{ (class 1C)} = (\text{no. of students institutionalised or in foster care in class 1C}) \times 100 / (\text{total no. of students in class 1C})$</p> <p>Class 1A segregation score for students institutionalised or in foster care = $PROCENTIA_{banci} - PROCENTIA / 10$, PROVIDED THAT $PROCENTIA_{banci} > PROCENTIA$</p> <p>Class 1B segregation score for students institutionalised or in foster care = $PROCENTIB_{banci} - PROCENTIB / 10$, PROVIDED THAT $PROCENTIB_{banci} > PROCENTIB$</p> <p>Class 1C segregation score for students institutionalised or in foster care = $PROCENTIC_{banci} - PROCENTIC / 10$, PROVIDED THAT $PROCENTIC_{banci} > PROCENTIC$</p>	
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	<p>Total number of students at the level of Grade 1 A, 1 B, and 1 C in the school unit (the school unit is considered at the structure level, whether it is the main school unit or an assigned structure).</p> <p>These categories of data shall be provided for each class/group at each educational level where the spatial arrangement preserves the form of rows of benches.²⁶²⁷</p>		
30. Percentage of toddlers, preschoolers or students from single-parent families, at the establishment level.	<p>A: Number of toddlers (preschoolers / students) from single-parent families, at the level of the educational establishment (considered at the level of the unit, whether with legal personality – PJ – or as an affiliated branch);</p> <p>B: Total number of toddlers (preschoolers / students) at the level of the educational establishment (considered at the level of the unit, whether with legal personality – PJ – or as an affiliated branch).</p>	$\text{procentunitate} = A \times 100 / B$	Not applicable. No score is awarded at the educational-establishment level for this indicator
31. Percentage of toddlers, preschoolers or students from single-parent families, per building.	<p>This applies where the educational activity of the educational establishment (considered at the level of the unit, whether with legal personality – PJ – or as an affiliated branch) takes place in several buildings, for example buildings C1, C2, ..., Cm.</p> <p>A: Total number of toddlers, preschoolers or students at the level of the educational establishment.</p> <p>B: Total number of toddlers, preschoolers or</p>	<p>The percentage of toddlers, preschoolers or students from single-parent families at the level of the educational establishment is</p> $\text{procentunitate} = B \times 100 / A.$ <p>The percentage of toddlers, preschoolers or students from single-parent families at the level of each building C is</p> $\text{procentcladire} = D \times 100 / C.$	The educational-establishment score for Indicator I31 is the maximum of the scores calculated per building, where the educational establishment (at unit level) operates in two or more buildings.

²⁶ See footnotes 3 and 9.

²⁷ See footnotes 3 and 9.



	<p>students from single-parent families at the level of the educational establishment.</p> <p>C: Total number of toddlers, preschoolers or students for each building of the educational establishment.</p> <p>D: Number of toddlers, preschoolers or students from single-parent families in each building of the educational establishment.</p>	<p>The percentage is calculated for each building – procentcladire1, procentcladire2, etc.</p> <p>For each building the score is: $\text{scorcladire} = \frac{ \text{procentcladire} - \text{procentunitate} }{10}$</p> <p>Example: The educational establishment has 2 buildings: C1 and C2. Procentunitate = 20% Procentcladire1 = 40% Procentcladire2 = 10%</p> <p>Result: $\text{Scorcladire1} = \frac{ 40 - 20 }{10} = 2$ $\text{Scorcladire2} = \frac{ 10 - 20 }{10} = 1$</p>	<p>In the example above, given that:</p> <p>$\text{Scorcladire1} = \frac{ 40 - 20 }{10} = 2$ $\text{Scorcladire2} = \frac{ 10 - 20 }{10} = 1$</p> <p>the educational-establishment score is 2.</p>
<p>32. Percentage of toddlers, preschoolers or students from single-parent families, per group / class.</p>	<p><u>IMPORTANT!! A school-segregation score is calculated ONLY for pre-university educational establishments / educational levels where there are at least 2 classes/groups; where there is a single class/group per educational level, no segregation score is calculated and the minimum segregation-risk score is awarded ex officio for the class concerned.</u></p> <p>A. Number of toddlers, preschoolers or students from single-parent families at the level of each class in the educational establishment (considered as a unit with PJ or as an affiliated branch);</p> <p>B. Number of toddlers, preschoolers or students from single-parent families at the level of each educational level (1st grade, 2nd grade, etc.) in the educational establishment (considered as a unit with PJ or as an affiliated branch);</p>	<p>Where there are several classes/groups at a given educational level, a segregation score is calculated for each class/group, including for kindergarten groups where applicable, and for the creșă (nursery) level.</p> <p>CALCULATION FORMULA</p> <p>Class/group segregation score for toddlers, preschoolers or students from single-parent families = $\frac{ (\text{percentage of children from single-parent families in the class/group}) - (\text{percentage of children from single-parent families at the educational level to which the class belongs}) }{10}$</p> <p>EXAMPLE of calculation for 1st grade, with 3 classes A, B and C:</p>	<p>The educational-establishment score for Indicator I32 is the maximum school-segregation score recorded at the class/group level.</p> <p>A score shall be calculated for each class in the educational establishment (where at least 2 classes/groups exist); the maximum score recorded across the school is the establishment-level score.</p>



	<p>C. TOTAL number of toddlers, preschoolers or students at the level of each class in the educational establishment (considered as a unit with PJ or as an affiliated branch);</p> <p>D. TOTAL number of toddlers, preschoolers or students at the level of each educational level in the educational establishment (considered as a unit with PJ or as an affiliated branch).</p> <p>Example of data required for 1st grade (with 3 classes operating: A, B, C):</p> <ul style="list-style-type: none"> – Number of students from single-parent families, at the level of classes 1A, 1B and 1C in the educational establishment; – Number of students from single-parent families at the level of 1st grade (one educational level) in the educational establishment; – TOTAL number of students at the level of classes 1A, 1B and 1C in the educational establishment; – TOTAL number of students at the level of 1st grade in the educational establishment. <p>These categories of data shall be provided for each class/group at each educational level where there are at least 2 classes/groups at that level.</p>	<p>Percentage of students from single-parent families in class 1A:</p> <p>PROCENTMA (class 1A) = (no. of students from single-parent families in class 1A) × 100 / (total no. of students in class 1A)</p> <p>Percentage of students from single-parent families in class 1B:</p> <p>PROCENTMB (class 1B) = (no. of students from single-parent families in class 1B) × 100 / (total no. of students in class 1B)</p> <p>Percentage of students from single-parent families in class 1C:</p> <p>PROCENTMC (class 1C) = (no. of students from single-parent families in class 1C) × 100 / (total no. of students in class 1C)</p> <p>Percentage of students from single-parent families at the 1st-grade level:</p> <p>PROCENTMI (1st-grade level) = (no. of students from single-parent families in 1st grade) × 100 / (total no. of students in 1st grade)</p> <p>Class 1A segregation score for students from single-parent families = $(PROCENTMA - PROCENTMI) / 10$</p> <p>Class 1B segregation score for students from single-parent families = $(PROCENTMB - PROCENTMI) / 10$</p>	<p>The establishment score for this indicator can take a value from 0 to 10.</p> <p>EXAMPLE</p> <p>The educational establishment has three preparatory classes: Preparatory A, B and C.</p> <p>Percentage of students from single-parent families in the preparatory class:</p> <p>PREPARATORY CLASS A: 10%</p> <p>PREPARATORY CLASS B: 70%</p> <p>PREPARATORY CLASS C: 50%</p> <p>At preparatory level, the percentage of students from single-parent families within the school is 40%.</p> <p>Applying the score formula yields:</p> <p>PREPARATORY CLASS A: $(10 - 40) / 10 = 30 / 10 = 3$</p>
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		<p>Class 1C segregation score for students from single-parent families = $\frac{ \text{PROCENTMC} - \text{PROCENTMI} }{10}$</p>	<p>PREPARATORY CLASS B: $\frac{ (70 - 40) }{10} = 30 / 10 = 3$</p> <p>PREPARATORY CLASS C: $\frac{ (50 - 40) }{10} = 10 / 10 = 1$</p> <p>Assuming the school has 3 classes per educational level and operates only the primary cycle, the scores are:</p> <p>Preparatory level: 3, 3, 1 1st grade: 4, 1, 2 2nd grade: 3, 1, 4 3rd grade: 5, 3, 4 4th grade: 2, 2, 4</p> <p>The maximum recorded score is 5 (in class 3A); this is the reference score of the educational establishment.</p>
<p>33. Percentage of toddlers, preschoolers or students from single-parent families, seated in the last rows of benches.</p>	<p>IMPORTANT!! A school-segregation score is calculated ONLY for pre-university educational establishments / classes / groups in which the spatial arrangement of the class is maintained in rows of benches, the students are not rotated at least once per educational module, and the class enrolment exceeds 24 students; where the seating is arranged in a circle, or children rotate desks at least once per educational module, or</p>	<p>A SEGREGATION SCORE IS CALCULATED ONLY IF THE FOLLOWING CONDITION IS MET: percentage of children from single-parent families in the last two rows of the class/group > percentage of children from single-parent families in the class/group as a whole. IF THE PERCENTAGE OF CHILDREN FROM SINGLE-PARENT FAMILIES IN THE LAST 2 ROWS IS LOWER THAN THE PERCENTAGE IN THE CLASS, NO SCORE IS CALCULATED.</p>	<p>The educational-establishment score for Indicator I33 is the maximum school-segregation score by seating in the last 2 rows recorded at the class/group level.</p> <p>The score for seating in</p>



