

WYOMING ALTERNATIVE SCHOOL ACCOUNTABILITY PILOT

2017 WYOMING SCHOOL PERFORMANCE RATING MODEL

IMPLEMENTATION HANDBOOK

(Prepared by Michael Flicek: Draft – July 1, 2016)

ALTERNATIVE SCHOOLS

When a district intends to open an alternative school, they must apply to the Wyoming Department of Education (WDE) for approval. Once approved, the school becomes an alternative school and is subject to the alternative school funding stipulations in the Wyoming school funding model. Students attending alternative schools often have a history of finding schooling challenging. Often the students' needs have not been met in traditional school settings.

Per Enrolled Act No. 87, Section 5, alternative schools received informational reporting under WAEA following the 2014-2015 and 2015-2016 school year, but they were exempt from target level determinations and school level performance ratings. This implementation handbook contains proposed business rules for implementation of a pilot alternative schools accountability model following the 2016-2017 school year. The pilot described in this handbook was developed to be consistent with the *Revisions to the Alternative Schools Accountability Framework: Recommendations from the Wyoming Technical Advisory Group for the Alternative School Model* (July 1, 2016) which was authored by Chris Domaleski and Erika Hall who facilitated the work of the Wyoming Alternative School Technical Advisory Committee.

During the 2016-2017 school year, the objective is to produce scores for alternative high schools on as many of the proposed indicators as possible. There are currently no plans to identify target levels on indicators of school performance levels based upon those score following the 2016-2017 school year. Rather, the scores will be analyzed to provide evidence about the feasibility of the indicators going forward and to facilitate further design of the system for assigning target levels and performance levels to alternative high schools.

NEW DATA DEVELOPMENT REQUIREMENTS

This proposed model includes some data elements that have not previously been used by WDE for reporting or accountability and some data elements that will require changes to exiting data collections or new data collections. When existing data is used for a new purpose, there is often a data quality concern. Data quality is typically improved when WDE produces a student level roster containing the available data and vetting this student level roster with districts. Districts are instructed to attend to the data elements that will be used for accountability during the vetting process. During the vetting window, districts have an opportunity to make corrections. Improvement in data quality sometimes takes a year or two once this process is initiated.

- New Collections
 - Grade 10 and 11 transcripts

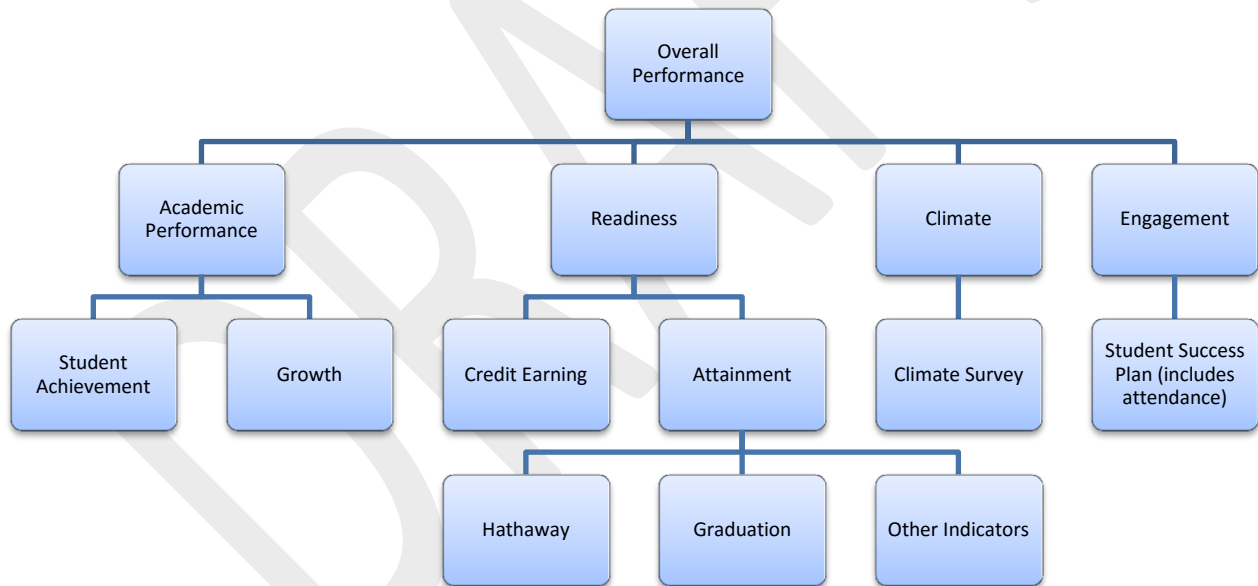
- Have not been collected before
 - These can be added to an existing collection of grade 9 transcripts
 - Principal assurance of Student Success Plan implementation
 - Student responses to Student Climate Surveys
- Planned new uses for data from existing collections
 - High school equivalency certification
 - Post-secondary credit while in high school
 - Career or industry certification

INDICATORS

Alternative Schools Accountability Model

Figure 1 is presented below. Figure 1 is taken from the *Revisions to the Alternative Schools Accountability Framework: Recommendations from the Wyoming Technical Advisory Group for the Alternative School Model*.

Figure 1. Components in the Alternative School Accountability Framework.



An outline of the alternative school accountability framework is presented below.

- Academic Performance Component
 - Achievement
 - Growth
- Readiness
 - Credit Earning
 - Attainment
 - Graduation
 - Hathaway Scholarship Eligibility

- High School Equivalency Certification
 - Post-secondary Credit while in high school (e.g., dual enrollment, AP/IB)
 - Career industry certification
- Engagement
 - Attendance
 - Student Success Plan
- School Climate
 - Climate Survey

ACADEMIC PERFORMANCE

There are two indicators for the academic performance component of the alternative schools accountability model. One indicator is *achievement* and the other is *growth*.

ACHIEVEMENT

An important problem with the Wyoming accountability model for traditional high schools is the inability of that model to meaningfully differentiate among the alternative high schools. All alternative high schools fall within the lowest performance level when the traditional high school model is applied. This is one reason that a separate model is being developed for alternative high schools.

It is, therefore, important for the alternative school accountability model to have indicator scores that meaningfully differentiate among the alternative schools. The achievement score for traditional high school model is the percent of proficient test scores on the subject area tests of the grade eleven ACT test. This score was computed for Wyoming alternative schools in 2015. Three schools did not meet the minimum n of 10 students, even when three years of data were aggregated. Among the remaining schools, three had no proficient scores, eight had percent proficient scores in the single digits, one school had a percent proficient score of 11, and the final school had a percent proficient score of 20. Schools were required to have at least 32 percent of proficient test scores to move out of the below target category.

