

Two-tier or three-tier is there an evidence base?

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Outline

- Summary of research evidence
- How new research could be carried out
- Possible school arrangements
- Impact of recent changes on standards
- Quality of data
- What research tells us generally

Summary of specific research evidence

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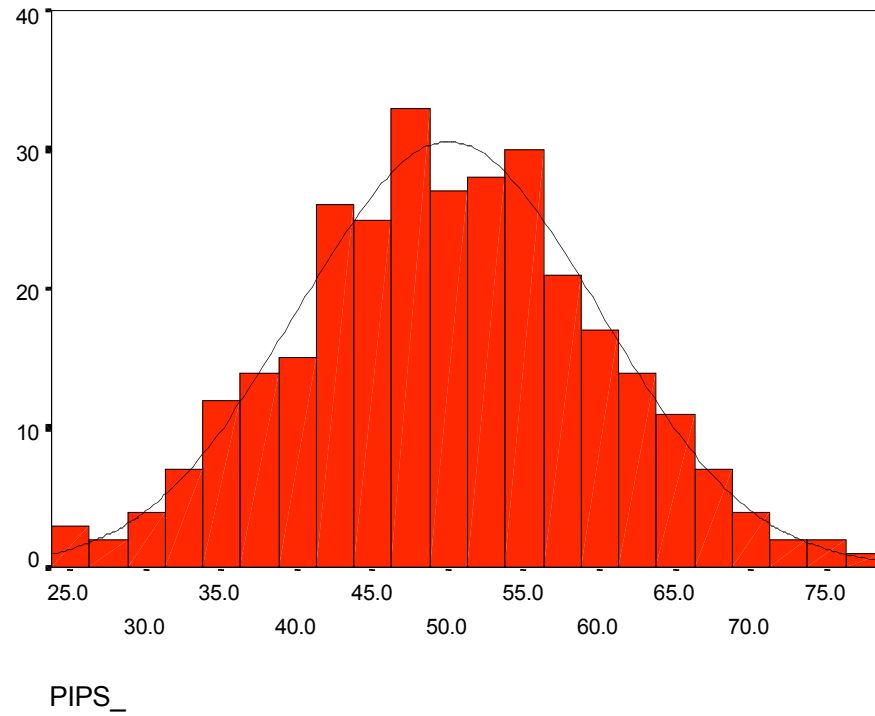
How new research could (should?) be carried out

- Find children's starting points (baseline)
 - On entry to school
- Find children's end points (outcome)
 - At GCSE
- Compare like with like
 - Use the value added approach to look at 2-tier and 3-tier systems

Value-added

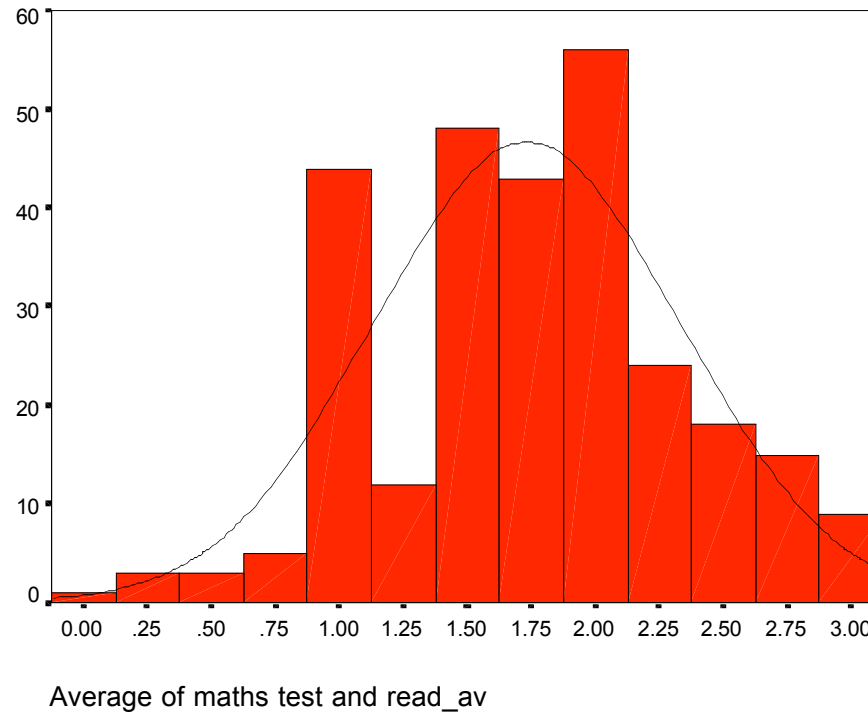
- Common economic meaning
- Recent educational meaning

The baseline data



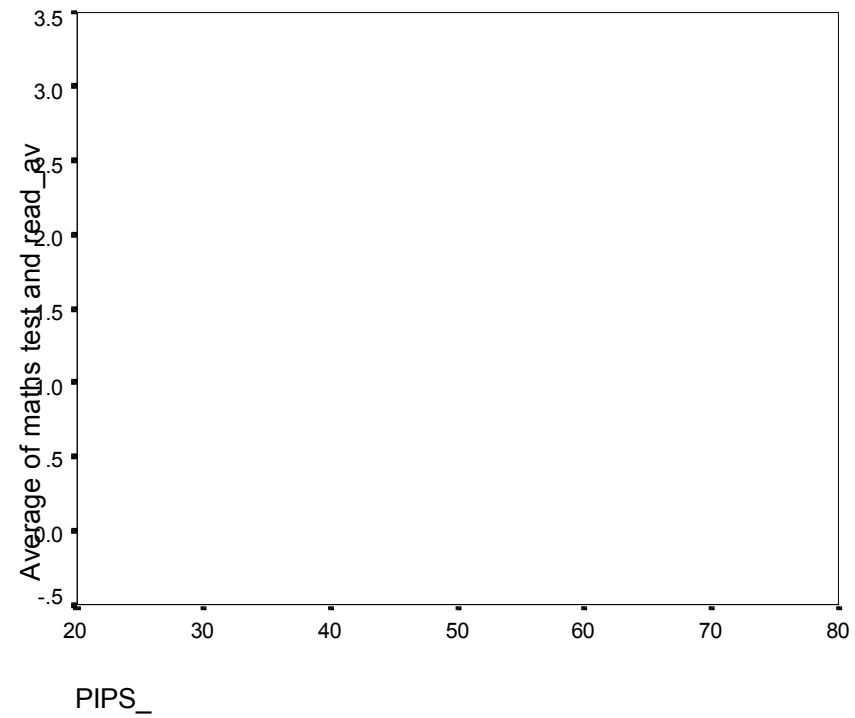
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Outcome measure



