

2015 WYOMING SCHOOL ACCOUNTABILITY
 CATEGORY CONSISTENCY FROM 2014 TO 2015: PERFORMANCE LEVELS & INDICATORS

Prepared for Wyoming Department of Education by Michael Flicek, Ed.D.
 (December 1, 2015)

Grade 3-8 School Performance Ratings

Achievement Target Levels

- Cut-points adjusted in 2015 by the professional judgment panel using 2014 impact data to reflect dropping writing in 2015
- Indicator school scores
 - 2015 percent of proficient and above test scores in math, reading and science
 - 2014 percent of proficient and above test scores in math, reading, writing and science

Table 1. Number of Wyoming Schools Serving Grades Three through Eight in Each *Achievement* Target Level during 2014-15 and 2013-14.

	2013-14 School Year			
2014-15 School Year	Below Target	Meets Target	Exceeds Target	Row Totals
Below Target	74	33	0	107
Meets Target	18	89	8	115
Exceeds Target	0	12	29	41
Column Totals	92	134	37	263

- Consistent Target Levels = 73%
- Consistent or Adjacent Target Levels = 100%

Growth Target Levels

- Cut-points established by professional judgment panel in 2013 and used in both 2014 and 2015
- Indicator score was the median student growth percentile (MGP) all three years

Table 2. Number of Wyoming Schools Serving Grades Three through Eight in Each *Growth* Target Level during 2014-15 and 2013-14.

	2013-14 School Year			
2014-15 School Year	Below Target	Meets Target	Exceeds Target	Row Totals
Below Target	39	28	4	71
Meets Target	27	92	21	140
Exceeds Target	3	20	23	46
Column Totals	69	140	48	257

- Consistent Target Levels = 60%
- Consistent or Adjacent Target Levels = 97%

Equity Target Level

- Cut-points were established by the professional judgment panel in 2015 to address the change to the MGP of the consolidated subgroup as the school equity score
- Indicator school scores
 - 2015
 - MGP of consolidated subgroup was the school score
 - The definition of the consolidated subgroup was changed to address the high proportion of students on the prior year test with below proficient cut-points after new student performance levels were established to reflect the new state standards
 - A scale score cut-point table was developed that included cut-points for reading and math for each grade (i.e., about 23% of students in a baseline year were below the identified cut-points)
 - Students with prior year scores below the cut-points in the table for reading and/or math were included in the consolidated subgroup
 - 2014
 - The mean scale score of the consolidated subgroup was the school score
 - The consolidated subgroup included students who were not proficient on the prior year test

Table 3. Number of Wyoming Schools Serving Grades Three through Eight in Each *Equity* Target Level during 2014-15 and 2013-14.

	2013-14 School Year			
2014-15 School Year	Below Target	Meets Target	Exceeds Target	Row Totals
Below Target	12	44	21	77
Meets Target	3	64	26	93
Exceeds Target	2	23	35	60
Column Totals	17	131	82	230

- Consistent Target Levels = 48%
- Consistent or Adjacent Target Levels = 90%

School Performance Levels

Table 4. Number of Wyoming Schools Serving Grades Three through Eight in Each *School Performance* Level during 2014-15 and 2013-14.

2014-15 School Year	2013-14 School Year				Row Totals
	Below Expectations	Partially Meeting Expectations	Meeting Expectations	Exceeding Expectations	
Below Expectations	10	21	8	1	40
Partially Meeting Expectations	7	49	27	2	85
Meeting Expectations	2	14	51	23	90
Exceeding Expectations	0	5	12	25	42
Column Totals	19	89	98	51	257

- Consistent Performance Levels = 53%
- Consistent or Adjacent Performance Levels = 93%

High School Performance Ratings¹

Achievement Target Levels

- Cut-points adjusted in 2014 by the professional judgment panel
- Indicator school scores for both 2015 and 2014 were the percent of proficient and above scores on the subject area tests of the ACT: Mathematics, Reading, English/writing and Science

Table 5. Number of Wyoming High Schools in Each *Achievement* Target Level during 2014-15 and 2013-14.

