



# School Improvement Framework

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Step 1: Identify who you will be working with to set your goals

Step 2: Write a SMARTER goal based on your available data

Step 3: Identify criteria for prioritizing goal purpose

Step 4: Make an action plan

Step 5: Track your progress

## [SMARTER and CLEAR Goal Setting Template](#)

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DOMAIN 1: LEADERSHIP

DOMAIN B: Culture and Climate

DOMAIN C: Data-informed Planning

DOMAIN D: Professional Learning

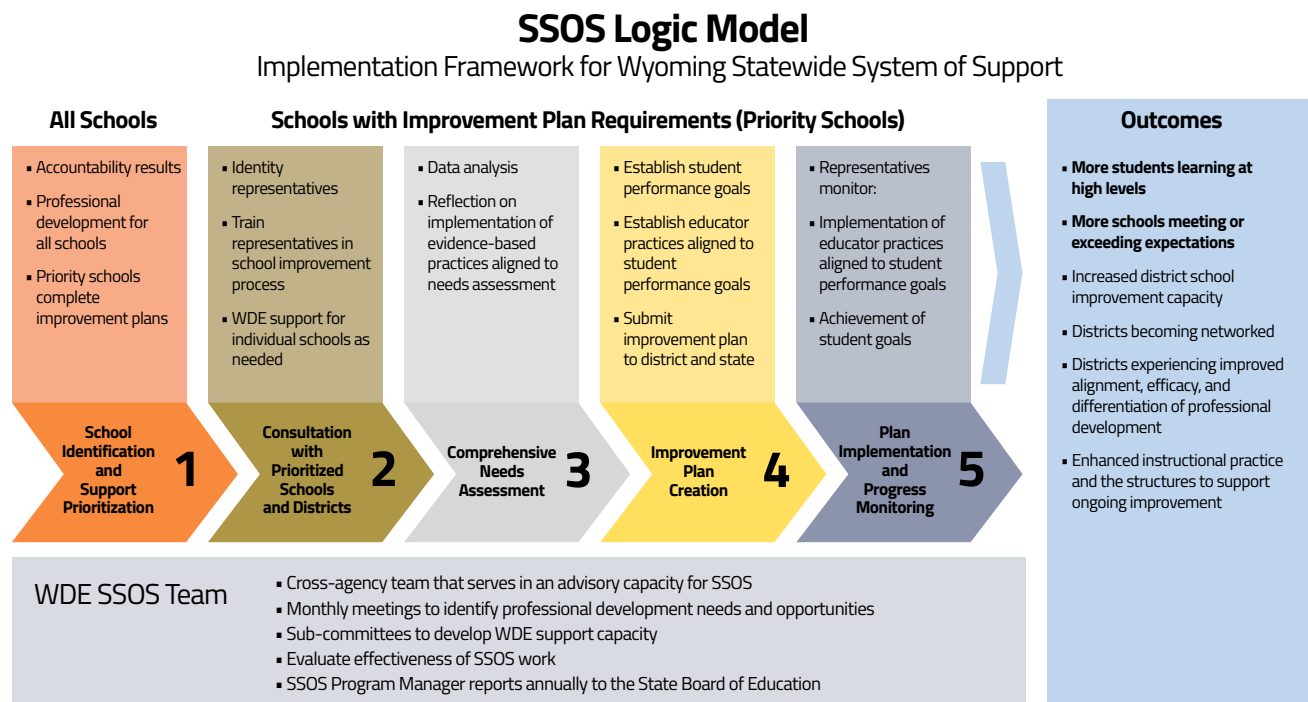
DOMAIN E: Instruction

DOMAIN F: Learning Support

## Overview

As part of the Wyoming Accountability in Education Act (WAEA), support is provided to help Wyoming Schools increase student and school performance. This includes school improvement planning and additional support for schools partially meeting and not meeting expectations through WAEA. In addition, support is required in federal statute for schools designated as Comprehensive School Improvement (CSI) and Targeted School Improvement (TSI). This also includes support for all schools through statewide professional development and district accreditation. The diagram illustrates how the System of Support operates for Wyoming schools.

