

Did You Know?

MATHEMATICS

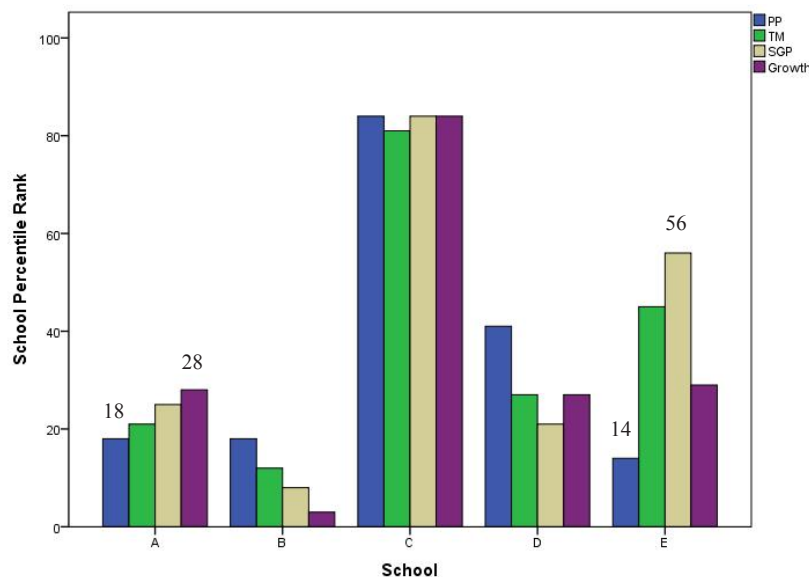
Research Note No. 5 – March 2018

School performance can look very different depending on the accountability model used. As states and districts develop new accountability systems, it is important to consider model choice. Our recent research shows that choice of model matters a great deal!¹

The good news: There are a variety of school performance models in use on which there is experience and available research that can guide model choice.

The challenge ahead: Choice of model has important implications. Models that do not consider multiple years of performance can penalize schools with higher percentages of students who are economically disadvantaged, ethnic minority, or have disabilities (see Research Note No. 6).

School Percentile Ranks for Five Example Schools as Estimated by Four Different Accountability Models



- The figure shows percentile ranks (from 1, lowest to 99, highest) for five schools (part of a sample of 243 Oregon middle schools) using four different school accountability models (PP = percent proficient, TM = transition matrix, SGP = student growth percentiles, Growth = regression average growth rate).
- Each school's state mathematics test results were analyzed using each accountability model. Differences in school percentile ranks across models were then compared.
- It is apparent that school percentile rank can vary a lot depending on the model chosen. For example, School A is ranked at the 18th percentile using PP but at the 28th percentile using the Growth model. In contrast, School E is ranked at the 14th percentile using PP, but at the 56th percentile using the SGP model.

¹ For more information, see:

Stevens, J. J. et al. (2017). *A Comparison of Alternative Models for Estimating School Performance in Mathematics and Reading/Language Arts in Four State Accountability Systems: Oregon Results*. Available from our website: www.ncaase.com

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