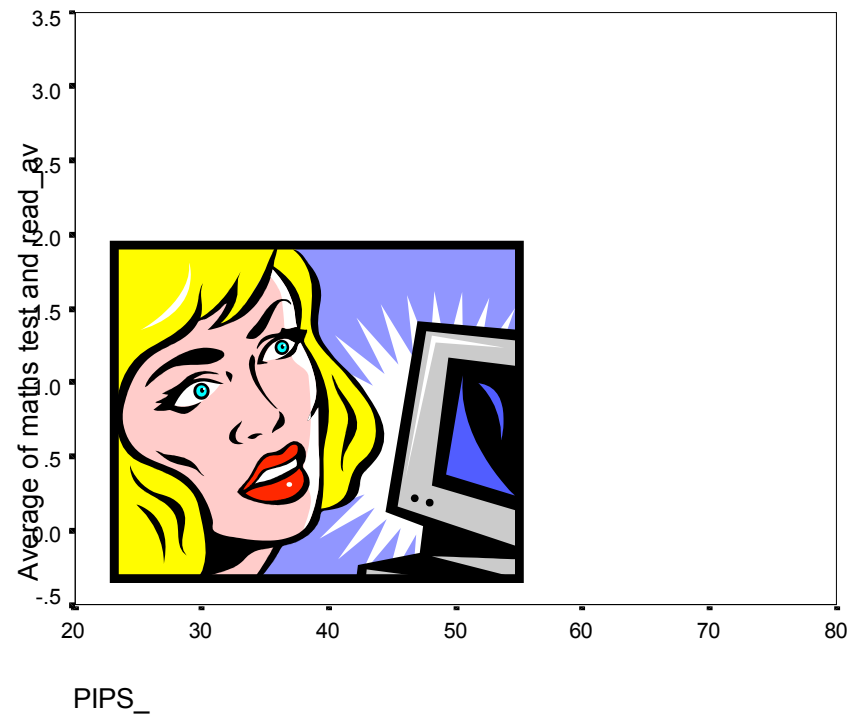
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Choose a grid



