

Preliminary Results of the BIPE Project - Income

BIPE Project

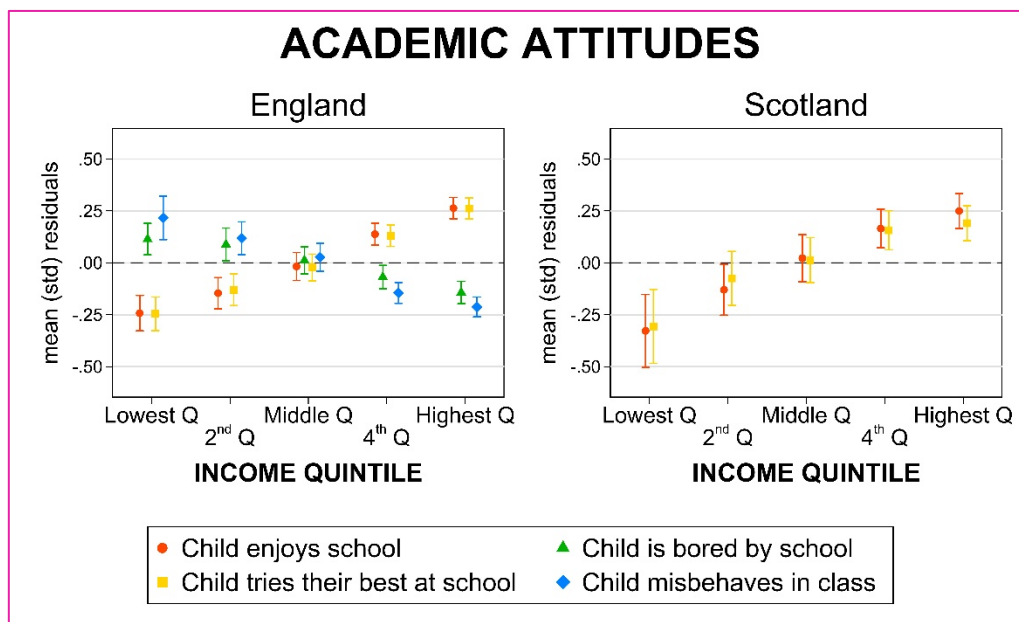
Social and ethnic biases in primary education

The preliminary results presented below investigate the *discrepancy* between students' self-reported academic attitudes and teachers' perceptions of them.

Do teachers in England accurately perceive their students' academic attitudes?

Here, an INACCURATE PERCEPTION is defined as the teacher *over-* or *under-*estimating a student self-reported academic attitude.¹

A systematic pattern of (in)accurate teacher perceptions is here shown as the average over- or under-estimation of the academic attitudes of children from different income quintiles.



Preliminary results suggest that, on average, teachers tend to ...

- over-estimate how often students from higher-income families enjoy school and try their best at school.
- under-estimate how often students from lower-income families enjoy school and try their best at school.
- over-estimate how often students from lower-income families are bored by school and misbehave in class.
- under-estimate how often students from higher-income families are bored by school and misbehave in class.

Quintiles

Imagine ranking all the families in a country based on their income and then dividing them into 5 groups of the same size. The lowest quintile is the group with the lowest income (i.e., the bottom 20%), the second quintile is the next group, etc.

