



**WYOMING
STATE BOARD
OF EDUCATION**

August 7, 2017

To: Hank Coe, Co-Chairman
Dave Northrup, Co-Chairman
Joint Education Interim Committee Members

From: Tom Sachse, PhD
Coordinator, WY State Board of Education

RE: Post-Secondary Readiness Report

Authority: Wyoming Session Laws Chapter 95, Section 7(B)

Reporting Requirements: Not later than August 15, 2017, report to the JEC the message and process recommended to determine post-secondary readiness as required under W.S.21-2-204(c)(iv) as amended. The report shall include identification of any enabling legislation that may be necessary.

Background: Following HEA-061, W.S. 21-2-204(f) states: “The state board, through the department of education, shall compile, evaluate and determine the target levels for an overall school performance rating and for content indicator level performance. The board shall execute this determination *when a significant aspect of the school accountability system changes* (emphasis added) or based upon periodic review of the system that requires evaluation of the target and indicator levels for school performance ratings through a prescribed deliberative process informed by a panel comprised of broad based representation from both public education and the community at-large.”

Given that HEA-061 further stipulates in W.S.21-2-204(c)(iv): “Post-secondary readiness, as defined to include college readiness and career readiness. School level performance shall be based upon the percentage of students meeting either college or career readiness. College readiness shall be measured by a standardized college entrance examination administered pursuant to W.S. 21-2-202(a)(xxx) in grade eleven (11),

together with a readiness indicator defined by a series of student eligibility data reports generated under the Hathaway student scholarship program established by W.S. 21-16-1301 through 21-16-1310, *with school level results aggregated according to a procedure in which values and weights determined by a deliberate method are tied to specified definitions of post-secondary readiness and other college readiness indicators as determined by the state board of education in consultation with the state superintendent.*” (emphasis added) Career readiness shall be measured by student performance in accordance with other provisions of this title as determined by the state board of education in consultation with the state superintendent.

The State Board of Education (SBE) determined that the addition of post-secondary readiness, (as recommended by the Advisory Committee on Accountability) as well as the addition of English Language proficiency to the Wyoming Accountability in Education Act (WAEA), triggered the convening of a Professional Judgement Panel (PJP) to conduct the deliberative process to advise the Wyoming Department of Education (WDE) and the Advisory Committee. A summary of the work of the PJP is currently out for review and will be sent to the JEIC in September.

Observations of the PJP Relative to Post-Secondary Readiness: Members of the PJP were briefed on the technical approach and recommendations from the Advisory Committee on Accountability in all aspects of the Every Student Succeeds Act (ESSA) state plan.

At the May SBE meeting, the board approved a motion to make the measures and metrics in the ESSA State plan “the foundation” of WAEA indicators. Members of the state board expressed appreciation for the WDE’s work in several areas, including the statewide stakeholder input process, the detailed efforts to align accountability systems for both ESSA and WAEA, and the formalized technical approach to defining measurable indicators that are both ambitious and attainable. There was clearly consensus among the Advisory Committee on Accountability, the WDE, and SBE to establish a coherent system of accountability. Some PJP members recalled when the accountability indicators for No Child Left Behind (NCLB) were different from those in WAEA. This time, all three groups wanted to see how close these two accountability systems could become. As part of the charge from the SBE, we asked that they reflect on each of the recommendations in the ESSA plan, with the ultimate goal of seeing “no daylight between the two accountability systems.” In the report of the entire PJP process, the interested reader may find a great deal of consensus between the two plans. This report also identifies current differences between the two plans and offers recommendations for further alignment.

WDE staff and consultants developed thorough descriptions of the rationale for each of the three options for demonstrating post-secondary readiness. The PJP discussed the three options for qualifying for post-secondary readiness.

- For military readiness, most members of the panel agreed that having two curriculum pathways that emulate career- and college-readiness was most desirable. They couldn't give detailed feedback on the issue of military readiness relative to the qualifying score on the Armed Services Vocational Aptitude Battery (ASVAB) because that has not yet been set by the Advisory Committee on Accountability.
- For career readiness, most panel members agreed that a Career and Technical Education (C&TE) concentration, taking three courses in a vocational sequence and passing a rigorous test (or receiving an industry-recognized certification), was a solid determination that those students were indeed career ready.
- As for college readiness, several panelists felt that the curriculum for the Provisional Opportunity level of the Hathaway Scholarship program was too rigorous. Several PJP members felt the "additional requirement" for four years of math and four years of science was problematic. One issue raised was the availability of and credentialing requirements imposed on mathematics and science teachers under the (still current) "Highly Qualified" endorsement requirements promulgated by the Professional Standards Teaching Board (PTSB). This was an even greater concern for smaller districts. Another concern was the imposition of math and science coursework for students not matriculating into STEM fields, including those planning on pursuing the arts as undergraduates. Panelists thought it would be difficult for counselors and principals to convince "art majors" to take more STEM courses and fewer arts classes. The PJP panel was limited in their full discussion of this post-secondary indicator, in part because there was no readily available statistics on what percentage of students qualified for and succeeded in each of the four Hathaway Scholarship levels.

They also noted that the post-secondary indicator could not be accurately judged without the ASVAB target score and the percentage of Wyoming students meeting that score (this information is currently unavailable, but the department has added it to the district data reporting requirement in the WDE-684).

In the end, the Professional Judgment Panel requested the Advisory Committee on Accountability reconvene and discuss whether the Provisional Opportunity level of the Hathaway Scholarship program gave high schools an “equal footing” to reach the status of meeting or exceeding expectations under WAEA. The PJP also asked them to consider extending interim improvement targets to three years rather than annually. Panel members also asked for additional information about student performance on the four Hathaway Scholarship levels, including the percent of recent high school graduates who took four years of math and four years of science and also achieved the grade point average (2.5) and ACT score (19) to receive Provisional Scholarship funding as well as the ASVAB target level.