Accountability – KS4 and KS5

Changes (2016 to 2020) – Likely Impact
<table>
<thead>
<tr>
<th>Year</th>
<th>Event</th>
</tr>
</thead>
<tbody>
<tr>
<td>2004</td>
<td>Pupils in census but with no entries now included</td>
</tr>
<tr>
<td>2005</td>
<td>CVA Introduced</td>
</tr>
<tr>
<td>2008</td>
<td>English &amp; maths bonus included in ‘Best 8’</td>
</tr>
<tr>
<td>2010</td>
<td>Expected Progress</td>
</tr>
<tr>
<td>2011</td>
<td>CVA Dropped</td>
</tr>
</tbody>
</table>
| 2014 | Wolf Review implemented  
First entry only counted for performance tables  
VA Methodology changed |
| 2015 | Attainment 8 / Progress 8 (for schools who opt in)  
Last year of Expected Progress |
KS4 Accountability (Future)

2016
- 1-8 Scale used for Attainment 8 / Progress 8
- New KS2 assessments into Y7 (Sept 2016)
- Progress 8 headline accountability measure
- EBac continues, EM C+ (Basics)

2017
- First reformed GCSEs taken (English and mathematics)
- 1-9 Scale used for performance tables
- Revised points for ‘legacy’ GCSEs
- ‘Basics’ becomes EM 5+

2018
- More reformed GCSEs

2019
- More reformed GCSEs

2021
- Pupils with KS2 assessments from 2016 are now Y11
KS5 Accountability (2016 onwards)

Progress
• A value added progress measure for academic and Applied General qualifications and a completion and attainment measure for Tech Levels / Technical Certificates

Attainment
• Reported as average grade.

English and maths progress measure
• For those students who have not achieved at least a grade C at GCSE at the end of key stage 4.

Retention
• Proportion of students who are retained to the end of their main course of study within their study programme at a provider.

Destinations
• The percentage of key stage 5 students going to or remaining in an education and/or employment destination.
Attainment 8

- Maths (double weighted) 8=A*; 5=C; 1=G
- English (double-weighted if lit and language)
- EBacc science, computer science, history and geography, and languages
- Any unused GCSEs or other approved high value qualifications

1 1 3 3
Calculating Progress 8
Progress 8 – variation by pupil KS2
Progress 8 – variation by school KS2

School Intake (Average KS2 level)
• Schools grouped into 50 bands based on attainment of intake
• Progress 8 at school is NOT independent of attainment of intake
• Selective schools similar to ‘comprehensive’ schools with similar intakes
School Responses to Attainment 8

- Focus on teaching quality beyond English and maths
- Focus on all pupils, not just the C-D (or 4/5) borderline
- Realignment of the curriculum

- What Impact is this likely to have?
Entries and Attainment 8

- National mean values for 2011 to 2014
- Trend line (for 2011 -> 2014) projected onwards to 2016
- 2014 attainment levels, ALL pupils with 10 entries
- 2014 attainment levels, average 9.8 entries per pupil
- National 2014 attainment levels, no pupils with zero entries

3 Points i.e. difference of 0.3 in P8
Quantity and Quality

Low Entry High Attainment

High Entry High Attainment

Low Entry Low Attainment

High Entry Low Attainment

Quality (APS VA)

Quantity (Entry VA)
Quality / Quantity -> Progress 8
Attainment 8 Scores

2017 onwards

Grades 9..1,0

Grades A*-G, U
Students will not lose out as a result of the changes. We will use a statistical method (known as comparable outcomes) in 2017 so that:

• broadly the same proportion of students will achieve a grade 4 and above as currently achieve a grade C and above

• broadly the same proportion of students will achieve a grade 7 and above as currently achieve a grade A and above

• for each examination, the top 20 per cent of those who get grade 7 or above will get a grade 9

• the bottom of grade 1 will be aligned with the bottom of grade G

• grade 5 will be awarded to around the top third of students gaining the equivalent of a grade C and bottom third of a grade B. This has been defined as a good pass by the Department for Education.
FFT Interpretation

