



Department  
for Education

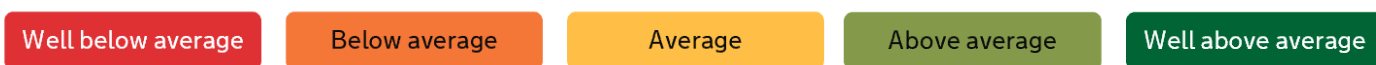
## Progress scores for key stage 4: school and college performance tables

### Progress measure ‘bandings’ – how we calculate them

In the school and college performance tables, the Progress 8 scores are grouped into 5 ‘bandings’:

- well below average
- below average
- average
- above average
- well above average

The bandings look like this:



The table below explains how we calculated the bandings for 2017 compared to 2016.

### What the Progress 8 scores show

The Progress 8 score in the performance tables show how much progress students at this school or college made from the end of key stage 2 to the end of key stage 4 studies, compared to students across England who got similar results at the end of key stage 2.

Read more about how [Progress 8 and Attainment 8 measures are calculated](#)

See the [school and college performance tables](#).

## How we calculated the bandings for 2017 and 2016<sup>1</sup>

Progress description	GCSE approved qualifications, a school/college was given the description if...	
	2017 <sup>2</sup>	2016
<b>Well above average</b>	<b>About 12% of schools/colleges in England</b> Score is 0.50 or higher, and lower confidence interval limit is higher than 0.	<b>About 5% of schools/colleges in England</b> Score is 0.50 or higher, and lower confidence interval limit is higher than 0.
<b>Above average</b>	<b>About 18% of schools/colleges in England</b> Score is higher than 0 but lower than 0.5, and lower confidence interval limit is higher than 0.	<b>About 25% of schools/colleges in England</b> Score is higher than 0 but lower than 0.5, and lower confidence interval limit is higher than 0.
<b>Average</b>	<b>About 40% of schools/colleges in England</b> Lower confidence interval limit is 0 or lower, and the upper confidence interval limit is 0 or higher.	<b>About 40% of schools/colleges in England</b> Lower confidence interval limit is 0 or lower, and the upper confidence interval limit is 0 or higher.
<b>Below average</b>	<b>About 18% of schools/colleges in England</b> Score is -0.5 or higher but less than 0, and upper confidence interval limit is lower than 0	<b>About 20% of schools/colleges in England</b> Score is -0.5 or higher but less than 0, and upper confidence interval limit is lower than 0
<b>Well below average</b>	<b>About 12% of schools/colleges in England</b> Score is lower than -0.5 and upper confidence interval limit is lower than 0.	<b>About 10% of schools/colleges in England</b> Score is lower than -0.5 and upper confidence interval limit is lower than 0.

<sup>1</sup> In 2016 the description shown on performance tables gave the approximate percentage of schools included in each banding rounded to the nearest 5 percentage points (in this year all values were within one percentage point of these rounder figures). In 2017 the percentage of schools in each banding is given to the nearest percentage point.

<sup>2</sup> The bandings for GCSEs are recalculated from the results each year. Therefore, any similarity between the bandings for 2017 compared to 2016 is purely coincidental.

## **Rounding method used in the school and college performance tables**

Progress scores (including confidence intervals) are published to two decimal places and use normal rounding conventions. For example, digits less than 5 are rounded down and those that are 5 or more are rounded up. Therefore a score of 0.21453 will be rounded down to 0.21 and a score of 0.09540 will be rounded up to 0.10. The bandings are calculated on rounded data and this is an established convention within the performance tables.

We base our bandings, and whether we consider a school's score to be above or below average (significantly different from 0), on the published value of the confidence interval at two decimal places. For example, we do not treat a school with an upper confidence limit of -0.00234, which is shown as 0.00, as significantly below average.

## **Making comparisons between years**

The Progress 8 measure cannot be compared directly year on year. For example, knowing a school had a Progress 8 score of -0.2 in 2016 and a score of -0.2 in 2017 tells you how the school did compared to the national average in those years but not whether their performance improved across years.

The distribution of scores changed such that different proportions of schools were in each banding in each year (as shown in the table above), with far more schools falling into the 'well above average' group in 2017 than was the case in 2016. This change has been influenced by changes to points awarded following the move to the new point scores and the introduction of reformed GCSEs (graded on the 9 -1 scale) in performance tables.

Care should therefore be taken when drawing conclusions about an improvement or fall in performance of the school based on Progress 8 alone and other data should be taken into account.