

DEIS Plan 2017

Frequently Asked Questions

Identification Process

The details of the assessment process and its methodology are set out in Chapter 3 of the Report of the Review of DEIS.

How are schools selected for participation?

All schools in the country across both the Primary and post Primary sectors are assessed in terms of the socio-economic background of their pupil cohort using centrally held data. This determines the level of concentrated disadvantage across the school system to identify those schools which require the greatest level of support.

Key Data Sources

1. DES Primary Online Database (POD) and Post-Primary Online (PPOD) Databases;
An extract of the addresses in POD and PPOD was taken containing the following information:
 - a) Pupil ID, Roll No, Address
 - b) Pupil ID is used only for technical data reasons to monitor changes and allow updates to the overall dataset on a yearly basis (i.e. new entrants to the education system/moving schools/leaving the education system)
 - c) Roll No is used to compile small area statistics on a school by school basis.
 - d) Address information is used to identify the small areas that each school draws their pupils from.
 - e) Data is then anonymised to remove all personally identifiable information and to anonymise all records leaving only a list of addresses. The geocoding phase of the process involves matching anonymised student addresses to the Geodirectory (Health Atlas) with the objective to match to Census Small Areas level.

2. The CSO Small Area Population Statistics (SAPs)/Pobal HP Deprivation Index (HP Index) 2011
 - a) CSO data from the Census of Population and for Small Area of Population (SAP);
The 2011 Census broke the country down into over 18,000 'Small Areas', which were standardised in size to a mean of 100 households per area. These small areas were then merged with the HP Index to measure the relative affluence or disadvantage of each 'Small Area'.
 - b) The HP Index is a method of measuring the relative affluence or disadvantage of a particular geographical area based on the CSO SAP statistics. The HP Index involves three dimensions of affluence/disadvantage: Demographic Profile (age, education, population increase), Social Class Composition (education level, employment sector, mean number of persons per room) and Labour Market Situation (percentage of unskilled workers, unemployment profile, one parent family profile).

The HP Index provides a statistical tool for the identification of geographic areas where high levels of disadvantage represent a high risk of educational disadvantage.

This process effectively places each student on a map showing the various levels of deprivation in the area in which the student resides (note it is not the area in which the school is located). Where

pupils (on the basis of their addresses only) are situated in an area of high deprivation, they will be marked as such and recorded against the school which they are attending. This determines the level of concentrated disadvantage in each school. A disadvantaged rating for each school is calculated on the basis of the number of pupils in the school residing in an area of high deprivation as a proportion of the total enrolment.

What data was used for this current identification process?

The initial assessment used pupil data collected in the school census returns as supplied by schools in September 2015 to POD and PPOD combined with the Small Area Population statistics based on the National Census Population Data from the 2011 Census.

Why was 2016 National Census data not used?

The Census Small Area Population statistics which is based on the 2016 National Census is not currently available.

When will a process be run with more up-to-date data?

The CSO has advised that the 2016 National Census of Population Small Area Population statistics (SAPs) will be available in July 2017. After this the Pobal HP Index will then be updated and used together with pupil data from the school census returns of September 2016 to undertake a further assessment of all schools.

How are Primary schools categorised as between Urban and Rural?

The categorisation of DEIS primary schools as between Urban/Rural is undertaken using the CSO boundary data classification of 'Settlements'

<http://www.cso.ie/en/census/census2011boundaryfiles/>

Urban settlements are towns with a population of 1,500 or more, while settlements with a population of less than 1,500 are classified as rural. This CSO classification also takes into account growth in population and the expansion of urban areas over time (urban sprawl), and is considered the most appropriate method of categorising schools as between urban and rural.

It is important to note that the categorisation of a school as urban or rural is not related to the assessed level of concentrated disadvantage of its pupil cohort.

Can I apply to be included in the DEIS programme?

There is no need for schools to apply for assessment as the data required is already available to the DES.

How many new schools will be included in the Schools Support Programme under the new DEIS Plan?

A total of 79 schools which have not previously participated in DEIS will be included in the Programme from September 2017.

A further 30 existing urban primary schools participating in DEIS at Urban Band 2 level whose identified level of disadvantage has increased such as to warrant additional supports will receive this additional supports from September 2017.

Category	No. of schools
Rural	51
U band 1	15
Post Primary	13
B2 to B1*	30
TOTAL	109

Details of these schools are available on the DES website at:

<http://www.education.ie/en/Schools-Colleges/Services/DEIS-Delivering-Equality-of-Opportunity-in-Schools/>

Why has my school not been included in DEIS?

