

WYOMING SCHOOL ACCOUNTABILITY

2019-20 WYOMING SCHOOL PERFORMANCE RATING MODELS

IMPLEMENTATION HANDBOOK

During March, 2020, Wyoming public schools began closing in response to the COVID-19 pandemic. Attendance in schools did not resume for Wyoming public school students through the end of the 2019-20 school year, although districts all submitted plans to the Department for how they would continue offering instruction to students while the students were not in attendance at school buildings. The 2019-20 WY-TOPP testing was cancelled and both WAEA and ESSA school accountability for the 2019-20 accountability year did not occur.

The Wyoming Department of Education (WDE) did not compute school performance ratings for the 2019-20 school year. Without the WY-TOPP testing, there are several indicators that cannot be scored for the 2019-20 accountability year. Some indicators use a lagged school year, however, meaning the data for the current accountability school year comes from the year prior to the accountability year. These indicators can be scored for the 2019-20 school year. In addition, ACCESS testing of English learner (EL) students was completed prior to March. Because ACCESS testing was completed, the EL progress indicator was computed for the 2019-20 accountability year. The next two sections list the school accountability indicators without scores and those with scores for the 2019-20 school year. Confidential reports for the 2019-20 school year will be provided to schools for their information only as this feedback to schools helps maintain and improve data quality. There will be no public reporting for the 2019-20 accountability year.

SCHOOL ACCOUNTABILITY INDICATORS WITHOUT 2019-20 SCORES

Without state testing, the following school accountability indicators could not be computed:

- Kindergarten through Grade 8 School Accountability
 - Achievement Indicator
 - Growth Indicator
 - Equity Indicator
- Traditional High School Accountability
 - Achievement Indicator
 - Growth Indicator
 - Equity Indicator (WAEA Only)
- Alternative School Accountability
 - Achievement Indicator
 - Growth Indicator

Because these important indicators could not be computed, school performance level designations were not assigned for the 2019-20 school accountability. For ESSA, schools will retain the school performance designations they were assigned during the 2018-19 school accountability year. The school performance

designations are *not identified, comprehensive support and improvement, targeted support and improvement, and additional targeted support and improvement.*

SCHOOL ACCOUNTABILITY INDICATORS WITH 2019-20 SCORES

The testing window on the ACCESS test had closed before the pandemic related end to student school attendance began. As a result, it was possible to compute the English Learner Progress (ELP) indicator for all Wyoming schools. In addition, several high school indicators are lagged indicators. Because ACCESS testing was completed and because of the lagged indicators used at high schools, it was possible to compute the following indicators:

- Kindergarten through Grade 8 School Accountability
 - English learner progress (ELP)
- Traditional High School Accountability
 - English learner progress (ELP)
 - Four-year, on-time cohort graduation rate (ESSA only)
 - Extended graduation rate (WAEA only)
 - Post-secondary readiness
 - Grade nine credits (WAEA only)
- Alternative High Schools
 - English learner progress (ELP; ESSA only)
 - Four-year, on-time cohort graduation rate (ESSA only)
 - Post-secondary readiness (ESSA only)
 - High school credential rate (WAEA only)
 - College and career readiness (CCR; WAEA only)
 - Credit earning in grade 9, 10, and 11 (WAEA only)
 - School Climate (Fall survey only; WAEA only)
 - Engagement

There will be no public reporting for school accountability for the 2019-20 school accountability year. There will be *Confidential School Performance Reports* available to all schools with results on the scoreable indicators for the school's information only. Providing these reports is helpful to the continuing efforts at the Department and the schools to improve data quality.

WAEA INDICATOR TARGET LEVELS

For WAEA, there are three categories of indicator performance for both traditional schools and alternative schools called "Target Levels" and there are three target levels for each indicator:

- *Exceeds target*
- *Meets target*
- *Below target*

For each indicator there is a school score on either an ordinal or continuous scale. Cut-scores on that scale for each indicator were identified for the "meets" target level and the "exceeds" target level. A professional judgement panel (PJP) standard setting process was used to identify

recommended cut-scores. The cut-scores were established by the State Board of Education based upon the recommendations of the PJP during the fall of 2018.

ESSA INDICATOR CATEGORIES

Under ESSA, each school is assigned to one of three categories (i.e., *below average*, *average*, *above average*) based upon their indicator score. The average and above average cut-scores for the indicator categories were based upon statewide performance during a baseline school year. During the baseline year, the school score on the indicator that placed one third of the schools in the below average category was identified as the average category cut-score for that accountability year and for subsequent accountability years. During the baseline year, the school score on the indicator that placed two third of the schools in the average and below average categories was identified as the above average category cut-score for that accountability year and for subsequent accountability years. Under ESSA, this was done for the all student group and each specified subgroup. The subgroup cut-scores are presented in Appendix A.

INDICATOR DESCRIPTIONS

English Learner Progress (ELP)¹

Definition of English Proficient. All active English learner (EL) students are expected to take the ACCESS each year. The ACCESS is a measure of English language proficiency focused on academic language. The ACCESS has both scale scores and performance levels. Performance levels are intended to represent relatively equivalent English proficiency levels across grades. For example, a composite performance level (CPL) of 4.6 is intended to represent a relatively equivalent level of English proficiency in grade 3 and grade 4 even though the composite scale scores (CSS) associated with a CPL of 4.6 in grade 4 is higher than the CSS associated with a CPL of 4.6 in grade 3. The definition of English proficient performance on the ACCESS in Wyoming is a CPL of at least 4.6 and a Literacy Performance Level (LPL) or at least 4.3. Table 1 shows the CSSs that are associated with CPLs of 4.6 in each grade.

Table 1. Lowest and Highest Scale Scores Associated with a Composite Performance Level Score of 4.6 for Each Grade.

