

From: [redacted]
Sent: 14 May 2019 15:08
To: [redacted]
Cc: [redacted] Logan G (Graeme) <Graeme.Logan@gov.scot>
Subject: RE: Education Attainment indicator - NPF

Hi [redacted]

That's fine. I just wanted to make sure we were covering the H&W measures elsewhere.

Cheers

[redacted]

From: [redacted]
Sent: 09 May 2019 11:46
To: [redacted]
Cc: [redacted]
Subject: RE: Education Attainment indicator - NPF

Thanks [redacted],

There are separate NPF indicators on 'Confidence of children and young people' and 'Resilience of children and young people' which I understand are intended to cover health and wellbeing measures.

To provide some additional context, the initial preference of the NPF team was that there should be a single measure per indicator (with attainment being a single indicator). There followed some discussions involving Andy Bruce to ensure that the recognition within the NIF that no single measure can adequately capture performance was adequately reflected in the NPF. This is how we got to the current arrangement of an education attainment indicator made up of 7 sub-measures with the separate indicators intended to cover the health and well-being issues. I've attached an e-mail from Andy Bruce which explains this better than I am doing!

Let me know if this is satisfactory – very happy to discuss.

Kind regards
[redacted]

[redacted]
[redacted] | Performance and Attainment Statistics Team
Education Analysis | Scottish Government

Tel: [redacted]
e-mail: [redacted]

From: [redacted]
Sent: 08 May 2019 15:28
To: [redacted]

Cc: [redacted]

Subject: RE: Education Attainment indicator - NPF

Hi [redacted]

[redacted] passed this on to me to take a look. While it looks fine in terms of a purely attainment focused indicator, it doesn't capture all the elements of attainment that we were keen to ensure were covered when considering the poverty related attainment gap in the NIF. As you know, we have a basket of 11 key measures to assess progress to reduce the attainment gap, which include the 7 sub measures proposed for the National Performance Framework. Do you know whether the other NIF measures, particularly the 2 health and wellbeing measures (Children total difficulties score age 4-12 and age 13&15) are covered elsewhere in the NPF, and if there is any way of making a link between those and the Education Attainment indicator? If not, I would be concerned that the NPF indicator doesn't cover the impact on attainment of the education system as a whole.

Happy to discuss.

Cheers

[redacted]

[redacted] | National Improvement Framework Unit | Learning Directorate | Scottish Government | 2-C (North) Victoria Quay Edinburgh EH6 6QQ | [redacted]

From: [redacted]

Sent: 01 May 2019 09:04

To: Bruce A (Andrew) <Andrew.Bruce@gov.scot>; [redacted]

Cc: Wilson M (Mick) <Mick.Wilson@gov.scot>

Subject: Education Attainment indicator - NPF

Hi Andy and [redacted],

Following some work that I think Andy was involved in a while back I've been working on the Education Attainment indicator for the National Performance Framework. The indicator consists of 7 sub-measures which I think is a balance between our desire to reflect the range of measures in the NIF and the NPF desire to have a single indicator for Education Attainment.

I'd like to get your views on the current proposals before hopefully signing this off with the NPF Technical Advisory Group (who have indicated they are content with the proposed approach). I've attached a link to the current draft of the technical note which outlines what the indicator is, how it is measured etc. The main points are, I think:

- 1) The Education Attainment indicator will be built up of 7 sub-measures:
 - Proportion of Primary pupils achieving expected levels in all three Literacy organisers

- Proportion of S3 pupils achieving Third Level or better in all three Literacy organisers
- Proportion of Primary pupils achieving expected levels in Numeracy
- Proportion of S3 pupils achieving Third Level or better in Numeracy
- Proportion of school leavers attaining 1 or more award at SCQF Level 4 or above
- Proportion of school leavers attaining 1 or more award at SCQF Level 5 or above
- Proportion of school leavers attaining 1 or more award at SCQF Level 6 or above

2) The NPF adopts the approach that small changes in sub-measures do not necessarily represent changes in performance. With this in mind a sub-measure will be considered to be increasing / decreasing if it has changed by more than 1 percentage point. The exception to this rule is the 'Proportion of school leavers attaining 1 or more award at SCQF Level 4 or above' indicator. The proposal is that this will be considered to be improving / worsening if it has changed by more than 0.5 percentage points. The reason for this discrepancy is that the current value of this indicator is already high (over 90%) and is therefore possibly less likely to change by as much as 1 percentage point from one year to the next. Based on feedback from the Chief Statistician it was felt that this sub-measure should be considered to be increasing / decreasing if it has changed by more than 0.5 percentage points.

