

Converse County School District #2
Student Assessment and Outcome Data
2017-2018

WY-TOPP Results

MAP Data

ACT Scores

Universal Screeners

Compiled February 2020

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FAQ ASSESSMENT

updated 7/6/17

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: MAP, DIBELS, STAR, et. al.** 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: WY-TOPP, ACT®, and WY-ALT (for students with significant cognitive disabilities).** Wyoming statewide tests are objective, standardized measures of student achievement on proficiency standards. Students, families, teachers and administrators use statewide test results as part of a comprehensive system for evaluating learning.

What statewide tests are students expected to take?

Students in grades 3 through 10 take the Wyoming Test of Proficiency and Progress (WY-TOPP) in reading and math. Writing will be tested in grades 3, 5, 7 and 9. Students in grades 4, 8, and 10 will take the science portion of WY-TOPP. Students in grade 11 take ACT. These standardized tests are indicators of college readiness and student achievement in English, math, reading, science and writing.

How are statewide test results used?

WY-TOPP and ACT results are used to help evaluate a school's strengths and weaknesses, and to produce a school performance rating. Parents receive an individual student report which outlines their child's performance level in each area tested. WY-TOPP 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 American Institutes for Research (AIR) to craft WY-TOPP. The WDE decides the content on each test to ensure the questions accurately measure Wyoming standards. ACT Inc. creates the ACT. Wyoming does not develop or have input in the content of this test.



FAQ ASSESSMENT

(CONT'D)

What did the 2016 statewide student assessment bill change?

The bill placed a 1% cap on classroom time allowed for statewide assessments, allows for question types 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.

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. Science is also assessed once each in 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 07.05.17

What is accountability in education?

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

How does accountability work in Wyoming?

- Wyoming has a system which supports schools while meeting both state and federal requirements.
- [State accountability](#) is defined in the Wyoming Accountability in Education Act (WAEA). This law takes into account measures specifically related to educational goals in Wyoming.
- [Federal accountability](#) is defined in the Every Student Succeeds Act (ESSA). Under ESSA, each state submits its own plan with achievement and graduation rate goals for schools, measures for how well schools are doing, and priorities for the use of federal funds.

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 are the goals for schools?

- Under ESSA, states set their own long-term and interim goals for schools. Wyoming's draft plan contains goals for Achievement in math and reading, the on-time Graduation Rate, and English Language Proficiency.
- Wyoming's goals are based on having each school perform as well as the 65th percentile:
 - 88% Graduation Rate
 - Grade 3-8 Math = 59% of students Proficient or Better
 - Grade 3-8 Reading = 65% of students Proficient or Better
 - High School Math = 46% of students Proficient or Better
 - High School Reading = 39% of students Proficient or Better
 - Growth for students learning English
 - All Wyoming schools will have 15 years to meet the long-term goals.

FAQ ACCOUNTABILITY

(CONT'D)

How are schools measured?

- School performance levels are determined from a variety of indicators and are calculated to help determine which schools are doing well and which schools are in need of support.
- WAEA looks at student growth, readiness, achievement, equity, and English language proficiency. Based on these indicators, schools receive one of four overall performance ratings: Exceeding Expectations, Meeting Expectations, Partially Meeting Expectations, or Not Meeting Expectations.
- Under ESSA, schools will receive a report card using the same indicators as WAEA.

How do the ratings affect schools?

- Under WAEA, schools that are rated as Partially Meeting or Not Meeting Expectations have to submit a school improvement plan which addresses areas that need improvement.
- Under ESSA, schools with a graduation rate below 67% and the bottom 5% of Title I schools will be identified for state-led support. Additionally, schools with a specific student groups in the bottom 10% will be identified for supports and interventions led by the local school and district. This information will be included in the report card.

How will Wyoming get information about student performance?

- ESSA 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 students in grades 3-10 will take the Wyoming Test of Proficiency and Progress, or WY-TOPP, starting in the 2017-18 school year. Students in grade 11 will continue to take the ACT.
- A 95% participation rate is required on statewide assessments per the WAEA and ESSA. ESSA does not include provisions for opting out of statewide assessments.

