

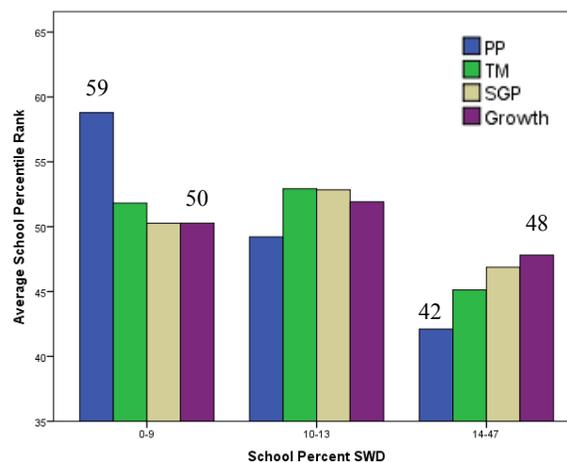
Research Note No. 6 – March 2018

Accountability models vary in their depictions of school performance as a function of the student composition of the school. For example, schools with larger percentages of students from protected groups (e.g., economically disadvantaged students, SWD) generally are evaluated higher by multiyear accountability models and lower by single year models (e.g., percent proficient, PP). Thus, choice of model matters.¹

The good news: Careful choice of accountability model or use of more than one model can provide better understanding of the performance of schools who serve different student populations (See DYK No. 5)!¹

The challenge ahead: In order to choose the right model when school composition differs (e.g., percent SWD), school leaders must be knowledgeable about the use and interpretation of various accountability models given the demographics of their schools.

**Average School Percentile Rank by Accountability Model
Grouped by School Percent of SWD**



- The figure shows average school percentile ranks (from 1 to 99) for 243 Oregon middle schools using four school accountability models (PP, TM = transition matrix, SGP = student growth percentile, Growth = regression average growth rate), based on the state mathematics test in Grade 8.
- The schools are divided into three equally sized groups based on percent SWD in the school (x-axis).
- Schools with fewer SWD (on left), have the highest average school percentile rank using the PP model. For schools serving the most SWD (on right), average school percentile rank is lowest for the PP model and highest using the growth model. Note that the PP model varies most as a function of percent SWD.

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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