

Supplemental Education Services

Accountability for Performance:
Focus on Results

Theodor Rebarber

AccountabilityWorks
www.accountabilityworks.org

Title I Legislative Purposes

- (4) identifying and turning around low-performing schools..while providing alternatives to students in such schools to enable the students to receive a high-quality education
- (7) providing greater decisionmaking authority and flexibility to schools and teachers in exchange for greater responsibility for student performance
- (12) affording parents substantial and meaningful opportunities to participate in the education of their children

Accountability for Results, Not Processes and Inputs

- Focus on Results
 - Student achievement
 - Students “dropping”/leaving a vendor due to dissatisfaction
- Avoid prescriptions for:
 - Organization/governance, curriculum and instruction (other than assurances of focus on state standards), certification of instructors, maximum instructional group size, expenditure of funds, specific number of hours, school facility code requirements for off-site providers

State Accountability: Approving Providers

- “...develop and apply objective criteria...to potential providers that are based on a demonstrated record of effectiveness in increasing the academic proficiency of students in subjects relevant to meeting State academic standards”
 - Objective criteria
 - Record of effectiveness in increasing achievement
 - Relevant subjects

State Accountability: Monitoring and Removal

- “...develop, implement, and publicly report on standards and techniques for monitoring the quality and effectiveness of the services offered by providers...and for withdrawing approval from providers that fail, for 2 consecutive years, to contribute to increasing the academic proficiency of students served...”

State Accountability: Monitoring, Removal (cont'd)

- Monitoring quality and effectiveness of providers, public reporting
 - Annual reporting; understandable to parents
- Removing providers from approved list, if they don't “contribute to increasing student achievement” for 2 consecutive years
 - provider “contribution” v. school/teacher “contribution”
 - “increasing” achievement suggests gain/value-added

State Accountability Challenges

- Many state standards-based tests do not currently serve every grade
- Even states meeting NCLB test requirements often do not assess K-2, or all high school grades
- Students served under this program are likely to be far below grade level—state standards-based test questions tend to focus on grade level skills
- Separating providers' annual contributions to achievement gains from schools/teachers' annual contributions requires careful evaluation design

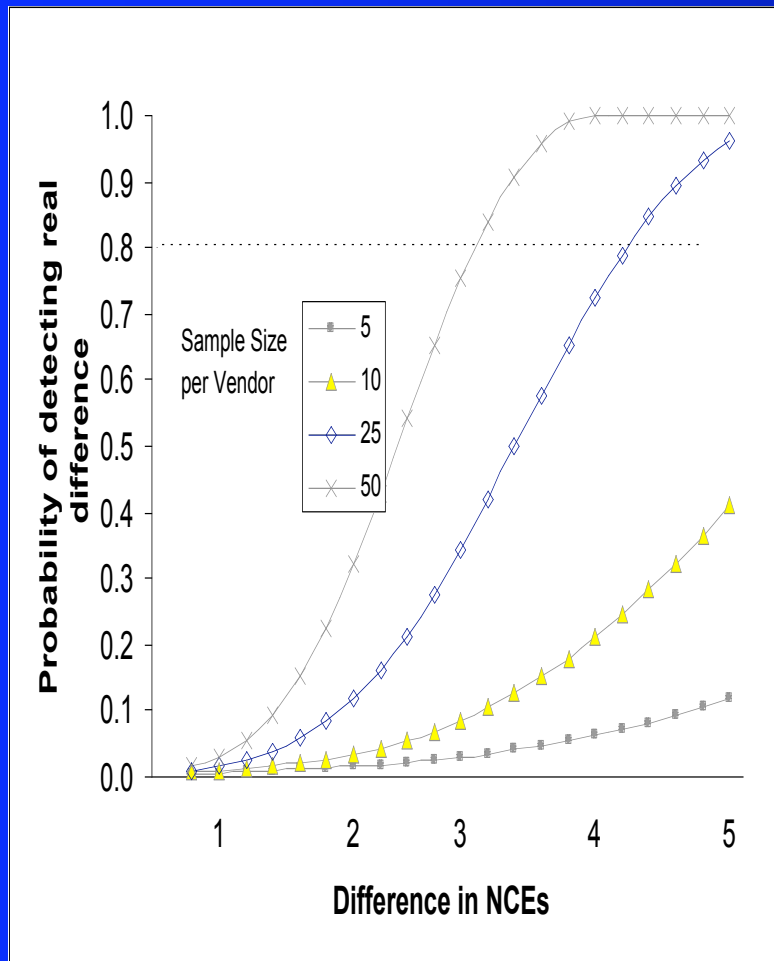
State Accountability Options

- Grade-by-grade standards-based tests with sufficient below-grade level items
 - Cross-grade vertical scale if available
 - “Basic” level as well as “Proficient”
- Other options:
 - Quality norm-referenced tests—such as SAT9 or ITBS—all have vertical scale and are sensitive up to 1.5 grade levels above or below
 - Computer-adaptive tests—such as STAR Reading, STAR Math—have vertical scale, sensitive to any student level, 10-15 min. administration, instantaneous scoring/reporting

State Accountability Options (cont'd)

