



2020-21 Wyoming School Accountability Performance Rating Models Implementation Handbook

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Wyoming Department of Education

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Introduction

There was no WY-TOPP testing in 2020 due to the pandemic curtailing school attendance before the testing window opened. ACCESS testing in the winter of 2020 was completed. Both ESSA and WAEA school accountability was also canceled for the 2019-20 accountability year. For the 2020-21 accountability year there will be no overall school scores computed. Because there is no overall school score, new WAEA school performance ratings will not be produced for the 2020-21 accountability year. Also, no new schools will be identified for comprehensive support and improvement, targeted support and improvement, or additional targeted support and improvement under the ESSA provisions. For ESSA, schools will retain the school performance designation as they were during the 2018-19 school accountability year.

Without overall school scores, there will be no school performance rating for the 2020-21 school year. Because there was no WY-TOPP testing in 2020, the production of student growth percentiles (SGP) for students cannot be computed in the usual manner. Because SGPs are used for both the growth indicator and the equity indicator, those indicators will not be computed for the 2020-21 accountability year. It was possible to use a skip year method to measure growth from the 2019 WY-TOPP test to the 2021 WY-TOPP test. As a result, SGPs will be computed for students in grades five through ten using a skip year methodology. The skip year SGPs were produced because they provide evidence of how individual students grew in math and English language arts, relative to their academic peers, during the two school years affected by the pandemic. When interpreting the skip year SGPs, care should be taken to not apply overly specific interpretations. It is reasonable to consider a students' growth to be low, typical, or high based upon the following guidelines. Specifically, low growth relative to academic peers is supported when the SGP is below 35, typical growth relative to an academic peer is supported when a student has a SGP between 35 and 64, and high growth relative to an academic peer is supported when a student has a SGP of at least 65.

The skip year SGPs were not used for school accountability. Using the skip year growth for school accountability would have resulted in very atypical growth and equity scores for schools for the 2020-21 school year which would raise comparability issues with 2020-21 growth scores and those from earlier and later school years. The skip year growth scores measure student progress in math and English language arts over a two-year interval. Large numbers of students attended two different schools during the interval for which skip year growth is being measured. This includes nearly all students who transitioned from elementary to middle school or from middle school to high school during the two years for which the skip year growth is being computed.

While there will be no overall school accountability scores in 2020-21, scores and target levels on the indicators other than growth and equity will be produced. These will be confidentially reported to schools for informational purposes. No public reporting is planned. The sections which follow describe the indicators that are being computed along with the relevant business rules and procedures.

WAEA Accountability Indicators for 2020-21 Accountability Year

- For traditional schools serving grades 3 through 8
 - o Academic Achievement
 - o English Language Proficiency
- For traditional high schools
 - o Academic Achievement
 - o English Language Proficiency
 - o Extended Graduation Rate
 - o Post-Secondary Readiness
 - o Grade 9 Credits Earned
- For alternative schools
 - o Academic Achievement
 - o Graduation Credential Rate
 - o Grade 9, 10, and 11 Credits Earned
 - o College and Career Readiness
 - o Climate
 - o Engagement

WAEA Indicator Target Levels

For WAEA, there are three categories of indicator performance for both traditional schools and alternative schools called “Target Levels” and there are three target levels for each indicator:

- *Exceeds target*
- *Meets target*
- *Below target*

For each indicator there is a school score on either an ordinal or continuous scale. Cut-scores on that scale for each indicator were identified for the “meets” target level and the “exceeds” target level. A professional judgement panel (PJP) standard setting process was used to identify recommended cut-scores. The cut-scores were established by State Board of Education based upon the recommendations of the PJP during the fall of 2018.

ESSA Indicator Categories

Under ESSA, each school is assigned to one of three categories (i.e., *below average*, *average*, *above average*) based upon their indicator score. The average and above average cut-scores for the indicator categories were based upon statewide performance during a baseline school year. During the baseline year, the school score on the indicator that placed one third of the schools in the below average category was identified as the average category cut-score for that accountability year and for subsequent accountability years. During the baseline year, the school score on the indicator that placed two third of the schools in the average and below average categories was identified as the above average category cut-score for that accountability year and for subsequent accountability years. Under ESSA, this was done for the all-student group and each specified subgroup. The subgroup cut-scores are presented in Appendix A.

