



Converse County School District #2

Student Assessment and Outcome Data

2016-2017

PAWS Results

MAP Data

ACT and ACT Aspire

Universal Screeners

***Compiled February 2020
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FAQ Assessments

What tests do students take?

Wyoming students take a variety of tests that are used to measure student achievement and growth:

- **School-level:** Classroom quizzes and tests are given by teachers to assess general daily learning. Schools may also create school-wide or grade-level assessments.
- **District-level:** Districts use computerized tests to gauge how well students are learning reading, math, and science. Districts may also create district-wide or grade-level assessments.
- **State-level:** PAWS, ACT Suite (Aspire®, ACT®), and Wy-ALT (for students with significant cognitive disabilities).

What statewide tests are students expected to take?

Students in grades 3 through 8 take the statewide Proficiency Assessments for Wyoming Students (PAWS) in reading and math. Students in grades 4 and 8 also take the science portion of the PAWS test. Students in grades 9 and 10 take the ACT Aspire, while students in grade 11 take the ACT Plus Writing. These standardized tests are indicators of college readiness and student achievement in English, math, reading, and science.

How are these tests used?

PAWS and ACT results are used to help evaluate a school's strengths and weaknesses, and to produce a school performance rating. Parents receive a report on the statewide test, which outlines the child's performance level in each area tested. *PAWS and ACT scores have no direct effect on student grades.*

Who decides what is on the statewide tests?

The Wyoming Department of Education (WDE) works with Educational Testing Services (ETS) to craft the PAWS. The WDE decides the content on each test to ensure the questions accurately measure Wyoming standards. Wyoming teachers review and provide feedback on potential test questions each summer. ACT Inc. creates the ACT suite, including the ACT and Aspire tests. Wyoming does not develop or have input in the content of these tests.

What did the 2016 statewide student assessment bill change?

The bill placed a 1% cap on classroom time allowed for statewide assessments, allows for questions other than Multiple Choice to appear on statewide assessments, better aligns assessments in grades 3-10, and calls for an assessment which provides results that can be compared to other states. The bill maintains the requirement for all juniors to take a college entrance exam, but also requires the state to provide an optional career readiness assessment to juniors and seniors. These changes were made based on recommendations from an Assessment Task Force, which was meant to refine and strengthen our statewide assessment system.



Is PAWS going away?

Both PAWS and the ACT are provided on a contract basis, and are not permanent. The contract the WDE holds with the PAWS vendor will expire at the end of 2017. A Request for Proposals (RFP) will be issued in the fall of 2016, and a new statewide assessment will be administered in the spring of 2018 for grades 3-10.

Is the ACT going away?

The contract the WDE holds with ACT Inc. will expire at the end of 2017. An RFP for a college entrance exam for all 11th grade students and an optional career readiness assessment for 11th and 12th grade students will be issued in the fall of 2016.

Does the Every Student Succeeds Act affect statewide testing?

The Every Student Succeeds Act reinforces the authority of states to decide which statewide assessments are the most appropriate for its students. It still requires annual testing and reporting in reading and math in grades 3-8 and once in high school, as well as in science once elementary, middle, and high school. ESSA does not include provisions for opting out of statewide assessments, and it maintains the 95% student participation requirement.

FAQ ACCOUNTABILITY

updated 06.07.16

What is accountability in education?

- Accountability means reviewing how well teachers, principals, and superintendents help students grow.

How does accountability work in Wyoming?

- Wyoming is held accountable at both a state and federal level.
- State accountability is defined in the Wyoming Accountability in Education Act (WAEA), of 2013. This law takes into account measures specifically related to educational goals in Wyoming.
- Federal accountability is transitioning from the requirements of No Child Left Behind (NCLB) to a locally controlled Wyoming accountability system that meets federal guidelines defined in the recently passed Every Student Succeeds Act.

What is the Every Student Succeeds Act (ESSA)?

- The ESSA is a reauthorization of the Elementary and Secondary Education Act, the principal federal law affecting K-12 education. It replaces No Child Left Behind.

What happens to Adequate Yearly Progress (AYP)?

- AYP does not exist under ESSA, and it will no longer be calculated for Wyoming schools and districts.

What if a school is considered “in improvement”?

- Schools and districts identified as being in improvement will remain in their current improvement status for the 2016-17 school year and continue to implement required NCLB interventions with some exceptions.
- School improvement strategies are not prescribed under ESSA, and the law prohibits the federal government from prescribing interventions.

How will Wyoming get information about student performance?

- ESSA still requires annual testing and reporting in reading and math in grades 3-8 and once in grades 10-12, as well as in science once in grade spans 3-5, 6-9, and 10-12.
- Wyoming will still require a 95% participation rate on statewide assessments per the WAEA. ESSA does not include provisions for opting out of statewide assessments.

Does it affect standards?

- ESSA restricts the federal government’s ability to influence standards. Wyoming will continue to set content and performance standards using the standards review process mandated in state law.

FAQ ACCOUNTABILITY

(CONT'D)

Does it affect funding?

- Yes. In general, state agencies are given more flexibility in utilizing federal funds, with the requirement that certain percentages go to identified schools.
- ESSA contains several transition provisions that impact Title I accountability. The state will develop, in consultation with state stakeholders, a new Title I plan that incorporates the state accountability law.

How is Pre-K involved?

- ESSA includes a Preschool Development Grants program. Funds will be authorized through the Department of Health and Human Services, and the program will be jointly administered by HHS and U.S. Department of Education.

How are schools rated?

- School performance levels are determined from a variety of data sources, and are calculated to help determine which schools are doing well and which schools are in need of assistance.
- WAEA looks at student growth, readiness, achievement, equity, and participation. Based on these indicators, schools are rated using a traditional grade scale with varying levels of performance that can be achieved: Exceeding Expectations, Meeting Expectations, Partially Meeting Expectations, or Not Meeting Expectations.
- Under ESSA, Wyoming will use the framework created by the WAEA to make federal accountability determinations. This means schools will no longer receive two accountability ratings.

How do the ratings affect my child's school?

- Under WAEA, schools that are rated as exceeding expectations must provide a communication plan of their best practices. Those rated as Meeting, Partially Meeting, or Not Meeting Expectations have to submit a school improvement plan which addresses areas that need improvement.
- Before ESSA is fully implemented in the 2017-18 school year, some of the requirements from No Child Left Behind may remain. The WDE is developing a transition plan to provide guidance to schools and districts.
- The school ratings are just one indicator of school quality. The best way to understand how your school is doing is to get involved. Take the opportunity to visit with teachers, parents, and principals at your local school.

Should I be concerned if my child's school is failing?

- If a school is rated as "not meeting expectations", it does not mean that school is completely failing to educate its students. It may mean that it has a few weaknesses that need to be addressed and accommodated. The WDE is leading an effort to ensure that all Wyoming students receive the quality education they deserve, and identifying weaknesses within the school is just one step in that process.

TEST INFORMATION

MAP

Test Description:

MAP (Measures of Academic Progress) are computer-administered, adaptive tests of reading, math, language usage and science created by Northwest Evaluation Association (NWEA).

Test Administration:

The reading and math MAP tests were given three times during the year (fall, winter and spring) to all students in grades K-8 and twice a year (fall and spring) to students in grades 9-10.

Interpreting the Results:

The *2015 Normative Data* document is included.

ACT

ACT Test Description:

The ACT is a national college admissions examination given to students in grade 11 that consists of subject area tests in English, mathematics, reading and science. ACT results are accepted by all four-year colleges and universities in the U.S.

Response to Intervention (RTI)

As part of the district's commitment to implementing a Response to Intervention model to meet student needs, shorter assessments that screen all students for academic difficulty in reading are currently being implemented in addition to MAP testing. An RTI model typically screens every student three times per year to determine if additional support is needed; those students identified

as being at risk for academic difficulties are then assessed either once or twice per month to monitor their progress toward reaching grade-level goals. Results from the universal screening/progress monitoring assessment system DIBELS Next are reported in this book.

DIBELS Next

Test Description:

The DIBELS Next measures (Dynamic Indicators of Basic Early Literacy Skills) were developed by the University of Oregon and are based on the essential literacy domains identified by the National Reading Panel and National Research Council. DIBELS Next assesses four critical aspects of reading development: phonological awareness, alphabetic understanding, reading fluency and reading comprehension. Testing is done using a series of short (generally one minute) probes administered individually.

Test Administration:

DIBELS Next is used as a universal reading screener for all students in grades K-4.

Interpreting the Results:

Phoneme Segmentation Fluency: PSF is a measure that assesses phonemic awareness skills (sound awareness and manipulation) and is very predictive of future reading success.

Nonsense Word Fluency: NWF is a measure that assesses alphabetic principle skills. The alphabetic principle is the understanding that words are composed of letters that represent sounds, and using systematic relationships between letters and phonemes (letter-sound correspondence) to retrieve the pronunciation of an unknown printed word or to spell words.

Oral Reading Fluency: ORF is a measure that assesses fluency with text, or the ability to translate letters-to-sounds-to-words fluently and effortlessly. The fluent reader is one whose decoding processes are automatic, requiring no conscious attention. Such capacity then enables readers to allocate their attention to the comprehension and meaning of the text. Research has found ORF to be the single best predictor of reading comprehension at the elementary level.

School Performance Rating Reports

In accordance with the Wyoming Accountability in Education Act (WAEA), the Wyoming Department of Education provides all districts in the state with a School Performance Rating Report. Under this system schools can earn one of four ratings: Exceeding Expectations, Meeting Expectations, Partially Meeting Expectations and Not Meeting Expectations.

Schools ratings are based primarily on PAWS performance in three categories:

Achievement reflects the percent proficient or advanced on PAWS.

Growth is an indicator of how all students improved from year to year.

Equity measures the growth of students scoring below the proficient level and whether that growth is sufficient to reach proficiency within three years (or by eighth grade, whichever comes first).

High school ratings are based on a variety of factors including performance on the ACT suite of tests, Hathaway Scholarship eligibility and graduation rates. All schools are also held accountable for meeting expected participation rates.

The norms in the tables below have a very straightforward interpretation. For example, in the status norms for Reading, grade 2 students in the middle of the “begin-year” period had a mean score of 174.7 and a standard deviation of 15.5. To get a sense of how much dispersion there was, the SD 15.5 can be subtracted from the mean and added to the mean to produce a range of about 159–190. Since the norms are based on the bell curve, we know that 68% of all scores are expected to fall between in this range.

2015 READING Student Status Norms						
	Begin-Year		Mid-Year		End-Year	
Grade	Mean	SD	Mean	SD	Mean	SD
K	141.0	13.54	151.3	12.73	158.1	12.85
1	160.7	13.08	171.5	13.54	177.5	14.54
2	174.7	15.52	184.2	14.98	188.7	15.21
3	188.3	15.85	195.6	15.14	198.6	15.10
4	198.2	15.53	203.6	14.96	205.9	14.92
5	205.7	15.13	209.8	14.65	211.8	14.72
6	211.0	14.94	214.2	14.53	215.8	14.66
7	214.4	15.31	216.9	14.98	218.2	15.14
8	217.2	15.72	219.1	15.37	220.1	15.73
9	220.2	15.68	221.3	15.54	221.9	16.21
10	220.4	16.85	221.0	16.70	221.2	17.48
11	222.6	16.75	222.7	16.53	222.3	17.68

2015 MATHEMATICS Student Status Norms						
	Begin-Year		Mid-Year		End-Year	
Grade	Mean	SD	Mean	SD	Mean	SD
K	140.0	15.06	151.5	13.95	159.1	13.69
1	162.4	12.87	173.8	12.96	180.8	13.63
2	176.9	13.22	186.4	13.11	192.1	13.54
3	190.4	13.10	198.2	13.29	203.4	13.81
4	201.9	13.76	208.7	14.27	213.5	14.97
5	211.4	14.68	217.2	15.33	221.4	16.18
6	217.6	15.53	222.1	16.00	225.3	16.71
7	222.6	16.59	226.1	17.07	228.6	17.72
8	226.3	17.85	229.1	18.31	230.9	19.11
9	230.3	18.13	232.2	18.62	233.4	19.52
10	230.1	19.60	231.5	20.01	232.4	20.96
11	233.3	19.95	234.4	20.18	235.0	21.30

2015 LANGUAGE USAGE Student Status Norms						
	Begin-Year		Mid-Year		End-Year	
Grade	Mean	SD	Mean	SD	Mean	SD
2	174.5	16.58	184.9	15.34	189.7	15.47
3	189.4	15.20	196.8	14.24	200.0	14.11
4	198.8	14.66	204.4	13.83	206.7	13.64
5	205.6	13.87	209.7	13.23	211.5	13.19
6	210.7	13.79	213.9	13.30	215.3	13.38
7	214.0	13.82	216.5	13.52	217.6	13.70
8	216.2	14.17	218.1	13.92	219.0	14.26
9	218.4	14.15	219.7	13.98	220.4	14.50
10	218.9	15.04	219.7	14.99	220.1	15.74
11	221.5	14.96	222.1	14.85	222.1	15.80

2015 GENERAL SCIENCE Student Status Norms						
	Begin-Year		Mid-Year		End-Year	
Grade	Mean	SD	Mean	SD	Mean	SD
3	187.5	11.74	192.6	10.92	195.4	11.01
4	194.6	11.16	198.7	10.75	201.0	10.92
5	200.2	11.06	203.7	10.80	205.7	11.07
6	204.3	11.54	207.1	11.40	208.6	11.73
7	207.2	11.92	209.5	11.87	210.9	12.23
8	210.3	12.28	212.3	12.19	213.5	12.63

Grant School Performance Reports Longitudinal

Indicator	2013-2014	2014-2015	2015-2016	2016-2017
Growth	Below Targets	Below targets	Below Targets	Meeting Targets
Equity	Meeting Targets	Below targets	Meeting Targets	Meeting Targets
Achievement	Meeting Targets	Below targets	Meeting Targets	Meeting Targets
Overall Rating	Partially Meeting Expectations	Not Meeting Expectations	Partially Meeting Expectations	Meeting Expectations

GIS School Performance Reports Longitudinal

Indicator	2013-2014	2014-2015	2015-2016	2016-2017
Growth	Meeting Targets	Meeting Targets	Exceeding Targets	Meeting Targets
Equity	Meeting Targets	Exceeding Targets	Meeting Targets	Meeting Targets
Achievement	Meeting Targets	Below Targets	Meeting Targets	Meeting Targets
Overall Rating	Meeting Expectations	Partially Meeting Expectations	Meeting Expectations	Meeting Expectations

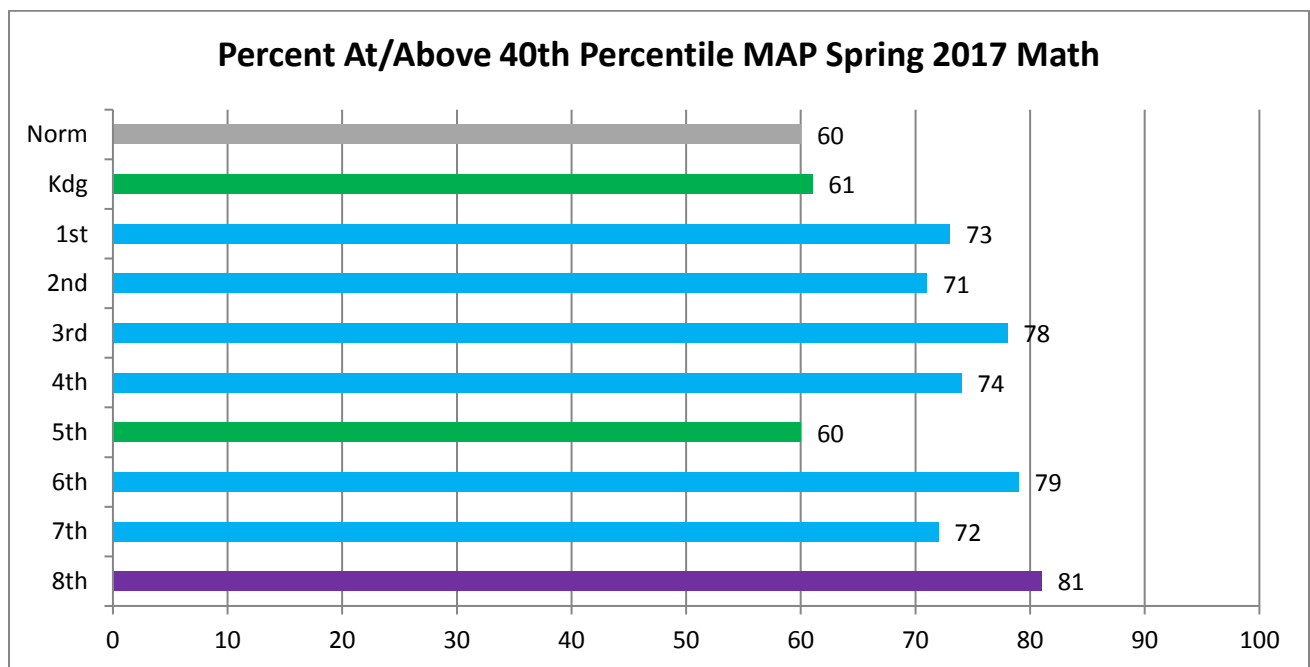
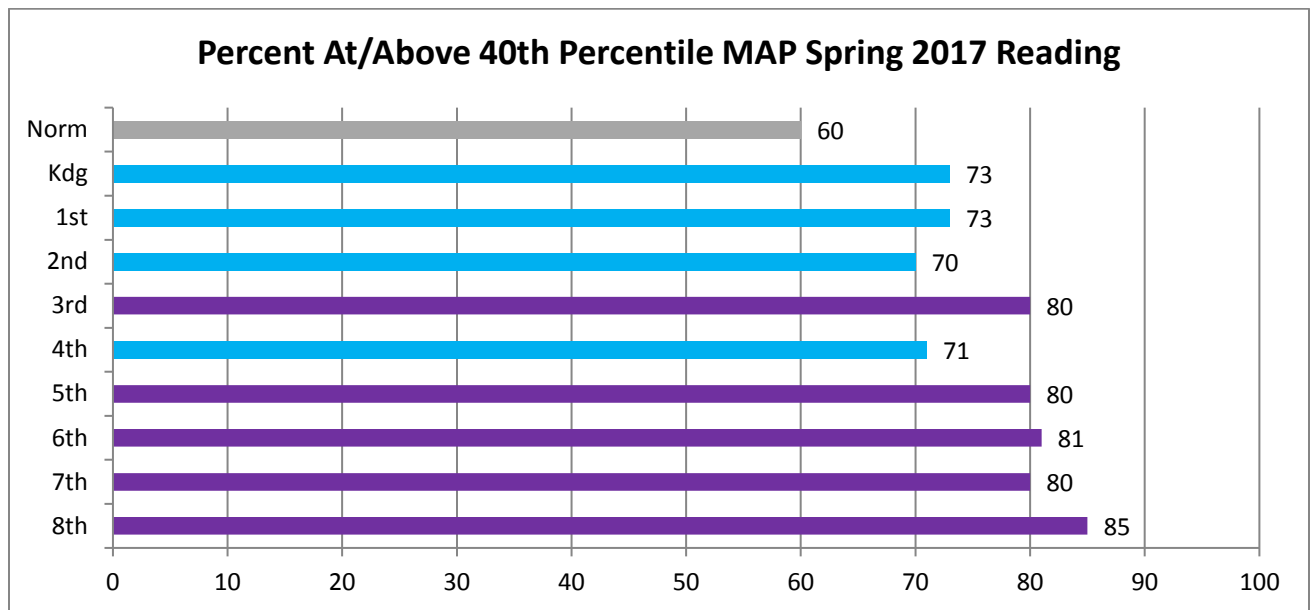
GMS School Performance Reports Longitudinal

Indicator	2013-2014	2014-2015	2015-2016	2016-2017
Growth	Below Targets	Meeting Targets	Below targets	Meeting Targets
Equity	Below Targets	Below Targets	Below targets	Meeting Targets
Achievement	Below Targets	Meeting Targets	Below targets	Meeting Targets
Overall Rating	Not Meeting Expectations	Meeting Expectations	Not Meeting Expectations	Meeting Expectations

GHS School Performance Reports Longitudinal

Indicator	2013-2014	2014-2015	2015-2016	2016-2017
Grad Rate	Exceeding Targets	Meeting Targets	Meeting Targets	Meeting Targets
Additional Indicator	Meeting Targets	Meeting Targets	Meeting Targets	Meeting Targets
Equity	Exceeding Targets	Below Targets	Below Targets	Meeting Targets
Achievement	Meeting targets	Meeting Targets	Meeting Targets	Meeting Targets
Growth	NA	Meeting Targets	Meeting Targets	Below Targets
Overall Rating	Meeting Expectations	Meeting Expectations	Meeting Expectations	Meeting Expectations

CCSD#2 MAP Summary K-8



Red: 49% or less at benchmark (typical is 60%)

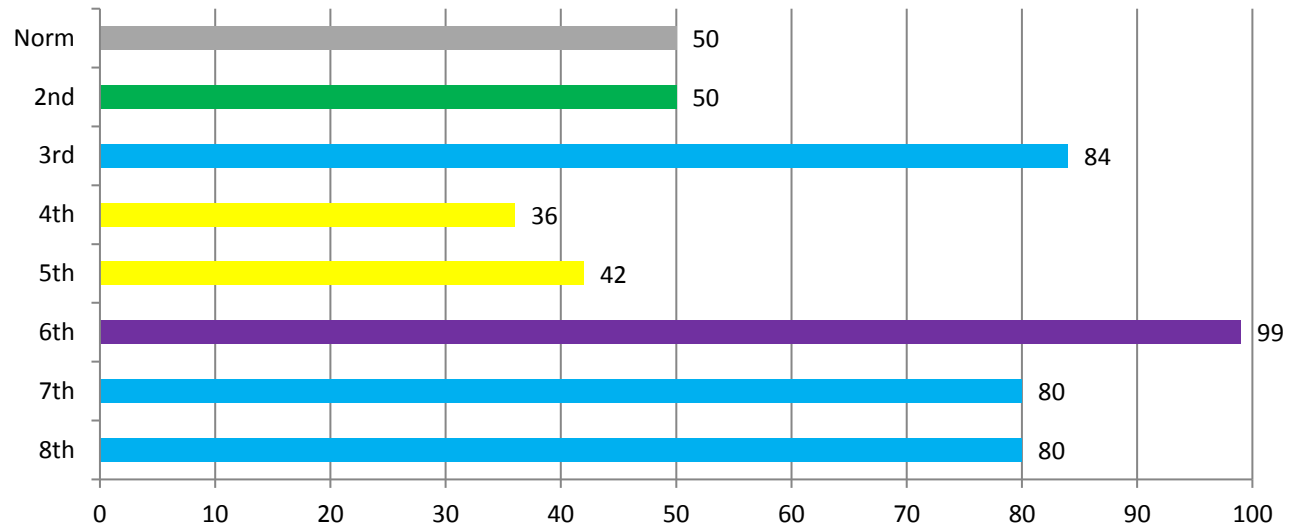
Yellow: 50-59% benchmark (less than but close to national average)

Green: 60-69% at benchmark (at or slightly above typical)

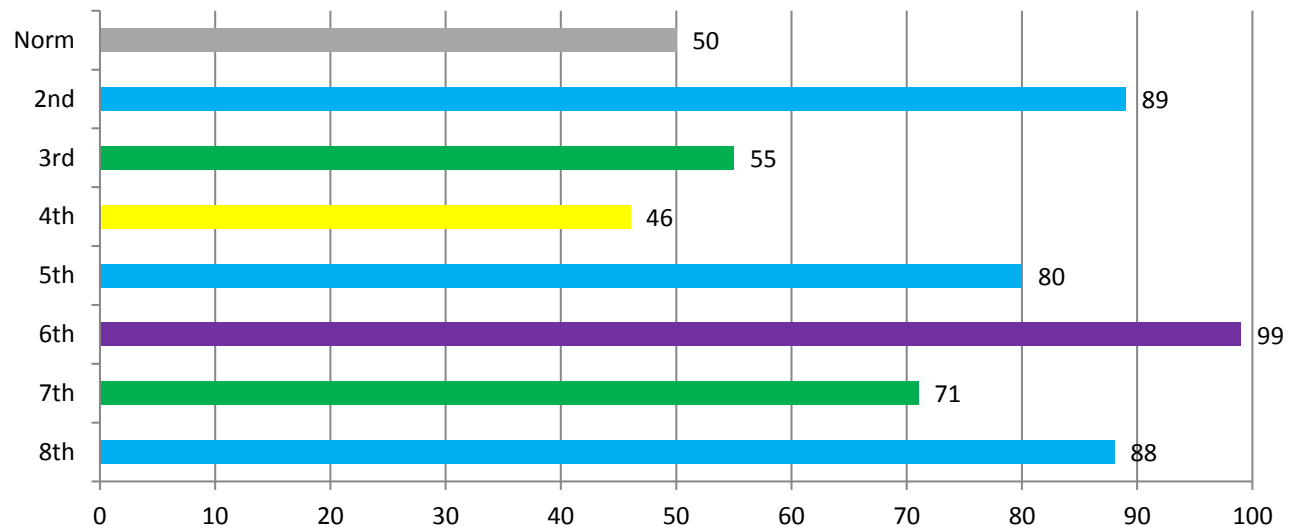
Blue: 70-79% or more at benchmark (10-19 percentage points above typical)

Purple: 80% or more at benchmark (20 or more percentage points above typical)

School Percentile Rank for MAP Target Growth Met: Spring 2017 Reading



School Percentile Rank for MAP Target Growth Met: Spring 2017 Math



Red: 1st-24th percentile

Yellow: 25th-49th percentile

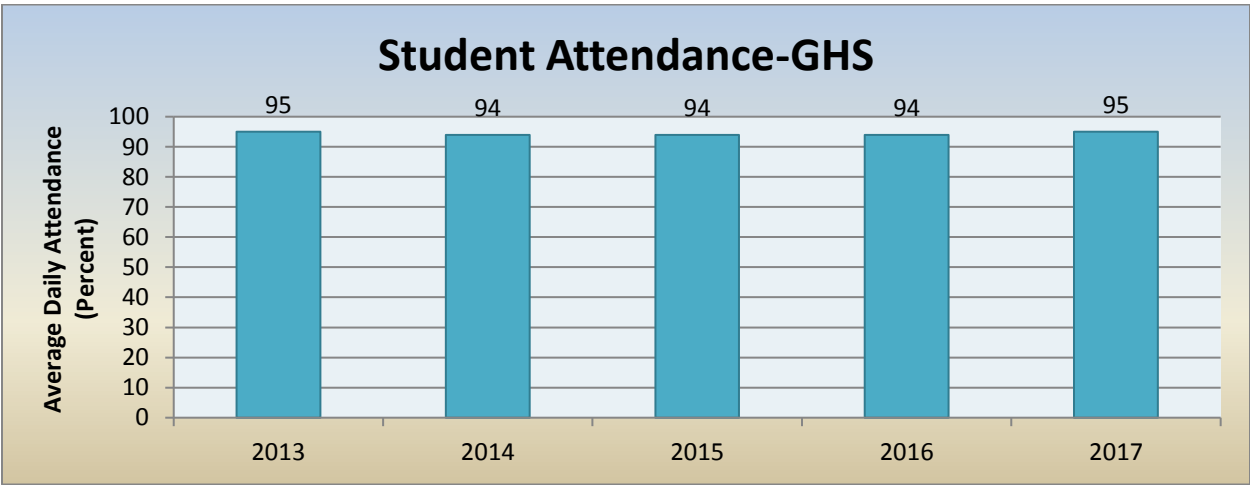
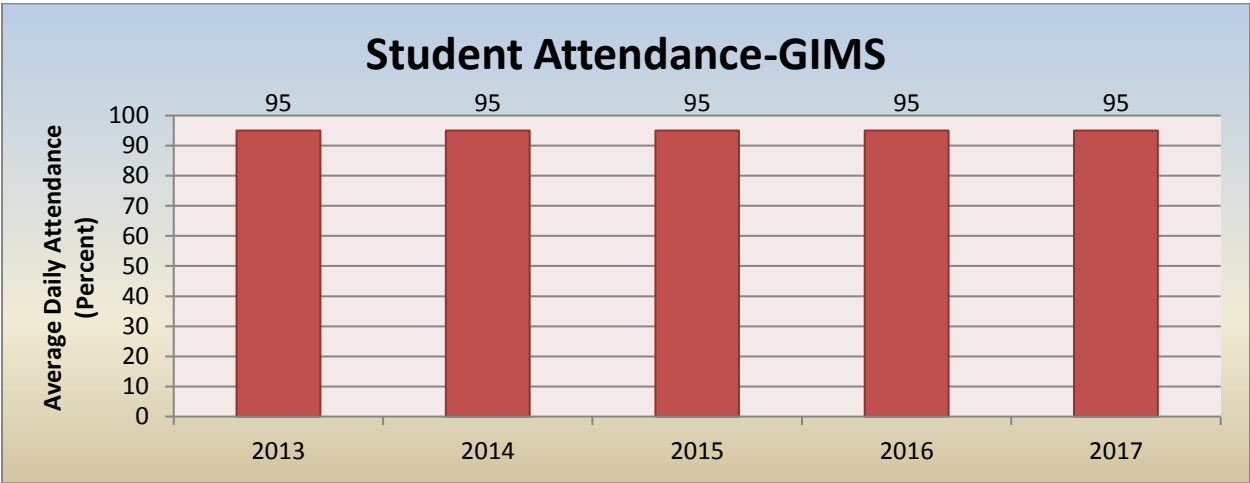
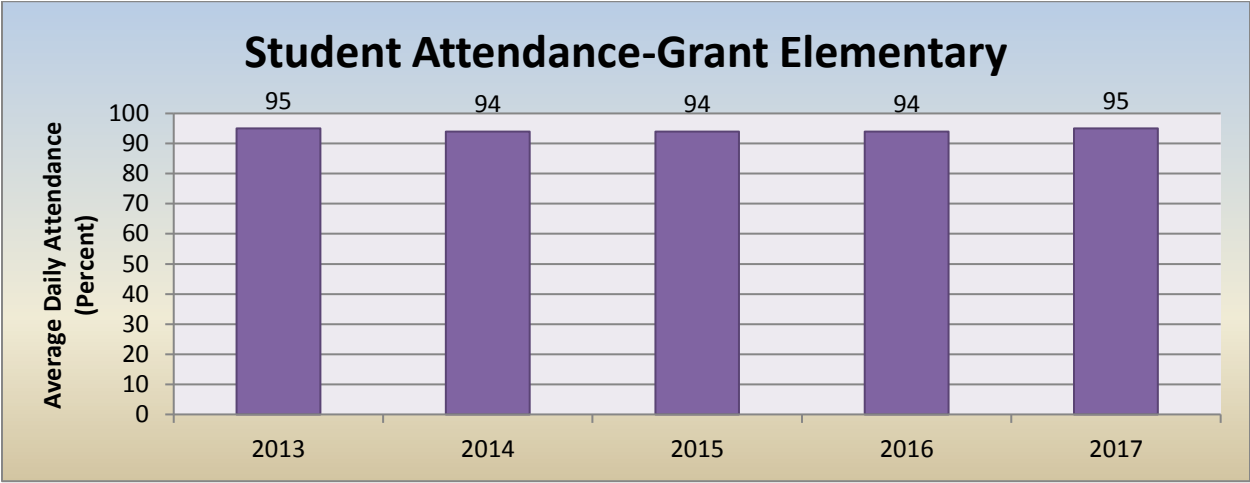
Green: 50th-75th percentile

Blue: 76th-89th percentile (top 25% of schools)

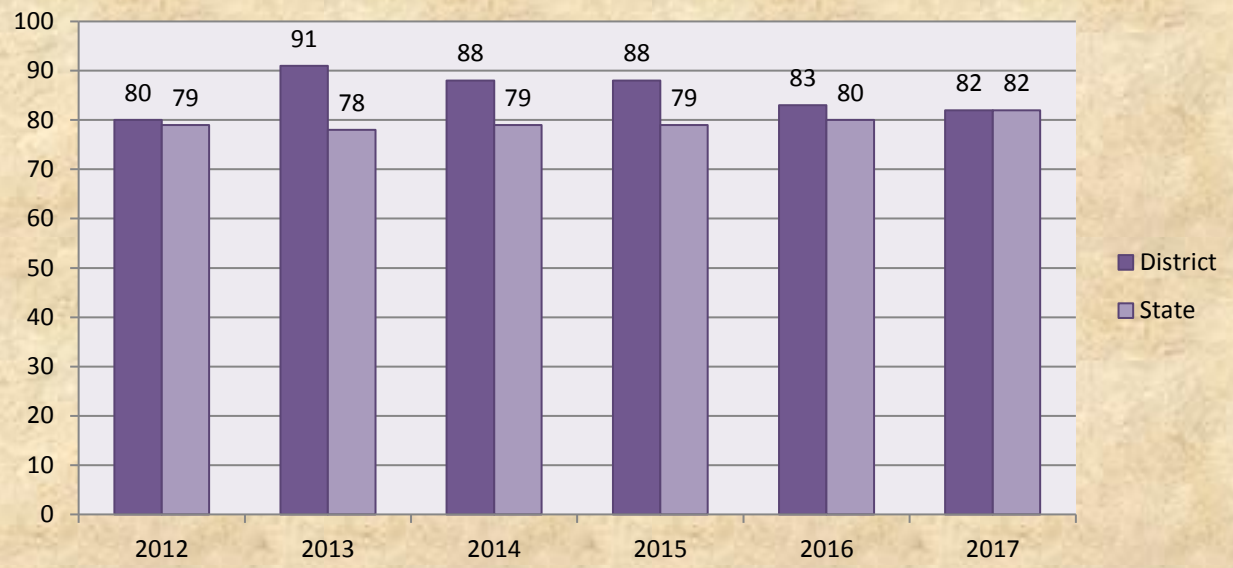
Purple: 90th percentile and above (top 10% of schools)

MAP: Percent at Benchmark and Intensive (Longitudinal Data)

Reading	Benchmark			Intensive			
Grade	2015	2016	2017		2015	2016	2017
K	71%	72%	73%		10%	8%	9%
1	70%	62%	73%		9%	15%	18%
2	71%	75%	70%		17%	11%	17%
3	88%	77%	80%		6%	11%	14%
4	79%	75%	71%		10%	9%	20%
5	75%	86%	80%		0%	0%	10%
6	83%	83%	81%		11%	3%	12%
7	80%	82%	80%		10%	7%	5%
8	76%	82%	85%		13%	8%	2%
9	81%	90%	86%		2%	5%	6%
10	84%	78%	89%		4%	7%	3%
Math	Benchmark			Intensive			
Grade	2015	2016	2017		2015	2016	2017
K	71%	81%	61%		10%	6%	14%
1	83%	72%	73%		5%	13%	12%
2	59%	56%	71%		14%	13%	11%
3	61%	77%	78%		15%	9%	14%
4	67%	57%	74%		11%	17%	8%
5	64%	64%	60%		8%	11%	18%
6	73%	70%	79%		13%	13%	16%
7	78%	78%	72%		10%	11%	9%
8	87%	78%	81%		10%	2%	6%
9	64%	90%	73%		9%	5%	6%
10	78%	83%	92%		4%	7%	5%



Graduation Rate 2012-2017



2016-17 School Performance Report For Elementary and Middle School Grades

District Name: **Converse #2**
 School Name: **Grant Elementary**
 Grades Served: **K-4**
 Enrollment: **242**

MEETING EXPECTATIONS

Schools in Wyoming may fall within one of four performance levels based on their pattern of performance on FOUR indicators: Achievement, Growth, Equity, and Participation Rate.

