

# Wyoming Accountability in Education Act & The Impact on Special Education

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Wyoming Leadership Symposium  
Law Conference June 2014

## Session Goals

1. Share current information regarding the implementation of the Wyoming Accountability in Education Act (WAEA).
2. Encourage a dialogue about the impact and potential implications for students with disabilities.
3. Recognize some of the unintentional consequences of WAEA.

- The Wyoming Legislature Select Committee on Statewide Education Accountability and its Advisory Committee, along with a contracted consultant, proposed a basic outline for accountability to the 2012 legislature.
- The bill was introduced, amended multiple times by the 2012 Wyoming state legislature, and passed as Senate File 0057.
- It became Enrolled Act 65 and was signed into law by Governor Matt Mead on March 21, 2012.
- It is codified at W.S. §21-2-204.

## History

- The WAEA legislation contains seven goals.
  - Become a national education leader among states;
  - Ensure all students leave Wyoming schools career or college ready;
  - Recognize student growth and increase the rate of that growth for all students;
  - Recognize student achievement and minimize achievement gaps;
  - Improve teacher, school and district leader quality;
  - Maximize efficiency of Wyoming education; and
  - Increase credibility and support for Wyoming public schools.

## Goals

- The WAEA measures achievement, growth, readiness, and equity in order to rate school performance as:
  - Exceeding Expectations
  - Meeting Expectations
  - Partially Meeting Expectations, or
  - Not Meeting Expectations

## How?

- The Wyoming School Accountability pilot was implemented during the fall of 2013.
- The first operational implementation of the Wyoming School Accountability Pilot will take place in the fall of 2014.
- Some delay in implementation may occur due to the calibration and alignment of SAWS and PAWS with the state standards.

## When?

## Indicators by Grade

- Indicators for schools that have grades 3 through 8:
  - Achievement
  - Growth
  - Equity measured by growth
- Indicators for diploma awarding schools:
  - Achievement
  - Readiness
  - Equity measured by change in the achievement gap

## Achievement Indicator

- Grades 3-8: The achievement indicator will be the percent of tested students who scored proficient or above on the Wyoming state achievement test.
- High school: The achievement indicator has been changed from the pilot due to wide variations. It will NOT be the percent of students who are proficient and above. Instead, the achievement indicator score will be based upon the scaled scores that students earn on the ACT subject area tests.

## Achievement Indicator & Students with Disabilities

- Students with significant cognitive disabilities who take the alternate assessment will be included in the high school achievement indicator.
- The alternate assessment provides performance level scores for reading, math, science, and writing. Students' scores on the alternate assessments indicate if they are below basic, basic, proficient or advanced proficient on the extended standards for a particular content area.
- In order to be included, student performance levels are converted to standard scores.

Criteria to Determine Participation in the PAWS–ALT and SAWS–ALT		
	The student's access to the Wyoming Content and Performance Standards is provided by grade-level extended Academic Content Standards for students with the most significant cognitive disabilities.	AND
	The student demonstrates a significant cognitive disability that results in performance that is substantially below grade-level achievement expectations, even with the use of accommodations and modifications.	AND
	The student's proficiency levels are appropriately measured against Alternate Academic Achievement Standards.	AND
	The student's IEP goals and objectives are based upon grade-level extended Academic Content Standards, which are reduced in breadth, depth, and complexity as compared to the Wyoming Content and Performance Standards.	AND
	The student's IEP goals and objectives are based upon grade-level extended Academic Content Standards and define appropriate level of challenge given the student's present levels of performance, historical data, and rate of progress.	AND
	Proficiency determined by Alternate Achievement Standards does not under challenge the student or limit the educational opportunity of the student.	AND
	The student cannot participate in the PAWS or SAWS with or without accommodations, as appropriate, based on his or her IEP.	AND
	The request for alternate assessment for each student is to ensure the provision of Free Appropriate Public Education (FAPE) as determined and documented by the IEP team.	

### ALT Participation Requirements

## Growth

- Grade 4-8 only: Growth refers to a 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 PAWS state test scores.
- Student growth percentiles will be used to compare an individual student's growth with that of all Wyoming public school students.

## Growth & Students with Disabilities

- Since growth is calculated on 4-8 PAWS (Reading, math, science, and writing) achievement scores, the measure does not include students with significant cognitive impairments.

