

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.

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

[Click here to review the accountability](#)

District Name: Park #1
School Name: Clark Elementary
Grades Served: K-5
Enrollment: 20

WAEA School Performance Level = Under Review
WAEA Weighted Average Indicator Score = .0 (Cut Scores = 1.4 ; 1.8 ; 2.6)

ESSA School Performance Level = Under Review
Comprehensive Support and Improvement = Not Identified
Targeted Support and Improvement = Not Identified
Additional Targeted Support and Improvement = Not Identified

ESSA Average Indicator Score = .0
ESSA Average Growth & Achievement Score = N/A
(ESSA Average Growth & Achievement Scores are only reported for the 5% of Title I schools with the lowest scores)

Overall School Performance on Indicators

Indicator	WAEA Target Level	ESSA Norm Category	Count of Students	Description
Growth	N/A	N/A	2	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 PAWS to current year WY-TOPP.
			2	ESSA: The mean student growth percentile (MGP) in ELA and math combined for all students grades four through ten.
Equity	N/A	N/A	0 ; 2	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%. The reported count of students for this indicator reflects the number of students with tests in the consolidated subgroup and the number of students with tests not included in the consolidated subgroup. In some cases, students have a test in each group.
Achievement*	Meets Target 54	Average 54.5	11	WAEA: The percent proficient or above on the state test in English language arts, mathematics, and science.
			11	ESSA: The percent proficient or above on the state test in English language arts and mathematics.
ELP	N/A	N/A	0	The percent of English learners who met their annual goal for English language proficiency.

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

WY-TOPP Participation Rate Status WAEA: **Met**

WY-TOPP Participation Rate Status ESSA: **Met**

ACCESS Participation Rate Status WAEA and ESSA: **Met**

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%	Yes	Yes
White	62%	Yes	Yes

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	Yes
White	61%	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	2	N/A	>=47. 5;<56.2	0;2	N/A	>=47. 7;<58.6	11	54.5	>=27. 7;<50.0	0	N/A