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, assessments that screen all students for academic difficulty in reading are currently being implemented. 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 a 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 Model Reports

In accordance with the Wyoming Accountability in Education Act (WAEA), the WDE 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 WY-TOPP (Wyoming Test of Proficiency and Progress) performance in three categories:

Achievement reflects the percent proficient or advanced on WY-TOPP.

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 if that growth is sufficient to reach proficiency within three years (or by eighth grade, whichever comes first).

At the high school level, seven indicators are used to inform the ratings: Achievement, Growth, Equity, English Learner Progress (ELP), Extended Graduation Rate, Post-Secondary Readiness, and Grade Nine Credits.

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	2014-2015	2015-2016	2016-2017	2017-2018
Growth	Below targets	Below Targets	Meeting Targets	Below targets
Equity	Below targets	Meeting Targets	Meeting Targets	Below targets
Achievement	Below targets	Meeting Targets	Meeting Targets	Below targets
Overall Rating	Not Meeting Expectations	Partially Meeting Expectations	Meeting Expectations	Not Meeting Expectations

GIS School Performance Reports Longitudinal

Indicator	2014-2015	2015-2016	2016-2017	2017-2018
Growth	Meeting Targets	Exceeding Targets	Meeting Targets	Meeting Targets
Equity	Exceeding Targets	Meeting Targets	Meeting Targets	Below targets
Achievement	Below Targets	Meeting Targets	Meeting Targets	Below targets
Overall Rating	Partially Meeting Expectations	Meeting Expectations	Meeting Expectations	Partially Meeting Expectations