Thus, percent proficient did not meaningfully differentiate among the alternative schools in Wyoming. As a result, two scores will be computed during for the alternative school accountability model pilot. The first will be an achievement index score and the second will be a mean standard score. These scores are described below.

In addition, the achievement score for alternative schools will be based upon subject area test scores in reading, English/writing, mathematics, and science from the ACT in grade eleven and also from the grades nine and ten ACT Aspire tests. Adding scores from two additional grades will increase the n size for the achievement scores for the alternative schools. This should decrease the likelihood that schools will not meet the minimum n and, therefore, increase the likelihood that alternative school get an achievement indicator score. In addition to increasing the likelihood that schools will get an achievement score this will also improve the stability of the scores across school years. Finally, Wyoming is in the process of adopting a new state test that will test achievement in grades three through ten. This change during the pilot year will more

closely resemble the achievement scores that will be obtained once the new state test is implemented.

The technical advisory group (TAG) for the alternative school accountability model recommended an achievement index for the pilot year that has five levels and that the index points for each level be 20, 40, 60, 80, and 100. Table 1 is an illustration of the proposed index. In Table 1, the index was designed so that proficient and above scores earn the maximum index points. This was accomplished by having the grade eleven cut-point for Level 5 equal to the proficient cut-point for the grade eleven ACT subject area tests.

Table 1. Illustration of the Achievement Index for the Alternative School Pilot Accountability Model.

Achievement Level	Grade 9 Aspire	Grade 10 Aspire	Grade 11 ACT*	Index Points
Reading				
Level 5	>= Score	>= Score	>= 150**	100
Level 4	Score - Score	Score - Score	Score - Score	80
Level 3	Score - Score	Score - Score	Score - Score	60
Level 2	Score - Score	Score - Score	Score - Score	40
Level 1	Score - Score	Score - Score	Score - Score	20
Mathematics				
Level 5	>= Score	>= Score	>= 150**	100
Level 4	Score - Score	Score - Score	Score - Score	80
Level 3	Score - Score	Score - Score	Score - Score	60
Level 2	Score - Score	Score - Score	Score - Score	40
Level 1	Score - Score	Score - Score	Score - Score	20
English/Writing				
Level 5	>= Score	>= Score	>= 150**	100
Level 4	Score - Score	Score - Score	Score - Score	80
Level 3	Score - Score	Score - Score	Score - Score	60
Level 2	Score - Score	Score - Score	Score - Score	40
Level 1	Score - Score	Score - Score	Score - Score	20
Science				
Level 5	>= Score	>= Score	>= 150**	100
Level 4	Score - Score	Score - Score	Score - Score	80
Level 3	Score - Score	Score - Score	Score - Score	60
Level 2	Score - Score	Score - Score	Score - Score	40
Level 1	Score - Score	Score - Score	Score - Score	20

Note. Specific scores will be identified using 2016 as a baseline year and the baseline score Wyoming statewide frequency distributions to create relatively equal percentages of students in Levels 1 through 4.

*The Wyoming ACT Scale will be used during the pilot year.

**150 is the cut-point for proficient on the Wyoming ACT Scale.

Table 2 presents an illustration of the method that will be used to identify index score ranges for the achievement index. The proportions in Table 2 are not the actual proportions that will be used. These will be identified using the statewide frequency distribution from the baseline year grade eleven ACT for each subject area test. The values are for illustration purposes only.

Table 2. Illustration of the Method that will be used to Identify Score Ranges for the Achievement Index for the Alternative School Pilot Accountability Model.

Achievement Level	Grade 9 Aspire	Grade 10 Aspire	Grade 11 ACT*	Index Points
Reading				
Level 5	32%	32%	32%	100
Level 4	17%	17%	17%	80
Level 3	17%	17%	17%	60
Level 2	17%	17%	17%	40
Level 1	17%	17%	17%	20
Mathematics				
Level 5	32%	32%	32%	100
Level 4	17%	17%	17%	80
Level 3	17%	17%	17%	60
Level 2	17%	17%	17%	40
Level 1	17%	17%	17%	20
English/Writing				
Level 5	32%	32%	32%	100
Level 4	17%	17%	17%	80
Level 3	17%	17%	17%	60
Level 2	17%	17%	17%	40
Level 1	17%	17%	17%	20
Science				
Level 5	32%	32%	32%	100
Level 4	17%	17%	17%	80
Level 3	17%	17%	17%	60
Level 2	17%	17%	17%	40
Level 1	17%	17%	17%	20

Note. Specific score ranges will be identified using 2016 as a baseline year and the baseline score Wyoming statewide frequency distributions.

To arrive at a school score, the school will be awarded index point for each student attending the school on each subject area test. A mean score will then be computed for all index points on all subject area tests in each of the three grades at each school. This mean score will be the school’s achievement score.

A mean test score approach was also considered by the TAG as a potential achievement score. The mean score approach is more precise than either percent proficient or a mean index score, but it is also more complex as a result of scale scores being unique to each subject area

and grade in school. The TAG was more supportive of the index approach due to its lower complexity but the TAG wanted to see a comparison of the two methods during the pilot year. Therefore each school will have two achievement scores for the pilot year: one that is based upon the achievement index and another that is based upon mean test scores. This will make it possible to determine the extent of agreement in school ranks when the different methods are applied. A final decision about which achievement score will be used will follow this comparison.

In order to implement a mean score approach, it is necessary to convert the scale scores that are obtained by students on the tests into standardized scores. Scale scores on the tests are a function of the subject area tested and grade in school, and they do not have equivalent meaning across grades and subjects. Because of this, mean scale scores would be biased depending upon the number of students in each grade at each school. One straight forward method for removing this bias is to standardize the scores so that grade-by-subject area scores have a common mean and standard deviation across all grades and subject areas. These standardized scores would be norm-referenced scores based upon the total Wyoming sample for a baseline school year. Standardization is accomplished for each grade and content area by using the formula 1 to convert each student's scale score into a standardized score:

$$(\text{Scale Score} - \text{Baseline Year Mean Score}) / \text{Baseline Year Standard Deviation} \quad 1$$

This conversion produces a score distribution for the baseline year with a mean of 0 and a standard deviation of 1. Scores below the mean are negative numbers and scores are generally expressed using at least two decimal points. These scores can be easily transformed in to more conventional looking scores that are all positive scores whole numbers. For the purpose of this pilot, however, no transformations will be applied. The comparison of school ranks by score type can be accomplished without transforming the scores.