Grade	Composite Performance Level of 4.6	
	Lowest Scale Score	Highest Scale Score
Kindergarten	313	315
1	333	335
2	347	349
3	359	361
4	370	372
5	378	380
6	393	395
7	393	395

¹ ALT ACCESS students were included in the ELP indicator for Accountability Year 2019-20.

8	399	401
9	405	408
10	411	414
11	417	419
12	422	424

Target Year (for Demonstrating English Proficiency). The ELP indicator measures whether or not English learners are making expected progress toward becoming English proficient within a time frame suggested by research to be reasonable. Research suggests that students who enter school with little or no English take about 6 years to become English proficient. Having little or no English is operationally defined as having a CPL between 1.0 and 1.9 on the ACCESS test during *year one*, i.e., the year that the EL student first enters a Wyoming school². Higher performance level scores on the ACCESS reflect higher levels of English proficiency. Therefore, the number of years to an EL student’s *target year* (i.e., the year within which an EL student is expected to become English proficient) is related to the CPL earned by the EL student on the ACCESS during *year one*. Table 2 presents the target year for English proficiency based upon an EL student’s CPL in *year one*.

Table 2. Year One ACCESS Composite Performance Level and the Corresponding Target Year for English Proficiency.

Year One Composite Performance Level Score	Target Year (for English Proficiency)
At Least 4.6	Year One
4.0 to 4.5	Year Three
3.0 to 3.9	Year Four
2.0 to 2.9	Year Five
1.0 to 1.9	Year Six

Note. Students exit EL status at the beginning of the school year after they test as English proficient.

Computing EL Student Progress Targets. The school score for the ELP indicator is the percentage of EL students at a school who meet their annual English proficiency progress target. While both CPLs and LPLs are used for defining English proficiency, annual English proficiency targets prior to a student’s target year are expressed as the CSS that the EL student is expected to reach or exceed during that school year on the ACCESS test. The first step in establishing an annual English proficiency progress target for an EL student is to subtract the student’s current CSS from the ACCESS CSS associated with a CPL of 4.6 for the grade the student will be in when they reach their target year, and dividing the obtained difference by the number of year’s left to the student’s target year. The resulting value is then added to the current CSS to establish a new CSS target.

Once the EL student reaches the target year, and every year thereafter until the EL student demonstrates English proficiency, the EL student’s annual progress target is meeting the definition of English proficiency for their current grade. This means the student must have a CPL of at least 4.6 and an LPL of at least 4.3.

² When there is a one-year break in ACCESS testing (i.e., the student tests one year, does not test the next year, but then tests again the following year), the EL students are returned to year one in the first year after the break.

A specific example of the computation of a student's annual English language progress target is presented here. Assume an EL student tests on the ACCESS for the first time in grade one. The EL student has a CSS of 284. The CPL associated with a CSS of 284 in grade 1, is 3.2. Table 2 indicates this student is expected to become English proficient by year four. The student will reach year four when she is in grade 4. The student will be in grade 4 in 3 years. The lowest CSS associated with a CPL of 4.6 in grade 4 is 370 (see Table 1). The annual progress target for this student is, $((370 - 284)/3) + 284 = 313^3$. Each year the English language progress target is $((\text{end year CSS} - \text{current year CSS})/\text{years to target year}) + \text{current year CSS}$.

EL Students with Disabilities. There are four domain scores on the ACCESS: listening, speaking, reading, and writing. EL progress targets are based upon composite scores. In order to obtain a composite score, an EL student must respond to all four domains.

Some EL students may have disabilities that prevent them from taking a particular domain test. These students should have either an individualized education program (IEP) or a 504 plan that stipulates the student has a disability that prevents them from taking a particular domain on the ACCESS. For students with a documented disability that prevents them from taking a particular domain on the ACCESS, a CSS will be estimated to make it possible to identify an annual progress targets and to make it possible to determine if English proficiency has been obtained. In order to estimate the missing domain scale score, the average of the obtained scale scores is computed and that average scale score is used to represent the missing domain score when computing the CSS. The CSS is then be computed as follows:

$$(\text{Listening Scale Score})0.15 + (\text{Speaking Scale Score})0.15 + (\text{Reading Scale Score})0.35 + (\text{Writing Scale Score})0.35$$

This methodology was among the options suggested by WIDA (i.e., the ACCESS contractor) for this purpose. The literacy domain is a composite based upon performance on the reading and writing domains. If the missing domain is reading or writing, the score on the remaining domain from the literacy composite will serve as the literacy score for the student when determining if the student met the definition of English proficient.

EL Students on Expanded Standards. Students with significant cognitive disabilities work on expanded education standards when their Individual Education Planning team finds these standard to be appropriate. These students are tested on the WY-ALT, which measures progress on the Wyoming expanded education standards, instead of the WY-TOPP, which measures progress on the Wyoming content standards. Some students working on expanded standards come from non-English speaking backgrounds. When this happens, the student's English language proficiency is measured using ALT ACCESS test.

Student performance on the ALT ACCESS test yields a composite performance level. The composite performance levels are A1, A2, A3, P1, and P2. English proficiency is stronger as the

³ After rounding.

composite performance level scores proceed from A1 to P2. The Wyoming definition of English proficient on the ALT ACCESS is a composite performance level score of at least P1.

ALT ACCESS test takers are included in the ELP indicator for school accountability. The school score for the ELP indicator is the percent of English learners who made expected annual progress learning English. For ALT ACCESS test takers, expected annual progress will be based upon their composite performance level. Table 3 shows the expected composite performance level (CPL) for each year after *year one* (i.e., the first year the student takes the ALT ACCESS test). When a student’s year one CPL is A1, the student is expected to be English proficient by year six. When a student’s year one CPL is A2, the student is expected to be English proficient by Year five. When a student’s year one CPL is A3, the student is expected to be English proficient by year 3. When the year one CPL is P1 or P2 during year one, the student is identified as English proficient and will exit active EL status the following fall and will enter EL monitoring status at that time.