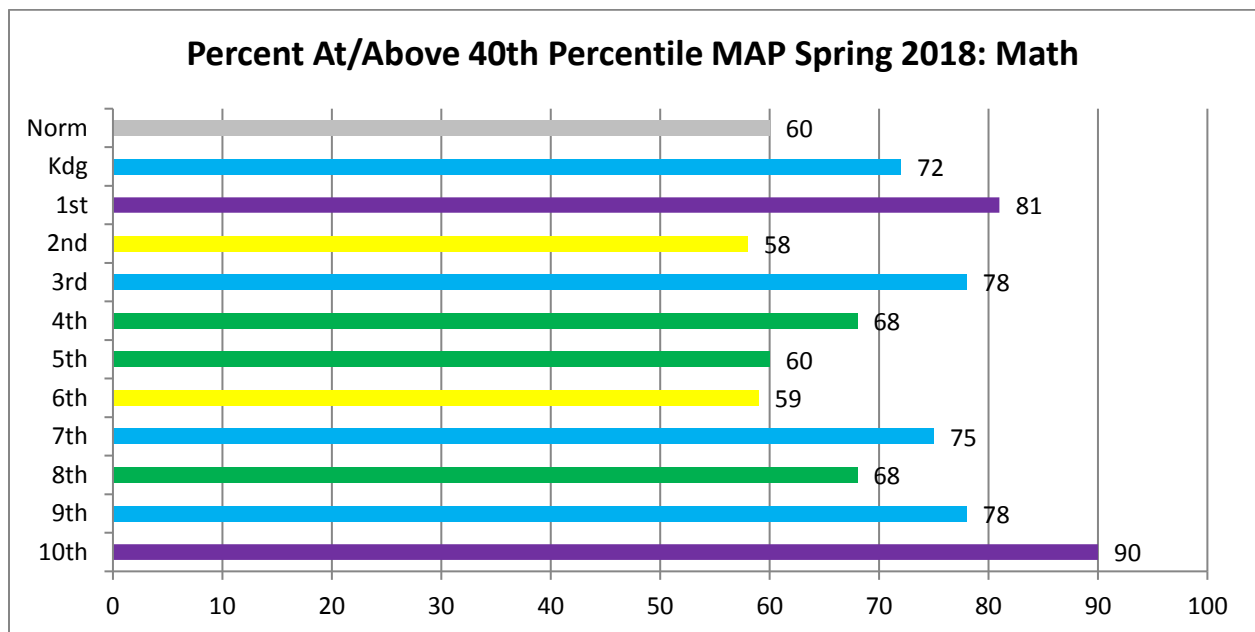
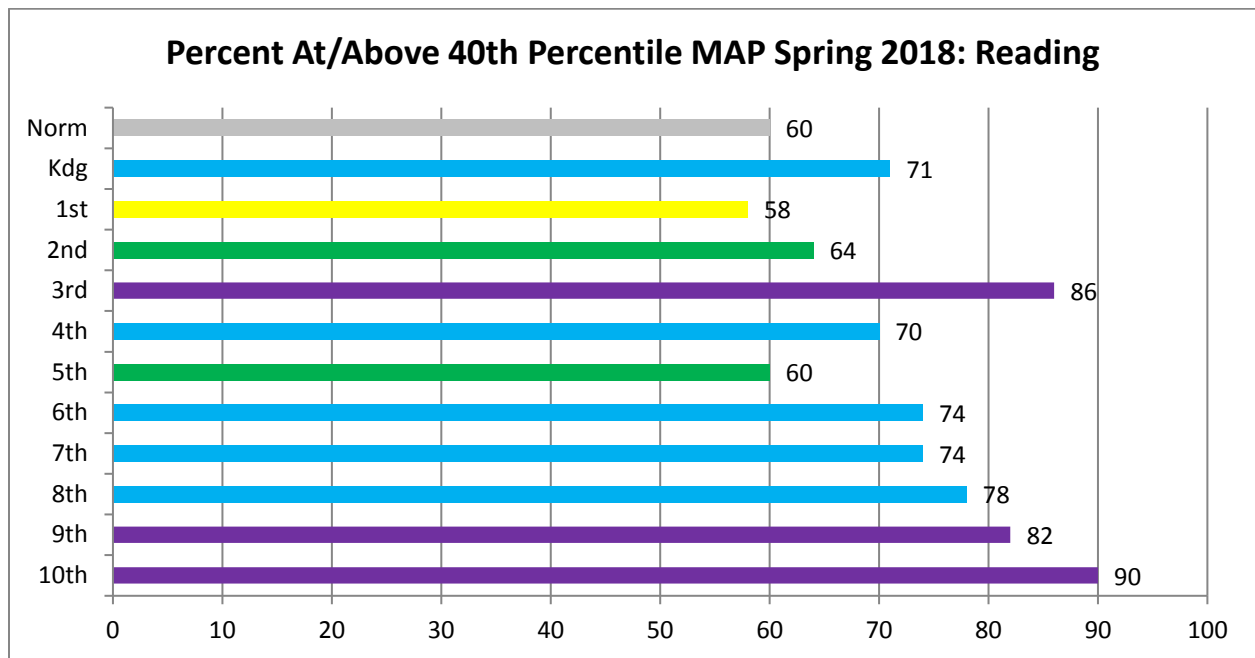
GMS School Performance Reports Longitudinal

Indicator	2014-2015	2015-2016	2016-2017	2017-2018
Growth	Meeting Targets	Below targets	Meeting Targets	Below targets
Equity	Below Targets	Below targets	Meeting Targets	Meeting Targets
Achievement	Meeting Targets	Below targets	Meeting Targets	Meeting Targets
Overall Rating	Meeting Expectations	Not Meeting Expectations	Meeting Expectations	Partially Meeting Expectations

GHS School Performance Reports Longitudinal

Indicator	2014-2015	2015-2016	2016-2017	2017-2018
Grad Rate	Meeting Targets	Meeting Targets	Meeting Targets	Below Targets
Additional Indicator	Meeting Targets	Meeting Targets	Meeting Targets	Meeting Targets
Equity	Below Targets	Below Targets	Meeting Targets	Meeting Targets
Achievement	Meeting Targets	Meeting Targets	Meeting Targets	Meeting Targets
Growth	Meeting Targets	Meeting Targets	Below Targets	Meeting Targets
Overall Rating	Mtg Expectations	Mtg Expectations	Mtg Expectations	Mtg Expectations

