



Wyoming Department of Education

PRESS RELEASE

For Release:
October 25, 2013
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School Performance Ratings Show Majority of Schools Partially Meeting Expectations or Better

CHEYENNE - Nearly 78 percent of Wyoming schools have been graded as exceeding, meeting or partially meeting the expectations of the Wyoming Accountability in Education Act, according to pilot school performance ratings released today by the Wyoming Department of Education (WDE) in Cheyenne.

[For a list of schools and their performance ratings, click here.](#)

The pilot ratings will act as a test of the new system for rating school performance, which was developed by the WDE. Under the new system, schools earn ratings in one of four categories - Exceeding Expectations, Meeting Expectations, Partially Meeting Expectations, and Not Meeting Expectations (full descriptions of each category are on the next page). Legislatively-mandated supports and interventions, which accompany each rating, will not take effect until the 2014-15 school year. The model and its associated business rules will continue to be refined this year and implemented fully in the 2014-15 school year.

A large share of the state's 351 schools - 43 percent - was rated as Meeting Expectations. Another 23 percent of schools rated as Partially Meeting Expectations and 10.5 percent of schools rated as Exceeding Expectations. Fifty-six Wyoming schools (nearly 16 percent) were rated as Not Meeting Expectations in this pilot year.

Consistent with the requirements of the WAEA, the WDE's school performance model uses a combination of several indicators to determine overall school ratings. For grades 3-8, the indicators are achievement, growth, and equity, while high schools will have indicators for achievement, college and career readiness, and equity (for greater detail on how the ratings were

determined, see attached Summaries of Accountability Model). For the pilot performance ratings, school data was taken from the 2012-13 school year.

A full list of schools and their pilot year performance level is available at: [<http://fusion.edu.wyoming.gov/MySites/Home/default.aspx>]. The schools that were rated as Exceeding Expectations are: Snowy Range Academy in Laramie (Albany 1), University of Wyoming Lab School (Albany County District 1), Burlington Elementary (Big Horn 2), Burlington High School (Big Horn 2), 4-J Elementary School (Campbell County 1), Hanna Elementary (Carbon 2), Dry Creek Elementary (Converse 1), Dubois Elementary (Fremont 2), Moorcroft Elementary (Crook 1), Shoshoni Elementary (Fremont 24), Shoshoni High School (Fremont 24), LaGrange Elementary (Goshen 1), Lingle-Fort Laramie Middle School (Goshen 1), Southeast Junior High (Goshen 1), Central High School (Laramie 1), Deming Elementary (Laramie 1), Freedom Elementary (Laramie 1), Gilchrist Elementary (Laramie 1), Jessup Elementary (Laramie 1), Miller Elementary (Laramie 1), Kemmerer Elementary (Lincoln 1), Afton Elementary (Lincoln 2), Osmond Elementary (Lincoln 2), Star Valley High School (Lincoln 2), Oregon Train Elementary (Natrona 1), and Parkside Elementary (Park 1), Southside Elementary (Park 1), Glenn Livingston (Park 6), Henry Coffeen Elementary (Sheridan 2), Highland Park Elementary (Sheridan 2), Woodland Park Elementary (Sheridan 2), Meadowlark Elementary (Sheridan 2), Sheridan Junior High (Sheridan 2), Pinedale High School (Sublette 1), Farson-Eden Elementary (Sweetwater 1), Kelly Elementary (Teton 1), and Wilson Elementary (Teton 1).

For more information on the School Performance Ratings, contact Tom Lacock at 307-777-5399 or tom.lacock@wyo.gov.

Performance Level Descriptions for Grades 3 through 8 are:

Exceeding Expectations: This category is reserved for schools considered models of performance. These schools demonstrated high achievement and exceeded target on 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. These schools typically had acceptable or better levels of achievement, student growth, and/or in promoting equity for students with below-proficient achievement.

Partially Meeting Expectations: Schools in this category performed below target on multiple performance indicators or were below target in achievement while failing to exceed target in the other indicator(s). Many schools in this category showed acceptable performance in promoting equity based on growth for students with below-proficient achievement and/or met target for student growth from year to year.

Not Meeting Expectations: Schools in this category had unacceptable performance on all indicators. For schools in this category, improvement is an urgent priority. These schools have low levels of achievement, demonstrate below-target growth, and fall short of producing academic improvement for below-proficient students that will move them toward proficiency.



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Performance Level Descriptions for Diploma Awarding Schools are:

Exceeding Expectations: This category is reserved for schools considered models of performance. These schools demonstrated high achievement and exceeded target on at least one other performance indicator – equity or readiness – while meeting target on the other indicator.

