

SUMMARY OF ACCOUNTABILITY MODEL FOR SCHOOLS THAT AWARD DIPLOMAS

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 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	Achievement is the percent of proficient or above test scores on the grade 11 ACT subject area tests in reading, mathematics, and science.
READINESS	Readiness is a measure of College and Career Readiness. An overall score on two subindicators that make up the measure of Readiness. 1) An average index score <sup>1</sup> on Overall performance on EXPLORE TEST in grade 9, PLAN test in grade 10, and ACT TEST in grade 11 (40% of Readiness Score). 2) An average graduation index score <sup>2</sup> signifying level of high school completion at the school (60% of Readiness Score).
EQUITY	Equity is the change from the prior year to the current year in the percentage of grade 11 students testing below proficient in reading or math.
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, readiness, 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	READINESS	EQUITY
	Grade Band 3 (Grade 11)		
Exceeding Targets	≥ 78	≥ 81	≤ -3.1
Meeting Targets	≥ 63 to < 78	≥ 71 to < 81	> -3.1 to +3.4
Below Targets	< 63	< 71	> +3.4

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, readiness, and equity.

<sup>1</sup> The index is provided at the end of the report.

<sup>2</sup> This index is provided at the end of the report.

- 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.
  - 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.
- Schools were required to have at least 15 reading or math scores at the school in the current year to have an equity score.

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

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

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

Some schools did not have at least tested 15 students. These schools did 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
Readiness Below	1	2	2
Readiness Meeting	2	3	3
Readiness Exceeding	2	3	4

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

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

Readiness Subindicator Indexes:

ACT Readiness Index Score Ranges.

Wyoming ACT Readiness Levels	Composite Score Ranges			Index Points*
	ACT Explore Grade 9	ACT Plan Grade 10	ACT Test Grade 11	
Level 4	21-25	22-32	25-36	100
Level 3	18-20	19-21	21-24	80
Level 2	15-17	16-18	17-20	50
Level 1	1-14	1-15	1-16	20

Graduation Index.

Criteria Numbers	Student Result	Points
4	Diploma Earned in Four Years or Less	100
3	Diploma Earned in More than Four Years	100
2	Continued Enrollment**	50
1	Noncompleters	0

\*Continued enrollment after the student’s grade nine cohort had been in school for four years.

***Performance Level Descriptions for Schools that Award Diplomas:***

***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 readiness – 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 readiness, and/or in promoting equity for students with below-proficient achievement.

***Partially Meeting Expectations:*** Schools in this category demonstrated either unacceptable levels of achievement *or* were below target on improving the achievement of below-proficient students *and* on graduation rate and tested readiness. Many schools in this category showed acceptable performance in promoting equity based on growth for low achieving students *and/or* met target for student readiness.

***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, fall short of targets on graduation and tested readiness, and have large achievement gaps that show little or no improvement.