

SUMMARY ACCOUNTABILITY MODEL FOR SCHOOLS SERVING GRADES 3 THROUGH 8

WYOMING ACCOUNTABILITY IN EDUCATION 2012-13  
A PILOT FOR SCHOOL ACCOUNTABILITY

The 2012-13 school performance levels were established as part of a pilot demonstration. Each public school in Wyoming will be 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, and science on the state test.
GROWTH	The measurement of how much students improved on the state in reading and math compared to other Wyoming students who started at the same level during the reported school year. The school’s overall median student growth percentile <sup>1</sup> (MGP)
EQUITY	The percentage of students with below proficient scores during the prior school year (i.e., these students are a <u>consolidated subgroup</u> ) with growth that indicates they are on track to become proficient within three years or by the end of grade eight. Percent of identified students with SGPs that equal or exceed their AGP <sup>2</sup> s.
PARTICIPATION RATE	Expected participation rate on all tests used for accountability is 95% or higher. Participation rates below 95% but at or above 90% result in a dock of one performance level. Participation rates below 90% results in a school not meeting participation rate and being placed in the “Not Meeting Expectations” category.

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
	Grade Band 1 (Grades 3-6)	Grade Band 2 (Grades 7-8)		
Exceeding Targets	≥ 86	≥ 80	≥ 60	≥ 55
Meeting Targets	≥ 75 to < 86	≥ 68 to < 80	≥ 45 to < 60	≥ 40 to < 55
Below Targets	< 75	< 68	< 45	< 40

<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.

<sup>2</sup> Adequate Growth Percentiles (AGP) is the SGP the student needs in the current year to be on track to become proficient within three years or by the end of grade eight.

Schools with grade configurations that span achievement grades bands one and two have their achievement cut scores adjusted based upon the number of test scores within each grade band using methodology in the table that follows:

	Band 1	Band 2	Steps 1 & 2	Step 3	Step 4
Cut Points	75	68	$75 - 68 = 7$		
<i>n</i> of Students	100	200	$100/(100+200) = .33$	$7*0.33 = 2.3$	$68+2.3 = 70.3$

Once schools have scores on achievement, growth and equity the following decision table determined their overall performance level<sup>3</sup>.

		Achievement Below	Achievement Meeting	Achievement Exceeding
Equity Below	Growth Below	1	2	2
	Growth Meeting	2	3	3
	Growth Exceeding	2	3	3
Equity Meeting	Growth Below	2	3	3
	Growth Meeting	2	3	3
	Growth Exceeding	2	3	4
Equity Exceeding	Growth Below	2	3	3
	Growth Meeting	2	3	4
	Growth Exceeding	3	3	4

Note. “1” = Not Meeting Expectations, “2” = Partially Meeting Expectations, “3” = Meeting Expectations, and “4” = Exceeding Expectations

Some schools do not have a consolidated subgroup with at least 15 students. These schools do not have an equity indicator. The overall performance levels for these schools were determined by the following decision table.

	Achievement Below	Achievement Meeting	Achievement Exceeding
Growth Below	1	2	2
Growth Meeting	2	3	3
Growth Exceeding	2	3	4

Note. Note. “1” = Not Meeting Expectations, “2” = Partially Meeting Expectations, “3” = Meeting Expectations, and “4” = Exceeding Expectations

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 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.

<sup>3</sup> The professional judgment panel established the school performance level associated with each pattern of indicator performance in the tables.

- 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.
- Minimum *n* for Equity. Schools must have at least 15 students with below proficient scores during the prior year to have a score on equity. For schools with fewer than 15 students prior year results were included to see if 15 students could be obtained for this subgroup.

***Performance Level Descriptions for Schools Serving Grades 3 through 8:***

***Exceeding Expectations:*** This category is reserved for schools considered models of performance. These schools demonstrated high achievement and exceeded target on 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 acceptable or better levels of achievement, student growth, and/or in promoting equity for students with below-proficient achievement.

***Partially Meeting Expectations:*** Schools in this category performed below target on multiple performance indicators *or* were below target in achievement while failing to exceed target in the other indicator(s). Many schools in this category showed acceptable performance in promoting equity based on growth for students with below-proficient achievement *and/or* met target for student growth from year to year.

***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 have low levels of achievement, demonstrate below-target growth, and fall short of producing academic improvement for below-proficient students that will move them toward proficiency.