Table 3. ALT ACCESS Expected CPLs Based Upon Year One CPL.

Year 1 CPL	Year 2 Expectation	Year 3 Expectation	Year 4 Expectation	Year 5 Expectation	Year 6 Expectation
A1	A1	A2	A2	A3	P1
A2	A2	A3	A3	P1	
A3	A3	P1			
P1					
P2					

Note. A student is identified as English proficient when the earn a CPL of P1 or P2. These students will exit active EL status and enter former EL monitoring the following fall.

WAEA ELP Target Levels. For WAEA, the school ELP scores at each school are rounded to the nearest whole number and placed into one of three target levels: *below target*, *meets target*, or *exceeds target*. The WAEA cut-scores for meets target and for exceeds target on the ELP indicator are:

WAEA cut-scores for **ELP for grades kindergarten through 8** are:

- Meets Target = 36
- Exceeds Target = 60

WAEA cut-scores for **ELP for traditional high schools** are:

- Meets Target = 19
- Exceeds Target = 40

The WAEA alternative school model does not include an ELP indicator.

ESSA ELP Categories. For ESSA school accountability, the school ELP scores are rounded to one decimal place and used to assign each school to one of three categories (i.e., *below average*, *average*, *above average*). Schools in the bottom third of the distribution are placed into the *below average* category, schools in the middle third of the distribution are placed in the *average*

category, and schools in the top third of the distribution are placed in the *above average* category.

Overall school⁴ **ELP cut-scores for grades kindergarten through 12** are:

- Average Category = 27.2
- Above Average Category = 50.0

ADDITIONAL INDICATORS FOR HIGH SCHOOLS

High School Graduation

Lagged School Year. For all three school accountability models (i.e., WAEA traditional high schools, WAEA alternative high schools, and ESSA), the accountability school year is the school year just completed, but the graduation cohort is a lagged cohort. A lagged cohort comes from the school year prior to the accountability school year. Using a lagged school year allows high schools to include summer graduates in the denominator when graduation rates are computed. The graduation rate from the lagged year is the school graduation score for the accountability school year.

Four-Year, On-Time Graduation Cohort. Students in the four-year, on-time cohort are included in the high school graduation cohorts for all three accountability models (i.e., ESSA Model, Traditional High School WAEA Model, and Alternative High School WAEA Model). The denominator for the four-year, on-time cohort includes the number of first-time grade nine students in the school year 4 years prior to the graduation year (i.e., the starting year) plus students who transfer in, minus students who transfer out, emigrate, or die prior to the graduation year.

ESSA Graduation Indicator. The ESSA graduation indicator is the four-year, on-time graduation rate. The cohort for the ESSA graduation rate is the four-year, on-time cohort from the lagged year. The numerator is all graduates in the cohort and the denominator is all graduates from the cohort plus all non-completers in the cohort. The four-year, on-time cohort graduation rate rounded to one decimal place is the school score for the ESSA graduation indicator. Each school is placed into one of three categories (i.e., *below average*, *average*, *above average*) on the graduation indicator. Cut-scores for the indicator categories are based upon statewide performance during a baseline school year (2017-18). The average cut score for the graduation indicator is the accountability year graduation rate that would have resulted in one third of the schools falling below it during the baseline year. The above average cut-score is the accountability year graduation rate that would have resulted in two thirds of the schools falling below it during the baseline year.

The all school⁵ cut-scores for **four-year, on-time cohort graduation** are:

- Average Category = 82.3
- Above Average Category = 90.3

⁴ ELP cut-scores for subgroups appear in APPENDIX A

⁵ The ESSA cut-scores for graduation for subgroups are presented in APPENDIX A.

Extended Graduation Rate for Traditional High Schools. The WAEA traditional high school graduation indicator score is the school's extended graduation rate. The cohort for the extended graduation rate begins with the prior school year's four-year, on-time graduation cohort. All graduates from prior graduation cohorts, (i.e., the 5-, 6-, and 7-year graduation cohorts) who graduated during the lagged school year, are added to that year's four-year, on-time cohort for the purpose of computing the extended graduation rate. The numerator for the extended graduation rate is all 4-, 5-, 6-, and 7-year graduates during the lagged school year. The denominator is all 4-, 5-, 6-, and 7-year graduates during the lagged year plus all non-completers in the lagged four-year, on-time cohort.

For WAEA, the school extended graduation rates are rounded to the nearest whole number and are placed into one of three target levels: *below target*, *meets target*, or *exceeds target*. The State Board of Education accepted the PJP recommended cut-scores for the target levels.

WAEA cut-scores for the **extended graduation rate** are:

- Meets Target = 85
- Exceeds Target = 93

High School Credential Rate for Alternative High Schools. The cohort for the high school credential rate includes all students in the Wyoming extended graduation rate cohort. In addition, any non-completer from the 5-, 6-, and 7-year graduation cohorts who were reported to have passed a graduate equivalency exam any time during the lagged school year up through February of the accountability year were added to the high school credential rate cohort. The numerator for the credential rate includes all graduates from the extended graduation rate cohort plus all non-completers from 4-, 5-, 6-, and 7-year cohorts who were reported to have passed a graduate equivalency exam anytime during the lagged year up to February of the accountability year. The denominator includes all students from the numerator plus all remaining non-completers in the four-year, on-time cohort who were not reported to have passed a graduate equivalency exam.

The alternative high school credential rates at each school were rounded to the nearest whole number and were placed into one of three target levels: *below alternative school target*, *meets alternative school target*, or *exceeds alternative school target*. The State Board of Education accepted the PJP recommended cut-scores for the target levels.

WAEA cut-scores for the **alternative high school certification rate** are:

- Meets Alternative School Target = 67
- Exceeds Alternative School Target = 83

Post-Secondary Readiness

Post-Secondary Readiness Cohort. The post-secondary readiness (PSR) cohort for high schools includes all graduates at a school during a lagged school year. All graduates include those from the four-year, on-time cohort, and the 5-, 6-, and 7-year cohorts. In addition, 3-year

graduates, who will be in the next year's four-year, on-time cohort are included in the PSR cohort.

