



# Quality Performance Accreditation Expected Gain Formula

## What is the Expected Gain Formula?

QPA regulations identify two ways a school can meet performance criteria: Meeting or exceeding the proficiency targets and demonstrating an overall increase in student achievement, also known as Expected Gain. This is outlined in Regulation K.A.R. 91-31-32 (b) (1) – (4) which states:

“The performance criteria shall be as follows:

- (1) Except as provided in subsection (d) of this regulation, having met the percentage prescribed by the state board of students performing at or above the proficient level on state assessments (also known as performance targets) or having increased overall student achievement by a percentage prescribed by the state board (also known as expected gain);
- (2) having 95% or more of all students and 95% or more of each student subgroup take the state assessments;
- (3) having an attendance rate equal to or greater than that prescribed by the state board; and
- (4) for high schools, having a graduation rate equal to or greater than that prescribed by the state board.”

The Expected Gain formula determines “increased overall student achievement by a percentage prescribed by the state board”. To meet the *expected gain* a school must:

- 1) demonstrate that every student group not meeting performance targets has increased the percentage of students meeting the target the following year, and
- 2) meet the *expected gain* in the all student group.

Schools and their governing organizations can choose to use expected gain when they do not make performance targets for one or more years in the areas of Reading, Mathematics, Science, History/Government, and/or Writing.

When a school decides to use Expected Gain, the school agrees to develop and/or refine their Integrated Improvement Plan, submit it to the Kansas State Department of Education (KSDE) and participate in a peer review sponsored by the KSDE.

## How is Expected Gain (EG) Calculated?

### Expected Gain Formula

Expected Gain = (the number of students scoring below “*meet standard*” multiplied by the average percentage of gain demonstrated across the state for that year or 2% whichever is the greater of the two) + (the number of students meeting or exceeding standard).

When calculating Expected Gain, assessment data collected in the spring of the year a school uses Expected Gain is the first set of assessment data. The following year(s) provide the data used for comparison.

### Sunflower School Example

- In the fall of 2006-2007, the school participated in Expected Gain, submitted an Integrated Improvement Plan, and participated in a peer review.
- In the spring of 2006-2007 school year, Sunflower school tested 112 students in reading.
- 36 students met or exceeded the targets – a proficiency rate of 32%.
- 76 students did not meet or exceed the performance targets.
- All student groups met the targets except English Language Learners.

Note: For this example, assume that the average percentage gain across the state was 4%.

### Calculation Steps

To calculate the expected gain for Sunflower school the following steps were taken:

Expected Gain Formula -  $(76 \times .04) + (36)$

Step 1:  $76$  [students who did not meet or exceed the targets]  $\times .04$  [average % gain across the state] =  $3.04$

Step 2:  $3.04 + 36$  [students who met or exceeded the standards] =  $39$

Step 3:  $39/112$  [total # of students assessed in reading] =  $34.82\%$  (35%)

### Results

At the end of the 2007-2008 school year,

- the English Language Learner student group increased the percentage of students meeting and/or exceeding standards by 3%.
- having met the first criteria, the expected gain formula is applied to the all student group.
- 37% of the tested students met or exceeded the standards, so the school met the second criteria.
- Sunflower school met the Expected Gain.



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## What are the Eligibility Criteria?

A school is eligible to use the Expected Gain formula if it

- does not meet the QPA performance target(s) for one year (on watch), is accredited on improvement, is conditionally accredited, or is not accredited due to not making performance targets and
- submits their Integrated Improvement Plan and
- participates in a Kansas State Department of Education sponsored technical assistance peer review of their submitted Integrated Improvement Plan.

The utilization of the Expected Gain Formula is optional for eligible schools.

## What are the benefits of using Expected Gain?

A criticism of the federal No Child Left Behind requirements is that a school making growth toward the performance target(s) is not recognized. Kansas accreditation regulations allow for a school to maintain or acquire the status of “accredited” by demonstrating growth toward the performance targets.

For instance, a school that is accredited and does not make performance targets for one year retains the status of “accredited” for an additional year which allows the school to develop or refine and implement their Integrated Improvement Plan. Then if the school makes the Expected Gain the following year, it continues to be “accredited” even if the school does not make the performance target.

If a school is “accredited on improvement” the school remains “accredited on improvement” for an additional year, develops or refines and implements its Integrated Improvement Plan. If the school makes the Expected Gain for two years, the school’s status is “accredited” even if the school does not make the performance targets.

## How does Expected Gain impact Title I Improvement Status

- Expected Gained does not impact Title I Improvement Status for No Child Left Behind. For example, a school in corrective action can not use Expected Gain to enhance its Title I Improvement Status.
- Expected Gain only applies to Kansas Quality Performance Accreditation. So a school in corrective action for Title I could be “accredited” or “accredited on improvement” for QPA giving the school a mechanism to communicate to its stakeholders that progress is being made toward the performance targets.
- Schools that are held accountable to Title I regulations are encouraged to consider using Expected Gain because of its impact on state accreditation.

## Additional Resources

- See Adequate Yearly Progress (AYP) Fact Sheet.
- See Quality Performance Accreditation (QPA) Fact Sheet.
- See QPA State Technical Assistance Team Fact Sheet.