The school's score using the mean score approach will be derived by computing a mean of all standardized scores for the tested grades and subject areas. The scores will be rounded to two decimal places. For the pilot school year, this mean score will be the school's achievement score based upon the mean score method. This will permit a comparison of the mean index approach with the mean score approach.

GROWTH

Student growth in mathematics and reading will be measured in grades ten and eleven in high schools on the subject area tests of the ACT suite of tests that were administered in Wyoming. Growth refers to the change in the achievement within students as they progress from year to year. In order to compute growth scores, students must have at least two consecutive years of mathematics scores for math growth and two consecutive years of reading scores for reading growth. In 2016, testing with the ACT Plan and Explore tests was discontinued by ACT, Inc. Instead, the ACT Aspire tests were administered in grades nine and ten.

In 2017, growth during grade ten will be measured from the spring Aspire test in grade nine in the prior year to the current year Aspire test in grade ten. Growth during grade eleven will be

measured from the Explore administered two years prior and the Aspire tests administered one year prior to the current year grade eleven ACT test.

The traditional score scales on the ACT suite mathematics and reading tests are quite coarse and not well suited to the measurement of growth. ACT has provided Wyoming with student level parameters from a three parameter IRT that permitted Wyoming to construct a Wyoming Scale¹ for the mathematics and reading subject area tests used in grades nine, ten, and eleven. The Wyoming Scales are much less coarse and, therefore, are much better suited to the measurement of growth. A score of 150 on the Wyoming scale is equivalent to proficient performance and the scales have a standard deviation of 20. The fit of the growth model is quite good when the Wyoming scale is used. Growth is computed separately for mathematics and reading for students in grades ten and eleven. There are presently no plans to create a Wyoming scale for the ACT Aspire in grade ten. Therefore, growth measured using an Aspire test will be based upon the ACT Aspire scales.

A growth model will be implemented to produce student growth percentiles (SGPs). SGPs indicate how an individual student's growth compared with that of theoretical academic peers that come from all Wyoming public school students from that particular year in the same grade who had similar math/reading scores in previous years. The SGPs range from 1 to 99, and growth is independent of a student's prior achievement level. The data set included the current year public school students with all of their prior public school test scores. The school level growth score for the high schools is the median student growth percentile (MGP) for all reading and math SGPs at the school.

READINESS

Readiness has two elements: credit earning and attainment. The attainment element contains five sub-elements: graduation, Hathaway scholarship Eligibility, high school equivalency certification, post-secondary credit while in high school (e.g., dual enrollment, AP/IB), and career industry certification.

CREDIT EARNING

The credit earning indicator will be based upon transcript information from students in grades nine through eleven. Transcripts are presently collected for grade nine students. The collection of grade ten and eleven transcripts is a new collection that will begin in late summer and early fall of 2016. The ninth grade credit indicator for the traditional school accountability model is a lagged indicator so that credits earned during the summer may be included. The credit earning indicator for alternative high schools will also be a lagged indicator that includes summer credits for all three grades. The student's score will be a percentage score that is computed as credits earned over credits attempted for each student. The school's score will be credits earned over credits attempted for all grade nine through eleven students attending the school. Only credits attempted while enrolled at the alternative school will be included. All students attending the

¹ Wyoming Department of Education. (2014). 2014 Wyoming ACT Performance.
<http://edu.wyoming.gov/download/assessments/WyomingACTScaleLV2updDec2014.pdf>

school from October 1st until within ten days of the end of the school year will be included on this indicator.

ATTAINMENT

Attainment will be measured for the cohort of all students who graduated from the school plus the noncompleters from the four year, on-time cohort for the year. This will include the four year, on-time cohort of graduates and noncompleters. In addition, the 5, 6 and 7 year graduates from the school will be added to the four year, on-time cohort for that year. In this way, each graduate, including 4, 5, 6, and 7 year graduates, will be included in the attainment indicator cohort. The attainment indicator is lagged one year so that summer graduates may be included in the indicator.

WDE collects transcripts for students who graduated. There is no collection of transcripts for noncompleters. The data elements used for Hathaway eligibility and post-secondary credit while in high school will come from the transcripts of graduates.

The data collection for the pilot school year will include a cohort student level file with one field for each of the five data elements. While each element will have an overall score for the element, some attainment elements will have additional fields that are used for computing the value in the summary field. This student level file will make it possible to explore a variety of options for using this information to developing one overall student attainment score that could then be aggregated to the school level. For the purpose of the pilot, however, a school score will be computed on each of these five elements.

Graduation. Each student in the attainment cohort will be listed as either a graduate of a non-completer. The schools' score for graduation will be the percentage of students in the attainment cohort who are graduates. This will include 4, 5, 6, and 7 year graduates.

Hathaway Scholarship Eligibility. A Hathaway scholarship level for accountability will be assigned to each graduate in the attainment cohort. This includes early graduates and four, five, six, and seven year graduates. Each graduate will be assigned to one of five Hathaway levels for accountability based primarily upon information on their transcript. This level may or may not be the student's true Hathaway scholarship eligibility since the true eligibility is determined by a Wyoming higher education provider based upon a review of student transcripts and other information.

The Hathaway eligibility level for accountability is based upon three criteria: (a) unweighted high school grade point average (GPA), (b) the best composite ACT score or Work Keys total score, and (c) completion of the success curriculum at a particular level. These three eligibility criteria are considered in a conjunctive fashion to determine a student's Hathaway eligibility level. The student is assigned to the scholarship level that is the lowest among the three criteria. The eligibility criteria are presented in Table 3.

Table 3. Hathaway Scholarship Eligibility Levels and Criteria.

Criteria	Scholarship Level				
	Not Eligible	Provisional	Opportunity	Performance	Honors
Unweighted GPA	<2.5	2.5	2.5	3.0	3.5
Minimum ACT*	<17**	17***	19	21	25
Success Curriculum Level	None	Provisional	Opportunity	Honors/Performance	

*ACT can be the student's best ACT score from the student's transcript or from the Wyoming census administration in grade 11.

**If there is a WorkKeys score it is less than 12.

***A WorkKeys score of 12 also qualifies for provisional level.

Each student's unweighted GPA is obtained from the student's transcript. Graduates without transcripts and graduates without an unweighted GPA are assigned to the not eligible scholarship level for accountability. When the unweighted GPA was less than 3.0 but at or above 2.5, the opportunity scholarship level is assigned for that criterion.

