



2022-23 Wyoming School Accountability Performance Rating Models Implementation Handbook

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Wyoming Department of Education

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2019-20 Accountability Year

There was no WY-TOPP testing in 2020 due to the pandemic curtailing school attendance before the testing window opened. As such, it was not possible to produce scores for important school accountability indicators. Specifically, scores on the achievement indicator, the growth indicator, and the equity indicator could not be produced. The absence of scores on these important indicators contributed to the suspension of both the Federal every student succeeds act (ESSA) school accountability and the WAEA (Wyoming) school accountability for the 2019-20 accountability year.

2020-21 Accountability Year

WY-TOPP testing resumed in 2021. More than 96% of students statewide tested. Some subgroups of students had lower participation rates, however, and, as a result the representativeness of the WY-TOPP results differed somewhat from a typical year. Growth is typically measured from one year to the next. Since there were no test results in the prior year (2020), growth could not be measured from one year to the next. Growth could be measured from a score two years prior to the current year. This is referred to as *skip-year growth*. Skip-year growth is a measure of growth over two consecutive school years rather than just one school year. Skip year growth is useful at the student level as evidence of how an individual student's growth compares with that of her academic peers (i.e., other students with a similar history or prior test scores). Specifically, a students' growth can be considered low (i.e., a SGP < 35), typical (i.e., SGP from 35 to 64), or high (i.e., SGP > 34).

With skip-year growth, there is no growth for students in grades three or four. Additionally, for students who transition from one school to another during the two years for which skip-year growth is being measured, portions of their growth could be attributed to two different schools. For school accountability, growth is typically attributed to a school only when the student is considered full academic year (FAY) for the year that growth is measured. Because of all of these differences from the prior years, Wyoming chose to compute skip-year growth for use in individual student reporting but to not use growth for school accountability. As such, growth and equity indicators were not computed for the 2020-21 accountability year. Indicator scores were computed on all other indicators and reported confidentially to the schools. Because growth and equity scores were not computed, however, overall school scores were not computed for either WAEA or ESSA accountability.

Accountability for the 2021-22 School Year

For the 2021-22 accountability year, school scores were computed for all indicators, overall schools scores were computed, and overall categorical determinations were assigned to schools for both WAEA and ESSA.

Accountability for the 2022-23 School Year

WAEA School Accountability. Schools receive an ordinal or interval score on each indicator. These scores are described in detail later in this handbook. Cut-scores were identified for school scores (i.e., the ordinal or interval scores) on each indicator that were used to place each school into a target level category. The target levels are: *below target*, *meets target*, and *exceeds target*. The indicator target level cut-scores were established

by the State Board of Education, based upon recommendations of a professional judgment panel (PJP) in the fall of 2018. The WAEA school accountability indicators are:

- For traditional schools serving grades 3 through 8

- o Academic Achievement
- o Growth
- o Equity
- o English Language Proficiency

- For traditional high schools

- o Academic Achievement
- o Growth
- o Equity
- o English Language Proficiency
- o Extended Graduation Rate
- o Post-Secondary Readiness
- o Grade 9 Credits Earned

- For alternative schools

- o Academic Achievement
- o Growth
- o Graduation Credential Rate
- o College and Career Readiness
- o Grade 9, 10, and 11 Credits Earned
- o Climate
- o Engagement

ESSA School Accountability. Schools receive ordinal or interval scores on each indicator. Cut-scores were identified for these school scores on each indicator that place schools into one of three categories. The categories were *below average*, *average*, and *above average*. The indicator cut-scores were those that would place one third of schools into each category during a baseline school year (i.e., the 2017-18 accountability year). Once identified in the baseline year, the cut-scores continue in use during subsequent school years.

For ESSA, schools also receive school scores for each subgroup at the school. The school scores for subgroups on each indicator were used to place schools into one of three categories for the subgroup. The categories were below average, average, and above average. The indicator cut-scores were those that would place one third of schools within each subgroup into each category during the baseline school year (i.e., the 2017-18 accountability year). Once identified during the baseline year, these cut-scores continue in use during subsequent school years. The ESSA indicators are:

- For schools serving grades 3 through 8

- o Academic Achievement
- o Growth
- o Equity
- o English Language Proficiency

- For high schools (including alternative schools)

- o Academic Achievement
- o Growth
- o English Language Proficiency
- o Four-Year, On-Time Graduation Rate
- o Post-Secondary Readiness

Indicators Scores and Target/Category Levels

ESSA Subgroup Scores and Category Levels

Under ESSA, indicator scores and indicator category levels are determined for schools overall and for specified subgroups for those schools that meet the minimum n (i.e., 10 students with scores) for the subgroups. The specified subgroups include: economically disadvantaged students, students from major racial and ethnic groups, children with disabilities, and English learners. The major racial and ethnic groups that receive scores and category levels include Native Hawaiian/Pacific Islander, Asian, Black, Native American, Two or More Races, Hispanic, and White. The same procedures that are used to determine indicator scores and category levels for schools overall were used to determine indicator scores and category levels for subgroups at schools. ESSA indicator category cut-scores are described below for the whole school. The category cut-scores for subgroups are presented in Appendix A. For subgroups, the indicator cut-scores were those that would place one third of schools meeting the minimum n for that subgroup during the baseline year (i.e., the 2017-18 accountability year) into each category for that subgroup. The subgroup cut-scores identified during the baseline year continue in use during subsequent years.

Academic Achievement Indicator

WAEA Traditional School Achievement Indicator Score. A school's achievement score is the percentage of proficient or better test scores on the state assessment earned by full academic year (FAY) students in the content areas of math, English language arts (ELA), and science. The percentage is rounded to the nearest whole number. FAY for the achievement indicator is defined as enrollment in the same school from the first weekday in October until a spring accountability date set by the Department during the WY-TOPP test window.

WAEA Grade Three Through Eight Achievement Target Levels. The WAEA grade 3 through 8 cut-scores for the achievement target levels are:

- | | |
|------------------|----------------|
| ▪ Below Target | < 51 |
| ▪ Meets Target | >= 51 and < 68 |
| ▪ Exceeds Target | >= 68 |

WAEA Traditional High School Achievement Target Levels. The WAEA traditional high school achievement scores come from grades nine and ten. cut-scores for the achievement target level are:

- | | |
|------------------|----------------|
| ▪ Below Target | < 48 |
| ▪ Meets Target | >= 48 and < 60 |
| ▪ Exceeds Target | >= 60 |

WAEA Alternative School Achievement Index Indicator. An achievement index is used for alternative schools. Each student's performance level score (i.e., *basic*, *below basic*, *proficient*, or *advanced*) is converted into the index score presented in Table 1. The school's score is the mean student index score for math, ELA, and science for all FAY students.

Table 1. The WAEA Alternative School Achievement Index.

Student Performance Level	Student Index Score
Below Basic	0
Basic	50
Proficient	100
Advanced	150

WAEA Alternative School Achievement Index Target Levels. WAEA cut-scores for alternative school achievement index are:

- Below Alternative School Target < 30
- Meets Alternative School Target >= 30 and < 50
- Exceeds Alternative School Target >= 50

ESSA School Achievement Indicator Score. The ESSA achievement indicator score is the percentage of proficient test scores earned by FAY students in the content areas math and English language arts rounded to one decimal place. This differs from the WAEA score in that it does not include science test scores. Furthermore, the ESSA achievement category cut-scores are the same for grade 3 through 8 schools and high schools.

ESSA Achievement Categories. The ESSA overall school achievement indicator cut-scores for categories are:

- Below Average < 47.7
- Average >= 47.7 and < 58.6
- Above Average >= 58.6

Growth Indicator

Growth refers to within-student growth in math achievement and ELA achievement from year-to-year. Growth is measured on the state test for grades four through grade ten. For WAEA, but not for ESSA, grade eleven growth is measured from the math and ELA subject tests on the WY-TOPP grade ten to the math and reading tests from the ACT in grade eleven. Growth scores are computed for those students who have a prior year test score. Since there is no prior test score for students in grade three, growth is measured in grades four through eleven for WAEA.