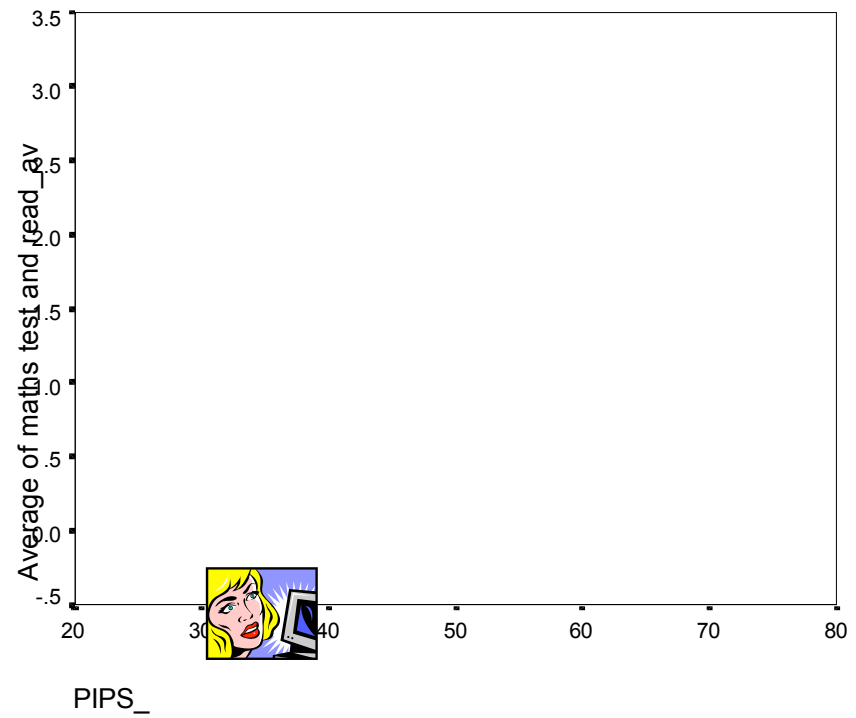
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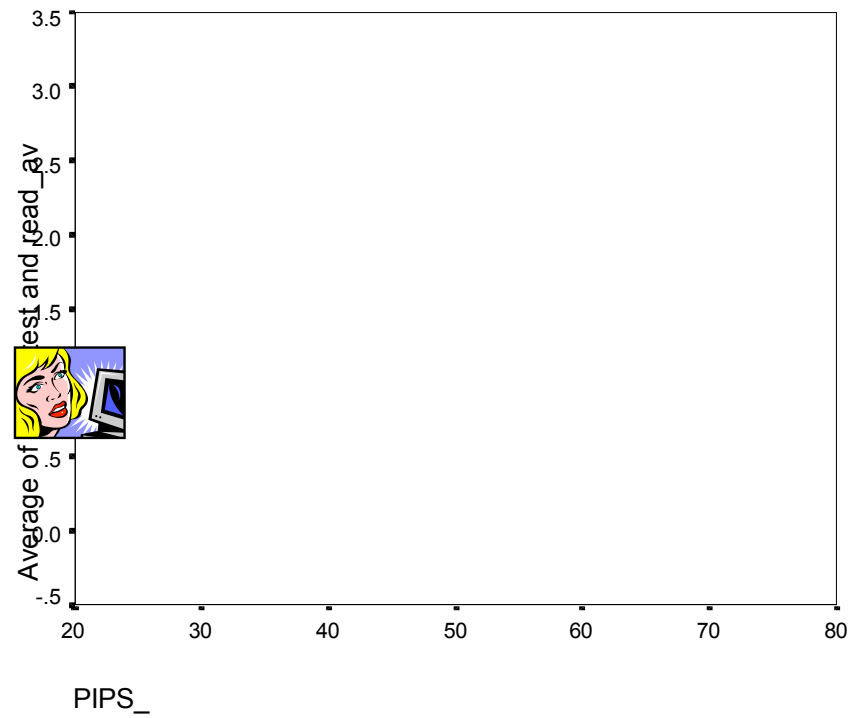
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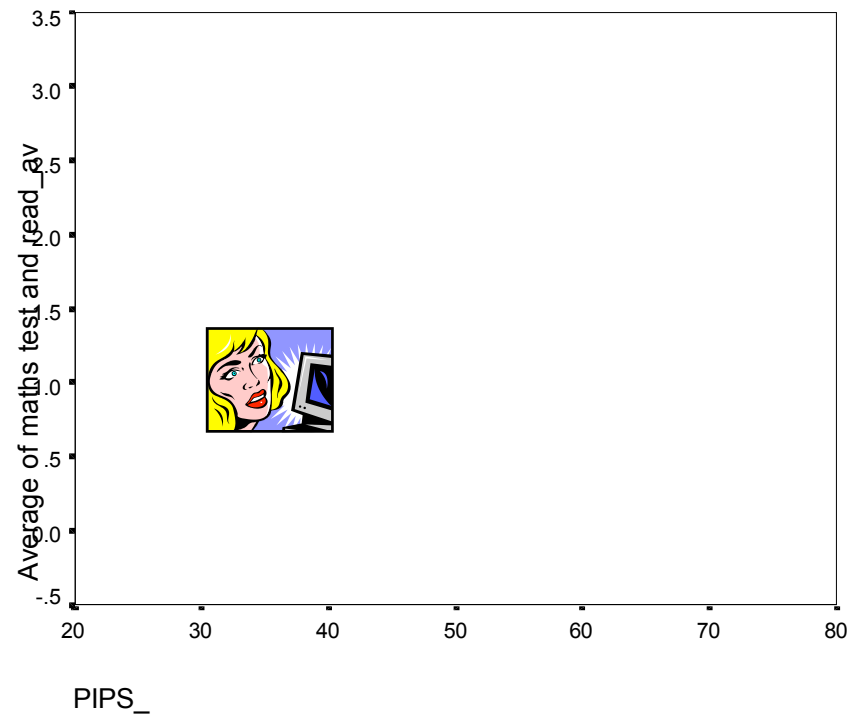
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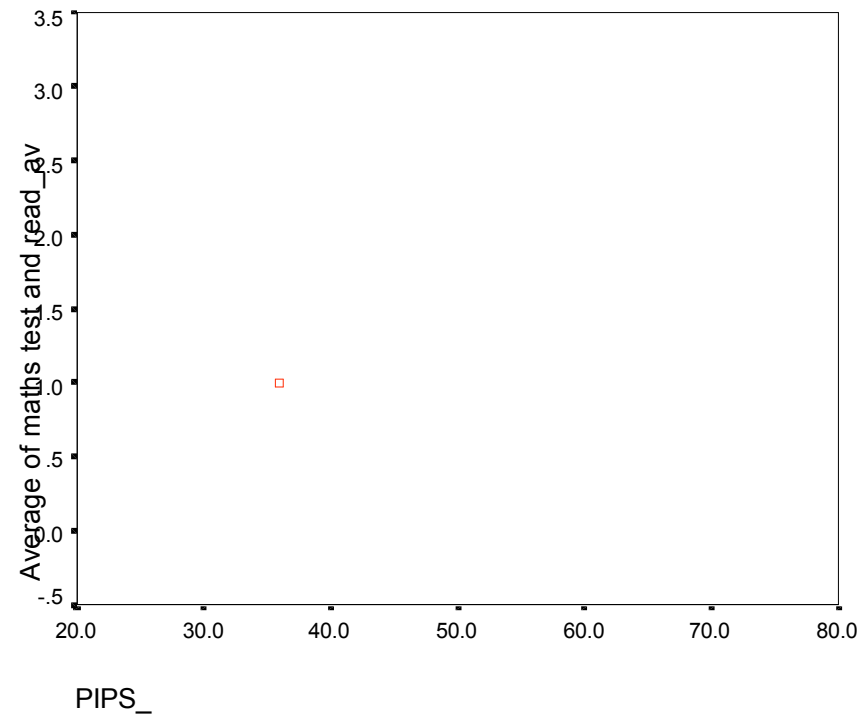
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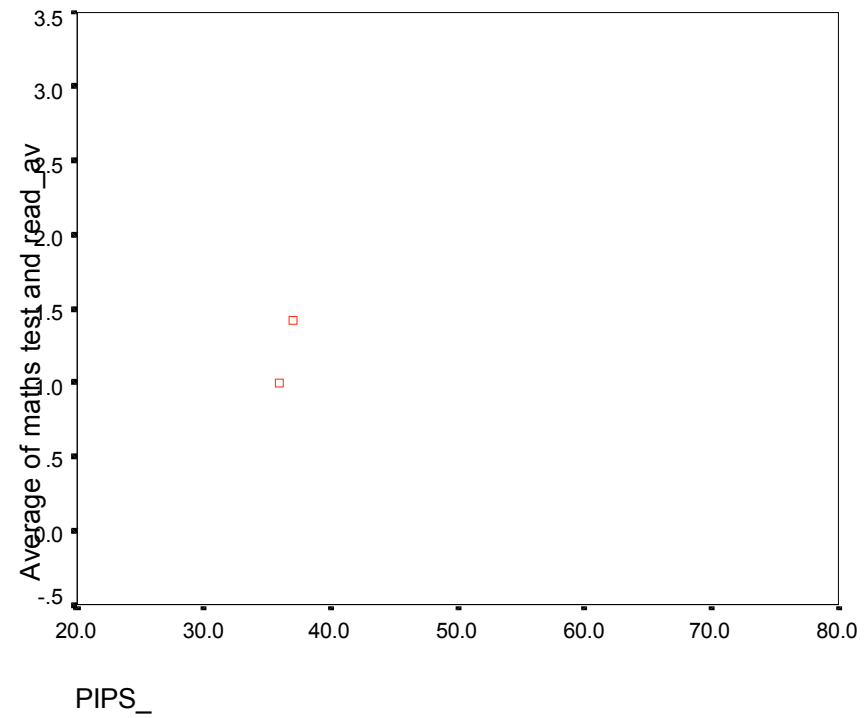
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Plot the pupils



