

Draft Only
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SUMMARY of
PROCEEDINGS



ADVISORY COMMITTEE TO THE SELECT COMMITTEE ON STATEWIDE EDUCATION
ACCOUNTABILITY

ADVISORY COMMITTEE MEETING INFORMATION

July 6, 2016
University of Wyoming at Casper
University/Union Building 322
Casper, Wyoming

ADVISORY COMMITTEE MEMBERS PRESENT

Judy Catchpole, Chairwoman, Business Industry Representative
Tony Anson, Big Horn County School District #4, Secondary School Principal Representative
Sue Belish, Wyoming State Board of Education Member Representative
Kris Cundall, Sweetwater County School District #1, Elementary School Principal Representative
Tess Hopkin-Egger, Park County School District #6, Elementary School Teacher Representative
R.J. Kost, Park County School District #1, Assessment Director Representative
Deb Lindsey, Wyoming Department of Education Representative
Terry Snyder, Fremont County School District # 25, Large District Superintendent Representative

ADVISORY COMMITTEE MEMBERS NOT PRESENT

Janine Bay-Teske, Teton County School District #1, School Board Member Representative
Diana Clapp, Fremont County School District #6, Small District Superintendent Representative
Mary Kay Hill, Governor's Office Representative

LEGISLATIVE SERVICE OFFICE STAFF

Shaun McCullough, Staff Attorney

WYOMING DEPARTMENT OF EDUCATION

Dicky Shanor, Chief of Staff
Lisa Weigel, Chief Policy Officer
Laurel Ballard, Student and Teacher Resources Team Supervisor
Mike Flicek, Consultant

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TECHNICAL CONSULTANTS

Scott Marion, Executive Director, National Center for the Improvement of Educational Assessment
 Joseph Martineau, Senior Associate, National Center for the Improvement of Educational Assessment
 Thanos Patelis, Senior Associate, National Center for the Improvement of Educational Assessment

EXECUTIVE SUMMARY

The Advisory Committee (Committee) met for one day in Casper. The Committee received information on and discussed school accountability goals and indicators for the Wyoming Accountability in Education Act (WAEA) which will satisfy the requirements of the federal Every Student Succeeds Act (ESSA).

CALL TO ORDER

Chairwoman Judy Catchpole called the meeting to order at 8:45 a.m. The following sections summarize the Committee proceedings by topic. Please refer to [Appendix 1](#) to review the Committee Meeting Agenda.

EXISTING SCHOOL ACCOUNTABILITY SYSTEM (WAEA)

Dr. Mike Flicek, Consultant, Wyoming Department of Education, presented information on the WAEA's current school accountability system. See [Appendix 2](#). He discussed the WAEA's school accountability indicators: student academic achievement, academic growth, equity and readiness. He stated that student academic achievement is based on the percentage of students who in specified grades receive proficient assessment scores in English language arts, math and science. He noted that student academic achievement at the high school level also factors in standardized college readiness test scores in grade eleven. The Committee engaged in extensive discussion about concerns over using ACT scores, a non-standards-based test, to measure student academic achievement.

Dr. Flicek then explained that academic growth is based on progress from the previous school year on assessments measuring student academic achievement. Equity focuses on the academic growth of non-proficient students in English language arts and math. Readiness is measured in high school only and is based on graduation rates and additional readiness measurements including grade nine accumulated credits, Hathaway Scholarship eligibility levels and tested readiness.

Thereafter, Dr. Flicek explained that school accountability indicators are used to set the following target levels for schools: below target, meets target and exceeds target. Target levels are then used to establish the following school performance levels: exceeding expectations, meeting expectations, partially meeting expectations and not meeting expectations.

Dr. Flicek then discussed how the WAEA's school accountability indicators are working. He indicated there is evidence that the indicators are valid and reliable: the system has minimum bias associated with school size and indicator performance levels are sufficiently stable across schools, with small schools expectedly having less stability across years. He also indicated it is uncertain if those findings have facial validity with educators and if educators and policymakers understand the model.

