

## Scotland Performs National Indicator technical text template

Please complete this template and send to [redacted] and [redacted], copying [ScotlandPerformsUpdates@scotland.gsi.gov.uk](mailto: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

Suggested naming convention for these sub-measures is as follows:

- Education attainment: Primary 1,4 and 7 literacy
- Education attainment: Secondary 3 literacy
- Education attainment: Primary 1,4 and 7 numeracy
- Education attainment: Secondary 3 numeracy
- Education attainment: SCQF Level 4 or above
- Education attainment: SCQF Level 5 or above
- Education attainment: 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 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.