Tracking Attainment Gaps
Support with analysing and reflecting on Insight data

Insight allows schools/establishments, local authorities and RICs to reflect on performance as part of their processes to improve through self-evaluation. Users will also consider school context and other sources of information in their analysis as well as Insight data.

- How does your data look? Is it as expected?
- Are there any anomalies in your data? Can these be explained?
- How does your data fit into the school's five-year* trend?
- Are there groups of pupils whose attainment raises specific issues?
- Would a conversation with an Insight Advisor be useful to help examine this year's data?

*to display five years' worth of data – click on your user name at top right of Insight screen, click settings and change the radio button to show 5 years.

General points to consider

Entry and attainment figures for the years up to and including 2019 are derived from different awarding approaches than each of 2020, 2021 and 2022/2023. **Comparisons of entries, attainment volumes and attainment rates should only be made with full consideration and recognition of each of these different approaches.**

Please note that the methodology for the Virtual Comparator has not changed. However, the changes in assessment process should be considered when looking at your school attainment compared to the virtual comparator. Using other comparative measures, such as Course Comparator, will require care.

1. **How does attainment vary for different cohorts?**
   Aspects to consider
   - The highest attaining 20% - what well does each S4 cohort gain as S5s the following year?
     - How successful are all subjects in translating pupils with multiple A grade National 5s into A or B grades at Higher?
   - The middle 60% - what did each S4 cohort gain as S5s the following year? *(be aware of "staying on" rates, and how this may impact upon the data)*
     - How successful are all subjects in translating pupils with C or D grade National 5s into Level 6 (*not just Higher, perhaps NPAs, SfW, SQA Awards, Foundation Apprentiships etc*) success?
   - The lowest attaining 20% - what did each S4 cohort gain as S5s the following year? *(be aware of "staying on" rates, and how this may impact upon the data)*
     - Compare annual and cumulative total tariff scores. Did this group of pupils progress within the SCQF framework?
     - What progression pathways exist for "lower attaining" S4s as they move into S5 and look at add value to their attainment?
   - Does the answer look different if you use the filters?
     - Do the S4 into S5 translation rates look different for males/females, for pupils who are entitled to FSM and those who are not?
     - Also explore ASN, SIMD, Ethnicity, EAL and LAC.
   - What are the opportunities in your school for pupils progress and attain through a broader curriculum offer, not solely Nationals, Highers and Advanced Highers?

2. **Given the mix of online learning and in-school provision, and the differing assessment processes over the last few years, what are the challenges in supporting appropriate pupil progression, both in terms of attainment and learner journey?**
   Aspects to consider
   - Pupils may have started courses in the senior phase with knowledge and skills gaps as a result of lost teaching time within their BGE. Is this reflected in your school? If so, how is it being addressed?
   - How has practice through the year changed? For example, teaching and learning practice, digital learning, assessment, support etc. What is proving successful, and workable?
   - How did you use your experiences of estimating results in 19/20 to support moderation of estimates in 20/21 and 21/22? How did this impact on decisions made in session 22/23 and how will it impact going forward in session 23/24?

3. **Will analysis of the data lead to changes going forward, and if so how?**
   Aspects to consider
   - Assessment, including evidence collection, and moderation.
   - How does your curriculum offer support learner progression through SCQF levels?
   - Coursing conversations with learners and families
   - How well does your BGE prepare learners for senior phase success?

- Some of this may be more appropriate to explore using the National data (leavers) that will formed part of the February Updates.

4. Has the disruption of the last few of years disproportionately affected the attainment of any particular groups of pupils in your school?

Find a baseline from your school data to use. For example, what does the Attainment For All for middle 60% look like for all S4 pupils? It can be useful to look at this baseline to monitor performance of different groups.

Aspects to consider
- Use filters* to look at the attainment, and reflect on how the attainment of different groups compares to the attainment of the whole S4 cohort.
- Compare attainment of
  o males and females
  o pupils in different SIMD areas
  o pupils with and without ASN
  o pupils entitled to Free School Meals
  o Also explore ASN, SIMD, Ethnicity, EAL and LAC.
- To begin to take account of the many and complex social, economic and demographic issues that will have an influence on the young people in school; use multiple filters.
  o For example, filter for ASN and FSM, does the gap to the whole S4 population get larger for any particular group?
  o If so, has this gap altered over the last two years?
- What does this mean for your curriculum practice, for example, teaching and learning practice, digital learning, assessment, support etc.?

*Using Filters

For each of the measures presented in the tool, it is possible to apply filters to explore the data based on underlying pupil characteristics. These filters are based on data from the Pupil Census, matched to the school leavers collection, leaver destinations and attainment data.

It is vitally important to recognise that when using filters, the filter selected applies to all of the cohorts **except** the Virtual Comparator considered by the measure, unless the filter is applied to one of the four Virtual Comparator characteristics (sex, stage, SIMD and ASN). For example, by selecting those pupils with English as an additional language (EAL) as a filter, the selection will display the result for

- those pupils in the target school with EAL;
- the pupils from the Virtual Comparator who are matched to the pupils in the target school with EAL. So when the EAL filter is applied, the pupils in the Virtual Comparator may or may not have EAL themselves but will match their target pupils on other factors;

- those pupils in the LA with EAL;
- those pupils nationally with EAL.

It is possible to apply filters individually or in combination, for example, restricting the results to 17 year olds with additional support needs and a minority ethnic background. However, the tool will suppress results for cohorts smaller than 5 pupils and the more filters that are applied, the greater the likelihood that results will be suppressed.

Using Filters - some examples:

A Subject uptake (as % of base cohort):
Look at trends over the past 5 years. What are the patterns of subject uptake for all senior phase qualifications both within individual subjects and across all subjects at whole school level by SIMD?
- Select "Course" then "Whole Course Summary"
- Change options, select qualification level, select stage, filter by SIMD 1
- Repeat for other SIMD quintiles
- Download data and sit side by side to see patterns at whole school level by curricular areas

Look at trends over the past 5 years. What are the patterns of subject uptake for all senior phase qualifications both within individual subjects and across all subjects at whole school level by sex?
- Select "Course" then "Whole Course Summary"
- Change options, select qualification level, select stage, filter by female
- Repeat for male
- Download data and sit side by side to see patterns at whole school level by curricular areas

B If your school uses predicted grades:

Predicted grades vs actual grades:
How well do predicted grades compare to actual grade by SIMD?
If you have the data available, use your own school tracking system to gather predicted grades and breakdown by SIMD.
- Go to: Local Course Measure: Attainment in Selected Graded Course - Percentage of Resulted Entries
- Click change options
- Select level (note when level is selected it resets course selection)
- Select relevant course e.g. Biology
- Filter by SIMD - e.g. select SIMD 1
- Note % of A's, B's etc. for each SIMD

C Pathways and initial destinations (using National Data):

By SIMD
Use filters on initial destinations to find out differences by SIMD
- Filter by SIMD e.g. select SIMD 1
- Now you should be able to see data for all learners in SIMD 1. Do the same for each SIMD and compare.

By sex:
- Filter by sex i.e. click male
- Now you should be able to see data for all learners who are male. Do the same for female and compare

By sex and SIMD
- Filter by sex and SIMD: select male, select SIMD 1. Do the same for female and SIMD 1.
- Repeat this for each SIMD and compare.