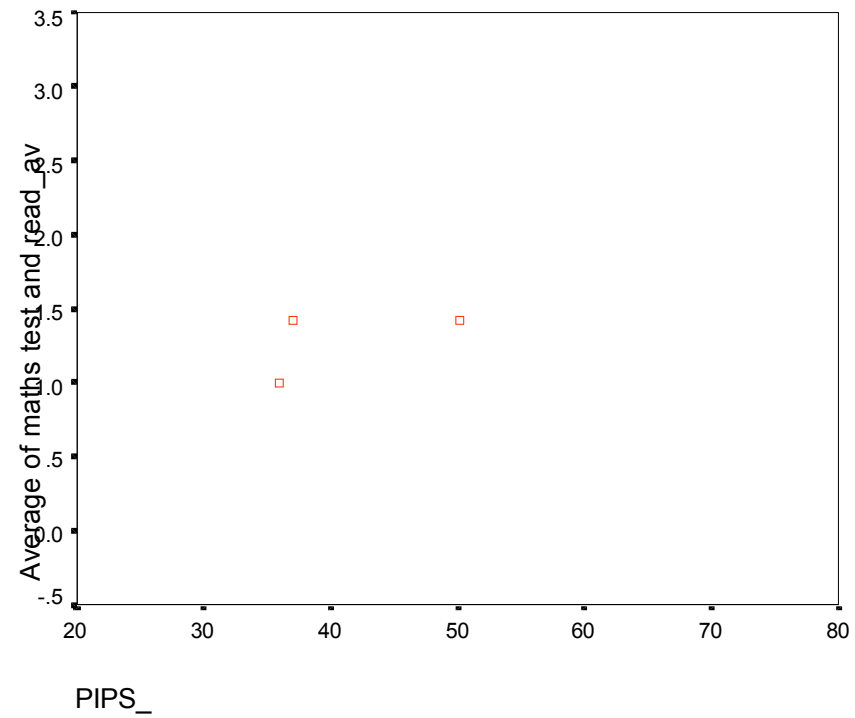
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Plot the pupils



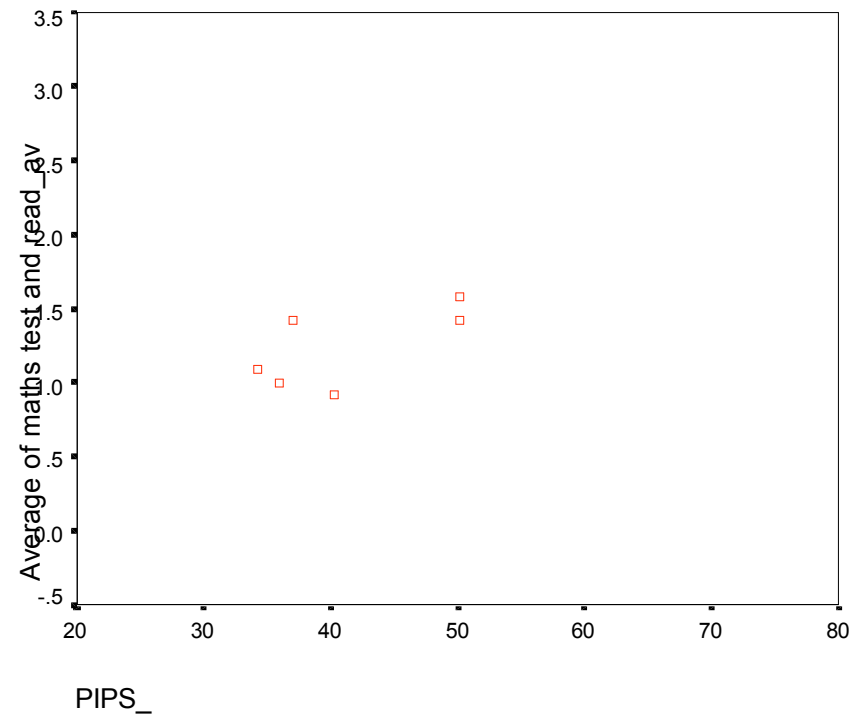
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Plot the pupils



