

Evaluation of an Equity Indicator
(3/12/2015)

Prepared for the Wyoming Department of Education by Michael Flicek, Ed.D.

The proposed metric for grades 3-8 equity is the MGP of the consolidated subgroup. This metric is stable across years which the metrics used in the first two years were not¹. The proposed metric is significantly related to but not identical to the growth and achievement indicator metrics. The grade 3-8 model performs well with this metric included.

Table 1. The Percent of Schools in Equity Target Levels Across School Years when Equity was Defined as the MGP of the Consolidated Subgroup.

School Year	Below Target	Meets Target	Exceeds Target
2010-11	27%	50%	24%
2011-12	27%	53%	20%
2012-13	24%	50%	26%

Note. Cut-points used were 45 and 60, the same cut-points used for the growth indicator.

Table 2. Correlation Coefficients for School Scores on the Equity, Growth and Achievement Indicators for the 2013-14 School Year ($n = 131$ Schools).

	Growth	Achievement
Continuous Scale Scores		
Equity	0.65***	0.34***
Target Levels		
Equity	0.61***	0.28**

** $p < .01$.

*** $p < .001$.

This indicator would be both stable and related to but not identical to the other two indicators. These characteristics are relevant to the reliability of the indicator and to its validity as a measure of the school quality construct as defined by this set of indicators. In addition it responds to a concern expressed during the legislative session that the model was too complex. This indicator works well and is as easy to understand as the growth indicator.

¹ see Flicek, M. (2015). *Stability of 2014 Wyoming school accountability indicators across years*. Paper prepared for the Wyoming Department of Education.