## Equity for Grades 4-8

- Measures of student growth will be used to measure equity in schools with students in grades 4-8.
- A consolidated subgroup will be established that consists of all students where were **below proficient** on the prior year state test in math and/or reading.
- A *Growth to Standard* approach will be used to determine the percent of students in the consolidated subgroup who Student Growth Percentiles are at or above the Adequate Growth Percentiles (growth needed to be on track to reach proficiency within three years or the end of grade 8).

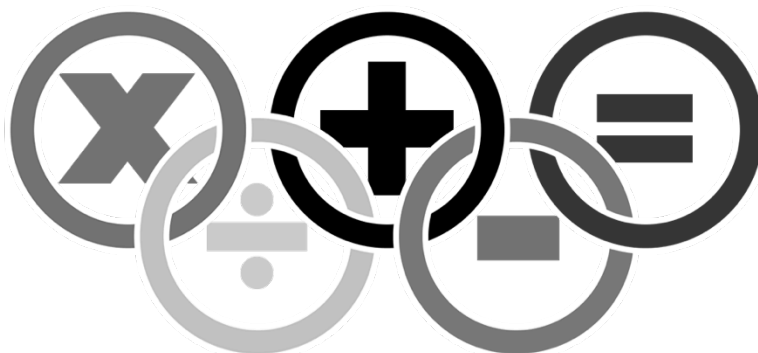
## Equity for High School

- The equity score at high school will be the consolidated subgroup mean student standardized score for the ACT subject area tests for reading and math combined.
- Students who score below a scaled score of 17 on math and/or below a 16 on the reading subject area tests will be place in the consolidated subgroup.

## Equity & Students with Disabilities

- Equity is measured using a consolidated subgroup of students who were below proficient in the previous year's state test for math and reading (Grades 4-8) and on the ACT suite of tests (high school students).
- Students with the most significant cognitive disabilities don't always participate in the measures used to determine equity.
- There may be disproportionate representation of students with disabilities in the equity consolidated subgroup, as the students with IEPs who take PAWS are more likely to be below proficient.

## Let's Do a Little Math





State Assessment Performance: 4th Grade Reading (EDFacts/CSPR SY 2008-09, 2009-10, 2010-11) Administered every other year.	% of students performing at or above Proficient level (AMO for 2011 is 65.0%)		
	2008-09	2009-10	2010-11
All students	71		84
American Indian or Alaska Native	48		57
Asian or Pacific Islander	72		
Asian			91
Native Hawaiian or Other Pacific Islander			75
Black or African American	60		80
Hispanic/Latino	57		74
White	74		87
Two or more races			82
Economically disadvantaged	41		77
Limited English proficient	38		
Children with disabilities	48		55

## 2012 ED Facts State Profile: 3 Year Comparison for Wyoming

State Assessment Performance: 4th Grade Mathematics (EDFacts/CSPR SY 2008-09, 2009-10, 2010-11) Administered every year.	% of students performing at or above Proficient level (AMO for 2011 is 62.0%)		
	2008-09	2009-10	2010-11
All students	75		81
American Indian or Alaska Native	51		52
Asian or Pacific Islander	82		
Asian			93
Native Hawaiian or Other Pacific Islander			75
Black or African American	68		74
Hispanic/Latino	64		72
White	78		84
Two or more races			75
Economically disadvantaged	55		76
Limited English proficient	53		
Children with disabilities	59		59

## 2012 ED Facts State Profile: 3 Year Comparison for Wyoming

State Assessment Performance: 8th Grade Reading (ED <i>Facts</i> /CSPR SY 2008-09, 2009-10, 2010-11) Administered every year.	% of students performing at or above Proficient level (AMO for 2011 is 67.0%)		
	2008-09	2009-10	2010-11
All students	65		77
American Indian or Alaska Native	46		52
Asian or Pacific Islander	83		
Asian			87
Native Hawaiian or Other Pacific Islander			83
Black or African American	57		58
Hispanic/Latino	47		62
White	68		80
Two or more races			75
Economically disadvantaged	26		68
Limited English proficient	31		33
Children with disabilities	31		32
<b>2012 ED <i>Facts</i> State Profile: 3 Year Comparison for Wyoming</b>			