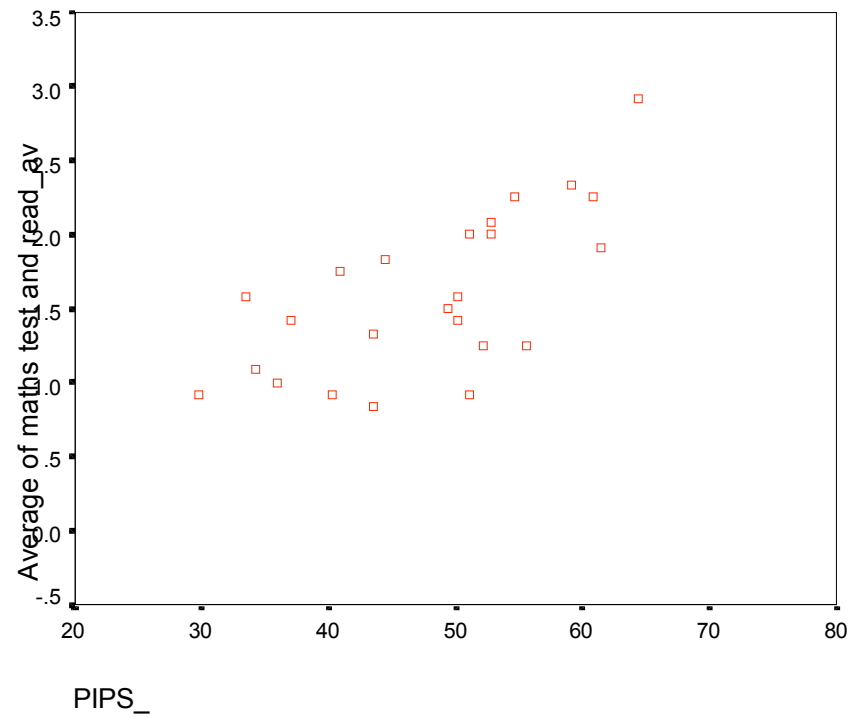
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Plot the pupils



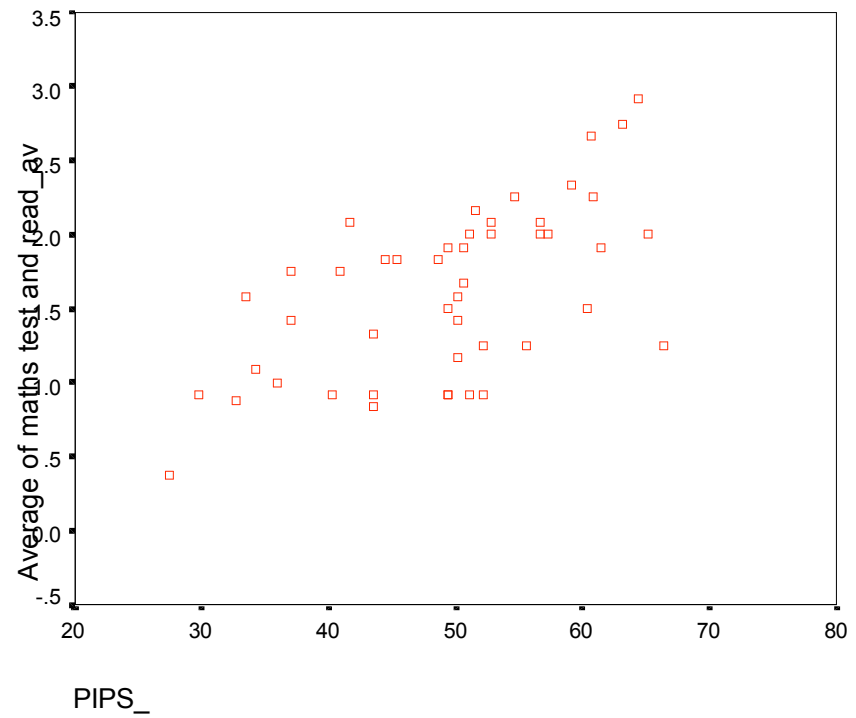
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Plot the pupils



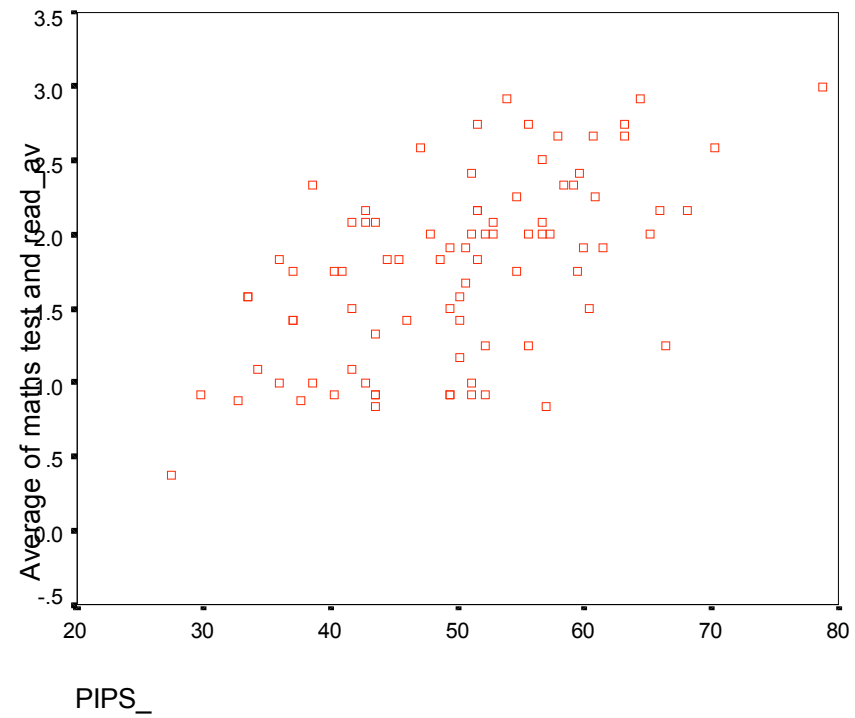
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Plot the pupils



