

Comparison Table: WAEA vs. ESSA

INDICATOR	Description for STATE Accountability	Description for FEDERAL Accountability
Achievement	WAEA	ESSA
Indicator Description	The Achievement indicator measures the percentage of students who are proficient in reading, math, and science in grades 3-10.	
All Schools	A school's Achievement score is based on Math, Reading, Science	A school's Achievement score is based on Math and Reading
Assessment Used	WY-TOPP for grades 3-10	WY-TOPP for grades 3-10
Growth	WAEA	ESSA
Indicator Description	The Growth indicator measures the change in achievement for students (academic peers) from year to year.	
All Schools	A school's Growth score is based on the median student growth percentile (MGP) in reading and math combined for all students in grades four through eleven.	A school's Growth score is based on the median student growth percentile (MGP) in reading and math combined for all students in grades four through eleven.
Assessment Used	WY-TOPP for grades 3-8 and ACT in grade 11 for all high schools	WY-TOPP for grades 3-8 and ACT in grade 11 for all high schools
Equity	WAEA	ESSA
Indicator Description	The Equity indicator is the median student growth percentile (MGP) in reading and math combined for a subgroup of students who had low reading and math test scores in the prior year (i.e. scores in the bottom quartile in reading, math, or both). This indicator is designed to measure and ideally minimize achievement gaps.	
Grades 3-8	A school's Equity score is based upon the growth of all students with greater weight (i.e. 80%) being given for students identified as belonging to a consolidated subgroup at the school.	A school's Equity score is based upon the growth of all students with greater weight (i.e. 80%) being given for students identified as belonging to a consolidated subgroup at the school.
Traditional High Schools	A school's Equity score is based upon the growth of all students with greater weight (i.e. 80%) being given for students identified as belonging to a consolidated subgroup at the school.	Not included
Alternative High Schools	Equity is not included in the alternative school accountability model. Climate and Engagement are two indicators included for alternative schools, but not traditional schools.	Not included
Assessment Used	WY-TOPP for grades 3-8 and ACT in grade 11 for traditional high schools	WY-TOPP for grades 3-8 only

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English Language Proficiency (ELP)	WAEA	ESSA
Indicator Description	The ELP indicator is a new indicator that measures an English learner's (EL) progress toward becoming proficient in the English language.	
Grades 3-8 (applicable only to EL students)	A school's ELP score is based on the percentage of EL students who are making reasonable progress toward English language acquisition. A performance level score of 4.6 on the overall composite will be used in Wyoming as evidence of English Proficiency.	A school's ELP score is based on the percentage of EL students who are making reasonable progress toward English language acquisition. A performance level score of 4.6 on the overall composite will be used in Wyoming as evidence of English Proficiency.
Traditional High Schools (applicable only to EL students)	A school's ELP score is based on the percentage of EL students who are making progress toward English language acquisition. A performance level score of 4.6 on the overall composite will be used as evidence of English Proficiency.	A school's ELP score is based on the percentage of EL students who are making progress toward English language acquisition. A performance level score of 4.6 on the overall composite will be used as evidence of English Proficiency.
Alternative High Schools (applicable only to EL students)	English Language Proficiency is not included in the alternative school accountability model. Climate and Engagement are two indicators included for alternative schools, but not traditional schools.	A school's ELP score is based on the percentage of EL students who are making progress toward English language acquisition. A performance level score of 4.6 on the overall composite will be used as evidence of English Proficiency.
Assessment Used	ACCESS 2.0 for all except alternative schools	ACCESS 2.0 for all schools
Readiness (High School)	WAEA	ESSA
Indicator Description	The Readiness indicator is comprised of sub-indicators that measure progress toward on-time graduation, graduation rate, and outcomes related to post-secondary readiness.	
Grades 3-8	Not included	Not included
High School	A school's Readiness score is based on graduation rate (extended) AND specific sub-indicators (see below*).	For ESSA, the graduation rate is a separate indicator from the other Readiness indicators (see below*).
Sub-Indicators for Readiness* (HS only)	WAEA	ESSA
Graduation Rate	Four-year, On-time Rate plus 5 th , 6 th , and 7 th year graduates	Four-year, On-time Rate Only
9 th grade credits earned	Percent of grade 9 students earning 1/4th of the credits needed for graduation	Not included