In its initial application, the new identification model has identified that there are schools in disadvantaged areas, not previously included in DEIS, whose level of disadvantage is significantly higher than many schools already in the programme. Schools included in the list published by the Department on 13th February are those whose level of concentrated disadvantage has been identified as being at the highest level and comparable to the current DEIS Urban Band 1 category. Accordingly, as a first step, these schools will be included the DEIS School Support Programme with effect from September 2017.

Schools which have not been included at this time are those who have not been identified as being in that category. As stated in the DEIS Plan, this initial identification process will be followed by a further programme of work to create a more dynamic model where levels of resource more accurately follow the levels of need identified by that model.

The fact that a school has not been included in the programme on this occasion does not preclude its inclusion at a later date, should its level of disadvantage warrant the allocation of additional resources under DEIS.

Is there an appeals process?

The identification process used to assess schools for inclusion in the DEIS programme used centrally held CSO data as represented by the HP Index of Deprivation and DES school data as

supplied by schools through the POD and PPOD databases. The new DEIS Plan provides the verification of the information used to assess the level of disadvantage of a school. This process involves a check of the school data used i.e. 2015/16 school census data, and a check of the application of the data by the DES to ensure that no administrative errors have occurred. Schools wishing to avail of this process may submit an application for same to

social_inclusion@education.gov.ie

Will schools be informed of their assessment under the new identification process?

It is the intention of the Department to make available to all schools information relating to their school's concentrated level of disadvantage. Arrangements for this are in hand and schools will be advised in due course.

What will happen to schools currently in DEIS who may have been identified as having a different (higher/lower) level of disadvantage under the new assessment process?

For the 2017/18 school year, there will be no change for schools currently in DEIS, i.e. they will continue to receive the same level of supports under the SSP. Urban Band 2 schools included in the list published on 13th February, which have been identified as having increased levels of disadvantage, will begin to receive additional resources from September 2017.

If the circumstances of a school change, can it be considered for inclusion in DEIS in the future?

One of the key strengths of the new identification process is that it is designed to be more flexible and responsive. Because POD and PPOD data is updated annually, and CSO/HP information 5-yearly, adjustments can be made, to reflect significant demographic change. However, it is not intended that schools will be assessed continuously. A significant socio-demographic change would have to be observed before a re-assessment would be considered.

DEIS Plan 2017

How does the DEIS Plan 2017 differ from the current DEIS programme?

- The way in which schools are identified for inclusion in the programme has changed with the development and application of a more responsive and flexible method of identifying schools for inclusion in the SSP. The new identification methodology uses centrally held CSO Small Area data, as represented in the Haase Pratschke Index of Deprivation (HP Index), combined with DES Primary and Post Primary data supplied by schools. This new process will also eliminate the need for an application process thereby reducing the administrative burden on schools. Further detail in relation to the assessment methodology can be found in the Report of the Review on DEIS which is available in the DEIS section of the DES website at <http://www.education.ie/en/Schools-Colleges/Services/DEIS-Delivering-Equality-of-Opportunity-in-Schools-/DEIS-Review-Report.pdf>

- This new identification process will be applied to make adjustments to the level of resources received by schools participating in the programme, beginning with the phased extension of the programme to non-DEIS schools who have been identified as having the highest levels of concentrated disadvantage from September 2017.
- The Plan builds on the existing DEIS School Support Programme to improve the deployment of resources available to schools participating in DEIS. Further details on the Actions are contained in the DEIS Plan 2017.
- It promotes the piloting of innovation and creativity in interventions to tackle educational disadvantage. A pilot programme supported by a new School Excellence Fund will test delivery of interventions in the following key areas School Leadership, School networking/clustering, teaching methodologies, integration of all supports within communities, greater use of HSCL services.
- A comprehensive Monitoring and Evaluation Framework will track the progress being made by DEIS schools and ancillary support services to ensure that supports are effectively deployed to achieve better outcomes for learners.

Will there still be “Band 1”, “Band 2” and “Rural” categories in terms of the supports being provided?

The current DEIS categories for schools will remain in the short to medium term to facilitate more in-depth research and monitoring on the impact of the programme on educational outcomes.

The approach under the DEIS Plan is to take an incremental approach to resource allocation with a proposal to make required adjustments over a three year period beginning in the 2017/18 school year.

The implementation of the new objective data-based model of identifying levels of disadvantage within school populations, as described in the Plan, will be followed by a further programme of work to create a more dynamic model where levels of resource more accurately follow the levels of need identified by that model.

From what date will the new plan be implemented?

The new Plan will be implemented on a phased basis with effect from September 2017.

What if my school is new to DEIS and the additional teaching resources allocated lead to a requirement for additional accommodation - will my school be prioritised in this case?

Where accommodation issues arise for schools, an engagement will be arranged with the DES Planning and Building Unit under the Additional Accommodation Scheme. The purpose of this scheme is to ensure that essential classroom accommodation is available to cater for pupils enrolled each year and where the need cannot be by the school’s existing accommodation.

