



# WDE Assessment Updates

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## NEW! SBAC Teacher Involvement Opportunity: Alignment Study

On behalf of the Smarter Balanced Assessment Consortium (Smarter Balanced), the Human Resources Research Organization (HumRRO), is conducting a study to examine the alignment between the Smarter Balanced assessments and the Common Core State Standards (CCSS).

There will be five Alignment Study workshops held in March, 2014, in two locations: Los Angeles, California and Charlotte, North Carolina. Each workshop will last 2 days and each selected educator will be expected to attend both days of one workshop. Appropriate training will be completed during the workshop and educators will be expected to complete assigned ratings on-site and/or within 21 calendar days after the workshop.

Once educators are selected and their participation is confirmed, HumRRO will provide expected attendees with workshop travel information based on geographic location and the grade-level or grade-band and content each panelist is assigned. HumRRO will provide lodging, travel, and meal costs. Additional applicable reimbursements to each confirmed participant may include parking and a stipend or substitute pay. Selected educators will work with designated project staff to book their travel arrangements; they will not be responsible for payment of their travel expenses. Interested educators should be people who:

Have not participated in previous Smarter Balanced item development or review activities.

- Currently certified or licensed to teach English language arts (ELA)/literacy and/or mathematics in a K-12 public school or qualified to teach ELA/literacy and/or mathematics in an institution of higher education.
- Currently teaching in a public school or currently employed by a public school district or state education entity, or currently employed or recently retired from a college or university located within a Smarter Balanced Governing State.
- Taught ELA/literacy and/or mathematics in grades 3 through 8 and/or high school within the past 3 years; worked in a classroom content support role such as a literacy or mathematics coach, district or state content specialist, etc.; or taught in an institution of higher education in developmental and/or entry-level courses in English, composition, mathematics, statistics or a related discipline within the past 3 years.

Previously reviewed part or all of the Common Core State Standards for the content area in which they are interested in reviewing items and/or performance tasks.

Have availability to travel with a personal laptop (preferred but not required) with access to internet, Microsoft Word and Excel. Microsoft Excel should be at minimum version 2003; version 2010 preferred.

Have previous alignment review experience (preferred but not required).

Interested candidates must indicate interest NO LATER THAN DECEMBER 18<sup>th</sup> by submitting a survey response: <https://www.surveymonkey.com/s/FJPTYZD>

Approximately 10 qualified educators from Wyoming will be able to participate. Please view the [FAQ Document](#) for questions.

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## Wyoming School Accountability—The 2013-14 High School Equity Indicator

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

### High School Consolidated Subgroup

Issue 30 of the *WDE Assessment Updates* informed schools in Wyoming that the high school equity indicator for 2013-14 would include a consolidated subgroup. Current year (i.e., 2013-14) grade 11 students were in grade 10 last year (i.e., 2012-13) when they were required to take the PLAN test. Membership in the consolidated subgroup for high school will be based upon 2012-13 PLAN test performance on the subject area tests of mathematics and reading. Students with scale scores below 17 on the mathematics subject area test and/or below 16 on the reading subject area tests will be placed in the consolidated subgroup for their respective high schools.

### High School Equity Score (*Standardized Effect Size*)

The equity score at high schools will be a *standardized effect size* (SES) score representing the gap in reading and math achievement of the consolidated subgroup versus overall statewide performance from a baseline year. A comparison against a current year state average would result in a moving target that schools could only know after the fact. This comparison against a baseline year provides a stable target that is known in advance.

The SES will be computed as follows.

Step 1. State average scale scores and standard deviations was computed for each grade in reading and math for a specified baseline year (i.e., in this study the baseline year was the prior year).

Step 2. For each student in the consolidated subgroup, a z score was computed that describes the extent that the student's scale score differs from the baseline year state mean scale score expressed as a standard deviation unit (i.e., based upon the baseline year standard deviation). Student z scores will be computed for both reading and math for all consolidated subgroup students. Student z score computation is illustrated in Table 1.

Table 1. Illustration of Student z Score Computation for One Grade-By-Content Area.

Grade 5				
Student A Scale Score	Baseline Year State Mean Scale Score	Baseline Year State Standard Deviation	Student z Score Computation	Student z Score
667	694	54	$\frac{667 - 694}{54}$	-.50

The student z score in Table 1 indicates the student performed 50% of a standard deviation below the baseline year state average.

Step 3. Student z scores can be averaged across grades and content areas so it is possible to compute one overall mean z score for the consolidated subgroup at each school. This average score is identical to an effect size comparing a consolidated subgroups performance at a school with that of the statewide average PAWS performance from the baseline year. The average standardized z score for the consolidated subgroup at the school is referred to as a SES score will be the schools' equity score. If a school's SES score was -.25, for example, that would indicate the average score for the consolidated subgroup at the school was 25% of a standard deviation below the baseline year state mean for all students.

### Relationship to the Grade 3-8 Equity Indicator

There was a strong positive relationship ( $r = .80$ ) among school equity scores based upon the SES scores versus the percent meeting AGP scores. The magnitude of this relationship provides evidence for convergent validity for different methods measuring the same construct. Furthermore, both equity scores were moderately related to the school indicators for both growth and achievement. This further provides evidence of discriminant validity for the two equity indicators. As such the equity indicators are highly related to one another and just moderately related to the measures of different constructs. These findings support the use of the proposed high school equity indicator.

## 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.

### **Data in Fusion—ACT Plus Writing**

Writing scores are now available for viewing. The link can be found by going to Assessment Confidential in Fusion and clicking on ACT and PAWS ALT Student Level. To view the writing scores scroll to the right. You may have to scroll down to get to the left/right scroll bar.

Once you have scrolled over to the right you should see values for:

- ◆ Combined English/Writing Scores
  - ◆ Writing Subscore
  - ◆ English/Writing Cumulative Percent
  - ◆ Writing Cumulative Percent
  - ◆ Comments on Essay (click on this title for listed comments)
- \*Note – SAWS results are not yet available via Fusion.

### **Website Updates**

New information is continually being added to our testing vendors' websites. Recently added materials include the following:

### **[Wyoming Statewide Assessments](#) – ETS PAWS/SAWS/PAWS-ALT/SAWS-ALT Portal Updates**

This site houses the current Data Verification Form for designating the Building Coordinator who has access to the Test Ordering Management Systems, TOMS.

### **[Wyoming State Testing](#) - ACT Website Updates**

- [Accommodations Training Webcast](#)
- [Accommodations Training Document](#)
- [State-Allowed Accommodations Training Webcast](#)
- [State-Allowed Accommodations Training Document](#)

### **Important Upcoming Dates:**

- Dec. -- 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