	<p>the class enrolment is below 24, no segregation score is calculated.</p> <p>Hence one of the data items required here concerns the way the seating of children/students is organised.</p> <p>DATA FIELDS REQUIRED:</p> <p>How is the seating of children/students organised in:</p> <ul style="list-style-type: none"> • Each nursery group (creșă); • Each junior/middle/senior kindergarten group; • Each class within the educational establishment (considered as a unit with PJ or as an affiliated branch). <p>Response options:</p> <ol style="list-style-type: none"> 1. Traditional arrangement, in rows of benches, with each child/student having a fixed desk. 2. In rows of benches, but children/students rotate periodically from one desk to another. 3. In a circle, or in such a way that all children sit at a roughly equal distance from the teacher's desk. <p>DATA FIELDS REQUIRED FOR SCHOOLS:</p> <p>A. Number of toddlers, preschoolers or students from single-parent families seated in the last 2 rows of benches at the level of each class in the educational establishment (considered as a unit with PJ or as an affiliated branch);</p> <p>B. Number of toddlers, preschoolers or students from single-parent families at the level of each</p>	<p>CALCULATION FORMULA</p> <p>Segregation score for seating in the last two rows for children from single-parent families = (percentage of children from single-parent families in the last two rows of the class/group) – (percentage of children from single-parent families in the class/group as a whole) / 10</p> <p>EXAMPLE of calculation for 1st grade, with 3 classes A, B and C:</p> <p>Percentage of students from single-parent families in the last two rows of class 1A: $PROCENTMA_{banci} \text{ (class 1A)} = (\text{no. of students from single-parent families in the last two rows of class 1A}) \times 100 / (\text{total no. of students in the last two rows of class 1A})$</p> <p>Percentage of students from single-parent families in the last two rows of class 1B: $PROCENTMB_{banci} \text{ (class 1B)} = (\text{no. of students from single-parent families in the last two rows of class 1B}) \times 100 / (\text{total no. of students in the last two rows of class 1B})$</p> <p>Percentage of students from single-parent families in the last two rows of class 1C: $PROCENTMC_{banci} \text{ (class 1C)} = (\text{no. of students from single-parent families in the last two rows of class 1C}) \times 100 / (\text{total no. of students in the last two rows of class 1C})$</p> <p>Percentage of students from single-parent families at the level of each 1st-grade class:</p>	<p>the last 2 rows shall be calculated for each class in the educational establishment (where the spatial arrangement preserves the form of rows of benches); the maximum score recorded across the school is the establishment-level score.</p> <p>The establishment score for this indicator can take a value from 0 to 10.</p>
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	<p>class in the educational establishment (considered as a unit with PJ or as an affiliated branch); C. TOTAL number of students seated in the last 2 rows of benches at the level of each class in the educational establishment (considered as a unit with PJ or as an affiliated branch); D. TOTAL number of students at the level of each class in the educational establishment (considered as a unit with PJ or as an affiliated branch).</p> <p>These categories of data shall be provided for each class/group at each educational level where the spatial arrangement preserves the form of rows of benches.²⁸²⁹</p>	<p>PROCENTMA (class 1A) = (no. of students from single-parent families in class 1A) × 100 / (total no. of students in class 1A)</p> <p>PROCENTMB (class 1B) = (no. of students from single-parent families in class 1B) × 100 / (total no. of students in class 1B)</p> <p>PROCENTMC (class 1C) = (no. of students from single-parent families in class 1C) × 100 / (total no. of students in class 1C)</p> <p>Class 1A segregation score for students from single-parent families = $\frac{\text{PROCENTMA}_{\text{banci}} - \text{PROCENTMA}}{10}$, PROVIDED THAT $\text{PROCENTMA}_{\text{banci}} > \text{PROCENTMA}$</p> <p>Class 1B segregation score for students from single-parent families = $\frac{\text{PROCENTMB}_{\text{banci}} - \text{PROCENTMB}}{10}$, PROVIDED THAT $\text{PROCENTMB}_{\text{banci}} > \text{PROCENTMB}$</p> <p>Class 1C segregation score for students from single-parent families = $\frac{\text{PROCENTMC}_{\text{banci}} - \text{PROCENTMC}}{10}$, PROVIDED THAT $\text{PROCENTMC}_{\text{banci}} > \text{PROCENTMC}$</p>	
<p>34. Percentage of toddlers, preschoolers or students being raised by grandparents or</p>	<p>A: Number of toddlers (preschoolers / students) being raised by grandparents or other family members, at the level of the educational establishment (considered at the level of the unit,</p>	<p>$\text{percentunitate} = A \times 100 / B$</p>	<p>Not applicable. No score is awarded at the educational</p>

²⁸ See footnote 5.

²⁹ See footnote 6.



<p>other family members, at the establishment level.</p>	<p>whether with legal personality – PJ – or as an affiliated branch);</p> <p>B: Total number of toddlers (preschoolers / students) at the level of the educational establishment (considered at the level of the unit, whether with legal personality – PJ – or as an affiliated branch).</p>		<p>establishment level for this indicator</p>
<p>35. Percentage of toddlers, preschoolers or students being raised by grandparents or other family members, per building.</p>	<p>This applies where the educational activity of the educational establishment (considered at the level of the unit, whether with legal personality – PJ – or as an affiliated branch) takes place in several buildings, for example buildings C1, C2, ..., Cm.</p> <p>A: Total number of toddlers, preschoolers or students at the level of the educational establishment.</p> <p>B: Total number of toddlers, preschoolers or students being raised by grandparents or other family members at the level of the educational establishment.</p> <p>C: Total number of toddlers, preschoolers or students for each building of the educational establishment.</p> <p>D: Number of toddlers, preschoolers or students being raised by grandparents or other family members in each building of the educational establishment.</p>	<p>The percentage of toddlers, preschoolers or students being raised by grandparents or other family members at the level of the educational establishment is procentunitate = $B \times 100 / A$.</p> <p>The percentage of toddlers, preschoolers or students being raised by grandparents or other family members at the level of each building C is procentcladire = $D \times 100 / C$.</p> <p>The percentage is calculated for each building – procentcladire1, procentcladire2, etc. For each building the score is: scorcladire = $\text{procentcladire} - \text{procentunitate} / 10$</p> <p>Example: The educational establishment has 2 buildings: C1 and C2.</p> <p>Procentunitate = 20% Procentcladire1 = 40% Procentcladire2 = 10%</p> <p>Result: Scorcladire1 = $40 - 20 / 10 = 2$ Scorcladire2 = $10 - 20 / 10 = 1$</p>	<p>The educational-establishment score for Indicator I35 is the maximum of the scores calculated per building, where the educational establishment (at unit level) operates in two or more buildings.</p> <p>In the example above, given that: Scorcladire1 = $40 - 20 / 10 = 2$ Scorcladire2 = $10 - 20 / 10 = 1$ the educational-establishment score is 2.</p>



