
Workshop: Making Use of EAL Data to Raise Achievement

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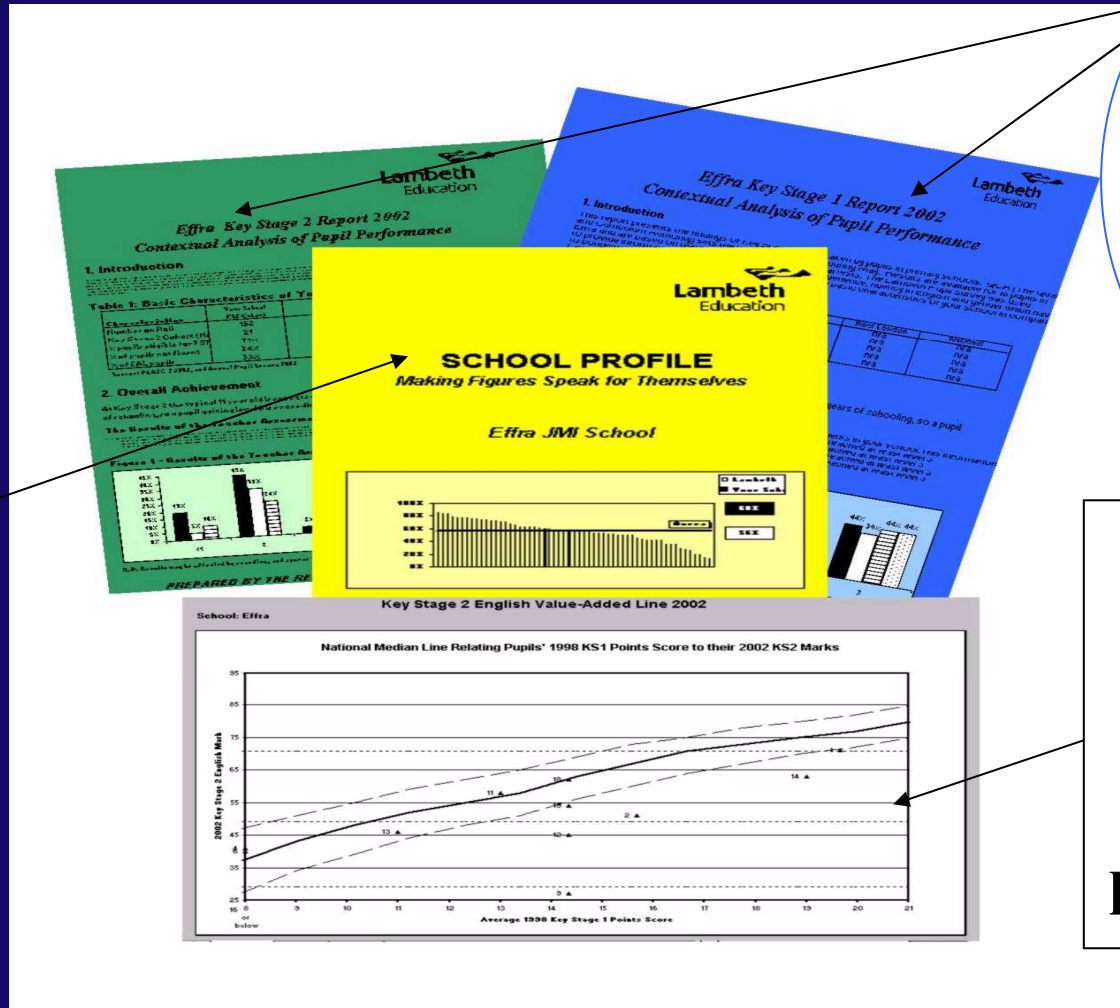
EAL: Making use of data and good practice to raise achievement
Conference: Friday 17 June 2011

Support to schools in the use of Data

**KS1 & KS2
Contextual
Reports to
identify
underachieving
groups**

**School Profiles-
Comprehensive
set of
benchmarking
data to support
Governors and
Headteachers**

**KS1 to KS2
Value Added
Reports
for tracking
pupils progress**



Using EAL Data to Raise Achievement

EAL Data can be used in a number of ways to:

