

Annex I: SABER-Engaging the Private Sector Rubrics

The following tables display the indicators and scales utilized for benchmarking an individual country’s policy on private sector engagement in education. Across the four types of private schools, the indicators pertaining to each goal are largely the same; where a certain indicator pertains only to certain school types, this is noted within the table.

Table A1.1 Policy Goal: Encouraging Innovation by Providers

Indicator	Latent	Emerging	Established	Advanced
Teacher standards	The central government has the legal authority to set minimum standards for teachers.	Regional or municipal governments have the legal authority to set minimum standards for teachers, with final review by central authorities.	Regional or municipal governments have the legal authority to set minimum standards for teachers without final review by central authorities.	Schools have the legal authority to set their own teacher standards without final review by central authorities.
Teacher appointment and deployment	The central government has the legal authority to appoint and deploy teachers.	Regional or municipal governments have the legal authority to appoint and deploy teachers. Appointments are subject to final review by central authorities.	Regional or municipal governments have the legal authority to appoint and deploy teachers without review by central authorities.	Schools (i.e., individual school principals, school councils, parent associations, etc.) have the legal authority to appoint teachers without review by central authorities.
Teacher salary	The central government has the legal authority to determine teacher salary levels.	Regional or municipal governments have the legal authority to determine teacher salary levels, with final review by central authorities.	Regional or municipal governments have the legal authority to determine teacher salary levels without review by central authorities.	Schools have the legal authority to determine teacher salary levels without review by central authorities.
Teacher dismissal	The central government has the legal authority to dismiss teachers.	Regional or municipal governments have the legal authority to dismiss teachers, with final review by central authorities.	Regional or municipal governments have the legal authority to dismiss teachers without review by central authorities.	Schools have the legal authority to dismiss teachers without review by central authorities.

Table A1.1 Policy Goal: Encouraging Innovation by Providers

Indicator	Latent	Emerging	Established	Advanced
Curriculum delivery	The central government has the legal authority over how the curriculum is delivered.	Regional or municipal governments have the legal authority over how the curriculum is delivered, with final review from central authorities.	Regional or municipal governments have the legal authority over how the curriculum is delivered without final review from central authorities.	Schools have the legal authority over how the curriculum is delivered without final review by central authorities.
Classroom resourcing	The central government has the legal authority over how resources are allocated to the classroom (e.g., class sizes).	Regional or municipal governments have the legal authority over how resources are allocated to classrooms, with final review from central authorities (e.g., class sizes).	Regional or municipal governments have the legal authority over how resources are allocated to classrooms without final review by central authorities (e.g., class size).	School have the legal authority over how resources are allocated to classrooms without final review by central authorities (e.g., class sizes).
Budget autonomy <i>(not applicable to independent private schools)</i>	The central government has the legal authority over the management of school operating budgets.	Regional or municipal governments have the legal authority over the management of school operating budgets, with final review by central authorities.	Regional or municipal governments have the legal authority over the management of school operating budgets without final review by central authorities.	Schools have the legal authority over the management of school operating budgets without final review by central authorities.

Table A1.2 Policy Goal: Holding Schools Accountable

Indicator	Latent	Emerging	Established	Advanced
Student Standards	The central government does not set standards on what students need to learn.	The central government does set standards for what students need to learn, but it does not indicate how well	The central government does set standards for what students need to learn and also indicates EITHER by when OR how	The central government does set standards for what students need to learn, by when, and how

Table A1.2 Policy Goal: Holding Schools Accountable

Indicator	Latent	Emerging	Established	Advanced
		or by when.	well.	well.
Student Assessment	Students do not take standardized exams.	Students take standardized exams, but the exams are not administered annually.	Students take standardized exams annually.	Students take standardized exams annually, and results are disaggregated by school, socioeconomic background, gender, and other criteria of student (dis)advantage.
Inspection	The central government does not require schools to undergo inspections.	The central government requires schools to undergo inspections, but no term is specified.	The central government requires schools to undergo standard-term inspections.	The central government requires schools to undergo inspections, with the frequency of inspections depending on the results of the previous inspection.
Improvement planning	Not applicable if the government does not require schools to take part in inspections.	Inspection reports include strengths and weaknesses of the school.	Inspection reports include the strengths and weaknesses of a school, as well as specific priorities for improvement.	Inspection reports include strengths and weaknesses of the school. Schools are required to submit a school improvement plan with specific priorities for improvement following the inspection.