The FOUR performance levels are:

- EXCEEDING EXPECTATIONS
- MEETING EXPECTATIONS
- PARTIALLY MEETING EXPECTATIONS
- NOT MEETING EXPECTATIONS

(For a description of the performance levels see the end of this report.)

School Accountability Implementation Handbook

[Click this link for more information about the Wyoming Accountability in Education Act \(WAEA\).](#)

School Indicator Performance

Only students enrolled at the school for a full academic year were included.
 Full Academic Year is October 1st through the midpoint of the state assessment window.

Indicator	Category	Count of Students	Description
Growth	Meeting Targets	45	Growth is a median student growth percentile (MGP) in reading and math combined for all students in grades four through eight as measured by the PAWS.
Equity	Meeting Targets	16	Equity 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.
Achievement	Meeting Targets	96	Achievement is the percent proficient or above on state tests in reading, mathematics, and science.
Participation Rate	Met		The participation rate requirement is 95%. The participation rate threshold is 90%. When a school's participation rate is below the requirement but at or above the threshold, the school is docked one performance level. When a school's participation rate is below the threshold the school is considered not scorable and is assigned to the not meeting expectation performance level.

2016-17 School Performance Report For Elementary and Middle School Grades

	Performance Categories and Associated Scores		
	Below Targets	Meeting Targets	Exceeding Targets
Growth	< 45	>= 45 and < 60	>= 60
Equity	< 47	>= 47 and < 60	>= 60
Achievement	< 52	>= 52 and < 69	>= 69

Performance Level Descriptors for Schools with Grades 3-8

Exceeding Expectations

Schools in this category are considered models of performance. These schools typically exceeded target in achievement and at least one other performance indicator - equity or growth – while meeting target on the other indicator.

Meeting Expectations

Schools in this category demonstrated performance that met or exceeded target on multiple performance indicators. All of these schools met or exceeded state targets in achievement. They typically met or exceeded targets on student growth and promotion of equity *or* fell below target on growth or equity while exceeding target on achievement.

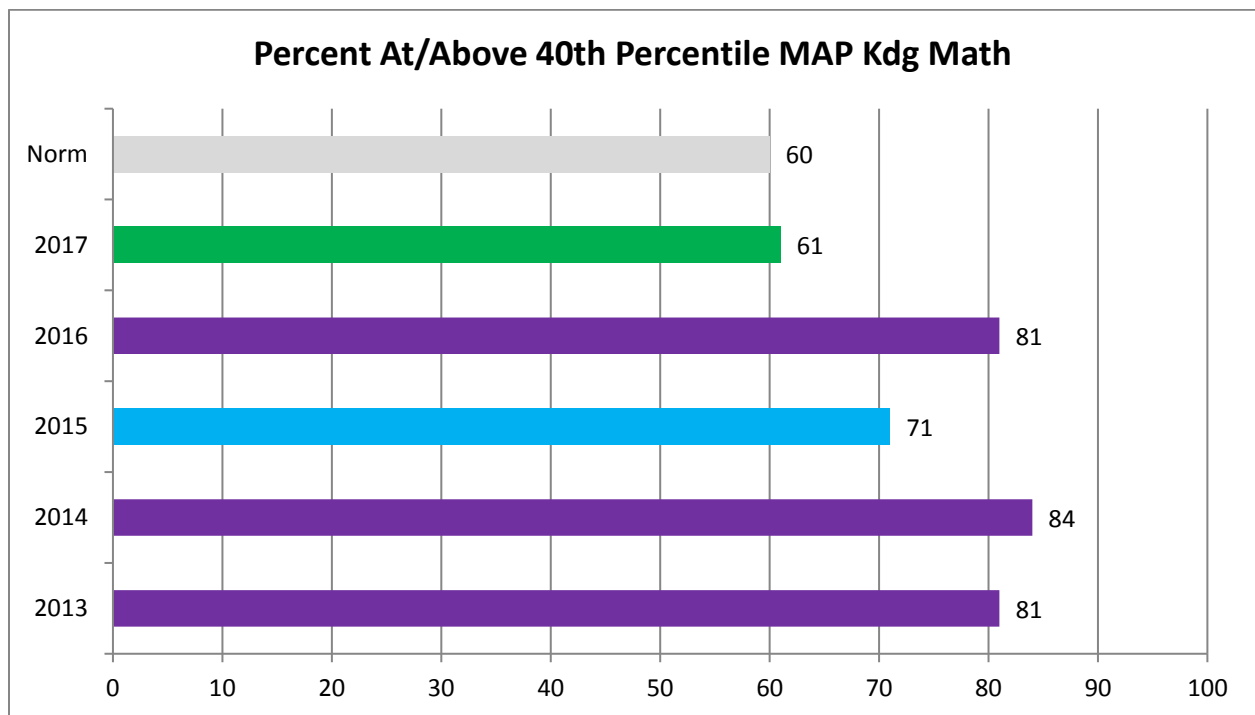
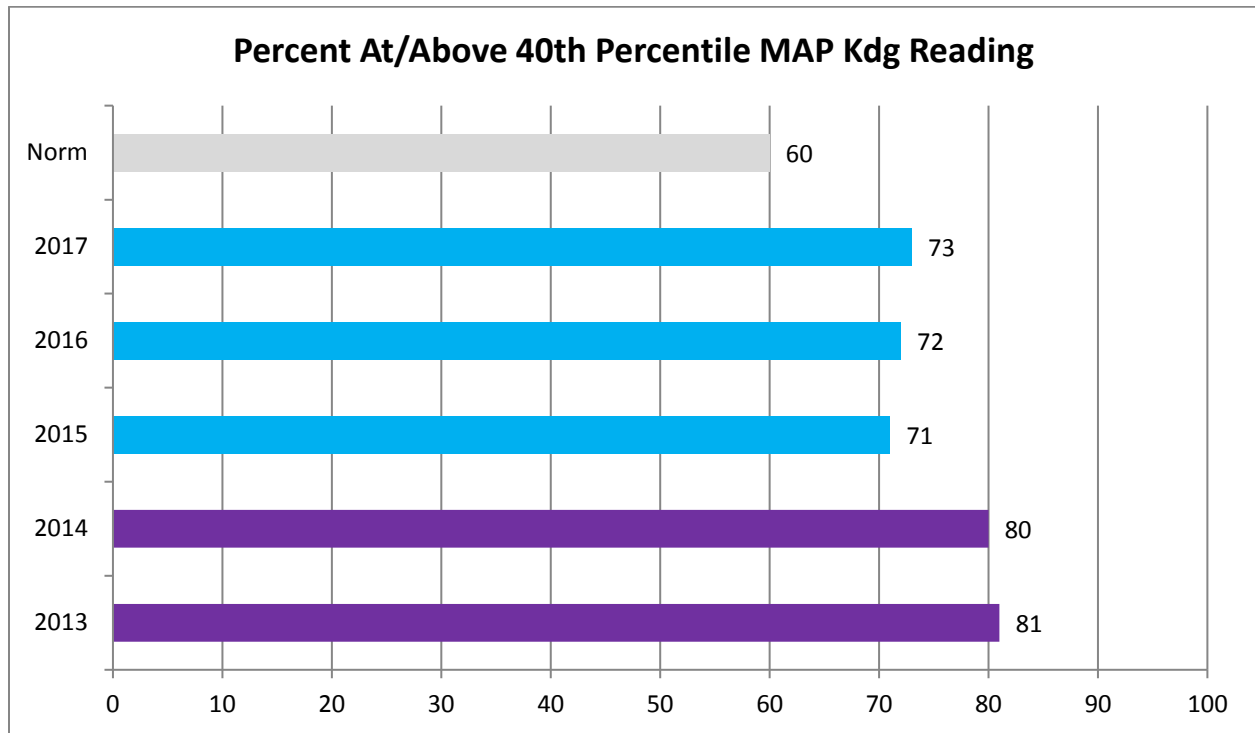
Partially Meeting Expectations

Schools in this category typically performed below target on the growth and equity performance indicators *or* were below target in achievement. Many schools in this category met or exceeded state target levels in student growth *and/or* promoting equity for low-achieving students.

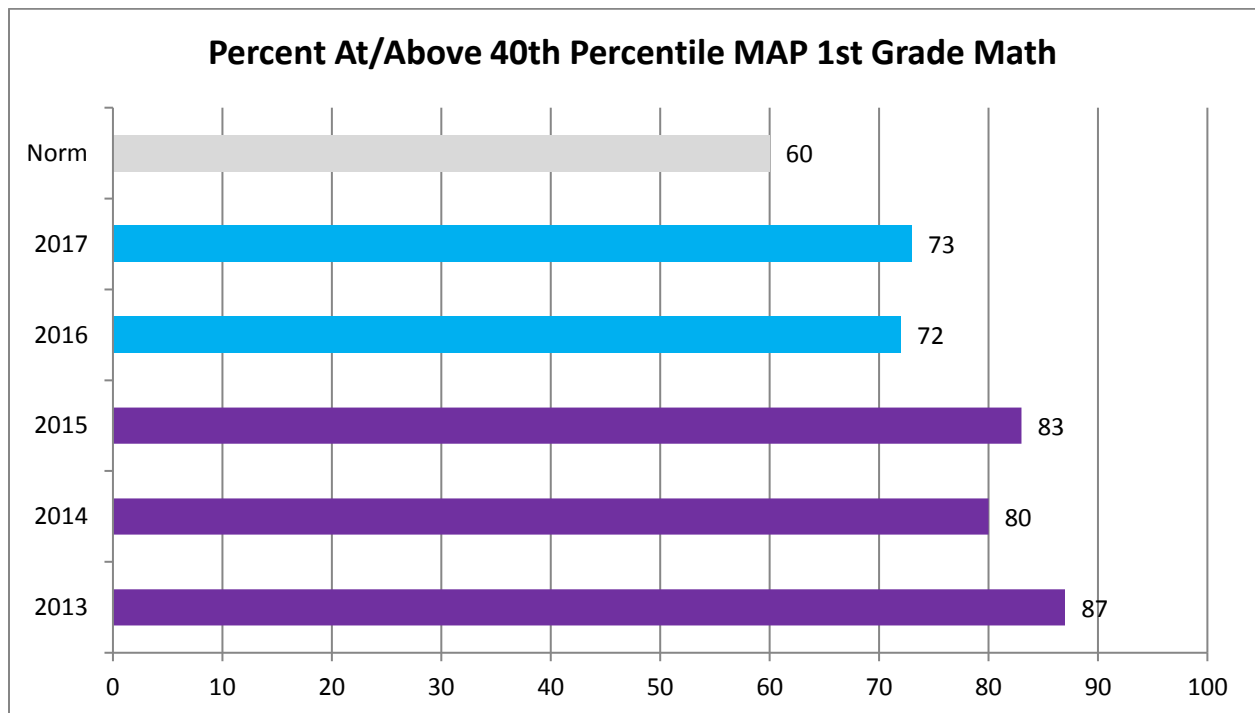
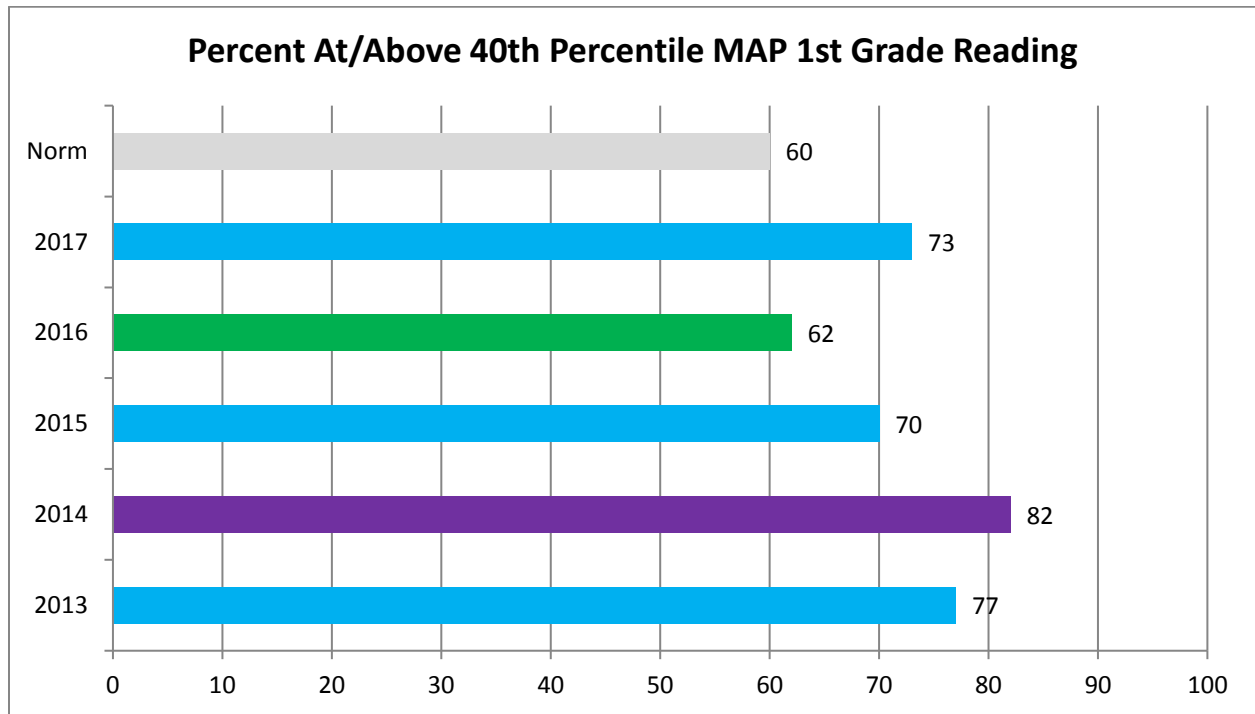
Not Meeting Expectations

Schools in this category had unacceptable performance on all indicators. Improvement is an urgent priority for these schools. These schools had below-target levels of achievement and student growth and showed insufficient academic improvement for low-achieving students.

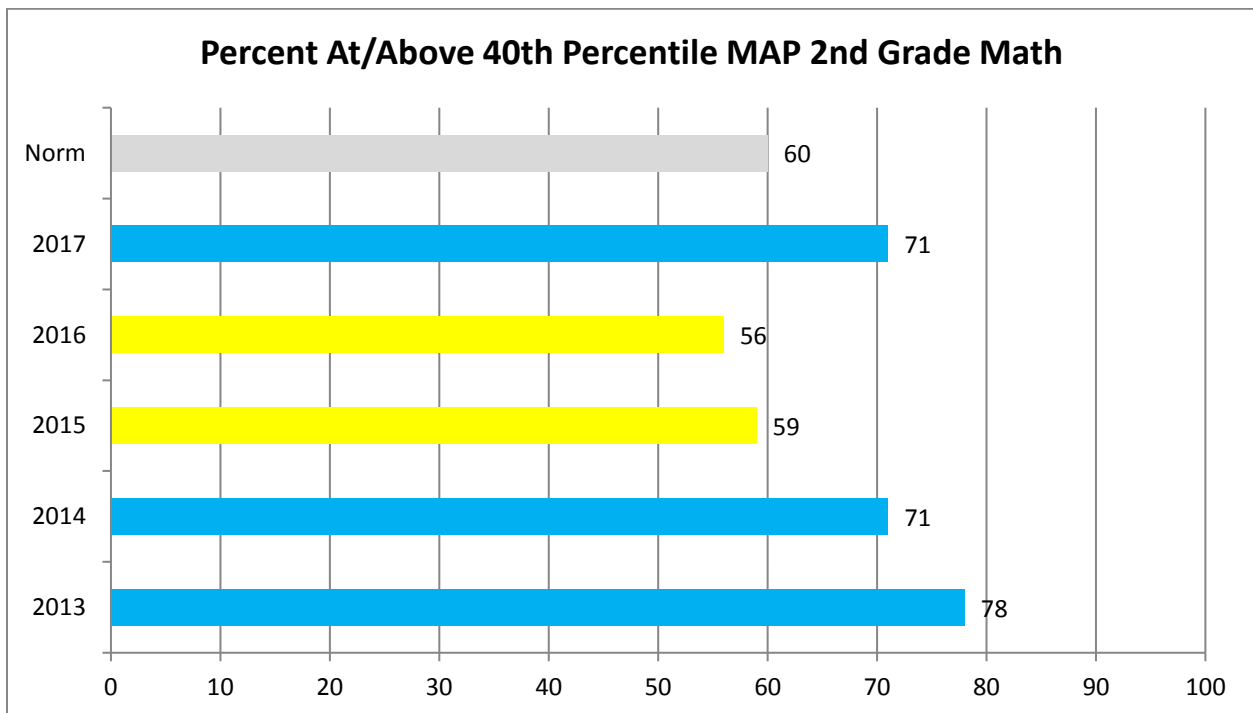
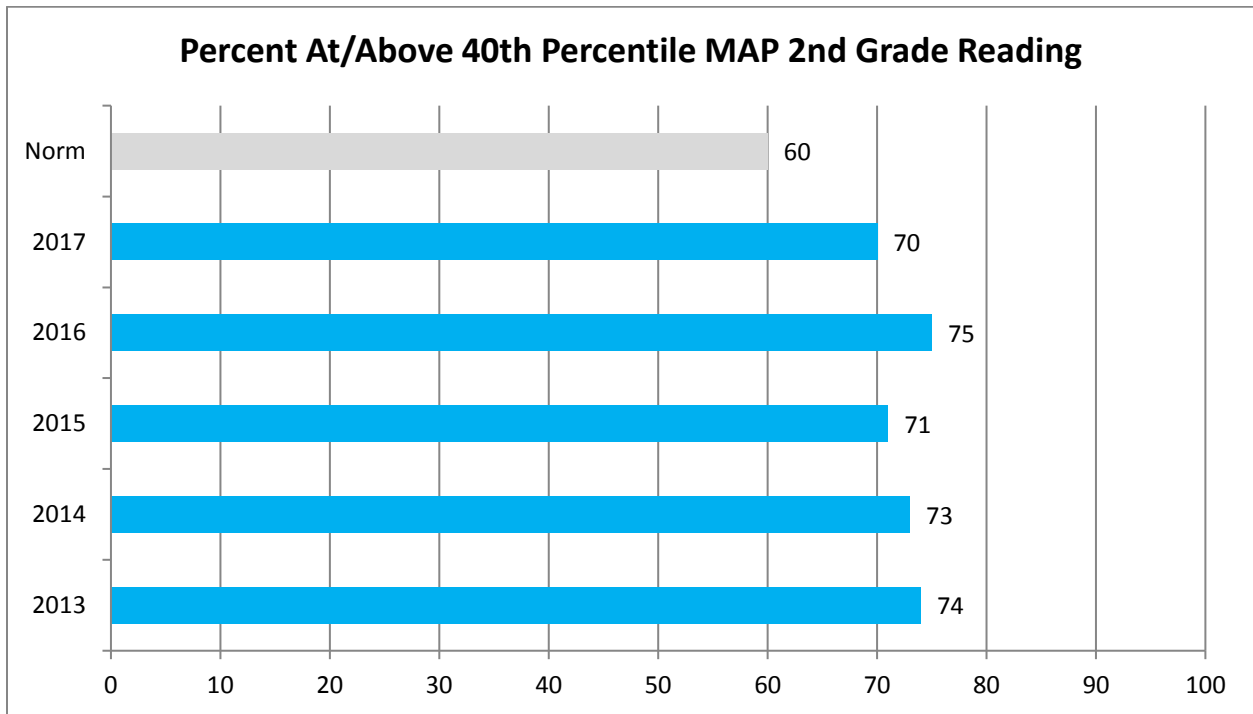
Kindergarten MAP Summary

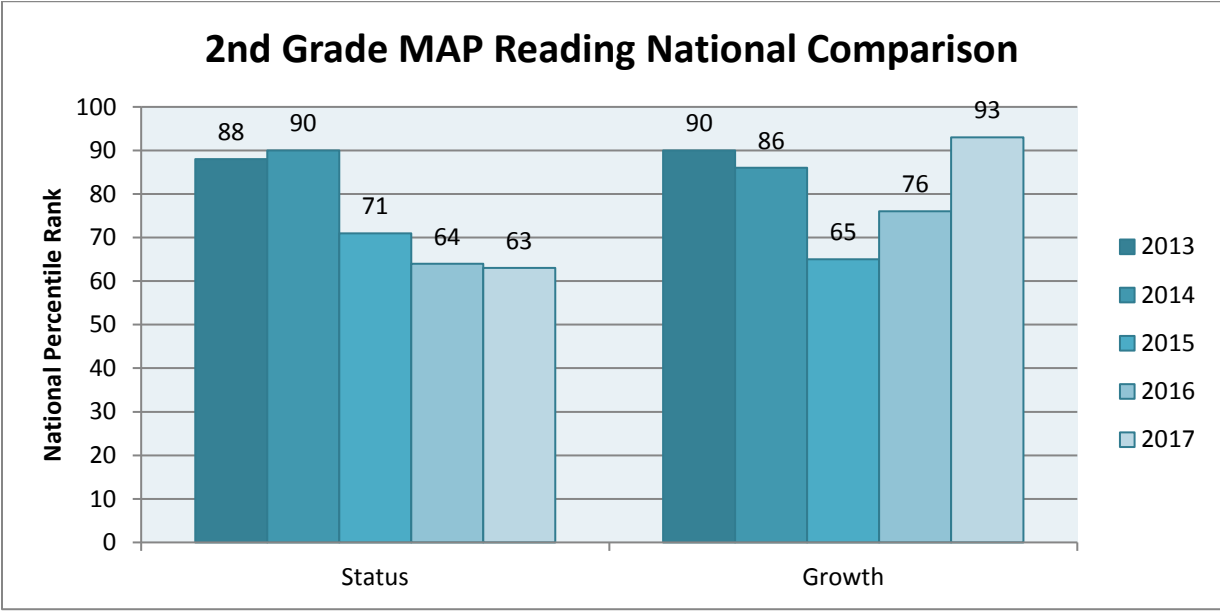


1st Grade MAP Summary



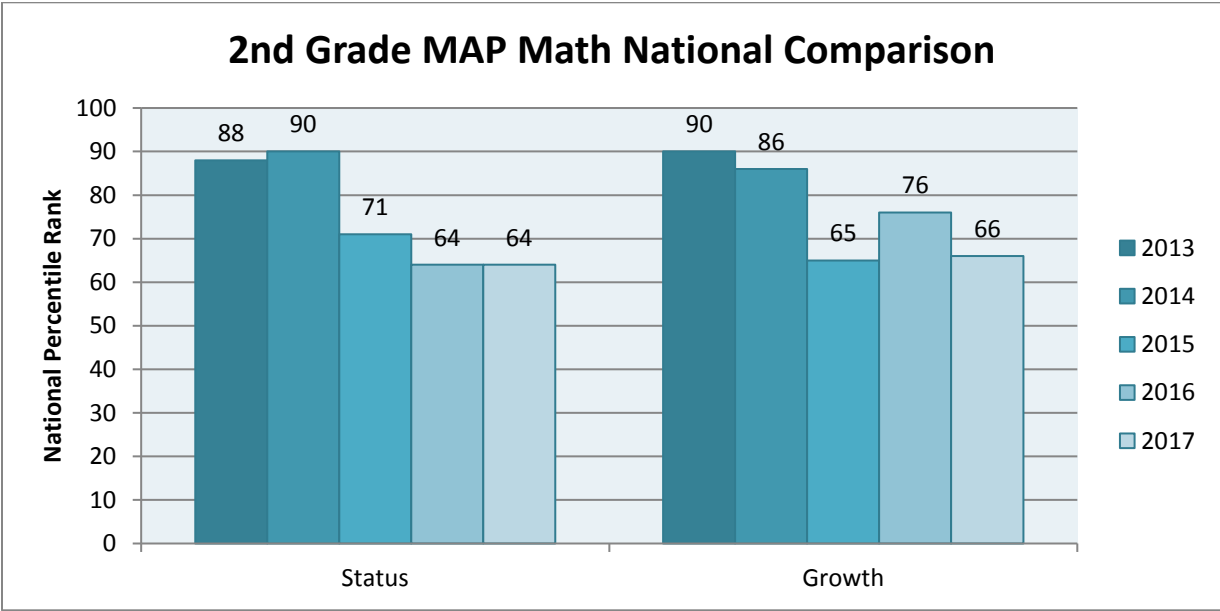
2nd Grade MAP Summary



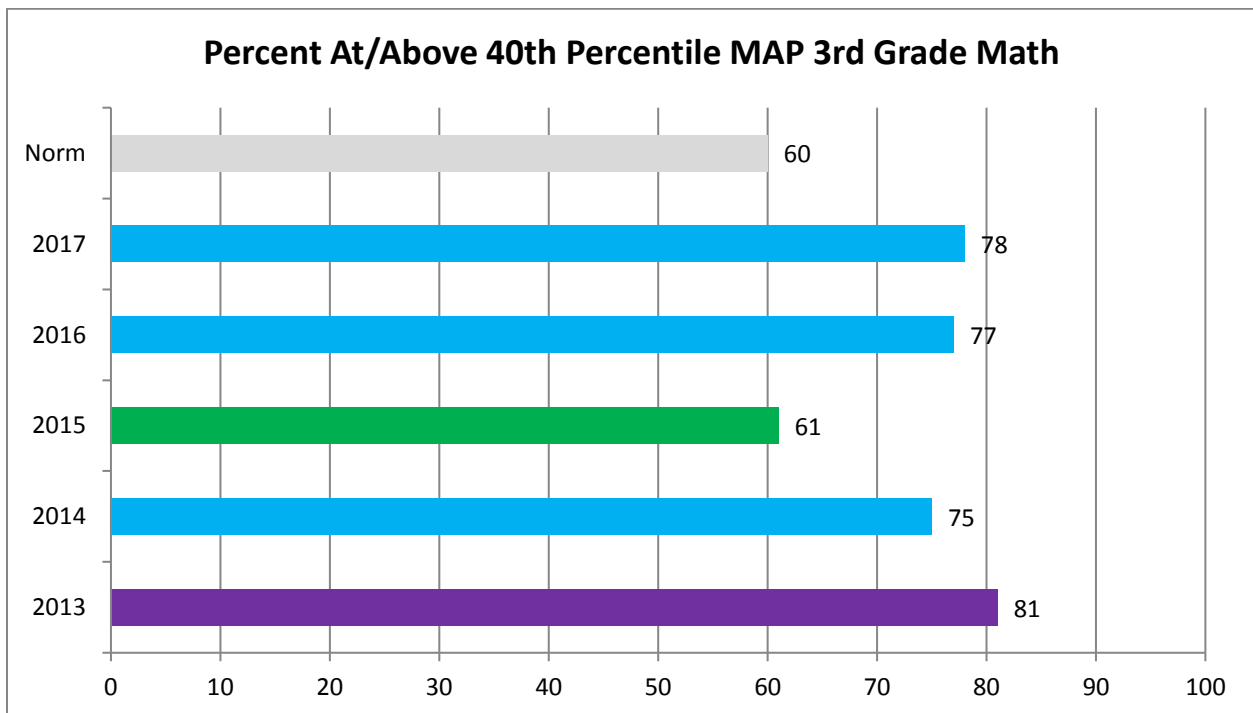
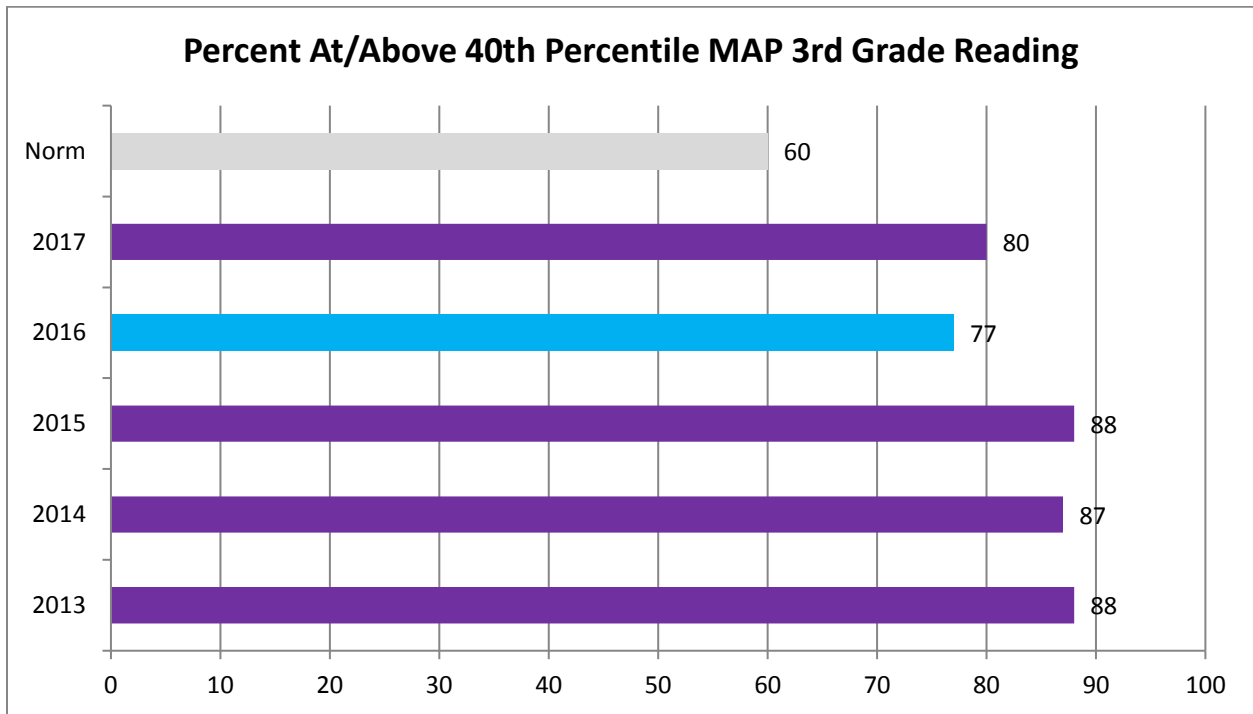


Status: Based on the average RIT score for the grade level.

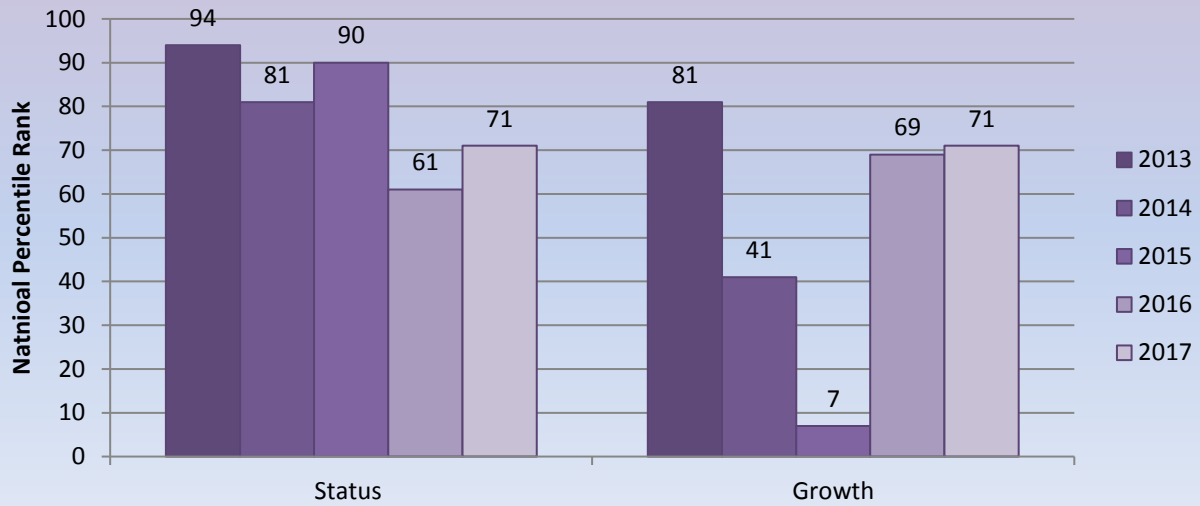
Growth: Based on the number of students meeting their target growth.