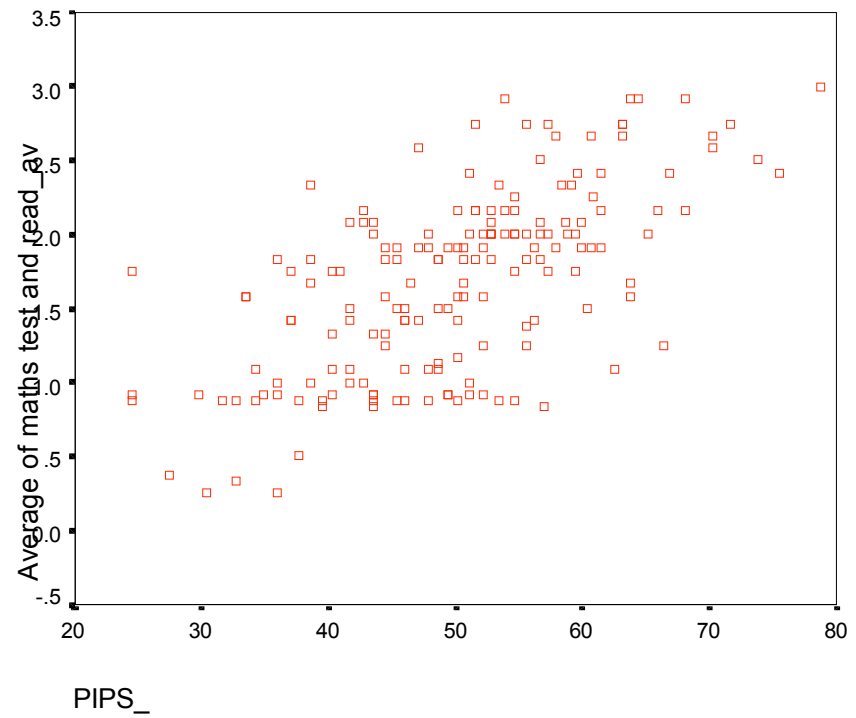
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Plot the pupils



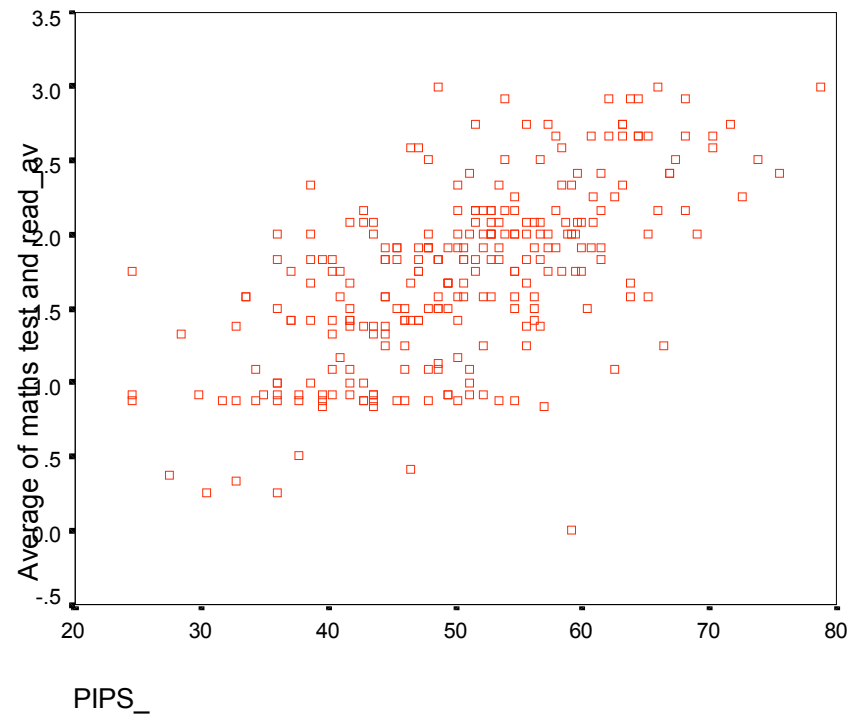
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Plot the pupils



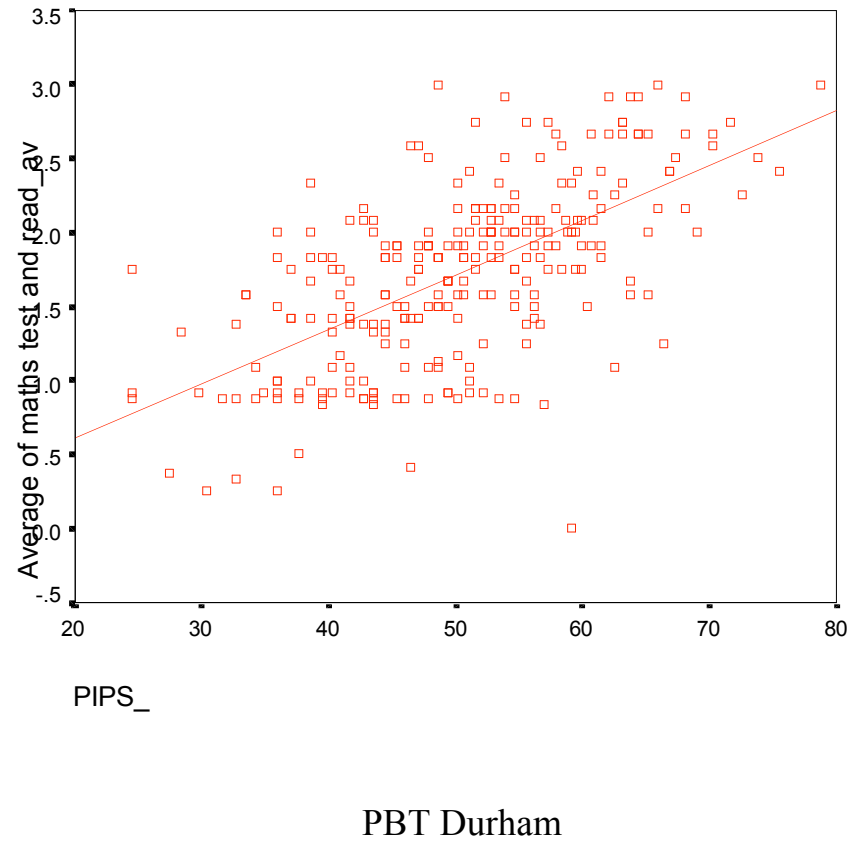
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Plot the pupils



