

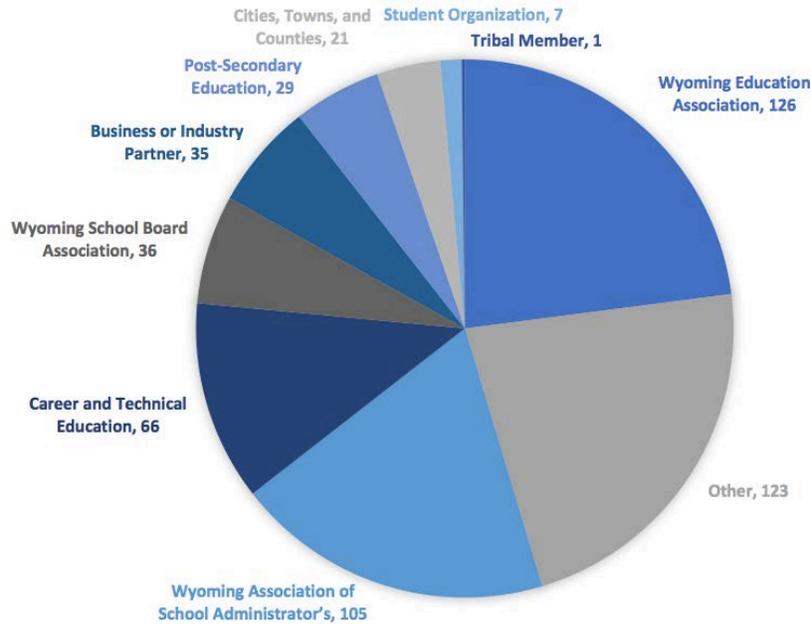
Wyoming Department of Education Education Accountability Survey Results

Purpose

On February 24, 2017, the Wyoming Department of Education (WDE) sent a survey to 30 stakeholder groups with the goal of determining what stakeholders want to see in the WDE accountability system, as related to post-secondary readiness.

Demographics of Respondents

In total, the survey had 550 respondents consisting of the following:



Task 1

This section aimed to determine the level of importance of preparing high school students for (1) career and/or trade schools, (2) higher education, and (3) military.

Career

Preparation for career ranked the highest with 98.7% of respondents agreeing that high school students should be prepared for participation in career, technical, or trade school programs. In addition, 96.7% of respondents agreed that high schools should prepare students for part-time or full-time placement in the workforce.

Higher Education

Preparation for higher education closely followed in importance. 97.4% of respondents indicated agreement that students should be prepared for a two-year college, and 95.5% of respondents indicated agreement that students should be prepared for a four-year college.

Military

Preparation for military was indicated as being least important with 79% of respondents in agreement that high school students should be prepared for military service. 17.3% of respondents indicated disagreement that high schools should prepare students for military services.

Task 2

Respondents indicated which skills are valued the most in a Wyoming high school graduate in this section. The skills presented include: civics, leadership, teamwork, written and oral communication, math, science, and technology skills, problem solving skills, work experience, extracurricular involvement, persistence, and creativity.

All skills were indicated as being either important or critically important by the majority of respondents. Below are the ranks of the top 4 skills with majority of respondents indicating they are critically important:



Task 3

This section presented options to prepare and assess students on readiness for career, higher education, and military. Below is a summary of responses based on the following ranking system:

- 1 = **Not a good option** to show readiness
- 2 = May be a **milestone** but may not be enough to demonstrate readiness
- 3 = **Good option** to show readiness for one or more of the following: college, career, or military
- 4 = **Excellent option** to show readiness and is recognized as valuable to the student, higher education institution, workforce, or military

Preparedness: The following themes emerged from an analysis of the responses and comments on preparedness options:

Preparedness Option	Readiness Score	Comments
Dual Enrollment	1: 4.9% 2: 13.3% 3: 43.3% 4: 38.4%	The majority of commenters indicated that this is a good way to expand opportunities, reduce cost of college, determine college readiness, and allow students the opportunity determine if they want to pursue higher education. Others voiced concern over adequate monitoring and varying standards across community colleges. Other comments solely focused on college preparedness and pushing students to college too early.
Workplace Internships	1: 2.4% 2: 18.2% 3: 42.6% 4: 36.8%	The majority of commenters stated this would be a good idea for career bound students because it leads to employment. Some voiced concern over quality of mentors and experiences, whether businesses have time to work with students, and the lack of opportunities in rural areas.
Industry Certification Program	1: 1.8% 2: 14.2% 3: 47.3% 4: 36.7%	The majority of comments agreed this would prepare students desiring to enter the workforce. There were comments that questioned the real-world value of these certifications, the quality of instruction, program oversight, and concern over sending students down a narrow path.
CTE Concentrator Programs	1: 2.6% 2: 19% 3: 48.7% 4: 29.7%	The majority of comments indicated support and see it as a successful way to prepare students for the workforce. There were concerns about students getting pushed down a narrow path, staffing issues, and whether certification or industry exam should be included.

Assessments: The following themes emerged from an analysis of the responses and comments on preparedness options:

Assessment Test	Readiness Score	Comments
ACT	1: 7.2% 2: 39.3% 3: 40% 4: 74	This question had the most comments of all the questions. In general, commenters did not feel this is a good assessment tool: it does not measure true ability, it is culturally biased, it alienates those not college-bound, does not translate to real-world success/failure, and was not designed as an assessment and should not be used as one. Some commenters did indicate that because colleges and scholarships require ACT scores, it is good to prepare and expose students to it.
ACTWorkKeys	1: 4.2% 2: 30.7% 3: 51.3% 4: 13.8%	Many commenters indicated that this is good tool, but only for non-college bound students. Other commenters stated concerns over the lack of a writing assessment, that this is not a good indicator for college readiness, concerns requiring another standardized test, and doubts that the certification has value.
AP Exams	1: 8.2% 2: 32.7% 3: 43.9% 4: 15.2%	Majority of commenters stated this not a good tool to assess readiness because it solely focuses on students that are college-bound, and AP courses are not available to all students in the state. Other commenters stated these tests are a good indicator of likelihood of success for college bound students. Some commenters had concerns that using this as an assessment tool would increase pressure to enroll in AP courses, that AP courses are not focused on real-world skill acquisition, and scores often reflect quality of instruction.
IB Exams	1: 8.8% 2: 33% 3: 44.5% 4: 13.8%	These comments closely mirrored the AP Exam comments.
ASVAB	1: 6.6% 2: 30.2% 3: 48.3% 4: 15%	Some commenters stated this would make a good readiness assessment for those not college-bound. Others stated it is not a good assessment tool because it is too narrowly tailored for military. Others voiced concern that it may be difficult to get students and parents to understand value outside of military readiness.
IEP Assessments	1: 7.9% 2: 32.8% 3: 41.7% 4: 17.6%	The majority of commenters indicated that IEP's are subjective, lack consistency, hides students' true abilities, and the results have little meaning. However, some commenters did indicate that the IEP could be a valid assessment tool.

Additional Comments: Finally, respondents were asked to leave additional feedback, and the following is a generalized summary of those comments:

Other Options: Use multiple data points, not just tests, in judging preparedness in students; Focus on real-world skill development regardless of career or education path; Focus on core subjects (math, reading, writing) in order to prepare students for either immediate careers or higher education; and offer a variety of technical and academic classes to keep students' options open.

Additional Thoughts: Many comments emphasized that students need exposure to many different options for their future and to not limit options by directing them down a pre-determined path. Also, many commenters expressed concern over the meaningfulness of assessment testing, suggested a review of their effectiveness, and suggested limiting the number of assessment tests administered to students.