



# WDE Assessment Updates

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## Save the Date PAWS/SAWS and PAWS-ALT/SAWS-ALT Building Coordinator Training

Tuesday, **January 28th** Casper, WY – physical location TBD

### Tentative Sessions:

8:00 am – 10:00 am Morning PAWS/SAWS General Coordinator Session

10:00 am – 12:00 pm PAWS-ALT/SAWS-ALT Coordinator Session

1:30 pm – 3:30 pm Afternoon PAWS/SAWS General Coordinator Session

Educational Testing Service (ETS) and the Wyoming Department of Education will be hosting a Building Coordinator Training to review the responsibilities of the Building Test Coordinator for the 2014 PAWS/SAWS/PAWS -ALT/SAWS-ALT administrations.

This training will be recorded and posted to ETS – TOMS portal as well as the WDE Assessment site to view if staff are unable to attend the live training.

### **TOMS Training Access**

It is here! Click on the following link to access the recording of the recorded

### **GoTo TOMS Webinar:**

<https://attendee.gotowebinar.com/recording/4805911803781149953>

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### **Important Upcoming Dates:**

- Now - Jan. 23      -- PAWS/SAWS/PAWS-ALT/SAWS-ALT **Pre-ID** Edit Window in TOMS
- Coming Soon      -- ACT Administration Webcast becomes available
- Jan. 24            -- Application for ACT Approved Accommodations Due
- Jan. 28            -- Building Coordinator Training for PAWS/SAWS/PAWS-ALT/SAWS-ALT

## Wyoming School Accountability—The 2014 High School Achievement Indicator

By Michael Flicek, Ed.D., Education Accountability Consultant

### THE PROBLEM

The ACT scale for subject area tests was not designed with the idea that student performance levels would be established. Frequency distributions for the scale scores in Wyoming over a three year period of census ACT administration show as many as 800 students with a single scale score point on the subject area tests. Furthermore, the frequency of students' at adjacent scale score points on the subject area tests fluctuate dramatically across years. ***This means substantial changes to the percent of students who are proficient or above on this test could occur from one year to the next that are unrelated to the school improvement efforts of Wyoming schools.*** This characteristic of the ACT subject area tests scale scores argues against using a percent proficient metric for the high school accountability achievement indicator.

### THE SOLUTION

For Wyoming School Accountability there is no requirement that student performance levels must be used for school accountability<sup>1</sup>. Given the inherent problem with using ACT subject area percent proficient scores to establish high school achievement scores, an alternative approach will be used for the 2013-14 high school achievement indicator for Wyoming High School Accountability.

The alternative approach is based on the average subject area test scale score at a school. School changes in mean scores from year-to-year, in contrast to changes in the percentage of proficient students, will be more sensitive to changes in effectiveness that are due to school improvement. High schools with higher average scale scores on the ACT subject area tests will have higher scores on the achievement indicator and high schools with lower average scale scores on the ACT subject area tests will have lower scores on the achievement indicator.

School achievement scores will be computed as follows:

#### STEP 1. STUDENT SUBJECT AREA STANDARDIZED SCORES ARE COMPUTED

- ◆ The Wyoming, statewide mean scale score and standard deviation for each ACT subject area test used for accountability was computed for a baseline year (i.e., 2012-13). The use of a baseline year instead of the current year provides a stable target across years. Using the current year's mean and standard deviation would make this indicator a zero-sum indicator. For every school that showed improvement another school would show decline. The use of a baseline year makes it possible for all schools to improve relative to the baseline year.
- ◆ The baseline year means and standard deviations from the 2012-13 school year were:
  - Math
    - Baseline year mean = 19.6
    - Baseline year standard deviation = 4.5
  - Reading
    - Baseline year mean = 20.1
    - Baseline year standard deviation = 6.0
  - Science
    - Baseline year mean = 19.8
    - Baseline year standard deviation = 4.9
  - English/Writing
    - Baseline year mean = 18.7
    - Baseline year standard deviation = 5.1

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1. Despite the identified problems, student performance levels will still be required for Federal accountability under No Child Left Behind.

- ◆ For computing student standardized scores the baseline year mean and standard deviation rounded to one decimal place will be used.
- ◆ A standardized score for each relevant ACT subject area test for each tested student will be computed by subtracting the statewide baseline year mean scale score (i.e.,  $b$ ) from the student's accountability year scale score (i.e.,  $a$ ) and dividing the result by the statewide baseline standard deviation (i.e.,  $c$ ).

$$\text{Student ACT Subject Area Standardized Score} = (a - b)/c \quad (1)$$

- ◆ The computation of a math standardized score for a student with an subject area math test score of 21 is illustrated here:
  - $(21 - 19.6) = 1.4$
  - $1.4/4.5 = 0.31$
  - "This student scored 31% of a standard deviation above the baseline mean score"
  - These scores will be negative when the student score is below the state baseline mean score

#### STEP 2. THE OVERALL SCHOOL ACHIEVEMENT SCORE IS COMPUTED

- ◆ The school achievement score for accountability will be the median student standardized score for all four of the subject areas combined.
- ◆ In order to remove decimal places, the median of standardized scores will be multiplied by 100 to arrive at the school's achievement score. These school scores express the "percent of a standard deviation" that the school's median score is above or below the baseline year statewide mean score. These percentage scores are rounded to the nearest whole number and the rounded score is the school's score.
- ◆ These scores may be negative or positive and may be more than 100% of a standard deviation. For example, a score of +100 indicates the school's achievement score was 100% of a standard deviation (i.e., 1 standard deviation) above the baseline year mean score.

#### STEP 3. SETTING TARGET SCORES

- ◆ Target scores for creating three categories of achievement will be set by the professional judgment panel during September 2014. The target scores will be used to place each school into one of three categories. The three categories are "exceeding targets", "meeting targets", and "not meeting targets".

A MORE DETAILED VERSION CAN BE FOUND ON THE ACCOUNTABILITY PAGE OF THE WDE WEBSITE.