

Draft Only  
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**SUMMARY of  
PROCEEDINGS**



ADVISORY COMMITTEE TO THE  
SELECT COMMITTEE ON STATEWIDE EDUCATION ACCOUNTABILITY

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**ADVISORY COMMITTEE MEETING INFORMATION**

October 12, 2016

8:30 a.m.

University of Wyoming-Casper, UU 322  
Casper, WY

**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 (by phone)  
Diana Clapp, Fremont County School District #6, Small District Superintendent Representative  
Kris Cundall, Sweetwater County School District #1, Elementary School Principal Representative  
Tess Hopkin-Egger, Park County School District #6, Elementary School Teacher Representative  
Mary Kay Hill, Governor's Office Representative  
R.J. Kost, Park County School District #1, Assessment Director Representative  
Sean McInerney, Wyoming Department of Education Representative  
Christina Mills, Fremont County School District #24, Secondary School Teacher Representative  
Janine Bay-Teske, Teton County School District #1, School Board Member Representative (by phone)

**ADVISORY COMMITTEE MEMBERS NOT PRESENT**

Terry Snyder, Fremont County School District # 25, Large District Superintendent Representative

**LEGISLATIVE SERVICE OFFICE STAFF**

Tania Hytrek, Legislative Counsel

**OTHERS PRESENT AT MEETING**

Please refer to **Appendix 1** to review the Advisory Committee Sign-in Sheet for a list of other individuals who attended the meeting.

*The Committee Meeting Summary of Proceedings (meeting minutes) is prepared by the Legislative Service Office (LSO) and is the official record of the proceedings of a legislative committee meeting. This document does not represent a transcript of the meeting; it is a digest of the meeting and provides a record of official actions taken by the Committee. All meeting materials and handouts provided to the Committee by the LSO, public officials, lobbyists, and the public are on file at the LSO and are part of the official record of the meeting. An index of these materials is provided at the end of this document and these materials are on file at the LSO. For more information or to review meeting materials, please contact the LSO at (307) 777-7881 or by e-mail at [lso@wyoleg.gov](mailto:lso@wyoleg.gov). The Summary of Proceedings for each legislative committee meeting can be found on the Wyoming Legislature's website at [www.wyoleg.gov](http://www.wyoleg.gov).*

## WYOMING DEPARTMENT OF EDUCATION

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

### TECHNICAL CONSULTANTS

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

### EXECUTIVE SUMMARY

The Advisory Committee met to receive information and discuss issues related to performance goals for achievement, graduation and English language learner (ELL) language proficiency, post-secondary readiness, teacher and leader accountability and recommended changes to the Wyoming Accountability in Education Act (WAEA), including those necessary to comply with the federal Every Student Succeeds Act (ESSA). Professionals from the National Center for the Improvement of Educational Assessment (NCIEA) assisted in moderating the discussion and provided technical advice.

### WELCOME, UPDATES AND REVIEW OF AGENDA

Chairwoman Judy Catchpole called the meeting to order at 8:30 a.m. The following sections summarize the proceedings by topic. Please refer to [Appendix 2](#) to review the Advisory Committee Meeting Agenda.

Dr. Scott Marion, Executive Director, NCIEA, provided an overview of the Agenda and summarized the activities of the Select Committee on Statewide Education Accountability (Select Committee) at its September 21, 2016 meeting. [See Appendix 3](#). He stated a draft bill was presented to the Select Committee that included the recommendations of the Advisory Committee. Dr. Marion indicated after significant discussion and passage of minor amendments to the draft, the Select Committee requested additional guidance from the Advisory Committee, and a revised draft will be presented to the Select Committee at the November meeting. He stated the Select Committee liked the notion of “postsecondary readiness,” but wanted to ensure one type of readiness was not valued over another and that there was generally a lack of support in specifically identifying military readiness. Dr. Marion indicated the Select Committee requested the NCIEA author a paper discussing the ACT and the appropriateness of the assessment as a measure of achievement, growth and readiness for consideration at the November 15 meeting.

