

WYOMING ACCOUNTABILITY IN EDUCATION 2013-14  
SUMMARY OF ACCOUNTABILITY FOR SCHOOLS SERVING GRADES 3 THROUGH 8

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:

ACHIEVEMENT	The percent of proficient or above test scores at the school in reading, math, writing and science on the state test.
GROWTH	The measurement of how much students improved on the state test in reading and math compared to other Wyoming students in the same grade who started at the same level during the reported school year. The school’s overall median student growth percentile <sup>1</sup> (MGP) is the school growth score.
EQUITY	The school average reading and math score on the state test of students with below proficient scores during the prior school year in reading and/or math (i.e., these students are the consolidated subgroup).
PARTICIPATION RATE	Expected participation rate on all tests used for accountability is 95% or higher for all students and for students in the consolidated subgroup. <ul style="list-style-type: none"> <li>• Participation rates below 95% but at or above 90% result in a dock of one performance level.</li> <li>• Participation rates below 90% results in a school not meeting participation rate and being placed in the “Not Meeting Expectations” category.</li> </ul>

A professional judgment panel established cut scores for achievement, growth, 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.

CATEGORY LABEL	CATEGORY SCORE RANGES		
	ACHIEVEMENT	GROWTH	EQUITY
Exceeding Targets	≥ 70	≥ 60	≥ 85
Meeting Targets	≥ 53 to < 70	≥ 45 to < 60	≥ 80 to < 85
Below Targets	< 53	< 45	< 80

<sup>1</sup> Student growth percentile (SGP) is a student’s growth score and the median SGP (i.e., MGP) is the school’s growth scores.

Once schools have scores on the indicators (i.e., achievement, growth and equity), the following decision table determined their overall performance level<sup>2</sup>.

		Achievement Below	Achievement Meeting	Achievement Exceeding
Equity Below	Growth Below	NOT	PARTIALLY	PARTIALLY
	Growth Meeting	PARTIALLY	MEETING	MEETING
	Growth Exceeding	PARTIALLY	MEETING	MEETING
Equity Meeting	Growth Below	PARTIALLY	PARTIALLY	MEETING
	Growth Meeting	PARTIALLY	MEETING	EXCEEDING
	Growth Exceeding	PARTIALLY	MEETING	EXCEEDING
Equity Exceeding	Growth Below	PARTIALLY	MEETING	MEETING
	Growth Meeting	PARTIALLY	MEETING	EXCEEDING
	Growth Exceeding	PARTIALLY	EXCEEDING	EXCEEDING

Some schools do not meet the minimum *n* rule for one of three indicators. The overall performance levels for these schools were determined by the following decision table.

	Achievement Below	Achievement Meeting	Achievement Exceeding
Growth Below	NOT	PARTIALLY	MEETING
Growth Meeting	PARTIALLY	MEETING	EXCEEDING
Growth Exceeding	PARTIALLY	MEETING	EXCEEDING

Some rules include:

- Full Academic Year. Only students who were at the school from October 1<sup>st</sup> through spring testing are included for achievement, growth, and equity.
- Minimum *n* for Schools. Schools must have at least 10 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 10 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.

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<sup>2</sup> The professional judgment panel established the school performance level associated with each pattern of indicator performance in the tables.

## **2014 Performance Level Descriptors for Schools with Grades 3-8**

### **Exceeding Expectations**

This category is reserved for schools considered models of performance. These schools typically exceeded target for achievement and for at least one other performance indicator - equity or growth – while meeting target on the other indicator.

### **Meeting Expectations**

Schools in this category demonstrated performance that met or exceeded target on multiple performance indicators. These schools typically had levels of achievement meeting or exceeding state targets, and met or exceeded targets on student growth and promotion of equity for students with below-Proficient achievement or fell below target on growth or equity while exceeding target on achievement.

### **Partially Meeting Expectations**

Schools in this category performed below target on multiple performance indicators *or* were below target in achievement. Many schools in this category showed acceptable or higher performance in student growth *and/or* promoting equity for below-Proficient students.

### **Not Meeting Expectations**

Schools in this category had unacceptable performance on all indicators. For schools in this category, improvement is an urgent priority. These schools had below-target levels of achievement and student growth and showed insufficient improvement for below-Proficient achievers.