Are DEIS schools still required to have a DEIS Plan in place?

There is no requirement for schools to compile a separate 'DEIS Plan'. Since 2012/13, all schools, including those in receipt of funding under the SSP, are required to engage in school self-evaluation. Similarly, all schools are required to engage in Action Planning for Improvement and schools resourced under the SSP should continue to plan under the key themes of Attendance, Retention, Progression, Literacy, Numeracy, Partnership with Parents and Partnership with Others. In addition, SSP schools should also include in their Action Plans, training in School Leadership, Wellbeing and Arts in Education Charter initiatives.

Funding

Has there been any increase in funding for DEIS?

Budget 2017 allocated €5m in additional funding to the current DEIS allocation of €97m – equivalent to a full year value of €15m. This funding will allow for new schools to participate in a renewed School Support Programme through a gradual allocation of resources. It will also allow for the creation of a number of pilot projects for school clusters to test effective interventions and to provide evidence for future resourcing.

Will there be guidelines on how funds provided under the SSP should be spent?

The Department will provide all schools with guidelines on the use of DEIS funding.

Will SSP schools still get increased funding under the Book Grant scheme?

Primary and Post Primary schools participating in the School Support Programme will continue to receive enhanced grants under the Book Grant scheme (an additional €10 per pupil for primary and €15 per pupil for post primary). All DEIS schools will now also be required to establish and operate a Book Rental Scheme, the primary purpose of which is to provide schoolbooks at a lower cost to children from socio-economically disadvantaged backgrounds.

Staffing

Is there any provision for an increase in staffing levels for SSP schools?

Urban Band 1 schools will continue to receive a preferential teacher allocation to allow them implement a staffing schedule to accommodate class sizes of 20:1 for junior classes and 24:1 for senior classes.

As part of the Monitoring and Evaluation framework, the level of teaching resources for schools participating in the SSP will be evaluated.

Will Administrative Principals continue to be allocated to Urban DEIs Primary schools on a lower enrolment threshold?

This will continue to be the case. However, as provided in the DEIS Plan, the allocation of an Administrative Principal on a lower enrolment threshold will be kept under review in the context of improved data.

Supports

What supports are there for teachers/Principals?

The Action Plan for Education 2016 – 2019 acknowledges that success in education is built on the quality of leadership and innovation in teaching. This plan focuses on developing leadership capacity, strengthening teaching and learning, promoting innovation and delivering quality initial teacher education and continuous professional development.

- In terms of school leadership, Principals in SSP schools will have priority access to leadership training and other relevant courses run by the Centre for School Leadership.
- Staff in SSP schools will also be given priority access to CPD in relevant areas
- Behavioural supports will be more widely available to all SSP schools, both Primary and Post Primary

Literacy

What measures are in place to improve literacy?

The forthcoming Interim review of the National Strategy on Literacy and Numeracy for Learning and Life includes DEIS-specific targets for literacy and numeracy for schools catering for the highest concentrations of pupils at greatest risk of educational disadvantage, to maintain focus on reducing the achievement gap between pupils in DEIS schools and the national norm. DEIS Band 1 schools will be required to take account of these targets in maintaining a focus on improving literacy and numeracy, informed by best practice.

How will any improvement in literacy attainment be measured?

Ongoing evaluation of pupil attainment in DEIS schools will be undertaken as part of the DEIS Monitoring and Evaluation Framework. DEIS schools are also among the sample schools tested under the national Assessments of English reading and mathematics (NAERM).

Will teachers receive any training to support improvements in literacy?

DEIS schools will continue to receive priority from the DES PDST Service to ongoing professional development in this area. In addition, PDST will provide specific targeted support for teachers in DEIS Band 1 schools in the context of the DEIS-specific targets contained in the Interim review of the National Strategy on Literacy and Numeracy for Learning and Life.

How will DEIS schools be supported in improving Wellbeing?

As set out in the DEIS Plan 2017, the DES will actively support and develop wellbeing initiatives to ensure that mental resilience and personal wellbeing are integral parts of the education and training system. All SSP post primary schools will implement the Junior Cycle wellbeing programme for students entering first year in September 2017. NEPS will increase their time allocation of DEIS schools in accordance with their plan for priority service delivery and 10 additional NEPS psychologists will be appointed to improve supports to DEIS schools.

How was the DEIS programme reviewed?

The structure of the DEIS review process is set out at <http://www.education.ie/en/Schools-Colleges/Services/DEIS-Delivering-Equality-of-Opportunity-in-Schools-/DEIS-Review-Process-Information-Note.pdf>

Further queries:

Any questions not dealt with in this document should be addressed to:

social_inclusion@education.gov.ie