CCSD#2 MAP Summary K-8



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

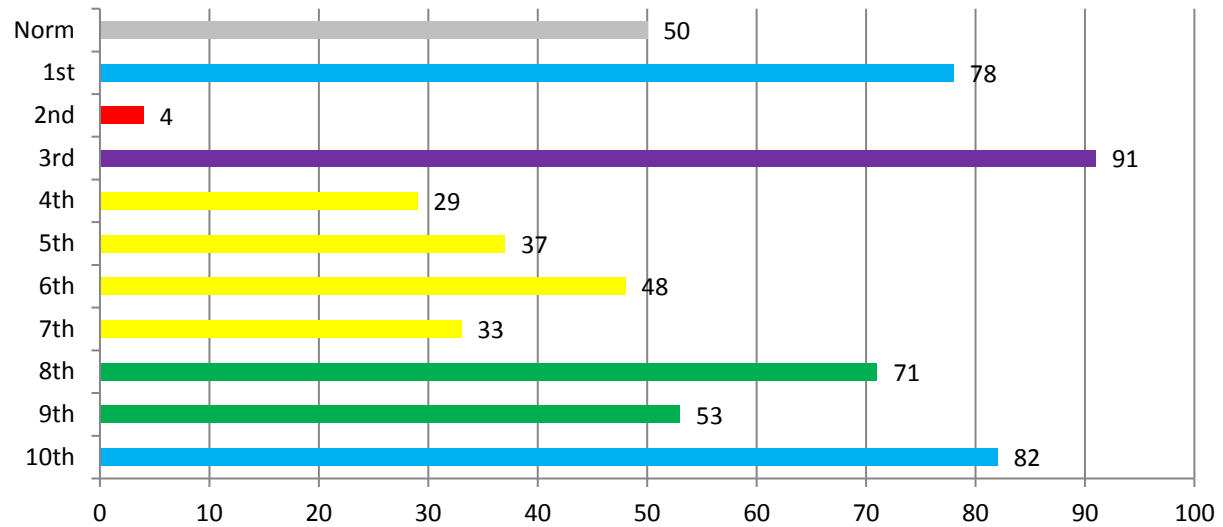
Yellow: 50-59% benchmark (less than but close to national average)

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

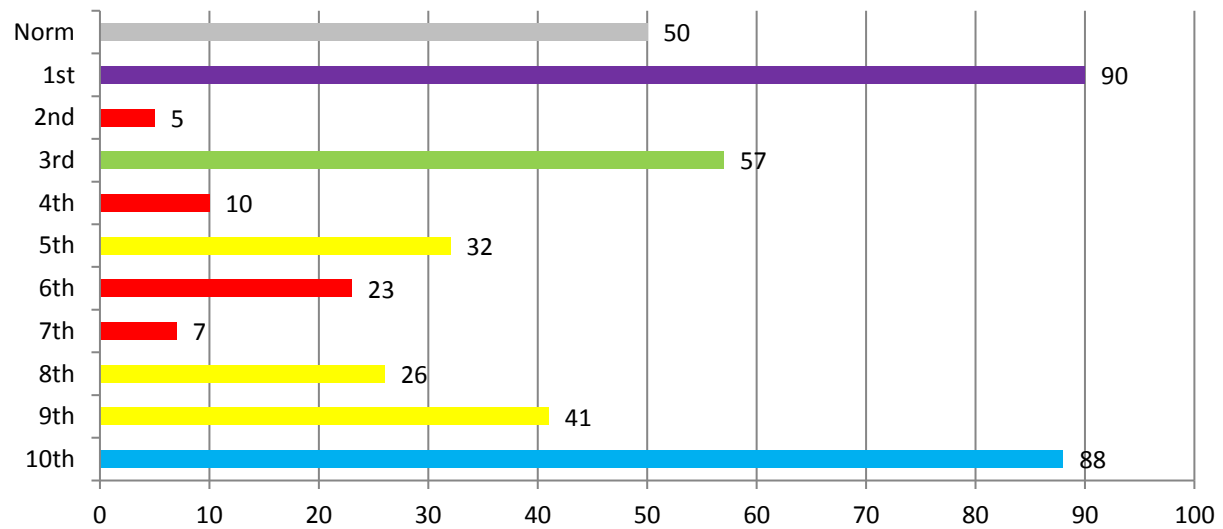
Blue: 70-79% or more at benchmark (10-19 percentage points above typical)