Each student with a prior and current year test score receives a student growth percentile¹ (SGP). SGPs are produced using quantile regression and they indicate how an individual student’s growth compared with that of all Wyoming public school students² from that particular year in the same grade who had similar math or reading scores in previous years. The test scores from the 2017-18 school year through the 2022-23 school year are entered into the quantile regression³. Fourth grade students have one prior score entered into the regression while grade 10 students may have up to five scores (i.e., including the 2022-23 score) entered into the regression. Students in the same grade with a similar test score history may be referred to as a student’s “academic peers.” SGPs range from 1 to 99, with lower scores indicating lower growth and higher scores indicating higher growth relative to the academic peers.

¹ See Betebenner, D. W. (2008). *Norm- and criterion-referenced student growth*. Available at <http://www.nciea.org>.
² Some private school and home school students take the state test. If these students are not enrolled in a public school at the time of the testing, their score will not be included in the norm sample.
³ There is one score for each year for each student who tested each year. No students have test scores for the 2019-20 school year. Scores from the two years prior to 2019-20 were entered into the regression for all students who had those scores.

An SGP of 50 would indicate the student scored as well as or better than 50 percent of their academic peers. Because there is error associated with SGPs, overly precise interpretations are not advisable. It is useful to consider student growth to be *low*, *typical*, or *high*. SGPs below 35 represent low growth, SGPs of 65 and above represent high growth, and SGPs from 35 to 65 represent typical growth. SGPs are independent of the prior achievement level performance of students⁴. Students with low prior achievement may have low or high growth. Likewise, students with high prior achievement may have low or high growth.

WAEA School Growth Score. A school’s score for growth is the mean of all SGPs in both math and English language arts at a school for students who meet the state test definition of FAY for the current school year. The mean SGP at each school is referred to as the school’s MGP. SGPs included come from grades four through eleven. The mean score for each school is rounded to a whole number.

WAEA Grade Three through Eight School Growth Target Levels. The WAEA cut-scores for the growth target levels are:

- Below Target < 48
- Meets Target >= 48 to < 60
- Exceeds Target >= 60

WAEA Traditional High School Growth Target Levels. The WAEA cut-scores for the growth target levels are:

- Below Target < 49
- Meets Target >= 49 to < 60
- Exceeds Target >= 60

WAEA Alternative High School Growth Target Levels. The WAEA cut-scores for the student growth target levels are:

- Below Alternative School Target < 40
- Meets Alternative School Target >= 40 to < 50
- Exceeds Alternative School Target >= 50

ESSA School Growth Score. The ESSA school score for growth is the mean of all SGPs in both math and English language arts rounded to one decimal point at a school for students who meet the state test definition of FAY for the current school year. SGPs included for ESSA come from grades four through ten.

ESSA Growth Categories. The ESSA overall school cut-scores for the growth categories are:

- Below Average < 47.1
- Average >= 47.1 and < 54.5
- Above Average >= 54.5

Equity Indicator

An important goal of WAEA is to “minimize achievement gaps” [Wyoming Statute 21-2-204(b)(vi)]. This goal is addressed with the equity indicator. The equity indicator is designed to encourage schools to do as well as possible with students who are most at risk. Students with low performance in math, ELA, or math and ELA on the prior year’s state test were assigned to a consolidated subgroup. Low performance was defined as scoring below the cut-scores reported in Table 2⁵ on the prior year’s state test.

⁴ Correlation coefficients for prior achievement with SGPs at the student level in Wyoming were all very near $r = 0.00$.

⁵ The cut-scores in Table 3 were based upon the performance of all Wyoming students on the 2018 WY-TOPP test. The 2018 test served as the baseline test for the identification of WY-TOPP consolidated subgroup cut-scores. The identified cut-scores were the scores at the 25th percentile rank for all Wyoming students on the 2018 WY-TOPP.

Students were identified for the consolidated subgroup membership for only the subject areas where they scored below the cut-scores in Table 2. As such, some were in the consolidated subgroup for mathematics, some were in the consolidated subgroup for ELA, and some were in the consolidated subgroup for both mathematics and ELA. The N-count for the equity indicator is the consolidated subgroup.

Table 2. WY-TOPP Cut-Scores* for Consolidated Subgroup Identification.

	Content Areas	
	ELA	Math
WY-TOPP Grade 3	566	418
WY-TOPP Grade 4	582	443
WY-TOPP Grade 5	605	468
WY-TOPP Grade 6	616	491
WY-TOPP Grade 7	615	514
WY-TOPP Grade 8	628	542
WY-TOPP Grade 9	607	562

* Students are included in the consolidated subgroup for the content area or areas in which they scored below these cut-scores on their prior year WY-TOPP.

WAEA School Score for Equity. The school score for equity is a weighted MGP. The weighting of the MGP for the equity indicator includes 80% weighting for the consolidated subgroup MGP and 20% weighting for the MGP for all students not in the consolidated subgroup. The WAEA school score for equity is rounded to a whole number. Alternative schools do not have an equity indicator under WAEA.

WAEA Grade Three through Eight Equity Target Levels. The WAEA grade 3 through 8 cut-scores for the equity target levels are:

- Below Target < 48
- Meets Target ≥ 48 and < 60
- Exceeds Target ≥ 60

WAEA Traditional High School Equity Target Levels. The WAEA traditional high school cut-scores for the equity target levels are:

- Below Target < 49
- Meets Target ≥ 49 and < 60
- Exceeds Target ≥ 60

ESSA School Score for Equity. For ESSA school accountability, the equity indicator is used for grades 4 through 8 and is not used for grades 9 and 10. The school score for equity is a weighted MGP. The weighting of the MGP for the equity indicator includes 80% weighting for the consolidated subgroup MGP and 20% weighting for the MGP for all students not in the consolidated subgroup. The ESSA school score for equity is rounded to one decimal place.

ESSA Equity Category Cut-Scores. The overall school⁶ ESSA cut-scores for the grade 3 through 8 schools are:

- Below Average < 47.5
- Average ≥ 47.5 and < 56.2
- Above Average ≥ 56.2

English Language Proficiency Indicator

The English Language Proficiency (ELP) indicator measures whether English learners (EL) are making expected progress toward becoming English proficient. English proficiency is defined as earning a composite performance level (CPL) of at least 4.6 and a literacy performance level (LPL) of at least 4.3 on the ACCESS test. A student's target year for expected English proficiency is calculated based on the CPL the student earned in the first year that the student takes the ACCESS test as illustrated in Table 3.

The annual ELP target for an EL student in a given year is the answer to the following formula rounded to the nearest whole number: $\left(\frac{\text{end-year CSS} - \text{current year CSS}}{\text{years to target year}}\right) + \text{current year CSS} = \text{annual English language proficiency target}$. The end year composite scale score (CSS) is the lowest CSS that is equivalent to a CPL of 4.6 for the grade of the student's target year for English proficiency. Table 4 presents the lowest and highest CSSs that are associated with a CPL of 4.6 for each grade. The years to target year for English proficiency are calculated by taking the student's year one CPL and using Table 3 to determine how many years until the student is expected to be proficient. Every subsequent year, the student's years to target is reduced by one. 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 to demonstrate English proficiency (i.e., a CPL of at least 4.6 and an LPL of at least 4.3).

Table 3. 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.

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 3 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 4). The annual progress target for this student is, $\left(\frac{370 - 284}{3}\right) + 284 = 313^7$. Each year the English language progress target is $\left(\frac{\text{end year CSS} - \text{current year CSS}}{\text{years to target year}}\right) + \text{current year CSS}$.

⁶ ESSA Equity indicator cut-scores for subgroups appear in APPENDIX A.

⁷ After rounding.

Table 4. 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	386	388
7	393	395
8	399	401
9	405	408
10	411	414
11	417	419
12	422	424

In order to be included on the ELP indicator, an EL student must be a FAY student at the school. On the ELP indicator, FAY students are those EL students that have attended the school continuously from the first school day in October through a date set by the Department during the ACCESS assessment window. In addition, year one students are those who do not have an access test in the prior school year but do have an access test in the current school year. Year one students are only included for school accountability when they meet the requirements to be considered English proficient. For year one students who do not meet the definition of English proficient, year one is the baseline year for computing their expected progress target for the following school year.