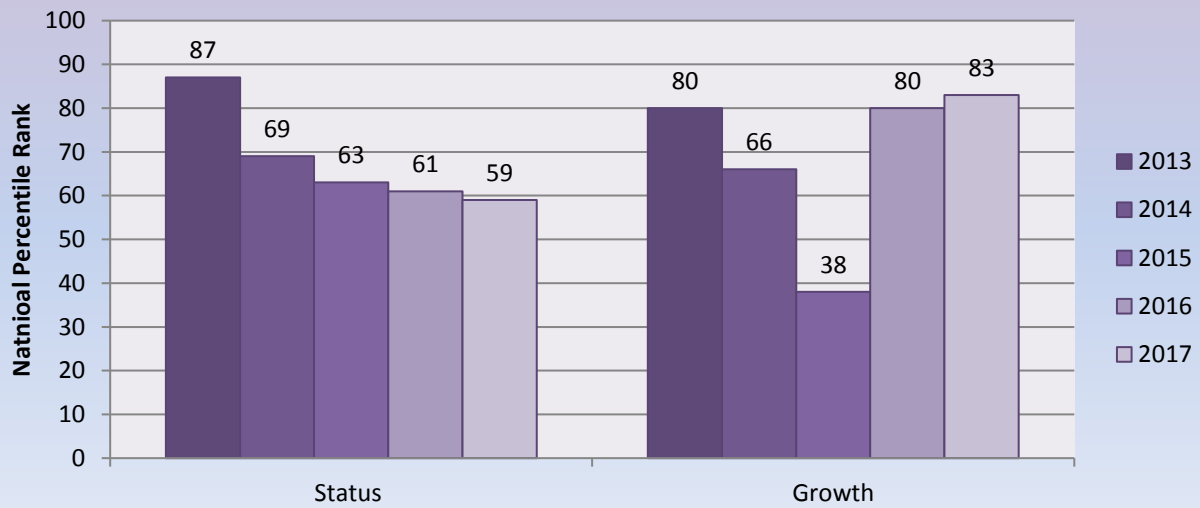
3rd Grade MAP Summary



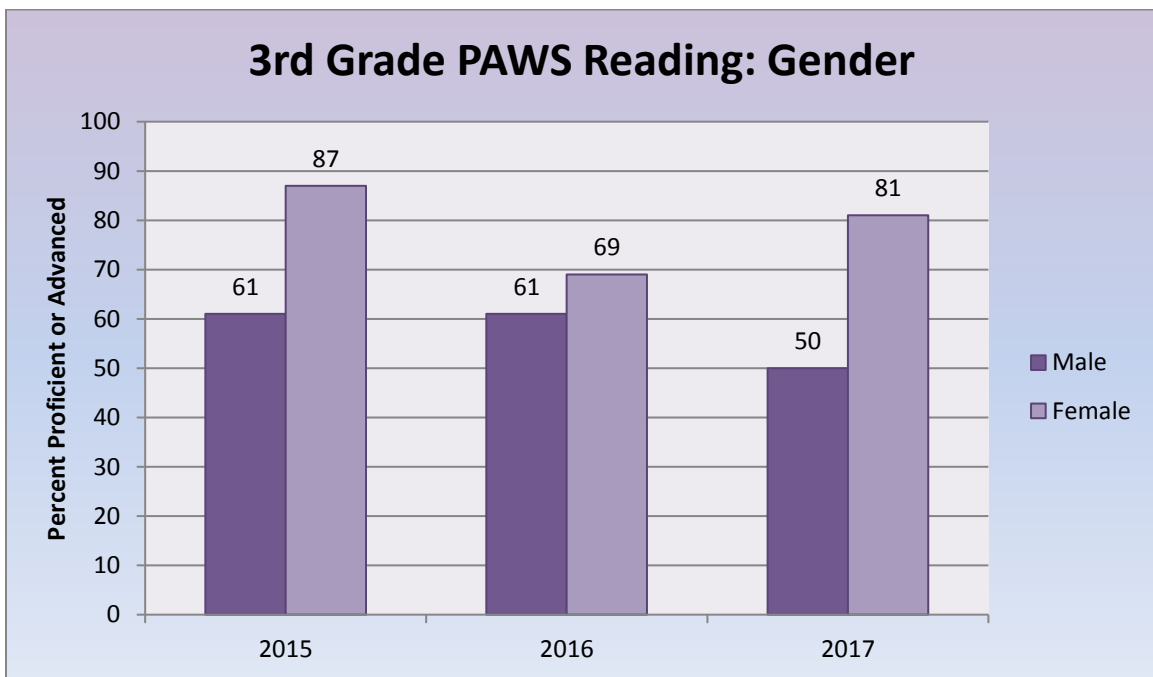
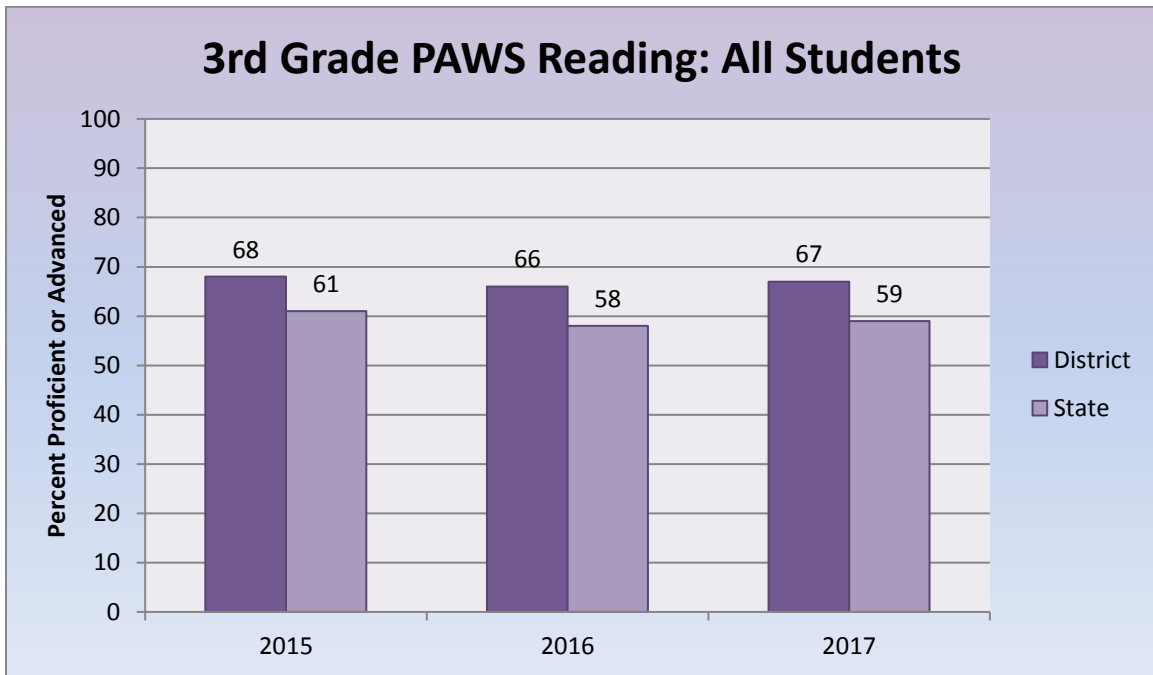
3rd Grade MAP Reading National Comparison



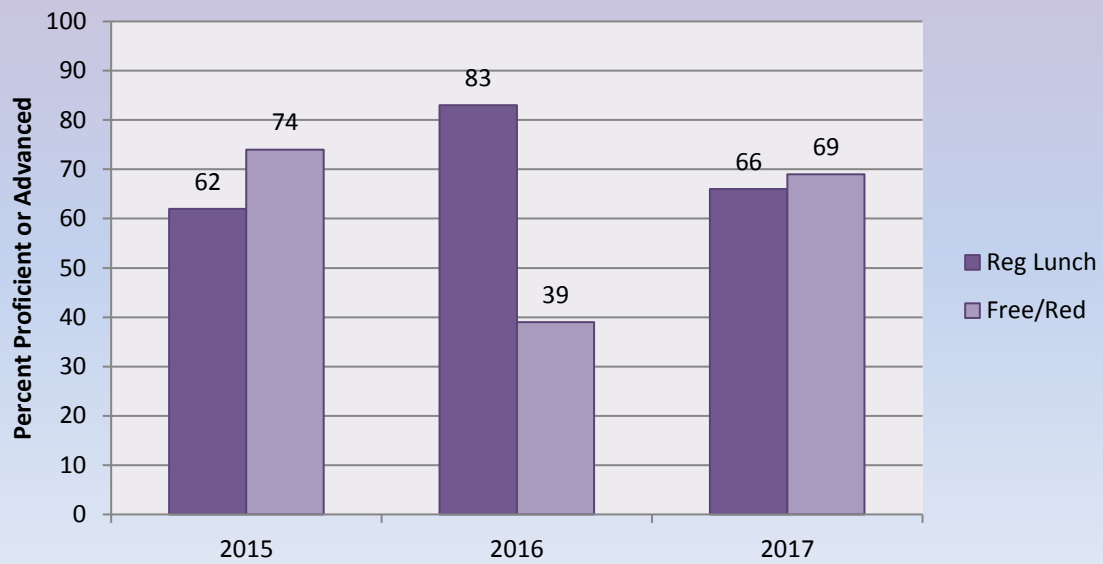
3rd Grade MAP Math National Comparison



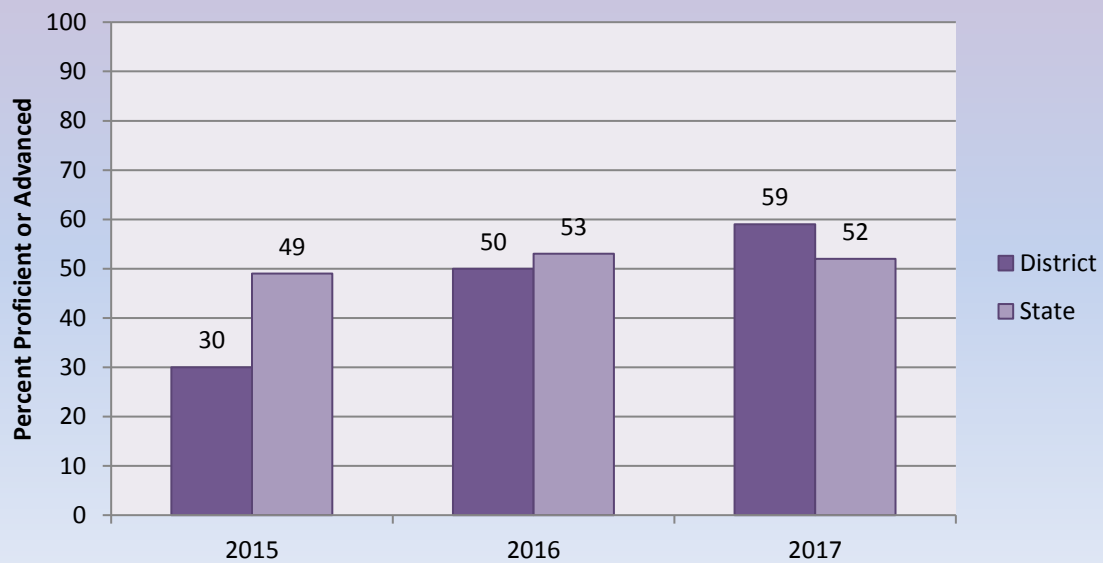
3rd Grade PAWS Summary



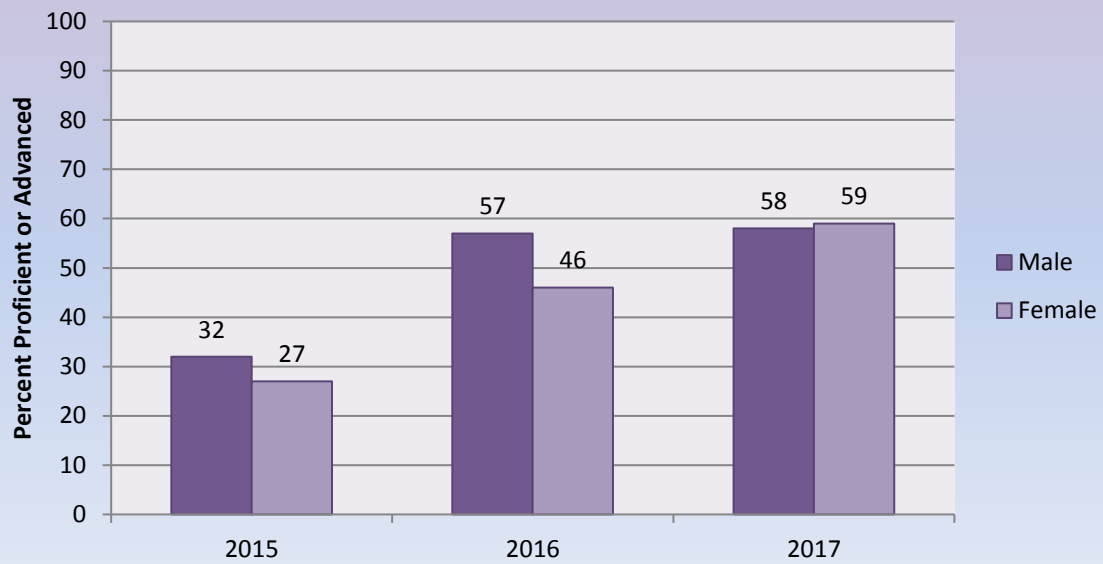
3rd Grade PAWS Reading: SES



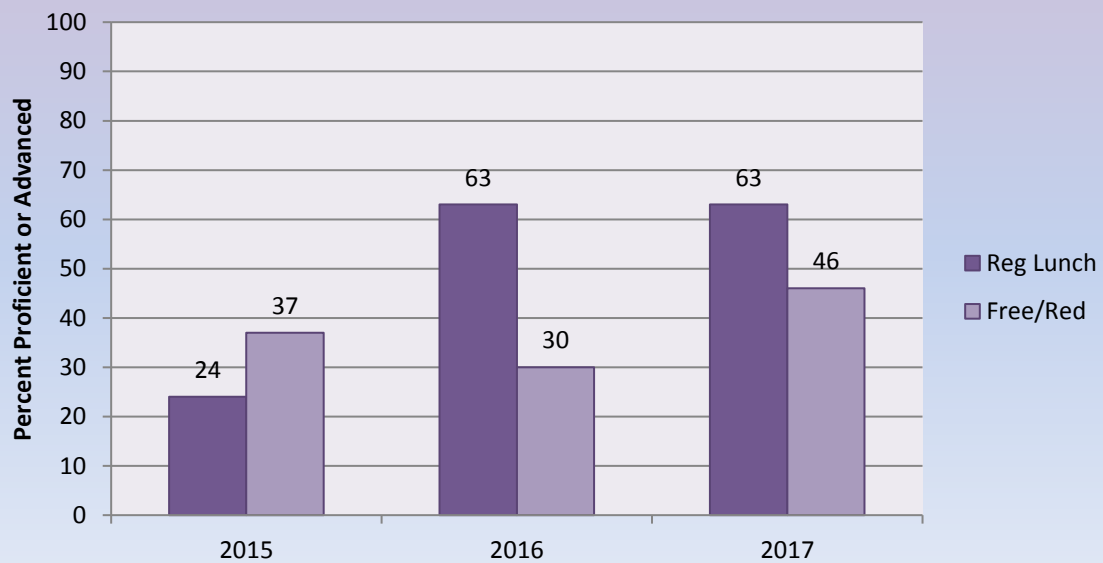
3rd Grade PAWS Math: All Students



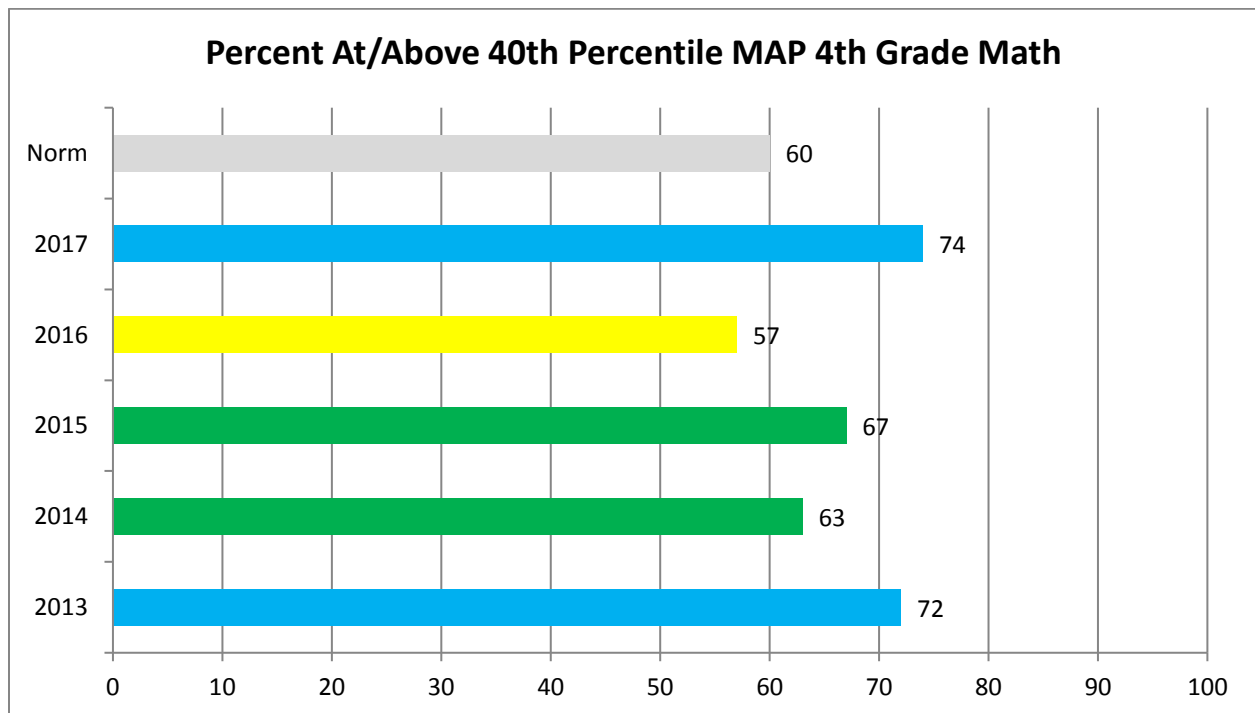
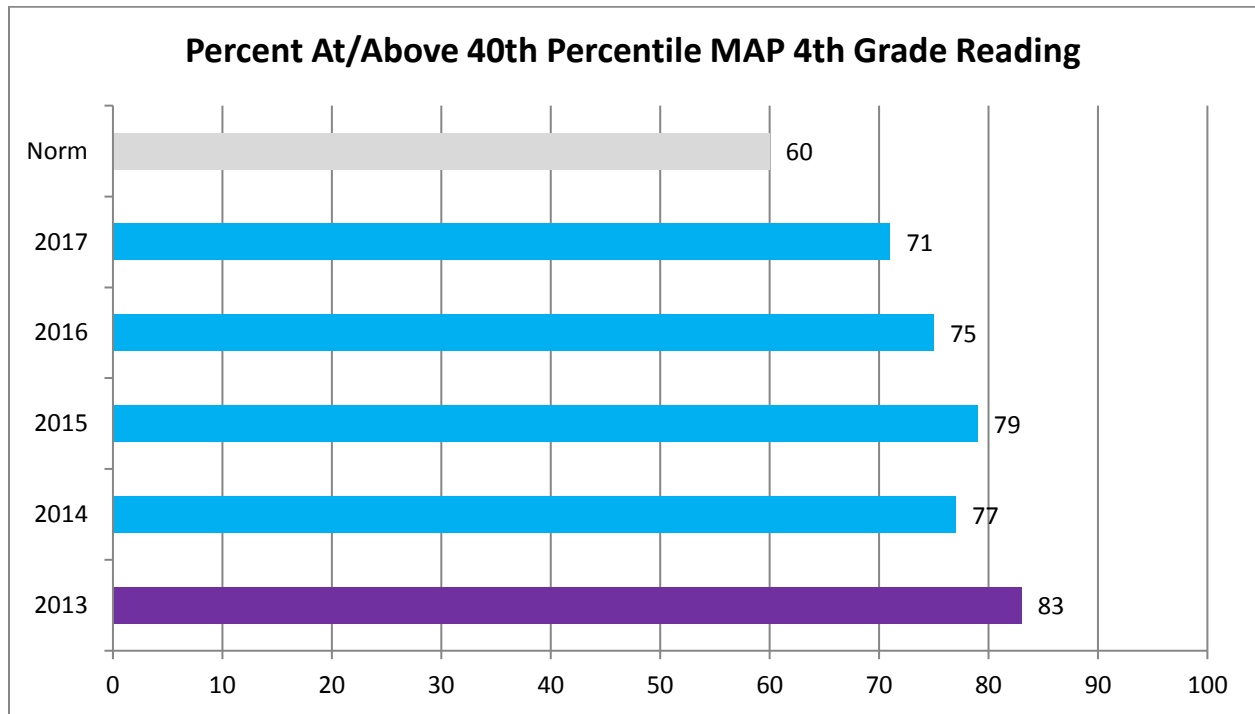
3rd Grade PAWS Math: Gender



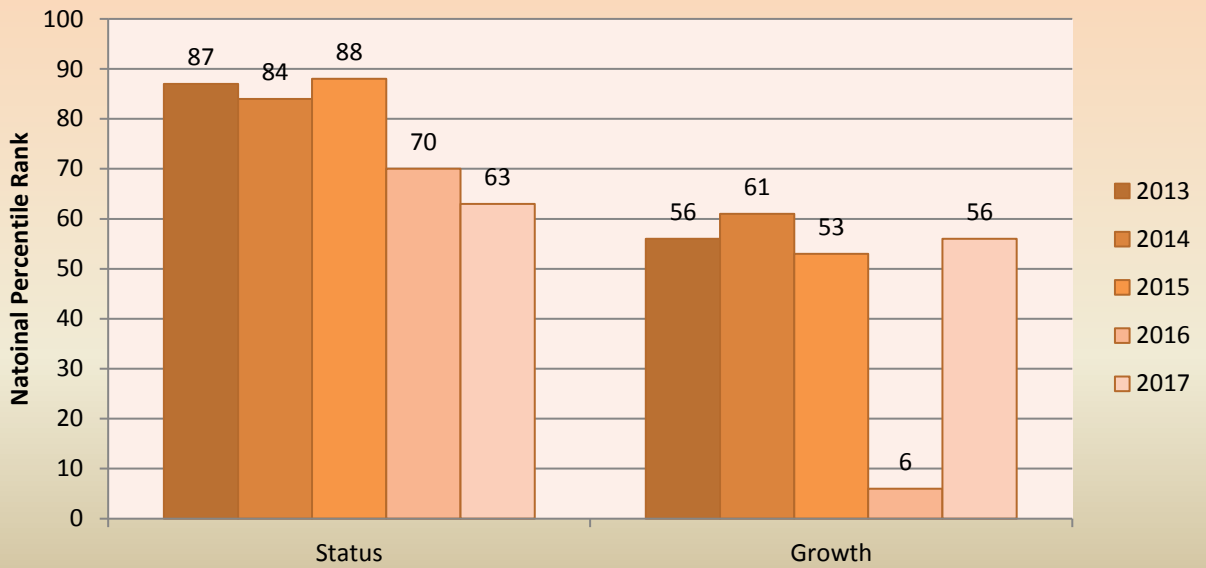
3rd Grade PAWS Math: SES



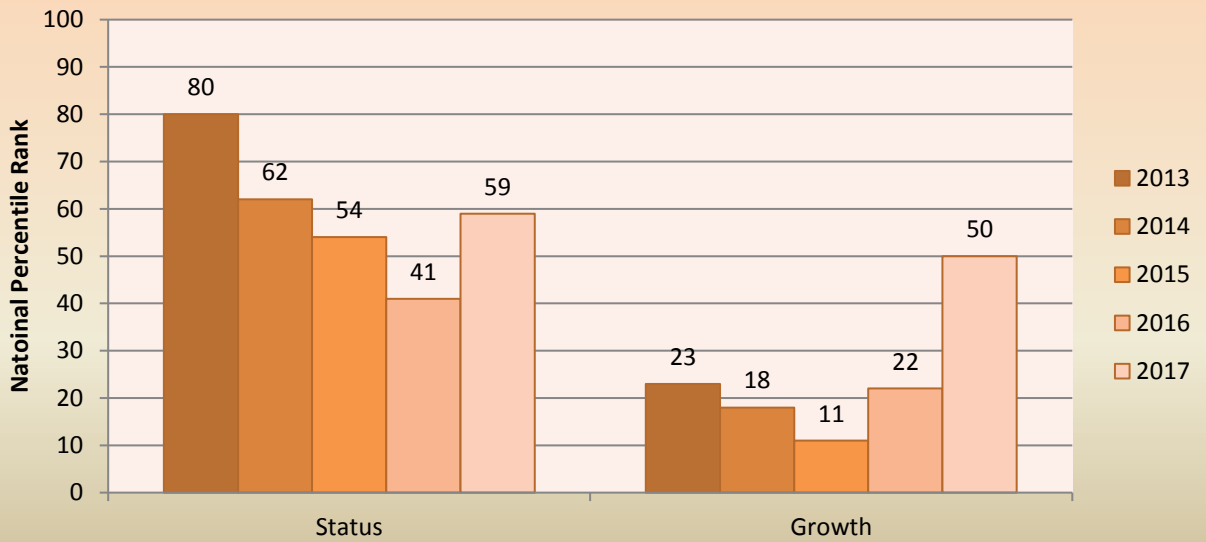
4th Grade MAP Summary



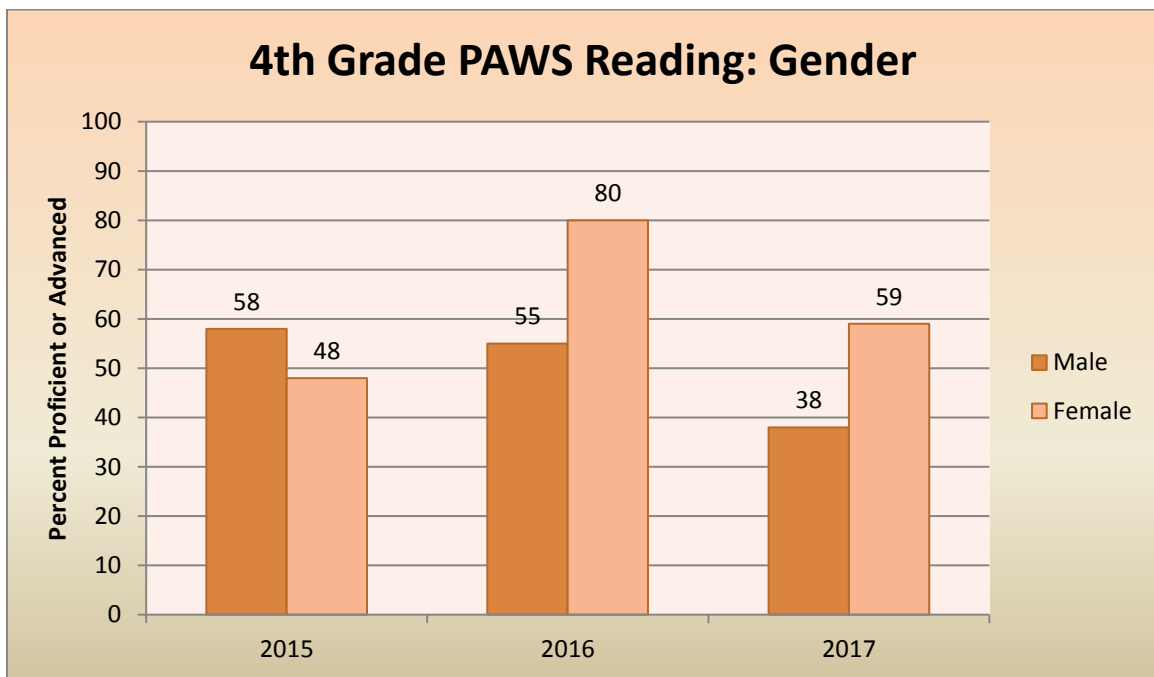
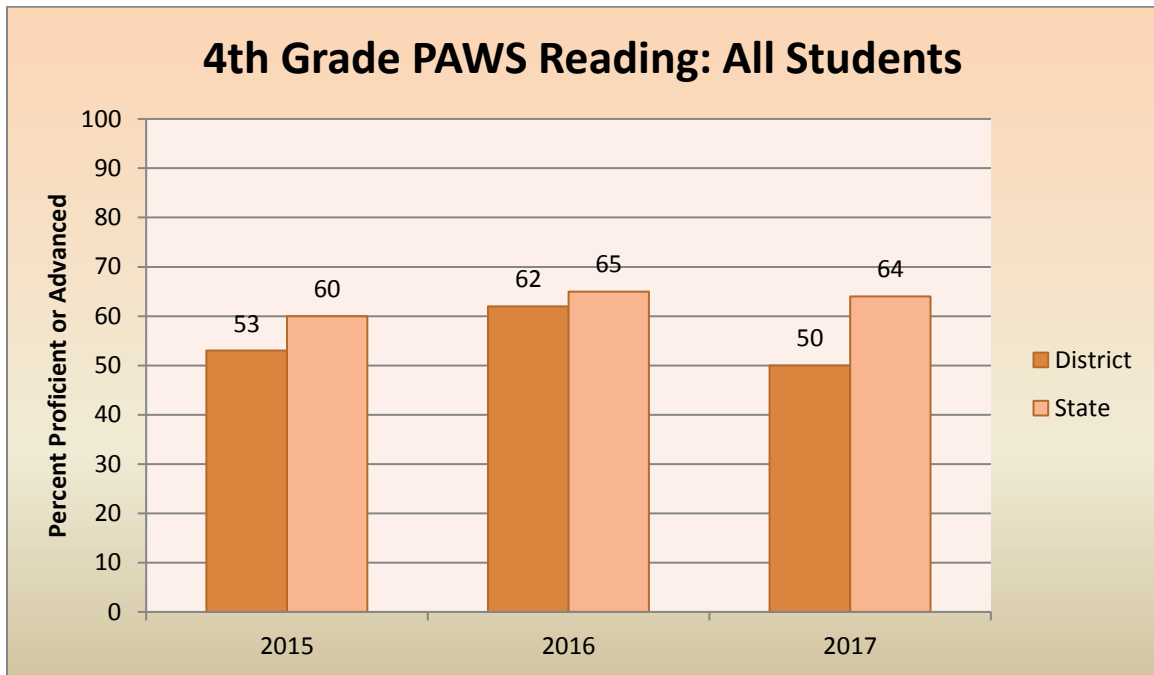
4th Grade MAP Reading National Comparison