As per W.S. 21-2-204(h)(v) and (vi), all schools that are partially meeting and not meeting expectations use an improvement process that evaluates data, and these data are used to identify goals, design interventions and strategies, monitor progress toward goals, align resources, and evaluate success toward meeting the goals. The following are the state statutes and requirements that are associated with school improvement: Chapter 47 Rules, and Chapter 6 Rules, which will be discussed briefly below.



Adapted from 2015 Wyoming SSOS Logic Model, Joel Dvorak

Wyoming Department of Education 2/2/2022

## Chapter 47 Wyoming Accountability System

The Chapter 47 Rules are promulgated by the State Board of Education under the authority of Wyoming Statute 21-2-204. Chapter 47 Rules, Section 15 Statewide System of Support states in section (b) that the following requirements apply to school improvement plans developed according to W.S. 21-2-204(h)(v) and (vi) which include: an initial consultation (i) with the WDE where the department will (A) consult with the school district and select a school improvement representative, (B) train the representative in the school improvement process, and (C) provide assistance to the representative and individual schools at the representative's request in how to perform school improvement planning and accountability data analysis. The school will also conduct a comprehensive needs assessment (ii) where (A) the school and the representative will analyze data contained in the confidential school performance report to identify content

and indicator areas where performance is below target levels, (B) compare current school practices that affect content and indicator areas identified in subsection (b)(ii)(A) of this section to evidence-based practices using the rubrics in the school improvement planning guide provided by the department.

Once those are each completed, the school will create an Improvement Plan (iii) which (A) establishes performance goals in the areas identified in the comprehensive needs assessment, and (B) develop a plan to implement practices designed to achieve the performance goals. The plan will include one (1) to three (3) evidence-based practices; and an action plan articulating how the school intends to implement the evidence-based practices. The school will (C) submit the improvement plan to the district and the department using the form and manner required by the department.

After the submission of the school improvement plan, the school will (iv) implement the school improvement plan and shall devote sufficient time, personnel, and financial resources to implement the plan as designed.

The school will (v) monitor the improvement plan (A) and the implementation of the evidence-based practices, (B) monitor whether the performance goals are met or are making progress toward being met, and (C) no less than once every 90 days report the results of the monitoring activities to the school and district, recommend any necessary changes to the school's improvement plan, if any, and identify circumstances in which evidence-based practices are not being implemented as intended.

#### **Chapter 6 District and School Accreditation:**

As per W.S. 21-2-304(a)(ii), Wyoming's K-12 districts are accredited by the Wyoming State Board of Education annually. The schools governed by each district are accredited through the district. Accreditation includes annual requirements as well as an on-site peer review once every five years. The Chapter 6 Rules, Section 5 (h) school improvement plans are reviewed by the accreditation team to verify that they meet the applicable requirements of statute.

Chapter 6 Rules, Section 5 (h) School Improvement and Support states that schools identified as partially meeting or not meeting expectations using WAEA indicator data, will write improvement goals aligned with the applicable WAEA indicators, develop improvement plans that are annually approved by the district and submitted to the Department of Education, and participate in the Statewide System of Support.

The schools identified will conduct a (i) data review/needs assessment. Results from the Wyoming accountability system as well as other data are used to identify school improvement goals and priorities. The district school improvement representative ensures that the school improvement planning process used by all schools required to complete improvement plans meets the requirements of W.S.21-2-204(h) and, as applicable, Federal statute.

The schools identified will write (ii) School Improvement Plans. School improvement plans are written, submitted to the district and the Department, posted on the school or district website, implemented, and routinely updated by school leaders and staff for schools designated as in need of improvement.

- **WAEA (Wyoming Accountability in Education Act) Weighted Average Indicator Score:** This score is used in determining the WAEA School Performance Rating. Using indicators including achievement, growth, equity, EL progress, and readiness, schools are given a rating of exceeding expectations, meeting expectations, partially meeting expectations, and not meeting expectations. Additional details including the weights for each category and examples of calculations can be found in the [Wyoming School Accountability: School Performance Rating Models Implementation Handbook](#).