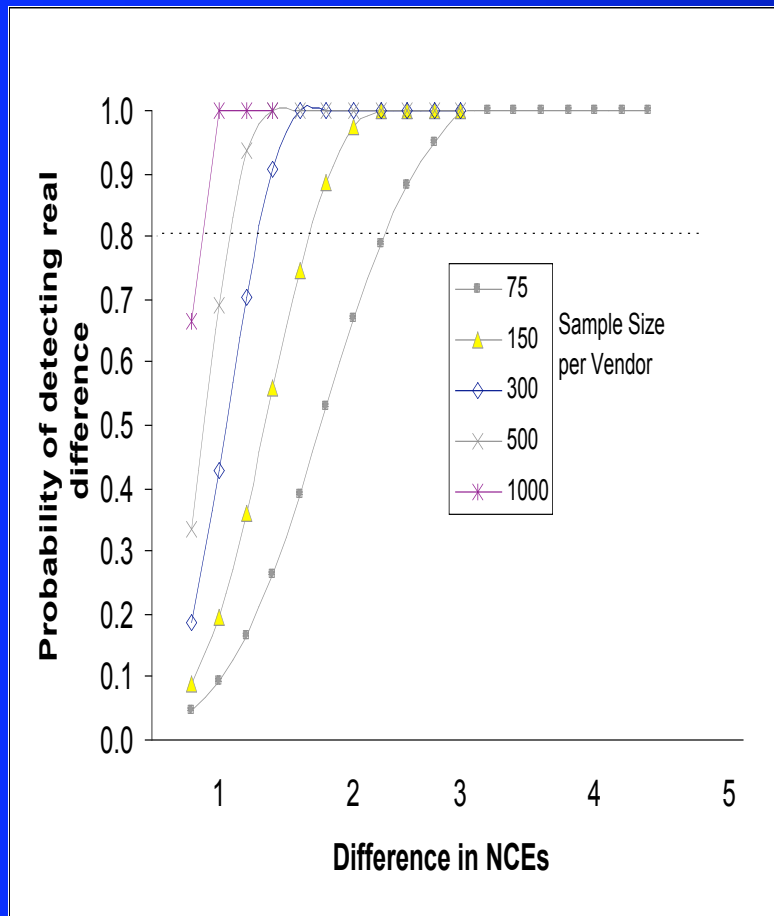
- States should consider fall/spring pre-test/post-test, particularly where there is no state database to match student scores from spring to spring
- To the extent possible, states should ensure that tests are administered in an independent manner by someone other than the provider
- Statistical evaluation designs exist that can separate the achievement contributions of supplemental services providers from the achievement contributions of schools and teachers (contact ELC)

Graph 1: Small Providers, Small Total Population



- **Probability of detecting a real difference from a minimum gain (or another reference gain set by a state), by NCE difference and sample size. Student sample size per provider per year for 25 small-scale providers.**

Graph 2: Large Providers, Large Total Population



- Probability of detecting a real difference from a minimum gain (or another reference gain set by the state), by NCE difference and sample size. Student sample size per provider per year for 10 large-scale providers.

LEA Accountability

- “In the case of a selection of an approved provider by a parent, the LEA shall enter into an agreement with such provider. Such agreement shall require the LEA to develop, in consultation with parents (and the provider chosen by the parents):
 - A statement of specific achievement goals for the student

LEA Accountability (cont'd)

- How the students' progress will be measured
- A timetable for improving achievement
- The agreement shall also:
 - Describe how the student's parents and teacher(s) will be regularly informed of the student's progress
 - Provide for the termination of such agreement if the provider is unable to meet such goals and timetables

LEA Accountability Challenges

- Determining achievement goals, measurement, and timetable for each student
- Developing reliable results at the individual student level

Confidence Intervals For Individual Student Gains

Test	Test Reliability (0-1)	+/- Gain Score Range (90% confidence interval)
WRMT-R (Full battery)	0.98	6.8
SAT-9	0.95	10.8
FCAT	0.92	13.5
STAR-Reading	0.94	11.8
STAR-Math	0.85	18.4
Terra Nova (CTBS-5)	0.95	10.8

LEA Accountability Options

- Achievement goals, timetable for improving achievement
 - Drafted by provider based on individual evaluation of student needs, with parents input/approval
 - Subject to review and final decision by LEA
- LEAs
 - encourage uniformity by a provider in measurement system and regular reporting (with accommodations)
 - may require a reliable and valid assessment in conjunction with measurement system by all providers (but avoid duplicating state assessment requirements)

LEA Accountability Options (cont'd)

- define minimum frequency of progress reports to parents and teachers (e.g., at least monthly)
- administer program to allow for parent flexibility in switching to a different provider during the school year if dissatisfied with progress
- given limitations of test reliability at individual student level with respect to gains, consider both gain and other achievement indicators in end-of-year evaluation of results
- allow parent discretion in deciding whether to renew, but assist parents in making smart choices

Parent Accountability

- Educational providers—public or private—increase student achievement in response to meaningful parent choice (Hoxby)
- To exercise accountability effectively, parents need
 - Accessible and comprehensible information on provider effectiveness from the state
 - Assistance from the LEA and teacher in establishing clear goals and a timeline, monitoring progress, and evaluating success at the end of the year
 - A user-friendly process for selecting or switching providers

Needed: State and LEA Planning Now

- No time to lose on designing and implementing the evaluation
- Accountability for results should apply to all educational programs, including SES