ELP Adjustment to Improvement Target. Some students may have a target year for becoming English proficient after the year the student is expected to exit grade 12. For example, year one for an EL student might occur in grade 10. When a grade 10 EL student is in year one and earns a CPL of 3.0 on the ACCESS, Table 1 indicates the student will be expected to become English proficient in year four. The student will be in grade 12 in year 3, however.

When a student’s target year for demonstrating English proficiency comes after grade 12, an *adjustment* will be applied when computing the improvement target. For example, for an EL student in year one during grade 10, the student has 3 instructional years remaining (i.e., year two is grade 11, and year three is grade 12). According to Table 1, this student’s target year is year 4. As such, this student’s target year comes after the student has completed grade 12. When this situation arises, an adjustment is entered into the improvement target formula.

The definition of English proficient on the ACCESS is most rigorous in grade 12. The CSS associated with a CPL of 4.6 in grade 12 is 422 (see Table 4). Beyond grade 12, there are no performance level scores and there is no definition of English proficient based upon the ACCESS. The annual improvement target for an EL student with a target year after grade 12 is adjusted to a CSS that below 422. The adjustment is

accomplished in the improvement target formula by including an **adjustment value** to the formula. The adjustment value is derived by dividing the number of instructional years through grade 12 by the years to the target year for the student (from Table 3). This adjustment is applied when the years to reach the target year exceeds years through grade 12. For example, when the years through grade 12 is 4 and the years to target year is 5, the adjustment value = 4 divided by 5 = 0.8. The formula for an improvement target with an adjustment value included is:

$$\text{Improvement Target} = \frac{((\text{Grade 12 English Proficient CSS} - \text{Current CSS}) * \text{Adjustment Value})}{\text{Instructional Years Left}} + \text{Current CSS}$$

An example of use of this formula to derive an improvement target is presented here:

- Year one grade in school = 10
 - o Grade 10 CPL = 3.5 (CSS = 374)
 - o Years to target year (from Table 2) = 4
- Years of instruction remaining through grade 12 = 3 (i.e., grades 10, 11, & 12)
- Compute *adjustment value*. Years of instruction left (i.e., 3) divided by years to target year (i.e., 4)
 - o Years of instruction / years to target year
 - o $3 / 4 = .75$
- Grade 12 CSS for English Proficient (422)
 - o Expected CSS in Grade 11 = $\frac{((422 - 374) * .75)}{2} + 374 = 392$
- Grade 11 actual CSS = 402 = Met grade 11 expected improvement target
 - o Expected CSS in Grade 12 = $\frac{((422 - 402) * .75)}{1} + 402 = 417$

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 receive scores on 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 these students, a CSS will be estimated to make it possible to identify an annual progress target 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 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 the WIDA Consortium 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 meets the definition of English proficiency.

EL Students on Expanded Standards. Students with significant cognitive disabilities work on expanded education standards when their Individual Education Planning team finds these standards to be appropriate. These students are tested on the WY-ALT, which measures progress on the Wyoming expanded content 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 the 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 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 5 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 5. 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 earning a CPL of P1 or P2. These students will exit active EL status and enter EL monitoring status the following fall.

WAEA School ELP Indicator Score. The school score for the ELP indicator is the percentage of EL students at the school who meet their annual English proficiency progress target rounded to the nearest whole number. Under WAEA, alternative schools do not have an ELP indicator.

WAEA Grade Three through Eight School ELP Target Levels. The cut-scores for grade 3 through 8 schools for ELP target levels are:

- Below Target < 36
- Meets Target >= 36 to < 60
- Exceeds Target >= 60

WAEA High School ELP Target Levels. The cut-scores for traditional high schools for ELP target levels are:

- Below Target < 19
- Meets Target >= 19 to < 40
- Exceeds Target >= 40

ESSA School ELP Indicator Score. The ELP indicator for the ESSA model is the same as that for WAEA with one exception. The exception is that the school score is rounded to one decimal point.

ESSA ELP Category Levels. The cut-scores for the school ELP categories for grade 3 through 8 schools and for high schools are:

- Below Average Category < 27.7
- Average Category ≥ 27.7 and < 50.0
- Above Average ≥ 50.0

High School Graduation Indicator

A Lagged Indicator. The graduation indicators for all school accountability models are lagged indicators, meaning that, for the current accountability school year, it is the graduate cohort from the prior school year that is utilized.

Four-Year, On-Time Graduation Cohort. Students in the four-year, on-time cohort are included in the high school graduation indicator cohorts for all three accountability models. The four-year, on-time cohort includes the number of first-time grade nine students in the school year four 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. Three-year graduates are included in the four-year, on-time cohort graduation rate when their cohort graduates.

Four-Year, On-Time Graduation Rate. The denominator for the four-year, on-time graduation rate is the count of all students former description is the numerator of in the four-year, on-time graduation rate cohort. The numerator for the four-year, on-time graduation rate is the count of graduates in the four-year, on-time cohort. The quotient is rounded to one decimal point.

ESSA High School Graduation Indicator Categories. All Wyoming high schools, including alternative schools, receive four-year, on-time graduation rates and category level determinations on this indicator. The school score for the ESSA graduation indicator is the four-year, on-time graduation rate. School scores are computed for the school overall and for each subgroup at the school that meets the minimum n. The four-year, on-time graduation rate is rounded to one decimal place and used to assign each school to one of three categories (i.e., below average, average, above average). ESSA Category Cut-Scores for the Four-Year, On-Time Graduation Rate for the all school7 student group are:

- Below Average Category < 82.3
- Average Category ≥ 82.3 and < 90.3
- Above Average ≥ 90.3

WAEA Extended Graduation Cohort. The extended graduation cohort includes students in the four-year, on-time graduation cohort, and students who graduate during the lagged year, 5, 6, or 7 years from becoming a first-time grade 9 student.

WAEA School Extended Graduation Rate. The WAEA traditional high school score on the graduation indicator is the extended graduation rate. For the extended graduation rate, the numerator is the count of all 4-, 5-, 6-, and 7-year graduates, the denominator is the count of students in the extended graduation cohort. The resulting quotient is rounded to the nearest whole number.

WAEA Traditional High School Extended Graduation Target Levels. The traditional high school graduation indicator target level cut-scores for the extended graduation rate target levels are:

- Below Target < 85
- Meets Target ≥ 85 to < 93
- Exceeds Target ≥ 93

WAEA Alternative School Graduation Credential Cohort. The graduation credential cohort includes student in the four-year, on-time graduation cohort, students who graduate during the lagged year, 5, 6, or 7 years from becoming a first-time grade 9 student, and all, 4-, 5-, 6-, and 7-year cohort students who were reported to have earned a High School Equivalency Certificate (HSEC) by the Wyoming Community College Commission (WCCC) or revealed during the PSR/CCR review window anytime during the lagged year.

WAEA Alternative School Graduation Credential Rate. The graduation credential rate denominator is all 4-, 5-, 6-, and 7-year graduates, and all, 4-, 5-, 6-, and 7-year cohort students who were reported to have passed a graduate equivalency exam anytime during the lagged year up to February of the accountability year. The numerator is all students in the alternative school graduation credential rate cohort.

WAEA Alternative School Graduation Credential Target Levels. The alternative school target level cut-scores for the graduation credential target levels are:

- | | |
|-------------------------------------|---------------|
| ▪ Below Alternative School Target | < 67 |
| ▪ Meets Alternative School Target | >= 67 to < 83 |
| ▪ Exceeds Alternative School Target | >= 83 |

Post-Secondary Readiness Indicator for High Schools

Post-secondary readiness (PSR) is a lagged indicator that includes all high school graduates from the lagged year (i.e., students who graduated between September 15th of the lagged school year through September 14th of the next year,) except for 3-year graduates. The 3-year graduates are included during the year that their four-year, on-time cohort graduates.

WAEA School PSR Scores. Under WAEA, traditional high schools, but not alternative schools, receive a PSR score and a PSR target level. The school's score on the PSR indicator is the percentage of the lagged-year graduates who were college, career, or military ready rounded to the nearest whole number.

ESSA School PSR Scores. Under ESSA⁸, all high schools, including alternative high schools, receive a PSR score and a PSR category level. The school's score on the PSR indicator is the percentage of lagged-year graduates who were college, career, or military ready rounded to one decimal place.

