

SUMMARY OF ACCOUNTABILITY MODEL FOR HIGH SCHOOLS

WYOMING ACCOUNTABILITY IN EDUCATION 2014-15

Each public school in Wyoming was placed into one of four performance levels:

- Exceeding Expectations
- Meeting Expectations
- Partially Meeting Expectations
- Not Meeting Expectations

The performance level of a school was determined by the school’s performance on the following indicators:

| ACADEMIC PERFORMANCE | | |
|-----------------------------|---|---|
| ACHIEVEMENT | Achievement is the percent of proficient or above test scores on the grade 11 ACT subject area tests in reading, mathematics, science and English/writing. | |
| GROWTH | Growth is measured on the subject area tests of mathematics and reading from the Explore to the Plan to the ACT. Student Growth Percentiles (SGPs) are computed on the Wyoming Scales for these tests. The school's score is the median of the SGPs, referred to as the MGP. | |
| EQUITY | A consolidated subgroup includes students with low subject area test scores in math and reading on the grade ten Plan test from the prior school year. The equity score for the school is the median of the SGPs (referred to as the MGP) for mathematics and reading for the grade eleven students in the consolidated subgroup. | |
| OVERALL READINESS | | |
| GRADUATION | The graduation score for a school is the better of the four year on-time graduation rate or an extended graduation rate (i.e., including 5, 6 and 7 year graduates). In all cases the extended graduation rate equals or exceeds the four year on-time graduation rate. | |
| ADDITIONAL READINESS | HATHAWAY SCHOLARSHIP LEVEL | Prior year graduates are assigned a Hathaway Scholarship Level based upon their unweighted grade point average, their best ACT Composite score and their success curriculum level present on their transcript. Index points are assigned to the school for each student's Hathaway level and the school score is the average index score. |
| | GRADE NINE CREDITS EARNED | The school score is the percent of prior year grade nine students who earned one fourth of the credits required to graduate during their first year in grade nine. |
| | TESTED READINESS | Index points are assigned to the school based on student composite scores on the Explore, Plan and ACT. The school's score is the average index score. |
| PARTICIPATION RATE | The participation rate requirement is 95% and the participation threshold is 90%. Schools below the threshold are considered not scorable and are placed into the "not meeting expectations" performance level. Schools at or above the threshold but below the requirement are docked one performance level. | |

A professional judgment panel established cut scores for achievement, readiness, and equity that were used to place schools into one of three categories: Exceeding Targets, Meeting Targets, and Not Meeting Targets. The score ranges are shown below.

| Indicators | Category Score Ranges | | |
|----------------------|-----------------------|--------------|--------------|
| | Exceeds Targets | Meets Target | Below Target |
| Achievement | ≥ 45 | ≥ 32 to < 45 | < 32 |
| Growth | ≥ 60 | ≥ 47 to < 60 | < 47 |
| Equity | ≥ 60 | ≥ 47 to < 60 | < 47 |
| Graduation | ≥ 90 | ≥ 80 to < 90 | < 80 |
| Additional Readiness | ≥ 79 | ≥ 68 to < 79 | < 68 |

DECISION TABLES

Academic Performance Target Level Decision Table for Schools with Achievement, Growth and Equity Target Levels.

| | | Achievement Below | Achievement Meeting | Achievement Exceeding |
|------------------|------------------|-------------------|---------------------|-----------------------|
| Equity Below | Growth Below | BELOW | BELOW | MEETS |
| | Growth Meeting | BELOW | MEETS | MEETS |
| | Growth Exceeding | BELOW | MEETS | MEETS |
| Equity Meeting | Growth Below | BELOW | MEETS | MEETS |
| | Growth Meeting | MEETS | MEETS | MEETS |
| | Growth Exceeding | MEETS | MEETS | EXCEEDS |
| Equity Exceeding | Growth Below | BELOW | MEETS | MEETS |
| | Growth Meeting | MEETS | MEETS | EXCEEDS |
| | Growth Exceeding | MEETS | EXCEEDS | EXCEEDS |

Academic Performance Target Level Decision Table for High School without an Equity Target Level.

| | Achievement Below | Achievement Meeting | Achievement Exceeding |
|------------------|-------------------|---------------------|-----------------------|
| Growth Below | BELOW | MEETS | MEETS |
| Growth Meeting | BELOW | MEETS | EXCEEDS |
| Growth Exceeding | MEETS | MEETS | EXCEEDS |

Overall Readiness Target Level Decision Table.

| | Graduation Below Target | Graduation Meets Target | Graduation Exceeds Target | Graduation Undefined |
|--------------------------------|-------------------------|-------------------------|---------------------------|----------------------|
| Additional Readiness Below | BELOW | MEETS | MEETS | BELOW |
| Additional Readiness Meets | BELOW | MEETS | EXCEEDS | MEETS |
| Additional Readiness Exceeds | MEETS | MEETS | EXCEEDS | EXCEEDS |
| Additional Readiness Undefined | BELOW | MEETS | EXCEEDS | |

The High School Performance Level Decision Table.

| | Academic Performance Below Target | Academic Performance Meets Target | Academic Performance Exceeds Target |
|----------------------------------|-----------------------------------|-----------------------------------|-------------------------------------|
| Overall Readiness Below Target | NOT | PARTIALLY | MEETING |
| Overall Readiness Meets Target | PARTIALLY | MEETING | MEETING |
| Overall Readiness Exceeds Target | PARTIALLY | MEETING | EXCEEDING |

Some rules include:

- Full Academic Year. Only students who were at the school from October 1st through spring testing are included for achievement, readiness, and equity.
- Minimum *n* for Schools. Schools must have at least 6 students on an indicator for that indicator to be included. For small schools up to three years of results may be combined for accountability.
 - For schools with fewer than 6 students, results from two years are combined to see if an *n* of 10 students can be obtained. If so, the indicator score is based upon the combined years results.
 - For schools with fewer than 10 students for two year combined, a third year is combined to see if an *n* of 10 students can be obtained. If so, the indicator score is based upon the combined years results.
 - For schools that still have fewer than 10 students for three years combined, a small school review process is under development.

2015 Performance Level Descriptors for High Schools

Exceeding Expectations

Schools in this category are considered models of performance. These schools exceeded state target levels in overall readiness for college and careers *and* in the academic performance indicator combining the school's achievement, student growth and equity.

Meeting Expectations

Schools in this category demonstrated performance that met or exceeded target on multiple indicators. All of these schools met or exceeded target in academic performance, combining achievement, student growth and equity. Their performance also met or exceeded target in overall readiness *or* exceeded target in the achievement/growth/equity indicator while being below target in overall readiness.

Partially Meeting Expectations

Schools in this category typically were below target on the academic performance indicator combining achievement, student growth and equity. Some schools met state target for achievement/growth/equity but performed below target in overall readiness for college and careers.

Not Meeting Expectations

Schools in this category performed at unacceptable levels on all indicators. Improvement is an urgent priority for these schools. These schools had below-target levels of academic performance, combining achievement, student growth and equity *and* fell below state targets in overall readiness for college and careers.