WAEA for Traditional Schools & ESSA for All Schools. A school's score on the PSR indicator is the percentage of the lagged year graduates who were college, career, or military ready. College, career, and military readiness are defined as follows:

- **College readiness** evidence is based on completion of a college preparatory curriculum and: a college-ready score on a standardized college entrance exam or eligibility to earn college credits through passing an Advanced Placement test or an International Baccalaureate test, or evidence of passing a dual/concurrent course.
 - *College preparatory curriculum* is equivalent to the *opportunity success curriculum* or higher for the Hathaway Scholarship Program which includes four years of math, four years of science, four years of English, three years of social studies, PLUS two years of foreign language or two years of fine/performing arts or two years of career/technical education. Success curriculum evidence comes from the WDE 950 transcript collection which has a field for the success curriculum level. Schools have been instructed to use this field to indicate the success curriculum level that their review of the student's transcript suggests is appropriate⁶. The curriculum level for accountability is based upon the success curriculum level that the school reports on each graduate's transcript.
 - The requirement for *a college-ready score on standardized college entrance exam* is defined as an ACT composite score of 19 or higher. There are three sources of ACT composite scores that are considered. First, the grade 11 census ACT scores are considered. Second, the WDE 950 transcript collection includes a field for schools to report each graduate's best ACT score. Finally, ACT provides a file with ACT scores to the Department once each year. The highest ACT composite score from each of these three sources is the score used for the college-readiness component for school accountability.
 - Students may demonstrate eligibility to earn *college credits* by obtaining a score of 3 or higher on an AP exam or by obtaining a score of 4 or higher on an International Baccalaureate (IB) exam. The scores for all Wyoming students are provided by the AP and IB testing contractors directly to the Department. Lastly, evidence of college readiness from a dual/concurrent course requires the evidence from the WDE 950 transcript collection that a student earned a grade of "C" or better in a 1000-level or higher dual/concurrent course.
- **Career readiness** evidence is based on completion of a career/technical education pathway (i.e., minimum of a three-course sequence) and one or more of the following: a passing score on a state-approved CTE exam or a state-approved industry-recognized certification.

⁶ A student's Hathaway scholarship level is based upon a student's (a) success curriculum level, (b) composite ACT score, and (c) unweighted grade point average (GPA). The curriculum level field to be included on the transcript is designed to report a student's success curriculum level only, and is **not** designed to collect information about the ACT or the GPA performance of a student.

- In order to be considered career ready, the student must have passed a state-approved CTE exam with evidence provided by NOCTE or an industry exam with evidence provided by the industry or have an industry-recognized certificate. Some industry exams or industry-recognized certificates are provided directly to WDE. When industry-recognized certificates are *not* provided directly to WDE by the industry, the district may submit them to WDE for department approval.
 - and –
- The student’s 950 transcript must have evidence the student passed three courses in the same pathway as the passed exam or certification – or – the student must have been reported as a completer in the same pathway as the passed exam or certification in the Perkins data collection. When there are discrepancies between the WDE 950 transcript collection and the Perkins collection of CTE course completer status, WDE will allow evidence from either the 950 transcript or the Perkins collection to serve as evidence of CTE course completion.
- **Military readiness** evidence is based upon completion of either a college preparatory curriculum *or* a CTE pathway *and* a military-readiness score on the ASVAB. The curriculum requirement for military readiness can be met by either the college preparatory curriculum requirement for college readiness – or – the career completer evidence for career readiness.
 - The *college preparatory curriculum* requirement is equivalent to the opportunity success curriculum or higher for the Hathaway Scholarship Program which includes four years of math, four years of science, four years of English, three years of social studies, PLUS two years of foreign language or two years of fine/performing arts or two years of career/technical education.
 - The *career completer evidence* for military readiness requires the student’s 950 transcript to have evidence the student passed three courses in the same pathway as the passed exam or certification – or – the student must have been reported as a completer in the same pathway as the passed exam or certification in the Perkins collection. When there are discrepancies between the WDE 950 transcript collection and the Perkins collection of CTE course completer status, WDE will allow evidence from either the 950 transcript or the Perkins collection to serve as evidence of CTE course completion
 - The test evidence used for military readiness is a score on the ASVAB that is high enough for a student to be eligible for any of the four branches of the military during the first year that military readiness is included for school accountability (i.e., 2018-19). The required AFQT score for military readiness is 45.

The cut-scores for WAEA post-secondary readiness target levels are:

WAEA **post-secondary readiness** cut-scores:

- Meeting target = 67
- Exceeding target = 80

The ESSA post-secondary readiness category cut-scores were the scores that separated schools into the bottom third, the middle third, and the top third of schools during the baseline year (i.e., 2017-18).

ESSA overall school⁷ **post-secondary readiness** cut-scores:

- Average category = 41.8
- Exceeding category = 65.4

WAEA Alternative Schools. The college- and career-readiness index is an outcome of the Technical Advisory Group (TAG) work during the 2017 and the 2018 legislative interims⁸. The final 2018 TAG recommendations are presented in Table 4. The cohort for the college- and career-readiness index is the same as the cohort for the post-secondary readiness in the traditional school model described above.

Under this model, a student’s CCR index score for a student is the points associated with the highest observed outcome level for that student in any of the five rows in Table 6. For example, a CTE pathway concentrator (Level 1) who completed the Hathaway Opportunity curriculum (Level 2) and earned a total score of 11 across levels on the WorkKeys (Level 1) would receive a score of 20, because completion of the Opportunity curriculum represented the highest leveled outcome for this student. The points associated with each level are 10 points for Level 1, 20 points for Level 2, and 30 points for Level 3. An alternative school’s CCR index score is the average index across all graduates’ CCR scores rounded to a whole number.