2014-15 School Year	2013-14 School Year			Row Totals
	Below Target	Meets Target	Exceeds Target	
Below Target	14	8	1	23
Meets Target	9	15	5	29
Exceeds Target	1	3	10	14
Column Totals	24	26	16	66

- Consistent Target Levels = 59%
- Consistent or Adjacent Target Levels = 97%

¹ Alternative High Schools were excluded per statute in 2015.

Growth Target Levels

- Growth in math and reading was added to the high school model in 2015
- The school score is the MGP
- Cut-points established by professional judgment panel in 2015

Equity Target Level

- Cut-points were established by the professional judgment panel in 2015 to address the change to the MGP of the consolidated subgroup as the school equity score
- Indicator school scores
 - MGP of consolidated subgroup was the school score
 - The definition of the consolidated subgroup has remained the same since 2013
 - Cut points on the grade 10 PLAN test subject area tests of reading and math are used
 - Approximately 35% of students in both content areas are eligible for the consolidated subgroup
- 2014
 - The mean scale score of the consolidated subgroup was the school score
 - The consolidated subgroup included students who were not proficient on the prior year test

Table 6. Number of Wyoming High Schools in Each *Equity* Target Level during 2014-15 and 2013-14.

	2013-14 School Year			
2014-15 School Year	Below Target	Meets Target	Exceeds Target	Row Totals
Below Target	4	6	1	11
Meets Target	3	9	8	20
Exceeds Target	0	4	2	6
Column Totals	7	19	11	37

- Consistent Target Levels = 40%
- Consistent or Adjacent Target Levels = 97%

Extended Graduation Rate Target Level

- Cut-points were established at 80% for meets and 90% for exceeds in 2013 by the professional judgement panel and have remained the same in 2014 and 2015
- An improvement rule was in place in 2013 and 2014 and dropped in 2015 ... this 2014 results shown here reflect school target levels prior to implementing the improvement feature in 2014

Table 7. Number of Wyoming High Schools in Each *Extended Graduation Rate* Target Level during 2014-15 and 2013-14.

	2013-14 School Year			
2014-15 School Year	Below Target	Meets Target	Exceeds Target	Row Totals
Below Target	12	5	0	17
Meets Target	8	11	8	27
Exceeds Target	2	6	15	23
Column Totals	22	22	23	67

- Consistent Target Levels = 57%
- Consistent or Adjacent Target Levels = 97%

Additional Readiness Target Level

- The additional readiness score is one score derived by combining scores on three sub-indicators:
 - Tested Readiness Index based on composite scores on grade nine EXPLORE, grade ten PLAN and grade eleven ACT
 - Percent of grade nine students who earned one fourth of credits needed to graduate
 - Hathaway Scholarship eligibility of graduates
- The cut-points for additional readiness were adjusted in 2015 because the success curriculum level of graduates was included in the Hathaway Scholarship eligibility determination for the first time in 2015

Table 8. Number of Wyoming High Schools in Each *Additional Readiness* Target Level during 2014-15 and 2013-14.

	2013-14 School Year			
2014-15 School Year	Below Target	Meets Target	Exceeds Target	Row Totals
Below Target	12	2	1	15
Meets Target	4	36	3	43
Exceeds Target	0	2	8	10
Column Totals	16	40	12	68

- Consistent Target Levels = 82%
- Consistent or Adjacent Target Levels = 99%

High School Performance Levels

Table 4. Number of Wyoming High Schools in Each *School Performance* Level during 2014-15 and 2013-14.

2014-15 School Year	2013-14 School Year				Row Totals
	Below Expectations	Partially Meeting Expectations	Meeting Expectations	Exceeding Expectations	
Below Expectations	3	1	1	0	5
Partially Meeting Expectations	4	5	9	0	18
Meeting Expectations	1	9	17	8	35
Exceeding Expectations	0	0	1	5	6
Column Totals	8	15	28	13	64

- Consistent Performance Levels = 47%
- Consistent or Adjacent Performance Levels = 97%

Conclusion

Given the continuing evolution of some of the indicators in the Wyoming school accountability model, the consistency across years on the indicators and performance levels is quite reasonable.