The ACT composite score used for the Hathaway scholarship eligibility level is the best ACT composite score from the transcript or the composite score from the Wyoming census administration of the ACT to grade eleven students. The highest ACT composite score is used for accountability. If a student was not enrolled in a Wyoming school during the census administration date for their cohort and does not have an ACT score on their transcript, the student's Hathaway scholarship eligibility level for accountability will be based upon their unweighted GPA and their success curriculum level only.

WorkKeys scores from a student's transcript are also considered. When the WorkKeys score is 12 or higher, the student can be placed at the provisional level. When a student has both a WorkKeys score and an ACT composite score, the student's level on the test score criterion is the higher of the levels represented by those measures.

Finally, a required field for the transcript collection is a success curriculum level that is assigned by the high school's analyses of the student's high school course of study and performance in classes. This school determined success curriculum level that appears on the transcript is used as the success curriculum level for accountability.

Each student's Hathaway scholarship eligibility level for accountability will be established as presented in Table 4. Each alternative school will receive a Hathaway eligibility score that is the average level of all graduates from the school.

Table 4. Hathaway Scholarship Eligibility Index.

Student Eligibility Designation	Level
Honors	5
Performance	4
Opportunity	3
Provisional	2
Not Eligible	1

High School Equivalency Certification. WDE does not presently have any data collection for high school equivalency certification. The data for this indicator presently resides with Wyoming Community College Commission. The accountability staff at WDE has entered into conversations with the community college commission and is hopeful it may be possible to obtain a student level list of individuals earning high school equivalency certification.

When a list of students is obtained, the WDE will attempt to identify attainment cohort individuals who have earned this credential. Particular attention will be paid to the noncompleters in the attainment cohort. A true/false field will be entered in the student level attainment data for this data element. The school's score on this element will be the percent of noncompleters who earned high school equivalency certification.

Post-Secondary Credit while in High School. This element of the attainment indicator will be measured for all high school graduates based upon information on the student transcripts. Post-secondary credit while in high school has not previously been identified or used for accountability or any other purpose. Therefore, the quality of this information on student transcripts is unknown. Because the graduation indicator is lagged a year the transcript collection is also lagged a year. During the pilot year (i.e., 2016-2017), the transcripts from the graduates will be used to create a student level file on this indicator.

There are potentially three sources of evidence of advanced course participation, course completion, and certification of performance that will be investigated during the pilot school year: courses that award college credit while in high school, advanced placement (AP) courses certified by the College Board and International Baccalaureate (IB) courses. The student level attainment indicator file will have four fields for this element, one for each type of course and one overall summary field. Each field will contain a number for the number of such courses passed. The summary column will have a sum of the numbers from the three course type fields. The school's score for the pilot will be the sum of the summary column over the n of graduates.

For the AP and IB courses, there are externally scored tests available that students may take. There is a cost associated with taking these tests and passing the test is likely a requirement if the students desires college credit. The WDE will determine if there is any evidence of passing these tests that appear on the student transcripts. If not, the transcript collection guidance in the future could stipulate inclusion of evidence of passing the course associated tests.

Career or Industry Certification. The evidence for this element during the pilot school year will come from a WDE collection for the Carl D. Perkins grant. Most, but not all, Wyoming districts

participate in the Carl D. Perkins grant. For districts that do not participate in the Carl D. Perkins grant, there may be little available data. The available student level data indicates when students have passed NOCTI tests and/or industry certification tests. Both NOCTI tests and industry certification tests are career or industry specific.

During the pilot year, a list will be developed of all careers or industries on which tests were actually passed by Wyoming students. This may be useful in the future if it is determined that the level of career preparation represented by passing a test varies in important ways.

The attainment cohort, i.e., both graduates and noncompleters, will be the student level sample for which data will be collected. Most students passing these tests will be in the third or fourth year of high school but some students may pass the tests in their first two years of high school. Therefore, up to four years of results from the Carl D. Perkins collection may be used when creating the student level file. During the pilot year the student level field for this element will include a number that represents the number of NOCTI and/or certification tests passed by the student. This approach treats all NOCTI and certification tests as equivalent. For the pilot year, the schools' score on this element will be the percentage of students in the attainment cohort who passed at least one NOCTI or industry certification exam.

ENGAGEMENT

The engagement indicator addresses two elements: attendance and the student success plan. For purposes of accountability, it was the TAG recommendation that principals would need to annually sign and submit a document to the WDE acknowledging that the school a) engaged in the SSP process and b) that the materials associated with/resulting from this process would be available for review upon request (e.g., during an accreditation visit).

The TAG recommended including attendance as a component of the SSP as opposed to a separate indicator. In this manner, school leaders will be responsible for tracking attendance and supporting improvement via regular meeting with the student.

There will be no student level file for the engagement indicator. The schools' score for engagement will be pass/fail. Appendix A presents the guidelines for completing school success plans.

SCHOOL CLIMATE

School climate will be measured using a mandatory, 20 item, student survey developed by the TAG. The survey addresses the following dimensions:

- Support: To what extent do students receive guidance and assistance to help them succeed academically and beyond?
- Trust²: To what extent can staff be relied upon to follow-through on things that matter?
- High Expectations: To what extent are students appropriately challenged with

² Support and trust are closely related and many proposed items measure both.

meaningful academic work?

- Respect: To what extent do students and staff treat people and property well?

The survey is mandatory and it will be administered twice during the pilot year and a response rate be computed for each school. The response rate will be the number of completed surveys over the number of students enrolled in the school on the Wednesday of the required administration week. One administration will occur in the third week of October and the other will occur in the third week of February.

The survey responses will be anonymous. Therefore, there will be no student level data file. The school level data will be an aggregate of all student responses from the each survey window. For scoring purposes a student response of “strongly agree” will be assigned 4 points, “agree” will be assigned 3 points, “disagree” will be assigned 2 points and “strongly disagree” will be assigned 1 point. A survey will be considered completed if at least ten or the items have been completed. A total survey score will be computed for each completed survey. Each total survey score will be rounded to 2 decimal points. The school score for the pilot will be an average of the total survey scores for all respondents from the school rounded to two decimal points. Appendix B of this report contains the proposed items for the pilot school climate survey. Appendix C of this report contains the TAG’s recommendations for administration guidance for the pilot.