<p>36. Percentage of toddlers, preschoolers or students being raised by grandparents or other family members, per group / class.</p>	<p>IMPORTANT!! A school-segregation score is calculated ONLY for pre-university educational establishments / educational levels where there are at least 2 classes/groups; where there is a single class/group per educational level, no segregation score is calculated and the minimum segregation-risk score is awarded ex officio for the class concerned.</p> <p>A. Number of toddlers, preschoolers or students being raised by grandparents or other family members at the level of each class in the educational establishment (considered as a unit with PJ or as an affiliated branch);</p> <p>B. Number of toddlers, preschoolers or students being raised by grandparents or other family members at the level of each educational level (1st grade, 2nd grade, etc.) in the educational establishment (considered as a unit with PJ or as an affiliated branch);</p> <p>C. TOTAL number of toddlers, preschoolers or students at the level of each class in the educational establishment (considered as a unit with PJ or as an affiliated branch);</p> <p>D. TOTAL number of toddlers, preschoolers or students at the level of each educational level in the educational establishment (considered as a unit with PJ or as an affiliated branch).</p> <p>Example of data required for 1st grade (with 3 classes operating: A, B, C):</p>	<p>Where there are several classes/groups at a given educational level, a segregation score is calculated for each class/group, including for kindergarten groups where applicable, and for the creșă (nursery) level.</p> <p>CALCULATION FORMULA</p> <p>Class/group segregation score for toddlers, preschoolers or students being raised by grandparents or other family members = $(percentage\ of\ children\ being\ raised\ by\ grandparents\ or\ other\ family\ members\ in\ the\ class/group) - (percentage\ of\ children\ being\ raised\ by\ grandparents\ or\ other\ family\ members\ at\ the\ educational\ level\ to\ which\ the\ class\ belongs) / 10$</p> <p>EXAMPLE of calculation for 1st grade, with 3 classes A, B and C:</p> <p>Percentage of students being raised by grandparents or other family members in class 1A: $PROCENTGA (class\ 1A) = (no.\ of\ students\ being\ raised\ by\ grandparents\ or\ other\ family\ members\ in\ class\ 1A) \times 100 / (total\ no.\ of\ students\ in\ class\ 1A)$</p> <p>Percentage of students being raised by grandparents or other family members in class 1B: $PROCENTGB (class\ 1B) = (no.\ of\ students\ being\ raised\ by\ grandparents\ or\ other\ family\ members$</p>	<p>The educational-establishment score for Indicator I36 is the maximum school-segregation score recorded at the class/group level.</p> <p>A score shall be calculated for each class in the educational establishment (where at least 2 classes/groups exist); the maximum score recorded across the school is the establishment-level score. The establishment score for this indicator can take a value from 0 to 10.</p> <p>EXAMPLE</p> <p>The educational establishment has three preparatory classes: Preparatory A, B and C. Percentage of students raised by grandparents or other family members in the preparatory class: PREPARATORY CLASS A: 10% PREPARATORY CLASS B: 70% PREPARATORY CLASS C:</p>
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	<p>– Number of students being raised by grandparents or other family members, at the level of classes 1A, 1B and 1C in the educational establishment;</p> <p>– Number of students being raised by grandparents or other family members at the level of 1st grade (one educational level) in the educational establishment;</p> <p>– TOTAL number of students at the level of classes 1A, 1B and 1C in the educational establishment;</p> <p>– TOTAL number of students at the level of 1st grade in the educational establishment.</p> <p>These categories of data shall be provided for each class/group at each educational level where there are at least 2 classes/groups at that level.</p>	<p>in class 1B) × 100 / (total no. of students in class 1B)</p> <p>Percentage of students being raised by grandparents or other family members in class 1C: $PROCENTGC \text{ (class 1C)} = (\text{no. of students being raised by grandparents or other family members in class 1C}) \times 100 / (\text{total no. of students in class 1C})$</p> <p>Percentage of students being raised by grandparents or other family members at the 1st-grade level: $PROCENTGI \text{ (1st-grade level)} = (\text{no. of students being raised by grandparents or other family members in 1st grade}) \times 100 / (\text{total no. of students in 1st grade})$</p> <p>Class 1A segregation score for students being raised by grandparents or other family members $= PROCENTGA - PROCENTGI / 10$</p> <p>Class 1B segregation score for students being raised by grandparents or other family members $= PROCENTGB - PROCENTGI / 10$</p> <p>Class 1C segregation score for students being raised by grandparents or other family members $= PROCENTGC - PROCENTGI / 10$</p>	<p>50%</p> <p>At preparatory level, the percentage of students raised by grandparents or other family members within the school is 40%.</p> <p>Applying the score formula yields: PREPARATORY CLASS A: $(10 - 40) / 10 = 30 / 10 = 3$ PREPARATORY CLASS B: $(70 - 40) / 10 = 30 / 10 = 3$ PREPARATORY CLASS C: $(50 - 40) / 10 = 10 / 10 = 1$</p> <p>Assuming the school has 3 classes per educational level and operates only the primary cycle, the scores are: Preparatory level: 3, 3, 1 1st grade: 4, 1, 2 2nd grade: 3, 1, 4 3rd grade: 5, 3, 4 4th grade: 2, 2, 4 The maximum recorded score is 5 (in class 3A); this is the reference score of the educational establishment.</p>
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<p>37. Percentage of toddlers, preschoolers or students being raised by grandparents or other family members, seated in the last rows of benches (where the classroom is arranged in traditional rows of desks) .</p>	<p>IMPORTANT!! A school-segregation score is calculated ONLY for pre-university educational establishments / classes / groups in which the spatial arrangement of the class is maintained in rows of benches, the students are not rotated at least once per educational module, and the class enrolment exceeds 24 students; where the seating is arranged in a circle, or children rotate desks at least once per educational module, or the class enrolment is below 24, no segregation score is calculated.</p> <p>Hence one of the data items required here concerns the way the seating of children/students is organised.</p> <p>DATA FIELDS REQUIRED:</p> <p>How is the seating of children/students organised in:</p> <ul style="list-style-type: none"> • Each nursery group (creșă); • Each junior/middle/senior kindergarten group; • Each class within the educational establishment (considered as a unit with PJ or as an affiliated branch). <p>Response options:</p> <ol style="list-style-type: none"> 1. Traditional arrangement, in rows of benches, with each child/student having a fixed desk. 2. In rows of benches, but children/students rotate periodically from one desk to another. 3. In a circle, or in such a way that all children sit at a roughly equal distance from the teacher's desk. 	<p>A SEGREGATION SCORE IS CALCULATED ONLY IF THE FOLLOWING CONDITION IS MET:</p> <p>percentage of children being raised by grandparents or other family members in the last two rows of the class/group > percentage of children being raised by grandparents or other family members in the class/group as a whole. IF THE PERCENTAGE OF CHILDREN BEING RAISED BY GRANDPARENTS OR OTHER FAMILY MEMBERS IN THE LAST 2 ROWS IS LOWER THAN THE PERCENTAGE IN THE CLASS, NO SCORE IS CALCULATED.</p> <p>CALCULATION FORMULA</p> <p>Segregation score for seating in the last two rows for children being raised by grandparents or other family members = (percentage of children being raised by grandparents or other family members in the last two rows of the class/group) – (percentage of children being raised by grandparents or other family members in the class/group as a whole) / 10</p> <p>EXAMPLE of calculation for 1st grade, with 3 classes A, B and C:</p> <p>Percentage of students being raised by grandparents or other family members in the last two rows of class 1A:</p> <p>PROCENTGAbanci (class 1A) = (no. of students being raised by grandparents or other family members in the last two rows of class 1A) × 100</p>	<p>The educational-establishment score for Indicator I37 is the maximum school-segregation score by seating in the last 2 rows recorded at the class/group level.</p> <p>The score for seating in the last 2 rows shall be calculated for each class in the educational establishment (where the spatial arrangement preserves the form of rows of benches); the maximum score recorded across the school is the establishment-level score.</p> <p>The establishment score for this indicator can take a value from 0 to 10.</p>
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	<p>DATA FIELDS REQUIRED FOR SCHOOLS:</p> <p>A. Number of toddlers, preschoolers or students being raised by grandparents or other family members seated in the last 2 rows of benches at the level of each class in the educational establishment (considered as a unit with PJ or as an affiliated branch);</p> <p>B. Number of toddlers, preschoolers or students being raised by grandparents or other family members at the level of each class in the educational establishment (considered as a unit with PJ or as an affiliated branch);</p> <p>C. TOTAL number of students seated in the last 2 rows of benches at the level of each class in the educational establishment (considered as a unit with PJ or as an affiliated branch);</p> <p>D. TOTAL number of students at the level of each class in the educational establishment (considered as a unit with PJ or as an affiliated branch).</p> <p>Example of data required for Grade I (where there are 3 classes: A – B – C):</p> <p>Number of pre-preschool children, preschool children, or pupils who are under the care of their grandparents or other family members and who sit in the last 2 desks, at the level of Grade I A, I B, and I C respectively, within the educational institution (the educational institution is considered at the structural level, either as a legal entity (PJ) or as an affiliated structure);</p>	<p>/ (total no. of students in the last two rows of class 1A)</p> <p>Percentage of students being raised by grandparents or other family members in the last two rows of class 1B:</p> <p>PROCENTGBbanci (class 1B) = (no. of students being raised by grandparents or other family members in the last two rows of class 1B) × 100 / (total no. of students in the last two rows of class 1B)</p> <p>Percentage of students being raised by grandparents or other family members in the last two rows of class 1C:</p> <p>PROCENTGCbanci (class 1C) = (no. of students being raised by grandparents or other family members in the last two rows of class 1C) × 100 / (total no. of students in the last two rows of class 1C)</p> <p>Percentage of students being raised by grandparents or other family members at the level of each 1st-grade class:</p> <p>PROCENTGA (class 1A) = (no. of students being raised by grandparents or other family members in class 1A) × 100 / (total no. of students in class 1A)</p> <p>PROCENTGB (class 1B) = (no. of students being raised by grandparents or other family members</p>	
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	<p>Number of pre-preschool children, preschool children, or pupils who are under the care of their grandparents or other family members at the level of Grade I (Grade I refers to an educational level) within the educational institution (the educational institution is considered at the structural level, either as a legal entity (PJ) or as an affiliated structure);</p> <p>TOTAL number of pre-preschool children, preschool children, or pupils who sit in the last 2 desks at the level of Grade I A, I B, and I C respectively, within the educational institution (the educational institution is considered at the structural level, either as a legal entity (PJ) or as an affiliated structure);</p> <p>TOTAL number of pre-preschool children, preschool children, or pupils at the level of Grade I (Grade I refers to an educational level) within the educational institution (the educational institution is considered at the structural level, either as a legal entity (PJ) or as an affiliated structure).</p> <p>These categories of data shall be provided for each class/group at each educational level where the spatial arrangement preserves the form of rows of benches.³⁰³¹</p>	<p>in class 1B) × 100 / (total no. of students in class 1B)</p> <p>PROCENTGC (class 1C) = (no. of students being raised by grandparents or other family members in class 1C) × 100 / (total no. of students in class 1C)</p> <p>Class 1A segregation score for students being raised by grandparents or other family members = $\text{PROCENTGAbanci} - \text{PROCENTGA} / 10$, PROVIDED THAT $\text{PROCENTGAbanci} > \text{PROCENTGA}$</p> <p>Class 1B segregation score for students being raised by grandparents or other family members = $\text{PROCENTGBbanci} - \text{PROCENTGB} / 10$, PROVIDED THAT $\text{PROCENTGBbanci} > \text{PROCENTGB}$</p> <p>Class 1C segregation score for students being raised by grandparents or other family members = $\text{PROCENTGCbanci} - \text{PROCENTGC} / 10$, PROVIDED THAT $\text{PROCENTGCbanci} > \text{PROCENTGC}$</p>	
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³⁰ See footnotes 3 and 9.

³¹ See footnotes 3 and 9.