Table 4. College and Career Readiness (CCR) Index.

Level 0 – 0 points	Level 1 – 10 point	Level 2 – 20 points	Level 3 – 30 points
No evidence	Complete Hathaway provisional curriculum	Complete Hathaway opportunity curriculum	Complete Hathaway honors/performance curriculum
No evidence	ACT 17-18	ACT 19-20	ACT 21 +
No evidence	Pathway concentrator	Pathway completer	Attaining a qualifying score on a CTE pathway exam or earning an industry credential
No evidence	ACT WorkKeys –NCRC Bronze (9-11) At least a Level 3 on each exam.	ACT WorkKeys –NCRC Silver (12-14). At least a Level 4 on each exam	ACT WorkKeys –NCRC Gold (15 or up) at least a Level 5 on each exam
No evidence	Credit earned for internship or work study (verified by	ASVAB Military Readiness Score which is an AFQT score of at least 45	Eligible to receive college course credit (through dual enrollment or AP/IB exam)

⁷ ESSA post-secondary cut-scores for subgroups appear in APPENDIX A.

⁸ Wyoming Alternative School Technical Advisory Group (TAG) Report. (9/5/2017). *Revisions to the Alternative Schools Accountability Framework: Recommendations from the Wyoming Technical Advisory Group for the Alternative School Model*

	the 950-collection transcript)		
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There are five sources of evidence for the CCR index each of which is represented within one row in Table 6:

- First, the Hathaway success curriculum level comes from the WDE 950 transcript collection source as described above for traditional schools.
- Second, the best ACT score comes from the same sources described above for traditional schools.
- Third, the CTE completer evidence and assessment evidence are the same as those described above for traditional schools. The CTE *concentrator* status is achieved by the successful completion of 2 courses within a WDE recognized CTE pathway. Evidence of CTE concentrator status may come from the 950-course transcript collection or the Perkins reporting system.
- Fourth, WDE has evidence of grade 11 ACT WorkKeys performance for those students who choose to take this optional test.
- Fifth, there are three types of student performances that allow for credit. First, earning credit reflected on the 950-collected transcript for an internship or work study. Second, evidence provided by the district of an ASVAB, AFQT score of at least 45. Finally, college credit eligibility documented in the same manner as the described for the post-secondary readiness indicator.

WAEA alternative school **CCR target level cut-scores** were adopted by the State Board of Education on the recommendation of the PJP.

- Meets alternative school target cut-score = 15
- Exceeds alternative school target cut-score = 20

Credits Earned Indicator

WAEA Traditional School Model. The *grade nine credit* indicator is a lagged indicator. The school's grade nine credit score is the percent of the prior year's first-time grade nine students who earned one-fourth of the credits required to graduate from the designated high school within four years. Use of prior year grade nine credits permits the inclusion of grade nine credits earned during the summer session. The WDE 949 collection is a transcript collection from the schools for all first-time grade nine students. Grade nine credits are obtained from the student transcripts. This indicator applies to all students in attendance at the school from October 1st of the school year until within 10 days of the end of the school year.

WAEA traditional school **grade nine credits earned** cut-scores:

- Meeting target = 88
- Exceeding target = 95

WAEA Alternative School Model. The alternative school credit earned indicator is a lagged indicator. For alternative schools, the credit-earned indicator looks at the credits earned during

grades 9, 10, and 11 for all students attending the alternative school. The cohort of students for this indicator is all students who were in their first-year of grade 9, 10, or 11. The school score was the percent of these students who earned one-fourth of the credits required to graduate during that school year. This indicator applies to all students in attendance at the school from October 1st of the school year until within 10 days of the end of the school year.

WAEA alternative school **grades nine, ten, and eleven credits earned** cut-scores:

- Meeting alternative school target = 67
- Exceeding alternative school target = 83

Student Climate Survey for Alternative Schools

For the climate indicator, a 24-item student climate survey⁹ is administered at the alternative schools during the fall. The survey has three empirically defined domains.

- The *staff support and respect* domain has 12 items and measures the extent to which students perceive staff as supporting student learning and demonstrating respect for students and other staff members.
- The *student support and respect* domain has 7 items and measures the extent to which students perceive other students as supporting students learning and demonstrating respect for one another.
- The *high expectations* domain has 5 items and measures the extent to which students perceive they are appropriately challenged with meaningful academic work.

All survey items are positively stated and student responses on the survey are *strongly agree* (4), *agree* (3), *disagree* (2), and *strongly disagree* (1). Student scores on each domain are the mean of their responses to the items on the domain rounded to two decimal places. The student *total score* on the survey is the mean of the domain scores. The school score on the climate survey is the mean *total score* for all surveys completed at the school.

The following item is included at the end of the student climate survey: “I provided honest responses on this survey to the best of my ability.” The response options for this item are “yes” and “no”. Survey results for students who responded “no” to this item are not included in the computation of school scores.

Survey Participation Rate. The survey participation rate expectation is 85%. A one additional nonparticipant rule is applied (see the description of this in the *Participation Rate* section below).

Survey Target Level Determination. The procedures for establishing a school target level on the survey were determined by the professional judgment panel with guidance from the alternative school TAG. When a school’s participation rate was below 85%, the school was in the *below target* category on this indicator. When a school’s participation rate was at least 85%, the target level cut-scores were:

⁹The survey items are included in the APPENDIX A.

- Meets alternative school target = 2.8
- Exceeds alternative school target = 3.3

Student Success Plan (Engagement)

For the Engagement indicator, each alternative school is expected to utilize a *student success plan* for each student during each school each year. Broadly, schools are expected to formally work with students on the extent to which the students attend school regularly and participate in a range of activities that promote holistic development of life skills associated with post-secondary success.