### ESTABLISHING LONG-TERM AND INTERIM PERFORMANCE GOALS FOR WAEA

Dr. Joseph Martineau, Senior Associate, NCIEA, discussed the considerations in setting long-term and interim performance goals under WAEA and as required under ESSA. [See Appendix 4](#). He discussed developing long-term goals, including two options available in relation to this issue: setting long-term goals based on school-wide improvement or setting long-term goals based on the improvement of academic growth of individual students. He clarified the Advisory Committee will need to make a recommendation on the type of long-term goals, school or student, as well as the timeframe and level of improvement sought. Dr. Martineau explained the advantages and disadvantages of each approach. He also discussed establishment of student growth targets based on interim goals. The Advisory Committee engaged in significant discussion of the possible approaches in setting long-term and interim goals. Dr. Martineau moved on to discussion of target performance levels for English language learners and the

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requirements under ESSA in reference to this subgroup. He listed the multiple variables that can be accounted for under the approaches available. Dr. Martineau inquired of the Advisory Committee whether there is a will to aggregate data with other states administering the WIDA to obtain a baseline on elements that may not be available in assessing data for this subgroup in Wyoming because the numbers would likely not meet the appropriate “n” value to be statistically significant. Several members supported this approach and requested districts with higher concentrations of English language learners be consulted for advice.

## **POST-SECONDARY READINESS**

Dr. Thanos Patelis, Senior Associate, NCIEA, discussed post-secondary readiness and the indicators associated with measurement of this element under the WAEA. See [Appendix 5 and 6](#). Dr. Patelis moved on to discussion of post-secondary readiness as measured specifically in high school and presented four options to measure academic performance and overall readiness. Advisory Committee members inquired about including graduation rate within overall readiness as opposed to a stand-alone measure, and the conformance with the provisions of ESSA. Dr. Marion indicated he will research the issue and provide a response to the Advisory Committee members.

The discussion of the various options included military readiness, measured by the Armed Services Vocational Aptitude Battery (ASVFAB) test or the Armed Forces Qualifying Test (SFQT), and career technical proficiency, measured by a Wyoming Career Technical Assessment or the National Occupational Competency Testing Institute (NOCTI) assessment. Members also discussed utilizing the number of credits earned by completion of grades nine or ten as a possible measure of readiness. After considerable discussion by the Advisory Committee, there was consensus that additional investigation is required to finalize the fifth indicator for purposes of complying with ESSA.

Dr. Patelis also presented four options in relation to readiness for grades three through eight. The discussion included utilizing school quality, school climate and tested readiness as possible means for measuring readiness for the elementary and junior high grades. Upon conclusion of this agenda item, there was consensus by the members of the Advisory Committee to maintain the current framework and not make any changes to this indicator for the noted grades.

## **COMPREHENSIVE AND TARGETED SUPPORT**

Dr. Marion moved on to discussion of the statewide system of support and the nexus with the requirements of the ESSA. See [Appendix 3](#). He stated federal law and rules and regulations require states use a methodology starting in 2017-2018, and at least once every three years thereafter, to produce a statewide category of schools for comprehensive support and improvement for schools in the following categories: lowest performing 5% of schools; high schools with graduation rate less than 67%; and schools with low performing subgroups. Dr. Marion indicated these are the minimum requirements for comprehensive support and states can produce determinations more frequently or include more performance categories. He stated the U.S. Department of Education received a substantial number of comments regarding the timing of the required interventions. In addition, he cited to a potential concern that schools could be identified based on the full system, but performance on the additional indicators does not seem absolve identification and the requirement for comprehensive support. Dr. Marion also discussed the perhaps unintentional consequences in identification of the lowest performing 5% of schools and the possibility this will require a ranking of schools, noting the concerns expressed by Advisory Committee members in ranking schools. He discussed a method to address this concern and cited the possibility of utilizing achievement and growth in identification of the lowest 5%. Dr. Marion stated federal rules also require identification of “schools with one or more subgroups of students

performing, as an individual subgroup, as poorly as students in any school in the lowest-performing 5% of Title I schools based on the State’s summative ratings.” He stated the administration of this provision could result in as many as 50% of schools being identified for targeted support. Dr. Marion stated the NCIEA has notified the U.S. Department of Education of the concerns and that it’s possible this aspect will be clarified in the final federal rules and regulations. The Advisory Committee engaged in substantial discussion in response to the statements related to ranking of the schools. In addition, members inquired about ranking of Title I schools. In summarizing the discussions of the Advisory Committee, Dr. Patelis stated there seems to be support by members for ranking order of low status, low growth schools, but not for ranking all schools. He further indicated the Advisory Committees support the use of growth and status for entry and exit and that the performance levels should be maintained. Dr. Patelis and Dr. Marion stated additional research is required on the subject of targeted support and information will be presented at the October 25 meeting.