Meeting Expectations: Schools in this category demonstrated performance that met or exceeded target on multiple performance indicators. These schools typically had acceptable or better levels of achievement, student readiness, and/or in promoting equity for students with below-proficient achievement.

Partially Meeting Expectations: Schools in this category demonstrated either unacceptable levels of achievement or were below target on improving the achievement of below-proficient students and on graduation rate and tested readiness. Many schools in this category showed acceptable performance in promoting equity based on growth for low achieving students and/or met target for student readiness.

Not Meeting Expectations: Schools in this category had unacceptable performance on all indicators. For schools in this category, improvement is an urgent priority. These schools have low levels of achievement, fall short of targets on graduation and tested readiness, and have large achievement gaps that show little or no improvement.



Final 2013 Performance Levels for All Wyoming Schools:

	All Schools	% of All	% of All Schools (Not Classified Excluded)
Not Meeting	56	15.95%	17.1%
Partially Meeting	84	23.93%	25.6%
Meeting	151	43.02%	46.2%
Exceeding	37	10.54%	11.3%
Not Classified	23	6.55%	
Column Total	351		

Meeting Levels of the WAEA

According to the Wyoming Accountability in Education Act (WAEA), schools will be assigned into one of four performance levels, Exceeding Expectations, Meeting Expectations, Partially Meeting Expectations and Not Meeting Expectations.

Starting in the 2014-15 school year, the ratings will come with a list of prescribed consequences and duties based on their performance rating. These are a list of consequences, according to Enrolled Act 116 of the 2013 General Session of the Wyoming Legislature.

Exceeding Expectations

Schools designated as exceeding expectations shall file a communication plan with the school district superintendent and the department to document effective practices and to communicate effective practices with other schools in the state.

Meeting Expectations

Schools designated as meeting expectations shall file a communication plan with the school district superintendent and the WDE to document effective practice and to communicate effective practices with other schools in the state. The communication plan shall also evaluate the scores for all content and indicator levels. If a specific content or indicator level is in need of improvement, the school shall identify improvement goals and methods and resources that will improve performance in the targeted area within the communication plan.

Partially Meeting Expectations

Schools designated as partially meeting expectations shall file an improvement plan that identifies and addresses all content and indicator areas where performance is below target levels.

The improvement plan shall be based on an evaluation of the strengths and deficiencies of specific content and indicator scores that identifies appropriate improvement goals with an explanation of measures and methods chosen for improvement, the process to be implemented to deliver the improvement measures, identification of relevant timelines and benchmarks and an articulation of the process for measuring success of the methods chosen to increase performance.

The director of the WDE shall appoint a representative from the department to monitor the school's progress towards meeting the specified goals and implementation of the processes, measures and methods as contained in the school's plan. The representative shall assist the district in identifying and securing the necessary resources to support the goals as stated by the school and the district.

Failure to meet improvement goals as specified in the plan for two (2) consecutive years may require that the school be subject to paragraph (vi) of this subsection;

Not Meeting Expectations

Schools designated as not meeting expectations shall file an improvement plan that identifies and addresses all content and indicator areas where performance is below target levels.

The director shall appoint a representative from the department to assist in drafting the improvement plan, including the selection of programs and interventions to improve student performance. The representative will perform duties to aid in the school improvement listed below.

The plan shall be recommended by the school district superintendent and approved by the local board of trustees prior to submission to the WDE. The plan shall describe the personnel and financial resources within the education resource block grant model for implementation of the measures and methods chosen for improvement and shall specify how resources shall be reallocated, if necessary, to improve student performance.

A representative shall be appointed by the WDE for all schools designated under paragraphs (iv) through (vi) of this subsection to serve as a liaison between the school district leadership and the department. The representative shall be an employee of the department, an employee of a Wyoming school district or any combination, and may require more than one (1) individual for schools requiring substantial intervention and support.

Additionally, one (1) representative may be assigned to more than one (1) school. Among other duties as may be requested by the district or department, the representative shall review and approve improvement plans submitted by schools.

Requested resources for improvement plan implementation, or the reallocation of existing resources for plan implementation, shall be based upon a comprehensive review of the available research. Justification for resource allocation or reallocation shall be incorporated within the written improvement plan. The representative shall possess expertise appropriate to particular strategies incorporated within improvement plans to enable necessary plan evaluation, and shall be commensurate with the level of intervention, support and consequences to be administered under this subsection.

The Wyoming Department of Education Director shall annually report to the state board on the progress of each school in meeting annual goals and overall improvement targets, fully describing the effectiveness and deficiencies of efforts to improve school performance in performance categories prescribed by this section.