- **ESSA (Every Student Succeeds Act) Average Indicator Score:** ESSA requires meaningful differentiation of schools based on all accountability indicators and overall school performance. Schools are given one of three normative category scores for each ESSA indicator (1 = below average, 2 = average, 3 = above average). ESSA indicators include academic performance, readiness, and overall equity for traditional schools, along with other established indicators for alternative schools. Schools receive indicator scores and an overall category score for all students at the school and for each subgroup. The Average Indicator Score is the school's overall performance in each of the normative performance categories. Schools are given AICS scores for overall school performance and for each subgroup (meeting the minimum n at the school). Additional details including the weights for each category and examples of calculations can be found in the [Wyoming School Accountability: School Performance Rating Models Implementation Handbook](#).
- **Comprehensive Support & Improvement:** A statewide designation aligned with the provisions of the federal Every Student Success Act that identifies schools in need of comprehensive support and improvement. Schools are identified on a three-year basis based on the following criteria:

  - Low overall performance for Title I schools defined as being among the bottom 5% of all Title I schools.
  - Any high school, not just Title I high schools, failing to graduate one-third or more of their four-year, on-time graduation cohort.
  - Any Title 1 school identified as having a chronically low-performing subgroup. These schools were initially identified for additional targeted support and improvement (ATSI) because of having a low-performing subgroup. A low-performing subgroup is one that is performing below the performance of all students in the lowest-performing school Title I schools. If, after four years on an ATSI plan for a low-performing subgroup, the subgroup still has not improved, this subgroup is considered to be a chronically low-performing subgroup and the school enters CSI status. The first-year any school would be eligible to be identified as CSI because of having a chronically low-performing subgroup will be 2022 (i.e., four years after being identified). Schools were initially identified for ATSI in 2018-19 based upon performance during the 2017-18 school year. Schools may be identified as ATSI at least once every three years thereafter (i.e., this will next occur in 2021-22 based upon performance during 2020-21).
- **Targeted Support & Improvement<sup>6</sup>:** A statewide designation aligned with the provisions of the federal Every Student Success Act that identifies schools in need of targeted support and improvement. This designation is based on a school having consistently underperforming subgroups. A consistently underperforming subgroup is defined as any subgroup whose performance places them in the bottom 10% of that subgroup for two consecutive years.
- **School Performance Indicators:**

  - **Achievement<sup>6</sup>:** Achievement scores are based off of student performance on the WY-TOPP assessment. It reports the percent of test scores that are proficient or above in math, English language arts (ELA), and science for all Full Academic Year (FAY) students.
    - **WAEA Achievement Score:** One overall achievement score that represents student performance on the state assessment in all tested grades and content areas. The WAEA achievement indicator score for schools is the percent of proficient or above test scores in math, English and language arts (ELA), and science on the WY-TOPP, rounded to a whole number, for all full academic year (FAY) students. For the achievement indicator, students who were continuously enrolled in the school from the first school day in October through the midpoint of the testing window are FAY students.
    - The school achievement score (i.e., the total percent proficient on all achievement tests) is used for assigning schools to one of the three target levels (i.e., below target, meets target, or exceeds target) for achievement using the cut-scores established by the State Board of

Education on the recommendation of the PJP. For the three target levels, two cut-scores are needed.

*WAEA cut-scores for traditional school grade 3 through 8 achievement are:*

- Meets Target = 51
- Exceeds Target = 68

*WAEA cut-scores for traditional high school achievement are:*

- Meets Target = 48
- Exceeds Target = 60

WAEA cut-scores for alternative school achievement index are:

- Meets Target = 30
- Exceeds Target = 50

- **ESSA Achievement Indicator:** The percent proficient test scores in math and LEA on the WY-TOPP at a school for all FAY students, rounded to one decimal place. Science scores are not included in the ESSA achievement indicator.
- Cut-scores for the indicator categories are based upon statewide performance during a baseline school year. During the baseline year, schools in the bottom third of the distribution are placed into the below average category, schools in the middle third of the distribution are placed in the average category, and schools in the top third of the distribution are placed in the above average category.
- Overall school cut-scores for grades three through ten achievement are:
  - Average Category = 47.7
  - Above Average Category = 58.6

- **Growth<sup>6</sup>:** This metric refers to a change in the achievement of students as they progress from year-to-year in math and reading. Growth is measured in schools serving grades 4 through 11 on students who have at least two consecutive years of state test scores from a Wyoming school district. The model used to measure growth uses student growth percentiles (SGPs), which indicate how a student's growth compared to that of all Wyoming students from that year in the same grade with students who had similar math or reading scores from the previous grade. The SGPs range from 1 to 99 with lower scores indicating lower growth and high scores indicating higher growth.