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<i>Post-Secondary Readiness*</i> <i>(traditional HS only)</i>	WAEA	ESSA
College Readiness	Option 1 for Readiness indicator: <i>Completion of a college success curriculum and one or more of the following: a college-ready score on a standardized college entrance exam or college credits earned through Advanced Placement, International Baccalaureate, or dual/concurrent courses.</i>	Option 1 for Readiness indicator: <i>Completion of a college success curriculum and one or more of the following: a college-ready score on a standardized college entrance exam or college credits earned through Advanced Placement, International Baccalaureate, or dual/concurrent courses.</i>
Career Readiness	Option 2 for Readiness indicator: <i>Completion of a CTE pathway (minimum of a 3 course sequence) and one or more of the following: a passing score on a CTE exam or industry-recognized certification.</i>	Option 2 for Readiness indicator: <i>Completion of a CTE pathway (minimum of a 3 course sequence) and one or more of the following: a passing score on a CTE exam or industry-recognized certification.</i>
Military Readiness	Option 3 for Readiness indicator: <i>Completion of a college success curriculum or a CTE pathway and a military-readiness score on the ASVAB.</i>	Option 3 for Readiness indicator: <i>Completion of a college success curriculum or a CTE pathway and a military-readiness score on the ASVAB.</i>
<i>Post-Secondary Preparation*</i> <i>(alternative HS only)</i>	WAEA	ESSA
Graduation Credential	This includes students who earn a diploma OR pass a high school equivalency exam (i.e. GED)	Not included
Credit Earning	In addition to 9 th grade, credit earning is tracked in grades 10 and 11.	Not included
College & Career Readiness	This is based on students post-secondary preparation activities while attending an alternative school (i.e. taking Hathaway courses, earning college credit, participating in CTE, taking the ACT, WorkKeys, and/or ASVAB)	Not included
GOAL PARAMETERS	WAEA	ESSA
Achievement (all schools)	Based on schools performing in the top 35% on the state assessment during the baseline year. Subgroup goal based on schools performing in the top 20% for each subgroup on the state assessment during the baseline year.	Based on schools performing in the top 35% on the state assessment during the baseline year. Subgroup goal based on schools performing in the top 20% for each subgroup on the state assessment during the baseline year.

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English Language Proficiency (all schools)	Based on schools performing in the top 35% that are making acceptable progress toward proficiency in English. Subgroup goal based on schools performing in the top 20% that are making acceptable progress toward proficiency in English.	Based on schools performing in the top 35% that are making acceptable progress toward proficiency in English. Subgroup goal based on schools performing in the top 20% that are making acceptable progress toward proficiency in English.
Graduation Rate (all high schools)	Based on schools performing in the top 35% for four-year, on-time graduation rate the baseline year. Subgroup goal based on schools performing in the top 20% for four-year, on-time graduation rate the baseline year.	Based on schools performing in the top 35% for four-year, on-time graduation rate the baseline year. Subgroup goal based on schools performing in the top 20% for four-year, on-time graduation rate the baseline year.
IDENTIFICATION	WAEA	ESSA
Categories (all schools)	Schools are assigned to one of four performance levels based on their pattern of performance on the indicators: Exceeding, Meeting, Partially Meeting, or Not Meeting expectations. Schools Partially Meeting or Not Meeting Expectations must adhere to specific improvement requirements including the submission of an improvement plan. The state does not rank schools under WAEA.	Schools are assigned to specific categories of support based on performance on the indicators. Identification for Comprehensive Support (state-led interventions) will be applicable only to Title I schools except in cases where high schools are failing to graduate less than one-third of their students. Identification for Targeted Support (district-led interventions) will be applicable to all schools based on subgroup performance. Both Comprehensive and Targeted Support require a ranking of schools in order to be identified.

Important Notes:

- A coherent system:
 - Many of the indicators are identical between WAEA and ESSA. Indicators for ESSA include only what is required by federal law. Indicators for WAEA, including alternative schools, represent a model that is best for Wyoming schools and students. All schools will be held to the same long-term goals under ESSA, and the components of WAEA are designed to support schools in reaching those goals.
- Identification and Support:
 - Different conclusions are drawn based on indicators: under WAEA, schools are assigned a school performance rating. The same indicators are used to identify schools for support and interventions under ESSA.
- Long-Term Goals:
 - The long-term goals for Achievement will be updated using 2017-18 performance data in order to align with the WY-TOPP assessment, rather than PAWS and ACT. The long-term goals for English Language Proficiency may also be revisited based on 2017-18 performance data.