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

School Percentile Rank for MAP Target Growth Met: Spring 2018 Reading



School Percentile Rank for MAP Target Growth Met: Spring 2018 Math



Red: 1st-24th percentile

Yellow: 25th-49th percentile

Green: 50th-75th percentile

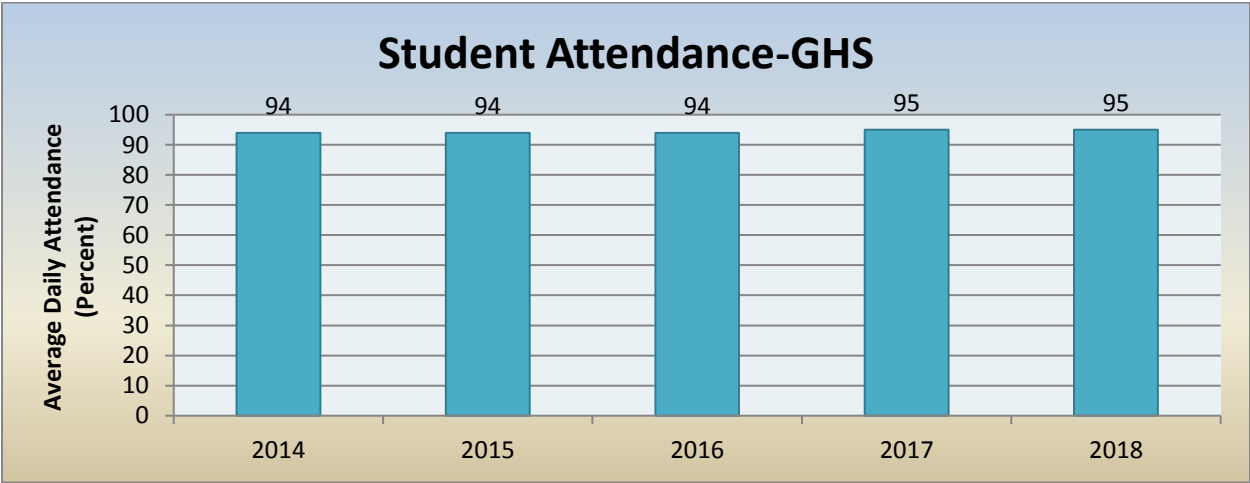
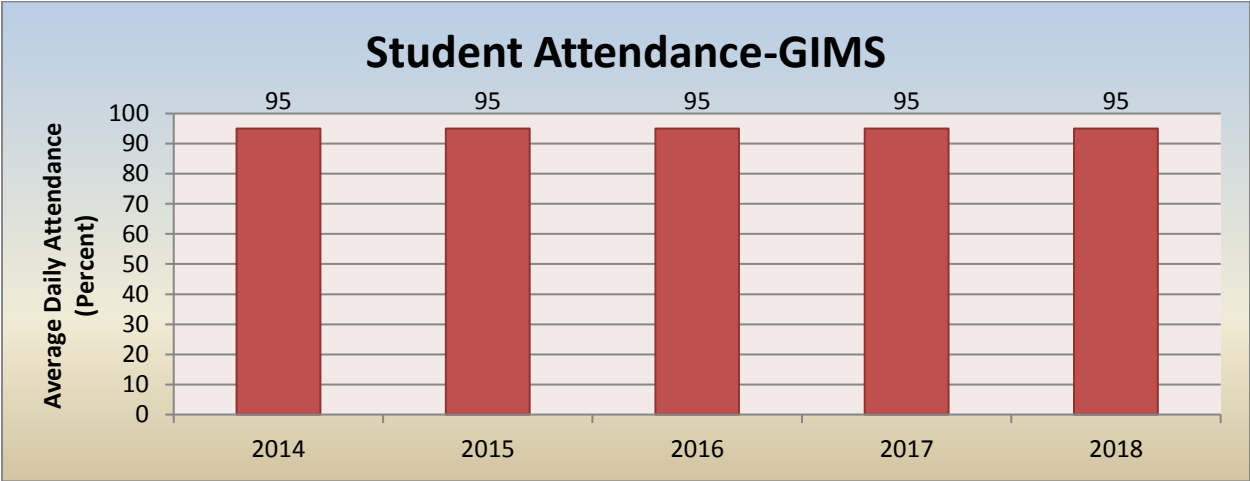
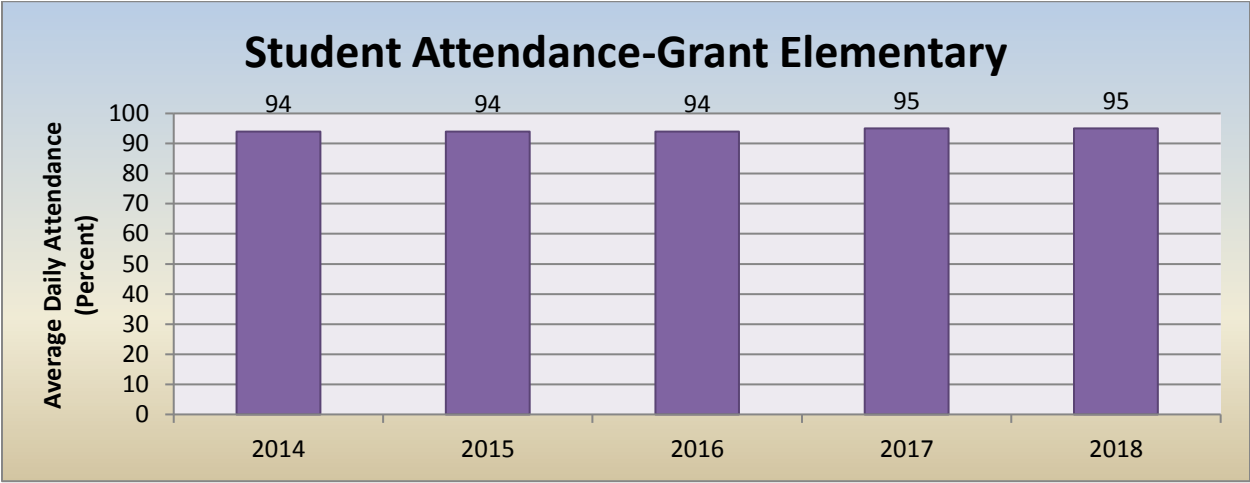
Blue: 76th-89th percentile (top 25% of schools)

