WYOMING
DEPARTMENT OF EDUCATION

2018-19 School Performance Report for Traditional High Schools

(WAEA = Wyoming Accountability in Education Act)

(ESSA = Every Student Succeeds Act)

This report provides information on how well this school is doing according to the requirements of state and federal accountability laws. State accountability is defined in the Wyoming Accountability in Education Act (WAEA) and federal accountability is defined in the Every Student Succeeds Act (ESSA). Information on how schools are measured and rated to meet the requirements of both laws can be found below. More information on accountability is available in this FAQ.

State Accountability

All Wyoming high schools receive one of four School Performance Ratings: Exceeding Expectations, Meeting Expectations, Partially Meeting Expectations, or Not Meeting Expectations. Seven indicators are used to inform the ratings: Achievement, Growth, Equity, English Learner Progress (ELP), Extended Graduation Rate, Post-Secondary Readiness, and Grade Nine Credits. 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 or ACT 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.
- Extended Graduation Rate is measured by the last year's graduation rate and the five-, six-, and seven-year graduates.
- Post-Secondary Readiness (PSR) is measured by the percent of students that demonstrate readiness for college or career.
- Grade Nine Credits is measured by the percent of last year's freshman that earned one fourth the course credits needed to graduate.

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. Any school with a graduation rate below 67 percent will automatically be identified for CSI.
- 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 support, similar indicators and measures are used to those used to determine the School Performance Ratings for high schools. Achievement, Growth, English Learner Progress, and Post-Secondary Readiness are measured the same way they are for state accountability. However, only the four-year graduation rate is used to measure high schools for federal accountability, and Equity and Grade Nine Credits are not included as indicators.

District Name: Sweetwater #1
School Name: Farson-Eden High School
Grades Served: 9-12
Enrollment: 62
WAEA School Performance Rating = Exceeding Expectations
WAEA Weighted Average Indicator Score = 2.5 (Cut Scores = 1.4 ; 1.8 ; 2.5)
ESSA School Identification = Not Identified

Four-Year, On-Time Graduation Rate = 100.0

Overall School Performance on Indicators

Only students enrolled for a full academic year (FAY) are included (FAY is from first school day in October to midpoint in test window)

Indicator	WAEA Target Level	ESSA Norm Category	Description
Growth	Meets Target	Above Average	WAEA: The mean student growth percentile (MGP) in ELA and math combined for all students in grades nine through eleven as measured from prior year Aspire to current year WY-TOPP and ACT (grade eleven only).
			ESSA: The mean student growth percentile (MGP) in ELA and math combined for all students grades four through ten.
Equity	Exceeds Target	N/A	The weighted mean student growth percentile (MGP) with MGP of students who scored in the bottom 25% of students on the prior year test weighted at 80% and the MGP of the remaining students weighted at 20% for grades nine and ten.
Achievement	Exceeds Target	Above Average	WAEA: The percent proficient or above on the state test in English language arts, mathematics, and science.
			ESSA: The percent proficient or above on the state test in English language arts and mathematics.
ELP	N/A	N/A	The percent of English learners who met their annual progress goal for English language proficiency.
Extended Graduation	Exceeds Target	N/A	WAEA: Prior year extended graduation rate including the four year, on-time cohort plus all five, six, and seven year graduates.This is a lagged indicator.
Four-Year On-Time Graduation	N/A	Above Average	ESSA: The prior year four year, on-time graduation rate.This is a lagged indicator.
Post-Secondary Readiness	Below Target	Average	The percent of all prior year graduates demonstrating college or career readiness.This is a lagged indicator.
Grade Nine Credits	Exceeds Target	N/A	WAEA Only: The percent of all prior year first year grade nine students who earned one fourth of the credits needed to graduate.This is a lagged indicator.

A school's achievement score may be lowered if the school does not meet the 95% participation rate requirement on state assessment.

-FAY School Participation Rate Status WAEA: **Met**

-FAY School Participation Rate Status ESSA: **Met**

-State Assessment Participation Rate Status WAEA: **Met**

-State Assessment Participation Rate Status ESSA: **Met**

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 Percent of Students Proficient or Advanced on WY-TOPP English/Lanuage Arts

Student Group	15-Year Goal	At or Above Goal	Current Year Interim Target At or Above IT
All	53%	Yes	Yes
White	55%	Yes	Yes

Long-Term School Goals and Interim Targets for Student Groups 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	47%	Yes	Yes
White	51%	Yes	Yes

Long-Term School Goals and Interim Targets for Student Groups Four-Year, On-Time Graduation Rate

Student Group	15-Year Goal	At or Above Goal	Current Year Interim Target At or Above IT
All	88%	Yes	Yes
White	90%	Yes	Yes