Indicators – Students' academic performance criterion

Indicator	Data required for the calculation of the indicator	Calculation formula	Score
<p>38. Percentage of students repeating the year, per class.</p>	<p>Note: According to the Framework Regulation on the Organization and Functioning of Pre-University Education Institutions (Annex to the Minister of Education Order No. 5,726/2024 of 12 August 2024, Article 120(2)), pupils may only be retained (repeat a grade) starting from Grade II. Therefore, these data are collected only for pupils who are enrolled in Grade II or above.</p> <p>DATA FIELDS REQUIRED:</p> <p>FOR EACH STUDENT (from 2nd grade onwards): has the student ever repeated a year? 1. YES 2. NO (the data are collected for each pupil, where available, at the latest at the beginning of the school year, for the previous school year.) This information will be cross-referenced with the data already collected, as specified above, regarding the total number of pupils in the class.</p> <p>At the class level (i.e., from Grade II onwards), the data required to calculate this indicator are as follows:</p> <p>A – Total number of students per class. B – Number of students repeating the year per class. C – Total number of students at the corresponding educational level.</p>	<p>Calculated only for students who are at least in 2nd grade.</p> <p>CALCULATION FORMULA</p> <p>The percentage of students repeating the year shall be calculated per class as follows:</p> <p>$\text{ProcentRclass} = B \times 100 / A$ $\text{ProcentRnivel} = D \times 100 / C$</p> <p>Class segregation score for students repeating the year = $\text{ProcentRclass} - \text{ProcentRnivel} / 10$</p>	<p>The educational-establishment score for Indicator I38 is the maximum school-segregation score recorded at the class level.</p> <p>A score shall be calculated for each class in the educational establishment from 2nd grade onwards.</p> <p>The establishment score can take a value from 0 to 10.</p>



	<p>D – Number of students repeating the year at the corresponding educational level. *According to Article 120(2) of the Framework Regulation on the Organization and Functioning of Pre-University Education Units, “At the end of the preparatory class and Grade I, pupils cannot be retained (repeated).”</p>		
<p>39. Percentage of preparatory-grade students who attended kindergarten, per preparatory class.</p>	<p>Note: this indicator is calculated ONLY for the preparatory grade.</p> <p>DATA FIELD REQUIRED: If the student is in the preparatory grade, did he or she attend kindergarten? 1. YES 2. NO</p> <p>A – Total number of students enrolled in the preparatory grade at the school. B – Number of students who attended kindergarten, among those enrolled in the preparatory grade. C – Total number of students enrolled per preparatory class. D – Number of students who attended kindergarten per preparatory class.</p>	<p>CALCULATION FORMULA</p> <p>The percentage of preparatory class pupils who attended preschool will be calculated for each preparatory class using the following formula:</p> <p>$ProcentEG = B \times 100 / A$, where ProcentEG is the percentage of students who attended kindergarten at the preparatory-grade level.</p> <p>The percentage of pupils who attended preschool will be calculated for the preparatory class as a whole, using the following formula:</p> <p>$ProcentEGNE = D \times 100 / C$ – percentage of students who attended kindergarten per preparatory class.</p> <p>Class segregation score for students who attended kindergarten = $(\text{percentage in class who attended kindergarten}) - (\text{percentage at preparatory-grade level}) / 10$</p> <p>Example for a school with 3 preparatory classes A, B, C: ProcentEGA, ProcentEGB, ProcentEGC at class level; ProcentEGNE at preparatory-grade level. Class scores = $ProcentEGA - ProcentEGNE / 10$, etc.</p>	<p>The educational-establishment score for Indicator I39 is the maximum school-segregation score recorded at the preparatory-class level.</p> <p>A score shall be calculated for each preparatory class; the maximum across the school is the establishment-level score (range 0 to 10).</p> <p>EXAMPLE: 3 preparatory classes – percentages of students who attended kindergarten: A 10%, B 70%, C 50%; preparatory-grade level: 40%. Scores: $10-40 /10=3$; $70-40 /10=3$; $50-40 /10=1$. Maximum = 3 → reference score.</p>



<p>40. High-school admission grade average, per specialisation / qualification / study programme, at the establishment level.</p>	<p>Note: this indicator is calculated ONLY for the 9th grade, i.e. for schools that include the high-school level. The high-school level also includes vocational/technical forms of education, covered here by the generic term 'high-school level'.</p> <p>DATA FIELDS REQUIRED:</p> <p>FOR 9TH-GRADE STUDENTS ONLY:</p> <p>A – What was the student's high-school admission grade average? B – What was the high-school admission grade average for each specialisation / qualification / study programme at establishment level? C – The class in which the student studies. D – The specialisation / qualification / study programme to which the student belongs.</p> <p>In order to record categories B and D, the following must be listed at establishment level: specialisations (where applicable), qualifications (where applicable), study programmes (where applicable).</p> <p>A field shall be created to indicate the lowest admission grade average across the categories listed above.</p>	<p>CALCULATION FORMULA</p> <p>The cumulative average of the students' admission grades is calculated at the level of:</p> <ul style="list-style-type: none"> • the high school • specialisations (where applicable) • qualifications (where applicable) • study programmes (where applicable). <p>Example: in a high-school establishment that includes vocational education and has the specialisation 'precision mechanics', with 50 students enrolled in that specialisation, the average is: $MedieMF = (Me1 + Me2 + \dots + Me50) / 50$ where $MedieMF$ is the average for 'precision mechanics' and $Me1, Me2, \dots$ are the admission grades of students 1, 2, etc.</p>	<p>No segregation score is calculated in this case.</p>
<p>41. High-school admission grade average, per specialisation / qualification / study programme, for each class formed.</p>	<p>Note: this indicator is calculated ONLY for the 9th grade. The high-school level also includes vocational/technical forms of education. In this indicator, 'class formed' refers to the class created within the school.</p>	<p>CALCULATION FORMULA</p> <p>The cumulative average of admission grades is calculated for each class formed within the school, for each specialisation, qualification or study programme.</p>	<p>The educational-establishment score for Indicator I41 is the maximum school-segregation score recorded at the 9th-grade class level.</p>



	<p>This indicator uses the calculations from the preceding indicator (I40).</p> <p>DATA FIELDS REQUIRED – FOR 9TH-GRADE STUDENTS ONLY:</p> <p>A–student's high-school admission grade average; B–admission average per specialisation/qualification/study programme; C – class the student studies in; D–specialisation/qualification/study programme.</p>	<p>A comparative analysis can be made between the class admission average and the average recorded at the level of the specialisation/qualification/study programme to which the class belongs; statistical procedures can assess whether the difference is significant.</p> <p>A simpler approach, used here, compares the share of students with admission grades below the specialisation-level average, between the class and the specialisation/qualification/study programme.</p> <p>First, the average at the level of the specialisation/qualification/study programme is calculated: $MedieT = (Me1 + Me2 + \dots + MeN) / N$, where N is the total number of students at that level.</p> <p>$ProcentCLAS\check{A} = B \times 100 / A$, where ProcentCLASĂ is the percentage of students enrolled in the class who have an admission average < MedieT (A = total students in the class formed; B = students in the class with admission average < MedieT).</p> <p>$ProcentT = D \times 100 / C$, where ProcentT is the percentage of students at the level of the specialisation / qualification / study programme who have an admission average < MedieT.</p> <p>Example: A high-school establishment with only the specialisation 'mathematics-informatics' (theoretical track, real profile) and unified admission. 75 students admitted, in 3 ninth-grade classes. Average of all 75 admission grades = 8.5.</p>	<p>A score shall be calculated for each 9th-grade class formed in the establishment; the maximum across the school is the establishment-level score (range 0 to 10).</p> <p>EXAMPLE: in the establishment above, scores for classes A, B, C are $80-46.6 /10 = 3.34$, $20-46.6 /10 = 2.66$, $40-46.6 /10 = 0.66$; maximum = 3.34 (class IX-A) → reference score.</p>
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		<p>Class A: 25 students, 20 below 8.5 → ProcentCLASA_IXA = $20 \times 100 / 25 = 80\%$</p> <p>Class B: 25 students, 5 below 8.5 → ProcentCLASA_IXB = $5 \times 100 / 25 = 20\%$</p> <p>Class C: 25 students, 10 below 8.5 → ProcentCLASA_IXC = $10 \times 100 / 25 = 40\%$</p> <p>ProcentT = $35 \times 100 / 75 = 46.6\%$</p> <p>Class IX-A segregation score by admission average = $\text{ProcentCLASA_IXA} - \text{ProcentT} / 10$ Class IX-B: $\text{ProcentCLASA_IXB} - \text{ProcentT} / 10$ Class IX-C: $\text{ProcentCLASA_IXC} - \text{ProcentT} / 10$</p>	
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Indicators – Students' area of residence criterion

Indicator	Data required for the calculation of the indicator	Calculation formula	Score
42. Percentage of high-school students from rural areas, per qualification/specialisation, at the establishment level, across all 9th-grade classes formed within that qualification/specialisation.	<p>FOR 9TH-GRADE STUDENTS: Which qualification/specialisation is the student enrolled in?</p> <p>FOR 9TH-GRADE STUDENTS: Does the student come from a rural area? 1. YES 2. NO</p> <p>A: Number of high-school students from rural areas, per qualification/specialisation, at the level of the educational establishment (considered at the level of the unit, whether with legal personality – PJ – or as</p>	$\text{procentSPECIALIZAREunitate} = A \times 100 / B$	Not applicable.