3) Based on the criteria above, if the majority of these sub-measures (4 or more) have seen an increase, the Education Attainment indicator arrow will show Performance Improving. If the majority of sub-measures have seen a decrease the indicator arrow will show Performance Worsening. In all other cases the indicator arrow will show Performance Maintaining.

I'd be grateful for your views on the indicator. Are you happy with this approach? I'm very happy to discuss this with you if that would be helpful.

Kind regards
[redacted]

[redacted]
[redacted] | Performance and Attainment Statistics Team
Education Analysis | Scottish Government

Tel: [redacted]
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Scotland Performs National Indicator technical text template

Please complete this template and send to [redacted] and [redacted], copying ScotlandPerformsUpdates@scotland.gsi.gov.uk. Under the text section please give details according to the respective headings – “Description”, “Source”, “Definitions”, “Criteria for recent change” and “Justification”. For guidance on how similar text was previously set out please visit: <http://www.gov.scot/About/Performance/scotPerforms>

Indicator name (What is the name of the National Indicator)

Education Attainment

Description (A description of the measure)

This indicator is comprised of seven sub-measures mirroring the National Improvement Framework for Education key measures for monitoring the attainment gap, and covering the key components of Curriculum for Excellence and key stages of school education:

- Proportion of Primary pupils achieving expected levels in all three Literacy organisers
- Proportion of S3 pupils achieving Third Level or better in all three Literacy organisers
- Proportion of Primary pupils achieving expected levels in Numeracy
- Proportion of S3 pupils achieving Third Level or better in Numeracy
- Proportion of school leavers attaining 1 or more award at SCQF Level 4 or above
- Proportion of school leavers attaining 1 or more award at SCQF Level 5 or above
- Proportion of school leavers attaining 1 or more award at SCQF Level 6 or above

Source (The data source)

[Achievement of Curriculum for Excellence Level statistics](#)
[School leaver attainment statistics](#)

Definitions (Descriptions of terminology used)

Proportion of pupils achieving expected levels in Literacy and Numeracy is based on the Achievement of Curriculum for Excellence Levels data collection.

The annual Achievement of Curriculum for Excellence (CfE) Levels data collection includes all Primary 1, Primary 4, Primary 7 and Secondary 3 pupils in publicly funded mainstream schools, and all pupils based in publicly funded special schools/units.

The collection covers performance in the three literacy organisers (i.e. reading, writing, and listening and talking) and numeracy, and reports on the proportion of pupils who have achieved the expected CfE Level, based on teacher professional judgements, relevant to their stage. The Primary measures included in the National Improvement Framework for Scottish Education and the National Performance Framework are based on a calculation derived from combining the P1, P4 and P7 data. The Literacy measure is calculated based on pupils achieving all three literacy organisers.

Proportion of school leaver attaining 1 or more award at Scottish Credit and Qualification Framework (SCQF) Level 4 or above, Level 5 or above and Level 6 or above are from school leaver attainment statistics. The presentation of school leaver attainment data by Scottish Government takes an outcomes-based approach; leavers are classified by identifying the highest SCQF Level at which they achieved one or more passes by the time they leave school.

Criteria for change (What change in the data constitutes a change in performance)

~~The evaluation is based on: any difference within +/- 1 percentage points of last years' figures suggests that the position is more likely to be stable. A change of more than +/- 1 percentage will be classified an increase/decrease.~~

The overall Education Attainment indicator arrow will reflect the underlying sub-measures. If the majority of sub-measures (4 or more) have seen an increase, the Education Attainment indicator arrow will show Performance Improving. If the majority of sub-measures have seen a decrease the indicator arrow will show Performance Worsening. In all other cases the indicator arrow will show Performance Maintaining.