<table>
<thead>
<tr>
<th>Scale for 'Legacy' GCSEs (2016)</th>
<th>0</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>6</th>
<th>7</th>
<th>8</th>
<th>9</th>
<th>Score (FFT)</th>
</tr>
</thead>
<tbody>
<tr>
<td>0 U</td>
<td>100%</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>0.0</td>
</tr>
<tr>
<td>1 G</td>
<td>100%</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>1.0</td>
</tr>
<tr>
<td>2 F</td>
<td>50%</td>
<td>50%</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>1.5</td>
</tr>
<tr>
<td>3 E</td>
<td>100%</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>2.0</td>
</tr>
<tr>
<td>4 D</td>
<td>100%</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>3.0</td>
</tr>
<tr>
<td>5 C</td>
<td>67%</td>
<td>33%</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>4.3</td>
</tr>
<tr>
<td>6 B</td>
<td>33%</td>
<td>67%</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>5.7</td>
</tr>
<tr>
<td>7 A</td>
<td></td>
<td></td>
<td></td>
<td>70%</td>
<td>30%</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>7.3</td>
</tr>
<tr>
<td>8 A*</td>
<td></td>
<td></td>
<td></td>
<td>35%</td>
<td>65%</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>8.7</td>
</tr>
</tbody>
</table>

This gives the same answer as '20% of grade 7+ get grade 9'
DfE Decisions ....
Modelling Impact

• Assumptions
  – Grade distributions for reformed GCSEs based upon Ofqual guidance and FFT calculations.
  – For reformed GCSEs assign pupil grades based upon likely ‘split’ and a combination of pupil’s prior attainment and value-added, for example:
    • Grade C splits 33% Grade 5 and 67% grade 4
    • Assign grade 5 to the top 33% of pupils ranked according to a combination of prior attainment and VA

• Calculations
  – Apply these assumptions to 2014 data
    • Assuming that overall attainment stays the same
    • And also that curriculum (entry patterns) stay the same!
# Ch-ch-ch-ch-ch-ch-changes

<table>
<thead>
<tr>
<th>Year</th>
<th>English and mathematics</th>
<th>Ebacc subjects</th>
<th>Other GCSEs</th>
</tr>
</thead>
<tbody>
<tr>
<td>2017</td>
<td>9-1</td>
<td>A*G (L)</td>
<td>A*G (L)</td>
</tr>
<tr>
<td>2018</td>
<td>9-1</td>
<td>9-1</td>
<td>A*G (L)</td>
</tr>
<tr>
<td>2019</td>
<td>9-1</td>
<td>9-1</td>
<td>9-1</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Year</th>
<th>Basics</th>
<th>Attainment 8</th>
<th>E&amp;M</th>
<th>EB</th>
<th>Other</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2017</td>
<td>5+</td>
<td>9-1</td>
<td>A*G (L)</td>
<td>A*G (L)</td>
<td></td>
</tr>
<tr>
<td>2018</td>
<td>5+</td>
<td>9-1</td>
<td>9-1</td>
<td>A*G (L)</td>
<td></td>
</tr>
<tr>
<td>2019</td>
<td>5+</td>
<td>9-1</td>
<td>9-1</td>
<td>9-1</td>
<td></td>
</tr>
</tbody>
</table>

(L) = Legacy i.e. DfE Points from 2017 onwards for ‘legacy’ GCSEs
Impact - Basics

- In 2016, C+ in English and mathematics
- In 2017, 5+ in English and mathematics
- Currently around 58%, drop to around 35% in 2017

Impact on schools varies
Impact .. Attainment / Progress 8

Mostly grammar schools

Additional 50 schools below floor
Examples are actual schools. Impact varies widely between schools with similar intake depending upon their entry patterns and their distribution of KS4 attainment.

Schools with low / average attainment of intake (A and B) are likely to have lower entries (in 2014) when compared to schools with higher attaining intakes.

So how much potential is there for change .... and for incorrect conclusions!
Overall Impact and Implications

- Impact (for most schools):
  - Large drop in ‘Basics’ measure (C+ to 5+, 2016->2017)
  - Overall Points Score (2016->2017)
  - Modest increases in 2018 and 2019
  - Impact will vary between schools, depends on:
    - Overall Attainment
    - Curriculum / Entry Patterns

- Implications for evaluation
  - How will we evaluate trends in school outcomes?
  - Can we separate the impact of changes in attainment, entry patterns, national points scores ……?