	<p>an affiliated branch), across all 9th-grade classes formed within that track. Where several qualifications/specialisations exist, the count must be obtained for each one (A1, A2, A3, etc.).</p> <p>B: Total number of high-school students across all 9th-grade classes formed within the qualification/specialisation, at the level of the educational establishment (considered at the level of the unit, whether with legal personality – PJ – or as an affiliated branch). Where several exist, B1, B2, B3, etc.</p> <p>It is important here to note whether the school is located in a rural or urban area.</p>		
<p>43. Percentage of high-school students from rural areas, per study programme, at the establishment level, across all 9th-grade classes formed within that study programme.</p>	<p>FOR 9TH-GRADE STUDENTS: Which study programme is the student enrolled in?</p> <p>FOR 9TH-GRADE STUDENTS: Does the student come from a rural area? 1. YES 2. NO</p> <p>A: Number of high-school students from rural areas, per study programme, at the educational establishment (considered at the level of the unit, whether with legal personality – PJ – or as an affiliated branch), across all 9th-grade classes formed within that programme. Where several programmes exist, A1, A2, A3, etc.</p> <p>B: Total number of high-school students across all 9th-grade classes formed within</p>	<p>procentPROGRAMSTUDIUnitate = $A \times 100 / B$</p>	<p>Not applicable.</p>



	<p>the study programme, at the educational establishment (considered at the level of the unit, whether with legal personality – PJ – or as an affiliated branch). Where several exist, B1, B2, B3, etc.</p> <p>It is important to note whether the school is located in a rural or urban area.</p>		
<p>44. Percentage of lower- and upper-secondary students from rural areas, at the class level and at the level of the last rows of benches.</p>	<p>CALCULATION AT CLASS LEVEL</p> <p>IMPORTANT!! A score is calculated only for pre-university educational establishments and only for each lower- or upper-secondary educational level where there are at least 2 classes formed; where there is a single class, the minimum segregation-risk score is awarded ex officio.</p> <p>DATA FIELDS REQUIRED:</p> <p>A. Number of students from rural areas at the level of each lower- or upper-secondary class in the educational establishment (considered as a unit with PJ or as an affiliated branch);</p> <p>B. Number of students from rural areas at each lower- or upper-secondary educational level in the educational establishment (considered as a unit with PJ or as an affiliated branch);</p> <p>C. TOTAL number of students at the level of each lower- or upper-secondary class in</p>	<p>CALCULATION FORMULA</p> <p>Class segregation score for students from rural areas = (percentage of rural students in the class) – (percentage of rural students at the educational level) / 10</p> <p>EXAMPLE for 9th grade (3 classes A, B, C):</p> <p>PROCENTIXA = (no. of rural students in class IX-A) × 100 / (total in IX-A); similarly for IX-B, IX-C. PROCENTIX (9th-grade level) = (no. of rural students in 9th grade) × 100 / (total in 9th grade). Class IX-A score = PROCENTIXA – PROCENTIX / 10; similarly for IX-B, IX-C.</p>	<p>The educational-establishment score for Indicator I44 is the maximum school-segregation score recorded at the class level.</p> <p>A score shall be calculated for each class at each lower- or upper-secondary level (where at least 2 classes exist); the maximum across the school is the establishment-level score (range 0–10).</p> <p>EXAMPLE: 3 ninth-grade classes – rural-student percentages: A 10%, B 70%, C 50%; 9th-grade level: 40%. Scores: 10–40 /10=3; 70–40 /10=3; 50–40 /10=1. Maximum = 3 → reference score.</p>



	<p>the educational establishment (considered as a unit with PJ or as an affiliated branch);</p> <p>D. TOTAL number of students at each lower- or upper-secondary educational level in the educational establishment (considered as a unit with PJ or as an affiliated branch).</p>		
<p>44 (continued). Percentage of lower- and upper-secondary students from rural areas, at the level of the last rows of benches.</p>	<p>CALCULATION AT THE LEVEL OF THE LAST TWO ROWS OF DESKS</p> <p>IMPORTANT!! A school-segregation score is calculated ONLY for pre-university educational establishments / classes / groups in which the spatial arrangement of the class is maintained in rows of benches, the students are not rotated at least once per educational module, and the class enrolment exceeds 24 students; where the seating is arranged in a circle, or children rotate desks at least once per educational module, or the class enrolment is below 24, no segregation score is calculated.</p> <p>Hence one of the data items required here concerns the way the seating of children/students is organised.</p> <p>DATA FIELDS REQUIRED: How is the seating of children/students organised in:</p> <ul style="list-style-type: none"> • Each nursery group (creșă); • Each junior/middle/senior kindergarten group; 	<p>A SEGREGATION SCORE IS CALCULATED ONLY IF: percentage of rural-origin students in the last two rows of the class > percentage of rural-origin students in the class as a whole. OTHERWISE NO SCORE.</p> <p>CALCULATION FORMULA</p> <p>Class segregation score by seating in the last two rows for rural-origin students = (percentage in last two rows) – (percentage in class) / 10</p> <p>Example for 8th grade (3 classes A, B, C): PROCENTRAbanci, PROCENTRBbanci, PROCENTRCbanci (last two rows); PROCENTRA, PROCENTRB, PROCENTRC (whole class).</p> <p>Class scores: PROCENTRAbanci – PROCENTRA / 10 (provided PROCENTRAbanci > PROCENTRA), etc.</p>	<p>The educational-establishment score for Indicator I44 (last two rows) is the maximum school-segregation score recorded at the class level for seating in the last 2 rows.</p> <p>A score shall be calculated for each class where the spatial arrangement preserves the form of rows of benches; the maximum across the school is the establishment-level score (range 0–10).</p>

	<ul style="list-style-type: none"> • Each class within the educational establishment (considered as a unit with PJ or as an affiliated branch). <p>Response options:</p> <ol style="list-style-type: none"> 1. Traditional arrangement, in rows of benches, with each child/student having a fixed desk. 2. In rows of benches, but children/students rotate periodically from one desk to another. 3. In a circle, or in such a way that all children sit at a roughly equal distance from the teacher's desk. <p>DATA FIELDS REQUIRED:</p> <p>A. Number of rural-origin students seated in the last 2 rows of each class in the educational establishment (considered as a unit with PJ or as an affiliated branch);</p> <p>B. Number of rural-origin students at the level of each class in the educational establishment (considered as a unit with PJ or as an affiliated branch);</p> <p>C. TOTAL number of students seated in the last 2 rows of each class in the educational establishment (considered as a unit with PJ or as an affiliated branch);</p> <p>D. TOTAL number of students at the level of each class at the same level.³²³³</p>		
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³² See footnotes 3 and 9.

³³ See footnotes 3 and 9.

ANNEX 1.2 Integrated Framework of Indicators for Monitoring School Segregation – Extended Monitoring

I. Student-level indicators

Indicators – Ethnic criterion

(Order No. 7701/2024 on the monitoring, assessment, identification, prevention and combating of school segregation in pre-university education)

Indicator	Data required for the calculation of the indicator	Calculation formula	Score
1. Percentage of graduating students belonging to each ethnic group for each educational cycle (8th grade / final year of high school) at the level of the pre-university educational establishment (calculated both per cohort and annually for the final year of the cycle); within this percentage, the percentage who registered for the National Assessment at the end of 8th grade / for the Baccalaureate examination.	<p>IMPORTANT! In identifying and reporting the number of graduating students, note that:</p> <ul style="list-style-type: none"> – students transferred via legal procedures to another school are included only in the report of the school where they graduate (they will no longer be counted among those enrolled at the school they left – they become students enrolled at the start of the year / cohort in the report made by the destination school); – students are excluded from counting/reporting only in the (unfortunate) case of death. <p>Data required:</p> <ul style="list-style-type: none"> • Number of graduating students belonging to each ethnic group for each cohort (year of study) and cumulatively for each educational cycle (8th grade / final year of high school) at the establishment level. • Total number of students enrolled at each educational level / cycle (8th grade / final year of high school) – students transferred via legal 	<p>Two categories of percentages are calculated for this indicator:</p> <p>A. Percentage of graduates belonging to an ethnic minority, both annually for each year of study and per school cohort.</p> <p>B. Among 8th-grade graduates belonging to each ethnic minority, the percentage who register for the National Assessment; and among 12th-grade students, the percentage who register for the Baccalaureate.</p> <p>Percentages are calculated based on each student's academic record at the end of the school year, once make-up exams have been resolved.</p> <p>A. Annual calculation: for 8th and 12th grades, count how many students of a given ethnicity were enrolled at the start of the year, then calculate the percentage who graduate.</p> <p>Example: in 2023/2024, A = no. of Roma students</p>	Not applicable; no score is calculated.