- Support school self-evaluation
- Identify underachieving groups
- Set targets
- Narrow achievement gaps

Using EAL Data to Identify Underachievement:

KS1, 2, 3, and GCSE by stage of English fluency 2010

		ALL	Stage 1	Stage 2	Stage 3	Fully fluent
Key Stage 1 (level 2B+)	Writing	61%	21%	47%	71%	87%
	Reading	69%	25%	56%	79%	94%
	Maths	70%	31%	60%	78%	92%
	Average	67%	26%	55%	76%	91%
Key Stage 2 (level 4+)	English	82%	25%	44%	80%	96%
	Maths	81%	50%	53%	78%	95%
	Average	82%	38%	48%	79%	95%
Key Stage 3 (level 5+)	English	81%	0%	25%	64%	89%
	Maths	79%	22%	43%	71%	87%
	Science	76%	0%	33%	66%	85%
	Average	79%	7%	33%	67%	87%
GCSE	5+ A* -C inc EM	53%	0%	4%	39%	68%
	5+ A* -C	74%	0%	32%	66%	88%
	5+ A* -G	93%	0%	68%	93%	98%

Using Data to Track Pupil Performance: Brixton JMI School KS1 2006 to KS2 2010 by Pupil

Pupil Details						Key Stage 1 - 2006				Key Stage 2 - 2010					
ID	SEX	MOB	ETHNICITY	FLUENCY	FSM	READING LEVEL	WRITING LEVEL	MATHS LEVEL	APS	ENG MARK	ENG LEVEL	MATHS MARK	MATHS LEVEL	SCI MARK	SCI LEVEL
3	G	S	MWBA	Eng Only	Free	2C	2C	2C	13	45	4	43	3	60	4
20	B	S	WPOR	Stage 2	Paid	W	W	1	5	19	N	26	3	35	3
28	B	S	BAFR	Stage 1	Paid	W	W	W	3	24	3	49	4	58	4
37	B	S	BAFR	Stage 3	Free	1	1	1	9	60	4	54	4	68	5
53	G	S	WPOR	Stage 4	Paid	1	1	3	13	69	5	89	5	73	5

Methodological Framework to Calculate average points score

KS1 NC level	Points
W	3
1	9
2C	13
2B	15
2A	17
3	21
4	27

KS1	NC level	Points
Reading	2C	13
Writing	1	9
Maths	2B	15
Average points		12.3

Step 1 Each KS1 NC level in reading, writing & maths is assigned a point score

Step 2

Take the average points score of the three subjects $-(13+9+15)/3=12.3$

Step 3

Plot against the key stage 2 English mark.