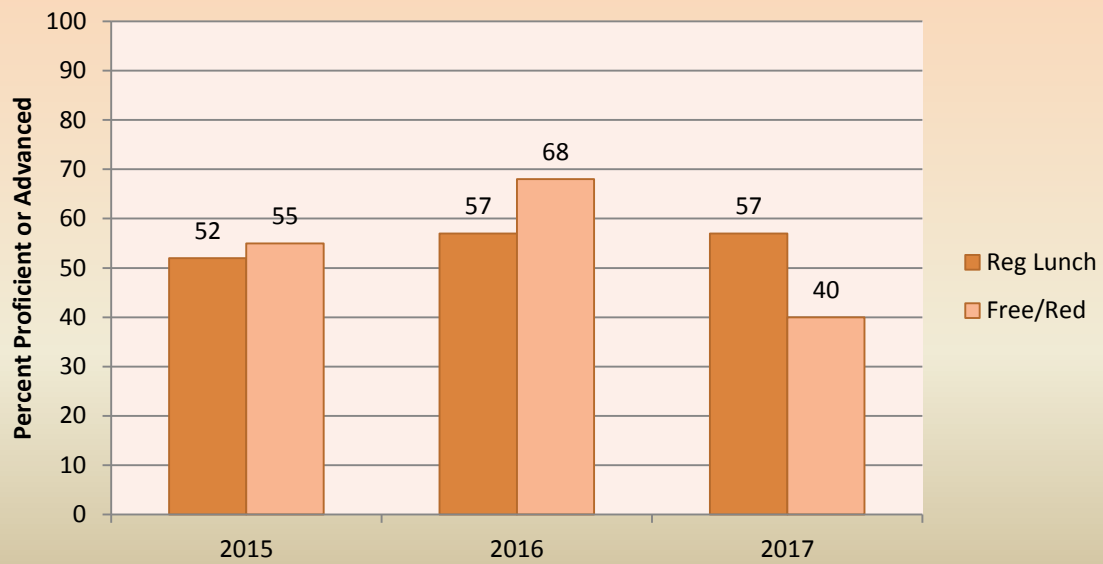
4th Grade MAP Math National Comparison



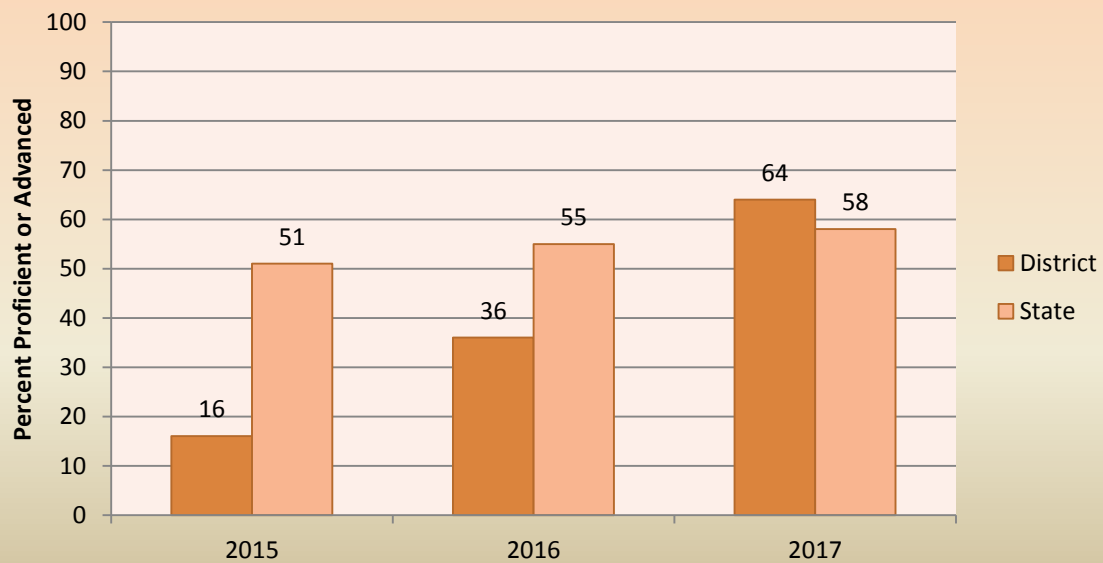
4th Grade PAWS Summary



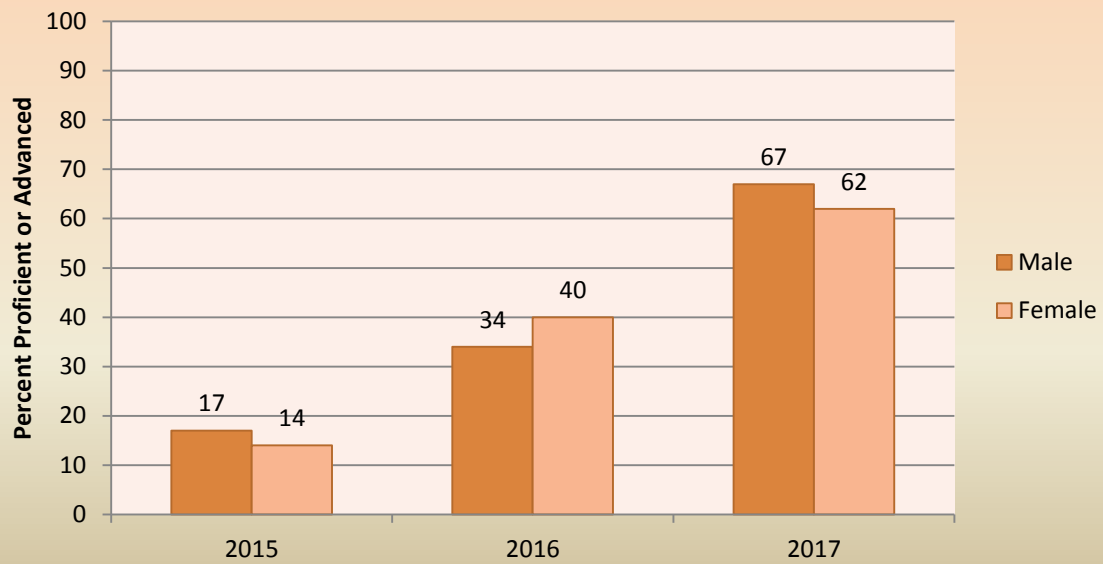
4th Grade PAWS Reading: SES



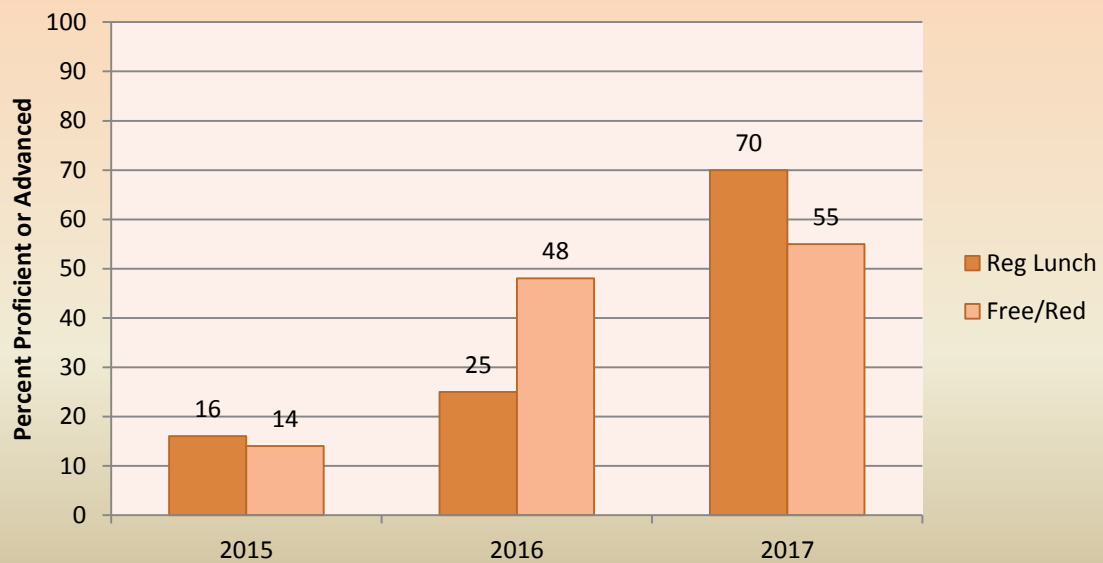
4th Grade PAWS Math: All Students



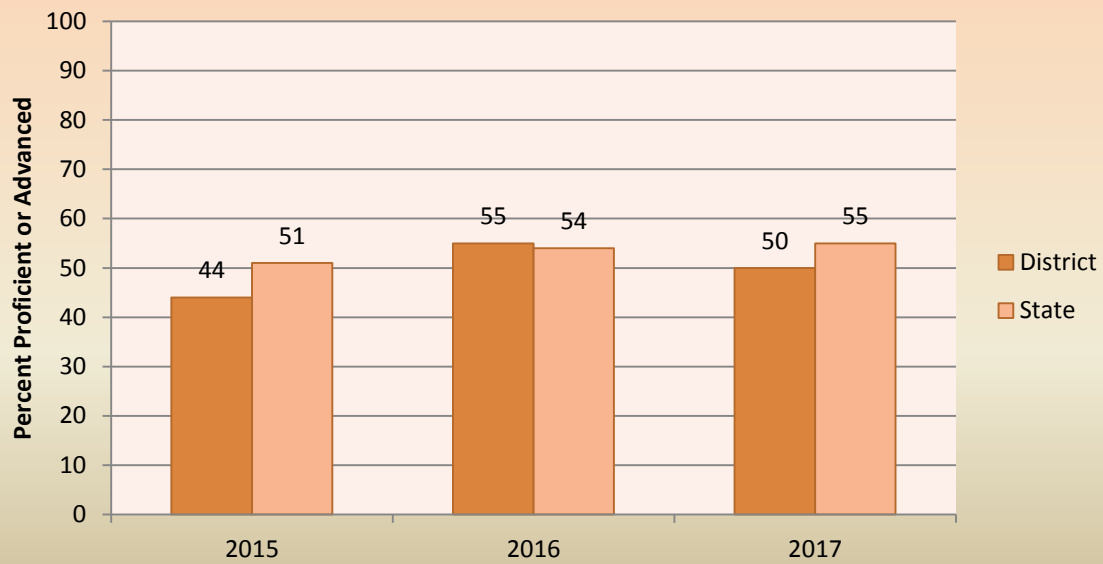
4th Grade PAWS Math: Gender



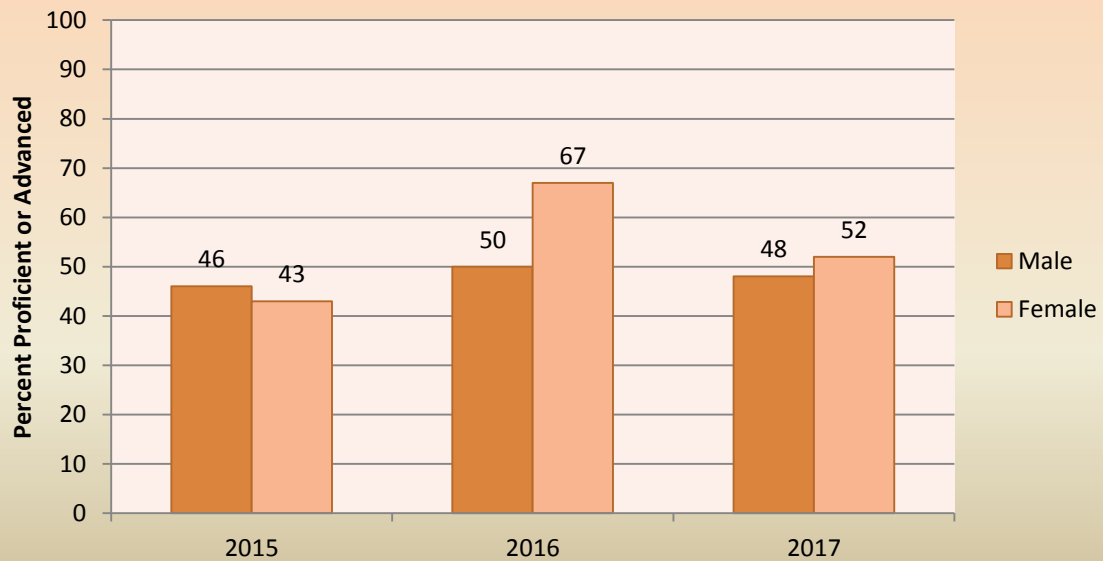
4th Grade PAWS Math: SES



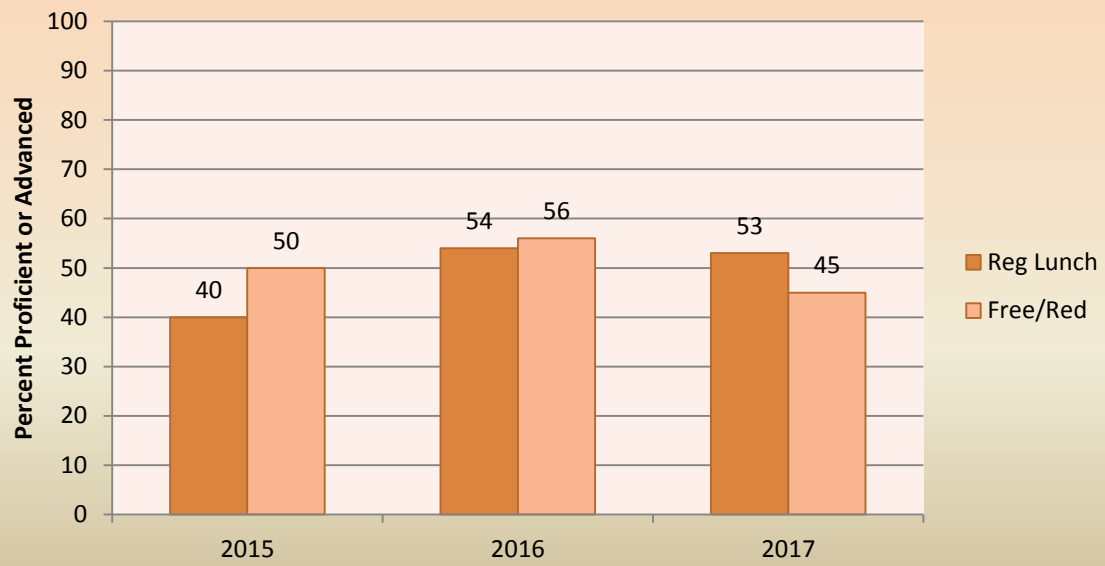
4th Grade PAWS Science: All Students



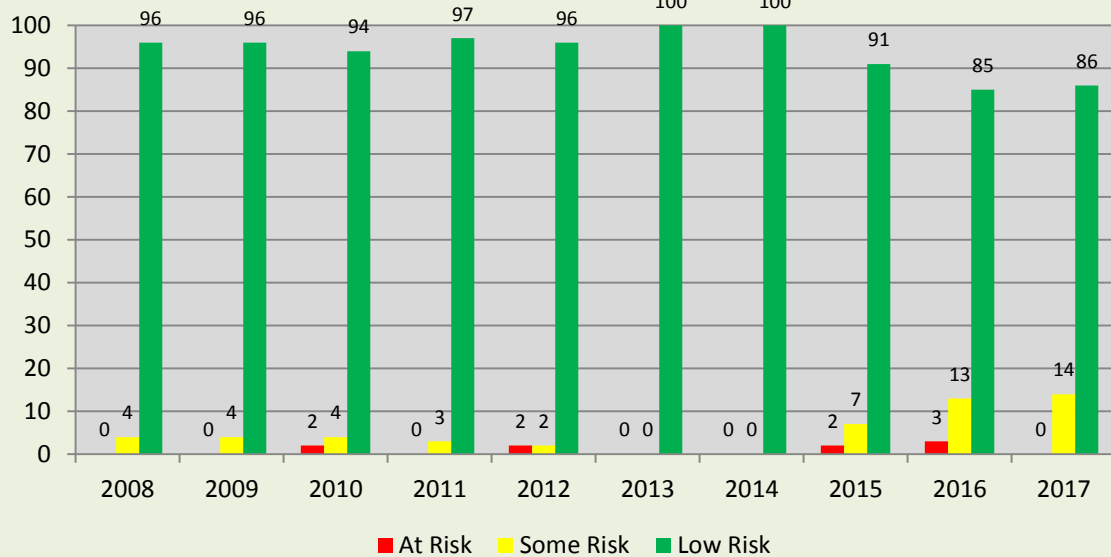
4th Grade PAWS Science: Gender



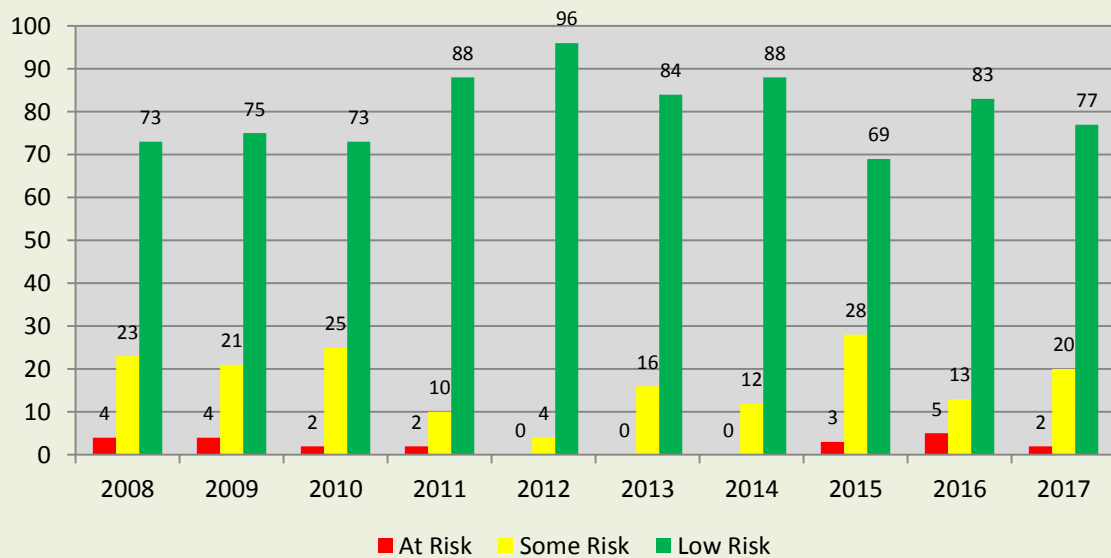
4th Grade PAWS Science: SES



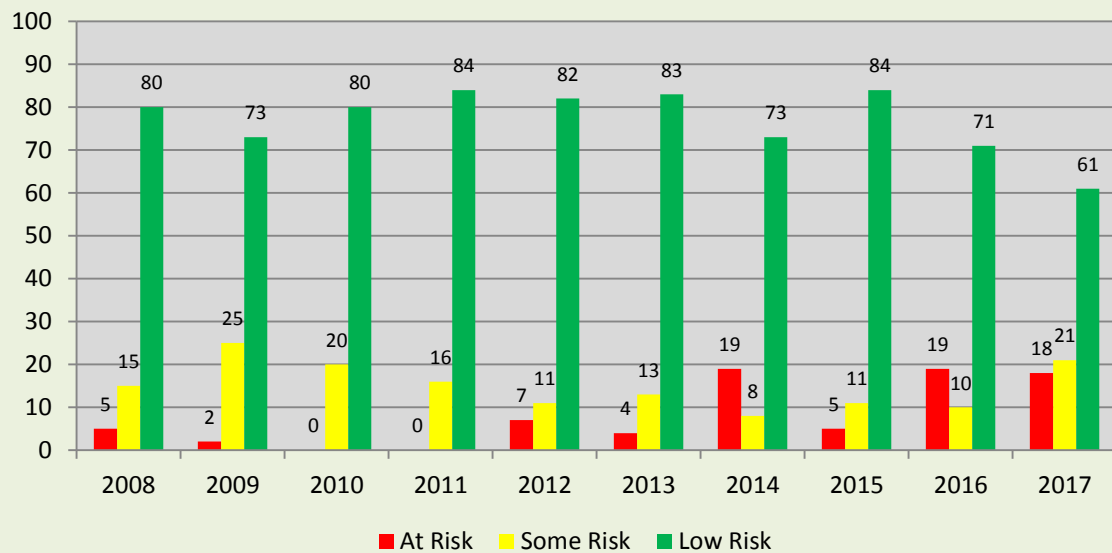
DIBELS Kdg: Phoneme Segmentation Fluency



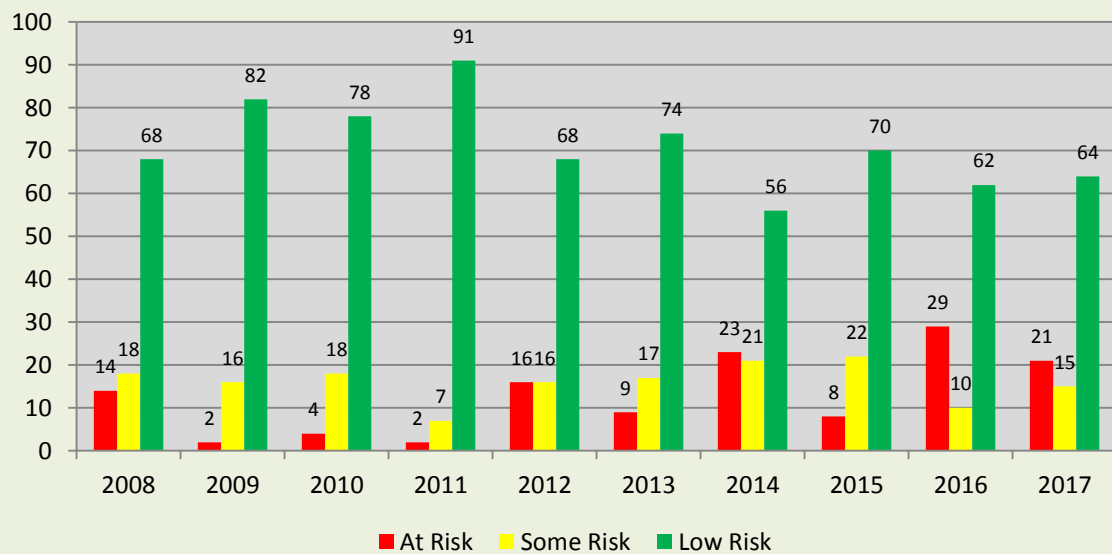
DIBELS: Kdg Nonsense Word Fluency



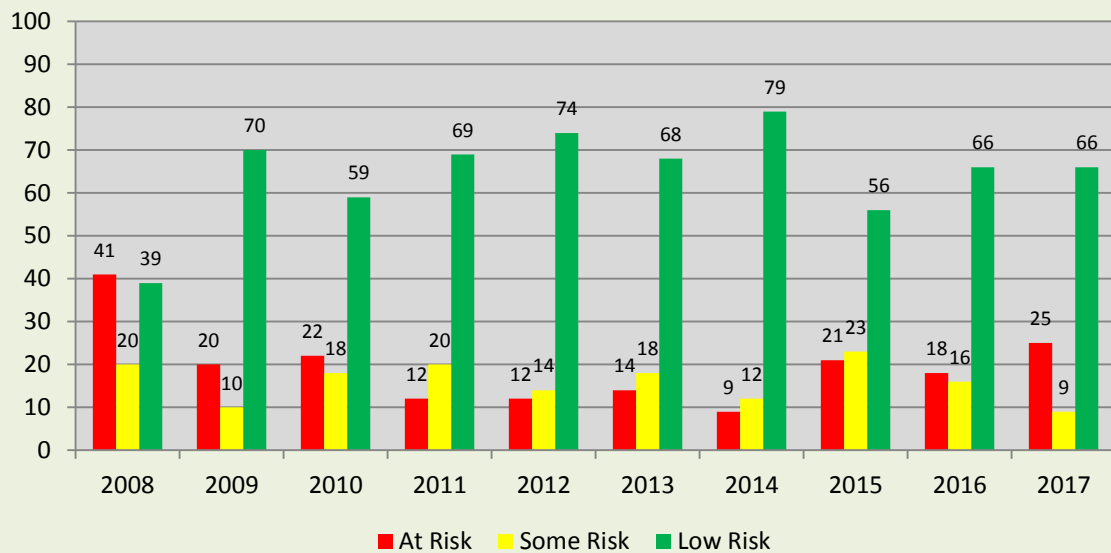
DIBELS 1st Grade: Nonsense Word Fluency



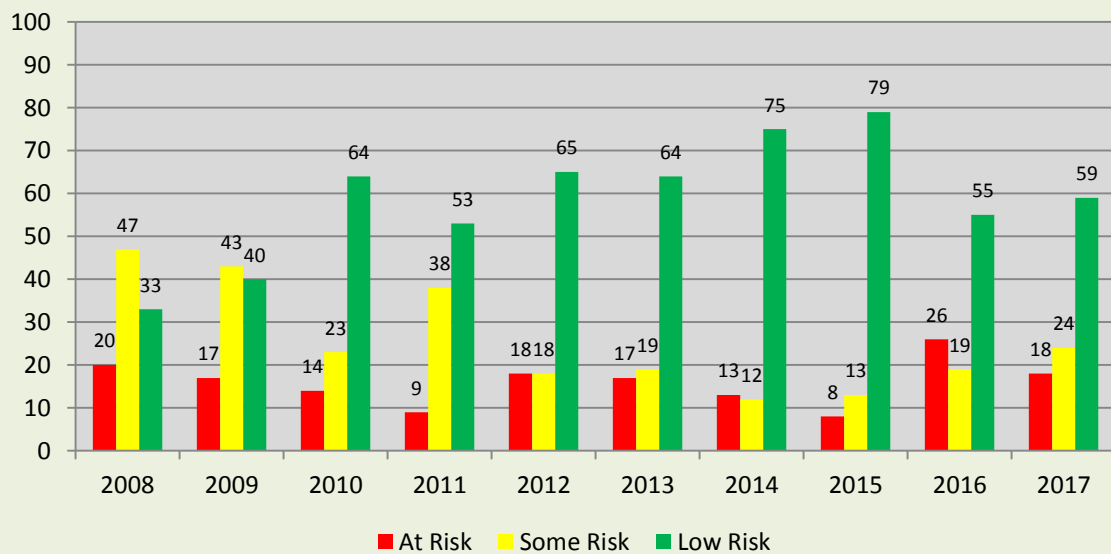
DIBELS 1st Grade: Oral Reading Fluency



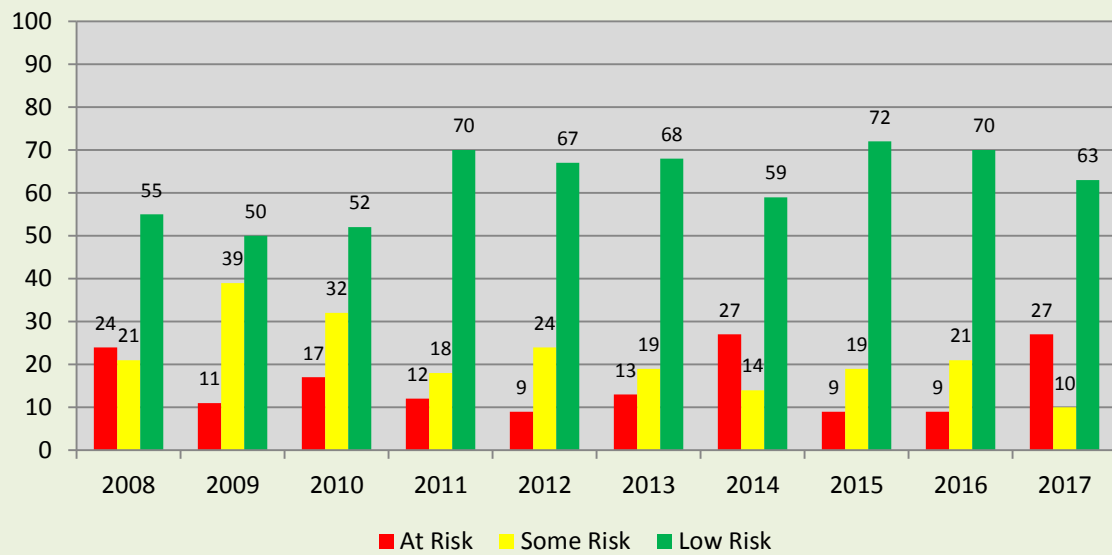
DIBELS 2nd Grade: Oral Reading Fluency



DIBELS 3rd Grade: Oral Reading Fluency



DIBELS 4th Grade: Oral Reading Fluency



2016-17 School Performance Report For Elementary and Middle School Grades

District Name: **Converse #2**
 School Name: **Glenrock Intermediate School**
 Grades Served: **5-6**
 Enrollment: **93**

MEETING EXPECTATIONS

Schools in Wyoming may fall within one of four performance levels based on their pattern of performance on FOUR indicators: Achievement, Growth, Equity, and Participation Rate.

The FOUR performance levels are:

- EXCEEDING EXPECTATIONS
- MEETING EXPECTATIONS
- PARTIALLY MEETING EXPECTATIONS
- NOT MEETING EXPECTATIONS

(For a description of the performance levels see the end of this report.)

School Accountability Implementation Handbook

[Click this link for more information about the Wyoming Accountability in Education Act \(WAEA\).](#)

School Indicator Performance Only students enrolled at the school for a full academic year were included. Full Academic Year is October 1st through the midpoint of the state assessment window.			
Indicator	Category	Count of Students	Description
Growth	Meeting Targets	86	Growth is a median student growth percentile (MGP) in reading and math combined for all students in grades four through eight as measured by the PAWS.
Equity	Meeting Targets	34	Equity 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.
Achievement	Meeting Targets	89	Achievement is the percent proficient or above on state tests in reading, mathematics, and science.
Participation Rate	Met		The participation rate requirement is 95%. The participation rate threshold is 90%. When a school's participation rate is below the requirement but at or above the threshold, the school is docked one performance level. When a school's participation rate is below the threshold the school is considered not scorable and is assigned to the not meeting expectation performance level.

2016-17 School Performance Report For Elementary and Middle School Grades

	Performance Categories and Associated Scores		
	Below Targets	Meeting Targets	Exceeding Targets
Growth	< 45	>= 45 and < 60	>= 60
Equity	< 47	>= 47 and < 60	>= 60
Achievement	< 52	>= 52 and < 69	>= 69

Performance Level Descriptors for Schools with Grades 3-8

Exceeding Expectations

Schools in this category are considered models of performance. These schools typically exceeded target in achievement and at least one other performance indicator - equity or growth – while meeting target on the other indicator.

Meeting Expectations

Schools in this category demonstrated performance that met or exceeded target on multiple performance indicators. All of these schools met or exceeded state targets in achievement. They typically met or exceeded targets on student growth and promotion of equity *or* fell below target on growth or equity while exceeding target on achievement.

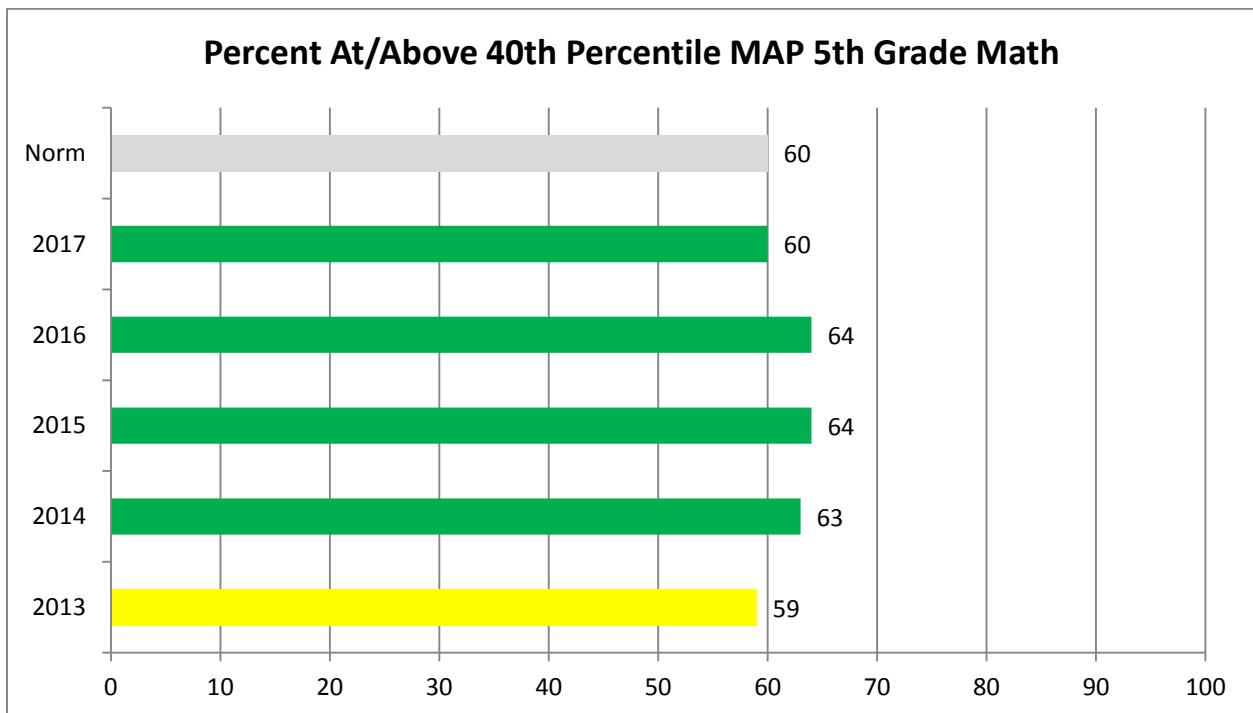
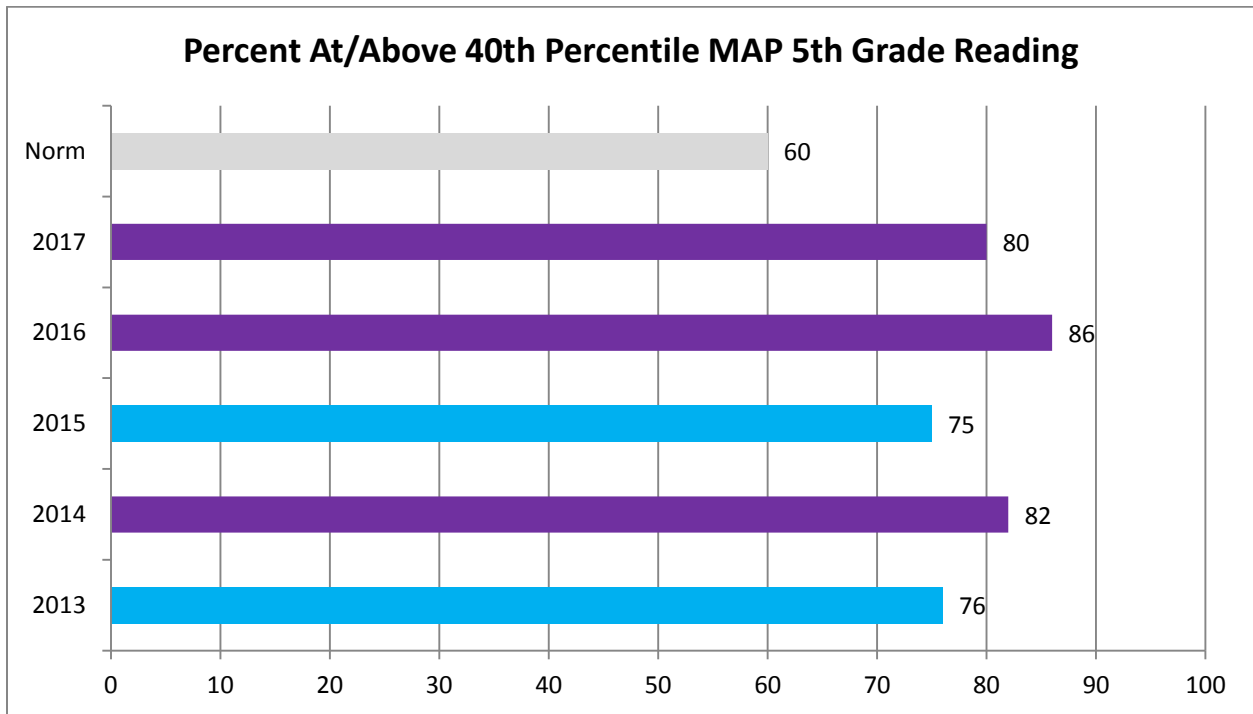
Partially Meeting Expectations

Schools in this category typically performed below target on the growth and equity performance indicators *or* were below target in achievement. Many schools in this category met or exceeded state target levels in student growth *and/or* promoting equity for low-achieving students.

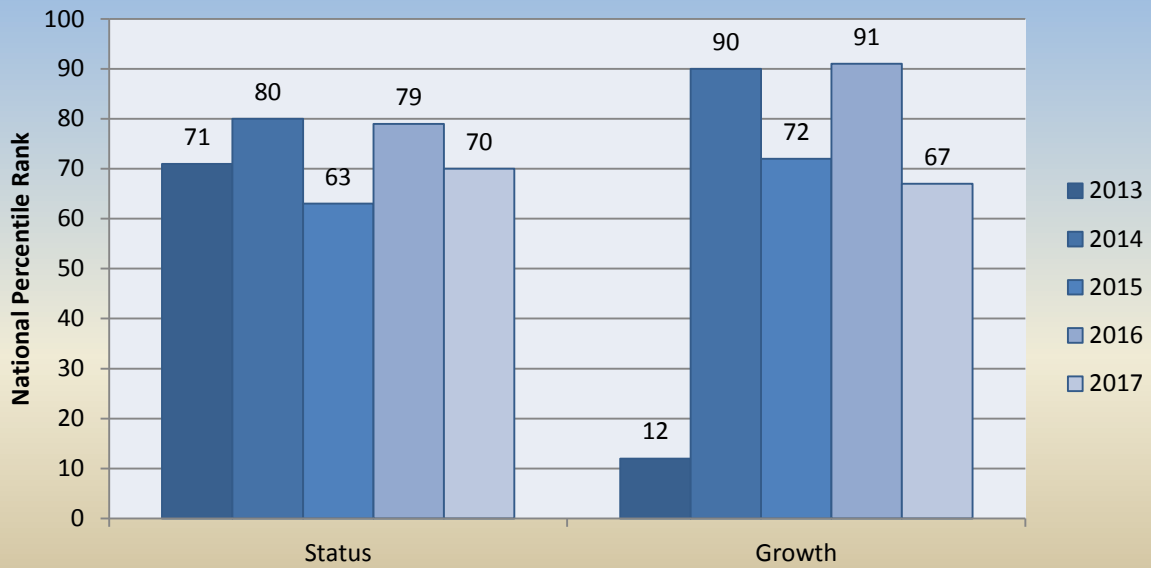
Not Meeting Expectations

Schools in this category had unacceptable performance on all indicators. Improvement is an urgent priority for these schools. These schools had below-target levels of achievement and student growth and showed insufficient academic improvement for low-achieving students.

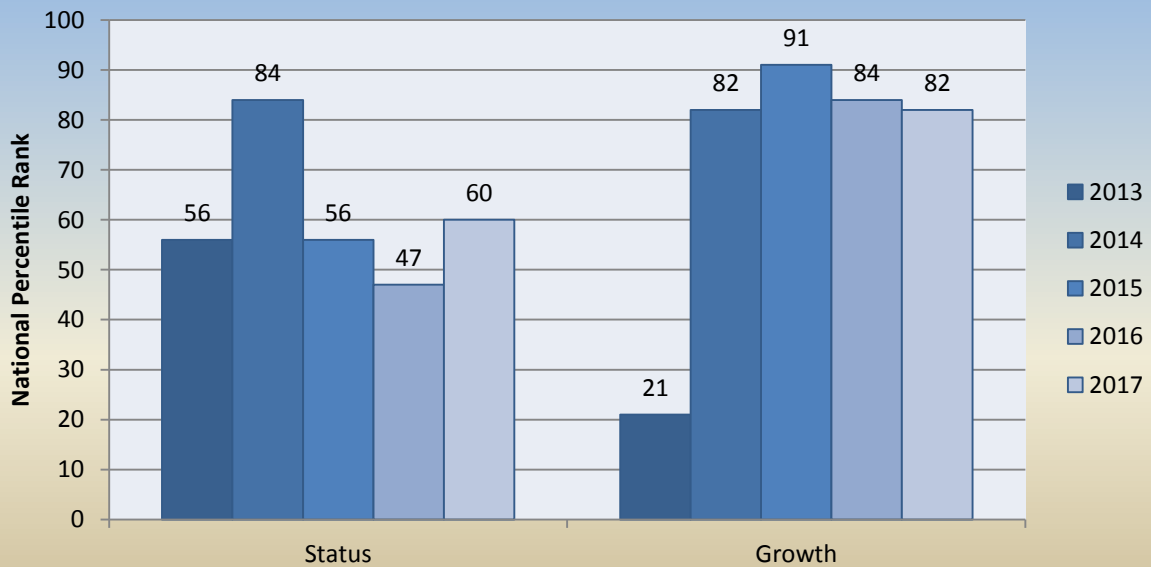
5th Grade MAP Summary



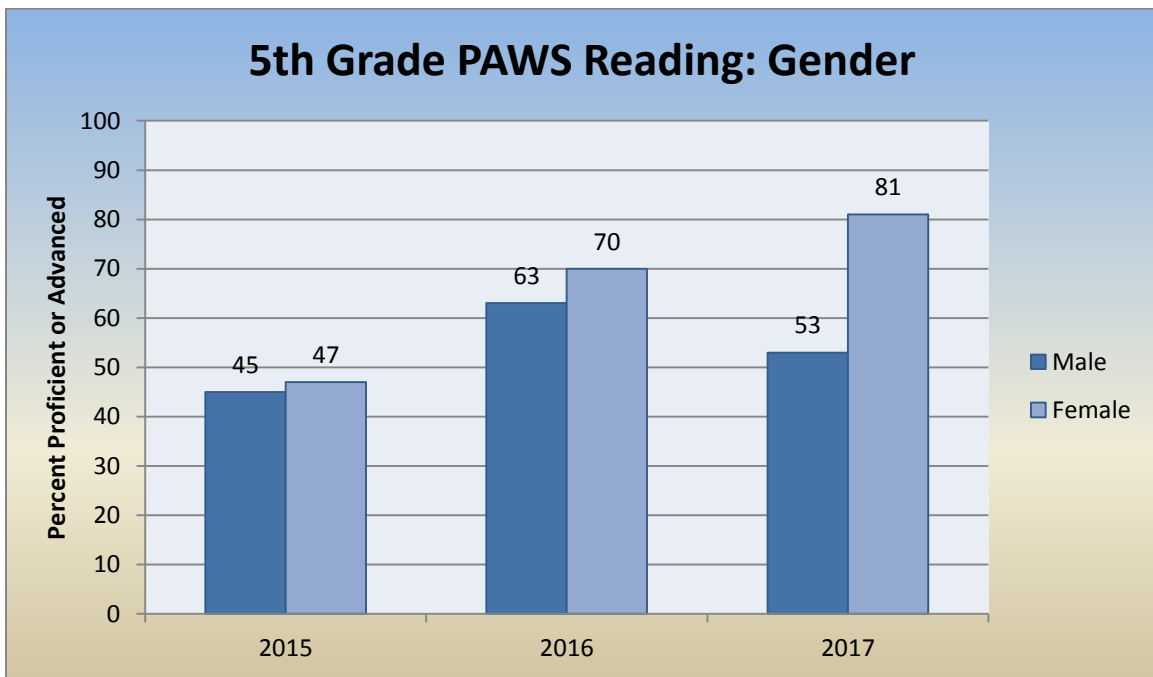
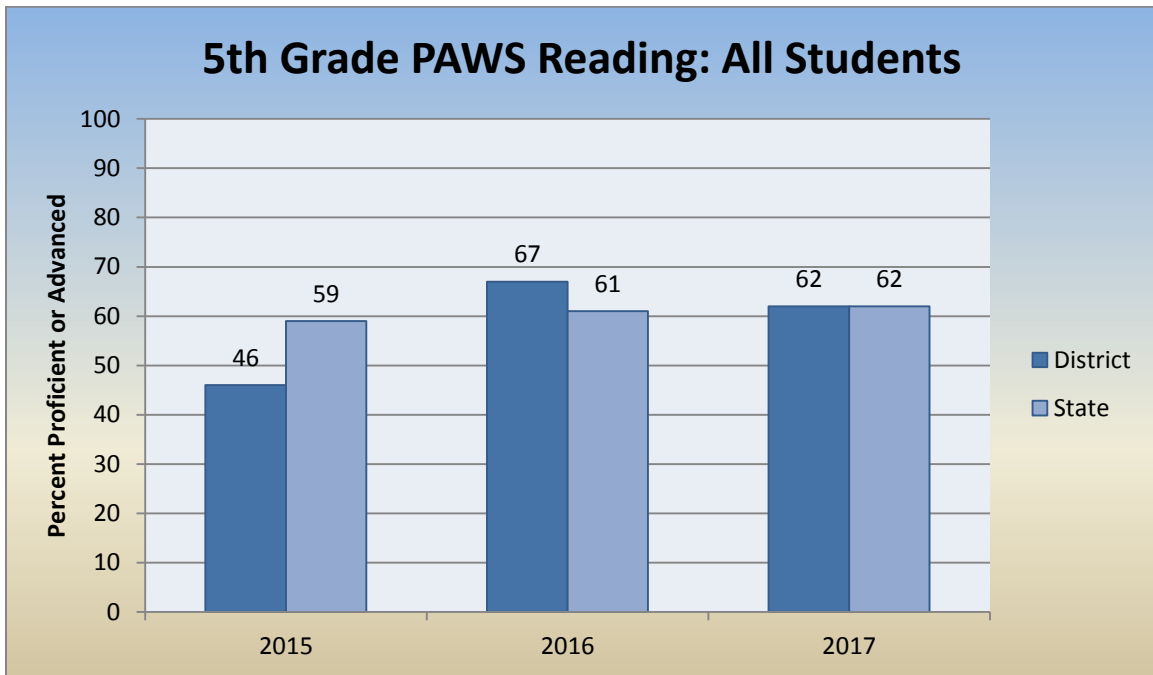
5th Grade MAP Reading National Comparison

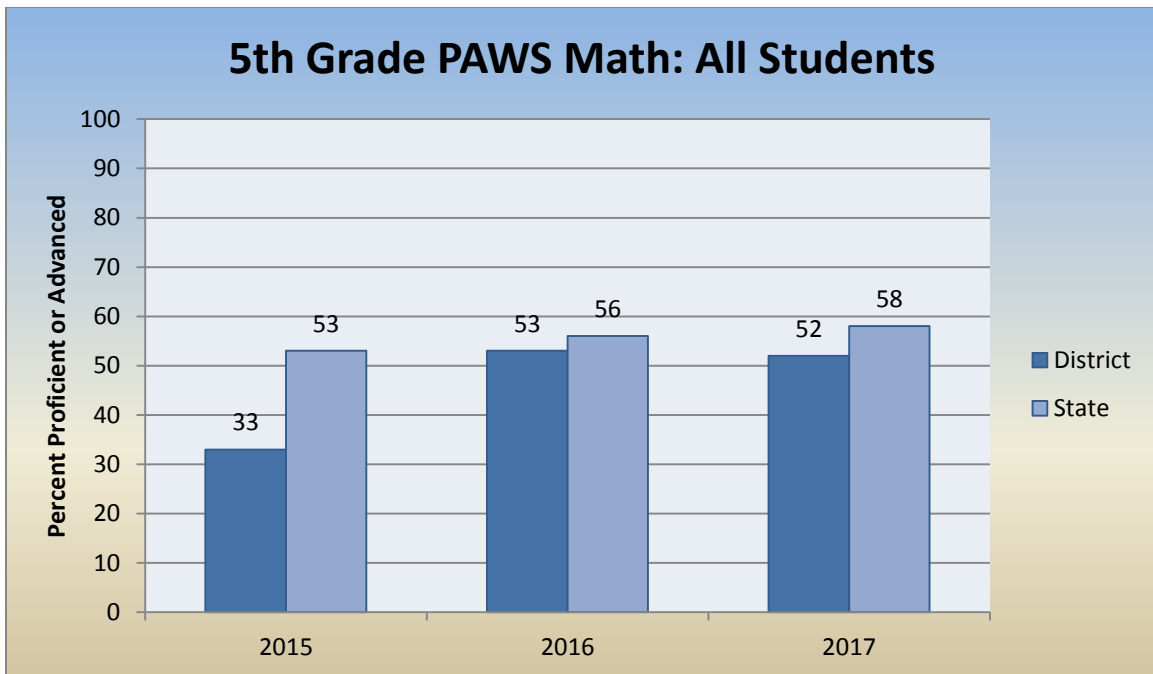
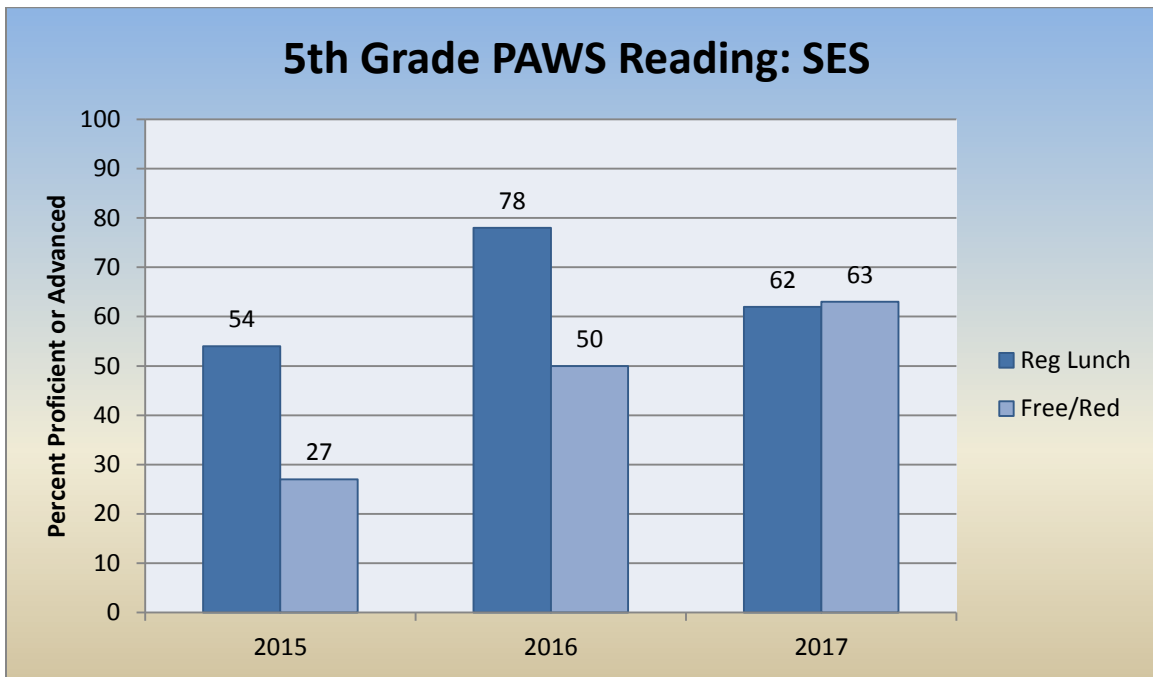


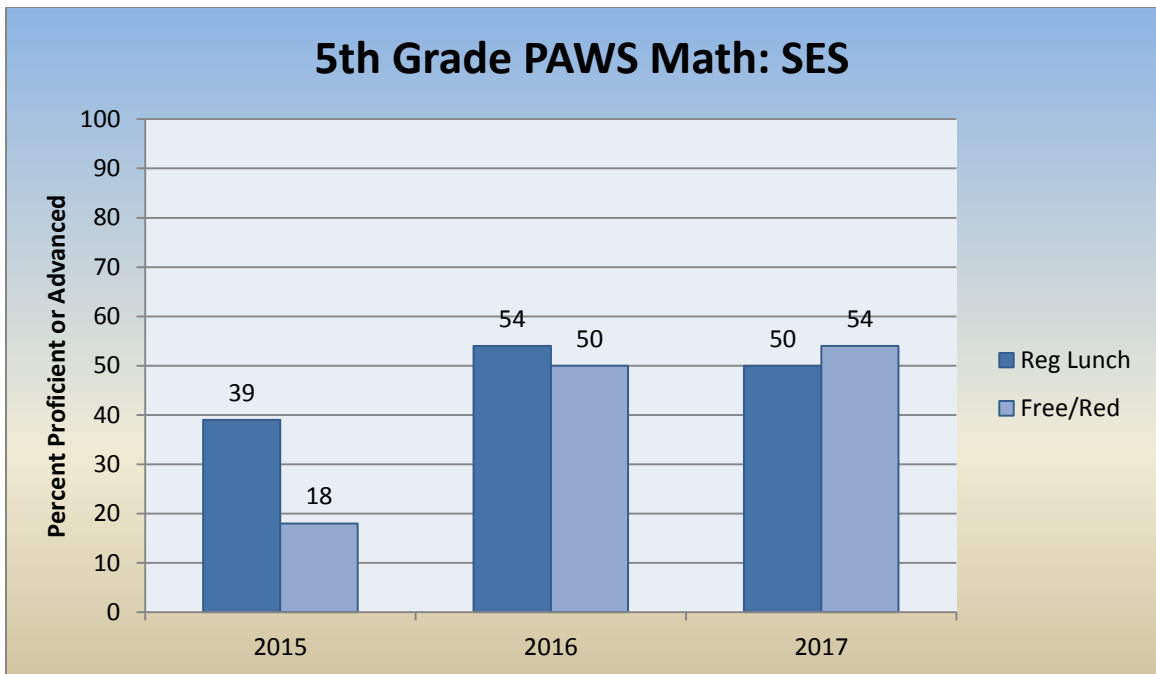
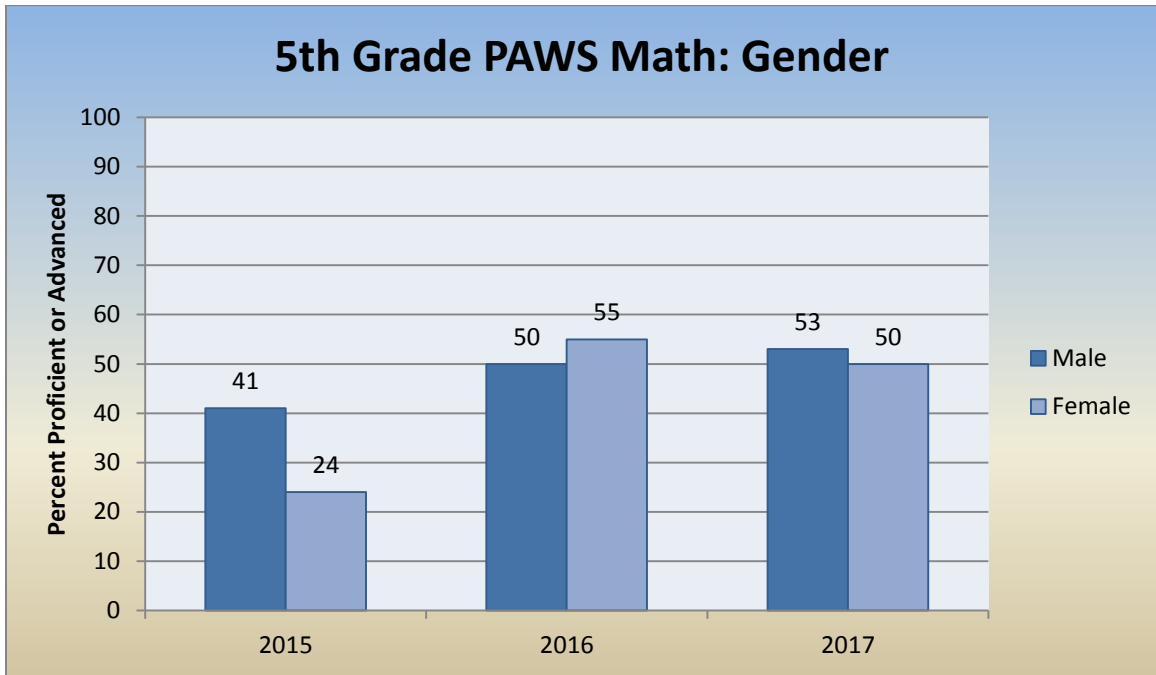
5th Grade MAP Math National Comparison



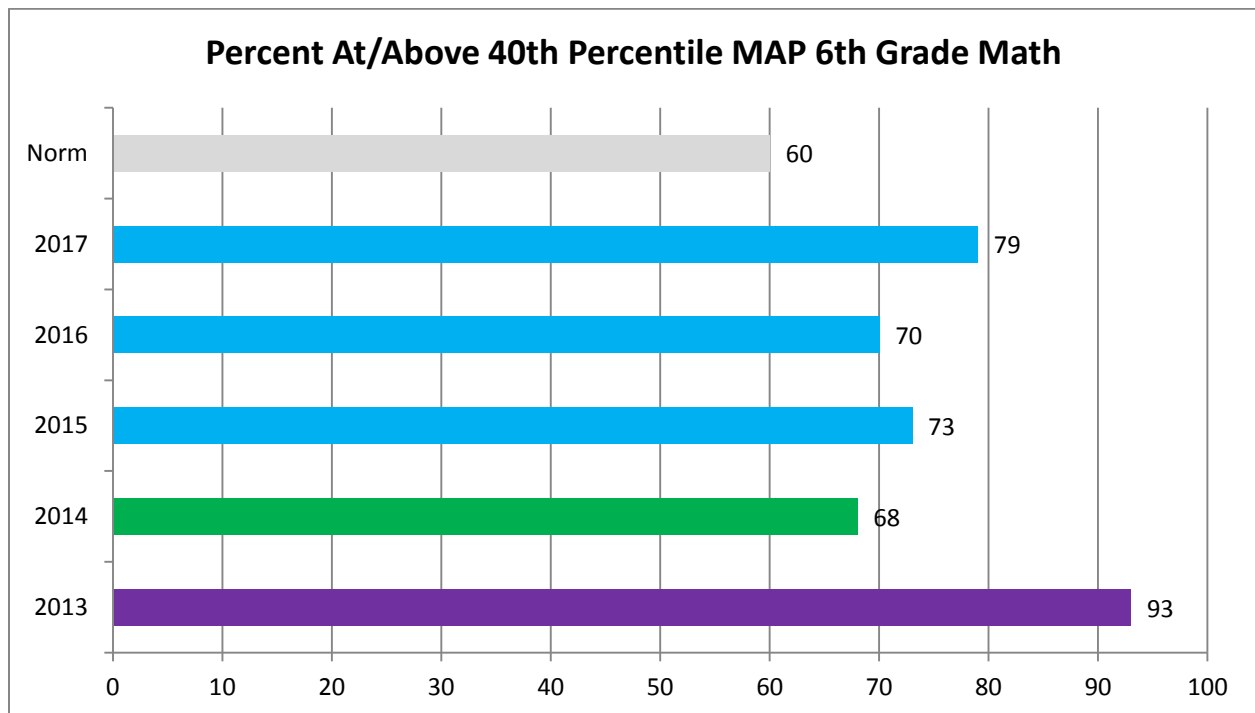
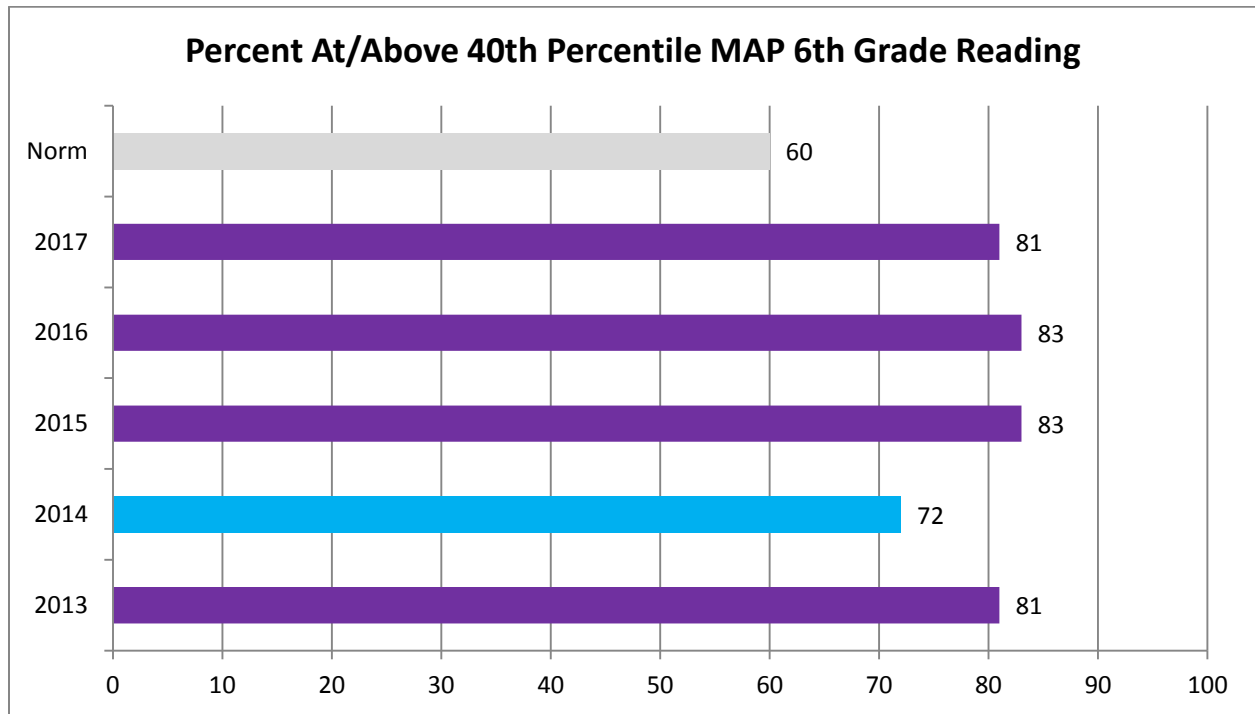
5th Grade PAWS Summary



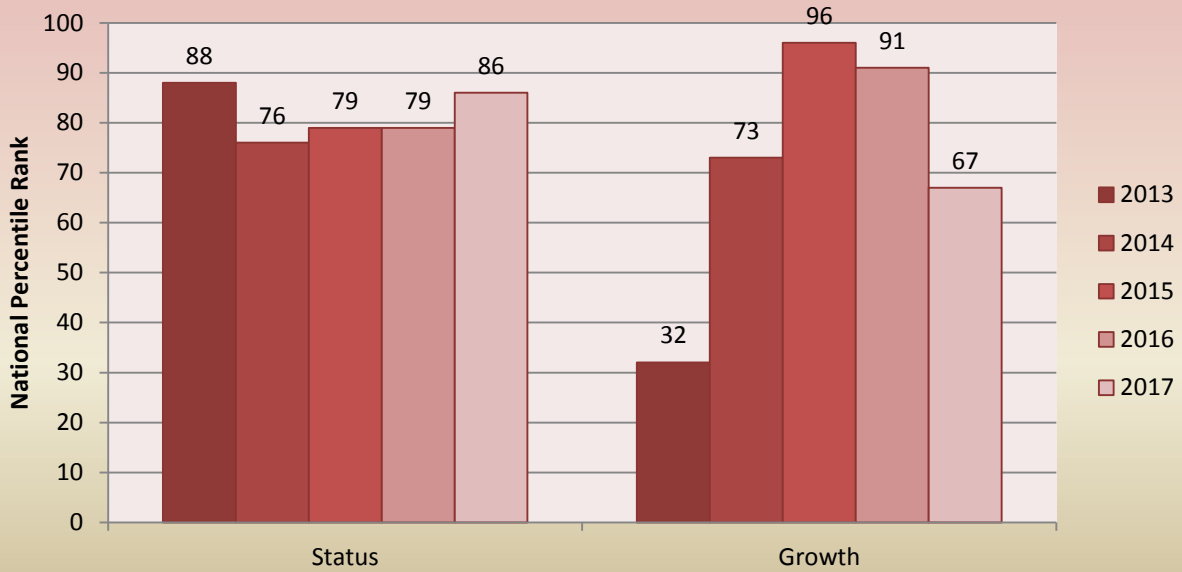




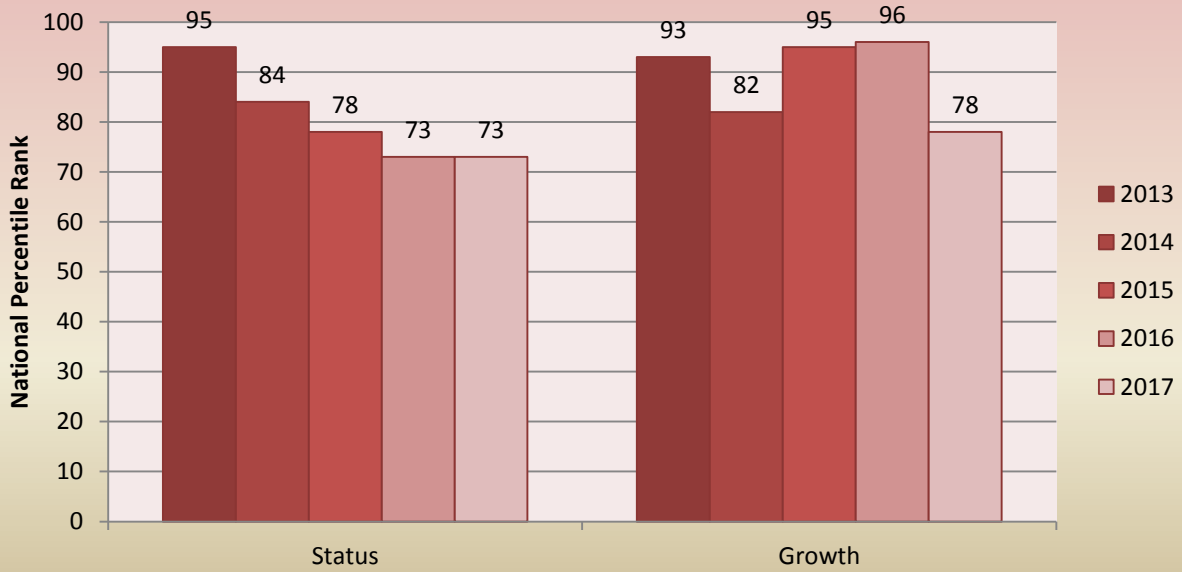
6th Grade MAP Summary



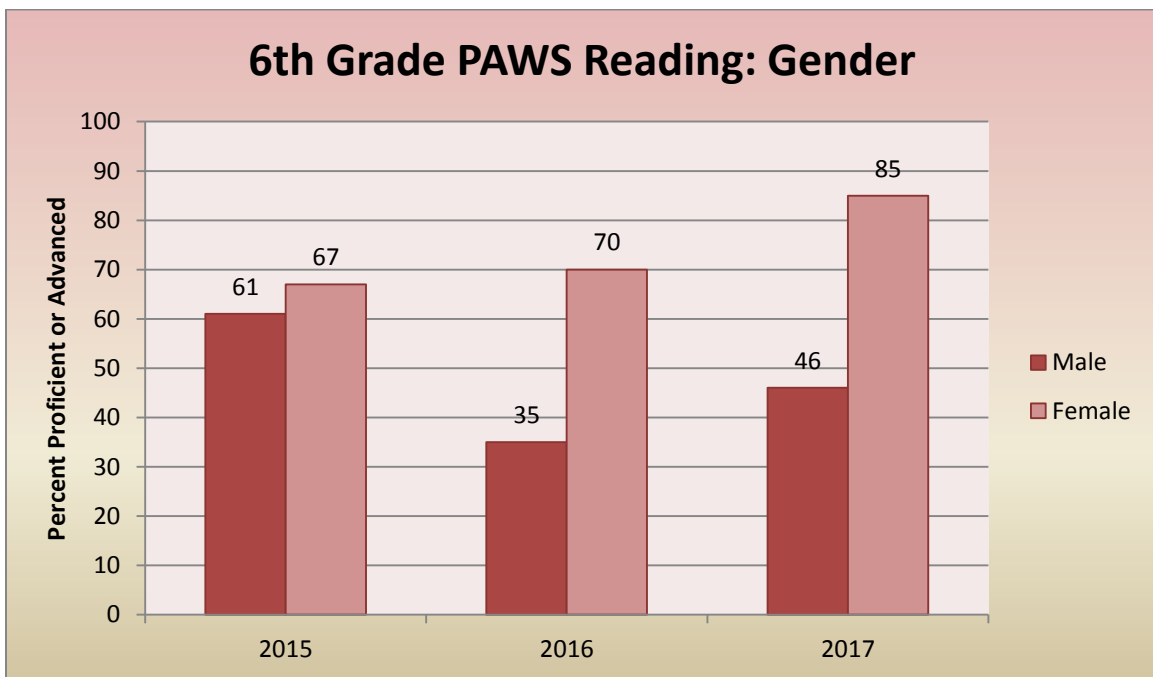
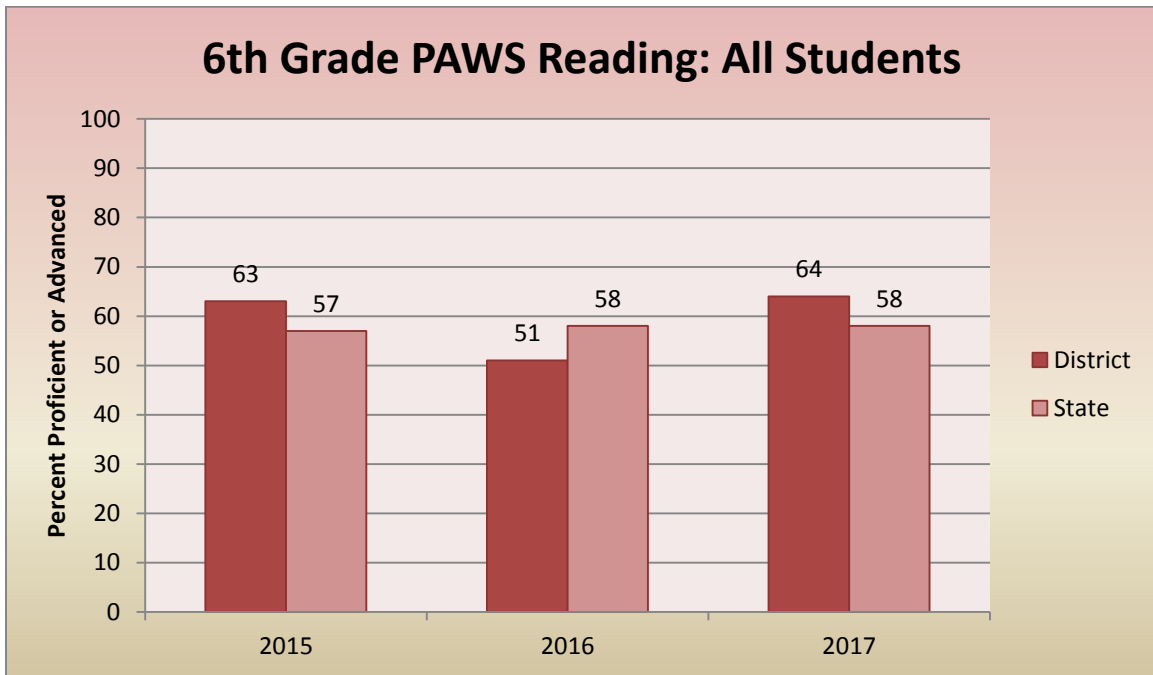
6th Grade MAP Reading National Comparison



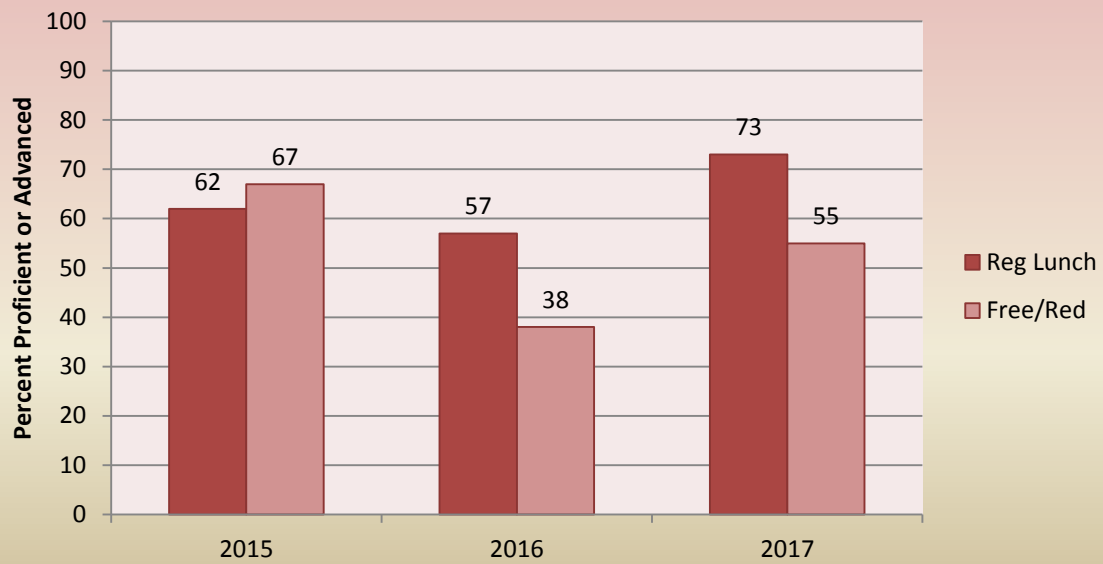
6th Grade MAP Math National Comparison



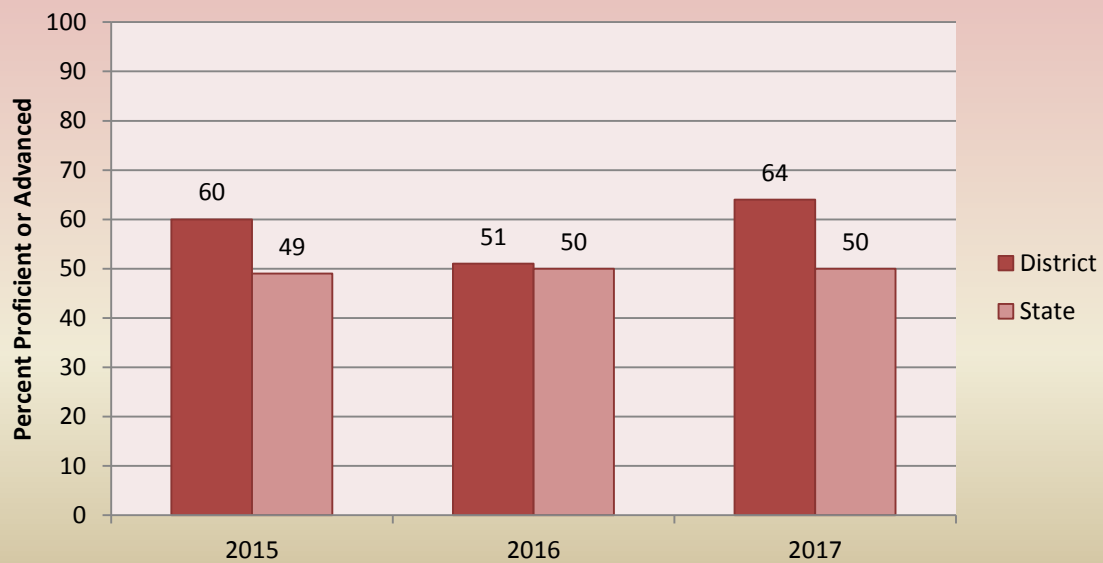
6th Grade PAWS Summary

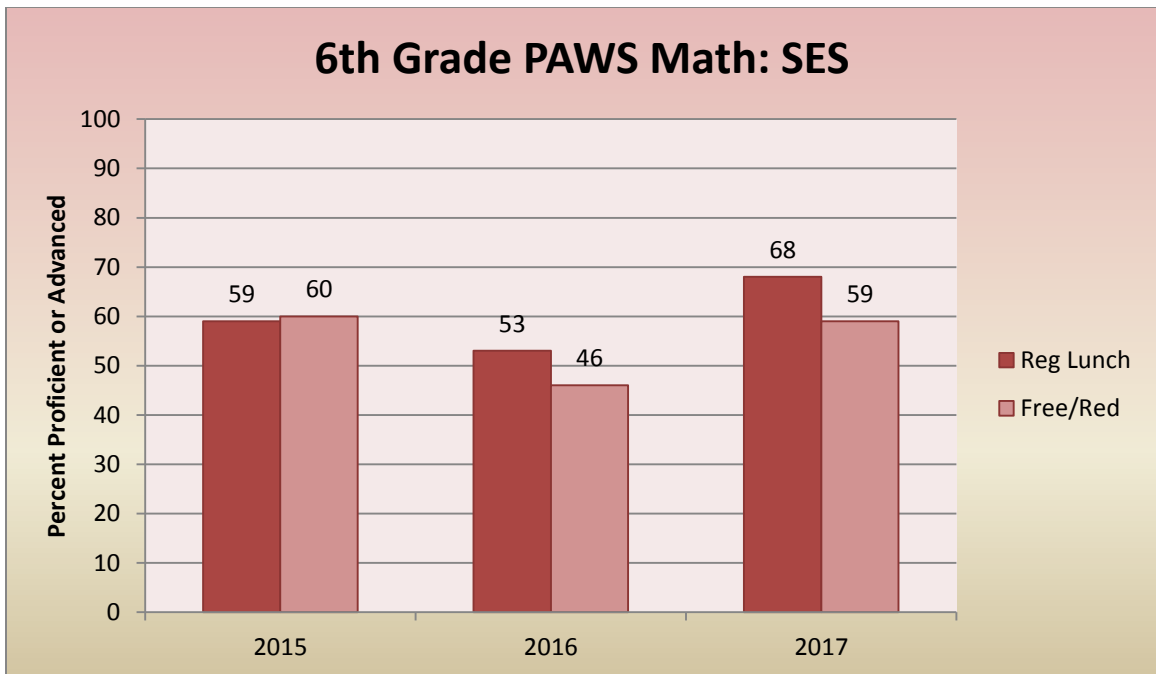
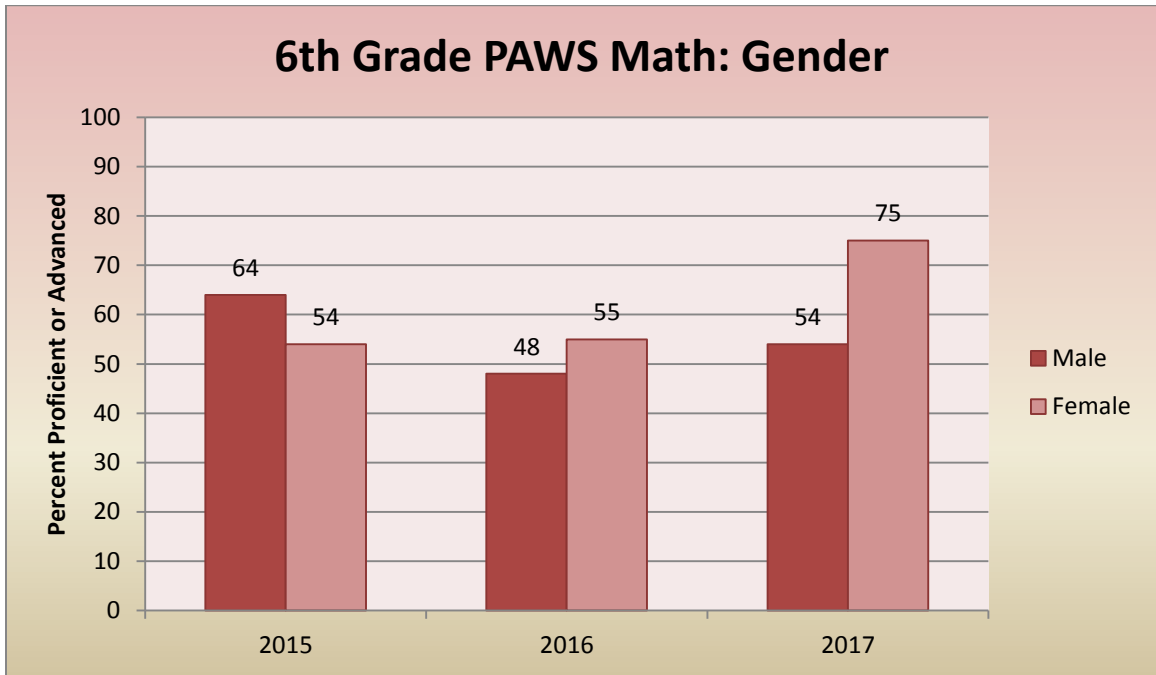


6th Grade PAWS Reading: SES



6th Grade PAWS Math: All Students





2016-17 School Performance Report For Elementary and Middle School Grades

District Name: **Converse #2**
 School Name: **Glenrock Middle School**
 Grades Served: **7-8**
 Enrollment: **92**

MEETING EXPECTATIONS

Schools in Wyoming may fall within one of four performance levels based on their pattern of performance on FOUR indicators: Achievement, Growth, Equity, and Participation Rate.

The FOUR performance levels are:

- EXCEEDING EXPECTATIONS
- MEETING EXPECTATIONS
- PARTIALLY MEETING EXPECTATIONS
- NOT MEETING EXPECTATIONS

(For a description of the performance levels see the end of this report.)

School Accountability Implementation Handbook

[Click this link for more information about the Wyoming Accountability in Education Act \(WAEA\).](#)

School Indicator Performance

**Only students enrolled at the school for a full academic year were included.
 Full Academic Year is October 1st through the midpoint of the state assessment window.**

Indicator	Category	Count of Students	Description
Growth	Meeting Targets	84	Growth is a median student growth percentile (MGP) in reading and math combined for all students in grades four through eight as measured by the PAWS.
Equity	Meeting Targets	25	Equity 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.
Achievement	Meeting Targets	88	Achievement is the percent proficient or above on state tests in reading, mathematics, and science.
Participation Rate	Met		The participation rate requirement is 95%. The participation rate threshold is 90%. When a school's participation rate is below the requirement but at or above the threshold, the school is docked one performance level. When a school's participation rate is below the threshold the school is considered not scorable and is assigned to the not meeting expectation performance level.

2016-17 School Performance Report For Elementary and Middle School Grades

	Performance Categories and Associated Scores		
	Below Targets	Meeting Targets	Exceeding Targets
Growth	< 45	>= 45 and < 60	>= 60
Equity	< 47	>= 47 and < 60	>= 60
Achievement	< 52	>= 52 and < 69	>= 69

Performance Level Descriptors for Schools with Grades 3-8

Exceeding Expectations

Schools in this category are considered models of performance. These schools typically exceeded target in achievement and at least one other performance indicator - equity or growth – while meeting target on the other indicator.

Meeting Expectations

Schools in this category demonstrated performance that met or exceeded target on multiple performance indicators. All of these schools met or exceeded state targets in achievement. They typically met or exceeded targets on student growth and promotion of equity *or* fell below target on growth or equity while exceeding target on achievement.

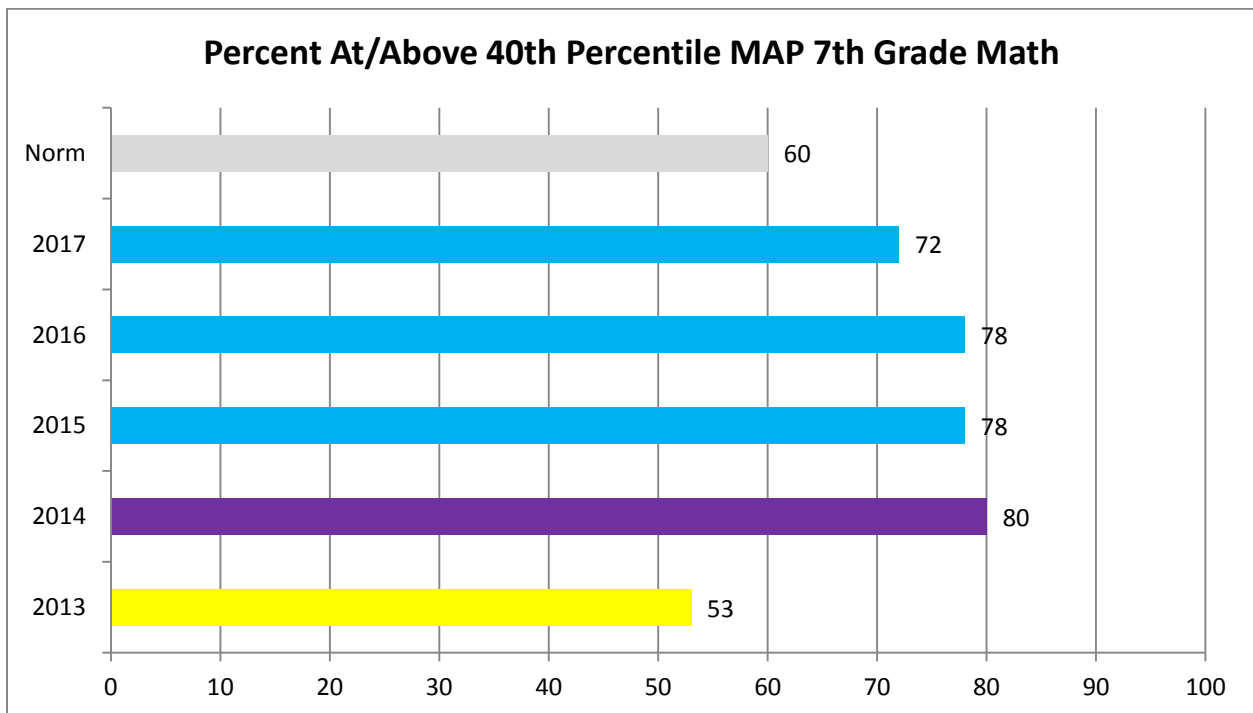
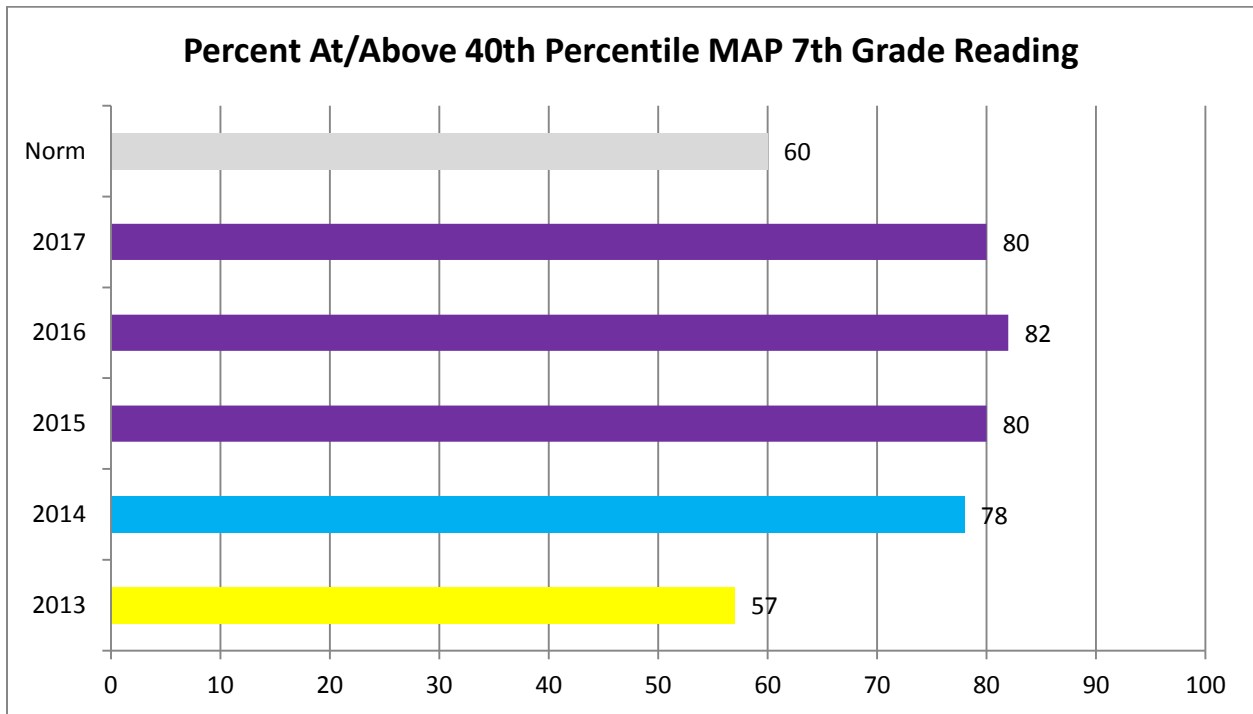
Partially Meeting Expectations

Schools in this category typically performed below target on the growth and equity performance indicators *or* were below target in achievement. Many schools in this category met or exceeded state target levels in student growth *and/or* promoting equity for low-achieving students.

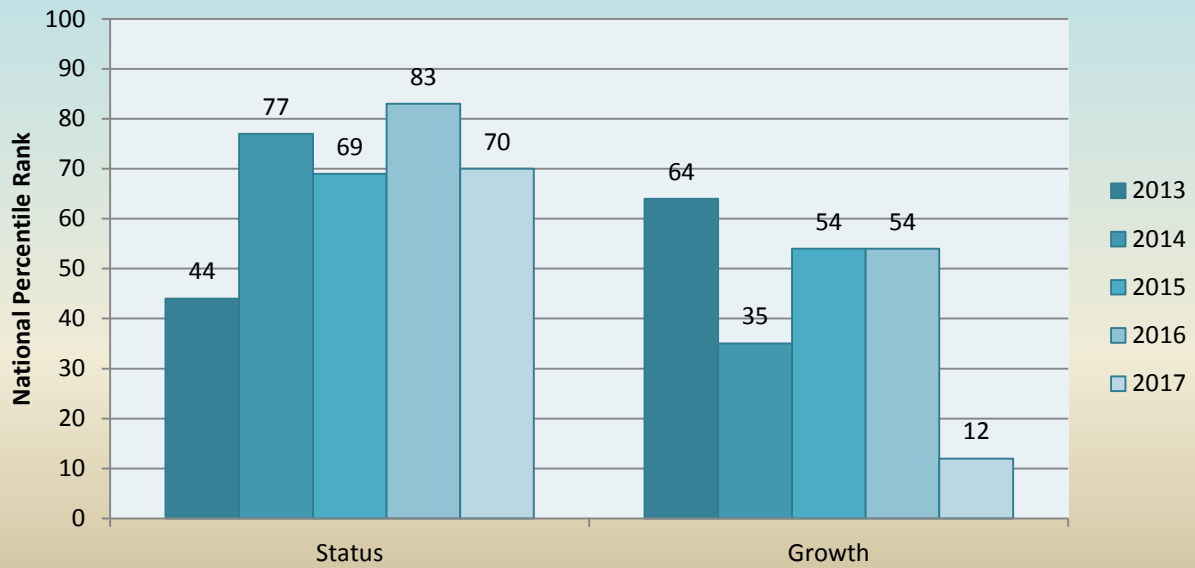
Not Meeting Expectations

Schools in this category had unacceptable performance on all indicators. Improvement is an urgent priority for these schools. These schools had below-target levels of achievement and student growth and showed insufficient academic improvement for low-achieving students.

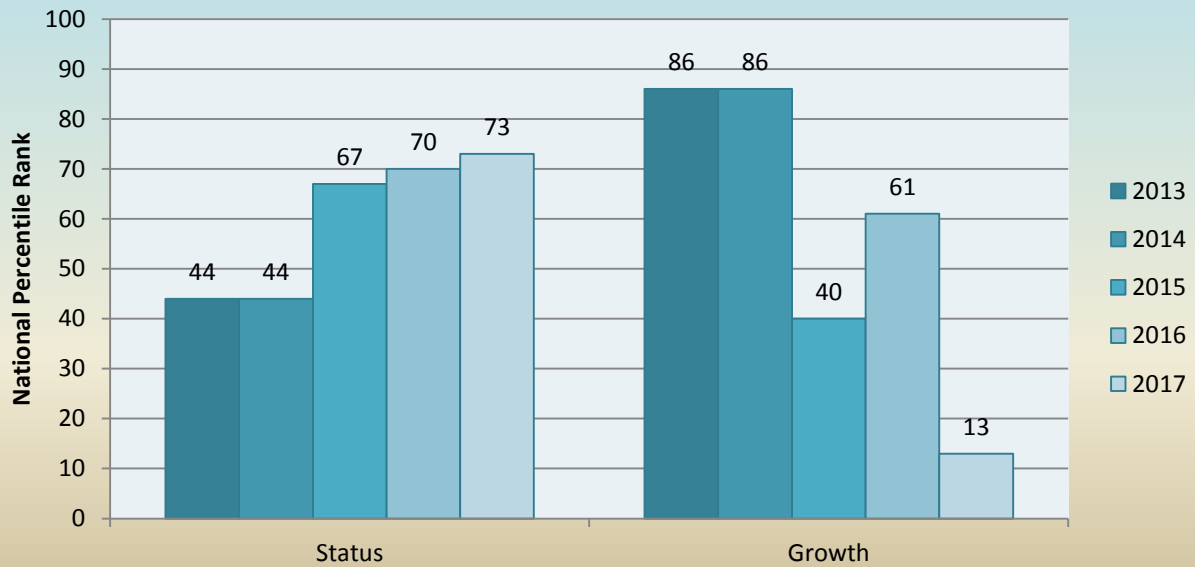
7th Grade MAP Summary



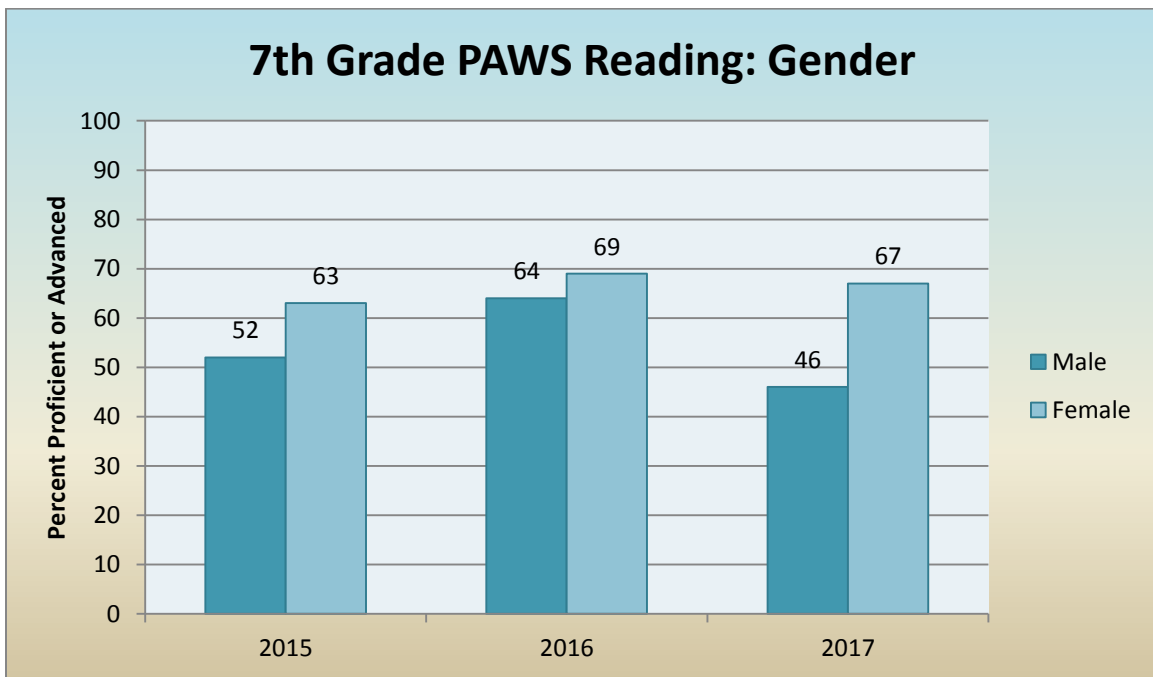
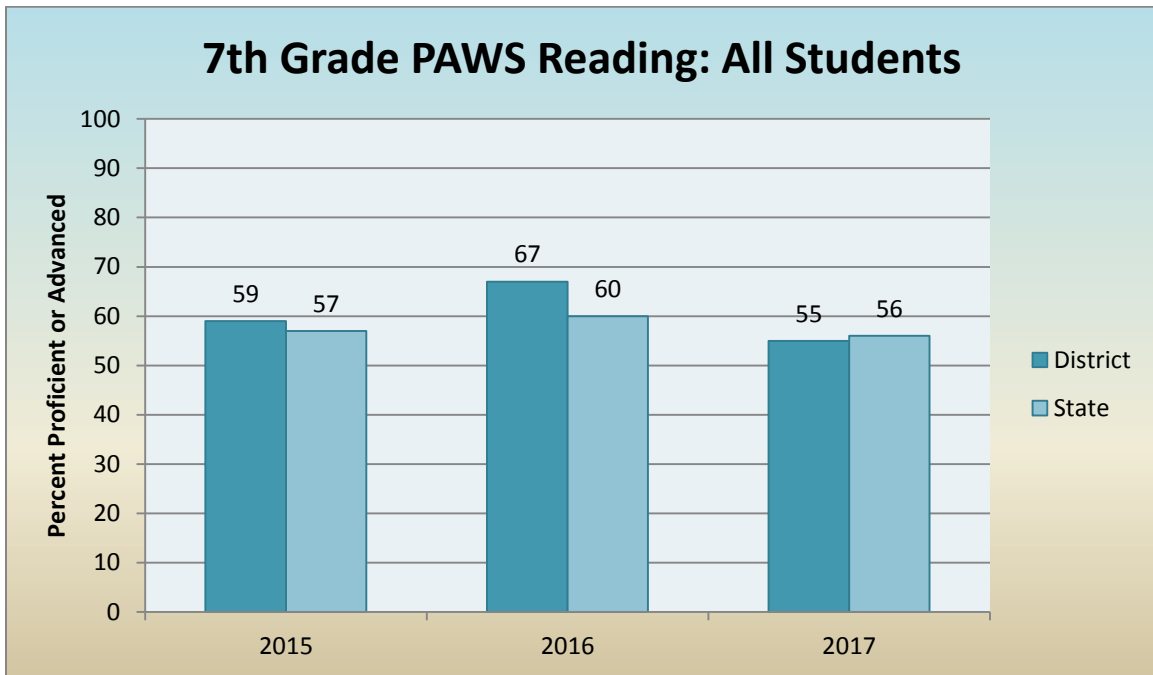
7th Grade MAP Reading National Comparison



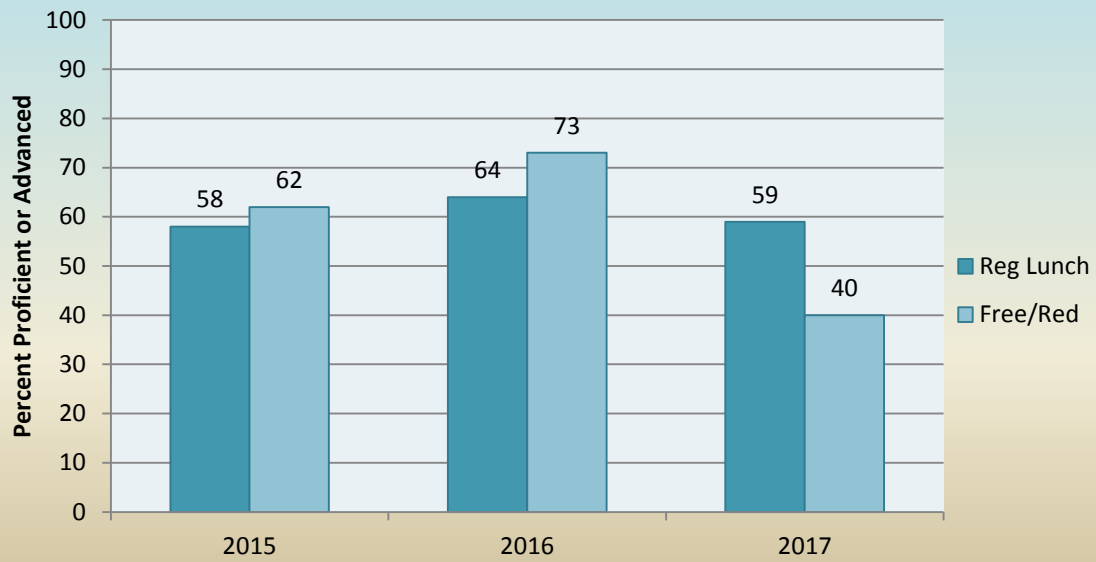
7th Grade MAP Math National Comparison



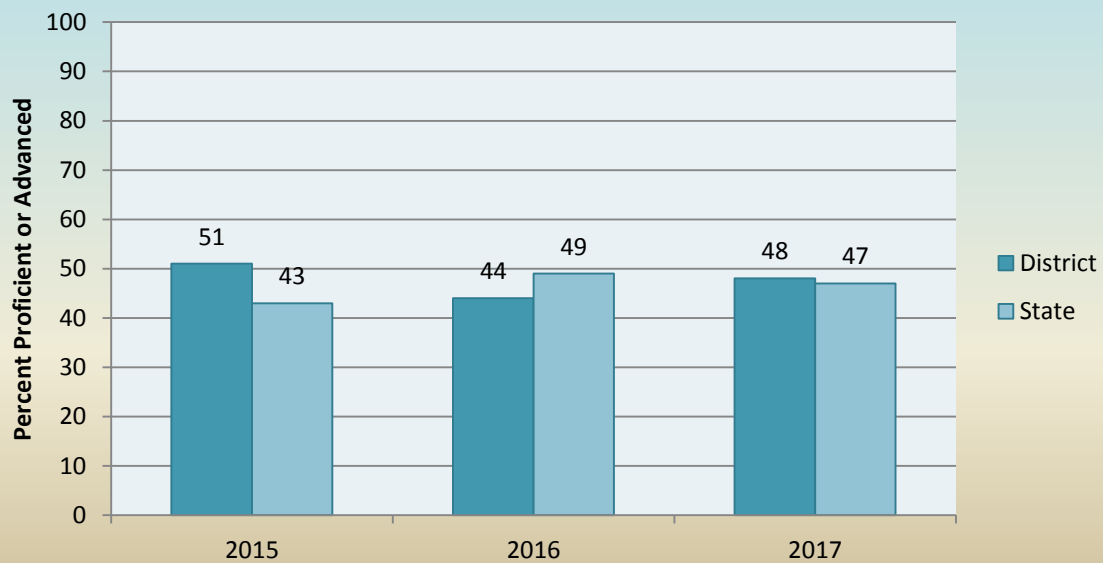
7th Grade PAWS Summary

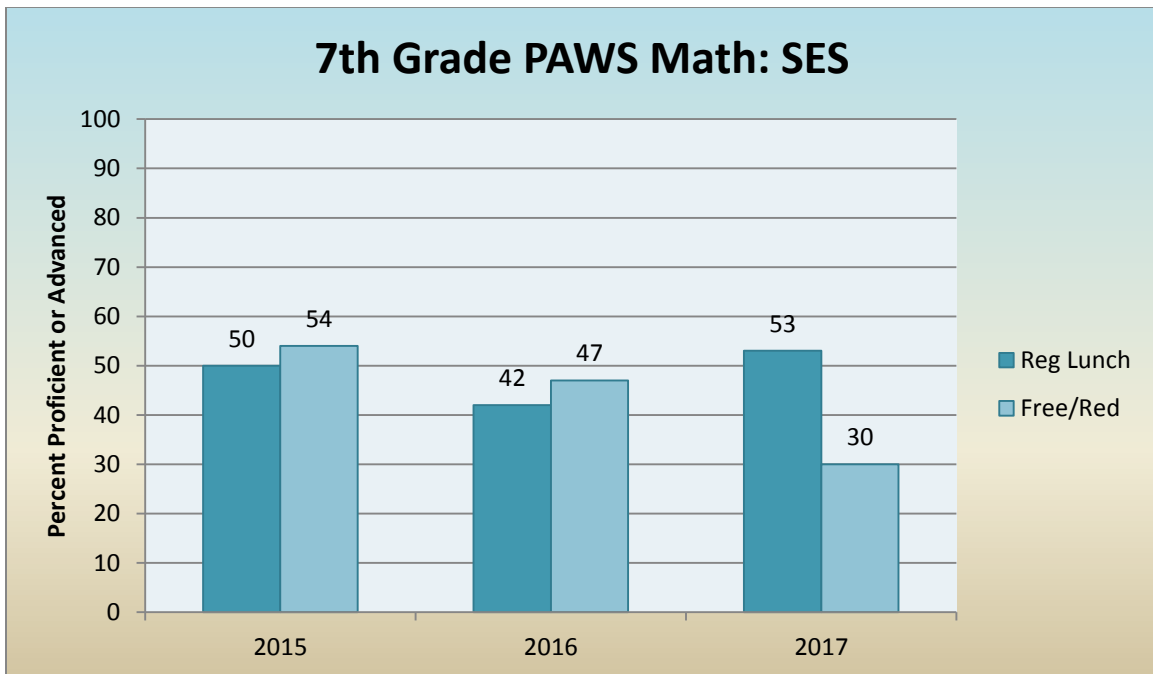
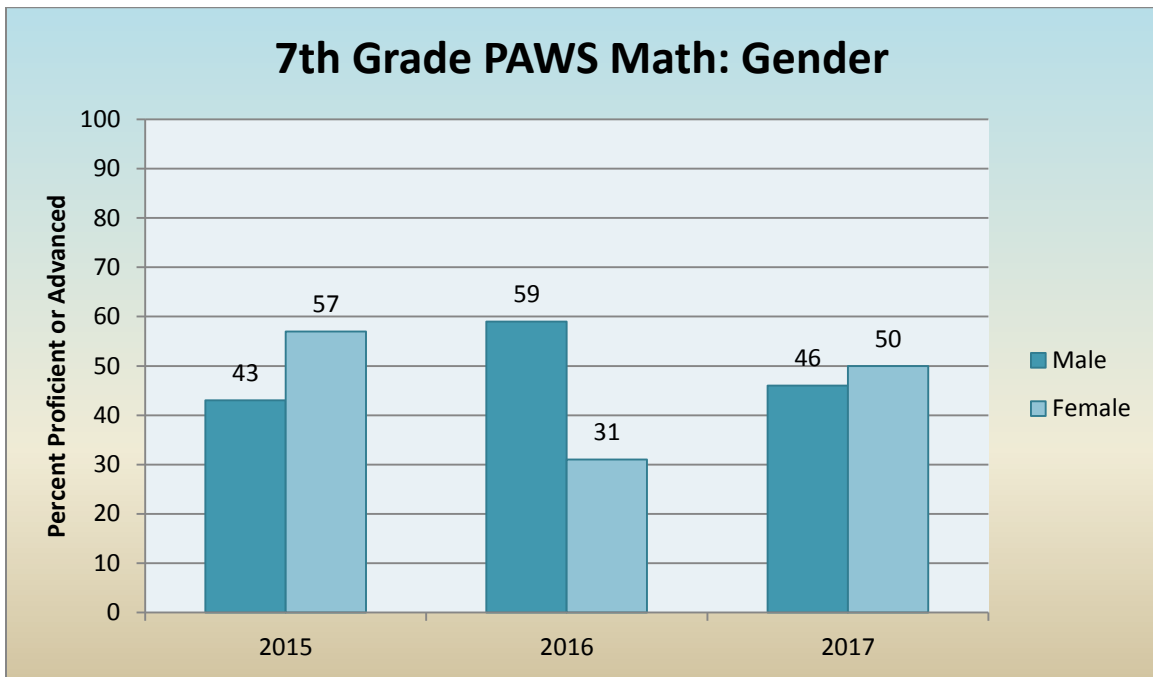


7th Grade PAWS Reading: SES

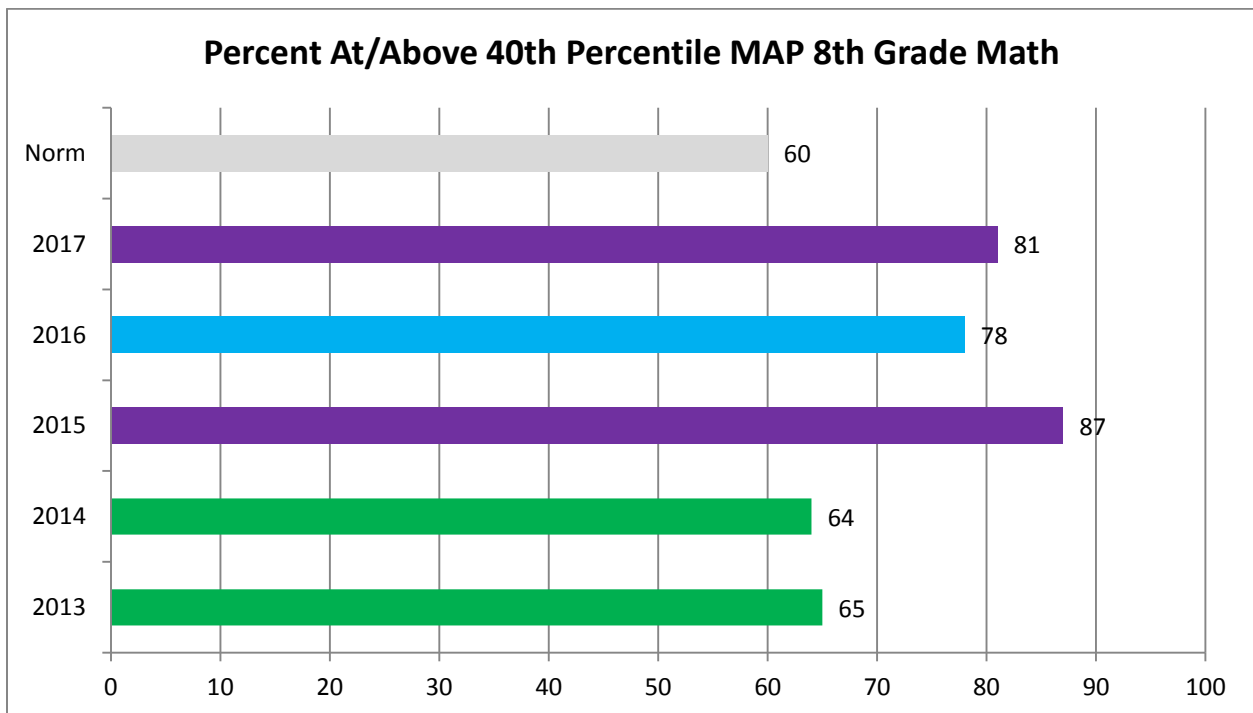
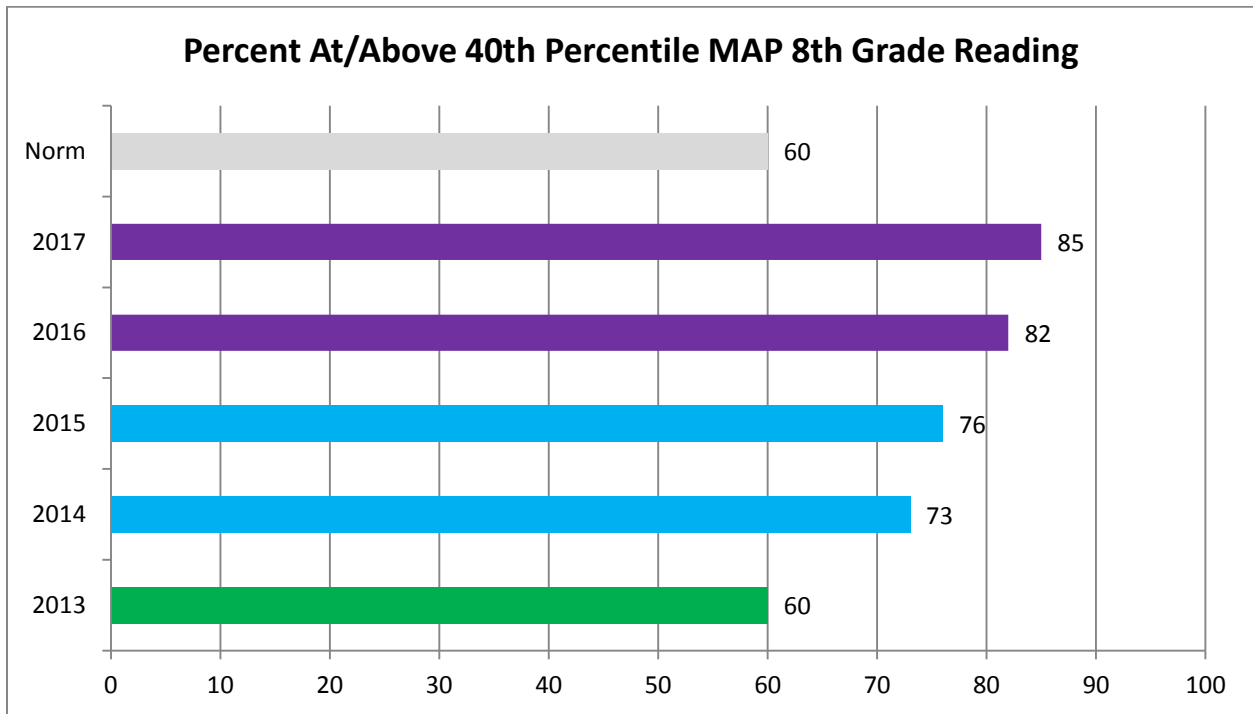


7th Grade PAWS Math: All Students

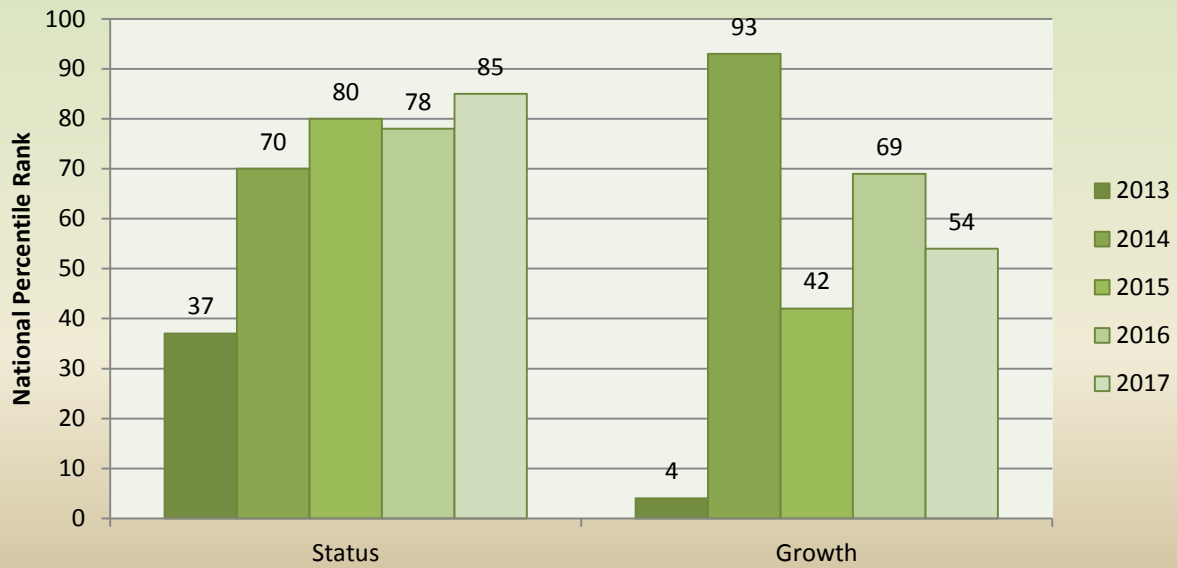




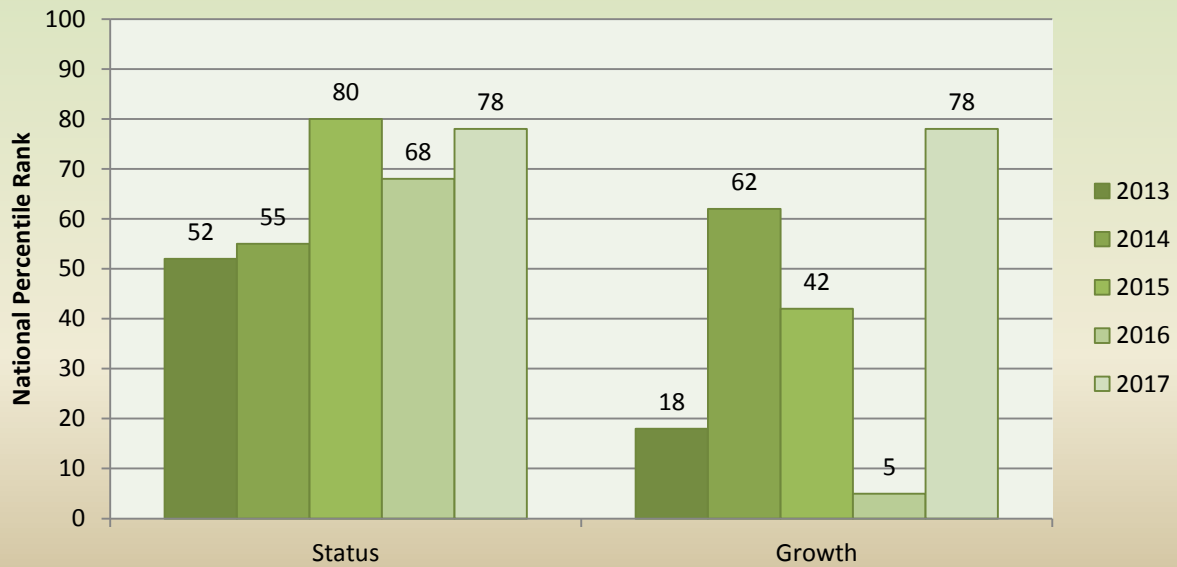
8th Grade MAP Summary



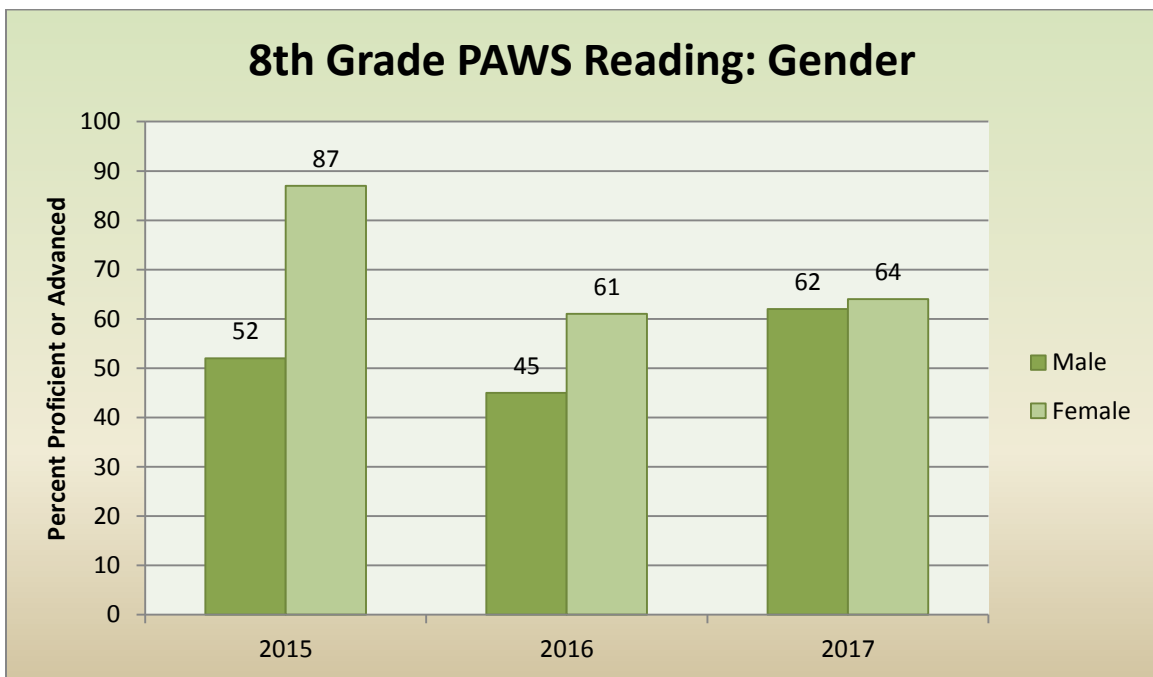
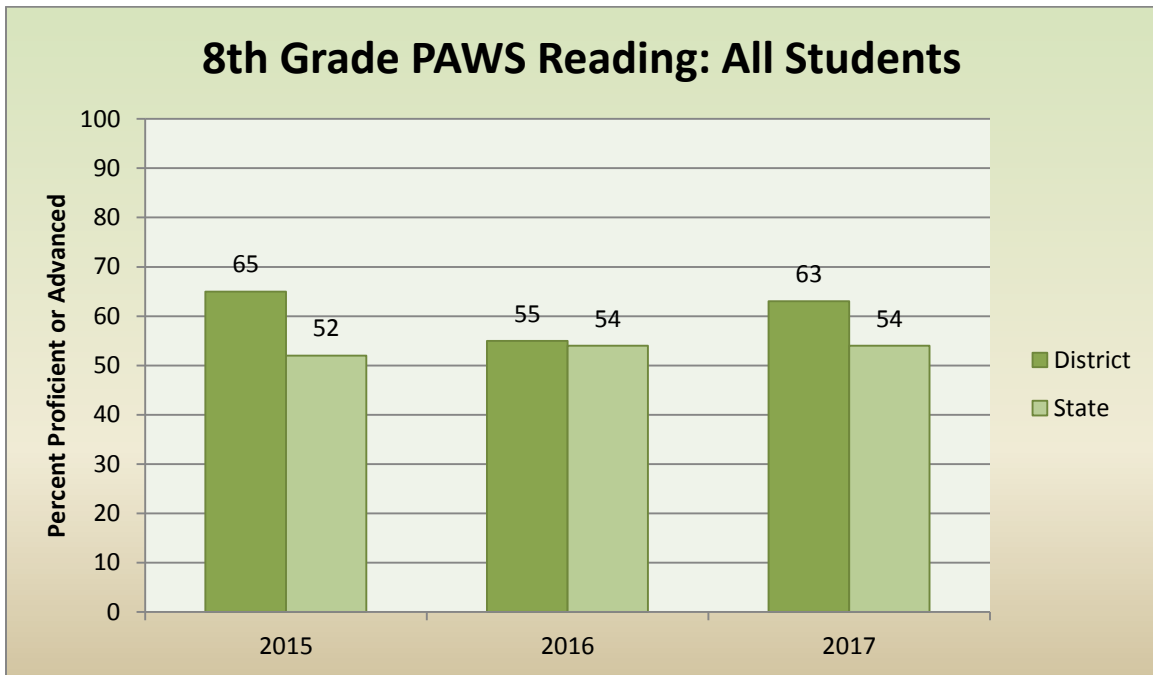
8th Grade MAP Reading National Comparison



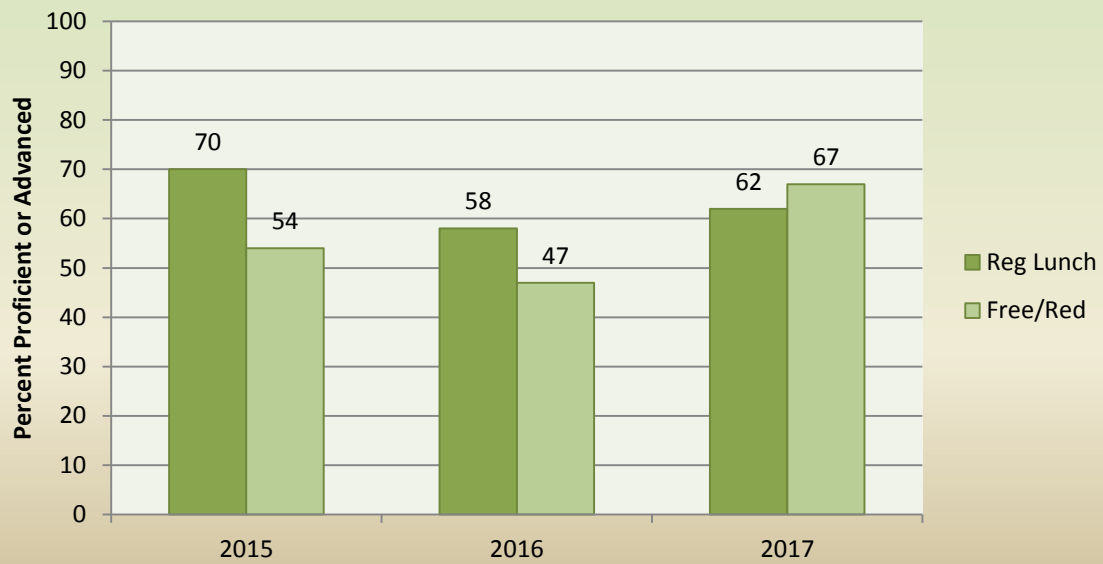
8th Grade MAP Math National Comparison



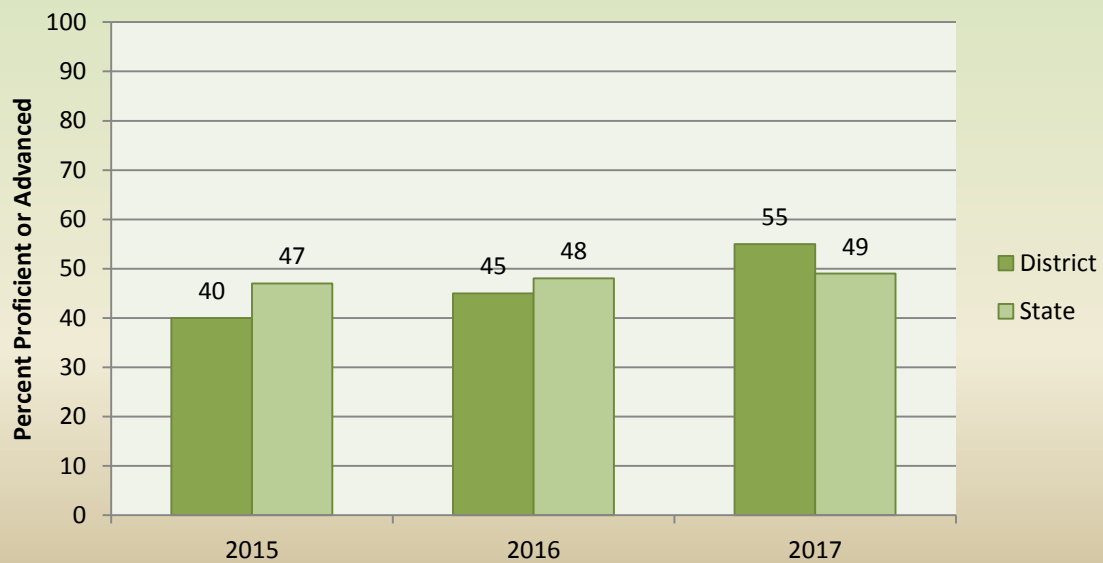
8th Grade PAWS Summary



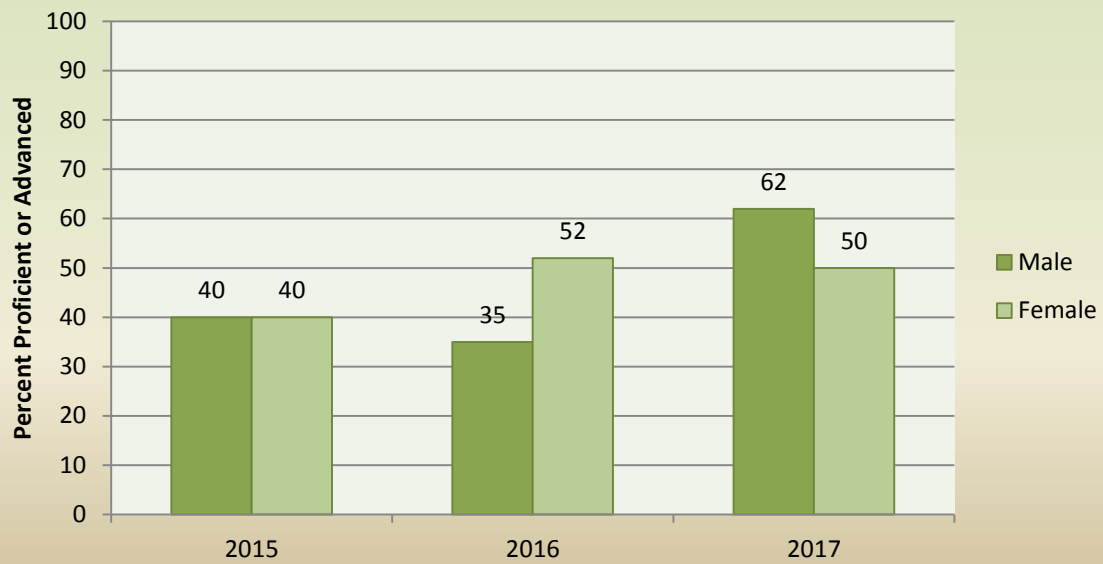
8th Grade PAWS Reading: SES



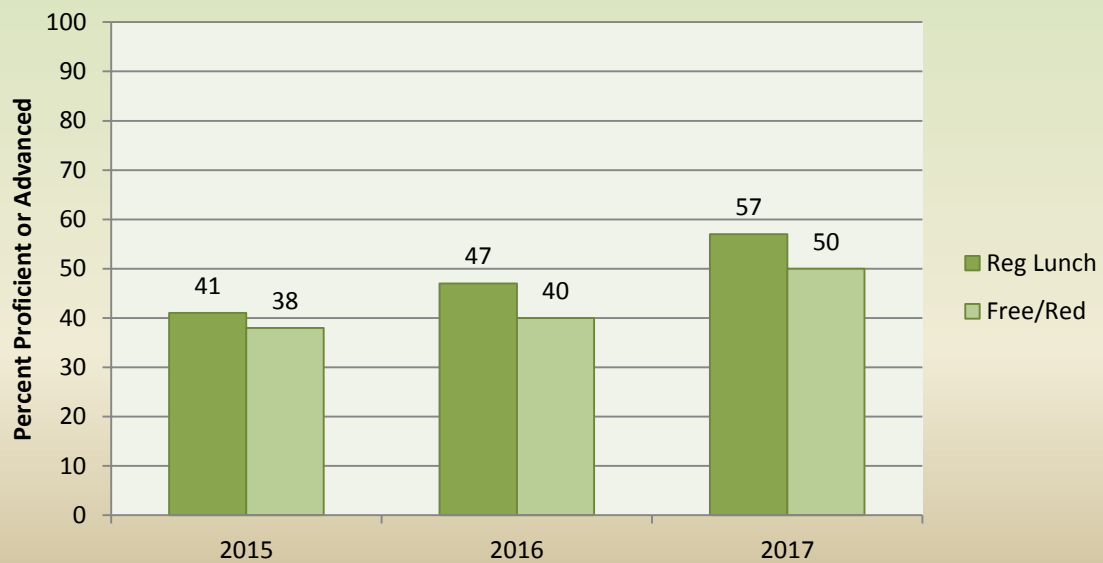
8th Grade PAWS Math: All Students



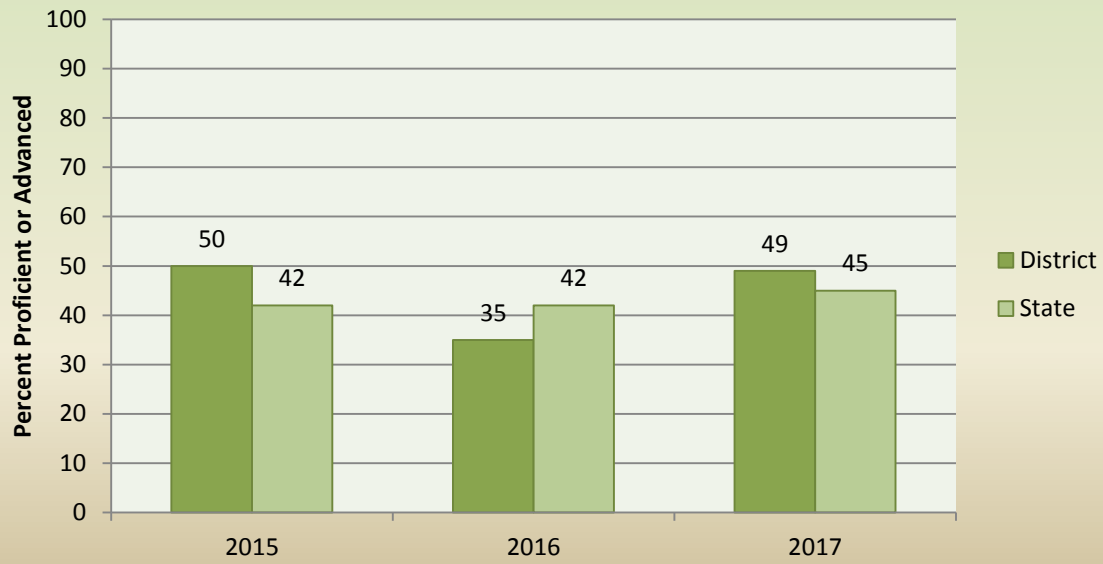
8th Grade PAWS Math: Gender



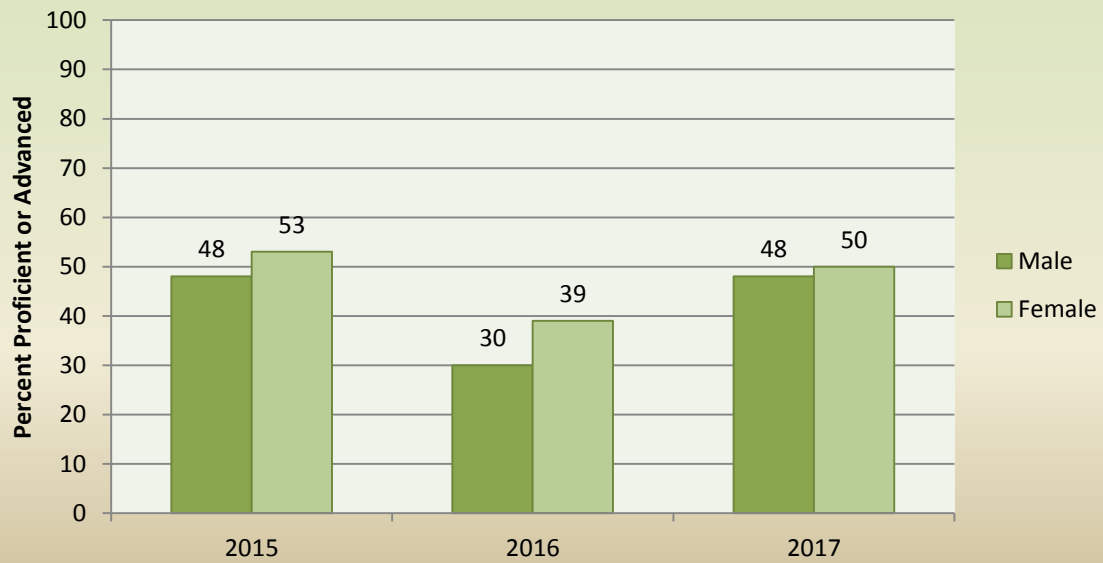
8th Grade PAWS Math: SES



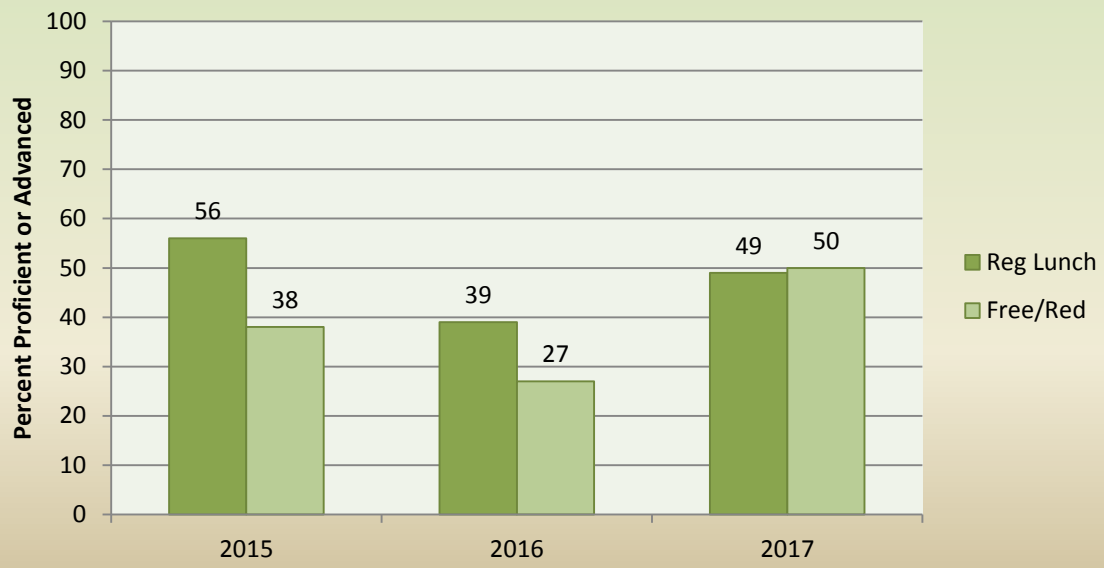
8th Grade PAWS Science: All Students



8th Grade PAWS Science: Gender



8th Grade PAWS Science: SES



2016-17 High School Performance Report

District Name: **Converse #2**

School Name: **Glenrock High School**

Grades Served: **9-12**

Enrollment: **182**

MEETING EXPECTATIONS

Schools in Wyoming may fall within one of four performance levels based on their pattern of performance on three indicators: Academic Performance, Overall Readiness, and Equity.

The FOUR performance levels are:

- **EXCEEDING EXPECTATIONS**
- **MEETING EXPECTATIONS**
- **PARTIALLY MEETING EXPECTATIONS**
- **NOT MEETING EXPECTATIONS**

[Click this link for more information about the Wyoming Accountability in Education Act \(WAEA\).](#)

[School Accountability Implementation Handbook](#)

Note: In order to have an indicator score, a school must have 10 students with evidence on the indicator. When available up to two years of prior data was included to meet this minimum student count.

School Indicator Performance Only students enrolled at the school for a full academic year were included. Full Academic Year is October 1st through the midpoint of the state assessment window.			
Indicator	Category	Count of Students	Description
ACADEMIC PERFORMANCE			
Equity	Meeting Targets	11	Equity is the median student growth percentile (MGP) in reading and math combined for a subgroup of grade eleven students who had low reading and math test scores in the prior year.
Achievement	Meeting Targets	40	Achievement is the percent of student test scores proficient or above in grade 11 on ACT subject area tests of mathematics, reading, science, and English/writing.
Growth	Below Targets	77	Growth is a median student growth percentile (MGP) in reading and math combined for all students during grades ten and eleven as measured on subject area tests of the Aspire and ACT.
OVERALL READINESS			
Graduation Rate	Meeting Targets	55	Graduation rate is a measure of the extended rate (i.e., four year on-time cohort plus five, six and seven year graduates).
Additional Readiness	Meeting Targets	42	Additional Readiness/Hathaway index based on unweighted GPA, highest ACT composite score, and the success curriculum level reported on the transcript (weight = 40%). Tested readiness is an index based on composite scores on the ACT (weight = 30%). Percent of grade 9 students earning 1/4th of the credits needed for graduation (weight = 30%).
Participation Rate	Met		The participation rate requirement is 95%. The participation rate threshold is 90%. When a school's participation rate is below the requirement but at or above the threshold, the school is docked one performance level. When a school's participation rate is below the threshold the school is considered not scorable and is assigned to the not meeting expectation performance level.

2016-17 High School Performance Report

Indicator Categories	Performance Categories and Associated Scores		
	Below Targets	Meeting Targets	Exceeding Targets
	ACADEMIC PERFORMANCE		
Equity	< 47	>=47 and < 60	>= 60
Achievement	< 32	>= 32 and < 45	>= 45
Growth	< 45	>= 45 and < 60	>=60
	OVERALL READINESS		
Graduation Rate Indicator*	< 80	>= 80 and < 90	>= 90
Additional Readiness Indicator**	< 68	>= 68 and < 79	>= 79
	* Cut scores for schools vary based on the sub-indicators available.		

Performance Level Descriptors for High Schools

Exceeding Expectations

This category is reserved for schools considered models of performance. These schools demonstrated high achievement and exceeded target on at least one other performance indicator – equity or readiness – while meeting target on the other indicator.

Meeting Expectations

Schools in this category demonstrated performance that met or exceeded target on multiple performance indicators. These schools typically had acceptable or better levels of achievement, student readiness, and/or in promoting equity for students with below-proficient achievement.