	<p>procedures are reported ONLY by the destination school.</p> <ul style="list-style-type: none"> • Number of graduating students who registered for the National Assessment at the end of 8th grade. • Number of graduating students belonging to each ethnic group who registered for the National Assessment at the end of 8th grade. • Number of students who registered for the Baccalaureate examination. • Number of graduating students belonging to each ethnic group who registered for the Baccalaureate examination. 	<p>enrolled at start of year, B = no. who graduated. Percentage of Roma graduates = $B/A \times 100$.</p> <p>Cohort calculation: for two distinct cohorts: (1) how many students of a given ethnicity were enrolled in 5th grade, and the percentage who graduated 8th grade; (2) similarly between 9th and 12th grade.</p> <p>B. Among 8th-grade / 12th-grade graduates belonging to each ethnic minority, calculate the percentage who registered for the National Assessment / Baccalaureate.</p>	
<p>2. The school-based curriculum (CDS) of the pre-university educational establishment reflects the culture and history of the national minorities present in the school population.</p>	<p>Data required:</p> <p>Have groups/classes been formed in the school for teaching in the mother tongue of an ethnic group, or in a bilingual system? 1. Yes 2. No</p> <p>Does the school-based curriculum of your educational establishment reflect the culture and history of the national minorities present in the school population? 1. Yes 2. No</p>	<p>Not applicable</p>	<p>Not applicable; no score is calculated.</p>
<p>3. The management staff and teaching staff of the pre-university educational establishment have followed training courses on the culture and history of the national</p>	<p>Data required:</p> <p>Have the management staff and teaching staff of the pre-university educational establishment followed training courses on the culture and history of the national minorities present in the establishment? 1. YES 2. NO IF YES, examples of such courses:</p>	<p>Not applicable</p>	<p>Not applicable; no score is calculated.</p>

<p>minorities present in the establishment.</p>			
<p>4. The pre-university educational establishment carries out extracurricular activities that reflect the culture and history of the national minorities.</p>	<p>Data required:</p> <p>Does the establishment carry out extracurricular activities that reflect the culture and history of the national minorities? 1. YES 2. NO</p> <p>Does the establishment specifically mark (through activities, festivals, banners, open lessons, etc.) days of importance in the history of the national minorities (e.g. International Roma Day, Day of Hungarians Everywhere, etc.)? YES/NO</p> <p>Does the establishment host extracurricular activities in which the culture and history of the national minorities are discussed (e.g. inviting minority personalities, music festivals, workshops presenting minority cultural traditions, etc.)? YES/NO</p>	<p>Not applicable</p>	<p>Not applicable; no score is calculated.</p>
<p>5. The pre-university educational establishment is equipped with materials reflecting the culture and history of the national minorities (books, periodicals or other educational resources in the school library, etc.).</p>	<p>Data required:</p> <p>Is the establishment equipped with materials reflecting the culture and history of the national minorities (books, periodicals or other educational resources in the school library, etc.)? 1. YES 2. NO</p> <p>IF YES, examples of such materials: ...</p>	<p>Not applicable</p>	<p>Not applicable; no score is calculated.</p>



<p>6. Number of applications submitted for enrolment in the mother-tongue language and literature subject, and number of students enrolled in this subject (for each national minority), at the establishment level.</p>	<p>Data required: How many applications were submitted at your school for enrolment in the mother-tongue subject? (for each national minority, at the establishment level) How many students are enrolled in this subject (for each national minority), at the establishment level? Roma:..... Hungarians:..... Other national minority – which?:</p>	<p>Not applicable</p>	<p>Not applicable; no score is calculated.</p>
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Indicators – Disability criterion

Indicator	Data required for the calculation of the indicator	Calculation formula	Score
<p>7. Percentage of graduating students with disabilities with only a DGASPC file / special medical conditions for each educational cycle (8th grade / final year of high school) at the establishment level (calculated both per cohort and annually for the final year of the cycle); within this percentage, the percentage who registered for the National Assessment / Baccalaureate.</p>	<p>Number of graduating students with disabilities with only a DGASPC file / special medical conditions for each cohort (year of study) and cumulatively for each educational cycle (8th grade / final year of high school) at the establishment level.</p> <p>Total number of students enrolled at each educational level / cycle.</p> <p>Number of students who registered for the National Assessment at the end of 8th grade.</p> <p>Number of graduating students with disabilities with only a DGASPC file / special medical conditions who registered for the National Assessment at the end of 8th grade.</p> <p>Number of students who registered for the Baccalaureate.</p> <p>Number of graduating students with disabilities with only a DGASPC file / special medical conditions who registered for the Baccalaureate.</p>	<p>Percentages are calculated at the end of each school year, once the academic situation is closed.</p> <p>The percentage of graduates is calculated at each educational level/cycle based on the number of graduates and the number of enrolled students (how many of those enrolled graduate).</p> <p>The percentage of 8th-grade graduates who register for the National Assessment is calculated, and the percentage of 12th-grade graduates who register for the Baccalaureate.</p>	<p>Not applicable; no score is calculated.</p>
<p>8. Percentage of graduating students with SEN with only a CJRAE certificate for each educational cycle (same conditions as indicator 7).</p>	<p>As in indicator 7, replacing 'students with disabilities with only a DGASPC file / special medical conditions' with 'students with SEN with only a CJRAE orientation certificate'.</p>	<p>As in indicator 7, mutatis mutandis.</p>	<p>Not applicable; no score is calculated.</p>



<p>9. Percentage of graduating students with both a DGASPC file / special medical conditions AND a CJRAE certificate (same conditions as indicator 7).</p>	<p>As in indicator 7, replacing 'students with disabilities with only a DGASPC file / special medical conditions' with 'students with both a DGASPC file / special medical conditions and a CJRAE orientation certificate'.</p>	<p>As in indicator 7, mutatis mutandis.</p>	<p>Not applicable; no score is calculated.</p>
<p>10. The pre-university educational establishment is equipped with facilities / means of accessibility for students with disabilities?</p>	<p>Is the establishment equipped with facilities / means of accessibility for students with disabilities? 1. YES 2. NO</p> <p>IF YES, which facilities?</p> <p>8.1. Access ramp for students with motor disabilities? YES / NO</p> <p>8.2. Lift for students with disabilities? YES / NO</p> <p>8.3. Audio guidance messages for students with visual impairment? YES / NO</p> <p>8.4. Qualified staff dedicated to supporting school participation of students with disabilities? YES / NO</p> <p>8.5. Assistive technology? YES / NO</p> <p>8.6. Reflective interactive whiteboard? YES / NO</p> <p>8.7. Materials in Braille? YES / NO</p> <p>8.8. Other existing facilities, which:? (free text)</p>	<p>Not applicable</p>	<p>Not applicable; no score is calculated.</p>

Indicators – Socio-economic status of families criterion

Indicator	Data required for the calculation of the indicator	Calculation formula	Score
<p>11. Percentage of graduating students for whom a file has been drawn up for a social scholarship, for the free provision of school supplies, or for any other form of support, irrespective of whether they currently benefit from it (financial constraints), for each educational cycle (8th grade / final year of high school) at the establishment level (calculated both per cohort and annually); within this, the percentage who registered for the National Assessment / Baccalaureate.</p>	<p>Number of graduating students for whom a file has been drawn up for a social scholarship, for the free provision of school supplies, or for any other form of support, irrespective of whether they currently benefit from it (financial constraints) for each cohort (year of study) and cumulatively for each educational cycle (8th grade / final year of high school or vocational school) at the establishment level.</p> <p>Total number of students enrolled at each educational level / cycle.</p> <p>Number of students who registered for the National Assessment at the end of 8th grade.</p> <p>Number of graduating students for whom a file has been drawn up for a social scholarship, for the free provision of school supplies, or for any other form of support, irrespective of whether they currently benefit from it (financial constraints) who registered for the National Assessment.</p> <p>Number of students who registered for the Baccalaureate.</p> <p>Number of graduating students for whom a file has been drawn up for a social scholarship, for the free provision of school supplies, or for any other form of support, irrespective of whether they currently benefit from it (financial constraints) who registered for the Baccalaureate.</p>	<p>Percentages are calculated at the end of each school year, once the academic situation is closed.</p> <p>Graduation percentage = no. of graduates / no. of enrolled students.</p> <p>Percentage of 8th-grade graduates who register for the National Assessment;</p> <p>Percentage of 12th-grade students who register for the Baccalaureate.</p>	<p>Not applicable; no score is calculated.</p> <p>Cohort-based calculation will be carried out as the database is populated.</p>

Indicators – Students' academic performance criterion

Indicator	Data required for the calculation of the indicator	Calculation formula	Score
<p>12. Existence of study programmes (e.g. 'intensive', 'bilingual', sports-oriented, etc.) that required entrance examinations / student selection procedures at entry into 5th or 9th grade, at the establishment level.</p>	<p>Note: this indicator is calculated ONLY for the 5th-grade and 9th-grade levels. It applies only where the school practises student selection at entry into 5th or 9th grade through examinations or selection procedures for specific study programmes (e.g. 'intensive', 'bilingual', sports-oriented, etc.).</p> <p>DATA FIELDS REQUIRED – only for students at the preparatory grade, 5th grade and 9th grade:</p> <p>1. Is the student enrolled in a study programme (e.g. 'intensive', 'bilingual', sports-oriented, etc.) that required entrance examinations / selection procedures at entry into 5th or 9th grade, at the establishment level? 1. YES 2. NO</p> <p>2. The class in which the student studies. The total number of students enrolled in such study programmes at 5th-grade and 9th-grade level is calculated, alongside the total number of students at 5th-grade and 9th-grade level.</p>	<p>CALCULATION FORMULA</p> <p>The percentage of students enrolled in study programmes of the type 'intensive', 'bilingual', sports-oriented, etc. is calculated at 5th-grade and 9th-grade level.</p> <p>$\text{ProcentELEVlclasaIX} = A \times 100 / C$</p> <p>A – Total no. of 9th-grade students enrolled in such study programmes.</p> <p>C – Total no. of students at 9th-grade level.</p> <p>$\text{ProcentELEVlclasaVa} = B \times 100 / D$</p> <p>B – Total no. of 5th-grade students enrolled in such study programmes.</p> <p>D – Total no. of students at 5th-grade level.</p>	<p>Not applicable.</p> <p>Nevertheless, additional assessments can be carried out concerning students enrolled in such study programmes if certain disproportions are observed, in order to determine whether they are generated by factors other than the selection process, or to examine the selection process itself.</p>