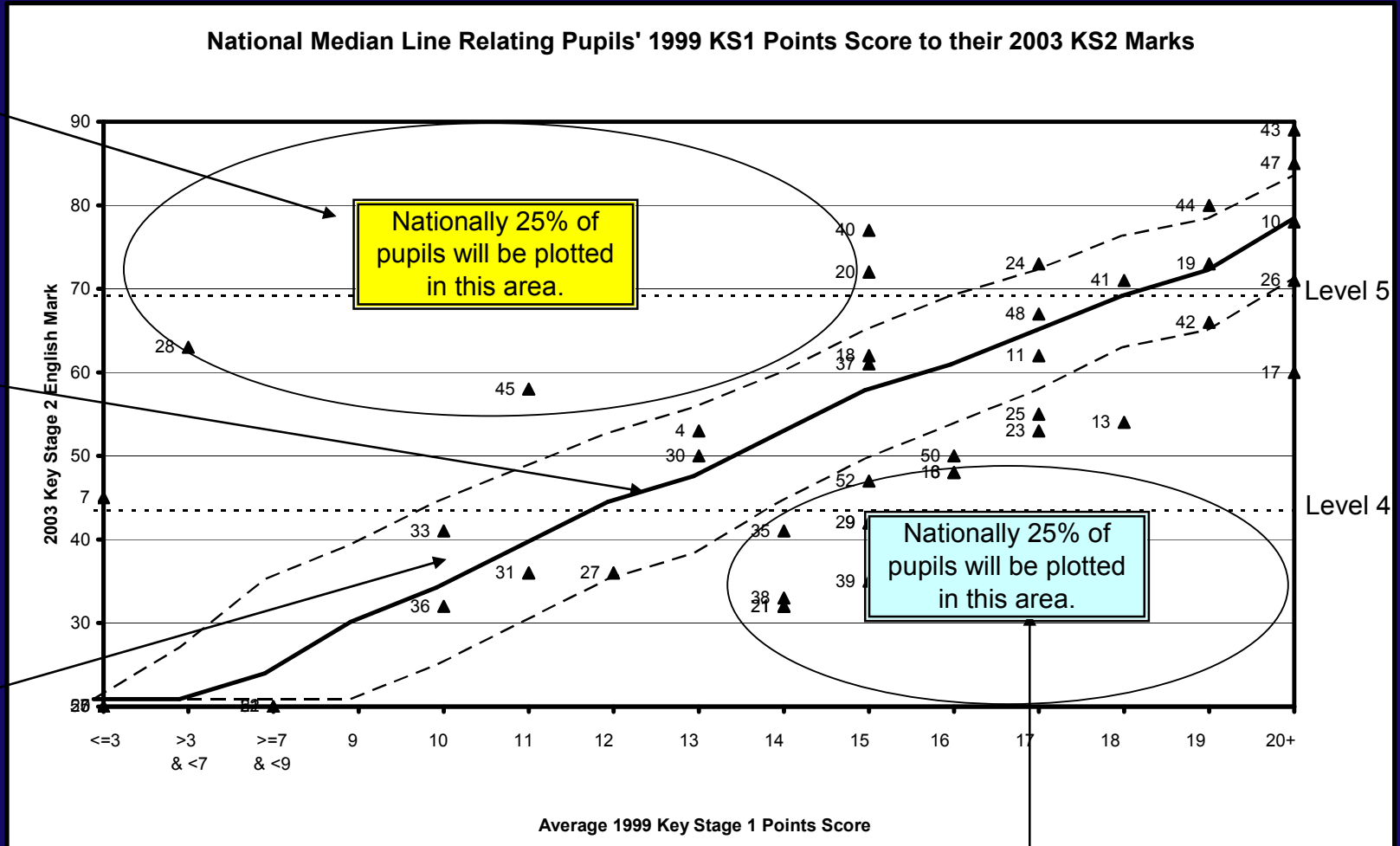
E.g. Pupil 44 has level 2C in reading, 1 in writing and 2B in maths at KS1 and her KS2 English mark was **59**.

Brixton JMI – English Key Stage 2 Value-Added Analysis

The pupils who are plotted above the dotted line (upper quartile) are doing better than expected.

The solid black line shows the median. Nationally 50% of pupils will be plotted above this line, and 50% below

Nationally 50% of pupils will be plotted between the two dotted lines, and can be said to be progressing in line with expectation.