State Assessment Performance: 8th Grade Mathematics (ED <i>Facts</i> /CSPR SY 2008-09, 2009-10, 2010-11) Administered every year.	% of students performing at or above Proficient level (AMO for 2011 is 63.0%)		
	2008-09	2009-10	2010-11
All students	62		71
American Indian or Alaska Native	33		42
Asian or Pacific Islander	79		
Asian			81
Native Hawaiian or Other Pacific Islander			83
Black or African American	43		40
Hispanic/Latino	45		54
White	65		75
Two or more races			69
Economically disadvantaged	27		59
Limited English proficient	28		34
Children with disabilities	31		26
<b>2012 ED <i>Facts</i> State Profile: 3 Year Comparison for Wyoming</b>			

State Assessment Performance: High School Reading (EDFacts/CSPR SY 2008-09, 2009-10, 2010-11) Administered every year.	% of students performing at or above Proficient level (AMO for 2011 is 74.0%)		
	2008-09	2009-10	2010-11
All students	48		70
American Indian or Alaska Native	33		55
Asian or Pacific Islander	53		
Asian			70
Native Hawaiian or Other Pacific Islander			69
Black or African American	26		55
Hispanic/Latino	29		57
White	51		72
Two or more races			82
Economically disadvantaged	20		59
Limited English proficient	13		70
Children with disabilities	22		26

## 2012 ED Facts State Profile: 3 Year Comparison for Wyoming

State Assessment Performance: High School Mathematics (EDFacts/CSPR SY 2008-09, 2009-10, 2010-11) Administered every year.	% of students performing at or above Proficient level (AMO for 2011 is 68.0%)		
	2008-09	2009-10	2010-11
All students	40		60
American Indian or Alaska Native	21		38
Asian or Pacific Islander	59		
Asian			75
Native Hawaiian or Other Pacific Islander			62
Black or African American	14		36
Hispanic/Latino	27		43
White	43		63
Two or more races			64
Economically disadvantaged	15		46
Limited English proficient	15		70
Children with disabilities	17		18

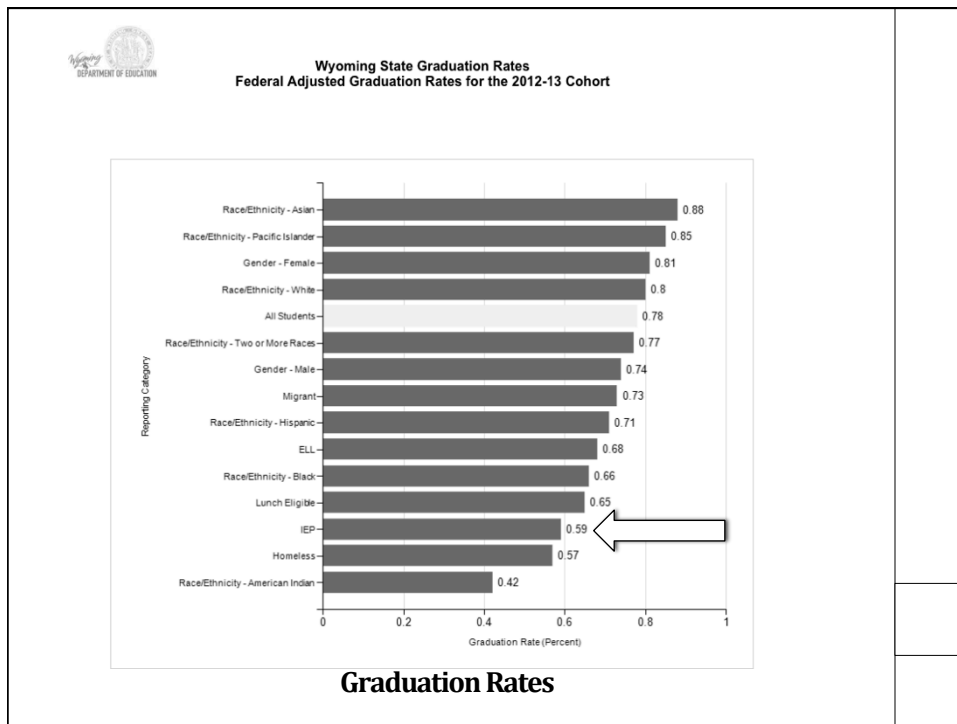
## 2012 ED Facts State Profile: 3 Year Comparison for Wyoming

## Readiness

- Readiness is a high school measurement. There are four sub-indicators:
  - Tested readiness as measured on tests in the ACT suite of tests;
  - A graduation index;
  - Grade nine credits earned; and
  - Graduates' eligibility level for the Hathaway Scholarship.