STUDENTS INCLUDED IN STATE ACCOUNTABILITY

Students included in state accountability at a particular school were those who have been reported by their districts with an active primary enrollment on the accountability date for a particular test under consideration (e.g., ACT, ACT Aspire). Primary enrollment means a student was reported by the district (on the WDE684) as “no” in both the home school and concurrent enrollment fields. When a student is reported as “yes” in either of these fields it means the student is primarily home schooled or primarily enrolled at another school. Students can only have one “primary” enrollment.

PARTICIPATION RATE

There is a participation requirement of 95% and a participation threshold of 90%. Participation rate is computed for all students with an active enrollment in the school during the test window. There is no full academic year requirement for participation rate.

A *simple participation rate* is the number of students who tested divided by the number of students who should have tested at the school. For example, if a school has 10 students who were expected to test and only 9 tested, the school's simple participation rate would be 90%. In this illustration the school's simple participation rate was below the 95% requirement. The school had one student who did not test. When one student not testing yields a participation rate score of 90% the school is really being held to a participation rate requirement of 100%. When 100% of students did not test, the school would not meet the 95% requirement. For this school, then, the *actual participation rate requirement* to which they would be held is 100%. This illustrates the need for an adjustment rule to be employed when determining a school's participation in testing.

Whenever *this actual participation rate* for a school is above the requirement of 95% or above the threshold of 90% the *one additional non-participant rule*³ will be applied. The school will be allowed to have one additional non-participant student and still be considered to have met the requirement/threshold. In the above example, the school was being held to an actual participation rate requirement above 95% (i.e., it was 100%), therefore the school is allowed one additional non-participant. Since the school had only one non-participant the school met the participation rate requirement. The school had a simple participation rate of 90%, but the school met the requirement because it was allowed one additional non-participant. The one student who did not test is the one additional non-participant.

In another example, assume a school had 25 students with two non-participants. The school's simple participation rate would be 92%. If only one student was a non-participant the school would have a simple participation rate of 96%. Without the one additional non-participant rule the 95% requirement for this schools is actually a 96% requirement. The requirement is above 95%. Because 96% is above 95%, the one additional non-participant rule is applied. The school would be allowed one additional non-participant. Because of the one additional non-participant rule, the school with 25 students can have two non-participants and still meet 95% participation requirement.

Participation rates are computed at the test score level rather than the student level. In the example where the school had 25 students, assume they were consolidated subgroup students for the equity indicator. The equity indicator uses math scores and reading scores. For 25 students there would be 50 test scores involved. If two students did not test, there would be 46 test scores. The simple participation rate would still be 92%. By applying the one additional non-participant rule the school would be allowed two additional missing test scores, one for reading and one for

³ What we actually do is set a target for each subject in terms of the number of tests that need to be administered and scored at the school for the requirement $R(s)$ to be met in each subject s :

$$R(s) = \text{floor}(.95 \times \text{number of expected tests in } s)$$

And similarly for the threshold $T(s)$:

$$T(s) = \text{floor}(.90 \times \text{number of expected tests } s)$$

Then we come up with a requirement R and threshold T for the school by summing up these individual subject requirements and thresholds

$$R = \sum_s R(s) \text{ and } T = \sum_s T(s)$$

So if there are 10 students who need to test in two subjects m and r .

$$R(m) = 9, R(r) = 9$$

and

$$R = 18$$

There are multiple ways this requirement can be met:

- a) non-participation on one math test and one reading test
- b) full participation in math and non-participation on two reading tests
- c) non-participation on two math tests and full participation on reading

Case a) is the 'one additional non-participant rule', but this can be stretched to a subject specific 'two additional non-participant rule'.

math for the additional non-participating student. At the test score level, this school would still be considered to have met the 95% participation requirement.

This one additional non-participant rule assures no school has an *actual required participation rate* above the requirement/threshold. Whenever the one additional non-participant rule is applied, the school is allowed to have a simple participation rate below the requirement or the threshold.

This approach was implemented for each school by computing:

- Test scores needed to meet the requirement
- Actual tests with scores

When the actual tests with scores equaled or exceeded the test scores needed to meet the requirement/threshold, the school “met” the requirement/threshold. The school was scored as “not met” on the requirement/threshold when the actual test scores were lower than the test scores needed to meet the requirement or threshold.

The participation requirements/thresholds are applied to the all students group. In the case of small schools where look backs to previous years are used to increase the school's *n* count, participation rate will be based upon current year students only. Participation rate for alternative schools is based upon subtests expected and subtests completed.

Exemptions

In rare instances, districts may petition the Wyoming Department of Education for an exemption from testing for students with the most significant cognitive disability who are assessed on the alternate assessment when they move into the school from another school district after the beginning of the alternate assessment window. Students moving between schools within a district are not eligible for an exemption. Eligibility for an exemption should not be based on the disability category, the amount of time for which the students receives service, the location or delivery of service or the level of functioning of the student.

The Wyoming Department of Education will consider the amount of time left in the testing window to prepare for and administer the assessment. There must be evidence that the amount of time left in the testing window is not adequate to allow for a valid administration. The Wyoming Department of Education may consider evidence about the individual student’s response time when demonstrating academic knowledge if such evidence is provided. For approved exemptions, the performance of the student is not considered in participation rate computations or in school performance level computations.

Testing Status

- Testing status values (by subject):

- X = Exempt: The student has an approved exemption from this subject (or a pending exemption where ELL is the exemption type), as discussed in the “Exemption Type” section below.
- T = Tested: The student has been reported by ETS to have taken the test free of any conditions expected to invalidate the test. That is, a valid scale score and proficiency level will be reported later this summer for this student and subject.
- N = Not Tested: The student does not have a valid test result. In most cases, this will simply mean the student was not tested. One particular case, discussed in the “Grade Enrolled (WDE684 collection) vs. Grade Tested (ETS)” section below, is that where a student has been tested in a different grade than reported as enrolled.

Exemption Types

- **Exemption Type**
 - If you have requested an exemption from testing for a student and the exemption has been approved, the exemption type will be reported (e.g. ELL, Medical, etc.).
 - ELL exemptions require ACCESS testing of the student.
 - ELL exemptions only apply to the reading portion of the assessment.