- **Equity<sup>6</sup>:** The equity indicator measures a weighted MGP, paying special attention to students with low performance in either math or reading on the previous year's state test. These students are placed in a consolidated subgroup. The weighted MG for the equity indicators is an 80% weighting for students in the consolidated subgroup and a 20% weighting for the MGP for all students not in the consolidated subgroup. For the purposes of ESSA this score is used for grades 4 through 8.

- **EL Progress<sup>5</sup>:** This indicator measures whether or not English learners are making expected progress towards becoming English proficient within a reasonable timeline. English Learners are assigned a target year for proficiency based on their initial score on the ACCESS assessment. The school score for the ELP is calculated by the percentage of EL students who meet the annual English proficiency progress target. Additional information on this indicator, including specific cut scores and examples of calculations, can be found in the Wyoming School Accountability Handbook.

- **Extended Graduation Rate<sup>5</sup>:** This graduation rate includes 4-, 5-, 6-, and 7- year graduates from high school. The rate is completed using this formula: The numerator for the extended graduation rate is all 4-, 5-, 6-, and 7-year graduates during the lagged school year and the denominator is all 4-, 5-, 6-, and 7- year graduates during the lagged year plus all non-completers in the lagged four-year, on-time cohort.

- **Four Year On-Time Graduation Rate<sup>5</sup>:** This rate is computed using the following formula: The

numerator is all graduates in the cohort and the denominator is all graduates in the cohort plus all non-completers in the cohort. The cohort for the ESSA graduation rate is the four-year, on-time cohort from the lagged year, which is calculated using the school year prior to the accountability school year which allows for summer graduates to be counted in the graduation rate.

- **Grade Nine Credits<sup>5</sup>**: The percentage of the prior year's first-time grade nine students who earned one-fourth of the credits required to graduate from the designated high school within four years.
- **Postsecondary Readiness<sup>5</sup>**: Post-secondary readiness is calculated as a percentage of graduates who were college, career, or military ready as defined by the definitions of College and Career Readiness.
- **School Climate<sup>5</sup>**: School climate is measured for alternative high schools by a 24-item student climate survey each fall. This measures three primary domains: staff support and respect, student support and respect, and high expectations.
- **Engagement<sup>5</sup>**: Engagement is measured for each alternative school through a student success plan. Schools are expected to work with students to engage in a range of activities that holistically develop life-skills associated with post-secondary success. These activities include regular meetings with an adult mentor, strong attendance, membership in clubs or participation in activities, work or volunteer service, completion of job and/or college application, and participation in a job interview.
- **High School Credential Rate<sup>5</sup>**: Credential rates are used as a measure for alternative high schools. This is calculated by the following formula: Numerator for the credential rate includes all graduates from the extended graduation rate cohort plus all non-completers from the 4-, 5-, 6-, and 7- year cohorts who were reported to have passed a graduate equivalency exam anytime during the lagged year up to February of the accountability year. The denominator includes all students from the numerator plus all remaining non-completers in the four-year, on time cohort who were not reported to have passed a graduation equivalency exam.
- **Credit Earning<sup>5</sup>**: This indicator is used for alternative schools to look at the credits earned during grades 9, 10, and 11. This is measured by the percent of students who earned one-fourth of the credits required to graduate during that school year.
  - **College & Career Readiness<sup>5</sup>**: The following methods are used to determine college and career readiness. Additional detail on specific measures can be found in the Wyoming School Accountability Rating Implementation Models Handbook:
  - **College Readiness**: Based on the completion of a college preparatory curriculum AND a college ready score on a standardized college entrance exam OR eligibility to earn college credits through passing an Advanced Placement test or an International Baccalaureate test, or evidence of passing a dual/concurrent course.
  - **Career Readiness**: Based on the completion of a career/technical education pathway (i.e. minimum of three-course sequence) and one or more of the following: a passing score on a state-approved CTE exam or an approved industry-recognized certification.
  - **Military Readiness**: Based upon completion of either a college preparatory curriculum or a CTE pathway and a military-readiness score on the ASVAB.