

# **Wyoming Accountability Data Elements**

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# Accountability Models

- ESSA – Federal Model (Advisory Committee)
- WAEA – Wyoming Model (Advisory Committee)
  - Traditional School
    - Grades 3-8 Model
    - High School Model
    - Combined Schools (both 3-8 and High Schools)
  - Alternative Schools (Technical Advisory Group)
    - Middle School
    - High School

# School Performance Levels

| ESSA   | WAEA                           |
|--|--------------------------------|
| Comprehensive Support & Improvement (CSI)          | Exceeding Expectations         |
| Targeted Support & Improvement (TSI)               | Meeting Expectations           |
| Additional Targeted Support and Improvement (ATSI) | Partially Meeting Expectations |
| Unclassified                                       | Not Meeting Expectations       |

# ESSA vs. WAEA

| ESSA   | WAEA   |
|--|--|
| <b>Participation Rate:</b> 95% of students enrolled at midpoint of State test window. <b>Not tested</b> students in excess of 5% are treated as “not proficient” on school Achievement indicator |  |
| <b>Achievement:</b> % proficient on Math & English/language arts grades 3-10.  | <b>Achievement:</b> % proficient on Math & English/language arts grades 3-10 and Science grades 4, 8, and 10 |
| <b>Growth:</b> Mean student growth percentile on Math and English/language arts grades 4-11.   |  |
| <b>Graduation:</b> 4-year, on-time cohort rate   | <b>Graduation</b> Extended Rate: 4-year, on-time cohort with 5, 6, & 7 year grads added to the cohort        |
| <b>English Learner Progress:</b> % of English Learners meeting their annual progress targets learning English  |  |

# Continued ...

| ESSA   | WAEA  |
|--|---|
| <p><b>Subgroup:</b> ESSA specified subgroups receive scores on each indicator and a total score for TSI and ATSI determinations.</p>   | <p><b>Subgroup:</b> ESSA specified subgroups do <u>not</u> receive scores on each indicator or a total score.</p>   |
| <p><b>Equity grades 4-8:</b> Consolidated subgroup (Students with prior year Math and reading scores in bottom 25% statewide) growth in Math and/or English/language arts weighted 80%. Remaining students' growth weighted 20%.</p> | <p><b>Equity grades 4-11:</b> Consolidated subgroup (Students with prior year Math and reading scores in bottom 25% statewide) growth in Math and/or English/language arts weighted 80%. Remaining students' growth weighted 20%.</p> |

# Continued ...

| ESSA   | WAEA  |
|--|---|
| <p><b>Postsecondary Readiness:</b> % of students college, career, or military ready.</p> <ul style="list-style-type: none"><li>• <u>Option 1.</u> Completion of college prep curriculum plus one of more of: a) college ready score on ACT or b) eligibility for college credit on AP exam or IB exam or c) passing dual/concurrent credit courses.</li><li>• <u>Option 2.</u> Completion of CTE pathway (minimum of 3 course sequence) plus one or more of a) passing score on a state-approved CTE exam or b) earned industry-recognized certification.</li><li>• <u>Option 3.</u> Completion of college prep curriculum or CTE pathway and military readiness score on the ASVAB.</li></ul> |   |
| <p><b>Indicator Target Levels:</b></p> <ul style="list-style-type: none"><li>• Above average (3)</li><li>• Average (2)</li><li>• Below Average (1)</li></ul>   | <p><b>Indicator Target Levels:</b></p> <ul style="list-style-type: none"><li>• Exceeds Target (3)</li><li>• Meets Target (2)</li><li>• Below Target (1)</li></ul> |

# Continued ...

| ESSA   | WAEA   |
|--|--|
| <p data-bbox="363 476 736 515"><b>Total School Score:</b></p> <ul data-bbox="150 534 933 915" style="list-style-type: none"><li data-bbox="150 534 933 743">• Average indicator category score<ul data-bbox="247 591 933 743" style="list-style-type: none"><li data-bbox="247 591 933 743">• Schools with lowest average indicator score eligible for CSI &amp; TSI</li></ul></li><li data-bbox="247 762 933 915">• Final determination based on lowest average growth and Achievement scores</li></ul> | <p data-bbox="1193 476 1566 515"><b>Total School Score:</b></p> <ul data-bbox="987 534 1769 862" style="list-style-type: none"><li data-bbox="987 534 1769 629">• Weighted average indicator target level score<ul data-bbox="1083 648 1769 862" style="list-style-type: none"><li data-bbox="1083 648 1769 686">• 20 point scale from 1.0 to 3.0</li><li data-bbox="1083 705 1769 862">• Cutscores for School Performance Levels established by Professional Judgment Panel</li></ul></li></ul> |