Indicators – Students' area of residence criterion

Indicator	Data required for the calculation of the indicator	Calculation formula	Score
<p>13. Percentage of high-school graduating students from rural areas, at the establishment level (calculated both per cohort and annually for the final year of the cycle), and within this, the percentage who registered for the Bacalaureate.</p>	<p>Number of graduating students from rural areas for each cohort (year of study) and cumulatively for the final year of high school or vocational school, at the establishment level.</p> <p>Total number of students enrolled at each educational level (final year of high school or vocational school).</p> <p>Number of students who registered for the Bacalaureate.</p> <p>Number of graduating students from rural areas who registered for the Bacalaureate.</p> <p>FOR 12TH-GRADE STUDENTS: has the student graduated from high school? 1. YES 2. NO (for monitoring rounds in future years).</p> <p>A – Total number of high-school graduates from rural areas.</p> <p>B – Number of rural-origin students who registered for the Bacalaureate.</p>	<p>Percentages are calculated at the end of each school year, once the academic situation is closed.</p> <p>The graduation percentage is calculated at each educational level based on the number of graduates and the number of enrolled students.</p> <p>The percentage of 12th-grade students who register for the Bacalaureate is calculated. Percentage of high-school graduates from rural areas who registered for the Bacalaureate: $B \times 100 / A$.</p>	<p>Not applicable; no score is calculated.</p>

II. Other student-level indicators (for all criteria)

Indicator	Data required for the calculation of the indicator	Calculation formula	Score
14. The pre-university educational establishment has, in its PDI (Institutional Development Plan)/ PAS (School Action Plan), at least one strategic objective for promoting ethnic diversity, educational inclusion and for the prevention and combating of discrimination and school segregation, detailed in the Operational Plan (specify the segregation criterion/criteria addressed by the strategic objective).	<p>11.A. Does the establishment have at least one strategic objective for promoting ethnic diversity? YES/NO.</p> <p>11.A.1. If yes, is it detailed in the Operational Plan? YES/NO.</p> <p>11.B. Strategic objective for promoting educational inclusion? YES/NO.</p> <p>11.B.1. Detailed in the Operational Plan? YES/NO.</p> <p>11.C. Strategic objective for the prevention and combating of discrimination? YES/NO.</p> <p>11.C.1. Detailed in the Operational Plan? YES/NO.</p> <p>11.D. Strategic objective for the prevention and combating of school segregation? YES/NO.</p> <p>11.D.1. Detailed in the Operational Plan? YES/NO.</p> <p>11.1. If YES to any of the above (11.A, 11.B, 11.C, 11.D), the strategic objective addresses segregation by:</p> <ol style="list-style-type: none"> 1. Ethnic criterion 2. Disability criterion 3. Socio-economic criterion 4. Performance criterion 5. Rural/urban place-of-residence criterion. 	Not applicable	Not applicable
15. Percentage of toddlers, preschoolers and students belonging to each ethnic group who took part in extracurricular activities (contests, competitions, trips, etc.) at the	<p>17.1. Did the student take part in extracurricular contests and competitions? Yes/No</p> <p>17.2. Did the student take part in extracurricular trips/visits organised at the initiative of the school's staff? Yes/No</p>	<p>For each extracurricular activity listed at 17.1/17.2/17.3 and for each ethnic group of students:</p> $\text{procentETNIEextrascolar} = A \times 100 / B$	Not applicable. No score is awarded at the educational-establishment level for this indicator.



<p>establishment level in the previous school year, for each extracurricular activity.</p>	<p>17.3. Did the student take part in extracurricular learning / creative / workshop activities organised at the initiative of the school? Yes/No</p> <p>– Student's ethnicity?</p> <p>A: Number of toddlers, preschoolers and students belonging to each ethnic group who took part in the extracurricular activities listed at the establishment level in the previous school year, for each activity.</p> <p>B: Total number of toddlers, preschoolers and students belonging to each ethnic group at the establishment level in the previous school year.</p> <p>C: Number of toddlers, preschoolers and students who took part in the extracurricular activities listed at the establishment level in the previous school year.</p> <p>D: Total number of toddlers, preschoolers and students at the establishment level in the previous school year.</p>	$\text{procentTOTALextrascolar} = \frac{C \times 100}{D}$	
<p>16. Percentage of toddlers, preschoolers and students with disabilities with only a DGASPC file / special medical conditions who took part in extracurricular activities at the establishment level, in the previous school year, for each extracurricular activity.</p>	<p>17.1. Did the student take part in extracurricular contests and competitions? Yes/No</p> <p>17.2. Did the student take part in extracurricular trips/visits organised at the initiative of the school's staff? Yes/No</p> <p>17.3. Did the student take part in extracurricular learning / creative / workshop activities organised at the initiative of the school? Yes/No</p> <p>– Is the student registered with a disability with only a DGASPC file / special medical conditions?</p>	$\text{procentDIZABextrascolar} = \frac{A \times 100}{B}$ $\text{procentTOTALextrascolar} = \frac{C \times 100}{D}$	<p>Not applicable. No score is awarded at the educational-establishment level for this indicator.</p>



	A, B, C, D: as in indicator 15, with reference to students with disabilities with only a DGASPC file / special medical conditions.		
17. Percentage of toddlers, preschoolers and students with SEN with only a CJRAE certificate who took part in extracurricular activities at the establishment level, in the previous school year, for each extracurricular activity.	<p>17.1. Did the student take part in extracurricular contests and competitions? Yes/No</p> <p>17.2. Did the student take part in extracurricular trips/visits organised at the initiative of the school's staff? Yes/No</p> <p>17.3. Did the student take part in extracurricular learning / creative / workshop activities organised at the initiative of the school? Yes/No</p> <p>– Is the student registered with SEN with only a CJRAE certificate?</p> <p>A, B, C, D: as in indicator 15, with reference to students with SEN with only a CJRAE certificate.</p>	<p>$\text{procentCEsextrascolar} = A \times 100 / B$</p> <p>$\text{procentTOTALextrascolar} = C \times 100 / D$</p>	<p>Not applicable.</p> <p>No score is awarded at the educational-establishment level for this indicator.</p>
18. Percentage of toddlers, preschoolers and students with both a DGASPC file / special medical conditions AND a CJRAE certificate who took part in extracurricular activities at the establishment level, in the previous school year, for each extracurricular activity.	<p>17.1. Did the student take part in extracurricular contests and competitions? Yes/No</p> <p>17.2. Did the student take part in extracurricular trips/visits organised at the initiative of the school's staff? Yes/No</p> <p>17.3. Did the student take part in extracurricular learning / creative / workshop activities organised at the initiative of the school? Yes/No</p> <p>– Is the student registered with a DGASPC file / special medical conditions and a CJRAE certificate?</p> <p>A, B, C, D: as in indicator 15, with reference to students with both a DGASPC file and a CJRAE certificate.</p>	<p>For each extracurricular activity listed under items 17.1, 17.2, and 17.3 in the previous column:</p> <p>$\text{procentDGASPCJRAEextrascolar} = A \times 100 / B$</p> <p>$\text{procentTOTALextrascolar} = C \times 100 / D$</p>	<p>Not applicable.</p> <p>No score is awarded at the educational-establishment level for this indicator.</p>



<p>19. Percentage of toddlers, preschoolers and students for whom a file has been drawn up for a social scholarship, for the free provision of school supplies, or for any other form of support, irrespective of whether they currently benefit from it (financial constraints) who took part in extracurricular activities at the establishment level, in the previous school year, for each extracurricular activity.</p>	<p>17.1. Did the student take part in extracurricular contests and competitions? Yes/No 17.2. Did the student take part in extracurricular trips/visits organised at the initiative of the school's staff? Yes/No 17.3. Did the student take part in extracurricular learning / creative / workshop activities organised at the initiative of the school? Yes/No</p> <p>– Is the student registered as having a file drawn up for a social scholarship etc.?</p> <p>A, B, C, D: as in indicator 15, with reference to students for whom a file has been drawn up for a social scholarship, for the free provision of school supplies, or for any other form of support, irrespective of whether they currently benefit from it (financial constraints).</p>	<p>For each extracurricular activity listed under items 17.1, 17.2, and 17.3 in the previous column:</p> $\text{procentBURSEextrascolar} = \frac{A \times 100}{B}$ $\text{procentTOTALextrascolar} = \frac{C \times 100}{D}$	<p>Not applicable. No score is awarded at the educational-establishment level for this indicator.</p>
<p>20. Percentage of high-school students from rural areas who took part in extracurricular activities at the establishment level, in the previous school year, for each extracurricular activity.</p>	<p>17.1. Did the student take part in extracurricular contests and competitions? Yes/No 17.2. Did the student take part in extracurricular trips/visits organised at the initiative of the school's staff? Yes/No 17.3. Did the student take part in extracurricular learning / creative / workshop activities organised at the initiative of the school? Yes/No</p> <p>– Does the student come from a rural area?</p> <p>A, B, C, D: as in indicator 15, with reference to high-school students from rural areas.</p>	$\text{procentRURALExtrascolar} = \frac{A \times 100}{B}$ $\text{procentTOTALExtrascolar} = \frac{C \times 100}{D}$	<p>Not applicable. No score is awarded at the educational-establishment level for this indicator.</p>

III. Indicators concerning teaching staff

Indicator	Data required
21. Percentage of qualified teaching staff at the establishment level.	A – Number of qualified teaching staff. B – Total number of teaching staff at the establishment. $\text{ProcentCDcalificate} = A \times 100 / B$
22. Percentage of teaching staff with teaching grade II at the establishment level.	A – Number of teaching staff with teaching grade II. B – Total number of teaching staff at the establishment. $\text{ProcentCDgradII} = A \times 100 / B$
23. Percentage of teaching staff with teaching grade I at the establishment level.	A – Number of teaching staff with teaching grade I. B – Total number of teaching staff at the establishment. $\text{ProcentCDgradI} = A \times 100 / B$
24. Percentage of substitute teaching staff at the establishment level.	A – Number of substitute teaching staff at the establishment. B – Total number of teaching staff at the establishment. $\text{ProcentSUPLINITOARE} = A \times 100 / B$
25. Percentage of teaching staff at the establishment level working part-time (fractional posts).	A – Number of teaching staff working part-time at the establishment. B – Total number of teaching staff at the establishment. $\text{ProcentFRACTIUNINORMAg} = A \times 100 / B$
26. Average seniority of teaching staff at the establishment level.	A – Seniority of each member of teaching staff. $\text{Vechimemedie} = (V1 + V2 + \dots + Vn) / n$ (n = number of teaching staff).
27. Percentage of teaching staff who benefited from in-service training programmes focused on working with children from vulnerable groups, on diversity management / history and culture of national minorities and/or prevention of discrimination, or on equity / gender equity in education.	A. 4.1. Number of teaching staff who benefited from in-service training programmes focused on working with children from vulnerable groups. 4.1.1. Examples (free text). 4.2. Number of teaching staff who benefited from training programmes focused on diversity management. Examples. 4.3. Number of teaching staff who benefited from training programmes focused on the history and culture of national minorities. 4.3.1 Examples. 4.4. Number of teaching staff who benefited from training programmes focused on the prevention of discrimination.