Grade Tested

- **Grade Enrolled (WDE684 collection) vs. Grade Tested (Test Contractor)**
 - Grade Enrolled, Grade Tested, and a comparison field will be reported.
 - Where a student has tested, but was reported as enrolled in a different grade than tested, the comparison field will indicate a grade mismatch AND the testing status value will be N (Not Tested).
 - Students with an N in the tested status field are counted as non-participants
 - If the district determines that the student was tested at the proper grade level and that the reported WDE684 grade was incorrect the district may correct this discrepancy during the WDE684 vetting period

ONE PERCENT ALTERNATE ASSESSMENT CAP

Wyoming is imposing a 1% district-level cap on the percent of enrolled students in tested grades whose proficient and advanced scores on an alternate assessment count in school accountability calculations. This cap does not serve to limit the percent of students who participate in an alternate assessment or the percent of students who can earn a score of proficient/advanced; rather, the cap is placed on the proficient/advanced scores that “count” in calculating the school performance levels under WAEA.

For example, in a district with 500 students enrolled in tested grades, staff could test, say, 10 students with significant cognitive disabilities using the ALT, assuming the test is appropriate for

the students. If 7 of the 10 earned scores of proficient and advanced, the 1% rule dictates that only the scores of 5 ALT-takers ($5/500 = 1\%$) can be used in calculating AYP on the reading and math indicators. The remaining two scores are randomly reassigned as "basic" only for purposes of calculating WAEA school performance levels, and they are displayed in the field called ACCOUNTABILITY_PERFORMANCE_LEVEL in the confidential student level data file available to districts on Fusion.

It's important to note that the actual scores the students earn, regardless of the 1% cap, are printed on the Individual Score Report and returned to the district in their Fusion assessment files (and should be uploaded to district Student Information Systems). Students are not in any way penalized with the cap.

Districts that exceed the 1% cap can request an exemption by submitting the WDE 659 form and appropriate documentation. When a district submits evidence that the students were assigned the ALT per an IEP team decision based on participation in alternate curricula, then an exemption from the cap is granted. Evidence is required for all ALT participants in the district, not just for the number of students who bumped the percent over the cap.

This year, since the test scores will be delivered to districts in the early fall because of PAWS standard-setting, the WDE 659 will not be due until mid-September.

TRANSCRIPT COLLECTIONS

Two transcript collections are used for alternative high schools. One collection is used for the *credit earning* element that requires transcripts for all grade 9, 10 and 11 students and the other collection requires transcripts from graduates. The graduate transcript collection is used for the Hathaway element and the post-secondary credit while in high-school element. It is expected that transcripts will be available for all students on the Wyoming Department of Education developed roster of students to be included on these indicators.

- Students included on the WDE developed rosters will be:
 - Transcripts for Grades 9, 10 and 11 Credits – Full academic year students at the designated school who were continuously enrolled from October 1st through the end of the school year. This will include any student with an exit date within 10 days of the final day of the school year.
 - Transcripts for Graduates – This will include all students with a graduate exit code for the year in question. This includes all students who graduated between September 15th one year and September 14th the following year.

The absence of transcripts for included students can alter a school's score on an indicator. For example, a pattern of systematic exclusion of transcripts at some schools but not at others would raise the issue of fairness, particularly if some exclusion were systematic for students that would have a negative impact on a particular school's score. For this reason, the following transcript inclusion rule will be applied to both transcript collections.

- For the grade 9, 10, and 11 credit indicator, students for whom a transcript is missing will be assigned a credit earning score of 0.
- For the Hathaway eligibility indicator, students for whom a transcript is missing will be considered to not have been eligible for any level of Hathaway eligibility award.

Both of these sub-indicators are lagged, meaning that data from the prior year are applied to the current year's indicator. This is done to permit the summer progress that students make to be counted.

FULL ACADEMIC YEAR

When computing school scores, only students who were present at the school for a full academic year (Marion & Domaleski, 2012) are included. "Full academic year" is defined for Wyoming accountability as being enrolled in the same school on October 1 and on the day that is the midpoint of the testing window for each test used in the computation of school performance levels. Students who were not at the school for the full academic year will be excluded from school performance level computations.

For the grade nine credit sub-indicator, full academic year status is defined as being continuously enrolled from October 1st of the given school year until ten days from the last day of the school year in the school they are attending.

Most small (< 10 day) gaps in enrollments obtained from district student information systems have been identified as being due to reporting requirements and system related administrative reasons. Thus, in automated processes, these small breaks do not constitute an immediate break-in-enrollment unless an enrollment record exists in a different school during the short break. Identification of students as mobile or full academic year also has significant funding implications, which were addressed with WDE Finance and the School Finance Data Advisory Committee in the development of status determination processes. As such, there may be cases where challenge of an automated status determination will make sense. Challenges will be evaluated individually based on enrollment details to be provided as a part of the challenge.

Home schooled and concurrent enrollment students are not included in accountability calculations.

MINIMUM *n* FOR ACCOUNTABILITY

The minimum *n* is 10 students for all indicators. A look back will occur independently for each indicator at a school that does not meet the minimum *n* provided the data required for the look back is available. The minimum *n* look back procedure is to first look back one year and see if the minimum *n* is reached. If the minimum *n* is not reached with a one year look back, the look back will go back a second year. If the minimum *n* is still not reached by looking back two years, the school will not have a score on that indicator.

On the achievement indicator, any student tested in reading, math, or reading and math will be counted to determine the schools *n*. No student will be counted more than once.

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Appendix A

Wyoming Student Success Plan Guidelines for Implementation

Background:

During the 2016-2017 school year several of Wyoming's alternative schools will participate in a pilot implementation of the Student Success Plan (SSP) initiative. A SSP can be broadly conceptualized as a student-specific plan or set of objectives that facilitates the collection of evidence demonstrating positive student engagement within and across school years. The purpose of the pilot is to obtain feedback related to the utility and feasibility of the proposed SSP process and any support/resources necessary to ensure it is conducted with fidelity. Schools electing to participate in the pilot are expected to implement the SSP as articulated in these guidelines and keep a record of aspects that were successful and areas that should be improved. The SSP will not influence accountability outcomes during this pilot year.

Following the pilot administration, the Wyoming Department of Education and the Technical Advisory Group will review the feedback provided and make any necessary adjustments to the SSP guidelines and sample template. The Technical Advisory Group (TAG) will also determine how a school's implementation of the SSP should be documented and endorsed for inclusion in the alternative school accountability system.

The template which follows represents one of many potential models for the Student Success Plan. Schools may modify, transform or add-to this template as they see appropriate. Similarly, if a school already has materials and procedures in place to support students in planning for their future, they may continue to be used if they are well-documented, facilitate the types of behaviors and interactions previously discussed, and promote review and collection of the following categories of information: student goals and interests, academic history, attendance rate and history, post-secondary preparation activities and outcomes. Students having an IEP can simply attach this document to their SSP as it should contain much of the information requested.

