

2022-23 School Performance Report for Elementary and Middle School Grades

(WAEA = Wyoming Accountability in Education Act)

(ESSA = Every Student Succeeds Act)

State Accountability

All Wyoming elementary and middle schools receive one of four School Performance Ratings: Exceeding Expectations, Meeting Expectations, Partially Meeting Expectations, or Not Meeting Expectations. Four indicators are used to inform the ratings: Achievement, Growth, Equity, and English Learner Progress (ELP).

Different measures are used for each indicator:

- Achievement is measured using the statewide assessment, the Wyoming Test of Proficiency and Progress (WY-TOPP).
- Growth is measured by comparing how students did on WY-TOPP compared to how they did on prior statewide assessments.
- Equity is measured by focusing heavily on the growth of the students who scored the lowest on prior statewide assessments.
- English Learner Progress (ELP) is measured by how well students learning the English language improve on an assessment of English language.

[Click here for a comparison between the WAEA and ESSA accountability models](#)

Federal Accountability

All schools are required to report annually on progress toward long-term goals and short-term targets for English Language Arts (ELA) Achievement, Math Achievement, Graduation Rate, and English Learner Progress (ELP). Federal law requires the schools that are struggling the most to be identified for support. There are three types of support:

- Comprehensive Support and Improvement (CSI) is for Title I schools performing among the lowest in the state.
- Targeted Support and Improvement (TSI) is for schools that have a specific group of students that is not performing well.
- Additional Targeted Support and Improvement (ATSI) is for schools that have a specific group of students that is chronically not performing well.
- Schools that are not identified for support are noted as "Not Identified."
- Schools are identified for CSI and ATSI every three years based on the prior year performance. Schools may be identified for TSI every year.

To determine which schools need assistance, the same indicators and measures are used as those for state accountability.

[Click here to review the accountability](#)

District Name: Sweetwater #1

School Name: Sage Elementary

Grades Served: K-3

Enrollment: 384

WAEA School Performance Rating = Not Meeting Expectations

WAEA Weighted Average Indicator Score = 1.1 (Cut Scores = 1.4 ; 1.8 ; 2.6)

ESSA School Identification = Not Identified

WAEA Performance Category Cut Scores			ESSA Performance Category Cut Scores		
Below Targets	Meeting Targets	Exceeding Targets	Below Average	Average	Above Average
A panel of educators, parents, business representatives, and community members set the targets for each indicator and the cut scores for each School Performance Rating.			The cut scores were set by being broken into thirds for all Wyoming high schools. The bottom third of scores are Below Average, the middle third of scores are Average, and the top third of scores are Above Average.		

Long-Term School Goals and Interim Targets for Student Groups Proficient or Advanced on WY-TOPP English/Language Arts

Student Group	15-Year Goal	At or Above Goal*	Current Year Interim Target At or Above IT*
All	59%	No	No
Asian	66%	Yes	Yes
Black	57%	No	Yes
EL	43%	No	No
Free/Reduced Lunch	55%	No	No
Hispanic	54%	No	No
IEP	37%	No	No
Native American	37%	No	Yes
Two or More Races	62%	No	No
White	62%	No	No

Long-Term School Goals and Interim Targets for Percent of Students Proficient or Advanced on WY-TOPP Math

Student Group	15-Year Goal	At or Above Goal*	Current Year Interim Target At or Above IT*
All	57%	No	No
Asian	64%	Yes	Yes
Black	46%	No	No
EL	43%	No	No
Free/Reduced Lunch	53%	No	No
Hispanic	53%	No	No
IEP	35%	No	No
Native American	34%	Yes	Yes
Two or More Races	65%	No	No
White	61%	No	No

Long-Term School Goals and Interim Targets for Students Proficient or Advanced for English Learner Progress

Student Group	15-Year Goal	At or Above Goal*	Current Year Interim Target At or Above IT*
All	53%	No	No

ESSA Subgroup Indicator Scores

Student Group	Growth			Equity			Achievement			ELP		
	Cut Scores	Count of Students	School Scores	Cut Scores	Count of Students	School Scores	Cut Scores	Count of Students	School Scores	Cut Scores	Count of Students	School Scores
All	>=47. 1;<54.5	521	41.6	>=47. 5;<56.2	189;428	39.6	>=47. 7;<58.6	797	41.8	>=27. 7;<50.0	98	43.9
Asian	>=50. 9;<57.5	12	44.9	>=47. 5;<56.2	0;5	N/A	>=53. 3;<75.0	15	79.3	>=27. 7;<50.0	1	N/A
Black	>=43. 3;<48.6	13	43.2	>=38. 9;<44.8	5;3	N/A	>=32. 9;<45.7	11	22.7	>=27. 7;<50.0	1	N/A
EL	>=45. 3;<55.3	47	37.5	>=45. 6;<52.5	29;31	33.2	>=20. 8;<39.5	78	19.5	>=;<		N/A
Free/Reduced Lunch	>=45. 5;<52.0	148	37.7	>=45. 3;<52.3	76;108	36.7	>=36. 0;<47.6	263	23.4	>=27. 2;<50.0	72	37.5
Hispanic	>=46. 2;<53.8	23	40.4	>=46. 2;<55.2	68;21	32.1	>=35. 0;<46.2	35	37.1	>=25. 8;<46.4	15	6.7

Student Group	Growth			Equity			Achievement			ELP		
	Cut Scores	Count of Students	School Scores	Cut Scores	Count of Students	School Scores	Cut Scores	Count of Students	School Scores	Cut Scores	Count of Students	School Scores
IEP	>=42.5; <49.5	73	34.7	>=43.1; <50.3	56;27	34.2	>=14.5; <24.0	144	16.3	>=6.3; <41.2	30	40.0
Native American	>=44.2; <51.2	10	42.4	>=43.4; <49.2	2;6	N/A	>=22.2; <35.0	11	40.9	>=5.0; <23.2	4	N/A
Nonvirtual	>=47.1; <54.5	521	41.6	>=47.5; <56.2	189;428	39.6	>=47.7; <58.6	796	41.8	>=27.7; <50.0	98	43.9
Two or More Races	>=47.9; <52.5	35	44.5	>=45.2; <56.8	18;22	40.8	>=42.3; <55.9	65	26.2	>=27.7; <50.0	14	50.0
White	>=47.7; <54.4	446	41.2	>=48.2; <55.8	158;371	39.5	>=50.0; <61.4	668	43.7	>=27.7; <50.0	62	50.0