## Readiness & Students with Disabilities

- Students with significant disabilities are likely to be underrepresented in any group that calculates success based on credit attainment, ACT scores, or Hathaway Scholarship levels.



## School Performance Level Assignment

- A decision table will be used to identify the performance level for each school.
- The standards are set by the Professional Judgment Panel.

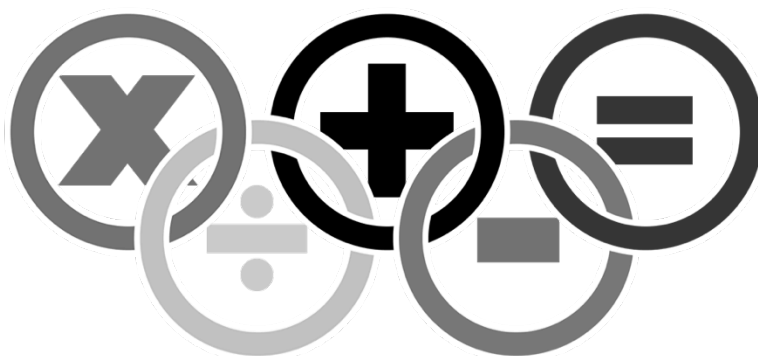
## Participation Rate (Inclusion)

- Participation rate is computed for
  - All enrolled students, and
  - All enrolled students in the current year consolidated subgroup.
- All schools are expected to meet the minimum annual participation rate of 95% for both student groups.

## Participation Rate (Inclusion)

- When a school fails to meet the minimum participation rate on all tests involved in computing school performance levels, the school will be assigned to the school performance level that is one level below the computed performance level.
- Any school that fails to meet an annual participation rate of at least 90% on any test that is used in the assignment of school performance levels will be declared “unscoreable.” Schools that are unscoreable will be deemed as not meeting expectations.

## Let's Do a Little Math



Student Group	# Students Enrolled	# Students Participating	Percentage of Students Participating
All students	52,790	49,835	94.4
American Indian or Alaskan Native	1,570	1,505	95.9
Asian	386	365	94.6
Black or African American	581	551	94.8
Hispanic or Latino	6,467	6,196	95.8
Native Hawaiian or other Pacific Islander	72	67	93.1
White	42,867	40,348	94.1
Two or more races	847	803	94.8
Children with disabilities ( <i>IDEA</i> )	7,379	6,563	88.9
Limited English proficient (LEP) students	1,401	1,395	99.6
Economically disadvantaged students	19,228	18,243	94.9
Migratory students	119	114	95.8
Male	27,243	25,666	94.2
Female	25,547	24,169	94.6

**Comments:** Data for this section will be submitted no later than December 30th 2011

## CSPR 2010-2011 Math Participation

Student Group	# Students Enrolled	# Students Participating	Percentage of Students Participating
All students	54,234	51,282	94.6
American Indian or Alaskan Native	1,764	1,708	96.8
Asian	444	423	95.3
Black or African American	596	568	95.3
Hispanic or Latino	7,580	7,312	96.5
Native Hawaiian or other Pacific Islander	75	70	93.3
White	42,922	40,393	94.1
Two or more races	853	808	94.7
Children with disabilities ( <i>IDEA</i> )	7,655	6,857	89.6
Limited English proficient (LEP) students	2,764	2,757	99.7
Economically disadvantaged students	20,419	19,447	95.2
Migratory students	155	150	96.8
Male	28,046	26,456	94.3
Female	26,188	24,826	94.8

**Comments:** Data for this section will be submitted no later than December 30th 2011

## CSPR 2010-2011 Reading Participation

## Exemptions

- In rare instances, districts may petition WDE for an exemption from testing for students with the most significant cognitive disability who are assessed on the alternate assessment WHEN THEY MOVE IN TO THE SCHOOL FROM ANOTHER DISTRICT AFTER THE BEGINNING OF THE ALTERNATE ASSESSMENT WINDOW.
- For approved exemptions, the performance of the student is not considered in participation rate computations or in school performance level computations.