Intent of the Student Success Plan:

The Wyoming SSP is intended to facilitate student attainment of key academic, career and social/emotional development goals (such as those defined in the ASCA National Standards for Students) by:

- Requiring students to be active participants in planning for their future;
- Encouraging the identification of personal, academic and career interests and goals and ongoing evaluation of progress toward meeting those goals;
- Highlighting the relationship between academic/work experiences and identified post-secondary or career goals;
- Fostering participation in courses and extracurricular activities which align to a student's interests and goals;
- Facilitating ongoing communication with faculty, staff and family about academic and career plans and the steps being taken to achieve those plans; and
- Promoting independence, mindfulness and a sense of being in control of one's future

In addition, the SSP is intended to provide educators with relevant, timely information that promotes effective mentoring and targeted guidance. While the Student Success Plan will be student-directed, it should be considered a living document that educators, counselors and students access and update on a regular basis.

Roles and Responsibilities:

The participation of schools, educators and students alike is necessary to ensure the SSP is successful in meeting its goals. The specific roles and responsibilities underlying the SSP process are outlined below. It is assumed that many of the activities and interactions defined in these bullets may already be occurring at some alternative schools through established procedures and initiatives.

Student Responsibilities:

- Complete, review and update the SSP on an ongoing basis.
- Work with the SSP Mentor (see below) to identify courses and activities that align with one's interests, strengths and goals.
- Participate in activities and courses defined within the SSP and look for additional opportunities to meet specified goals.
- Identify and record any evidence that reflects progress toward or attainment of specified academic and career goals (e.g., completion of a course, participation in volunteer activities or training programs, completing an application, interactions with employers/mentors, giving a presentation, student work products, etc.)
- Ask questions and communicate successes, concerns and/or changing plans to the SSP Mentor when they arise.
- Discuss the goals and plans outlined in the SSP with parents and educators.

SSP Mentor Responsibilities (Counselor/Teacher/Administrator- whoever is assigned to take this role with the student(s)):

- Meet with assigned students on a regular basis to discuss progress and identify future goals/activities.
- Provide students with resources that help them understand and explore different post-secondary/career options.
- Support students in the articulation of relevant and attainable short and long term goals given specified interests and plans for the future.
- Work to identify courses and activities that align with a student's career goals, interests and preferred learning style.
- Provide guidance related to expectations for performance given post-secondary goals (e.g., grades/credits/test scores required for acceptance in certain colleges/programs; courses needed to obtain a particular certification, prepare resume and/or job application, participation in training or certifications programs etc.).

School Responsibilities (i.e., the Principal or designated SSP Workgroup):

- Establish a standardized process for maintaining and storing each SSP and any associated artifacts provided by the student/mentor (e.g., shared Google drive, etc.)
- Identify and assign SSP mentors to students⁴.
- Provide support to SSP mentors on the SSP process and templates within their school.
- Identify the number and type of interactions the SSP mentor should have with his/her assigned students. (It is expected that SSP mentors will meet with each assigned student at least two times per school year for a student enrolled the full year.)
- Establish a plan for validating that the SSP is being implemented as intended.
- Complete the “SSP Acknowledgement of Implementation” document at the end of each school year and provide it to WDE for accountability.

Model School Success Plan Template:

The template which follows represents one of many potential models for the Student Success Plan. Schools may modify, transform or add-to this template as they see appropriate. Similarly, if a school already has materials and procedures in place to support students in planning for their future, they may continue to be used if they are well-documented, facilitate the types of behaviors and interactions previously discussed, and promote review and collection of the following categories of information: student goals and interests, academic history, attendance rate and history, post-secondary preparation activities and outcomes. Students having an IEP can simply attach this document to their SSP as it should contain much of the information requested.

⁴ Each student should have at least one designated SSP Mentor.

III. Learning Style

My preferred learning environment is:

Classroom _____
Home/Library (working independently) _____
Work or Industry setting _____

Small group or collaborative setting _____
Online or Distance Education _____
Other _____

Comments:

I learn best:

- a. when new information is presented visually - through charts, pictures and diagrams
- b. by listening to detailed explanations and examples in a lecture-type setting
- c. through hands-on work that uses touching or physical activity to demonstrate new concepts, or learning through doing
- d. Other

Comments:

IV. Goals and Interests:

What are your personal, academic and career interests?

Date	Questions which may be addressed include...
	<p>What classes do you do well in and enjoy?</p> <p>What activities do you enjoy participating in (either in or out of school)?</p> <p>What careers do you think sound interesting or would you like to learn more about? What about those careers is appealing?</p> <p>What courses are you interested in taking in the future?</p> <p>What activities, organizations or career preparation activities would you like to participate in or learn more about?</p> <p>Are you attempting to complete a Hathaway Success Curriculum</p>

Describe your personal, educational, and career goals (short-term and long-term).

Date	Questions which may be addressed include...
	<p>What are your short-term personal and academic goals? What are you hoping to accomplish within the next year?</p> <p>Are you hoping to complete a Hathaway success curriculum?</p> <p>What are your post-secondary goals? What would you like to do upon graduation from high school?</p> <p>What activities/courses/opportunities do you think will help you meet these goals?</p> <p>What support do you need to in order to meet these goals? What questions do you have about how these goals might be attained?</p>

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V. Course/Credit History and Planning

GRADE 9	Course Taken (* for Hathaway curriculum course)	Grade	Credits	Course Plans for 10th Grade
English/Language Arts				
Math				
Science				
Social Studies				
Electives				
CTE Courses/Degree Major Courses				
Dual & Concurrent Enrollment Courses				
Other (Summer School, Credit Recovery)				
Postsecondary Exploration, Planning, Readiness or Placement Assessments:				
Taken in 9 th Grade:		Planned for Next Year:		
Attendance				
Attendance Rate in 9 th Grade:		Areas of Concern Related to Attendance:		

GRADE 10	Course Taken (* for Hathaway curriculum course)	Grade	Credits	Course Plans for 11th Grade
English/Language Arts				
Math				
Science				
Social Studies				
Electives				
CTE Courses/Degree Major Courses				
Dual & Concurrent Enrollment Courses				
Other (Summer School, Credit Recovery)				
Postsecondary Exploration, Planning, Readiness or Placement Assessments:				
Taken in 10 th Grade:		Planned for Next Year:		
Attendance				
Attendance Rate in 10 th Grade:		Areas of Concern Related to Attendance:		