The alternative school TAG considered different types of evidence that may be included in a student success plan such as:

- Regular meetings (i.e., at least 2 per year) with a teacher, mentor, or counselor
- A focus on ensuring strong school attendance and goal setting for the future aspirations in school and beyond
- Membership in select school clubs or activities
- Work, volunteer service, internship, and/or leadership experience in a qualifying setting outside of school
- The completion of job or college application
- Participation in a job interview

In order to ensure the intent of the SSP is not jeopardized, the alternative school TAG recommends, and the Department requires, for purposes of accountability, principals to annually sign a document indicating a) compliance with the SSP process and b) the availability of artifacts demonstrating participation. WDE indicated that the review of SSP artifacts will be included as part of the accreditation process scheduled to occur every five years.

Overall School Score for Engagement

In order to communicate the importance of Engagement as a valuable indicator to help support student achievement, any school that does not meet standards for SSP will have its final overall school performance rating reduced by one level.

Participation Rate

One Additional Non-Participant Rule. 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 the non-participation of one student yields a participation rate below 95%, as it did in this illustration, using a simple participation rate would have resulted in this school being held to a participation rate requirement of 100%. If a consequence was applied to the school in this

illustration on the basis of the school's simple participation rate, this would mean a participation rate below 100% led to the school having a consequence applied.

The only way to hold this school to a participation rate below 100% is to apply the one additional non-participant rule. This rule allows a school like the one in the illustration to have one additional non-participant. A table is presented in APPENDIX C that shows the number of students permitted to not test for every n size between 10 and 100. Even though the table in APPENDIX C only shows n sizes between 10 and 100, the one additional student rule is applied when appropriate even for n sizes above 100.

This adjustment to the participation rate rule ensures no school has an *actual required participation rate* requirement that is above the 95% requirement. Whenever the one additional non-participant rule is applied, the school is allowed to have a simple participation rate below the 95% requirement.

Participation rates are computed at the test score level rather than the student level. The implementation of this rule is accomplished by setting a target for the number of tests that need to be administered and scored at the school for the requirement to be met. If there are 10 students at the school and each student is expected to take a math test and an English language arts (ELA) test, the one additional student rule applies at this school. Therefore, if the one additional student did not test, the school would have 18 test scores, 9 for math and 9 for ELA, so the participation rate requirement at this school is 18 test scores. The denominator at this school when the percent proficient is computed would be at least 18. If a school had just 16 test scores because 2 students did not test, the achievement calculation (i.e., percent proficient) would still be based upon the 18 expected tests. If there were 10 proficient tests at this school, the percent proficient for the tested students would be $10/16 = 62.5\%$, but the percent proficient included for school accountability would be $10/18 = 55.6\%$. If there were 10 students with just 17 tests, because one student took a reading test but not a math test, the expected tests would still be 18 and the percent proficient at this school would be 58.8%.

On the ACCESS test for EL students, there is only one test score, so the participation rate is, in effect, applied at both the student level and the test score level. The minimum n for participation is 10 students. When students from prior school years are included in order to meet the minimum n for the achievement indicator, the prior years that are used for that purpose are also included for the participation rate computations.

Participation Rate on the ACCESS. There is a 95% participation rate requirement for EL students on the ACCESS test. All identified EL students, including year one EL students and EL students for whom parents are refusing services, are required to take the ACCESS test during the testing window each school year. The participation rate determination for EL students will include the *one additional non-participant rule*. The table in APPENDIX C is applicable to the EL participation rate determinations.

When a school does not meet the 95% participation rate requirement for ACCESS testing for all EL students at the school, the school's score on the ELP indicator is affected. Specifically, when

calculating the school percent of EL students meeting their annual target for English language proficiency, the denominator is increased by a number equal to the number of not tested students below 95% (after applying the one additional non-participant rule). Since the numerator is not increased, the increase in the denominator serves to treat some not tested EL students as if they tested and did not meet their progress target. For example, if a school has 100 EL students, including year one students, and 92 test and eight do not test, the denominator in the EL progress calculation will be increased by three. It will be as if three of the not tested students did test but did not meet their annual progress target.

MINIMUM *n* AND LOOKBACKS

For accountability decisions, the minimum number of students (*n*) needed in order to produce a score on an indicator is 10. For schools with fewer than 10 students on an indicator, the performance of students from a prior school year is combined with the performance of students from the current year (i.e., a one-year lookback). If there are still fewer than 10 students on the indicator, the performance of students from two prior school years is combined with that of students from the current year (i.e., a two-year lookback). If there are still fewer than 10 students on the indicator, the school does not have a score on that indicator. Schools with grades 3 through 8, must have target levels on both the achievement and the growth indicators in order to receive a school performance rating. High schools must have target levels on both the achievement indicator and the graduation indicator in order to receive a school performance rating. Additionally, both 3 through 8 and high schools must have at least 10 students in the consolidated subgroup (i.e., with achievement scores in the bottom 25% on the prior year's state test) in order to receive a target level for the equity indicator.

FULL ACADEMIC YEAR (FAY)

When computing school scores, only FAY students are included. For computation of school performance levels, FAY status is defined as being continuously enrolled in the same school from the first weekday in October until a spring accountability date set by the Department each year, typically aligned with the midpoint of each assessment's testing window. Students not identified as FAY students will be excluded from school performance level computations. For the credit-earning and post-secondary readiness indicators, FAY for both traditional and alternative schools is defined as being continuously enrolled at the same school from the first weekday in October until ten days from the school's last day of the school year.

Continuous enrollment ends with a gap of ten or more days in reported enrollment, or where enrollment is reported by a different school during a gap of fewer than ten days.

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

LONG-TERM GOALS AND INTERIM TARGETS

Both ESSA and WAEA required the state to establish long-term goals with interim targets for overall school performance and for subgroup performance. School performance on the interim targets for the long-term goals are reported each year. Performance on long-term goals does not impact ESSA or WAEA accountability scores. Long-term goals and interim targets are required for school performance on the following indicators:

- Reading achievement
- Math achievement
- Four-year, on-time graduation rate
- Progress of English learner's becoming English proficient (ELP)

See the *2018 Wyoming School Performance Rating Implementation Handbook* for details about how the long-term goals and interim targets were developed.

