WYOMING
DEPARTMENT OF EDUCATION

2018-19 School Performance Report for Elementary and Middle School Grades

(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 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.

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.

District Name: Sweetwater #1
School Name: Pilot Butte Elementary
Grades Served: 5-6
Enrollment: 437
WAEA School Performance Rating = Meeting Expectations
WAEA Weighted Average Indicator Score = 2.0 (Cut Scores = 1.4 ; 1.8 ; 2.6)
ESSA School Identification = Not Identified

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	Average	WAEA: The mean student growth percentile (MGP) in reading and math combined for all students in grades four through eight as measured from prior year WY-TOPP to current year WY-TOPP.
			ESSA: The mean student growth percentile (MGP) in ELA and math combined for all students grades four through ten.
Equity	Meets Target	Average	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%.
Achievement	Meets Target	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	Meets Target	N/A	The percent of English learners who met their annual progress goal for English language proficiency.

A school's achievement score may be lowered if the school does not meet the 95% participation rate requirement on the 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 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
EL	43%	Yes	Yes
Free/Reduced Lunch	55%	No	No
Hispanic	54%	No	No
IEP	37%	No	No
Two or More Races	62%	No	Yes
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
EL	43%	No	Yes
Free/Reduced Lunch	53%	No	No
Hispanic	53%	No	No
IEP	35%	No	No
Two or More Races	65%	No	Yes
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	Yes