College Ready Determination. A student is college ready if the student has completed a college preparatory curriculum that meets either the Opportunity, Performance, or Honor success curriculum for the Hathaway Scholarship Program as indicated on the student's high school transcript and one or more of the following:

- A composite score or superscore of at least 19 on the ACT; or
- A score of 3 or higher on an Advanced Placement examination; or
- A score of 4 or higher on an International Baccalaureate examination; or
- Passing a 1000-level or higher dual/concurrent course as defined as:
 - A traditional letter grade of A+ through C-
 - A numeric grade or 70 or higher, or
 - A nontraditional grade of O, P, PA, or S.

⁸ The ESSA cut-scores for graduation for subgroups are presented in APPENDIX A.

A *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 appropriate⁹. 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 score¹⁰ or superscore of 19 or higher. There are two 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. Districts also have the opportunity to report the ACT Superscore on the WDE950 transcript. A superscore is the average of the four best subject scores in ELA, math, reading, and science across all ACTs taken by a student. Each student taking the ACT multiple times will now generate a superscore from all of their tests. The highest ACT composite score or highest ACT superscore from each of these two 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 passing grade as defined above in a 1000-level or higher dual/concurrent course.

Career Ready. A student is career ready if the student has completed two concentrator courses (C courses) for a career/technical education program of study and earned a state-approved industry-recognized certification for the same program of study.

Evidence a student has met the curriculum requirement for being considered career ready is being reported as a concentrator in the WyCTE data collection and having evidence on the student's transcript in the Department's 950 collection that shows the student completed (i.e., passed) the concentrator courses for that program of study. Evidence the student has met the assessment/certification requirement must be present in the Department's data verification system. Both the curriculum requirement and the assessment/certification requirement must be in the same program of study.

Military Ready. A student is military ready if the student has achieved an Armed Forces Qualification Test (AFQT) score of 45 (w/o accommodations) on the Armed Services Vocational Aptitude Battery (ASVAB) and either of the following:

- Successful completion of a college preparatory curriculum that is equivalent to the Opportunity, Performance or Honors success curriculum for the Hathaway Scholarship Program; or
- Successfully completing two concentrator courses in a single career/technical education program of study.

⁹ A student's Hathaway scholarship level is based upon a student's (a) success curriculum level, (b) composite score or superscore on the ACT, 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.

¹⁰ Some students receive non-college reportable ACT composite scores. These scores are not used for evidence of college readiness for school accountability.

WAEA School PSR Target Levels. The traditional high school cut-scores for the PSR target levels are:

- | | |
|------------------|---------------|
| ▪ Below Target | < 67 |
| ▪ Meets Target | >= 67 to < 80 |
| ▪ Exceeds Target | >= 80 |

ESSA Post-Secondary Readiness. The PSR indicator for the ESSA model is the same as that for WAEA for traditional high schools except that the school score is rounded to one decimal point (rather than a whole number as is the case under WAEA). Under ESSA, all high schools, including alternative schools, receive PSR scores and PSR category determinations.

ESSA Post-Secondary Readiness Categories for the schools¹¹ overall:

- | | |
|--------------------------|-------------------|
| ▪ Below Average Category | < 41.8 |
| ▪ Average Category | >= 41.8 to < 65.4 |
| ▪ Exceeding Category | >= 65.4 |

WAEA Alternative School College and Career Readiness Indicator

College and career readiness (CCR) is a lagged indicator that includes all high school graduates from the lagged year except for 3-year graduates (i.e., students who graduated between September 15th of the lagged school year through September 14th of the next year). The 3-year graduates are included during the year that their four-year, on-time cohort graduates.

A student's CCR index score is the index points associated with the highest observed outcome level for that student in any of the five rows in Table 6. An alternative school's CCR index score is the average index across all graduates' CCR scores rounded to a whole number.

There are five rows for the CCR index evidence 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 concentrator evidence and state approved industry recognized credential evidence are the same as those described above for traditional schools. The CTE concentrator status is achieved by the successful completion of two (C) courses within a WDE recognized CTE program of study. Evidence of CTE concentrator status comes from the 950-course transcript collection and the WyCTE collection.
- Fourth, WDE has evidence of grade 11 ACT WorkKeys performance for those students who choose to take this optional Department supported 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 30 (w/o accommodations) for ten (10) index points and 45 (w/o accommodations) for twenty (20) points. Finally, college credit eligibility is documented in the same manner as described for the post-secondary readiness indicator.

¹¹ ESSA post-secondary cut-scores for subgroups appear in APPENDIX A.

Table 6. College and Career Readiness (CCR) Index.

Level 0 – 0 points	Level 1 – 10 points	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	Passed one state approved concentrator (C) course or equivalent in a non-Perkins setting	CTE state approved concentrator or equivalent in a non-Perkins setting	CTE concentrator with state approved industry recognized 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 work experience or ASVAB AFQT score of at least 30 (w/o accommodations)	ASVAB AFQT score of at least 45 (w/o accommodations)	Eligible to receive college course credit (through dual/concurrent enrollment or AP/IB exam)

Alternative School CCR Target Levels. The alternative school cut-scores for the CCR target levels are:

- Below Alternative School Target < 15
- Meets Alternative School Target >= 15 to < 20
- Exceeds Alternative School Target >= 20

WAEA Credits Earned Indicator for Traditional High Schools

Credits earned is a lagged indicator that includes first-time grade-nine students from the lagged school year. The school’s score on the credits earned indicator is the percentage of lagged-year grade-nine students who earned one-fourth of the credits required to graduate from the designated traditional high school within four years. The credits were earned during the lagged school year by September 15th of the following school year. The credits earned indicator applies to all students at the school from the first weekday in October until within ten days of the end of the school year.

Traditional High School Credits Earned Target Levels. The traditional high school cut-scores for the credits earned target levels are:

- Below Target < 88
- Meets Target >= 88 to < 95
- Exceeds Target >= 95

WAEA Alternative School Credits Earned Indicator

Credits earned is a lagged indicator that includes first-time grade-nine, grade-ten, and grade-eleven students from the lagged school year. A school’s score on the credits earned indicator is the percentage of lagged-year grade-nine, grade-ten, and grade-eleven students who, during the lagged school year by September 15th of the following school year, earned one-fourth of the credits required to graduate from the designated

alternative high school within four years. The credits earned indicator applies to all students attending the school from the first weekday in October until within ten days of the end of the school year during the year they were in grades nine, ten, and eleven.¹²

WAEA Alternative School Credits Earned Target Levels. The alternative school cut-scores for the credits earned target levels are:

- | | |
|-------------------------------------|---------------|
| ▪ Below Alternative School Target | < 67 |
| ▪ Meets Alternative School Target | >= 67 to < 83 |
| ▪ Exceeds Alternative School Target | >= 83 |

WAEA Alternative School Climate Indicator

Each alternative school administers the alternative school climate survey each fall and each spring. Appendix B presents the survey items. The survey has three domains: staff support and respect, student support and respect, and high expectations. Student responses on the survey are assigned points as follows: 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 a school during both the fall and spring combined. 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 respond "no" to this item are not included in the computation of school scores. In 2019-20, an additional question was implemented in the survey of: "How are you attending class?" Those students who answer "Mostly at-home learning" are removed from all survey calculations as these students are not in the climate of the traditional classroom and school.

WAEA Alternative School Climate Target Levels. When a school's participation rate on the climate survey is below 85% (for fall and spring combined), after the application of the one additional non-participant rule, the school is assigned to the below target level category on this indicator. For alternative schools meeting the 85% participation rate requirement, the school is assigned to one of three target levels as follows:

- | | |
|-------------------------------------|----------------------|
| ▪ Below Alternative School Target | < 2.8 |
| ▪ Meets Alternative School Target | >= 2.8 through < 3.3 |
| ▪ Exceeds Alternative School Target | >= 3.3 |

Engagement

Each alternative school shall implement and use a student success plan (SSP) for all students during each school year. A mentor for each student shall meet with their assigned student a minimum of two times per year to discuss the student success plan. The student success plan shall include the following components:

- Student goals and interests;
- Academic and attendance history; and
- Post-secondary plans.

