IDENTIFICATION AND SELECTION OF “ODDS–BEATING” ELEMENTARY SCHOOLS:

COMPARISONS OF RELATIVE SCHOOL PERFORMANCE ON COMMON CORE ASSESSMENTS

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THE WORLD WITHIN REACH
What is “Odds Beating”?

- Odds-beating elementary schools
  - Schools whose students exceeded expectation on state assessments for the population served.
  - Schools whose students performed significantly better on 2013 state Common Core-aligned assessments in multiple subjects and grade levels than other schools serving similar demographic populations.

- Typically performing schools
  - Schools whose students performed as expected on state assessments for the population served.
Step 1: Estimating Expected Performance

- **Family inputs to schooling**
  - Rates of economic disadvantaged
    - % of students whose families receive public assistance.
  - Rates of English language use
    - % of students classified as English language learners.

- **Academic outputs of schooling**
  - Knowledge and skills in language arts and quantitative reasoning.
    - Average performance on 2013 ELA and math state assessments, which were aligned to Common Core.
Rates of Economic Disadvantage & Average 3rd Grade Math Score
Step 2: Evaluating Actual-Expected Gaps in Performance

- **Approach A - Size of Gap.**  
  - Size of difference compared to state average.
    - Standardized to have a mean = 0 & standard deviation = 1.
    - Odds beaters exceed expectations by more than 1 standard deviation.

- **Approach B - Robustness of Gap.**  
  - Is the difference statistically significant?  
    - *t*-test to take into account margin of error.
    - Odds beaters’ gap is unlikely to be due to random or chance factors related to statistical estimation.
Rates of Economic Disadvantage & Average 4th Grade ELA Score

Typical Performer

Odds Beater
Step 3: Classifying Schools

- Multiple comparisons
  - ELA & Math scores for 3rd through 5th grades.

- Odds Beaters
  - Average actual-expected performance gap was greater than 1 standard deviation.
    and/or
  - Actual-expected gaps were statistically significant in at least 3 comparisons.

- Typical Performers
  - Average actual-expected gap was less than .25 standard deviation.
    AND
  - Actual-expected gap was not statistically significant for any of the 6 comparisons.
Cumulative Actual-Expected Performance Gaps

Typical Performer

Odds Beater
Step 4: Selecting Recruitment Pool

- Purposely selected to be **SIMILAR** in:
  - Grade configurations - pre-K/K to 6th grade.
  - State accountability status.
  - Serving more diverse & disadvantaged students.

- Purposely selected to be **DIVERSE** in:
  - Type of community - rural, suburban, urban
  - Location in the state.
Accountability Status & Odds-beating Classification

School Type

- Neither OB nor TP
- Typically Performing
- Odds-Beating

2014 Accountability Status

- Reward
- LAP or IGS*
- Priority or Focus

* Local Assistance Plan or In Good Standing

Percentage of Schools

- All: 67% (18% Odds-Beaters, 14% Typical Performers)
- Reward: 79% (12% Odds-Beaters, 9% Typical Performers)
- LAP or IGS*: 79% (19% Odds-Beaters, 13% Typical Performers)
Locations of Recruitment Pool

Odd-beating Elementary School
Typically Performing Elementary School

7/15/2014
<table>
<thead>
<tr>
<th>Odds Beating</th>
<th>% Economically Disadvantaged Students</th>
<th>% White Students</th>
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</thead>
<tbody>
<tr>
<td>Eagle Bluff</td>
<td>&gt;43%</td>
<td>&gt;89%</td>
</tr>
<tr>
<td>Spring Creek</td>
<td>18-43%</td>
<td>&gt;89%</td>
</tr>
<tr>
<td>Starling Springs</td>
<td>18-43%</td>
<td>&lt;73%</td>
</tr>
<tr>
<td>Yellow Valley</td>
<td>&gt;43%</td>
<td>&lt;73%</td>
</tr>
<tr>
<td>Bay City</td>
<td>&gt;43%</td>
<td>&lt;73%</td>
</tr>
<tr>
<td>Goliad</td>
<td>&gt;43%</td>
<td>&lt;73%</td>
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</table>

<table>
<thead>
<tr>
<th>Typically Performing</th>
<th>% Economically Disadvantaged Students</th>
<th>% White Students</th>
</tr>
</thead>
<tbody>
<tr>
<td>Wolf Creek</td>
<td>18-43%</td>
<td>&gt;89%</td>
</tr>
<tr>
<td>Sun Hollow</td>
<td>18-43%</td>
<td>73-89%</td>
</tr>
<tr>
<td>Paige City</td>
<td>&gt;43%</td>
<td>73-89%</td>
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Categories are approximately the bottom, middle & top 3rds in the state.
Response to Reform Initiatives

<table>
<thead>
<tr>
<th></th>
<th>Agree</th>
<th>Disagree</th>
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<tbody>
<tr>
<td>TP</td>
<td>61.9%</td>
<td>38.1%</td>
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<tr>
<td>OB</td>
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<td>TP</td>
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<td>66.7%</td>
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<tr>
<td>OB</td>
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<td>38.6%</td>
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**I worry about the security of my job because of the performance of my students or my school on state and/or local tests**

**State or district content standards have had a positive influence on my satisfaction with my teaching**