## 1% Alternate Assessment Cap

- Wyoming imposed 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.
- Districts can request an exemption from WDE for permission to exceed the 1% cap. 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 exception from the cap is granted.

## Consequences & Supports

- In general, schools with higher overall performance are granted greater flexibility and schools with lower performance receive more intensive interventions that correspond to the areas most in need of improvement.
  - Educator accountability: The system must maintain the focus on student learning, and must include:
    - Professional practice measures;
    - Student performance measures; and
    - Performance standards.
  - Consequences: The system will ultimately lead to certain consequences for educators falling well below or well above expectations. While the system is designed for improvement and a significant support system is required to help struggling educators, there will likely come a point where educators need to be counseled out of the profession.

## Impact Analysis & Concerns

- Use of PAWS and the ACT suite, in general.
- Disproportionate impact on visually impaired students.
- Limited accommodations available.
- Difficulty with inclusion/participation rates.

## Impact Analysis & Concerns

- Exclusive use of PAWS for 4-8 achievement and growth calculation.
- Exclusion of ALT students.
- Difficulty meeting inclusion/participation rates.

## Impact Analysis & Concerns

- Use of PAWS-ALT only in the high school achievement indicator.
- More likely to meet inclusion requirements.
- Overrepresentation in the consolidated subgroup.
- Mismatch with readiness indicator.

## Impact Analysis & Concerns

- Use of credits earned, graduation, or Hathaway level as a measure of readiness.
- Excludes PAWS-ALT students.
- Competing incentives.

## Impact Analysis & Concerns

- >95% participation rates.
- Difficult to achieve based on historical data.

## Impact Analysis & Concerns

- 1 % cap.
- Competing interests when over 6% of students were assessed using an ALT measure (2010-2011 CSPR).

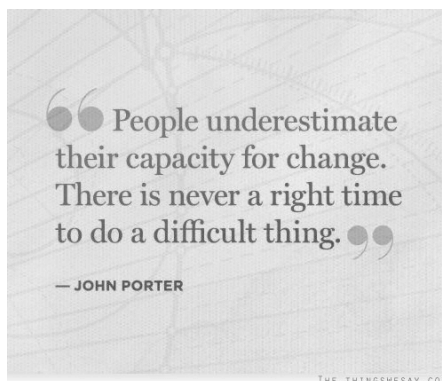
## Impact Analysis & Concerns

- Educator accountability consequences.
- Curriculum “holes.”
- Competing interests.

## Impact Analysis & Concerns

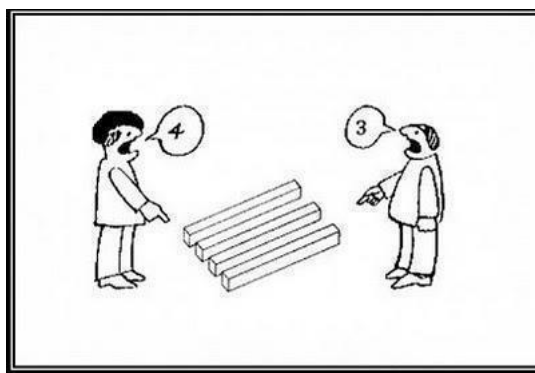
- The pull and tug with LRE.
- Pulling students out means missed content.
- Leaving students in may mean lower scores.

- Remember the goals. They are laudable.
- Change is difficult.
- Be a factor.
- Be a leader.

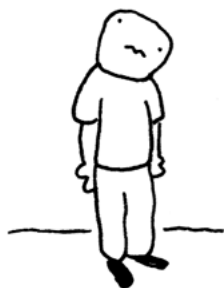


## SUMMARY

- There is always another way of looking at things. . .
- Expect no right or wrong, just growth.



## SUMMARY



When asked "would you rather work for change, or just complain?" 81% of the respondents replied, "Do i have to pick? This is hard."

## SUMMARY