Principals shall annually sign a document indicating:

- Compliance with the SSP process; and
- The availability of artifacts demonstrating participation.¹²

¹² The year after a student's first-time grade 9 year is grade 10, and the year two years after the student's, first-time grade nine year is grade 11 for the purpose of this indicator.

Aggregation Across Indicators for Grade 3 through 8 Schools

WAEA Traditional Serving Grade Three through Eight Schools

A school's overall WAEA school score is based upon target level points earned on each indicator. A below target level designation is associated with one (1) point, a meets target level designation is associated with two (2) points, and an exceeds target level designation is associated with three (3) points. A school's overall score is a weighted average indicator score. The indicator weights are presented in Table 7. The weighted average indicator score is calculated by summing products obtained by multiplying the points earned for each indicator with the corresponding weights in Table 7. This sum is then rounded to one decimal point.

If a school serving grades 3 through 8 does not meet the minimum n for either achievement or growth, even after applying lookbacks as described in a below section, the school is considered a small school. The school will undergo a small school review, as described in a section above, and will receive a small school performance rating. As such, any school missing either achievement or growth will not get a weighted average indicator score.

When a school does not meet the minimum n for an indicator within an indicator category, the overall category the indicator is in retains its category weight. For example, if a grade 3 through 8 school is missing either equity or ELP, the overall equity category retains a weight of 30% for the remaining indicator within that category. When there are no indicators within an indicator category at a school, that category's weight is distributed proportionately among the remaining indicator categories. For example, if a grade 3 through 8 school does not have either an equity indicator or an ELP indicator, the 30% of weight for the overall equity category is assigned to the academic performance indicator and is proportionately distributed among the remaining indicators within that indicator category.

Table 7. Indicator Weights for Schools Serving Schools with Grades Three through Eight.

Indicator Category	Specific Indicator	Weight
Academic Performance	Academic Achievement	35%
	Student Growth	35%
		70%
Overall Equity	Equity	25%
	English Learner Proficiency	5%
		30%

WAEA School Performance Level Cut-Scores for Schools Serving Grade 3 through 8. The cut-scores for school performance levels are:

- Not Meeting Expectations < 1.4
- Partially Meeting Expectations >= 1.4 and < 1.8
- Meeting Expectations >= 1.8 and < 2.6
- Exceeding Expectations >= 2.6

Example 1 (Scores on All Indicators). Assume a school has an achievement target level of 1, a growth target level of 3, an equity target level of 2 and an EL progress target level of 1. This school’s weighted average target level score would = $(1 \cdot .35) + (3 \cdot .35) + (2 \cdot .25) + (1 \cdot .05) = 1.9$.

Example 2 (Scores on Achievement and Growth Only). Assume now that the school did not meet the minimum on equity or EL Progress. This school had an achievement target level of 1 and a growth target level of 3. This school’s weighted average rounded to one decimal place would = $(1 \cdot (1/.70) \cdot .35) + (3 \cdot (1/.70) \cdot .35) = 2.0$. In this example, $(1/.70)$ is a multiplier that is the total weight left among the indicators that remain.

Example 3 (Scores on Achievement, Growth, and Equity Only). Assume the school did not meet the minimum on EL progress. This school had an achievement target level of 1, a growth target level of 3, and an equity target level of 2. In this example the weight for achievement would still be .70: .35 for achievement and .35 for growth. Overall equity would still retain a weight of .30. This means equity would have a weight of .30 since there was no EL progress indicator. This school’s weighted average target level would = $(1 \cdot .35) + (3 \cdot .35) + (2 \cdot .30) = 2.0$.

WAEA School Performance Level Cut-Scores for Traditional High School Overall Performance. Table 8 presents the weights for indicators for traditional high schools. In this weighting scheme, the categories of academic performance, readiness, and overall equity will retain their category weights so long as they have one indicator remaining in the category. When indicators are missing, the weights are adjusted using an appropriate multiplier for the indicator category.

Table 8. Weights for Weighted Average Index for Traditional High Schools.

Indicator Category	Specific Indicator	Weight
Academic Performance		40%
	Achievement	20%
	Growth	20%
Readiness		40%
	Extended Graduation	20%
	Postsecondary Readiness	15%
	Grade 9 Credit	5%
Overall Equity		20%
	Equity	15%
	EL Progress	5%

Traditional High School Example. This example is for a school missing both growth and equity. In this example a multiplier is entered at the category level. For example:

- Assume a school had a target level of 2 on achievement and no growth score, the academic performance weighted average would = $(2 \cdot (1/.50) \cdot .2) = .40$. The multiplier for the academic performance category is $1/.50$ because 50% of the category scores were present.
- Assume the school target levels for extended graduation were 1 for extended graduation, 1 for post-secondary readiness, and 3 for grade 9 credit, the readiness weighted average would = $(1 \cdot .2) + (1 \cdot .15) + (3 \cdot .05) = .50$.
- Assume the school had an ELP score of 2 and no equity score, the schools score for the overall equity category = $(2 \cdot (1/.25) \cdot .05) = .40$. The multiplier for this category is $1/0.25$ because 25% of the scores for this category were available.

- This school's weighted average target level score then becomes the sum of the indicator category scores = $.40 + .50 + .40 = 1.3$
- Assume now that this school did not have either an equity or an ELP indicator. This school would then not have an indicator category for overall equity. Assume the other two indicator categories were the same as they are above. This school's weighted average target level score would be $(40 + 50)/(1/.8)$. The multiplier for this school would become $1/.8$ because 80% of the indicator categories had scores.

Each school will have a weighted average indicator score rounded to 1 decimal place that ranges from 1.0 to 3.0. This is a 20-point scale and many schools will have identical weighted average indicator scores. There are 3 cut-points on this scale for placing schools into the school performance levels of exceeding expectations, meeting expectations, partially meeting expectations, and not meeting expectations.

WAEA School Performance Level Cut-Scores for High Schools. The cut-scores for school performance levels are:

- Not Meeting Expectations < 1.4
- Partially Meeting Expectations ≥ 1.4 and < 1.8
- Meeting Expectations ≥ 1.8 and < 2.5
- Exceeding Expectations ≥ 2.5

WAEA Alternative School Cut-Scores for Overall School Performance. The weights for computing a school weighted average indicator score for alternative schools are presented in Table 9. The alternative school model does not include category weights. When a school is missing some indicators, the missing weight(s) are redistributed proportionately among the remaining indicators.

Table 9. Indicator Weights for Computing Alternative School Weighted Average Indicator Scores.

Indicator	Weight
Achievement	20%
Growth	25%
Graduation Credential Rate	25%
Credit Earning	5%
College Career Readiness	15%
Climate	10%

The weighted average indicator score cut-scores for alternative school performance levels are:

- Not Meeting Alternative School Expectations < 1.4
- Partially Meeting Alternative School Expectations ≥ 1.4 and < 1.7
- Meeting Alternative School Expectations ≥ 1.7 and < 2.3
- Exceeding Alternative School Expectations ≥ 2.3

WAEA Schools Serving High Schools and Grades below High School. Traditional schools that serve students in high school grades and grades below high school receive weighted average indicator scores for the high school grades and for the grades below high school. Because indicator weighting is different for high school grades and grades below high school, computing two weighted average indicator scores for these schools ensures that indicator weighting is appropriate for the grades being served. These separate weighted average indicator scores are then combined into one overall weighted average indicator score for the school. This overall weighted average indicator score is further weighted to reflect the count of students tested on the state test in high school grades versus grades below high school.

WAEA Alternative Schools Serving Grades Below High School. For alternative schools, when grades served are below high school grades, achievement, growth, and climate are measured in all grades. When the alternative school serves grades below high school grades, and is not part of a high school, the weighted average indicator target level score is based upon the achievement, growth, and climate indicators. When the alternative school serves grades below high school as part of a high school, the performance from the grades below high school are combined with the performance from the high school grades and one overall weighted average indicator target level score is produced for that school.

ESSA Meaningful Differentiation

An ESSA requirement is meaningful differentiation of schools based on all accountability indicators for overall school performance and meaningful differentiation of subgroup performance at schools that is based upon all accountability indicators.

