WYOMING
DEPARTMENT OF EDUCATION

2017-18 School Performance Report for Alternative 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

Starting in 2018-19, all Wyoming alternative high schools will receive one of four School Performance Ratings: Exceeding Alternative School Expectations, Meeting Alternative School Expectations, Partially Meeting Alternative School Expectations, and Not Meeting Alternative School Expectations. Eight indicators will be used to inform the ratings. The indicators will be Achievement, Growth, High School Certification (earning a diploma or graduation equivalency certification), Grade 9, 10 and 11 Credit Earning, Post-Secondary Preparation, School Climate, and Engagement.

Alternative high schools do not have School Performance Ratings for the 2017-18 school year. School Performance Ratings for alternative high schools will be available in fall 2019.

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 schools performing among the lowest in the state. Any high 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."

To determine which schools need support, five indicators: Achievement, Growth, English Learner Progress, Graduation Rate, and Post-Secondary Readiness. 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.
- English Learner Progress (ELP) is measured by how well students learning the English language improve on an assessment of English.
- Graduation Rate is measured by the percent of students that graduated in four years in the prior school year.
- Post-Secondary Readiness (PSR) is measured by the percent of students that demonstrate readiness for college or career.

District Name: Sweetwater #1
School Name: Black Butte High School
Grades Served: 9-12
Enrollment: 92

ESSA School Identification = Identified
Comprehensive Support and Improvement = All
Targeted Support and Improvement =
Additional Targeted Support and Improvement =
Four-Year, On-Time Graduation Rate = 61.3

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	ESSA Norm Category	Description
Growth	Below Average	ESSA: The mean student growth percentile (MGP) in ELA and math combined for all students grades four through ten.
Achievement*	Below Average	ESSA: The percent proficient or above on the state test in English language arts and mathematics.
ELP	N/A	The percent of English learners who met their annual progress goal for English language proficiency.
Four-Year, On-Time Graduation	Below Average	ESSA: The prior year four year, on-time graduation rate. This is a lagged indicator.
Post-Secondary Readiness	Below Average	The percent of all prior year graduates demonstrating college or career readiness. This is a lagged indicator.

* A school's achievement score may be lowered if the school does not meet the 95% participation rate requirement

FAY School Participation Rate Status WAEA: **Not Met**

Statewide Assessment Participation Rate Status ESSA: **Met**

ESSA Performance Category Cut Scores		
Below Average	**Average**	**Above Average**
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.		

Overall School Long-Term Goals and Interim Target Performance

Table 1. Long-term goal for students proficient or advanced on WY-TOPP

			2017-18 Interim Target (IT)
Goal Area	15-Year Goal*	At or Above Goal	At or Above IT
4YR Grad Rate	88%	No	Yes
HS Math	47%	No	Yes
HS Reading	53%	No	Yes

*The baseline year for ELP, ELA, and Math is 2017-18. The interim target during the baseline year is equal to the school's baseline score.

Note. Must meet minimum n of 10 to be included.

Table 2. Long-term goal for student groups proficient or advanced on WY-TOPP ELA

			2017-18 Interim Target (IT)
Student Group	**15-Year Goal**	**At or Above Goal**	**At or Above IT**
All	53%	No	Yes
Free/Reduced Lunch	48%	No	Yes
Hispanic	45%	Yes	Yes
IEP	30%	No	Yes
White	55%	No	Yes

*The baseline year for ELP, ELA, and Math is 2017-18. The interim target during the baseline year is equal to the school's baseline score.

Note. Must meet minimum n of 10 to be included.

Table 3. Long-term goal for student groups proficient or advanced on WY-TOPP Math

			2017-18 Interim Target (IT)
Student Group	**15-Year Goal**	**At or Above Goal**	**At or Above IT**
All	47%	No	Yes
Free/Reduced Lunch	41%	No	Yes
Hispanic	37%	Yes	Yes
IEP	26%	No	Yes
White	51%	No	Yes

*The baseline year for ELP, ELA, and Math is 2017-18. The interim target during the baseline year is equal to the school's baseline score.

Note. Must meet minimum n of 10 to be included.

Table 5. Long-term goal for student groups four-year, on-time graduation rate

			2017-18 Interim Target (IT)
Student Group	15-Year Goal	At or Above Goal	At or Above IT
All	88%	No	Yes
Free/Reduced Lunch	88%	No	No
Hispanic	86%	No	Yes
IEP	78%	No	No
White	90%	No	Yes

*The baseline year for ELP, ELA, and Math is 2017-18. The interim target during the baseline year is equal to the school's baseline score.

Note. Must meet minimum n of 10 to be included.