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

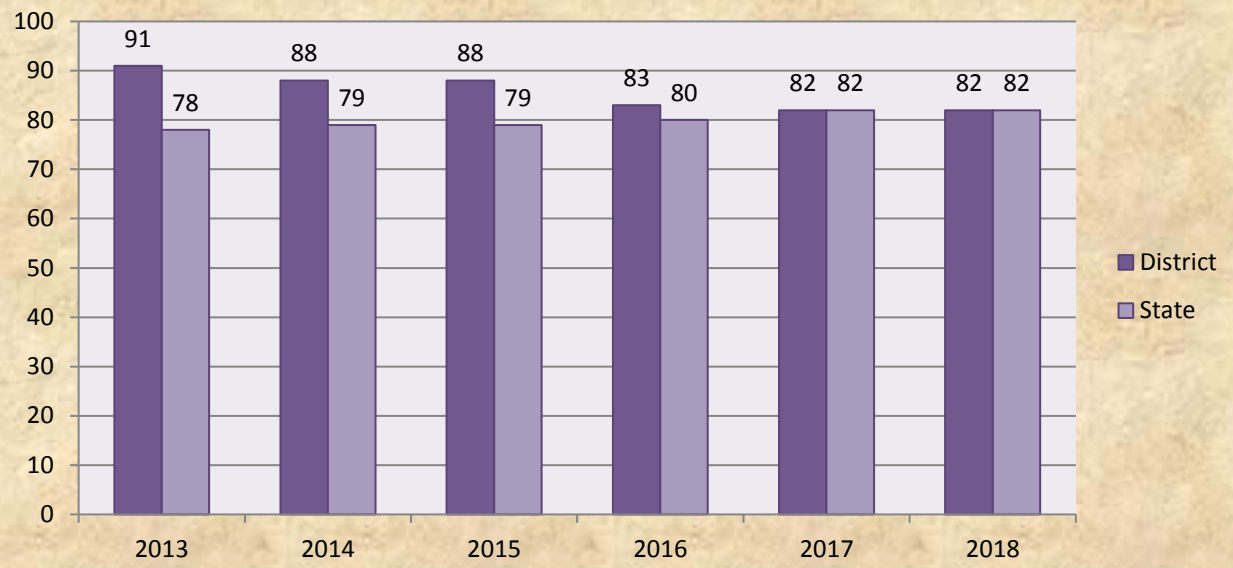
MAP: Percent at Benchmark and Intensive (Longitudinal Data)

Reading	Benchmark				Intensive			
Grade	2015	2016	2017	2018	2015	2016	2017	2018
K	71%	72%	73%	71%	10%	8%	9%	7%
1	70%	62%	73%	58%	9%	15%	18%	19%
2	71%	75%	70%	64%	17%	11%	17%	21%
3	88%	77%	80%	86%	6%	11%	14%	8%
4	79%	75%	71%	70%	10%	9%	20%	15%
5	75%	86%	80%	60%	0%	0%	10%	16%
6	83%	83%	81%	74%	11%	3%	12%	13%
7	80%	82%	80%	74%	10%	7%	5%	12%
8	76%	82%	85%	78%	13%	8%	2%	8%
9	81%	90%	86%	82%	2%	5%	6%	2%
10	84%	78%	89%	90%	4%	7%	3%	0%

Math	Benchmark				Intensive			
Grade	2015	2016	2017	2018	2015	2016	2017	2018
K	71%	81%	61%	72%	10%	6%	14%	17%
1	83%	72%	73%	81%	5%	13%	12%	15%
2	59%	56%	71%	58%	14%	13%	11%	12%
3	61%	77%	78%	78%	15%	9%	14%	8%
4	67%	57%	74%	68%	11%	17%	8%	19%
5	64%	64%	60%	60%	8%	11%	18%	20%
6	73%	70%	79%	59%	13%	13%	16%	13%
7	78%	78%	72%	75%	10%	11%	9%	11%
8	87%	78%	81%	68%	10%	2%	6%	8%
9	64%	90%	73%	78%	9%	5%	6%	4%
10	78%	83%	92%	90%	4%	7%	5%	0%



Graduation Rate 2013-2018



2017-18 School Performance Report for Elementary and Middle School Grades

(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

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.

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."

To determine which schools need assistance, the same indicators and measures are used as those for state accountability.

District Name: Converse #2
School Name: Grant Elementary
Grades Served: K-4
Enrollment: 215

WAEA School Performance Rating = Not Meeting Expectations

WAEA Weighted Average Indicator Score = 1.0 (Cut Scores = 1.4 ; 1.8 ; 2.6)

ESSA School Identification = Not Identified

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	WAEA Target Level	ESSA Norm Category	Description
Growth	Below Target	Below Average	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.
			ESSA: The mean student growth percentile (MGP) in ELA and math combined for all students grades four through ten.
Equity	Below Target	Below Average	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%.
Achievement*	Below Target	Average	WAEA: The percent proficient or above on the state test in English language arts, mathematics, and science.
			ESSA: The percent proficient or above on the state test in English language arts and mathematics.
ELP	N/A	N/A	The percent of English learners who met their annual progress goal for English language proficiency.

