

The “all new” RAISEOnline: A Tour for Primary Leaders

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Why RAISE training again?

- Totally changed for 2016
 - See early pages of RAISE Summary Report for a summary of the changes made
 - Need to get to grips with changes when
 - Talking to inspectors
 - Evaluating long-term school performance
 - Understanding how school assessment systems mesh with statutory assessment systems
 - I will only focus on the new bits (most of it!)
- Note list of questions in new summary report
 - All school leaders should be able to answer these questions
 - A form of all these questions should have been asked at some point in the appropriate GB meetings

Scaled Scores

- Reported for KS2 tests (maths, GPS, reading)
 - 100 = “expected standard” for 2016+
 - 110 = “high standard” for 2016 only
- In other core subjects (writing, science) KS2 teacher assessment is used
 - When calculating progress for writing
 - Working Towards = 91, Working At = 103, Working at Greater Depth = 113 (!)
 - NB: science appears in RAISE
- Scaled scores also exist for **internal** use only in KS1 – not in RAISE

Progress Scores

- What are the new progress scores?
 - Average progress is zero. By definition.
 - Progress for a pupil = (scaled score) – (mean scaled score for those with same KS1 starting point)
 - KS1 starting point is defined as $0.25 * (\text{Writing Points}) + 0.25 * (\text{Reading Points}) + 0.5 * (\text{Maths points})$
 - Remember expected was Level 2b = 15 points; each sublevel = 2 points
- Prior attainment bands used:
 - low <12 APS; middle 12-18 APS; high 18 APS
 - Remember 15 APS = Level 2b; 9 APS = Level 1; 21 APS = Level 3
- Other details:
 - Note Sig+ when low end of CI above zero, Sig- when high end of CI below zero
 - “Rank” indicates centile & is only included for top/bottom 15% of schools – but more info on next slide
 - Note new shading to differentiate between statistical significance and effect size
 - Definition of “disadvantaged”: FSM6 or LAC ≥ 1 day or left care through adoption, etc.

Attainment Standards

- New inclusion of “Diff (no pupils)”
 - probably good for small schools, e.g. -17% of 1 disadvantaged pupil has become “0 pupils”

Groups of Pupils

- Breakdown of progress and attainment by groups, including mean scaled score
- Note new 'all', 'same', 'non' national comparator groups
 - Indicates which “national” group’s score is listed, e.g. boys against boys, disadvantaged against non-disadvantaged
- At a glance progress chart
 - Progress value
 - Confidence interval
 - Top and bottom 10% of schools

Progress Scatterplots

- Plot progress score in a particular subject against KS1 attainment of the same pupil across all subjects
 - Remember KS1 prior attainment is calculated as $0.25 * (\text{Writing Points}) + 0.25 * (\text{Reading Points}) + 0.5 * (\text{Maths points})$
- Lets us see whether high attainers or low attainers make better progress
- Later charts against prior attainment in particular subjects

Attainment Scatterplots

- Lets us see the same data in a different way
 - did children reach / exceed their early promise?
- Red line is national for same starting point
 - Note that smallest interval of a red line is 0.5 points – makes sense given formula, as APS went up in 2 point increments for Level 2.
- Later, against prior attainment in particular subjects

Transition Tables

- Similar to pre-2016 RAISE tables
 - Attainment scatter plot in tabular form
 - Now includes “pre KS2 standard” assessments , each of which has been given a scaled score:
 - BLW (70)
 - PKF (73)
 - PKE (76)
 - PKG (79)

KS1 Results

- Note new breakdown by EYFS outcomes
 - Effectively a KS1 progress measure
 - Broken down by overall EYFS

KS1 Transition Tables

- Simply adds transitions in particular subjects, so EYFS for reading against KS1 for reading, etc.

Other Bits and Bobs

- Floor Standard
 - At least 65% of KS2 above standard in combined reading, writing, maths **or**
 - Progress at least -5 in reading, -5 in maths **and** -7 in writing
- Coasting
 - 2014/2015: <85% L4+ in R, W & M and VA <100 **and**
 - 2016: <85% at expected standard and (progress < -2.5 in reading **or** maths **or** writing)