- $64,000:
  - Will others (pupils, parents, governors, employers, media) understand WHY these variations are taking place?
• Attainment 8
  – Don’t waste time calculating overall attainment 8 / progress 8 estimates.

Are pupils taking the right subjects?  
Does this mean 8 entries for everyone?

Are they on track to get good grades?  
Subject Value-Added
Pupil Estimates -> Targets
Subject Estimates / Targets
Some key Aspire reports

- **Overall Attainment for Pupil Groups**
  - Set this to 3 indicators to get a view of data as it might look in 2016
  - Attainment 8, E&M C+, EBac

- **Subject Dashboards**
  - Overview
  - Attainment & Achievement
  - Pupil Groups
  - Individual Pupils

- **Target Setting**
  - Overview
  - Pupil Groups
  - Subject (all pupils)
  - Pupil (all subjects)
  - KS4 : Choose scale (A*-G or 9-1)

KS4 (GCSE) and KS5 (A Level)
### Example: KS4 Overview

#### KS4 Pupil groups performance 2015

<table>
<thead>
<tr>
<th>Category</th>
<th>Pupils</th>
<th>Attainment &amp; Overall Avg grade (new, first entry)</th>
<th>% A*-C English &amp; maths GCSE (new, first entry)</th>
<th>% EBacc (new, first entry)</th>
<th>Pupil progress</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Summary</strong></td>
<td>All Pupils</td>
<td>170</td>
<td>C</td>
<td>66%</td>
<td>23%</td>
</tr>
<tr>
<td><strong>Gender</strong></td>
<td>Male</td>
<td>87</td>
<td>C</td>
<td>59%</td>
<td>14%</td>
</tr>
<tr>
<td></td>
<td>Female</td>
<td>83</td>
<td>C+</td>
<td>73%</td>
<td>33%</td>
</tr>
<tr>
<td><strong>Prior Attainment</strong></td>
<td>Higher attainers</td>
<td>57</td>
<td>B</td>
<td>93%</td>
<td>47%</td>
</tr>
<tr>
<td></td>
<td>Middle attainers</td>
<td>62</td>
<td>C</td>
<td>73%</td>
<td>15%</td>
</tr>
<tr>
<td></td>
<td>Lower attainers</td>
<td>44</td>
<td>D-</td>
<td>18%</td>
<td>2%</td>
</tr>
<tr>
<td><strong>Pupil Premium</strong></td>
<td>FSM (in last 6 years)</td>
<td>39</td>
<td>D+</td>
<td>54%</td>
<td>10%</td>
</tr>
<tr>
<td></td>
<td>Not FSM (in last 6 years)</td>
<td>131</td>
<td>C+</td>
<td>69%</td>
<td>27%</td>
</tr>
</tbody>
</table>

#### KS4 Progress 2015

<table>
<thead>
<tr>
<th>Attainment 8 Overall Avg grade (new, first entry)</th>
</tr>
</thead>
<tbody>
<tr>
<td>(7) First language not English</td>
</tr>
<tr>
<td>(6) Statement</td>
</tr>
<tr>
<td>(44) Lower attainers</td>
</tr>
<tr>
<td>(125) Not FSM (in last 6 years)</td>
</tr>
<tr>
<td>(162) Joined before Y10</td>
</tr>
<tr>
<td>(153) Not FSM</td>
</tr>
<tr>
<td>(148) No SEN</td>
</tr>
</tbody>
</table>
Aspire - Developments

• Coming soon:
  – KS5 Summary Dashboard
    • School-Level Indicators
  – KS4 and KS5 Subject Dashboards
    • For Vocational Subjects
  – Target Setting
    • Compare benchmarks and targets
    • Import teaching groups

• Also
  – Detailed Pupil Premium report
Finally ..... KS2

• New KS2 assessments in 2016
• Tests
  – Reading, Mathematics, GPS
  – Scaled Score
  – 100 will be ‘Expected Standard’
  – 100 broadly equivalent to current 4B+
  – National average likely to be above 100
    • Guesstimate is between 105 and 106

• Teacher Assessment
  – Writing
    • Below, At or Above Expected Standard
  – English, Mathematics Science
    • Below or At Expected Standard