

An Example of Achievement Data Masking the Stark Differences in School Effectiveness Across Subjects within Year

<i>Subject</i>	<i>Grade</i>	<i>Year</i>	<i>% Certain Diff from 0</i>	<i>Test</i>	<i>Pool</i>	<i>Predicted Mean</i>	<i>Actual Mean</i>	<i>School Effect</i>	<i>Stand. Error</i>	<i>Cohort N</i>	<i>Progress. Design.</i>
<i>Progress Measurement</i>											
Math	3	2005	99.99	OAT	Stanford 1	410.20	418.60	8	2	79	Above
Reading	3	2004	78.87	OAT	Stanford 1	420.40	417.60	-2.5	2	74	NDD
Reading		2005	97.77	OAT	Stanford 1	419.70	414.70	-4.8	2.1	79	Below

INDICATORS	Your School 2004-2005
3rd Grade Achievement	The state req
1. Reading	79.0
2. Mathematics	78.0

Comment:

Despite there being only a 1% difference in the rate of reading and math proficiency for the 2005 students, there is a qualitative difference in the amount of progress facilitated in each of those subjects.

The achievement status scores may mask the differences in school effectiveness across subject areas, if the amount of progress facilitated in each subject area isn't considered.

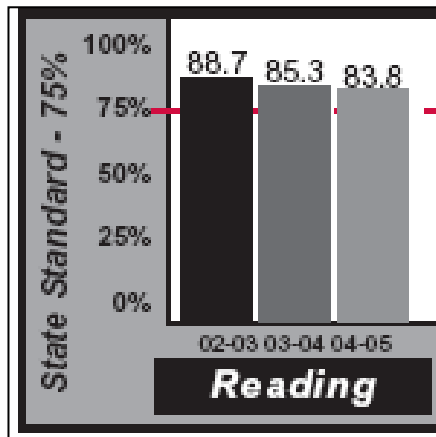
An Example of Achievement Data Masking the Stark Differences in School Effectiveness within Subject Across Years

<i>Subject</i>	<i>Grade</i>	<i>Year</i>	<i>% Certain Diff from 0</i>	<i>Test</i>	<i>Pool</i>	<i>Predicted Mean</i>	<i>Actual Mean</i>	<i>School Effect</i>	<i>Stand. Error</i>	<i>Cohort N</i>	<i>Progress. Design.</i>
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Progress Measurement

Reading	6	2002	75.96	OPT	TerraNova	248.60	252.20	2.7	2.3	69	NDD
Reading		2003	71.99	OPT	TerraNova	245.30	248.30	2.7	2.5	63	NDD
Reading		2004	99.93	OPT	TerraNova	244.60	252.80	7.1	2.1	71	Above
Reading		2005	99.31	OPT	TerraNova	257.70	249.90	-7.3	2.7	64	Below

Status Measurement



Comment:

Despite there being only a 1.5% difference in the rate of reading proficiency between the 2005 students and the 2004 students, there is a qualitative difference in the amount of progress facilitated for each of those cohorts.

The achievement status scores may mask the differences in school effectiveness across years, if the amount of progress facilitated in each year isn't considered. As a matter of fact, when such qualitative differences in progress are noted across years, this usually indicates that there has been a structural change in curriculum, instruction, or teaching personnel over the same time period. In the example shown here, there in fact was a change in teaching personnel from 2004 to 2005.

Perhaps of most interest here is that by looking at just status scores, one would be hard pressed to notice such a change in school effectiveness from 2004 to 2005, without noting the progress each cohort made.