Establishment of Long-Term Goals. The same process and parameters were used for each of the four indicators for which long-term goals were established. The parameters were established by the state based upon data analysis and were vetted with the PJP and State Board of Education.

Wyoming implemented a new state test for math achievement and ELA achievement during the 2017-18 school year. The proposed long-term goals submitted and approved by the U.S. Department of Education¹⁰ as a part of the Wyoming state ESSA plan were no longer relevant since they were based upon the prior state test that is no longer in use. Therefore, upon obtaining the results of the new 2017-18 state assessment (i.e., the WY-TOPP), long-term goals were revised by applying the parameters to the 2017-18 results for math achievement and ELA achievement. There was considerable data quality improvement associated with Wyoming English learner data during 2017-18; therefore, 2017-18 will serve as the baseline year for the ELP long-term goals. As such, a new baseline year was established for these three goal areas. The long-term goal for the four-year, on-time graduation rate remained the same.

Interim School Targets. The method used to determine interim targets varies as a function of whether or not a school is at or above the long-term goal during the baseline year.

- For all schools, the baseline year is Year 1. For the four-year, on-time graduation indicator, the baseline year is the accountability year 2016-17. Since this is a lagged indicator, the four-year, on-time cohort is the 2015-16 graduating class for the 2016-17 accountability year. For math achievement, ELA achievement, and ELP, the baseline year is 2017-18.
- The end of the 15-year term is the 2030-31 accountability year for the graduation indicator and 2031-32 for the math, ELA, and ELP indicators

Interim Target Computation for *Schools below the Long-Term Goal during the Baseline Year* is illustrated in Table 5.

¹⁰ For ELP, the scale scores used for standard setting had not been finalized at the time that state plan goal setting was performed.

- The baseline score and long-term goal are whole numbers. The expected *annual progress* is computed as follows = (long-term goal - school baseline score)/14. The denominator is 14 since the baseline year is Year 1 and the goal must be reached by year 15. The expected annual progress is not rounded. See column 3 in Table 5.
- Through Year 12, *interim targets* remain unchanged for three years at a time. Interim targets increase in years 4, 7, 10, 13, 14, and 15. Therefore, interim targets increase for the first time in Year 4. This increase is the sum of the baseline plus the expected annual improvement through Year 4 rounded to the nearest whole number. Each increase is the baseline score plus expected annual improvement through the year of the increase rounded to a whole number.

Interim Target Computation for *schools above the long-term goal during the baseline year.*

- In order to meet the interim target, the school score must be at or above the long-term goal.
- A school meets the interim target if their score drops by up to 5% so long as the score remains at or above the long-term goal (this provides some relief from regression to the mean to the schools that have already met the long-term goal).

Baseline Years. The baseline school year for graduation rate is the lagged 2015-16 school year, which serves as the graduation rate for the 2016-17 accountability year.

Table 5. Illustration of Interim Target Computation for a Low Performing School on the Reading Achievement.

Year	School Year	Expected Annual Growth*	Baseline Plus Sum of Expected Annual Progress	Interim Target**
1 - Baseline	2017-18		37.000	37
2	2018-19	1.857142857	38.857	37
3	2019-20	1.857142857	40.714	37
4	2020-21	1.857142857	42.571	43
5	2021-22	1.857142857	44.429	43
6	2022-23	1.857142857	46.286	43
7	2023-24	1.857142857	48.143	48
8	2024-25	1.857142857	50.000	48
9	2025-26	1.857142857	51.857	48
10	2026-27	1.857142857	53.714	54
11	2027-28	1.857142857	55.571	54
12	2028-29	1.857142857	57.429	54
13	2029-30	1.857142857	59.286	59
14	2030-31	1.857142857	61.143	61
15	2031-32	1.857142857	63.000	63

*Required Annual Growth = (long-term goal - school baseline score)/14.

**Baseline plus required annual growth for the row where increase is required rounded to a whole number.

Identified Long-Term Goals. The baseline year for the long-term goal for the four-year, on-time graduation rate is the 2015-16 school year. Graduation is a lagged indicator so that summer graduates can be included in the graduation year. Therefore, the baseline accountability year for the graduation rate is the 2016-17 school year. The 2017-18 accountability year is Year 2 for the graduation rate indicator.

The other three indicators with long-term goals are mathematics achievement, ELA, and English language proficiency. None of these indicators are lagged. The baseline accountability year for these three indicators is the 2017-18 school year. The long-term goals for all students at a school and for each subgroup are presented in Table 6.

Table 6. ESSA Long-Term Goals.

	4YR Grad Rate	Grade 3-8 Math	Grade 3-8 English and Language Arts	High School Math	High School English and Language Arts	ELP Progress
All Students	88	57	59	47	53	
Asian	93	64	66	60	59	
Black	89	46	57	35	43	
English Learner*	81	43	43	26	28	
Free or Reduced Lunch	88	53	55	41	48	
Hispanic	86	53	54	37	45	
IEP	78	35	37	26	30	
Native American	69	34	37	30	38	
Pacific Islander	90	51	54	29	34	
Two or More Races	84	65	62	43	51	
White	90	61	62	51	55	
Active English Learner						59

*Active ELs and English proficient ELs in years 1 through 4 of monitoring.

SCHOOLS WITH ONE OR NO TESTED GRADES

There are schools in Wyoming with grade three as their only tested grade. When schools have grade three as their only tested grade, they do not have data for the growth or equity indicators. For the purpose of accountability, these schools are “paired” with the school their students feed into after grade three. This ensures school performance levels are based upon more than just one indicator. The grade three achievement scores from these schools are combined with the achievement scores from their paired school when determining school performance ratings. In other words, the paired schools are treated as a single school for accountability calculations and both schools are assigned the same performance rating.