### **COLLEGE READINESS ASSESSMENT**

Dr. Marion moved on to discussion of the use of a college readiness assessment as a part of the school accountability system. See [Appendix 7](#). He presented a draft memo prepared at the request of the Select Committee for consideration by the Advisory Committee members of the issue. Dr. Marion discussed major reasons for the recommendation to eliminate use of a college readiness assessment (or ACT) as a measure of achievement, including little evidence the ACT is a valid measure of achievement, fails to align, or at least lacks any *verified* alignment, to the Wyoming content and performance standards and the technical behavior of achievement scores over time is troublesome. He stated the Advisory Committee also did not support multiple uses of the score in the statewide accountability model. Dr. Marion said he believes there is not a match between Wyoming’s allowable accommodations for students with identified disabilities and English language learners and the accommodations permitted by the ACT or Scholastic Assessment Test. The Advisory Committee suggested the memo to the Select Committee be revised to soften the language related to alignment, but requested the use of the ACT as an achievement indicator be approached in a more direct manner in the text of the memo.

### **PHASE II RECOMMENDATIONS**

Dr. Marion discussed the recommendations related to Phase II of the WAEA and leader accountability. He stated the goal is to provide recommendations to the Select Committee regarding support and evaluation for educational leaders. Dr. Marion suggested the solution should be coherent with the work of the Professional Teaching Standards Board (PTSB), the University of Wyoming, the WDE and other relevant stakeholders. See [Appendix 8 and 9](#). The members of the Advisory Committee engaged in discussion regarding the current requirements for leader accountability within Wyoming Statutes and the possibility of revising the Chapter 29 rules and regulations of the WDE to incorporate additional elements specifically related to leader accountability. Dr. Marion reminded the Advisory Committee of the draft bill forwarded by the Select Committee to eliminate teacher accountability and refreshed their memories that these are separate and distinct systems as currently incorporated in statute. He moved on to summarize the recommendations made last year by the Advisory Committee on the subject of leader accountability, noting these were not incorporated into law. There was general consensus by the Advisory Committee to recommend the statutes be revised to direct the state board to modify the existing rules to incorporate elements of leader accountability and recommend using Title II funds for support and resources for improvement of instruction at the building level. Dr. Marion indicated he would prepare a memo outlining the recommendations of the Advisory Committee and present it at the October 25 meeting for approval to submit to the Select Committee.

## **NEXT STEPS AND FINAL THOUGHTS**

Dr. Marion announced that the Advisory Committee will next meet on October 25 in Casper, Wyoming and that the recommendations of the Advisory Committee will be presented on November 15 to the Select Committee on Statewide Education Accountability.

## **MEETING ADJOURNMENT**

There being no further business, Chairwoman Catchpole adjourned the meeting at 3:20 p.m.

Respectfully submitted,

Judy Catchpole, Chairwoman

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# Committee Meeting Materials Index

Appendix	Agenda Item	Appendix Description	Appendix Provider
1	Advisory Committee Sign-In Sheet	List of meeting attendees	Legislative Service Office
2	Advisory Committee Meeting Agenda	Outline of the topics the Committee planned to address at the meeting	Legislative Service Office
3	Welcome and Updates from the Select Committee on Statewide Education Accountability Meeting	PowerPoint: Policy Updates, Scott Marion, Center for Assessment, October 12, 2016	National Center for the Improvement of Educational Assessment
4	Proposed Principles and Procedures for Setting Long-Term and Interim Performance Goals in Graduation Rate, Achievement and English Language Proficiency for the WAEA	PowerPoint: Potential Process for Setting Long-Term and Interim Goals, Joseph Martineau, Senior Associate, October 12, 2016	National Center for the Improvement of Educational Assessment
5	Post-Secondary Readiness Recommendations for W.S. 21-2-204	White Paper: Options for Post-Secondary Readiness, October 6, 2016	National Center for the Improvement of Educational Assessment
6	Post-Secondary Readiness Recommendations for W.S. 21-2-204	PowerPoint: Post-Secondary Readiness, Thanos Patelis, September 7, 2016	National Center for the Improvement of Educational Assessment
7	Review of College Readiness Assessment Brief	White Paper: Accountability Considerations When Using a College Readiness Assessment as Part of a School Accountability System: A Technical and Policy Brief from the Advisory Committee to the Select Committee on Statewide Education Accountability, Judy Catchpole, October 10, 2016 ( <i>DRAFT</i> )	National Center for the Improvement of Educational Assessment
8	Phase II Recommendations	PowerPoint: Leadership Recommendations, Judy Catchpole, Chair of the Advisory Committee; Scott Marion, Center for Assessment; Nick Bellack, Professional	National Center for the Improvement of Educational Assessment

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Teacher Standards Board

9 Phase II Recommendations

Table: Side by Side of Leadership Standards, October 12, 2016

National Center for the Improvement of Educational Assessment