GRADE 11	Course Taken (* for Hathaway curriculum course)	Grade	Credits	Course Plans for 12th Grade
English/Language Arts				
Math				
Science				
Social Studies				
Electives				
CTE Courses/Degree Major Courses				
Dual & Concurrent Enrollment Courses				
Other (Summer School, Credit Recovery)				
Postsecondary Exploration, Planning, Readiness or Placement Assessments:				
Taken in 9 th Grade:		Planned for Next Year:		
Attendance				
Attendance Rate in 9 th Grade:		Areas of Concern Related to Attendance:		

GRADE 12	Course Taken (* for Hathaway curriculum course)	Grade	Credits	
English/Language Arts				
Math				
Science				
Social Studies				
Electives				
CTE Courses/Degree Major Courses				
Dual & Concurrent Enrollment Courses				
Other (Summer School, Credit Recovery)				
Postsecondary Exploration, Planning, Readiness or Placement Assessments:				
Taken in 12 th Grade:		Planned for Next Year:		
Attendance				
Attendance Rate in 12 th Grade:		Areas of Concern Related to Attendance:		

Summary of Secondary Credits and GPA

	9	10	11	12	Total
Total Credits Earned					
Credits toward Hathaway					
GPA					

VI. School and Community/Civic Activities

Clubs/Organizations	Activities/ Recognition/Honors	8th Grade	9th Grade	10th Grade	11th Grade	12th Grade

VII. Work/Volunteer Experience

Describe Work/Volunteer Experience	Reference
8 th Grade	
9 th Grade	
10 th Grade	
11 th Grade	
12 th Grade	

VIII. Post-Secondary Preparation Activities/Artifacts

In addition, to the courses and experiences outlined above what have you done to prepare for your post-secondary and/ or career goals? Please describe and attach copies of any relevant documents/artifacts when available.

Date	Examples may include:
	<ul style="list-style-type: none">- Completed a job or college application- Participation in an ACT/SAT college prep course- Internship or job-shadowing experience- Developed a resume- Developed an exemplar writing sample- Complete the Free Application for Federal Student Aid (FAFSA)- Obtain letters of reference- Visit colleges or technical/vocational schools

Appendix B

Proposed School Climate Survey Items

Question	Strongly Agree	Agree	Disagree	Strongly Disagree	NA
1 Teachers at this school expect students to do their best all of the time.					
2 I trust the staff at this school.					
3 Staff at this school make sure that I am planning for life after high school.					
4 Staff at this school treat me with respect.					
5 Staff at this school help students when they need it.					
6 Teachers at this school do not let students give up when the work gets hard.					
7 Students at this school are treated with respect by staff.					
8 Staff at this school work hard to make sure that students stay in school.					
9 Teachers at this school set high standards for academic performance.					
10 Teachers explain things in a different way if students don't understand something.					
11 Teachers at this school have high expectations for me.					
12 Students at this school treat staff with respect.					
13 Students at this school treat each other with respect.					
14 Teachers give me helpful suggestions about how I can improve my work in class.					
15 There is at least one staff member at this school who knows me well and shows interest in my education and future.					
16 Students at this school help each other even if they are not friends.					
17 Teachers at this school believe I can perform well on challenging academic work.					
18 Students at this school treat property with respect.					
19 Staff at this school treat each other with respect.					
20 Students have to work hard to do well at this school.					

Additional Information

Item	Options
Gender	<ul style="list-style-type: none">- Male- Female
Length of time enrolled	<ul style="list-style-type: none">- This is my first year at this school- This is my second year at this school- This is my 3rd year at this school- I have been at this school for 4 or more years
Ethnicity	<ul style="list-style-type: none">- Hispanic or Latino or Spanish Origin- Not Hispanic or Latino or Spanish Origin
Race	<ul style="list-style-type: none">- American Indian or Alaska Native- Asian- Black or African American- Native Hawaiian or Other Pacific Islander- White
I provided honest responses on this survey to the best of my ability	<ul style="list-style-type: none">- Yes- No
Is there anything else you want to tell us about your experiences at this school?	Open ended

Appendix C

Proposed Administration Guidance for the School Climate Survey

Introduction

In the fall of 2016 and spring of 2017 Wyoming alternative schools will pilot a student survey of school climate. While school climate encompasses a potentially broad number of factors, the focus of this survey is on:

- The extent to which students and teachers treat one another with trust and respect
- The extent to which students feel challenged and supported in their academic work

The primary purpose of the survey is to provide feedback to understand and improve this aspect of school climate and, ultimately, to promote school effectiveness. No individual results will be disclosed; data will only be shared in summary.

Following the pilot administration in 2016-2017, the Wyoming Department of Education will work with the alternative school Technical Advisory Group to consider any refinements that may be appropriate to the survey and/or the procedures for administration as well consider approaches for inclusion in an accountability system to be implemented in 2017-2018.

Coordinator

Each school should identify a survey coordinator who will be responsible for ensuring the survey is administered in accordance with the guidelines described in this document. Responsibilities include:

- Helping build support for participation
- Ensuring notification and content are provided
- Serving as a point of contact between the WDE and the school
- Establishing a schedule for administration
- Providing information about the process and procedure for administration
- Ensure survey certification and participation record is provided to WDE
- Following-up to schedule make-up administrations as appropriate

Administration

The survey will be administered online during the week of October 17, 2016 and the week of February 20, 2017. Schools should schedule time that week during a designated class period for students to complete the survey. The WDE will provide the link to the survey and an access code.

Each administrator should read the administration script included with this document prior to beginning the survey.

The administrator should verify that each student is working on the survey, but should avoid monitoring any single administration such that the respondent might feel that his or her responses are not confidential.

After the survey administration, the administrator should complete the online school participation report and submit to the WDE. A class participation report is suggested to help ensure the school participation report is correct, but the class participation report is not required. A make-up administration should be scheduled for any student absent during the regularly scheduled administration. If a student is not present during the entire week of administration, it is not necessary to attempt to schedule another administration.

Administration Script

Please read the following aloud before administering the survey

Today you have the opportunity to take a school climate survey. Your participation is important because we will use your feedback to improve the school for everyone. The survey has questions about your perceptions of respect and trust at this school. Other questions are about the expectations for coursework and the support students receive.

You should answer the questions honestly based on your experiences and perceptions.

You will have approximately 20 minutes to complete the survey, although you may not need all the time and you may have more time if you request it.

This is not a test and there are no right or wrong answers. Please read each question carefully and answer based on what you really know or do. Your identity will be kept private and the results will only be shared with others in summary form.

If you have any questions, please ask now.

Please read the directions on the computer screen and begin. Thank you.