Indicators for Traditional Schools Serving Grades 3 through 8

Academic Achievement

School Achievement Indicator Score. A school's achievement score is based on the percentage of full academic year students who had proficient or better performance on the state assessment in the subjects of math, English language arts, and science. The percentage is rounded to the nearest whole number, for all students enrolled for a full academic year. Full academic year (FAY) for the achievement indicator means 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.

School Achievement Target Levels. The grade 3 through 8 cut-scores for the achievement target levels are:

- Below Target < 51
- Meets Target ≥ 51 to < 68
- Exceeds Target ≥ 68

English Language Proficiency

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 on the ACCESS and a literacy performance level (LPL) of at least 4.3.

A student's target year for 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 1.

Table 1. 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.

The English language progress target for any EL student in a given year is the answer to the following formula rounded to the nearest whole number: $((\text{end-year CSS} - \text{current year CSS}) / \text{years to target year}) + \text{current year CSS} = \text{English language progress target}$. 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 (see Table 2). The years to target was calculated by taking the student's initial year CPL and using table 1 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 2. 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

*Correction to Grade 6 lowest scale score and highest scale score made on 8/26/2021

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 2 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 2). The annual progress target for this student is, $\left(\frac{370 - 284}{3} + 284\right) = 313^1$. Each year the English language progress target is $\left(\frac{\text{end year CSS} - \text{current year CSS}}{\text{years to target year}} + \text{current year CSS}\right)$.

In order to be included on the EL indicator an EL student must be a FAY student at the school. This means the students 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 if 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.

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.

¹ After rounding.

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 in grade 10, the student has 3 instructional years remaining (i.e., grades 10, 11, & 12). If, according to Table 1, this student's target year is year 4 through 6, the target year for the student comes after the student has completed grade 12. An adjustment is entered into the improvement target formula for students in this situation.

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 2). 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 2). This adjustment is applied when the years to reach the target year exceed years through grade 12. For example, when the years through grade 12 is 4 and the years to target year is 5, the weight is 4 divided by 5 which equals .8. This is further illustrated in the examples presented after the formula below:

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

Example 1

- 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: 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 = $((422 - 374) * .75) / 2 + 374 = 392$
- Grade 11 actual CSS = 402 = Met grade 11 expected improvement target
 - o Expected CSS in Grade 12 = $((422 - 402) * .75) / 1 + 402 = 417$

Example 2

- Year one grade in school = 9
 - o Grade 9 CPL = 2.4 (i.e., CSS = 327)
 - o Years to Target (from Table 2) = 5
- Years of instruction remaining through grade 12 = 4 (i.e., grades 9, 10, 11, & 12)
- Compute adjustment: Years of instruction left (i.e., 4) divided by years to target (i.e., 5)
 - o Years of instruction / years to target year
 - o $4 / 5 = .8$
- Grade 12 CSS for English Proficient = 422
 - o Expected CSS in Grade 10 = $((422 - 327) * .8) / 3 + 327 = 352$
- Grade 10 actual CSS = 350 = Did not meet grade 10 expected improvement Target
 - o Expected CSS in Grade 11 = $((422 - 350) * .8) / 2 + 350 = 379$
- Grade 11 actual CSS = 390 = Met grade 11 expected improvement target
 - o Expected CSS in Grade 12 = $((422 - 390) * .8) / 1 + 390 = 416$

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 be computed as follows:

$$(Listening\ Scale\ Score) 0.15 + (Speaking\ Scale\ Score) 0.15 + (Reading\ Scale\ Score) 0.35 + (Writing\ Scale\ Score) 0.35$$

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 education 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 3 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 3. 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 the earning a CPL of P1 or P2. These students will exit active EL status and enter EL monitoring status the following fall.

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.

School ELP Target Levels. The cut-scores for school ELP target levels are:

- Below Target < 36
- Meets Target ≥ 36 to < 60
- Exceeds Target ≥ 60

WAEA Aggregation Across Indicators of Grade 3 through 8 Schools

There will be no aggregation of indicator scores to a total school score for the 2020-21 accountability year. There will be no school performance ratings for the 2020-21 accountability year.

ESSA Indicators for Grade 3 through 8 Schools

There are two indicators for grade 3 through 8 schools in 2020-21. The achievement indicator and the English language proficiency (ELP) indicator.

Achievement Indicator. The ESSA achievement indicator school score is the percent of WY-TOPP scores in math and English language arts that are proficient or above. Science is not included. The ESSA school achievement scores are rounded to one decimal point. Instead of indicator target levels, ESSA identifies indicator categories for Below Average, Average, and Above Average.

School Achievement Category Levels. The cut-scores for ESSA school achievement categories are:

- Below Average Category < 47.7
- Average category ≥ 47.7 through < 58.6
- Above Average ≥ 58.6

English Language Progress. 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.

English Language Progress Category Levels. The cut-scores for the school ELP categories are:

- Below Average Category < 27.7
- Average category ≥ 27.7 through < 50.0
- Above Average ≥ 50.0

ESSA Aggregation Rules

There is no aggregation of indicator scores to a total score for the 2020-21 accountability year. There is no identification of school support categories for schools during the 2020-21 accountability year.

Indicators for Traditional High Schools

Academic Achievement

School Achievement Indicator Score. The school's achievement indicator score is the percent of proficient or above test scores in math, ELA, and science on the WY-TOPP, rounded to a whole number, for all students enrolled for a full academic year (FAY). On this indicator, FAY means enrollment in the same school from the first weekday in October until a spring accountability date set by the Department each year during the state summative test window.

School Achievement Target Levels. The cut-scores for the achievement target levels are:

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

English Language Proficiency

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 on the ACCESS and a literacy performance level (LPL) of at least 4.3.

In order to be included on the EL indicator an EL student must be a FAY student at the school. This means the student has 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 if they meet the requirements to be considered English proficient. For year one students who do not meet the definition of English proficient, year one becomes the baseline year for computing their expected progress target.

The specific procedures used for calculating expected annual progress in learning English for each EL student on the ACCESS for high schools are identical to those described above for grade 3 through 8 schools. The ELP adjustment to a student's annual improvement target is used when a student is expected to complete grade 12 prior to the year that they are expected to become English proficient. This adjustment is most often used during the high school grades. The specific procedures for computing the adjustment are described in detail above with specific examples of how the adjustment is computed and how the adjustment is entered into the formula for computing a student's improvement target.

The high school score on the ELP indicator is the percent of FAY EL students who met their expected annual English language proficiency target on the ACCESS.

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

- Below Target < 19
- Meets Target ≥ 19 to < 40
- Exceeds Target ≥ 40

Extended Graduation Rate

The extended graduation rate is a lagged indicator, meaning that, for the current accountability school year, it is the graduate cohort from the prior school year that is utilized. The extended graduation cohort includes:

- Student 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.

The school score is the extended graduation rate, which is calculated as follows:

- The numerator is all 4-, 5-, 6-, and 7-year graduates.
- The denominator is the extended graduation cohort.
- The quotient is rounded to the nearest whole number.

School Extended Graduation Target Levels. The high school cut-scores for the extended graduation rate target levels are:

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

Post-Secondary Readiness

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). 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.

College Ready. A student is college ready if the student has completed both 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 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
- A grade of "C" or better in a 1000-level or higher dual/concurrent course.

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 appropriate². The curriculum level for accountability is based upon the success curriculum level that the school reports on each graduate's transcript.

² A student's Hathaway scholarship level is based upon a student's (a) success curriculum level, (b) composite ACT score, 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.

The requirement for a college-ready score on standardized college entrance exam is defined as an ACT composite score of 19 or higher. There are three 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. Finally, ACT provides a file with ACT scores to the Department once each year. The highest ACT composite score from each of these three 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 grade of "C" or better in a 1000-level or higher dual/concurrent course.

Career Ready. A student is career ready if the student has completed a career/technical education program of study (pathway) and one or more of the following in the same program of study (pathway):

- A passing score on a state-approved CTE exam: or
- A state-approved industry-recognized certification.

The student's 950 transcript must have evidence the student passed three courses in the same pathway as the passed exam or certification – or – the student must have been reported as a completer in the same pathway as the passed exam or certification in the Perkins data collection. When there are discrepancies between the WDE 950 transcript collection and the Perkins collection of CTE course completer status, WDE will allow evidence from either the 950 transcript or the Perkins collection to serve as evidence of CTE course completion.

Military Ready. A student is military ready if the student has achieved an Armed Forces Qualification Test (AFQT) score of 45 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
- Successful completion of a career/technical education program of study (pathway)

The test evidence used for military readiness is a score on the ASVAB that is high enough for a student to be eligible for any of the four branches of the military during the first year that military readiness is included for school accountability (i.e., 2018-19). The required AFQT score for military readiness is 45.

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

- Below Target < 67
- Meets Target ≥ 67 to < 80
- Exceeds Target ≥ 80

Credits Earned

Credits earned is a lagged indicator that includes first-time grade-nine students from the lagged 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 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.

Schools are sorted into one of three target levels based on their grade-nine credit indicator scores as follows:

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

- Below Target < 88
- Meets Target ≥ 88 to < 95
- Exceeds Target ≥ 95

WAEA Aggregation Across Indicators of Traditional High Schools

There will be no aggregation of indicator scores to a total school score for the 2020-21 accountability year. There will be no school performance ratings for the 2020-21 accountability year.

ESSA Indicators for High Schools

The ESSA indicators for high schools apply to all high schools in Wyoming, both traditional high schools and alternative schools. The indicators for alternative school include:

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

Achievement Indicator. The ESSA achievement indicator school score is the percent of scores in math and English language arts on the WY-TOPP that are proficient or above. Science is not included. The ESSA school achievement scores are rounded to one decimal point. Instead of indicator target levels, ESSA identifies indicator categories for Below Average, Average, and Above Average.

School Achievement Category Levels. The cut-scores for ESSA school achievement categories are:

- Below Average Category < 47.7
- Average category ≥ 47.7 through < 58.6
- Above Average ≥ 58.6

English Language Progress Category Levels. For ESSA school accountability, the school ELP scores are rounded to one decimal place and used to assign each school to one of three categories (i.e., *below average*, *average*, *above average*). Overall school³ ELP cut-scores for grades kindergarten through 12 are:

- Below Average Category < 27.2
- Average category ≥ 27.2 through < 50.0
- Above Average ≥ 50.0

Four-Year, On-Time Graduation Rate. The cohort for the ESSA graduation rate is the four-year, on-time cohort from the lagged year. The four-year, on-time cohort includes the number of first-time grade nine students in the school year 4 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. The former description is the denominator of the four-year, on-time graduation rate including the non-completers. The numerator for the four-year, on-time cohort graduation rate is all students in the cohort that graduated on-time or earlier. Three-year graduates are included in the four-year, on-time cohort graduation rate when their cohort graduates.

³ ELP cut-scores for subgroups appear in Appendix A

The four-year, on-time cohort graduation rate is the school score for the ESSA graduation indicator. 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*). Cut-scores for the indicator categories are based upon statewide performance during a baseline school year (2017-18). 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.

The all school⁴ cut-scores for **four-year, on-time cohort graduation** are:

- Below Average Category < 82.3
- Average category ≥ 82.3 through < 90.3
- Above Average ≥ 90.3

Post-Secondary Readiness. The PSR 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 overall school⁵ **post-secondary readiness** cut-scores:

- Below Average Category < 41.8
- Average category ≥ 41.8 through < 65.4
- Exceeding category = 65.4

ESSA Aggregation Rules

There is no aggregation of indicator scores to a total score for the 2020-21 accountability year. There is no identification of school support categories for schools during the 2020-21 accountability year.

⁴ The ESSA cut-scores for graduation for subgroups are presented in APPENDIX A.

⁵ ESSA post-secondary cut-scores for subgroups appear in APPENDIX A.

Indicators for Alternative Schools

The ESSA indicators for high schools apply to all high schools in Wyoming, both traditional high schools and alternative schools. The ESSA indicators for alternative school include:

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

The indicators for the WAEA Alternative School Accountability Model are presented in detail immediately below.

Academic Achievement

Each alternative school's achievement indicator score is the mean student index score for math, English language arts, and science on the WY-TOPP for all students enrolled for a full academic year (FAY). FAY is defined as enrolled in the same school from the first week day in October until a spring accountability date set by the Department each year during the state summative test window.

The alternative school achievement index is derived by computing each alternative school student's WY-TOPP performance level designation into a student index score as described in Table 4.

Table 4. The WAEA Alternative School Achievement Index.

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

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

- Below Target < 30
- Meets Target ≥ 30 to < 50
- Exceeds Target ≥ 50

Graduation Credential Rate

The graduation credential rate is a lagged indicator, meaning that, for the current accountability school year, it is a cohort from the prior school year that is utilized. The graduation credential cohort includes:

- Student 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, and
- All 3-, 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 graduation credential rate is computed by dividing the number of graduation credential earners by the school's number of students that belong to the graduation credential cohort.

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

- Below Target < 67
- Meets Target ≥ 67 to < 83
- Exceeds Target ≥ 83

College and Career Readiness

College and career readiness (CCR) is a lagged indicator that includes all alternative high school graduates from the lagged year. A student's CCR index score is the points associated with the highest observed outcome level for that student in any of the five rows in Table 5. An alternative school's CCR index score is the average index across all graduates' CCR scores rounded to a whole number.

Table 5. College and Career Readiness (CCR) Index.

Level 0 – 0 points	Level 1 – 10 point	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	Pathway concentrator	Pathway completer	Attaining a qualifying score on a CTE pathway exam or earning an industry 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 internship or work study (verified by the 950-collection transcript)	ASVAB Military Readiness Score which is an AFQT score of at least 45	Eligible to receive college course credit (through dual enrollment or AP/IB exam)

There are five sources of evidence for the CCR index, each of which is represented within one row 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 completer evidence and assessment evidence are the same as those described above for traditional schools. The CTE concentrator status is achieved by the successful completion of two courses within a WDE recognized CTE pathway. Evidence of CTE concentrator status may come from the 950-course transcript collection or the Perkins reporting system.
- Fourth, WDE has evidence of grade 11 ACT WorkKeys performance for those students who choose to take this optional 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 45. Finally, college credit eligibility is documented in the same manner as described for the post-secondary readiness indicator.

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

- Below Target < 15
- Meets Target ≥ 15 to < 20
- Exceeds Target ≥ 20

Credits Earned

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 who 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.

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

- Below Target < 67
- Meets Target ≥ 67 to < 83
- Exceeds Target ≥ 83

Climate

Each alternative school administers the alternative school climate survey every fall and spring. 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 in the survey is the mean of the domain scores. The school score in 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 (see Appendix B).

Alternative School Climate Target Levels. When a school's participation rate is below 85%, 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 Target < 2.8
- Meets Target ≥ 2.8 through < 3.3
- Exceeds 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.

WAEA Aggregation Across Indicators of Alternative Schools

There will be no aggregation of indicator scores to a total school score for the 2020-21 accountability year. There will be no school performance ratings for the 2020-21 accountability year.

ESSA Aggregation Rules

There is no aggregation of indicator scores to a total score for the 2020-21 accountability year. There is no identification of school support categories for schools during the 2020-21 accountability year.

Other Business Rules and Procedures

Participation Rate

One Additional Non-Participant Rule. 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.

The only way to hold this school to a participation rate below 100% is to apply the one additional non-participant rule. This rule allows a school like the one in the illustration to have one additional non-participant. A table is presented in APPENDIX C that shows the number of students permitted to not test for every n size between 10 and 100. Even though the table in APPENDIX C 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 the 95% requirement.

Participation rates are computed at the test score level rather than the student level. The implementation of this rule 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 student rule applies at this school. Therefore, if the one additional 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 is 18 test scores. The denominator at this school when the percent proficient is computed would be at least 18. If a school had just 16 test scores because 2 students did not test, the achievement calculation (i.e., percent proficient) would still be based upon the 18 expected tests. If there were 10 proficient tests at this school, the percent proficient for the tested students would be $10/16 = 62.5\%$, but the percent proficient included for school accountability would be $10/18 = 55.6\%$. If there were 10 students with just 17 tests, because one student took a reading test but not a math test, the expected tests would still be 18 and the percent proficient at this school would be 58.8% .

On the ACCESS test for EL students, there is only one test score, so the participation rate is, in effect, applied at both the student level and the test score level. The minimum n for participation is 10 students. When students from prior school years are included in order to meet the minimum n for the achievement indicator, the prior years that are used for that purpose are also included for the participation rate computations.

Participation Rate on the ACCESS. On the ACCESS test for EL students, there is only one test score, so the participation rate is, in effect, applied at both the student level and the test score level. There is a 95% participation rate requirement for EL students on the ACCESS test. All identified EL students, including year one EL students and EL students for whom parents are refusing services, are required to take the ACCESS test during the testing window each school year. The participation rate determination for EL students will include the *one additional non-participant rule*. The table in APPENDIX C is applicable to the EL participation rate determinations.

When a school does not meet the 95% participation rate requirement for ACCESS 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 95% (after applying the one additional non-participant rule). 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.

Minimum n and Lookbacks

For accountability decisions, the minimum number of students (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 two prior school years is 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. Schools with grades 3 through 8, must have target levels on both the achievement and the growth indicators in order to receive a school performance rating. High schools must have target levels on both the achievement indicator and the graduation indicator in order to receive a school performance rating. Additionally, both 3 through 8 and high schools must have at least 10 students in the consolidated subgroup (i.e., with achievement scores in the bottom 25% on the prior year's state test) in order to receive a target level for the equity indicator.

During the 2020-21 accountability year there will not be lookbacks for the achievement indicator or for the ELP indicator.

Full Academic Year (FAY)

When computing school scores, only FAY students are included. For computation of school performance levels, FAY status is defined as being continuously enrolled in the same school from the first weekday in October until a spring accountability date set by the Department each year, typically aligned with the midpoint of each assessment's testing window. Students not identified as FAY students will be excluded from school performance level computations. For the credit-earning and post-secondary readiness indicators, FAY for both traditional and alternative schools is defined as being continuously enrolled at the same school from the first weekday in October until ten days from the school's last day of the school year.

Continuous enrollment ends with a gap of ten or more days in reported enrollment, or where enrollment is reported by a different school during a gap of fewer than ten days.

Home schooled and concurrent enrollment students are not included in school accountability calculations.

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

Table 6. 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 required the state to establish long-term goals with interim targets for overall school performance and for subgroup performance. School performance on the interim targets for the long-term goals are reported each year. Performance on long-term goals does not impact ESSA or WAEA accountability scores. Long-term goals and interim targets are required for school performance on the following indicators:

- Reading achievement
- Math achievement
- Four-year, on-time graduation rate
- Progress of English learner's becoming English proficient (ELP)

See the *2018 Wyoming School Performance Rating Implementation Handbook* for details about how the long-term goals and interim targets were developed.

Establishment of Long-Term Goals. The same process and parameters were used for each of the four indicators for which long-term goals were established. The parameters were established by the state based upon data analysis and were vetted with the PJP and State Board of Education.

Wyoming implemented a new state test for math achievement and ELA achievement during the 2017-18 school year. The proposed long-term goals submitted and approved by the U.S. Department of Education⁶ as a part of the Wyoming state ESSA plan were no longer relevant since they were based upon the prior state test that is no longer in use. Therefore, upon obtaining the results of the new 2017-18 state assessment (i.e., the WY-TOPP), long-term goals were revised by applying the parameters to the 2017-18 results for math achievement and ELA achievement. There was considerable data quality improvement associated with Wyoming English learner data during 2017-18; therefore, 2017-18 will serve as the baseline year for the ELP long-term goals. As such, a new baseline year was established for these three goal areas. The long-term goal for the four-year, on-time graduation rate remained the same.

Interim School Targets. The method used to determine interim targets varies as a function of whether or not a school is at or above the long-term goal during the baseline year.

- For all schools, the baseline year is Year 1. For the four-year, on-time graduation indicator, the baseline year is the accountability year 2016-17. Since this is a lagged indicator, the four-year, on-time cohort is the 2015-16 graduating class for the 2016-17 accountability year. For math achievement, ELA achievement, and ELP, the baseline year is 2017-18.
- The end of the 15-year term is the 2030-31 accountability year for the graduation indicator and 2031-32 for the math, ELA, and ELP indicators

Interim Target Computation for *Schools Below the Long-Term Goal during the Baseline Year* is illustrated in Table 7.

- The baseline score and long-term goal are whole numbers. The expected annual progress is computed as follows = (long-term goal - school baseline score)/14. The denominator is 14 since the baseline year is Year 1 and the goal must be reached by year 15. The expected annual progress is not rounded. See column 3 in Table 7.
- Through Year 12, interim targets remain unchanged for three years at a time. Interim targets increase in years 4, 7, 10, 13, 14, and 15. Therefore, interim targets increase for the first time in Year 4. This increase is the sum of the baseline plus the expected annual improvement through Year 4 rounded to the nearest whole number. Each increase is the baseline score plus expected annual improvement through the year of the increase rounded to a whole number.

Interim Target Computation for *schools above the long-term goal during the baseline year*.

- In order to meet the interim target, the school score must be at or above the long-term goal.
- A school meets the interim target if their score drops by up to 5% so long as the score remains at or above the long-term goal (this provides some relief from regression to the mean to the schools that have already met the long-term goal).

The interim targets for the 2019-20 and the 2020-21 accountability years were held constant because of the pandemic

⁶ For ELP, the scale scores used for standard setting had not been finalized at the time that state plan goal setting was performed.

Baseline Years. The baseline school year for graduation rate is the lagged 2015-16 school year, which serves as the graduation rate for the 2016-17 accountability year.

Table 7. Illustration of Interim Target Computation for a Low Performing School on the Reading Achievement

Year	School Year	Expected Annual Growth*	Baseline Plus Sum of Expected Annual Progress	Interim Target**
1 - Baseline	2017-18		37.000	37
2	2018-19	1.857142857	38.857	37
3	2019-20	1.857142857	40.714	37
4	2020-21	1.857142857	42.571	43
5	2021-22	1.857142857	44.429	43
6	2022-23	1.857142857	46.286	43
7	2023-24	1.857142857	48.143	48
8	2024-25	1.857142857	50.000	48
9	2025-26	1.857142857	51.857	48
10	2026-27	1.857142857	53.714	54
11	2027-28	1.857142857	55.571	54
12	2028-29	1.857142857	57.429	54
13	2029-30	1.857142857	59.286	59
14	2030-31	1.857142857	61.143	61
15	2031-32	1.857142857	63.000	63

* Required Annual Growth = (long-term goal - school baseline score)/14.

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

Identified Long-Term Goals. The baseline year for the long-term goal for the four-year, on-time graduation rate is the 2015-16 school year. Graduation is a lagged indicator so that summer graduates can be included in the graduation year. Therefore, the baseline accountability year for the graduation rate is the 2016-17 school year. The 2017-18 accountability year is Year 2 for the graduation rate indicator.

The other three indicators with long-term goals are mathematics achievement, ELA, and English language proficiency. None of these indicators are lagged. The baseline accountability year for these three indicators is the 2017-18 school year. The long-term goals for all students at a school and for each subgroup are presented in Table 8.

Table 8. ESSA Long-Term Goals.

	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						59

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

Appendix A

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


	Meets Target Cut-score	Exceeds Target 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	80.0
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
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

	Meets Target Cut-score	Exceeds Target Cut-score
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	33.0	63.0
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. Teachers at this school believe I can perform well on challenging academic work.
26. Teachers at this school set high standards for academic performance.
27. I trust the staff at this school.
28. I can find a classmate to help me with school work when I need it.
29. Students have to work hard to do well at this school.
30. Students at this school help each other even if they are not friends.
31. Students at this school treat property with respect.

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32. I find the academic expectations challenging at this school.
 33. Teachers at this school do not let students give up when the work gets hard.
 34. There is at least one staff member at this school who knows me well and shows interest in my education and future.
 35. Staff work hard to make sure that students stay in school.
 36. I help other students when I see that they are struggling.
 37. Students at this school treat staff with respect.
 38. Students at this school treat each other with respect.
 39. Students at this school are treated with respect by staff.
 40. Teachers give me helpful suggestions about how I can improve my work in class.
 41. Teachers at this school expect students to do their best all of the time.
 42. Teachers at this school have high expectations for me.
 43. Staff at this school treat me with respect.
 44. Staff at this school help students when they need it.
 45. There is at least one student at this school who knows me well and whom I consider to be a friend.
 46. Staff at this school make sure that I am planning for life after high school.
 47. Staff at this school treat each other with respect.
 48. Teachers explain things in a different way if students don't understand something.

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	$n \cdot .95$	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	22.8	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	60.8	93.75	4
65	61.75	93.85	4
66	62.70	93.94	4
67	63.65	94.03	4

n	n*.95	Actual Participation Rate	N of Students Permitted to Not Test
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