In Wyoming, there are schools with grade configurations that do not include any tested grade. For example, LEAs organize their elementary schools so that students attend grade K-2 in one building and then move to a different building for grades 3-5. In this case, the school performance rating for the 3-5 school is also applied to the K-2 school. In these situations, collaboration across buildings is important to the success of the students involved.

Table 7 is a list of Wyoming schools that are paired for school accountability. This table is updated each year.

Table 7. Schools Paired for School Accountability.

School ID	School Name	Grades Served	Accountability Related School	Grades Served	School ID
0501002	Douglas Primary School	K-1	Douglas Upper Elementary	4-5	0501010
0501013	Douglas Intermediate	2-3			
0502004	Grant Elementary	K-3	Glenrock Intermediate	4-6	0502007
0701008	Gannett Peak Elementary	2-3	Baldwin Creek Elementary	4-5	0701009
0706001	Crowheart Elementary	K-3	Wind River Elementary	K-5	0706002
0725002	Ashgrove Elementary School	1-3	Rendezvous Elementary	4-5	0725007
0725009	Aspen Early Learning Center	P-K			
0725008	Jackson Elementary School	1-3			
0725010	Willow Creek Elementary	1-3			
0801007	Lincoln Elementary	K-2	Trail Elementary	3-5	0801006
1001006	Meadowlark Elementary	K-3	Clear Creek Elementary	4-5	1001002
1101021	Lebhart Elementary	K-2	Fairview Elementary	3-6	1101013
1101010	Deming Elementary	K-3	Miller Elementary	4-6	1101022
1201004	Kemmerer Elementary	K-2	Canyon Elementary	3-6	1201051
1202001	Afton Elementary	K-3	Osmond Elementary	4-6	1202005
1202003	Thayne Elementary	K-3	Etna Elementary	4-6	1202004
1601003	Libbey Elementary	K-2	West Elementary	3-5	1601005
1801001	Bondurant Elementary	K-3	Pinedale Elementary	K-5	1801002
2201004	East Side Elementary	K-1	2201006	4-5	West Side Elementary
2201005	South Side Elementary	2-3			
2301003	Newcastle Elementary	K-2	Gertrude Burns Intermediate	3-5	2301001

APPENDIX A
STUDENT SURVEY ITEMS

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

APPENDIX B

Participation One Additional Non-Participant Rule: How it Plays Out

No school is held to a participation rate above 95%. The Table to the left shows that schools with an n of 10 through 19 would be held to an actual participation rate of 100% if one student did not test. By allowing these schools to have ONE ADDITIONAL STUDENT not test, they are *not* held to a participation rate above 95%. Schools with ns from 10 through 20 are permitted to have one not tested student and still meet the 95% participation rate requirement.

- An n size of 20 is the highest n size for which 1 non-participant is permitted.
- Beginning with an n size of 21 up through and n size of 40, 2 non-participants are permitted.

The Table below to the left shows that there are 5 n sizes highlighted in yellow up through an n size of 100 at which the actual participation rate is 95%.

n	n*.95	Actual Participation Rate	N of Students Permitted to Not Test
10	9.5	90	1
11	10.45	90.91	1
12	11.4	91.67	1
13	12.35	92.31	1
14	13.3	92.86	1
15	14.25	93.33	1
16	15.2	93.75	1
17	16.15	94.12	1
18	17.1	94.44	1
19	18.05	94.74	1
20	19	95	1
21	19.95	90.48	2
22	20.9	90.91	2
23	21.85	91.3	2
24	22.8	91.67	2
25	23.75	92	2
26	24.7	92.31	2
27	25.65	92.59	2
28	26.6	92.86	2
29	27.55	93.1	2
30	28.5	93.33	2
31	29.45	93.55	2
32	30.4	93.75	2
33	31.35	93.94	2
34	32.3	94.12	2

35	33.25	94.29	2
36	34.2	94.44	2
37	35.15	94.59	2
38	36.1	94.74	2
39	37.05	94.87	2
40	38	95	2
41	38.95	92.68	3
42	39.9	92.86	3
43	40.85	93.02	3
44	41.8	93.18	3
45	42.75	93.33	3
46	43.7	93.48	3
47	44.65	93.62	3
48	45.6	93.75	3
49	46.55	93.88	3
50	47.5	94	3
51	48.45	94.12	3
52	49.4	94.23	3
53	50.35	94.34	3
54	51.3	94.44	3
55	52.25	94.55	3
56	53.2	94.64	3
57	54.15	94.74	3
58	55.1	94.83	3
59	56.05	94.92	3
60	57	95	3
61	57.95	93.44	4
62	58.9	93.55	4
63	59.85	93.65	4
64	60.8	93.75	4
65	61.75	93.85	4
66	62.7	93.94	4
67	63.65	94.03	4
68	64.6	94.12	4
69	65.55	94.2	4
70	66.5	94.29	4
71	67.45	94.37	4
72	68.4	94.44	4
73	69.35	94.52	4
74	70.3	94.59	4
75	71.25	94.67	4
76	72.2	94.74	4
77	73.15	94.81	4
78	74.1	94.87	4
79	75.05	94.94	4

80	76	95	4
81	76.95	93.83	5
82	77.9	93.9	5
83	78.85	93.98	5
84	79.8	94.05	5
85	80.75	94.12	5
86	81.7	94.19	5
87	82.65	94.25	5
88	83.6	94.32	5
89	84.55	94.38	5
90	85.5	94.44	5
91	86.45	94.51	5
92	87.4	94.57	5
93	88.35	94.62	5
94	89.3	94.68	5
95	90.25	94.74	5
96	91.2	94.79	5
97	92.15	94.85	5
98	93.1	94.9	5
99	94.05	94.95	5
100	95	95	5