	<p>4.4.1Examples. 4.5. Number of teaching staff who benefited from training programmes focused on equity / gender equity in education. 4.5.1Examples.</p> <p>B – Total number of teaching staff at the establishment. ProcentCADREFORMATE = A (each category above) × 100 / B. The in-service training programmes attended shall also be specified.</p>
<p>28. The school principal(s) (general director, deputy general directors) benefited from in-service training programmes focused on working with children from vulnerable groups, on diversity management / history and culture of national minorities and/or prevention of discrimination, or on equity / gender equity in education, in the previous school year.</p>	<p>5. Total number of school principals (with legal personality).</p> <p>4.1. Number of principals who benefited from training programmes focused on working with children from vulnerable groups. Examples.</p> <p>4.2. Diversity management. Examples.</p> <p>4.3. History and culture of national minorities. Examples.</p> <p>4.4. Prevention of discrimination. Examples.</p> <p>4.5. Equity / gender equity in education. Examples.</p>

IV. Indicators concerning governance bodies and available support services

Indicator	Data required
<p>29. Representation of parents belonging to each ethnic group in the Administrative Council of the educational establishment and in the Parents' Committee of each class.</p> <p>30. Representation of parents of students with disabilities with only a DGASPC file / special medical conditions in the Administrative Council and in each class's Parents' Committee.</p> <p>31. Representation of parents of students with SEN with only a CJRAE certificate in the Administrative Council and in each class's Parents' Committee.</p> <p>32. Representation of parents of students with both a DGASPC file / special medical conditions and a CJRAE certificate in the Administrative Council and in each class's Parents' Committee.</p>	<p>A – Number of parents belonging to each ethnic minority in the school / parents of students with a disability with a DGASPC file / special medical conditions and a CJRAE certificate / parents of students with SEN with a CJRAE certificate represented in the Administrative Council.</p> <p>B – Total number of parents in the Administrative Council.</p> <p>C – Number of those same parents represented in each class's Parents' Committee.</p> <p>D – Total number of parents in each class's Parents' Committee.</p>
<p>33. Representation of parents of students for whom a file has been drawn up for a social scholarship, for the free provision of school supplies, or for any other form of support, irrespective of whether they currently benefit from it (financial constraints) in the Administrative Council and in each class's Parents' Committee.</p>	<p>A – Number of parents of students for whom a file has been drawn up for a social scholarship, for the free provision of school supplies, or for any other form of support, irrespective of whether they currently benefit from it (financial constraints) represented in the Administrative Council and in each class's Parents' Committee.</p> <p>B – Total number of parents in the Administrative Council.</p> <p>C – Number of parents of students for whom a file has been drawn up for a social scholarship, for the free provision of school supplies, or for any other form of support, irrespective of whether they currently benefit from it (financial constraints) represented in each class's Parents' Committee.</p> <p>D – Total number of parents in each class's Parents' Committee.</p>



<p>34. At high-school level, representation of parents of rural-origin students in the high school's Administrative Council and in each class's Parents' Committee.</p>	<p>A – Number of parents of rural-origin students represented in the Administrative Council and in each class's Parents' Committee.</p> <p>B – Total number of parents in the Administrative Council.</p> <p>C – Number of rural-origin parents represented in each class's Parents' Committee.</p> <p>D – Total number of parents in each class's Parents' Committee.</p>
<p>35. Existence of a school mediator at the level of the educational establishment.</p>	<p>Is there a school mediator at the level of the educational establishment? 1. YES 2. NO</p>
<p>36. Enumeration of the support services provided within the pre-university educational establishment to toddlers, preschoolers or students with SEN and their families (including the number of professionals providing such services in the establishment).</p>	<p>What types of support services are provided to toddlers, preschoolers or students with SEN and their families in the establishment? ...</p> <p>Number of professionals providing such services in the establishment: ...</p>

V. Indicators on the quality of infrastructure and facilities of the pre-university educational establishment

Indicator	Data required
37. Physical condition of the building(s) of the pre-university educational establishment.	<p>Assessment of the physical condition of the building(s):</p> <p>On a scale of 1 to 4, how do you rate the physical condition of the building (assess each building of the school where there are several)?</p> <p>1 – deplorable, extremely poor; 4 – very good, excellent.</p> <p>Year of construction of the building where school activities take place (where activities are conducted in several buildings, indicate the year of construction of each).</p> <p>Building 1: Building 2:</p>
38. Physical condition of classrooms.	<p>Assessment of the physical condition of the classrooms:</p> <p>On a scale of 1 to 4, how do you rate the physical condition of the classrooms (assess each classroom)?</p> <p>1 – deplorable, 4 – very good.</p> <p>Year of the last renovation/refurbishment of each classroom where school activities take place.</p> <p>Classroom 1: Classroom 2: Classroom 3:</p>
39. Physical condition of school furniture (per class).	<p>Assessment of the physical condition of school furniture (per class):</p> <p>On a scale of 1 to 4, how do you rate the physical condition of school furniture (assess for each class)?</p> <p>1 – deplorable, 4 – very good.</p> <p>Year of purchase of the furniture in each classroom.</p> <p>Classroom 1: Classroom 2: Classroom 3:</p>
40. Does the establishment have its own source of drinking water or is it connected to the public drinking-water supply system?	<p>Does the establishment have its own source of drinking water or is it connected to the public drinking-water supply system?</p> <p>1. Yes 2. No</p>
41. How many functional laboratories does the school have?	<p>Number of functional laboratories in the establishment: ...</p>

42. How many volumes does the school library contain?	Number of titles in the school library? ... Number of volumes (including titles in multiple copies) in the school library? ...
43. Are there classrooms that are not heated during the cold season?	10. How many classrooms are not heated during the cold season? (enter a number)
44. Does the establishment have a sports hall / sports field?	Does the establishment have a sports hall / sports field? 1. YES 2. NO

VI. Indicators on the school ethos

Indicator	Data required
45. Are there materials displayed on school notice boards or through other display means accessible to all students that reflect the diversity of the students, including the history and culture of the national minorities?	Enumeration.
46. Are there courses in the school-based curriculum (CDS) that reflect the diversity of the students, including the history and culture of the national minorities?	Enumeration.
47. Has the establishment entered into partnerships with non-governmental organisations for the promotion of school inclusion and diversity, including the history and culture of the national minorities?	1. Yes 2. No
48. Is the subject 'history and traditions of the national minorities' present in the school population taught in the establishment, and how many students applied for and how many are enrolled in this subject?	21. Did the student apply to study the subject 'history and traditions of the national minorities'? YES/NO 21.1. Does the student study the subject 'history and traditions of the national minorities'? YES/NO
49. Have phenomena of school segregation (on any of the criteria set out in the present Order) been observed in the school in the past?	1. Yes 2. No



50. Has the school developed and implemented a school desegregation plan?

1. Yes 2. No

If YES, status of the desegregation plan:

1. Under implementation 2. Implementation completed

ANNEX 1.3. Indicators monitored for study formations in part-time/evening education or set up within 'Second Chance' programmes

Indicator	Data required
1. Percentage of students belonging to each ethnic group, at the level of each class/group;	Is the student/learner enrolled in a part-time/evening form of education? YES/NO
2. Percentage of students with disabilities with only a DGASPC file / special medical conditions, at the level of each class/group;	Is the student/learner enrolled in a form of education within 'Second Chance' programmes? YES/NO
3. Percentage of students with SEN with only a CJRAE orientation certificate, at the level of each class/group;	As long as the status of participant in a study formation in part-time/evening education or set up within 'Second Chance' programmes is known, by correlation with the information on ethnicity / possible disability / rural-area origin for each participant, the percentage of students in each category can be calculated. Therefore, the data specified in Annex 1.1 shall also be filled in for the category of learners participating in the school-education process in study formations in part-time/evening education or set up within 'Second Chance' programmes.
4. Percentage of students with both a DGASPC file / special medical conditions and a CJRAE orientation certificate, at the level of each class/group;	
5. Percentage of students coming from each area of residence (urban/rural);	
6. Average of the graduation grades for 5th–8th grade of the students in each part-time/evening study formation, where several classes exist in the same year of study (at specialisation / qualification / study programme level).	Average of the graduation grades for 5th–8th grade of the students in each part-time/evening study formation: