



Parent & Community Member Overview: Accountability & School Performance Ratings

Accountability 101

Federal accountability is defined in the Every Student Succeeds Act (ESSA). Under ESSA, each state submits a plan with achievement and graduation rate goals for schools, measurements for how well schools are doing, and priorities for the use of federal funds. The purpose of ESSA school accountability is to identify low-performing schools and schools with low-performing subgroups. Schools in higher performance ratings under the Wyoming Accountability model are much less likely to be identified under ESSA. Not every Wyoming public school receives a rating unless it underperforms in the categories listed below.

Under ESSA, states set long-term and interim goals for schools. Wyoming's plan contains goals for achievement in math and reading, the on-time graduation rate, and English language proficiency. The data for several of these indicators derives from the state assessment results, which is the measure of how well students are performing on the state's standards.

Wyoming's goals are derived from baselines determined in 2017-18, having each school perform as well as schools in the top 35 percent:

- 88 percent Graduation Rate.
- Grade 3-8 Math = 57 percent of students Proficient or Better.
- Grade 3-8 Reading = 59 percent of students Proficient or Better.
- High School Math = 47 percent of students Proficient or Better.
- High School Reading = 53 percent of students Proficient or Better.
- Growth for students learning English = 59 percent of students learning English making progress.
- The Wyoming Accountability in Education Act (WAEA) defines state accountability. This law includes measures tied to educational goals in Wyoming's school performance ratings. WAEA identifies each school's performance and gives every Wyoming public school an individual rating.

Traditional schools receive one of four overall performance ratings:

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

School performance ratings are determined from a variety of indicators:

- Student growth.
- Readiness.
- Achievement.
- Equity.
- English language proficiency.
- Postsecondary readiness.
- Graduation rates.
- Credits earned.

For alternative schools, the measures are similar to traditional schools with the addition of Climate and Engagement as additional indicators. Alternative schools receive one of four School Performance Ratings:

- Exceeding Alternative Expectations.
- Meeting Alternative Expectations.
- Partially Meeting Alternative Expectations.
- Not Meeting Alternative Expectations.

Under ESSA, schools that are struggling the most are identified for support. As part of the WAEA, support is provided to help Wyoming schools increase student and school performance. This support includes statewide professional development and district accreditation, school improvement planning, monitoring, and onsite technical support. Additional support is available for schools partially meeting and not meeting expectations through WAEA and those schools federally designated as Comprehensive School Improvement (CSI) and Targeted School Improvement (TSI).

School Performance Ratings Highlights

As of the 2025–26 school year, 87% of Wyoming schools were rated as Partially Meeting, Meeting, or Exceeding Expectations. Approximately 13% of schools received a rating of Not Meeting Expectations. For the 2025-26 school year, 7% of the state's 337 schools are designated Accredited with Support, meaning they have not met expectations for three consecutive years.

Percent of Traditional Schools at Performance Levels

	COUNT OF SCHOOL		PERCENT OF SCHOOLS	
LEVEL	2024-25	2025-26	2024-25	2025-26
Exceeding	35	36	12%	12%
Meeting	131	147	44%	50%
Partially Meeting	83	73	28%	25%
Not Meeting	47	37	16%	13%

- Alternative Schools are 100% Meeting or Exceeding Expectations from last year.
- Graduates meeting the Post-secondary Readiness has increased to 69%.
- 75% of 3-8 schools are Meeting or Exceeding in Achievement, an increase of 5% from the previous year.

Schools Exceeding Expectations for Seven Consecutive Years

- Spring Creek Elementary: Albany County School District #1
- Burlington High School: Big Horn County School District #1
- PODER Academy School: Laramie County School District #1

Schools Exceeding Expectations for Six Consecutive Years

- PODER Academy Secondary School: Laramie County School District #1
- Parkside Elementary: Park #1
- Glenn Livingston Elementary: Park #6
- Summit Innovations School: Teton #1

Schools Exceeding Expectations for Five Consecutive Years

- Southeast Elementary: Goshen #1
- Anderson Elementary: Laramie #1
- Afton Elementary: Lincoln #2
- Osmond Elementary: Lincoln #2
- Black Butte High School: Sweetwater #1

Schools Exceeding Expectations for Four Consecutive Years

- Wagonwheel Elementary: Campbell #1
- Heart Mountain Academy: Park #6
- John C. Schiffer Collaborative School: Sheridan #2
- Farson-Eden Middle School: Sweetwater #1
- Washington Elementary: Sweetwater #2
- Expedition Academy: Sweetwater #2
- Ten Sleep K-12: Washakie #2

Schools Exceeding Expectations for Three Consecutive Years

- Pathfinder High School: Fremont #1
- Cokeville High School: Lincoln #2
- Evansville Elementary: Natrona #1
- Big Horn Middle School: Sheridan #1
- Sagebrush Elementary: Sheridan #2
- The Wright Place: Sheridan #2
- Skyline High School: Sublette #1

Traditional Schools Overall School Ratings for the Past Four Years

LEVEL	COUNT OF SCHOOL				PERCENT OF SCHOOLS				22-26 CHANGE
	22-23	23-24	24-25	25-26	22-23	23-24	24-25	25-26	
Exceeding	40	37	35	36	13%	12%	12%	12%	-1%
Meeting	119	123	131	147	40%	41%	44%	50%	10%
Partially Meeting	90	87	83	73	30%	29%	28%	25%	-5%
Not Meeting	49	56	47	37	16%	18%	16%	13%	-3%

Alternative Schools Overall Ratings for the Past Four Years

	COUNT OF SCHOOL				PERCENT OF SCHOOLS				22-26 CHANGE
LEVEL	22-23	23-24	24-25	25-26	22-23	23-24	24-25	25-26	
Exceeding	8	8	9	11	47%	42%	47%	61%	14%
Meeting	5	7	9	7	29%	37%	47%	39%	10%
Partially Meeting	2	3	-	-	12%	16%	-	-	-12%
Not Meeting	2	1	1	-	12%	5%	5%	-	-12%

Traditional Schools 3-8 Achievement Indicator

	COUNT OF SCHOOL				PERCENT OF SCHOOLS				22-26 CHANGE
LEVEL	22-23	23-24	24-25	25-26	22-23	23-24	24-25	25-26	
Above Average	40	43	55	64	15%	17%	22%	25%	10%
Average	122	111	122	127	47%	43%	48%	50%	3%
Below Average	97	104	77	61	37%	40%	30%	24%	-13%

Traditional High School Achievement Indicator

	COUNT OF SCHOOL				PERCENT OF SCHOOLS				22-26 CHANGE
LEVEL	22-23	23-24	24-25	25-26	22-23	23-24	24-25	25-26	
Above Average	22	18	19	24	31%	26%	28%	34%	3%
Average	26	27	26	27	37%	39%	38%	39%	2%
Below Average	22	24	24	19	31%	35%	35%	27%	-4%

Alternative High School Achievement Indicator

	COUNT OF SCHOOL				PERCENT OF SCHOOLS				22-26 CHANGE
LEVEL	22-23	23-24	24-25	25-26	22-23	23-24	24-25	25-26	
Above Average	2	4	5	5	11%	21%	26%	28%	17%
Average	9	10	11	10	50%	53%	58%	56%	6%
Below Average	2	4	5	5	11%	21%	26%	28%	17%