



Comparison Table: WAEA vs. ESSA

	Description for STATE Accountability - WAEA	Description for FEDERAL Accountability - ESSA
ACHIEVEMENT INDICATOR		
The percentage of WY-TOPP test scores at the school that were proficient		
All Schools	Includes Math, English Language Arts, and Science	Includes Math and English Language Arts
GROWTH INDICATOR		
Change in individual student math and English language arts scores in relation to their academic peers from year-to-year.		
All Schools	A school's growth score is the mean student growth percentile in math and English language arts for students in grades 4 through 11.	A school's growth score is the mean student growth percentile in math and English language arts for students in grades 4 through 10.
Assessments Used	WY-TOPP for grades 3-10, and ACT in grade 11.	WY-TOPP for grades 3-10.
EQUITY INDICATOR		
Change in individual student math and English language arts scores in relation to their academic peers from year-to-year with student growth of student with low prior year test scores weighted more than student growth of students with average and above prior year test scores. This indicator intends to reduce achievement gaps.		
Grade 3-8 Schools	A school's equity score is based upon the growth of all students with greater weight (i.e., 80%) being given to students belonging to a consolidate subgroup (i.e., based upon low prior year achievement scores) at the school.	A school's equity score is based upon the growth of all students with greater weight (i.e., 80%) being given to students belonging to a consolidate subgroup (i.e., based upon low prior year achievement scores) at the school.
Traditional High Schools	A school's equity score is based upon the growth of all students with greater weight (i.e., 80%) being given to students belonging to a	Not Included

	consolidate subgroup (i.e., based upon low prior year achievement scores) at the school.	
Alternative High Schools	Equity is not included in the alternative school accountability model. Climate and Engagement are two indicators included for alternative schools, but not traditional schools.	Not Included
Assessment Used	WY-TOPP for grades 3-10	WY-TOPP for grades 3-8 only
ENGLISH LANGUAGE PROFICIENCY (ELP)		
A measure of English Learner’s progress toward becoming proficient in the English language.		
Grade 3-8 schools & Traditional High Schools (applicable only to EL students)	A school’s ELP score is the percentage of EL students making expected annual progress learning English as measured on the ACCESS test. English proficiency is defined as a Composite Performance Level score of 4.6 and a Literacy Performance Level score of 4.3 on the ACCESS test.	
Alternative High Schools (applicable only to EL students)	Not Included	A school’s ELP score is the percentage of EL students making expected annual progress learning English as measured on the ACCESS test.
Assessment Used	ACCESS for all schools except alternative schools	ACCESS for all schools.
GRADUATION INDICATOR		
A high school completion indicator.		
Traditional High Schools	Graduation rate for four-year, on-time graduation cohort with 5-, 6-, and 7-year graduates added to the cohort.	Graduation rate for four-year, on-time graduation cohort.
Alternative High Schools	A certification rate. Certification includes graduation or passing a graduate equivalency exam. The same cohort as Traditional high schools with	Graduation rate for four-year, on-time graduation cohort.

	5-, 6-, and 7-year students passing graduate equivalency exam added to the cohort also.	
POST-SECONDARY READINESS		
Percent of graduates who were college, career, - or - military ready		
College Ready	Completion of success curriculum – and – college ready score on a standardized college entrance exam – or – college credits earned through dual/concurrent courses or passing AP or IB exams.	Completion of success curriculum – and – college ready score on a standardized college entrance exam – or – college credits earned through dual/concurrent courses or passing AP or IB exams.
Career Ready	Designation as a CTE Concentrator – and – earning an approved CTE credential in the same program of study as the concentrator designation.	Designation as a CTE Concentrator – and – earning an approved CTE credential in the same program of study as the concentrator designation.
Military Ready	Completion of Success Curriculum – or – designation as a CTE concentrator – and – earning a military ready score on the ASVAB.	Completion of Success Curriculum – or – designation as a CTE concentrator – and – earning a military ready score on the ASVAB.
COLLEGE OR CAREER INDEX (Alternative High Schools Only)		
Alternative High Schools	Average College or Career Index point for all graduates – based on post-secondary preparation during high school (i.e., completion of work study, attaining Hathaway scholarship level, earning college credit, ACT performance, Workkeys performance, and/or ASVAB performance.	Not Included
CREDIT EARNING		

Traditional High Schools	Percent of students earning one fourth of credits required to graduate during the first year in grade nine.	Not Included
Alternative High Schools	Percent of students earning one fourth of credits required to graduate during the first year in grades nine, ten, and eleven.	

Long-Term Goals

- Long-term goals
 - Math Percent Proficient
 - Grade 3 through 8 Schools
 - High Schools
 - English Language Arts Percent Proficient
 - Grade 3 through 8 Schools
 - High Schools
 - Four-Year, On-Time Graduation Rate
 - English Language Proficiency Progress of English Learners
- Based upon schools performing in the top 35% on the measure during a baseline year for the all-student group at the school
- Based upon schools performing in the top 20% on the measure during the baseline year for all schools meeting the minimum *n* for designated subgroups during a baseline year