To accomplish meaningful differentiation, each school receives a normative category score on each ESSA indicator for the school overall and for all subgroups at the school: The normative categories are *below average (1 point)*, *average (2 points)*, or *above average (3 points)*. School indicator cut-scores for placing schools into these categories were established during a baseline year (i.e., the 2017-18 accountability year). The indicator scores that best placed one-third of schools in each category were identified as cut-scores between the below average and average categories and the average and above average categories for the school overall and for subgroups. The cut-scores for category membership identified during the baseline year continue to be used. The school overall and each specific subgroup have their own cut-scores. When cut-scores for a subgroup were higher than the cut-scores for overall school performance, the overall school performance cut-scores were applied to that subgroup instead of subgroup specific cut-scores.

An **average indicator category score (AICS)** is computed for the school overall and for each subgroup at the school. AICS scores are the average of the indicator category points rounded to one decimal point. As such, the AICS is unweighted. Possible AICS scores have a 20 point range from 1.0 and 3.0.

Small schools are those serving grades 3 through 8 that do not meet the minimum n for both the achievement and the growth indicators for the school overall or for a subgroup. Small schools do not receive AICS scores. High schools that do not meet the minimum n for both the achievement indicator and the graduation indicator are small schools. This designation can apply to the school overall and to subgroups at a school. When a school is a small school for overall school performance, the school undergoes a small school review.

ESSA Performance Level Categories. Under ESSA each school is assigned to one of four performance level categories. The performance levels are comprehensive support and improvement (CSI), targeted support and improvement (TSI), additional targeted support and improvement (ATS), or not identified. There are three pathways to CSI identification: (a) Title I schools with overall school performance in the bottom 5% of Title I schools, (b) any Wyoming high school that graduates fewer than two-thirds of students in the four-year, on-time graduation cohort, and (c) any Title I school with a subgroup identified as ATS that does not meet the ATS exit criterion within 4 years following the year the subgroup was identified as ATS. A school is identified as TSI for a subgroup when the subgroup is consistently underperforming. A school is identified as ATS for a subgroup when the subgroup is low-performing. Schools may be identified as TSI and/or ATS for just one subgroup or for multiple subgroups. Schools not identified for CSI, TSI, or ATS are designated as not identified. CSI, TSI, and ATS designations are made prior to school pairing. Schools may be identified for multiple support and improvement categories. For example, when appropriate, a CSI school may also be TSI and/or ATS.¹³

¹³ After lookback procedures have been implemented.

Timeline for CSI, ATS, and TSI Identification. CSI and ATS identifications occur each third year. TSI identifications occur annually. Previous CSI and ATS identification occurred in 2018-19 and 2022-23. The identifications are based upon school and subgroup performance in the year prior to the year they are identified. The next CSI and ATS identification year is 2025-26.

CSI Identification for Performance.

- Step 1. The number of schools that equals 5% of all Title I schools in the state is determined by multiplying the number of Title I schools in Wyoming by .05 and rounding up. That determines 2021-22 Wyoming School Accountability Performance Rating Models Implementation Handbook | 33 the number of Title I schools that will be identified as CSI for performance during each identification year.
- Step 2. For Title I schools with AICS scores of 1.0, the achievement indicator score (i.e., percent proficient) is averaged with the growth indicator scores (i.e., the MGP).
- Step 3. The schools identified in step 2 with the lowest average achievement/growth scores up to the number of schools identified in step 1 are identified as CSI. Previously identified schools that are CSI that are among the identification year bottom five percent will be counted toward the identification year's five percent.

CSI Identification for Low Graduation. Any high school graduating less than two-thirds of students (i.e., less than 66.7% of students) in their four-year, on-time graduation cohort is identified as CSI for low graduation.

CSI Identification for ATS schools Not Exiting within Four Years Following the Year they were Identified.

Title I schools with a subgroup identified for ATS that has not met the ATS exit criterion by the fourth year following the year the subgroup is identified for ATS are identified as CSI.

CSI Exit Criterion for Low Performance. A Title I school identified for CSI because of low school performance (i.e. for the all-student group) exits CSI status for low performance when they achieve an AICS score above 1.0 for two consecutive accountability years.

CSI Exit for Low Graduation. A high school identified as CSI because of a low graduation rate, exits CSI status for low graduation when they graduate two-thirds or more of the students in their four-year, on-time graduation cohort. Schools that are identified as CSI for both low performance and low graduation rate, must meet exit criteria for both conditions in order to exit CSI.

TSI Identification. Any school, not just Title I schools, may be identified for TSI. Schools are identified for TSI when they have a consistently underperforming subgroup. In any given accountability year, a school has an underperforming subgroup when a subgroup at the school is performing within the bottom 10% of schools for all schools that have met the minimum n for that subgroup. A school has a consistently underperforming subgroup when a subgroup at the school is underperforming (as defined in the previous sentence) for the current and prior accountability years. In order to be in the bottom 10% of schools for a particular subgroup during a particular year, the subgroup at the school must (a) have an AICS of 1.0 – and -- (b) have an average achievement and growth score for the subgroup that is among the bottom 10% of the schools that met the minimum n for the subgroup.

TSI Exit Criterion. Schools may meet the TSI exit target for a particular identified subgroup each year. The exit target is met when the AICS for the identified subgroup at the school is greater than 1.0. The school meets the exit criterion for an identified subgroup and exits TSI for that subgroup when the TSI exit target has been met for the current and prior school years.

ATS Identification. Any school, not just Title I schools, may be identified for ATS. Schools are identified as ATS during each CSI and ATS identification year based upon performance in the prior accountability year. 2022-23 was a CSI and ATS identification year and the next CSI and ATS identification year is 2025-26. Schools with a low-performing subgroup during the 2021-22 school year were identified as ATS in the fall of the 2022-23 school year. A school is designated as ATS when a subgroup at a school:

- First, meets eligibility for identification as TSI during the CSI and ATS identification year.
- Second, has an AICS of 1.0 and an average achievement and growth score that is at or below that of the all-student group at the school identified as CSI with the highest average achievement and growth score during that same CSI and ATS identification year.

ATS Exit Criterion. Schools may meet the ATS exit target for a particular subgroup each school year. The exit target is to have an AICS for the subgroup of greater than 1.0. The exit criterion for an identified subgroup at a school is met when the exit target is met for the current and prior school year. When multiple subgroups at a school are ATS, a school must meet the exit criterion for each identified subgroup.

Not Identified Schools. Schools that are not identified for support and improvement (i.e., not CSI, TSI, or ATS) are *not identified*.

Not Meeting Minimum n After Identification. Schools identified as CSI, ATS, and/or TSI may not meet the minimum n for the all-student group or for a relevant subgroup during a subsequent school year. When an identified school does not meet the minimum n for an identified group, the school exits the relevant support and improvement designation.

Other Business Rules and Procedures

Minimum n and Lookbacks

For accountability decisions, the minimum number of students (i.e., the 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 the two prior school years are 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.

Small Schools

For schools identified as small schools using the criteria presented above, the Department shall review the school's performance on all indicators. The Department shall identify indicators with below target student performance. A small school shall submit an improvement plan that addresses the identified indicators. These plans are due November 1st of each year, except for years in which there is a significant change to the statewide assessment system or the statewide accountability system. If the Board determines that a significant change has occurred, the plans are due on February 1st of the following year. In developing an improvement plan, the school shall analyze performance on the identified indicators.

The improvement plan shall include:

- (i) A description of how performance data beyond those from WAEA will be used to track student performance and improve student learning.
- (ii) A description of the school's strategies for improving performance on the specified WAEA indicator(s).

The plan shall include a description of the school's systematic process for regular review of individual student performance. The Department shall assign a designation of "not met" to schools that do not submit a plan. The Department shall assign a designation of "not met" when schools submit a plan that fails to address all of the requirements above. Schools with "not met" designations may address identified concerns and resubmit plans. The Department shall assign a designation of "met" to a school that has submitted an adequate improvement plan.

Lookbacks for the 2022-23 School Year. On the growth indicator, there will be lookbacks to the 2021-22 year and to the 2020-21 skip-year SGPs for those students who were FAY at the same school for 2019-20 and 2020-21. For the equity indicator there will be lookbacks to the 2021-2022 school year and no lookbacks to the 2020-21 school year.