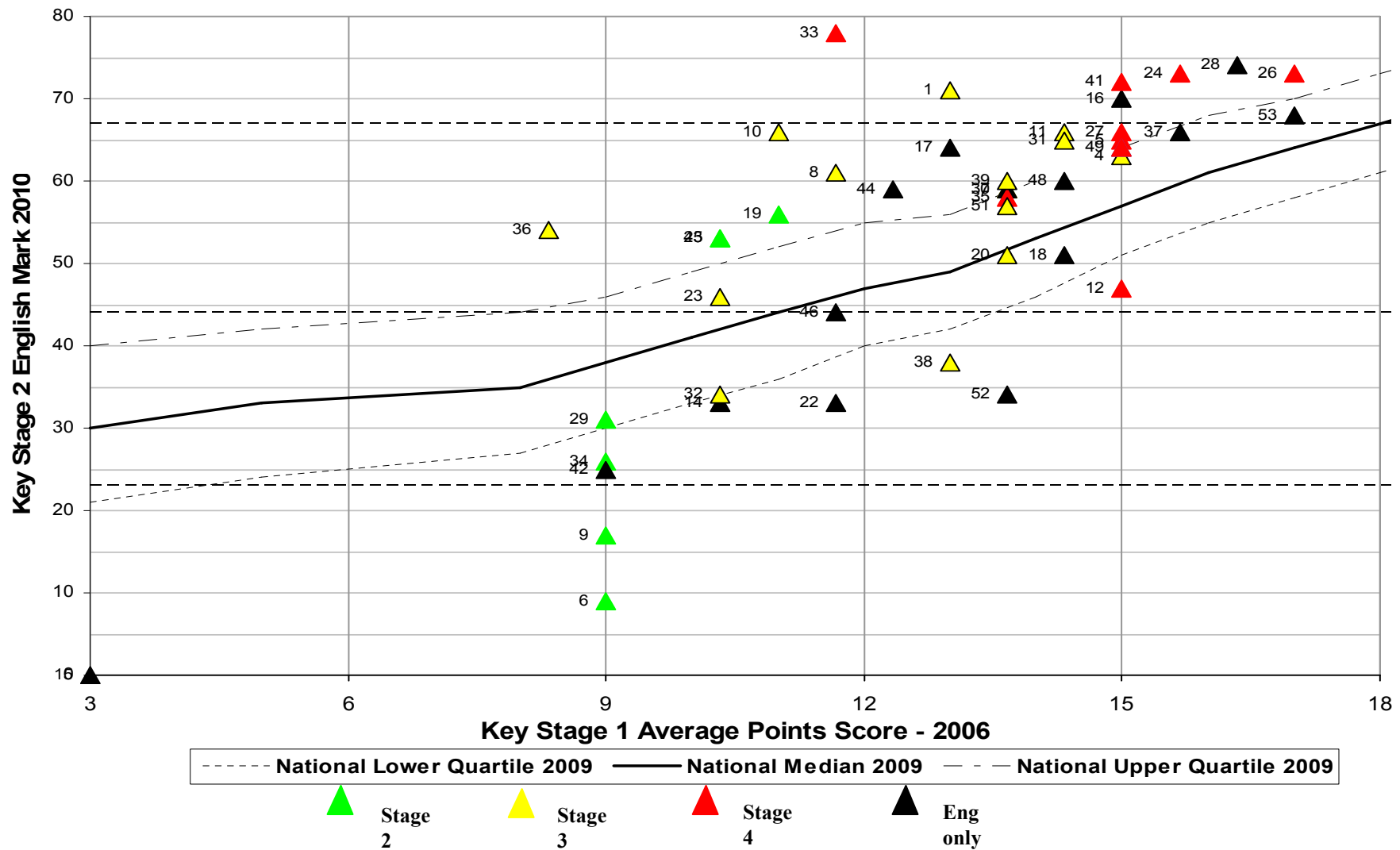
Nationally 25% of pupils will be plotted in this area.

Nationally 25% of pupils will be plotted in this area.