# Continued ...

| ESSA  | WAEA  |
|---|---|
| <p><b>Total School Score:</b></p> <ul style="list-style-type: none"> <li>Average indicator category score               <ul style="list-style-type: none"> <li>Schools with lowest average indicator score eligible for CSI &amp; TSI</li> </ul> </li> <li>Final determination based on lowest average growth and Achievement scores</li> </ul> | <p><b>Total School Score:</b></p> <ul style="list-style-type: none"> <li>Weighted average indicator target level score               <ul style="list-style-type: none"> <li>20-point scale from 1.0 to 3.0</li> <li>Cutscores for School Performance Levels on the total school score established by Professional Judgment Panel</li> </ul> </li> </ul> |
| <p>No Credit Earning Requirement</p>  | <p><b>Grade 9 Credits Earned:</b></p>   |
| <p><b>Alternative Schools:</b> Included in ESSA model with no special adjustments</p>   | <p><b>Alternative Schools:</b> Separate accountability model</p>  |
| <p><b>Long-Term Goals:</b> For Math, English/language arts, 4 year, on-time graduation, and English language progress, all schools will perform as well as or better than the school at the 65<sup>th</sup> %ile rank of schools during the baseline year.</p>  |   |



# WAEA Alternative School Indicators

- Achievement
- Growth
- High School Certification Rate
- Credit Earning
- College & Career Readiness
- School Climate
- Engagement

# Alt School Continued ...

- **Achievement Index** – Math, English/language arts, & Science (below basic = 0, basic = 50, proficient = 100, & advanced = 150)
  - **Growth** – Mean SGP in Math & English/language arts
  - **Graduation Credential Rate** – 4 yr., on-time cohort
    - Non-completers who earned HSEC\* included in numerator
    - All 5, 6, & 7 year cohort non-completers who earned a diploma or who earned a HSEC during the year added to numerator and denominator
- \***HSEC**= passed a graduate equivalency test

# Alt School Continued ...

- **Credit Earning** - % of grade 9, 10, & 11 grade students who earned one fourth of the credits needed to graduate during the school year
- **School Climate** – Total score on fall and spring climate survey + average fall/spring participation rate
- **Engagement** – Based on Student Success Plan (SSP). Assurance from the principal that SSPs are in place, artifacts available for review upon request

# Alt School College & Career Readiness Index

| Below Level I (0 Points)              | Level I (10 Points)                                     | Level II (20 Points)  | Level III (30 Points)   |
|---------------------------------------|---|---|---|
| Below Provisional Hathaway Curriculum | Provisional Hathaway Curriculum                         | Opportunity Hathaway Curriculum                               | Honors/ Performance Hathaway Curriculum                             |
| ACT < 17                              | 17-18   | 19-20   | > 20  |
| < CTE Concentrator                    | CTE Concentrator  | CTE Completer   | Passed CTE exam or Industry Certification                           |
| No WorkKeys                           | 9 - 11  | 12 - 14   | > 14  |
| No evidence                           | Credit earned for internship, work study, or employment | ASVAB ready for all branches                                  | Eligibility for 4 or more college credits (dual/concurrent, AP, IB) |
|                                       |   | Eligibility for 1-3 college credits (dual/concurrent, AP, IB) |   |

# Data Quality Challenges

- High Schools:
  - Transcript information
    - **College** Curriculum Performance during high school
    - Career Technical Education (CTE) data
    - Dual/Concurrent Course performance
    - Best ACT performance
  - ASVAB performance
- 684 Collection
  - Accuracy of Entrance and Exit codes
  - Accuracy of demographic information
  - Improved English learner reporting

# Course Level Information

- Improved consistency in reporting needed for:
  - College-ready courses
  - CTE designation
- Improved use of SCED Codes on:
  - Course data collection
  - Transcript collection

# Questions ...

- Contact:

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