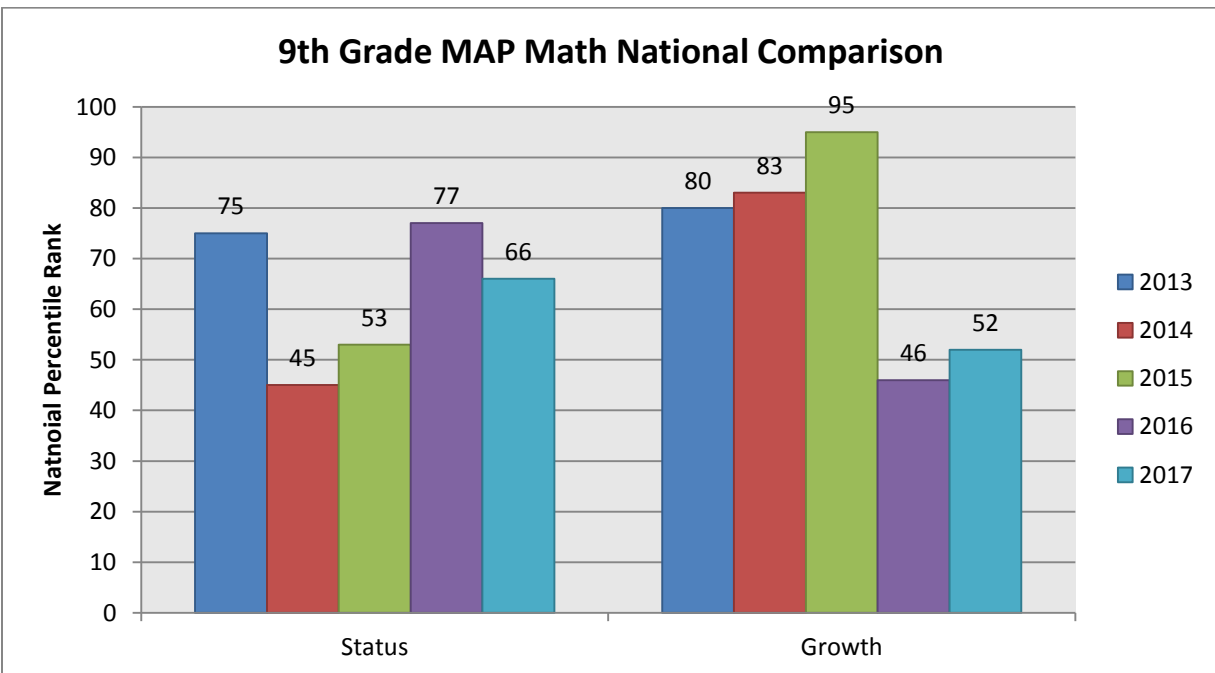
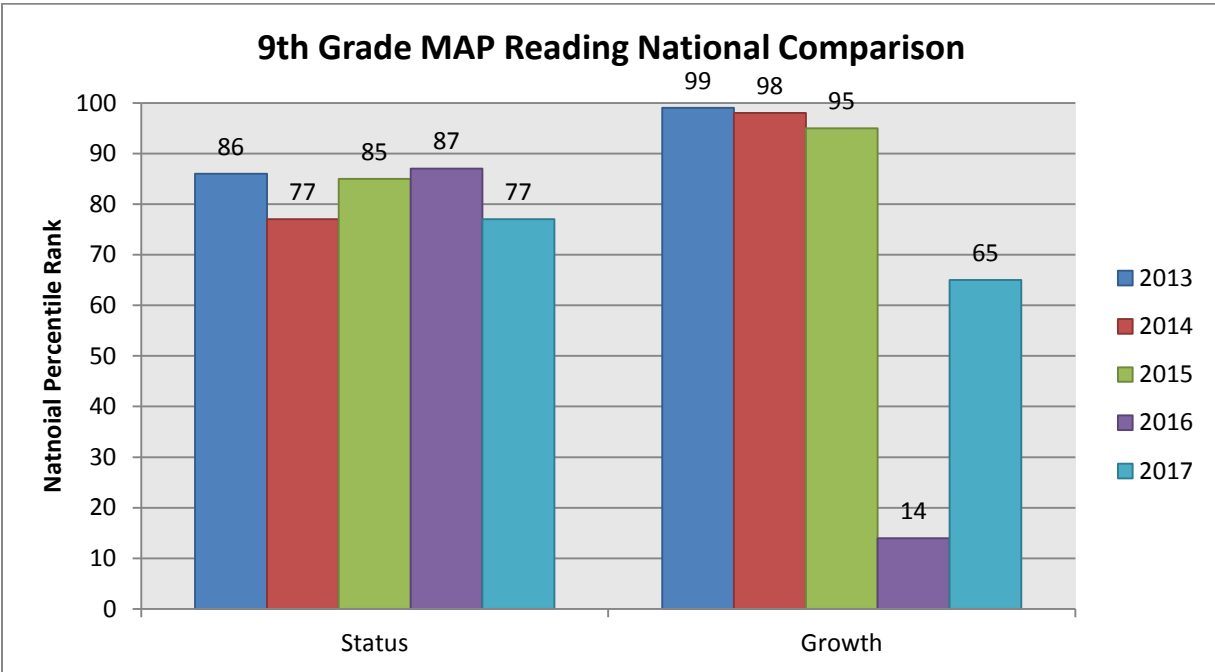
Partially Meeting Expectations

Schools in this category demonstrated either unacceptable levels of achievement *or* were below target on improving the achievement of below-proficient students *and* on graduation rate and tested readiness. Many schools in this category showed acceptable performance in promoting equity based on growth for low achieving students *and/or* met target for student readiness.

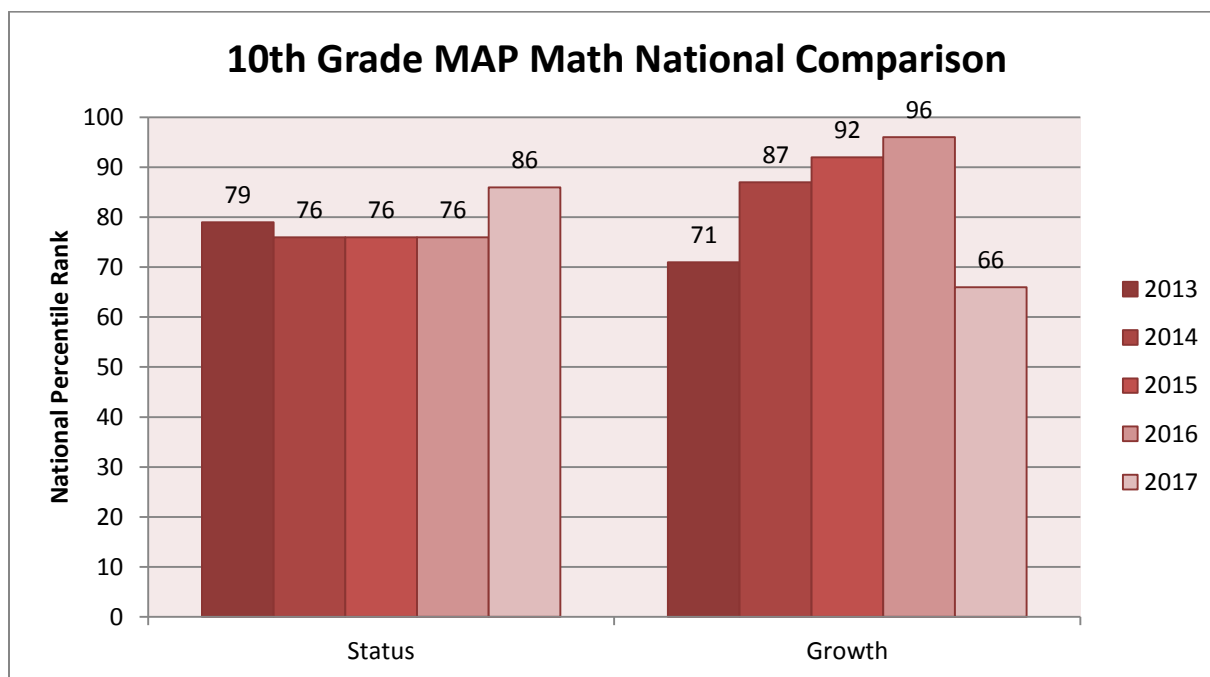
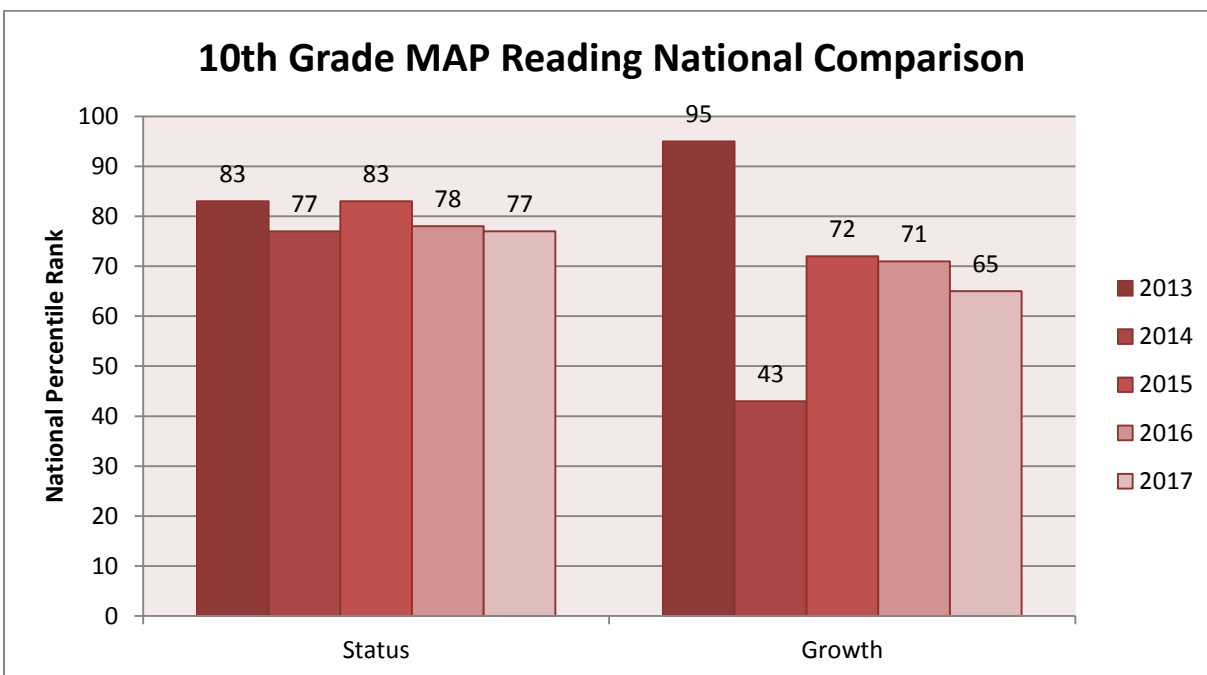
Not Meeting Expectations

Schools in this category had unacceptable performance on all indicators. For schools in this category, improvement is an urgent priority. These schools have low levels of achievement, fall short of targets on graduation and tested readiness, and have large achievement gaps that show little or no improvement.

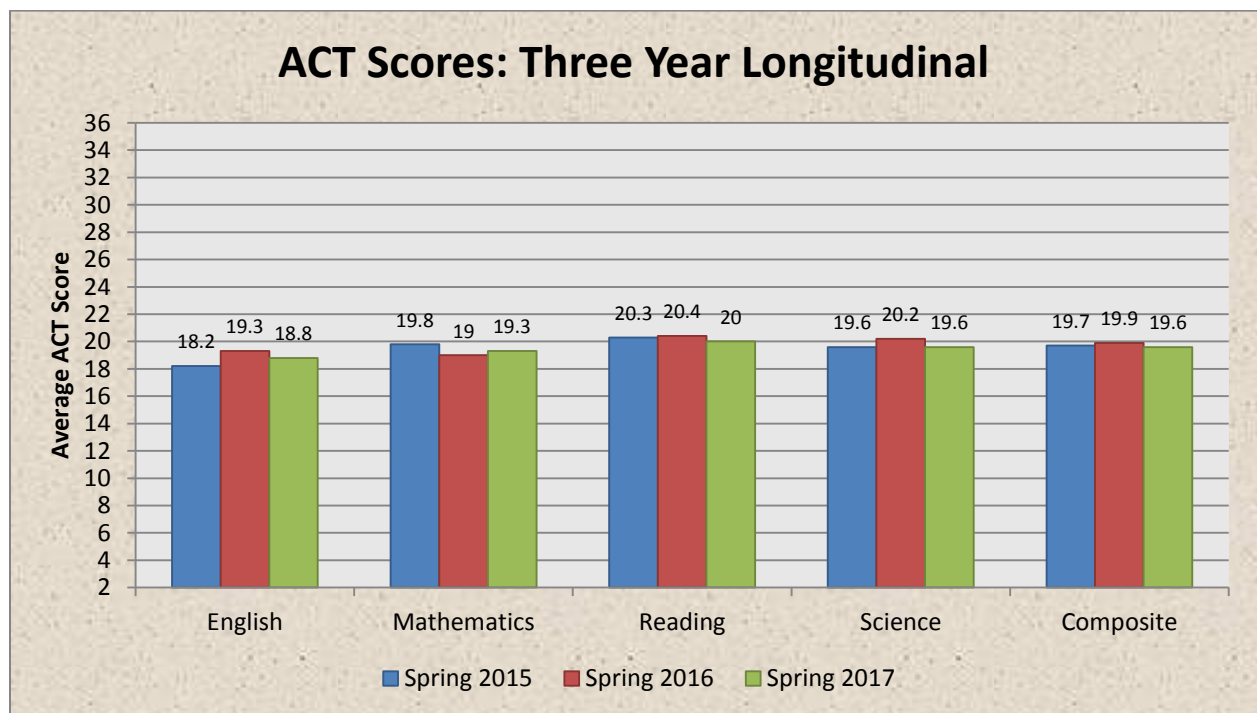
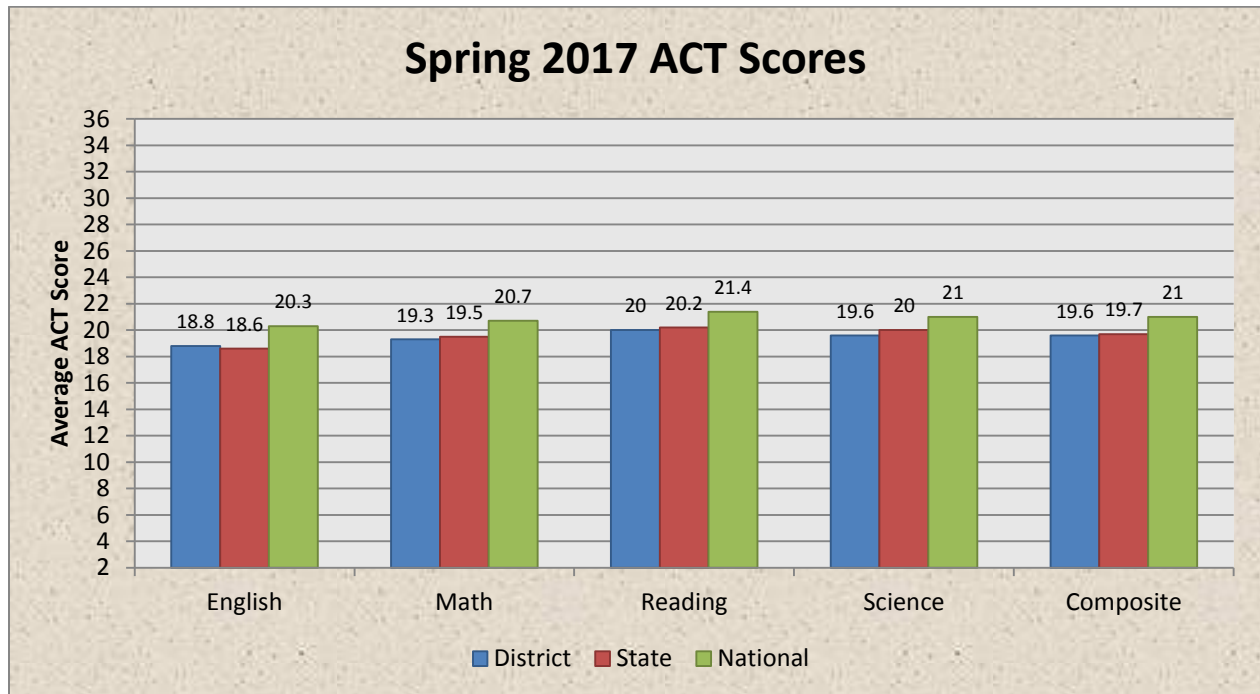
9th Grade MAP Summary



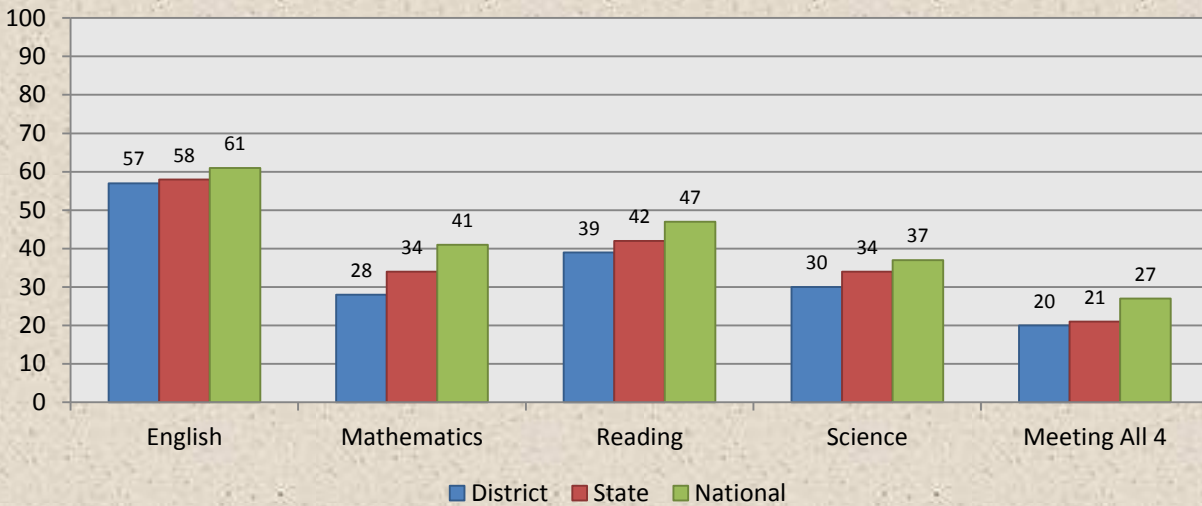
10th Grade MAP Summary



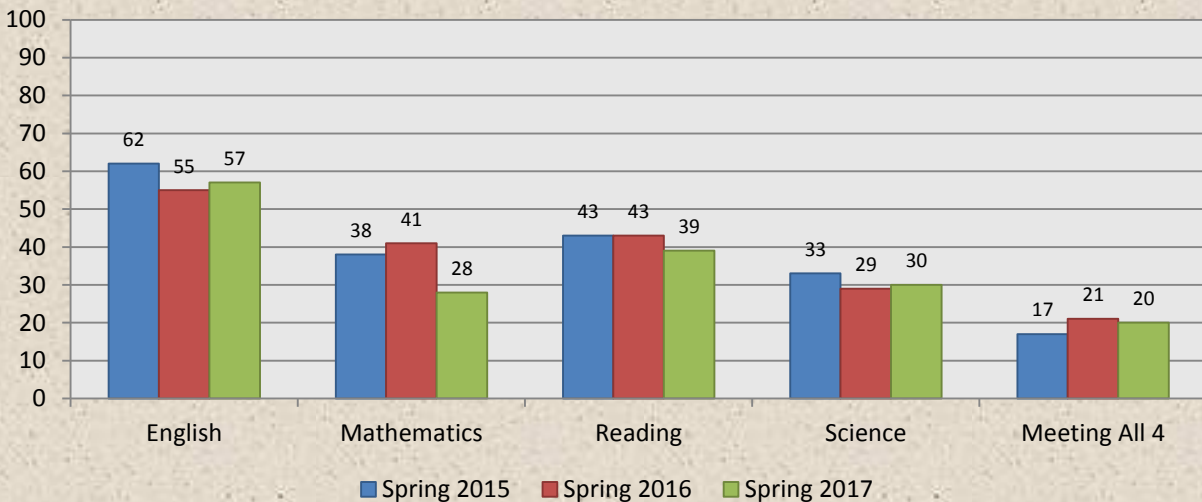
11th Grade ACT Summary



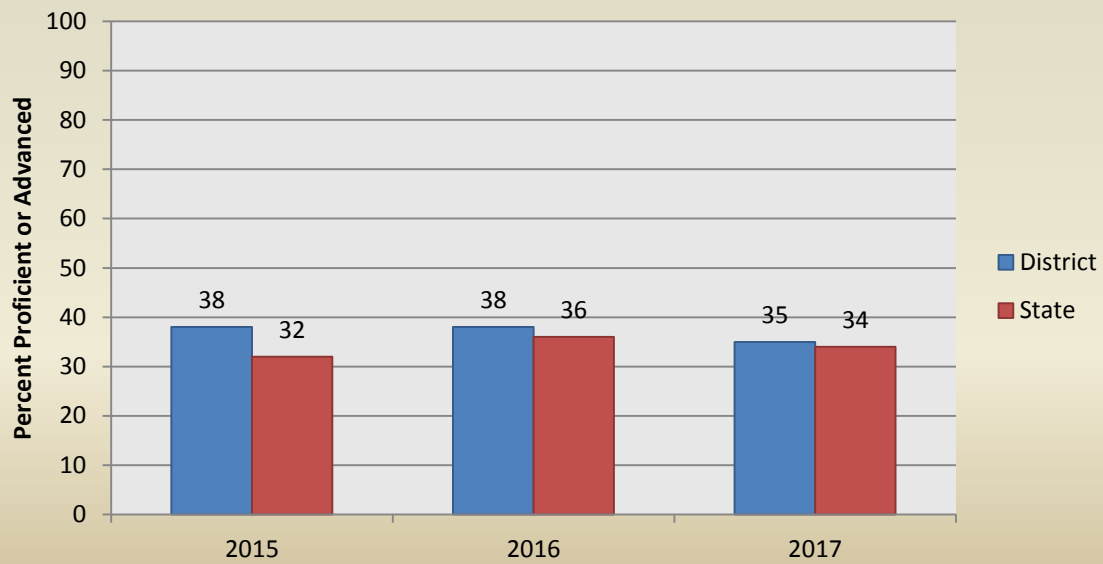
2017 ACT Scores: Percent of Students Meeting College Readiness Benchmarks



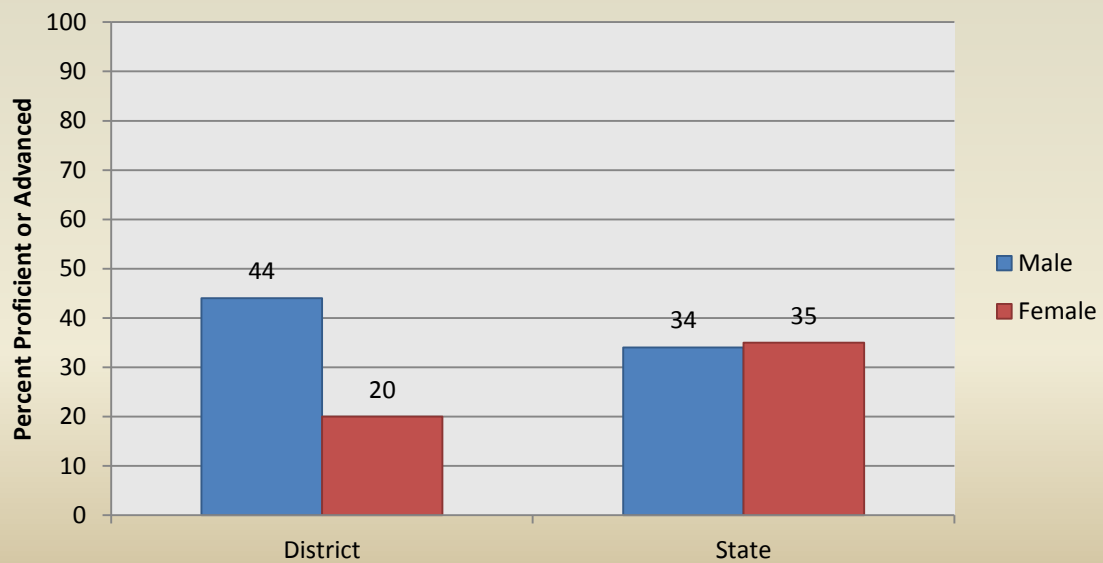
ACT Scores: Percent Meeting College Readiness Standards (Longitudinal)



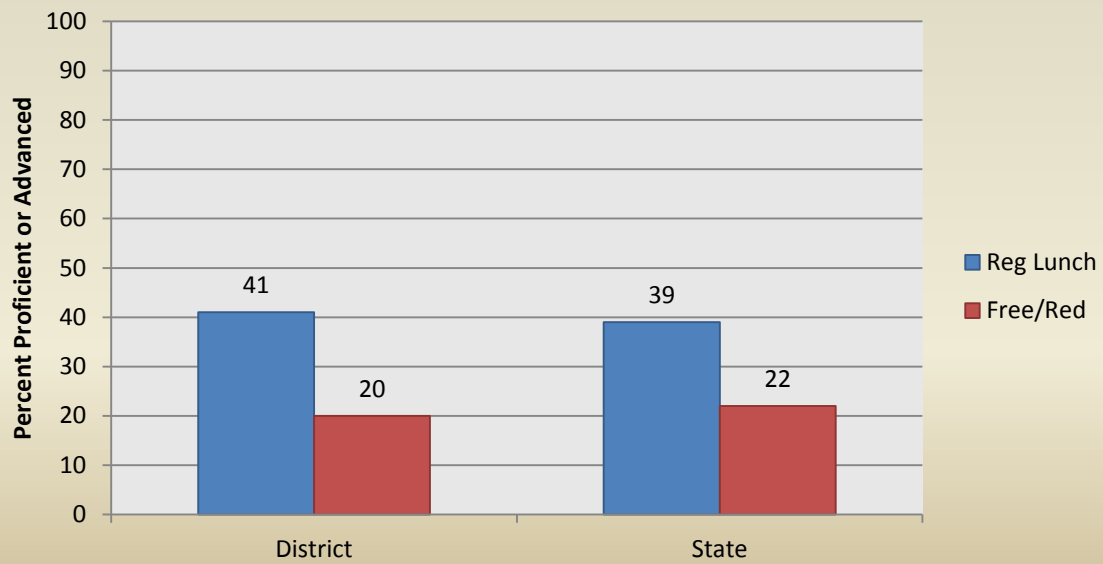
11th Grade ACT Reading: All Students



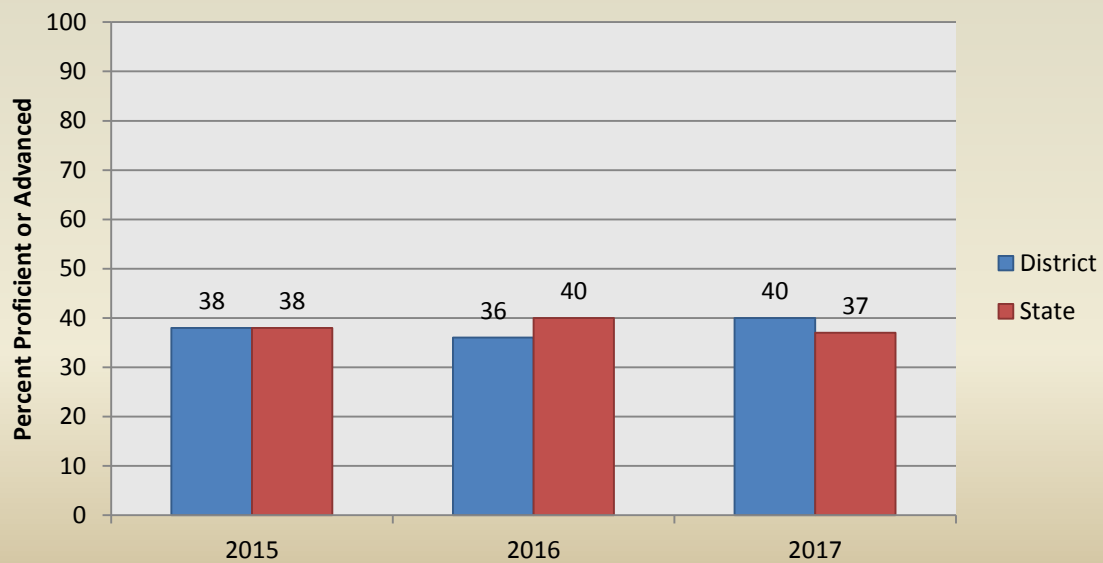
11th Grade ACT Reading: Gender



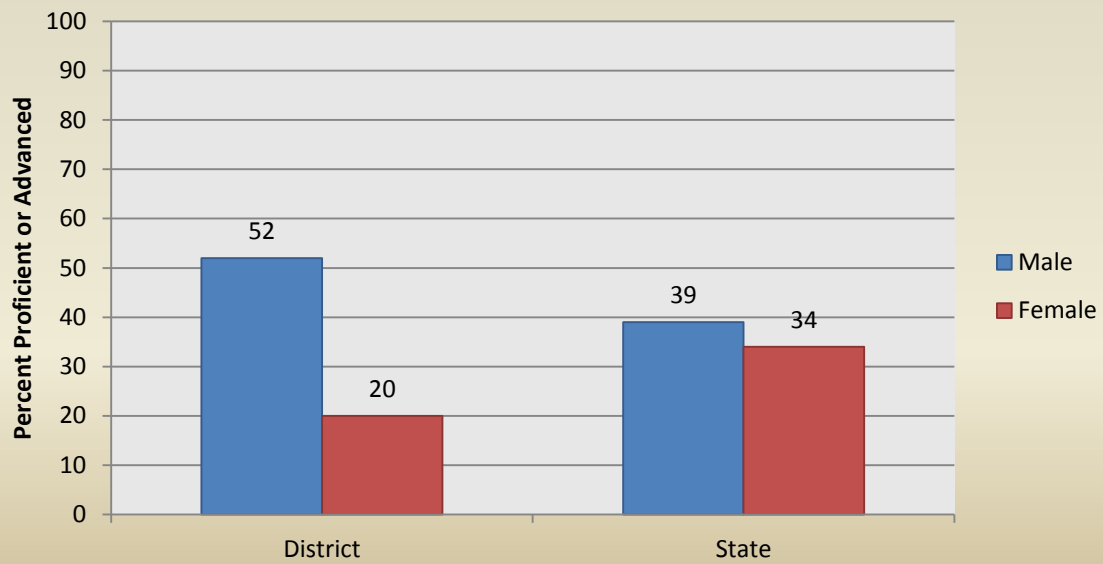
11th Grade ACT Reading: SES



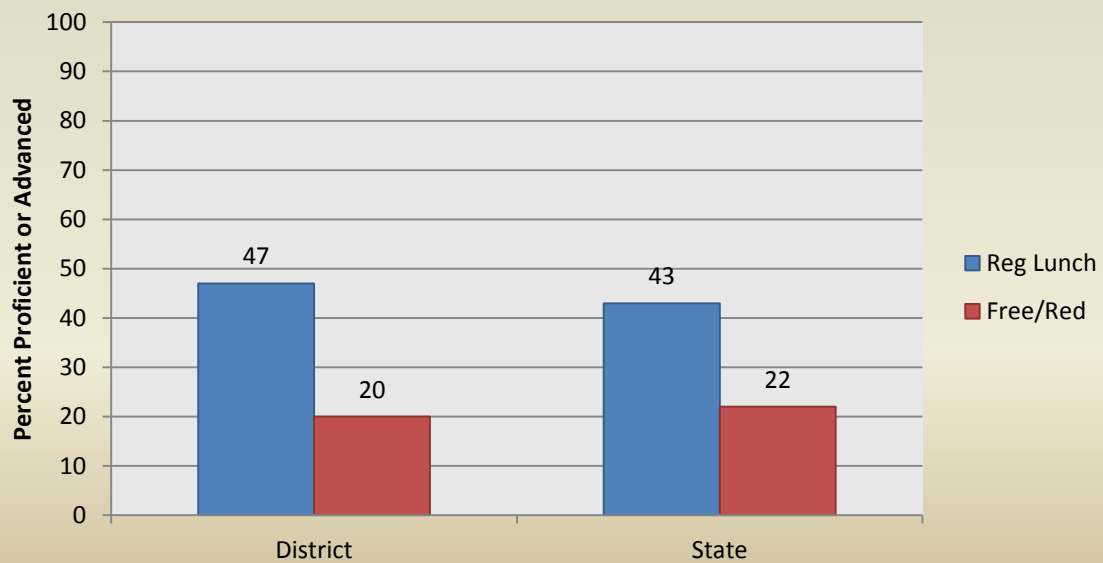
11th Grade ACT Math: All Students



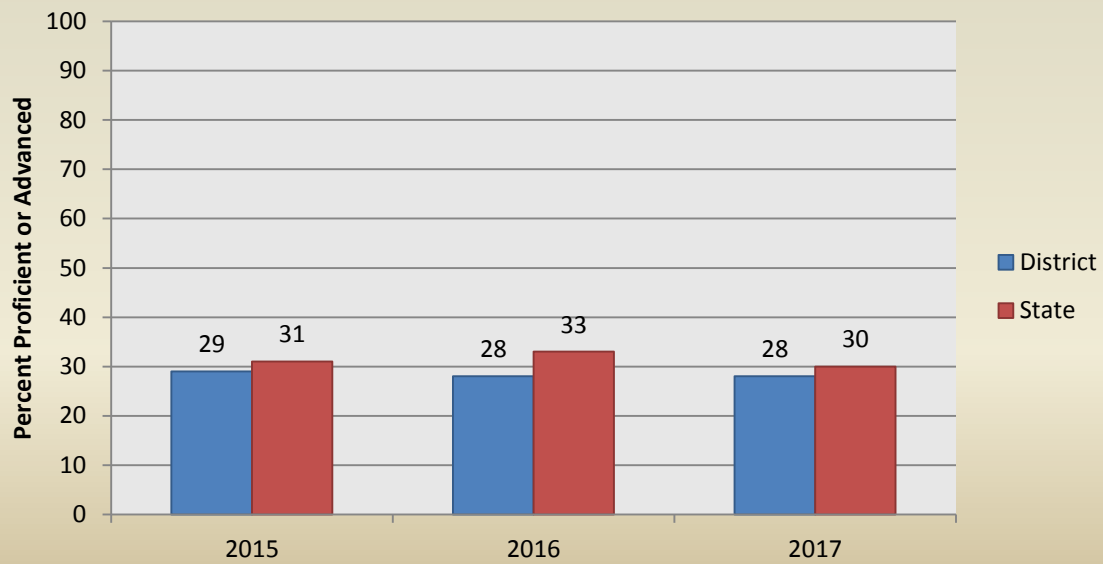
11th Grade ACT Math: Gender



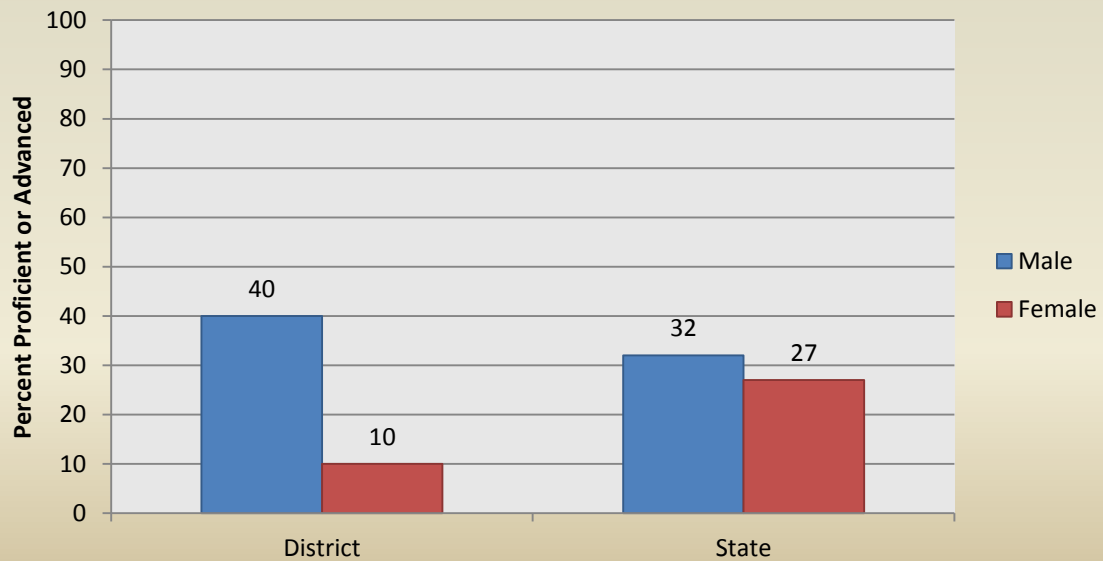
11th Grade ACT Math: SES



11th Grade ACT Science: All Students



11th Grade ACT Science: Gender



11th Grade ACT Science: SES