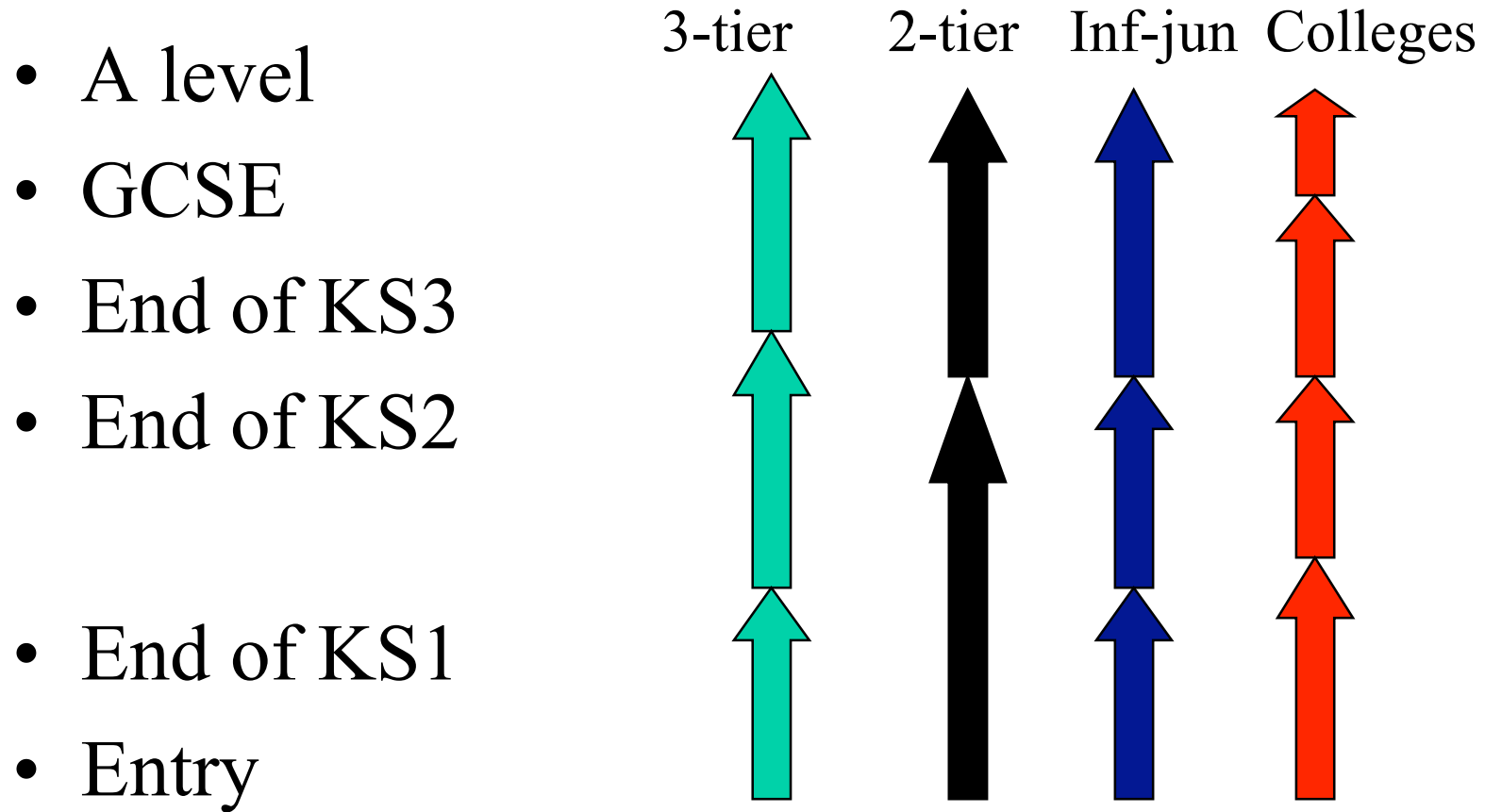
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Add the line-of-best-fit



