



Wyoming Accountability System Under the Every Student Succeeds Act

American Institutes for Research (AIR) has compiled profiles of each state educational agency's proposed accountability system under the Elementary and Secondary Education Act of 1965 as reauthorized by the Every Student Succeeds Act (ESSA) of 2015. The profile is based on initial plans submitted to the U.S. Department of Education. Upon final approval, profiles will be updated. For an overview and full set of profiles, visit www.air.org/ESSAAccountability.

- Wyoming uses a composite index to calculate annual summative ratings for all public schools and to identify schools for comprehensive and targeted support and improvement (CSI/TSI).
- Wyoming includes a measure of student growth for the bottom 25% performers in English language arts and mathematics (“Equity” measure).
- Wyoming includes a college and career readiness measure that recognizes student completion of advanced academic, career and technical education, and/or military postsecondary pathways.

Accountability Snapshot

Snapshot data here capture accountability highlights across states. Accountability measures are grouped by readiness to learn, persistence, and college and career readiness to highlight states' data-based leverage points across the educational trajectory.

Annual Meaningful Differentiation	
<input checked="" type="checkbox"/> Annual summative rating (Annually calculates overall performance rating for all schools and “all students” using all indicators, beyond CSI/TSI schools)	
<input type="checkbox"/> Data dashboard only (CSI/TSI schools identification only)	
Summative Ratings	
“Overall performance levels” (specific ratings not described)	
Accountability Measures	Included in Accountability
Academic	
Achievement status	✓
Achievement growth	✓
GAP Achievement gap	
ELP English language proficiency/progress	✓
4-year graduation rate	✓
EAR Early learning	
WRE Well-rounded education	✓
Persistence	
EXT Extended-year graduation rate(s)	
OTG On-track to graduation	
Dropout rate	
College and career readiness	
COL College enrollment	
ADV Advanced coursework or sequence	✓
CPT College placement test(s)	✓
CTE Career and technical education or work-based learning	✓
Readiness to learn	
CFL Conditions for learning/school climate	
SEL Social-emotional learning	
CHR Chronic absenteeism	

Note: CSI=comprehensive support and improvement; TSI=targeted support and improvement

Student Groups for Accountability Determinations (N = 20 for accountability, N = 10 for reporting)
Major racial/ethnic subgroups
Asian
Black
Hispanic
Native American
Pacific Islander
Two or more races
White
Other required subgroups
Free or reduced-price lunch recipients
Students with disabilities
English learners
Nonrequired subgroups
Lowest 25% of performers (for “Equity” student growth measure)

Subjects Used for Accountability		
Subject	Status	Growth
Math	✓	✓
Reading/English language arts (ELA)	✓	✓
Writing		
Science		
Social studies		
Other		



Annual Differentiation System

Wyoming uses the following composite index to calculate an annual summative rating for all public schools (rating categories are not described) and to identify schools for CSI/TSI (see also “School Improvement Categories”).

Wyoming Composite Index for Determination of Summative Ratings and CSI/TSI Schools, 2017–18 Proposed State Plan

ESSA Indicator	State Measure	State Measure	
		Elementary/Middle Schools	High Schools
 Academic achievement	Proficiency (ELA, math)	25%	20%
 Other academic	Student growth (SGP for ELA, math) <i>All students</i>	25%	20%
 Graduation rate	4-year graduation rate	--	20%
ELP English language proficiency progress	On-track to ELP	25%	20%
Academic indicators subtotal		75%	80%
SQSS School quality or student success	Equity (SGP for ELA, Math) <i>Lowest 25% performers</i>	25%	--
	College and career readiness	--	20%
SQSS indicator subtotal		25%	20%
Total		100%	100%
Business rule		If participation rate is less than 95%, the summative rating of the school is lowered by 1 level.	

Note 1: ELA=English language arts; SGP=student growth percentile

Note 2: Wyoming includes student growth in its academic achievement indicator for high schools in its proposed state plan.

Accountability Measure Descriptions

ESSA Indicator	State Measure	Description
 Academic achievement	Proficiency (weighted equally for ELA, math)	Percentage of students scoring at the performance level indicating grade-level proficiency or higher on annual statewide assessments (mathematics and ELA/reading).
	<i>Participation rate inclusion</i>	Participation rate is not included in the achievement calculation. If participation rate is less than 95%, the overall rating for the school is lowered by 1 level.
 Other academic	Student growth (ELA, math)	SGP that ranks year-to-year change in annual statewide ELP assessment results for each participating student. The final score is the median SGP.
 Graduation rate	4-year graduation rate	The percentage of students within an adjusted cohort who graduate within 4 years with a regular high school diploma.
ELP English language proficiency progress	On track to ELP	Percentage of students meeting annual individual targets for sufficient progress toward ELP within a state-determined number of years, based on state ELP test results.
SQSS School quality or student success	Equity	Median SGP for performance on statewide assessment results for the lowest 25% of performers from the previous school year (ELA and math).
	College and career readiness	Percentage of students in Grade 12 completing 1 of the following pathways: <ul style="list-style-type: none"> • College preparatory curriculum embedding a rigorous and well-rounded education and either readiness benchmark score on a college entrance exam or Advanced Placement/International Baccalaureate/dual enrollment coursework • CTE curriculum and either passing CTE exam or industry certification • College prep or CTE curriculum and attaining military readiness score on the Armed Services Vocational Aptitude Battery

Note: CTE=career and technical education; ELA=English language arts; SGP=student growth percentile

School Improvement Categories

	Comprehensive Support and Improvement (CSI) Schools	Targeted Support and Improvement (TSI) Schools	Additional Targeted Support (ATS) Schools
Identification criteria	<ul style="list-style-type: none"> Low-performing school: Bottom 5% of Title I schools, as ranked by composite index score Low graduation rate school: 4-year graduation rate less than 67% Chronically underperforming subgroup (i.e., 4 years failure to exit Title I ATS status) 	Any school with consistently underperforming subgroup(s) based on having a composite index score among the bottom 10% of all subgroups statewide	Any school with subgroup composite index score below threshold for the identification of bottom 5% of Title I schools based on all students
First year and frequency of identification	<ul style="list-style-type: none"> 2018–19 for low-performing and low graduation rate schools and every 3 years thereafter 2022–23 for chronically underperforming subgroup schools and annually thereafter (pending clarification) 	2019–20 and every 3 years thereafter	2018–19 and every 3 years thereafter
Years of improvement to exit status	2 consecutive years of improvement required to exit CSI status	States are not required to determine exit criteria for consistently underperforming subgroups	2 consecutive years of improvement required to exit ATS status

Inclusion of Recently Arrived English Learners in Accountability

Under Sec. 1111(b)(2)(B)(v)(I) of ESSA, states may exempt English learners (ELs) who have been enrolled in a school in the United States for less than 12 months from taking the reading/ELA statewide assessment in their first year according to the following 3 options.

State Options Under Sec. 1111(b)(2)(B)(v)(I) of ESSA		Year of Student Enrollment		
		Year 1	Year 2	Year 3
1	✓	Exempt all recent ELs from ELA/reading statewide testing	Test new ELs and include proficiency scores in accountability for all statewide tests for the first time	Test ELs and include proficiency and growth in accountability
2		Test all recent ELs in ELA/reading but exclude from accountability	Test ELs and include achievement growth scores in accountability for all statewide tests for the first time	Test ELs and include proficiency and growth in accountability
3		Uniform procedure for assigning individual ELs to either Option 1 or Option 2		