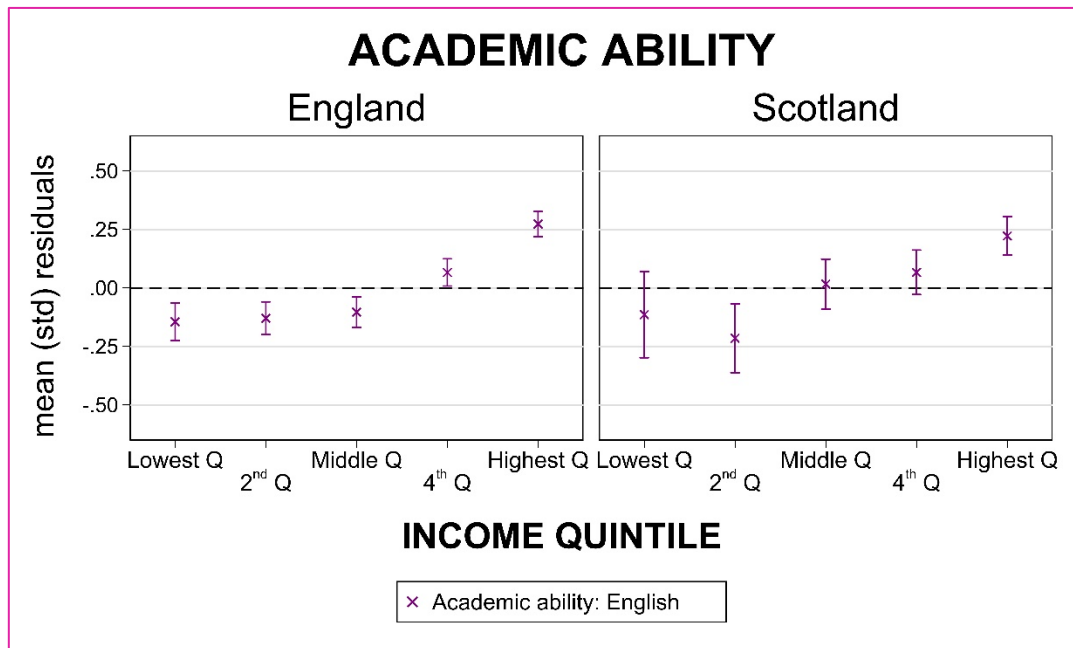
¹ To be precise, teachers' perceptions of a certain academic attitude are regressed over the students' self-reported measure of said attitude. Thus, an (in)accurate perception is captured by the residuals of the regression. Positive (negative) residuals signal that a teacher's perception is higher (lower) than expected, given the student self-reported attitude.

The preliminary results presented below investigate the *discrepancy* between students' language skills abilities² and teachers' rating of them³.

Do teachers in England accurately perceive their students' academic abilities?

Here, an INACCURATE PERCEPTION is defined as the teacher *over-* or *under-*estimating a student academic ability.⁴

A systematic pattern of (in)accurate teacher perceptions is here shown as the average over- or under-estimation of the academic ability of students from different income quintiles.



Preliminary results suggest that, on average, teachers tend to ...

- under-estimate the language skills of students from lower-income families.
- over-estimate the language skills of students from higher-income families.

² In England, students' language skills abilities are captured by the BAS II Verbal Similarities cognitive test which measures (acquired) verbal knowledge and verbal reasoning (Elliot, Smith, & McCulloch, 1996). In Scotland they are captured by the WIAT II Listening Comprehension test which covers the three domains of receptive vocabulary, sentence comprehension, and expressive vocabulary (Wechsler, 2005).

³ In England, teachers' ratings of students' language skills abilities are captured by the question "*In so far as your professional experience will allow, please rate this child in relation to all children of this age (i.e., not just their present class or, even, school): English*". In Scotland, teachers were asked to assess the Curriculum for Excellence level (Early, First, Second, Third) and the stage (Developing, Consolidating, Securing) at which the child was working in the following areas: listening and talking, reading, and writing; the two sources of information were combined by the authors to construct the final teacher rating.

⁴ To be precise, teachers' ratings of students' ability are regressed over students' standardised BAS II Verbal Similarities score, student age at the time of standardised testing, and two standardised students' prior ability measures, BAS II Naming Vocabulary and BAS II Picture Similarities (Elliot, Smith, & McCulloch, 1996). Thus, an (in)accurate rating is captured by the residuals of the regression. Positive (negative) residuals signal that a teacher's rating is higher (lower) than expected, given the student ability, age, and prior abilities.

Get in touch

If you would like to know more about the BIPE Project, please get in touch.