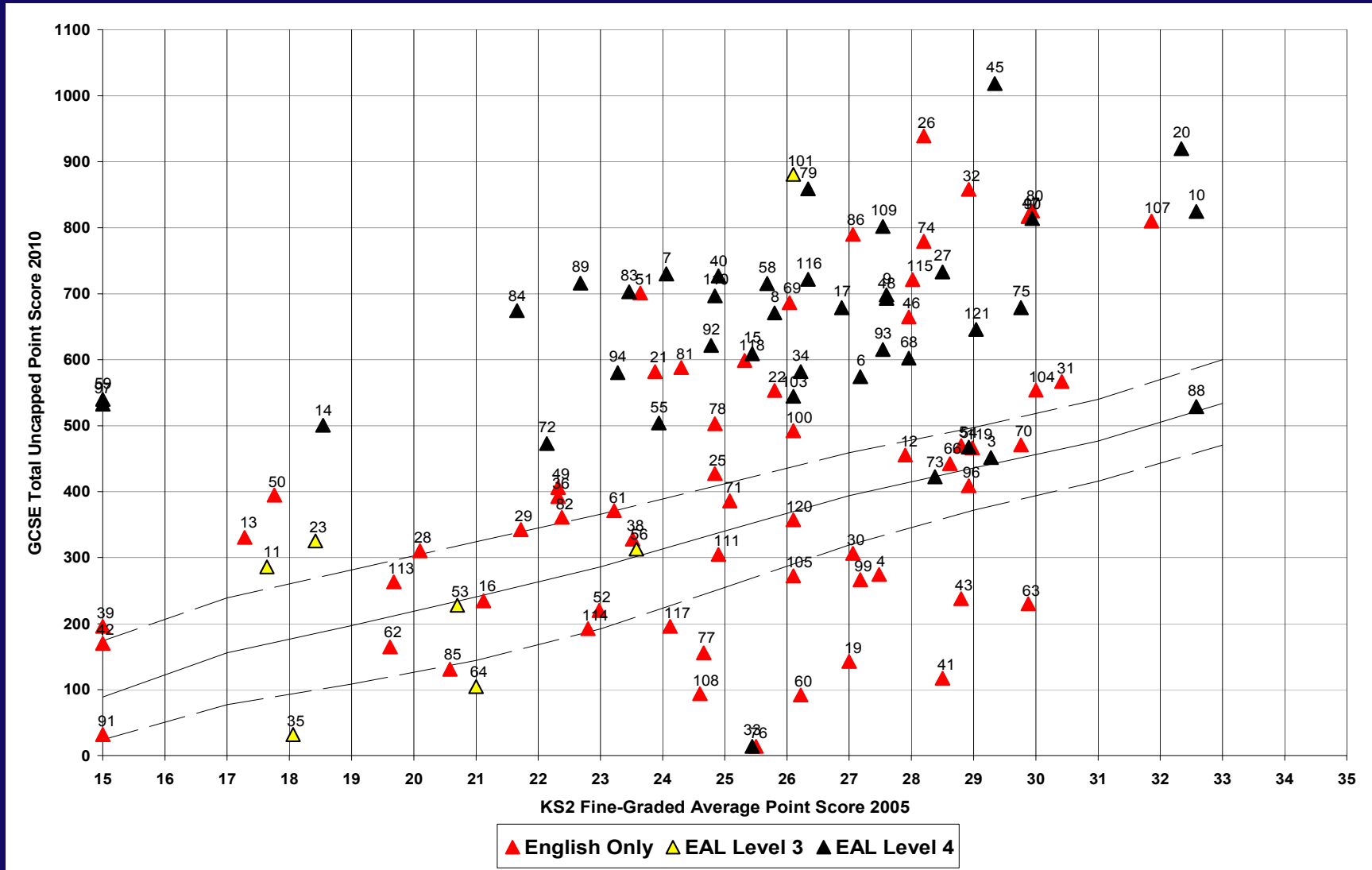
The pupils who are plotted above the dotted line (lower quartile) are doing less well than expected.



Using EAL Data To Track Pupil Performance and Identify underachieving pupils: KS1-KS2



Using value-added for tracking pupils' performance: English Speakers and EAL



Workshop Questions for Group Discussion

Q1. What does KS2 EAL performance data in your school contextual reports tell about your school compared with other authority schools? (see a copy of your school KS2 contextual report)

- How well is your school currently doing at KS2 compared to Lambeth average?
- What is the relative performance of Stage 2, Stage 3 and Stage 4 EAL pupils at KS2?
- What issues might you want the school to address as the result of EAL pupil performance at KS2? Please share key findings of your school EAL performance with others in your group.

Q2. What is the value-added information telling you about the school? (See value-added median chart Figure 1).

- How many pupils overall appear to be achieving less than expected, as expected, better than expected? (see Figure 1)
- How many EAL pupils appear to be achieving less than expected, as expected, better than expected? (see Figure 1)
- What issues might you want the school to address as the result of EAL value added pupil performance at KS2?

Q3. What other type of EAL data do you collect or need to monitor the progress of EAL pupils in your School?