Participation Rate

WY-TOPP Participation Rate Requirement. There is a participation rate requirement for all students in the tested grades on the Wyoming state tests (i.e., WY-TOPP test and the WY-ALTtest). *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.

In order to hold this school to a participation rate below 100%, the **one additional non-participant rule** will be applied. This rule allows a school like the one in the illustration to have one additional non-participant. A table is presented in APPENDIX B that shows the number of students permitted to not test for every n size between 10 and 100. Even though the table in APPENDIX B 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 95%.

Participation rates are computed at the test score level rather than the student level. The implementation of the participation rate requirement 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 non-participant rule applies at this school. Therefore, if the one 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 would be 18 test scores. Although one student did not test, the school did have the required 18 test scores, thereby meeting the participation rate requirement.

Computing Percent Proficient for School Accountability. If this same school had just 16 test scores because 2 students did not test, the school would fail to meet the participation rate requirement of having 18 test scores. The school would be two test scores short of the requirement. Because the requirement was missed by two test scores, the denominator for computing percent proficient at the school (i.e., the achievement indicator score) would still be 18 even though the school only had 16 test scores. If there were 10 proficient

tests at this school, the actual percent proficient for the tested students would be $10/16 = 62.5\%$. Since the school did not meet the participation rate requirement, however, the percent proficient included for school accountability would be $10/18 = 55.6\%$.

The minimum n for participation is 10 students. When lookbacks are used to enable a school to meet the minimum n, the participation rate is computed using evidence from both the current school year and the lookback school year(s).

Participation Rate on the ACCESS Test for EL Students. All EL students are expected to take a test of English language proficiency (i.e., in Wyoming the ACCESS test and the ALT-ACCESS test are used for this purpose) each school year. For English language proficiency, students with composite scores are the tested students. EL students who do not have a composite score on a test of English language proficiency are the “not tested” students, since all EL students are expected to test. The participation rate requirement for EL students is 95% participation. The one additional non-participant rule is used when computing the participation rate requirement for EL students on the test of English proficiency. All identified EL students, including year-one EL students and EL students for whom parents are refusing services, are required to take the test of English language proficiency during the testing window each school year.

When a school does not meet the 95% participation rate requirement for English language proficiency 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 the number of tests required to meet the 95% requirement. 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.

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

Table 10. 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	West Side Elementary	4-5	2201006
2201005	South Side Elementary	2-3			
2301003	Newcastle Elementary	K-2	Gertrude Burns Intermediate	3-5	2301001

Long-Term Goals and Interim Targets

Both ESSA and WAEA require Wyoming to establish long-term goals for overall school performance and for subgroup performance. An important reason for the requirement for school subgroup combinations (SSCs) to be measured against long-term goals for specified goal areas is to encourage statewide improvement over time. The stated goal in Wyoming’s federal consolidated plan is for 100% of SSCs to meet the long-term goal by the end of the 15-year term. While 100% is clearly an aspirational goal, the desired end result is for a much higher proportion of SSCs to be at or above the long-term goals by the end of the 15-year term. The requirement to identify interim targets intends to further encourage SSCs improvement on the long-term goal measures.

The performance of SSCs on long-term goals is reported each year during the 15-year term. SSCs either meet or not meet the goal in each long-term goal area (LTGA) each year. Each year, after a baseline year, SSCs either meet or not meet an interim goal for each LTGA. ESSA and WAEA School accountability scores are not

affected in any way by long-term goals or interim targets. For information about the methodology used to establish the long-term goals, see the 2018 Wyoming School Performance Rating Implementation Handbook.

School Subgroup Combinations (SSC). Long-term goals are established for each of the following student groups:

- All Students
- Asian
- Black
- English Learner (EL) - Includes current EL students and EL students who demonstrated English proficiency in year 1 through 4 of monitoring.
- Free or Reduced Lunch
- Hispanic
- Individual Education Plan (IEP) Students
- Native American
- Pacific Islander
- Two or More Races
- White

Long-Term Goal Areas (LTGA).

- Grade three through eight math
- Grade three through eight English language arts (ELA)
- High school math
- High school ELA
- Four-year, on-time graduation
- English language proficiency - This goal is for currently identified EL students proficiency in learning English.

The long-term goals are presented in Table 11.

Table 11. ESSA Long-Term Goals for the All-Schools Group and for Each Subgroup.

Student Group	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						53

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

15-Year Term. The 15-year term for the graduation rate goal area began with the 2016-17 accountability year. The 15-year term for the remaining goals began with the 2017-18 accountability year. During the pandemic, there was a two-year pause in computing school accountability scores. The 15-year term paused for these two years. The accountability years associated with the 15-year terms for the long-term goals are presented in Table 12.

Baseline Scores. The baseline score for an SSC on a LTGA is the baseline score reported on the 2021-22 School Performance Report (SPR). There were 4132 SSCs-by-LTGAs with reported baselines on the 2021-22 SPRs. For 28 of the SSCs, the reported baseline was not a score that the SSC had earned. For these 28 SSCs, the baseline score is the score from the first year that the SSC met the minimum n on the LTGA. Each year there are many SSCs that do not meet the minimum n for particular LTGAs. For SSCs that did not meet the minimum n in 2021-22, the baseline score is the score from the first year the SSC met the minimum n. When an SSC meets the minimum n in one year but then does not meet it the next year, the baseline score is retained should the SSC meet the minimum n again in the future. The 15-year term for all SSCs on each LTGA is the term included in Table 12 even when some years are missed due to not meeting the minimum n.

Table 12. Accountability Years for Long-Term Goals.

Accountability Year	Year for Achievement & ELP	Year for Grad
2016-17		Baseline Year
2017-18	Baseline Year	Year 2
2018-19	Year 2	Year 3
2019-20	COVID Pause	COVID Pause
2020-21	COVID Pause	COVID Pause
2021-22	Year 3*	Year 4*
2022-23	Year 4	Year 5
2023-24	Year 5	Year 6
2024-25	Year 6*	Year 7*
2025-26	Year 7	Year 8
2026-27	Year 8	Year 9
2027-28	Year 9*	Year 10*
2028-29	Year 10	Year 11
2029-30	Year 11	Year 12
2030-31	Year 12*	Year 13*
2031-32	Year 13*	Year 14*
2032-33	Year 14*	End-of-Term*
2033-34	End-of-Term*	

*Indicates year during which an increase in the interim target will occur.

Interim School Targets. There are two tracks for the development of interim targets. One track is for SSCs with baseline scores at or above the long-term goal. The second track is for SSCs with baseline scores below the long-term goal. On the first track, when a SSCs baseline is at or above the long-term goal, the rules for developing interim targets have been unnecessarily rigorous and complicated. Beginning in 2022-23, the interim target for these schools will be to have a score at or above the long-term goal. This rule is consistent with the intent to have a much higher proportion of schools at or above the long-term goal by the end of the 15-year term.

The rules for developing interim targets for SSCs on the second track, when a SSCs baseline was below the long-term goal, is illustrated in Table 13. The Table 13 illustration is the computation for a grade 3-8 ELA goal for a school with a low baseline score. Table 13 show the covid pause years, during which reporting on interim progress was paused. The covid pause years are not used for interim target calculations.

As illustrated in Table 13, expected annual improvement is calculated as $((\text{long-term goal} - \text{baseline score}) / \text{years remaining until the end year of the 15-year term})$. A majority of the baseline scores were from year one of the 15-year term. For some SSCs that did not meet the minimum n in year one of the term, the baseline score came after year one. This affects both the computation of expected annual progress and the number of years of expected annual progress that is added to the baseline score to determine the interim target.

The term for the graduation goal started a year earlier than the term for the remaining goals. Interim targets for the graduation goal increase in years 4, 7, 10, 13, 14, and 15. The interim targets for the remaining goals increase in years, 3, 6, 9, 12, 13, 14, and 15. Each year that an interim target increases, the increase is the sum of the baseline score plus the expected annual progress for each year through the year of the increase.

In those years with increases in the interim target, one year of expected annual improvement is added to the baseline score for each year of the term after the baseline year. The 2021-22 SPR reported interim targets were mostly higher than they should have been. This resulted because the number of years of expected annual improvement was higher than necessary due of the way that the pandemic years were treated.

