

WYOMING SCHOOL ACCOUNTABILITY

2015 WYOMING SCHOOL PERFORMANCE RATING MODEL

SUMMARY FOR SCHOOLS WITH GRADES 3 THROUGH 8

(08/24/15)

Each public school in Wyoming is placed into one of four performance levels:

- Exceeding Expectations
- Meeting Expectations
- Partially Meeting Expectations
- Not Meeting Expectations

The performance level of a school was determined by the school's performance on the following indicators:

ACHIEVEMENT	The percent of proficient or above test scores at the school in reading, math, and science on the state test.
GROWTH	The measurement of how much students improved on the state test in reading and math compared to other Wyoming students from the current school year in the same grade with a similar test score history. Each student gets a student growth percentile (SGP) score. The school's overall median student growth percentile ¹ (MGP)
EQUITY	Equity is the MGP representing math and reading growth for students in the consolidated subgroup. Students in the consolidated subgroup are students with low math and/or reading test scores on the prior year's state test.
PARTICIPATION RATE	The participation rate requirement is 95% and the participation threshold is 90%. Schools below the threshold are considered not scorable and are placed into the "not meeting expectations" performance level. Schools at or above the threshold but below the requirement are docked one performance level.

A professional judgment panel established cut scores for achievement, growth, and equity that were used to place schools into one of three categories: Exceeding Targets, Meeting Targets, and Not Meeting Targets. The score ranges are shown below.

TARGET LEVEL	ACHIEVEMENT	GROWTH	EQUITY
Exceeds	≥ 69	≥ 60	≥ 60
Meets	≥ 52 to < 69	≥ 45 to < 60	≥ 47 to < 60
Below	< 52	< 45	< 47

¹ Student growth percentile (SGP) is a student's growth score and the median SGP (i.e., MGP) is the school's growth scores.

Once schools have scores on achievement, growth and equity the following decision table determined their overall performance level².

		Achievement Below	Achievement Meeting	Achievement Exceeding
Equity Below	Growth Below	NOT	PARTIALLY	PARTIALLY
	Growth Meeting	PARTIALLY	MEETING	MEETING
	Growth Exceeding	PARTIALLY	MEETING	MEETING
Equity Meeting	Growth Below	PARTIALLY	PARTIALLY	MEETING
	Growth Meeting	PARTIALLY	MEETING	MEETING
	Growth Exceeding	PARTIALLY	MEETING	EXCEEDING
Equity Exceeding	Growth Below	PARTIALLY	MEETING	MEETING
	Growth Meeting	PARTIALLY	MEETING	EXCEEDING
	Growth Exceeding	PARTIALLY	EXCEEDING	EXCEEDING

Some schools do not have a consolidated subgroup with at least ten students. These schools do not have an equity indicator. The overall performance levels for these schools were determined by the following decision table.

	Achievement Below	Achievement Meeting	Achievement Exceeding
Growth Below	NOT	PARTIALLY	MEETING
Growth Meeting	PARTIALLY	MEETING	EXCEEDING
Growth Exceeding	PARTIALLY	MEETING	EXCEEDING

Some rules include:

- Full Academic Year. Only students who were at the school from October 1st through spring testing are included for achievement, growth, and equity.
- Minimum *n* for Schools. Schools must have at least ten students on an indicator for that indicator to be included. For small schools up to three years of results may be combined for accountability.
 - For schools with fewer than ten students, results from two years are combined to see if an *n* of 10 students can be obtained. If so, the indicator score is based upon the combined years results.
 - For schools with fewer than ten students for two year combined, a third year is combined to see if an *n* of 10 students can be obtained. If so, the indicator score is based upon the combined year results.
 - For schools that still have fewer than 10 students for three years combined, schools undergo a small school review process.

² The professional judgment panel established the school performance level associated with each pattern of indicator performance in the tables.

2015 Performance Level Descriptors for Schools with Grades 3-8

Exceeding Expectations

Schools in this category are considered models of performance. These schools typically exceeded target in achievement and at least one other performance indicator - equity or growth – while meeting target on the other indicator.

Meeting Expectations

Schools in this category demonstrated performance that met or exceeded target on multiple performance indicators. All of these schools met or exceeded state targets in achievement. They typically met or exceeded targets on student growth and promotion of equity *or* fell below target on growth or equity while exceeding target on achievement.

Partially Meeting Expectations

Schools in this category typically performed below target on the growth and equity performance indicators *or* were below target in achievement. Many schools in this category met or exceeded state target levels in student growth *and/or* promoting equity for low-achieving students.

Not Meeting Expectations

Schools in this category had unacceptable performance on all indicators. Improvement is an urgent priority for these schools. These schools had below-target levels of achievement and student growth and showed insufficient academic improvement for low-achieving students.