Possible arrangements

Possible School Arrangements



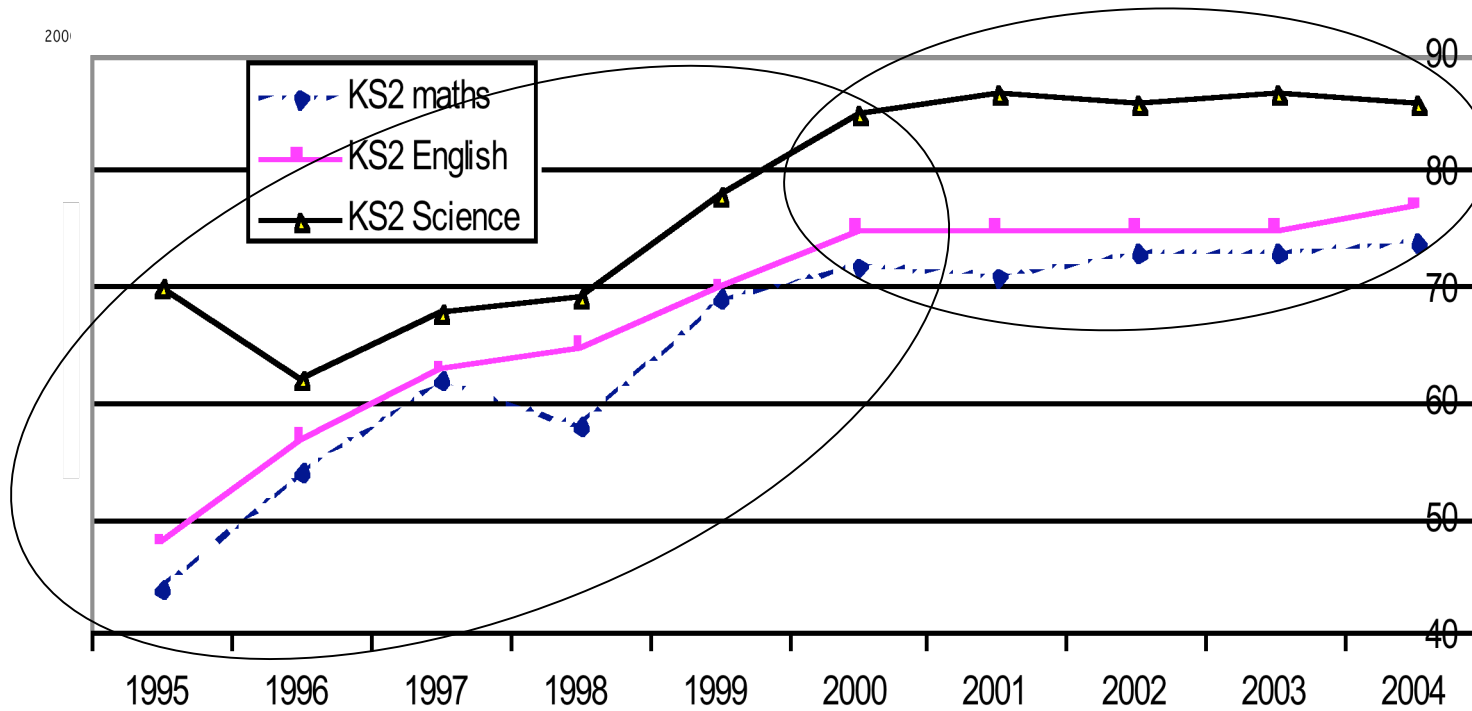
Impact of recent changes on standards

“Large scale reform is not only possible but can be achieved quickly”

Michael Barber

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KS2 Percent With Level 4+



But

- PIPS scores were not rising
- Other data started to come forward.
- QCA's own research called the reading rises "illusory".
- And last week's from the Statistics Commission:
"The Commission believes that it has been established that the improvement in KS2 test scores between 1995 and 2000 substantially overstates the improvement."

End of KS1 data

- Shortest test of the all
- Marked internally
- About to be dropped
- It is known that infant schools get high scores

Official Value-added scores

- Report for the NAHT

“We conclude that, although value-added information is an essential tool for professionals, the publishing of value-added indicators in their current form is misleading and should be discontinued.”

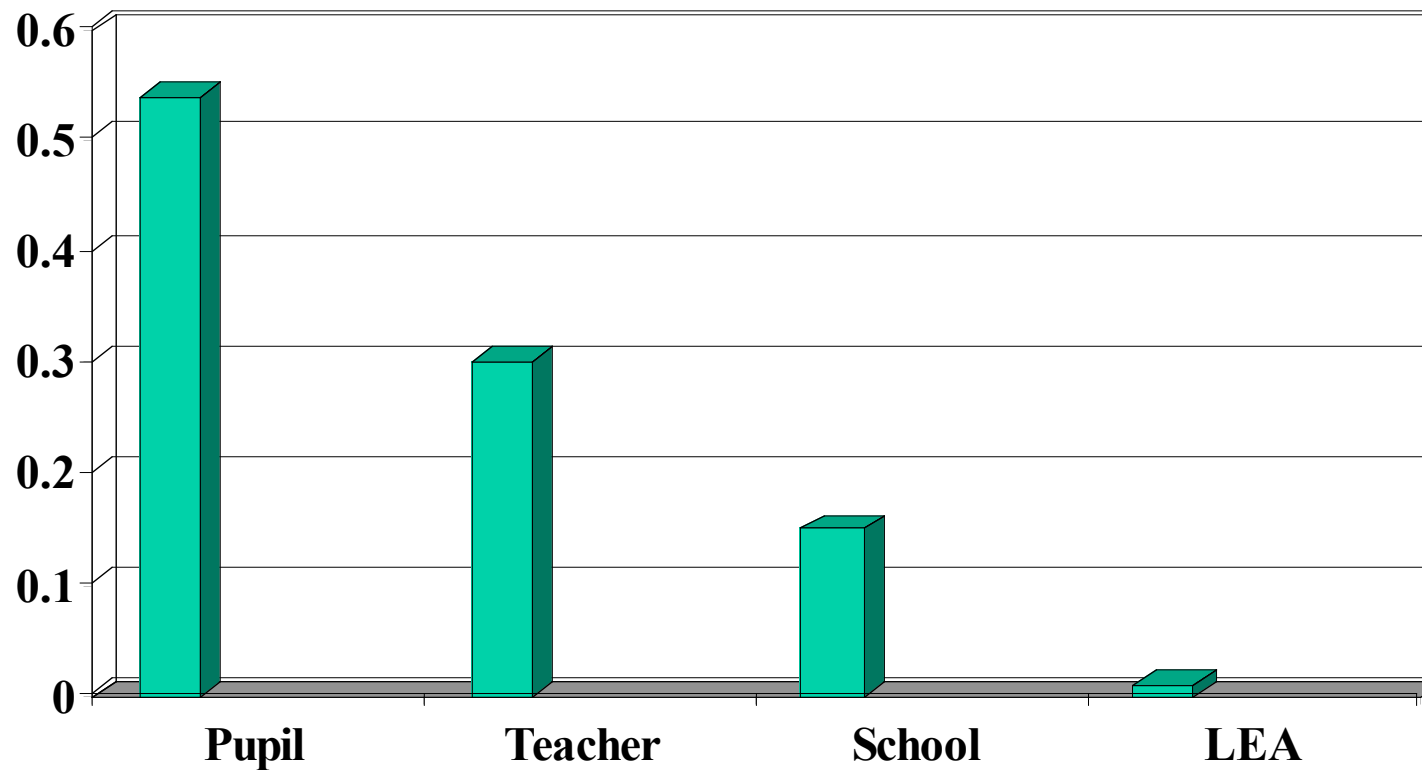
Problems

- Quality of KS1 data
- Statistics methods employed by the DfES

What research tells us more generally

- Importance of schools, teachers and LEAs
- Parallel example to the tier issue

What is important for progress?



Parallel example

- Selection or Comprehensives?
- Numerous investigations
- Some find advantage for Grammars
- Some find complex results
- Some find advantage for Comprehensives
- Overall – no clear winner
- NB Intelligent Dutch approach