Table A1.2 Policy Goal: Holding Schools Accountable

Indicator	Latent	Emerging	Established	Advanced
Sanctions and rewards	Sanctions are not administered based on the results of school inspections or school performance on standardized exams.	Sanctions include additional monitoring and/or warnings; they are administered based on the results of school inspections or school performance on standardized exams.	Sanctions include additional monitoring and fines; fines are administered based on the results of school inspections or school performance on standardized exams. <i>For government-funded, privately managed, and voucher schools: rewards may also be used.</i>	Sanctions include additional monitoring, fines, and as a final measure, school closures; decisions are made based on the results of school inspections or school performance on standardized exams. <i>For government-funded, privately managed, voucher schools: rewards are also used.</i>
Financial reporting <i>(not applicable to independent private schools)</i>	The central government does not require schools to report on the use of public funds as a condition for the continuation of funding.	The central government requires schools to report on the use of public funds as a condition for continued funding, but on an ad-hoc basis and not according to a standard-term schedule.	The central government requires schools to report on the use of public funds as a condition for continued funding according to a standard-term schedule.	The central government requires schools to report on the use of public funds as a condition for continued funding on a standard-term schedule, with greater monitoring of schools that have failed to adhere to report requirements in the past.

Table A.1.3. Policy Goal: Empowering All Parents, Students and Communities

Indicator	Latent	Emerging	Established	Advanced
Information	No information is provided to parents on the results of standardized exams or inspection reports.	Ad-hoc information is provided to parents on standardized exam results or inspection reports.	Regular information is provided to parents on standardized exam results or inspection reports.	A variety of sources provide parents with regular information on standardized exam results (disaggregated by school, socioeconomic background, gender, and other criteria of student [dis]advantage) and inspection reports. Policy specifies information on interventions designed to targeted disadvantaged student groups.
Voice	Not applicable if the government does not require schools to take part in inspections.	Neither students nor parents are surveyed as part of the inspection process.	Students OR parents are interviewed as part of the inspection process.	Student AND parents are interviewed as part of the inspection process.
Selection <i>(not applicable to independent private schools)</i>	Schools are allowed to select students based on both academic performance and geography.	Schools are allowed to select students based on academic performance OR geography.	Schools are not allowed to select students, but schools are not required to use a lottery if oversubscribed.	Schools are not allowed to select students, and are required to conduct a lottery if school is over-subscribed.

Table A.1.3. Policy Goal: Empowering All Parents, Students and Communities

Indicator	Latent	Emerging	Established	Advanced
Contributions <i>(not applicable to independent private schools)</i>	Parental choice is restricted by compulsory monetary parent contributions that, if not paid, prohibits a child from attending the school.	Parental choice is restricted by voluntary monetary contributions (i.e., contributions to a school fund).	Parental choice is restricted by voluntary nonmonetary contributions (i.e., in-kind labor or goods) to a school.	Parental choice is not restricted by any type of required parental contributions.
Tuition fees <i>(for independent private schools only)</i>	The central government sets standardized tuition fees.	The central government does not set standardized tuition fees, but imposes a tuition cap (an overall amount or percentage increase).	Schools set fees, but those fees are subject to review by the central government.	Schools set fees without any review by the central government.
Financial support <i>(for independent private schools only)</i>	The central government does not provide tax subsidies or cash transfers to families whose children attend private schools.	The central government provides tax subsidies to families whose children attend private schools.	The central government provides tax subsidies AND cash transfers to families, which can be used to enable their children to attend private schools.	The central government provides targeted cash transfers that can be used by disadvantaged students attending private schools.