The evaluation of whether an individual sub-measure has seen an increase or a decrease varies between sub-measures.

Where the level of a sub-measure is above 90% (or below 10%) any difference within +/- 0.5 percentage points of the previous year's figure suggests that the position is more likely to be stable. A change of more than +/- 0.5 percentage points will be classified as an increase/decrease.

This applies to the following sub-measures:

- Proportion of school leavers attaining 1 or more award at SCQF Level 4 or above

In all other cases (i.e. the sub-measure is between 10% and 90% inclusive) any difference within +/- 1 percentage point of the previous year's figure suggests that the position is more likely to be stable. A change of more than +/- 1 percentage points will be classified as an increase/decrease.

This applies to the following sub-measures:

- Proportion of Primary pupils achieving expected levels in all three Literacy organisers
- Proportion of S3 pupils achieving Third Level or better in all three Literacy organisers
- Proportion of Primary pupils achieving expected levels in Numeracy
- Proportion of S3 pupils achieving Third Level or better in Numeracy
- Proportion of school leavers attaining 1 or more award at SCQF Level 5 or above
- Proportion of school leavers attaining 1 or more award at SCQF Level 6 or above

These criteria will be kept under review and if sub-measures rise above 90% over time the criteria for these sub-measures may change.

The Achievement of CfE Level data are currently classified as Experimental Statistics. Achievement of CfE Level data continue to be data under development and caution should be applied when making comparisons to previous Achievement of CfE Level results. Comparisons across local authorities should not be made without full knowledge of local authorities' underlying approach to CfE.

Justification (Why has this indicator been chosen/ What's its importance)

The Scottish Government vision for education in Scotland is

- Excellence through raising attainment: ensuring that every child achieves the highest standards in literacy and numeracy, set out within Curriculum for Excellence levels, and the right range of skills, qualifications and achievements to allow them to succeed; and
- Achieving equity: ensuring every child has the same opportunity to succeed, with a particular focus on closing the poverty-related attainment gap.

As part of the development of the National Improvement Framework (NIF), Scottish Government worked with key stakeholders to explore and agree what specific measures were felt to drive improvement most usefully across all stages of a child or young person's life. The National Improvement Framework includes a basket of key measures based on this work. The measures chosen for this indicator are a subset of the attainment measures in the NIF.

Curriculum for Excellence is intended to help children and young people gain the knowledge, skills and attributes needed for life in the 21st century, including skills for learning, life and work. This indicator reflects progress towards one of the four capacities of Curriculum for Excellence – successful learners.

The use of 7 sub-measures (not a composite)

During the development of the NIF, and based on discussions with stakeholders, a number of key principles emerged relating to the way in which Educational attainment should be monitored. These included:

- The focus should be across all age ranges – from 3-18;
- Focusing on a single measure could provide a false and limited picture;
- They should be a credible set of measures – understood to fairly reflect progress

In particular it was determined that it was not possible to assess Educational attainment via a single measure. Such a measure, for example one focused on senior phase or leavers' data, would not be sufficient to demonstrate progress across Educational attainment as a whole. Similarly, the approach of using a complex algorithm to bring together a range of measures to produce a single indicator of progress was seen as being neither straightforward nor transparent.

For that reason, the educational attainment indicator consists of a range of measures that reflect the breadth of issues that can impact on attainment. These measures allow for assessment of progress across the 3-18 age range.

The Achievement of CfE Level data are currently classified as Experimental Statistics. Achievement of CfE Level data continue to be data under development and caution should be applied when making comparisons to previous Achievement of CfE Level results. Comparisons across local authorities should not be made without full knowledge of local authorities' underlying approach to CfE.

Displaying the data

- guidance needed on creating an accurate display of this indicator to describe overall performance

- no one sub-measure is more important than the other, therefore displaying one would lead to a false picture

Options for displaying the data include:

- displaying all 7 measures on 7 separate charts;
- displaying all 7 measures across, perhaps, 2 charts with multiple measures on each chart
- possibly displaying the aggregate performance of **the indicator** which might display how many measures are improving, worsening or maintaining. [WA(1)]