Dr. Flicek discussed possible components to preserve in the WAEA, including maintaining a decision-table approach that does not rank schools from best to worst and measuring overall school performance based on the “all student” group, with subgroup designations included in addition to the overall score.

REVIEWING THE ALTERNATIVE SCHOOL ACCOUNTABILITY SYSTEM

Dr. Flicek presented information regarding indicators that will be used in the alternative school accountability model. See [Appendix 2](#). The readiness indicator will be based on graduation rates, Hathaway Scholarship eligibility levels, AP and IB course credits and college credits earned in high school. The readiness indicator, as it pertains to graduate cohorts, will include students who passed a career technical exam, earned an industry credential or obtained a high school equivalency certification. A student climate survey will measure support, trust, high expectations and respect and will be administered twice per school year. In addition, the alternative school accountability model will include an engagement indicator, which will entail student success plans for all students to facilitate student attainment of key academic, career and social-emotional development goals and provide educators with relevant and timely information that can be used to promote effective mentoring and targeted guidance.

IDENTIFYING GOALS FOR THE ACCOUNTABILITY SYSTEM

Dr. Joseph Martineau, Senior Associate, National Center for the Improvement of Educational Assessment (NCIEA), discussed the role of goals and possible pathways to identify goals for the school accountability system. He described how such pathways will entail near-term, intermediate and long-term accountability outcomes, along with mechanisms for change and support. Dr. Martineau indicated that the complexity of an accountability system would likely depend on the desired outcomes and which accountability indicators are used to measure those outcomes.

The Committee then engaged in an activity where members examined and discussed eighteen high-level school accountability goals, the members’ rankings of those goals based on importance to an accountability system, the practicality of implementing goals, suggested revisions to the wording of goals and potential indicators to measure goals. See [Appendix 3](#).

EXPLORING THE “5TH INDICATOR”

Dr. Scott Marion, Executive Director, NCIEA, discussed considerations related to the “fifth indicator” required under ESSA. See [Appendix 4](#). He explained that this indicator must measure school quality or student success in a way that “meaningfully differentiates” schools and is valid, reliable and comparable. He discussed possible means to conceptualize indicators of school quality and student success, and provided an extensive list of example indicators for school quality and student success. Indicators of school quality, for instance, could include attendance, educator quality or suspensions and expulsions, while indicators of student success could include truancy, student engagement or physical fitness assessment results. Dr. Marion also discussed other considerations in formulating school quality and student success indicators, such as data burdens on districts, potential corruptibility, level of inference and the possibility of multiple fifth indicators.

Dr. Marion then discussed considerations for the weighting of the fifth indicator. He noted that, under ESSA, in making annual determinations states must give the first four indicators “substantial weight” and “in aggregate, much greater weight” than the fifth indicator. The first four indicators are academic achievement (e.g., proficiency), another valid and reliable academic indicator (e.g., growth or gap closure), English language proficiency of English language learners and graduation rate. The Committee

then engaged in extensive discussion of potential fifth indicators for high schools, middle schools and elementary schools.

NEXT STEPS

Dr. Marion announced that the Committee will meet next via Webinar on August 26. During this meeting, the Committee will receive a presentation on the framework for an accountability system in response to ESSA, review framework components and provide input on the various elements.

MEETING ADJOURNMENT

There being no further business, Chairwoman Catchpole adjourned the meeting at 3:30 p.m.

Respectfully submitted,

Judy Catchpole, Chairwoman

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Committee Meeting Materials Index

Appendix	Agenda Item	Appendix Description	Appendix Provider
1	Committee Meeting Agenda	Outline of the topics the Committee planned to address at meeting	Legislative Service Office
2	Existing School Accountability System (WAEA)	Slide presentation: "School Accountability: WAEA & ESSA"	Dr. Mike Flicek
3	Identifying Goals for the Accountability System	Goal-Identification Handout	NCIEA
4	Exploring the "5th Indicator"	Report: "In Search of Unicorns: Considering the 'Fifth Indicator' in ESSA Accountability" ¹	NCIEA

¹ This report has not been authorized for distribution by its authors. Please contact Scott Marion at smarion@nciea.org if you would like to receive a copy.