The 2021-22 interim targets are to be used in 2022-23 and 2023-24 also. For this reason, corrected interim targets are reported for 2022-23 and are generally lower than those reported in 2021-22. The pandemic years were excluded from the corrected 2022-23 interim target calculations. For the LTGAs, excluding the graduation goal, the interim targets were based upon a baseline score plus expected annual improvement for the 2018-19 and 2021-22 years as appropriate given the baseline year (i.e., $\text{Interim Target} = (\text{baseline score} + (\text{expected annual progress} * 2))$). Likewise, for the graduation goal, the 2022-23 interim targets were based upon a baseline score plus expected annual improvement for the 2017-18, 2018-19, 2021-22 school years as appropriate given the baseline year (i.e., $\text{Interim Target} = (\text{baseline score} + (\text{expected annual progress} * 3))$).

Table 13. Illustration of Interim Target Computation for a Low Performing School on the Reading Achievement

Year	School Year	Expected Annual Progress*	Baseline Plus Sum of Expected Annual Progress	Interim Target**
1 - Baseline	2017-18		37.000	37
2	2018-19	1.857	38.857	37
Covid Pause	2019-20			
Covid Pause	2020-21			
3	2021-22	1.857	40.714	41
4	2022-23	1.857	42.571	41
5	2023-24	1.857	44.429	41
6	2024-25	1.857	46.286	46
7	2025-26	1.857	48.143	46
8	2026-27	1.857	50.000	46
9	2027-28	1.857	51.857	52
10	2028-29	1.857	53.714	52
11	2029-30	1.857	55.571	52
12	2030-31	1.857	57.429	57
13	2031-32	1.857	59.286	59
14	2032-33	1.857	61.143	61
15	2033-34	1.857	63.000	63

* Expected Annual Progress = ((long-term goal – SSC baseline score) / (years remaining to the end of the 15-year term))

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

Note. Rows where increase is required are highlighted. The first increase occurred in 2021-22, the year after the covid pause and it included expected annual progress for just two years.

Appendix A

Cut-scores for Average Category and Above Average Categories for ESSA Indicators for All Students and for Each Subgroup.

Average Category	Above Average Category	Cut-score	Cut-score
All Students - Achievement		47.7	58.6
All Students - Growth		47.1	54.5
All Students - Equity		47.5	56.2
All Students - ELP		27.7	50.0
All Students - Graduation Rate		82.3	90.3
All Students - Post-Secondary Readiness		41.8	65.4
Asian - Achievement		53.3	75.0
Asian - Growth		50.9	57.5
Asian - Equity		47.5	56.2
Asian - ELP		27.7	50.0
Asian - Graduation Rate		87.0	91.3
Asian - Post-Secondary Readiness		54.9	62.6
Black - Achievement		32.9	45.7
Black - Growth		43.3	48.6
Black - Equity		38.9	44.8
Black - ELP		27.7	50.0
Black - Graduation Rate		69.2	80
Black - Post-Secondary Readiness		31.1	41.7
ELL - Achievement		20.8	39.5
ELL - Growth		45.3	55.3
ELL - Equity		45.6	52.5
ELL - ELP		27.7	50.0
ELL - Graduation Rate		68.4	80.6
ELL - Post-Secondary Readiness		7.3	20.0
Lunch Eligible - Achievement		36.0	47.6
Lunch Eligible - Growth		45.5	52.0
Lunch Eligible - Equity		45.3	52.3
Lunch Eligible - ELP		27.2	50.0
Lunch Eligible - Graduation Rate		71.5	84.2
Lunch Eligible - Post-Secondary Readiness		28.8	54.5

	Cut-score	Cut-score
Hispanic - Achievement	35.0	46.2
Hispanic - Growth	46.2	53.8
Hispanic - Equity	46.2	55.2
Hispanic - ELP	27.7	50.0
Hispanic - Graduation Rate	73.6	88.7
Hispanic - Post-Secondary Readiness	31.5	55.8
IEP - Achievement	14.5	24.0
IEP - Growth	42.5	49.5
IEP - Equity	43.1	50.3
IEP - ELP	6.3	41.2
IEP - Graduation Rate	56.5	72.7
IEP - Post-Secondary Readiness	9.4	17.2
Native American - Achievement	22.2	35.0
Native American - Growth	44.2	51.2
Native American - Equity	43.4	49.2
Native American - ELP	5.0	23.2
Native American - Graduation Rate	54.1	64.0
Native American - Post-Secondary Readiness	5.5	18.9
Pacific Islander - Achievement		
Pacific Islander - Growth		
Pacific Islander - Equity		
Pacific Islander - ELP		
Pacific Islander - Graduation Rate		
Pacific Islander - Post-Secondary Readiness		
Two or More Races - Achievement	42.3	55.9
Two or More Races - Growth	47.9	52.5
Two or More Races - Equity	45.2	56.8
Two or More Races - ELP	27.7	50.0
Two or More Races - Graduation Rate	67.4	84.4
Two or More Races - Post-Secondary Readiness	33	63
White - Achievement	50.0	61.4
White - Growth	47.7	54.4
White - Equity	48.2	55.8
White - ELP	27.7	50.0
White - Graduation Rate	82.8	91.7
White - Post-Secondary Readiness	46.0	66.1

Appendix B

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.
25. How are you attending class?

Appendix C

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 n s 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	9.50	90.00	1
11	10.45	90.91	1
12	11.40	91.67	1
13	12.35	92.31	1
14	13.30	92.86	1
15	14.25	93.33	1
16	15.20	93.75	1
17	16.15	94.12	1
18	17.10	94.44	1
19	18.05	94.74	1
20	19.00	95.00	1
21	19.95	90.48	2
22	20.90	90.91	2
23	21.85	91.30	2
24	22.80	91.67	2
25	23.75	92.00	2
26	24.70	92.31	2
27	25.65	92.59	2
28	26.60	92.86	2
29	27.55	93.10	2
30	28.50	93.33	2
31	29.45	93.55	2
32	30.40	93.75	2

n	n*.95	Actual Participation Rate	N of Students Permitted to Not Test
33	31.35	93.94	2
34	32.30	94.12	2
35	33.25	94.29	2
36	34.20	94.44	2
37	35.15	94.59	2
38	36.10	94.74	2
39	37.05	94.87	2
40	38.00	95.00	2
41	38.95	92.68	3
42	39.90	92.86	3
43	40.85	93.02	3
44	41.80	93.18	3
45	42.75	93.33	3
46	43.70	93.48	3
47	44.65	93.62	3
48	45.60	93.75	3
49	46.55	93.88	3
50	47.50	94.00	3
51	48.45	94.12	3
52	49.40	94.23	3
53	50.35	94.34	3
54	51.30	94.44	3
55	52.25	94.55	3
56	53.20	94.64	3
57	54.15	94.74	3
58	55.10	94.83	3
59	56.05	94.92	3
60	57.00	95.00	3
61	57.95	93.44	4
62	58.90	93.55	4
63	59.85	93.65	4
64	60.80	93.75	4
65	61.75	93.85	4
66	62.70	93.94	4

n	n*.95	Actual Participation Rate	N of Students Permitted to Not Test
67	63.65	94.03	4
68	64.60	94.12	4
69	65.55	94.20	4
70	66.50	94.29	4
71	67.45	94.37	4
72	68.40	94.44	4
73	69.35	94.52	4
74	70.30	94.59	4
75	71.25	94.67	4
76	72.20	94.74	4
77	73.15	94.81	4
78	74.10	94.87	4
79	75.05	94.94	4
80	76.00	95.00	4
81	76.95	93.83	5
82	77.90	93.90	5
83	78.85	93.98	5
84	79.80	94.05	5
85	80.75	94.12	5
86	81.70	94.19	5
87	82.65	94.25	5
88	83.60	94.32	5
89	84.55	94.38	5
90	85.50	94.44	5
91	86.45	94.51	5
92	87.40	94.57	5
93	88.35	94.62	5
94	89.30	94.68	5
95	90.25	94.74	5
96	91.20	94.79	5
97	92.15	94.85	5
98	93.10	94.90	5
99	94.05	94.95	5
100	95.00	95.00	5