BIPE Project website

<https://bipeproject.blogs.bristol.ac.uk/>

BIPE Project e-mail address

bipe-project@bristol.ac.uk



BIPE Project Researchers e-mail addresses

Dr. Katherin Barg

*Project Leader - Senior Lecturer
in Education*

katherin.barg@bristol.ac.uk

Valentina Perinetti Casoni

Senior Research Associate

valentina.perinetticasoni@bristol.ac.uk

DATA

The BIPE Project uses the *Millennium Cohort Study* and the *Growing Up in Scotland* study, two large-scale surveys that followed, respectively, 19,000 children born between 2000 and 2001 in the UK and 5,200 children born between 2004 and 2005 in Scotland.

The **PRELIMINARY** results presented here refer to around 6,000 children aged 11 years old residing in England in 2012, and 2,000 children aged 10 years old residing in Scotland in 2014/2015.

Millennium Cohort Study:

- University of London, Institute of Education, Centre for Longitudinal Studies. (2022). *Millennium Cohort Study: Sweeps 1-7, 2001-2018: Longitudinal Family File*. [data collection]. 4th Edition. UK Data Service. SN: 8172, [DOI: 10.5255/UKDA-SN-8172-4](https://doi.org/10.5255/UKDA-SN-8172-4)
- University of London, Institute of Education, Centre for Longitudinal Studies. (2022). *Millennium Cohort Study: Age 9 months, Sweep 1, 2001*. [data collection]. 14th Edition. UK Data Service. SN: 4683, [DOI: 10.5255/UKDA-SN-4683-6](https://doi.org/10.5255/UKDA-SN-4683-6)
- University of London, Institute of Education, Centre for Longitudinal Studies. (2023). *Millennium Cohort Study: Age 3, Sweep 2, 2004*. [data collection]. 11th Edition. UK Data Service. SN: 5350, [DOI: http://doi.org/10.5255/UKDA-SN-5350-6](http://doi.org/10.5255/UKDA-SN-5350-6)
- University of London, Institute of Education, Centre for Longitudinal Studies. (2022). *Millennium Cohort Study: Age 5, Sweep 3, 2006*. [data collection]. 9th Edition. UK Data Service. SN: 5795, [DOI: 10.5255/UKDA-SN-5795-6](https://doi.org/10.5255/UKDA-SN-5795-6)
- University of London, Institute of Education, Centre for Longitudinal Studies. (2022). *Millennium Cohort Study: Age 7, Sweep 4, 2008*. [data collection]. 9th Edition. UK Data Service. SN: 6411, [DOI: 10.5255/UKDA-SN-6411-9](https://doi.org/10.5255/UKDA-SN-6411-9)
- University of London, Institute of Education, Centre for Longitudinal Studies. (2022). *Millennium Cohort Study: Age 11, Sweep 5, 2012*. [data collection]. 6th Edition. UK Data Service. SN: 7464, [DOI: 10.5255/UKDA-SN-7464-6](https://doi.org/10.5255/UKDA-SN-7464-6)

- University of London, Institute of Education, Centre for Longitudinal Studies. (2023). *Millennium Cohort Study: Age 14, Sweep 6, 2015*. [data collection]. 7th Edition. UK Data Service. SN: 8156, DOI: <http://doi.org/10.5255/UKDA-SN-8156-7>
- University of London, Institute of Education, Centre for Longitudinal Studies. (2022). *Millennium Cohort Study: Age 17, Sweep 7, 2018*. [data collection]. 2nd Edition. UK Data Service. SN: 8682, DOI: [10.5255/UKDA-SN-8682-2](https://doi.org/10.5255/UKDA-SN-8682-2)

Growing Up in Scotland:

- ScotCen Social Research. (2022). *Growing Up in Scotland: Cohort 1, Sweeps 1-10, 2005-2020: Special Licence Access*. [data collection]. 19th Edition. UK Data Service. SN: 5760, DOI: [10.5255/UKDA-SN-5760-12](https://doi.org/10.5255/UKDA-SN-5760-12)
- ScotCen Social Research. (2022). *Growing Up in Scotland: Cohort 1, Primary 6 Teacher Survey, 2014-2015: Special Licence Access*. [data collection]. UK Data Service. SN: 8366, DOI: [10.5255/UKDA-SN-8366-1](https://doi.org/10.5255/UKDA-SN-8366-1)