

Data Toolkit

Raising Attainment through Effective Use of Data

'Using data is not separate from planning and from routine decisions in schools. Instead data is a necessary part of an ongoing process of analysis, insight, new learning and changes in practice.' (*Lorna M Earl and Steven Katz, 2009*)

The National Improvement Framework highlights the importance of schools having a range of data to support them in raising the attainment of all pupils.

'We all need more robust and consistent evidence which will help us in raising attainment and closing the gap. We need to know the size of the attainment gap at different ages and stages, across Scotland, in order to take the right action to close it. Improved data on children's progress at key stages, including differences between these from the least and most deprived areas, will allow for planning further interventions to ensure that all children achieve as well as they can.' (NIF, 2016, P16-17)

Simply

It is important that all staff understand the relevance, opportunities and challenges of collecting and using data effectively to improve outcomes for learners. It is vital, therefore, that school staff become increasingly **data-informed**, not data-driven, when leading improvement and raising attainment at individual, cohort, school, learning community and local authority level.

Schools, Learning and Education has developed a systematic approach to gathering and using performance information to support all establishments. This will support staff in identifying key themes and actions in the stories behind the data.

A set of core toolkits have been made available to all establishments to support effective use of data. SEEMiS information underpins the collection of data for these.

Data to Inform Improvement

Why do we need data for improvement?

- To understand what needs improved.
- To identify gaps and reduce inequity.
- To test changes.
- To track and monitor progress and improvement.
- To report on impact.

Quality Indicators in HGIOS 4 highlight the importance of intelligent use of data for inform improvement, including:

1.1 Self-evaluation for self-improvement

- We gather a range of data and information to monitor and track progress for all learners.
- We regularly interrogate data, making use of digital technology to support this where relevant and appropriate.

		Possible Challenge Questions
FACTS	Where are we? What do you see?	<ul style="list-style-type: none"> • What are current attendance, attainment, achievement, engagement, family learning, positive destination, exclusion levels? • What achievement information do you have? • How are you doing in relation to local and national comparators? • How well do children in SIMD 1-3 do compared to the school average for all children? • What are the gaps? (e.g. FSM, SIMD, gender, attendance, staged intervention, EAL) • Are there any patterns in attainment in relation to – aspects of learning, gender, attendance, behaviour? • What are your attainment patterns over time? • What other specific areas are important in your context?
STORY	What does this tell us?	<ul style="list-style-type: none"> • What does this tell you about your curriculum; pace of learning; impact of current interventions? • Which groups of children have made expected or better progress, but still fail to reach important milestones? • Are there any children bucking trends? What could be the contributing factors? • What is the impact of children’s engagement and participation in learning on attainment? • Who would benefit from targeted interventions?
ACTION	What do we need to do?	<ul style="list-style-type: none"> • Where do you want to be? • What are your targets? • What is already working well? How do you know? • Where do you need to target resources? • What does research tell us about what might be effective? • Who can you work with? • How are parents and children involved in the school’s approaches to raising attainment?
IMPACT	What progress did we make?	<ul style="list-style-type: none"> • What has changed? • Is it an improvement? What do you need to do next? • How can you measure the effectiveness of specific interventions employed to close any attainment gap in literacy and numeracy? • Are all staff fully involved in measuring the impact of interventions to raise attainment?

Data to Support School Improvement Framework

TOOL	PURPOSE	LOCATION
Stirling Monitoring and Tracking Toolkit	<p>To record, track and monitor individual learner progress within CfE levels in literacy and numeracy ACEL and fields such as attendance and HWB. This is used by class teachers when planning next steps in learning and with Senior Leadership Teams as the basis of dialogue at attainment/impact meetings.</p> <p>The Stirling Monitoring and Tracking toolkit can be adapted by schools. Some schools have developed their own tracking tools.</p>	Available on the Source.
Stirling FOCUS	<p>This contains ACEL literacy and numeracy attainment data through 8 equity profile lenses: SIMD, Gender, FSM, Ethnicity, Attendance, Care Experience and EAL. It enables performance to be analysed by stage, by component and level achieved/not achieved.</p> <p>It can be used by class teachers and senior leaders to consider information across Stirling Council schools, reflecting a similar profile at a local level.</p>	Accessed through website, only on Stirling Council devices.
BGE Benchmarking Tool	<p>A Scottish Government toolkit which enables headteachers and local authority officers to consider school data in relation to national comparator schools. This is based on the impact of pupil characteristics including SIMD, Gender, FSM, Ethnicity, EAL, Gaelic Medium, Denomination and Urban/Rural.</p> <p>Accessed through GLOW.</p>	Accessed through GLOW – in App Library; add to Launch Pad.
School Information Dashboard	Public facing information on schools including school performance. It includes information on attainment, attendance over time, SIMD profile, FSM, Ethnicity, school roll.	Accessed through Parentzone Scotland website.
School Profile (Primary)	School-level information including pupil numbers, staffing, Staged Intervention data, SIMD data, FSM, attendance, exclusions, attainment over time (ACEL), QI Evaluations.	School SMT folder.

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This framework will continue to evolve in order to connect with Early Years and Senior Phase data/Insight.

Data to Support Contextual Analysis

What do we want to explore?	Where can we find the information?	How?
Attainment		
Attainment by FSM/SIMD (BGE)	FOCUS	Filter tool (see User Guide)
	BGE Benchmarking Tool Access through GLOW	Filter tool User guide available on platform
Attainment by SIMD (Senior Phase)	Insight	Filter tool
School attainment compared to other schools	National comparators – BGE Benchmarking tool Access through GLOW	Filter tool User guide available on platform
	School families (similar schools within Stirling) – FOCUS	Filter tool (see User Guide)
Attendance/Exclusions		
Attendance by FSM/SIMD	SEEMiS Custom Report	Custom report, entered into spreadsheet with formula. Spreadsheet and user guide available on the Source .
Attendance compared to other schools	National and individual schools – School Information Dashboard Local attendance and exclusion data shared at Business meeting	School Information Dashboard
Exclusions	SEEMiS	Custom report
Wider Achievement		
Wider achievement	School-level data Active Stirling report	Sample tracker on Excellence and Equity Tile
Impact of interventions	SNSA Accessing through GLOW	Tag children who are part of interventions/who have particular characteristics prior to assessment e.g. Wave 3, Fresh Start, Nurture Group Guide available on SNSA platform under Help – User Guide – Tags