Table A.1.4. Policy Goal: Promoting Diversity of Supply

Indicator	Latent	Emerging	Established	Advanced
Ownership	The central government allows one of the following types of organizations to operate schools: Community Not-for-profit Faith-based	The central government allows two of the following types of organizations to operate schools: Community Not-for-profit Faith-based	The central government allows three of the following types of organizations to operate schools: Community Not-for-profit Faith-based	The government allows all of the following types of organizations to operate schools: Community Not-for-profit Faith-based

Table A.1.4. Policy Goal: Promoting Diversity of Supply

Indicator	Latent	Emerging	Established	Advanced
	For-profit	For-profit	For-profit	For-profit
Certification standards	Certification standards, which are not linked to education outcomes, restrict market entry. These include all of the following: 1. land (undulating, distance from public venues, etc.) 2. facilities (separate science labs, weather vanes, etc.) 3. assets (ownership of land or buildings)	Certification standards, which are not linked to education outcomes, restrict market entry. These include two of the three following criteria: 1. land (undulating, distance from public venues, etc.) or 2. facilities (separate science labs, weather vanes, etc.) 3. assets (ownership of land or buildings)	Certification standards, which are not linked to education outcomes, restrict market entry. These include one of the three following criteria: 1. land (undulating, distance from public venues, etc.) 2. facilities (separate science labs, weather vanes, etc.) 3. assets (ownership of land or buildings)	Certification standards, which are not linked to education outcomes, do not restrict market entry.
Market entry information	Registration/certification guidelines are not officially outlined.	Registration/certification guidelines are not made public and available only upon request.	Registration/certification guidelines are made public, but by a single source.	Registration/certification guidelines are made public and by multiple sources.
Regulatory fees	Schools are able to operate while paying four or more types of fees.	Schools are able to operate while paying two to three types of fees.	Schools are able to operate while paying one type of fee.	Schools are able to operate without paying fees.
Funding <i>(not applicable to independent private schools)</i>	Academic operating budgets are not equivalent to per-student funding amounts in public schools.	Academic operating budgets are equivalent to per-student funding amounts in public schools.	All budgets — academic and other, such as for facilities and transport — are equivalent to per-student funding amounts in public schools. Schools <u>do not</u> receive targeted funding to meet specific student needs.	All budgets — academic and other, such as for facilities and transport — are equivalent to per-student funding amounts in public schools. Schools <u>do</u> receive targeted

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Indicator	Latent	Emerging	Established	Advanced
				funding to meet specific student needs.
Incentives <i>(not applicable to independent private schools)</i>	No incentives exist.	Schools are supported by one of the following: 1. start-up funding similar to that provided to public schools 2. access to government land or unused government facilities 3. exemption from local taxes (i.e., property taxes) similar to that granted to public schools	Schools are supported by two of the following 1. start-up funding similar to that provided to public schools 2. access to government land or unused government facilities 3. exemption from local taxes (i.e., property taxes) similar to that granted to public schools	Schools are supported by all of the following 1. start-up funding similar to that provided to public schools 2. access to government land or unused government facilities 3. exemption from local taxes (i.e., property taxes) similar to that granted to public schools
Planning <i>(not applicable for independent private schools)</i>	Schools are provided information on the allocations to be transferred to them less than 1 month before the start of the academic year.	Schools are provided information on the allocations to be transferred to them between 1 and 3 months before the start of the academic year.	Schools are provided information on the allocations to be transferred to them between 4 and 6 months before the start of the academic year.	Schools are provided information on the allocations to be transferred to them more than 6 months before the start of the academic year.
Coverage <i>(for privately managed schools only)</i>	Coverage of charters is restricted by three of the following: 1. student numbers 2. school numbers and location (i.e., certain cities or districts) 3. only new or only existing schools are able to become charters	Coverage of charters is restricted by two of the following: 1. student numbers 2. school numbers and location (i.e., certain cities or districts) No restrictions due to new/existing school status.	Coverage of charters is restricted by one of the following: 1. student numbers 2. school numbers and location (i.e., certain cities or districts).	No restrictions. Charters are not restricted by student numbers, school numbers, or location (i.e., certain cities or districts).