* 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: **Met**

FAY School Participation Rate Status ESSA: **Met**

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

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

WAEA Performance Category Cut Scores			ESSA Performance Category Cut Scores		
Below Targets	Meeting Targets	Exceeding Targets	Below Average	Average	Above Average
A panel of educators, parents, business representatives, and community members set the targets for each indicator and the cut scores for each School Performance Rating.			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

Student Group	15-Year Goal	At or Above Goal*	2017-18 Interim Target (IT)
			At or Above IT*
Grade 3-8 ELA	59%	No	Yes
Grade 3-8 Math	57%	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

Student Group	15-Year Goal	At or Above Goal*	2017-18 Interim Target (IT)
			At or Above IT*
All	59%	No	Yes
Free/Reduced Lunch	55%	No	Yes
Hispanic	54%	Yes	Yes
IEP	37%	No	Yes
White	62%	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.

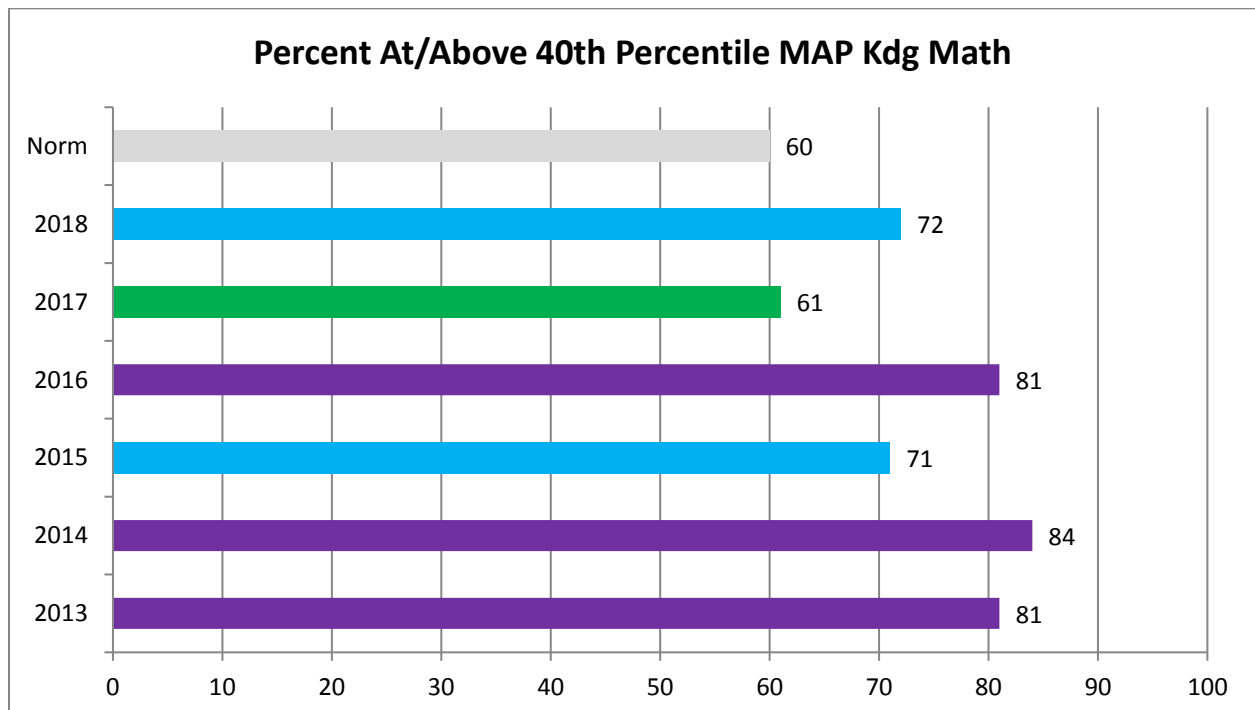
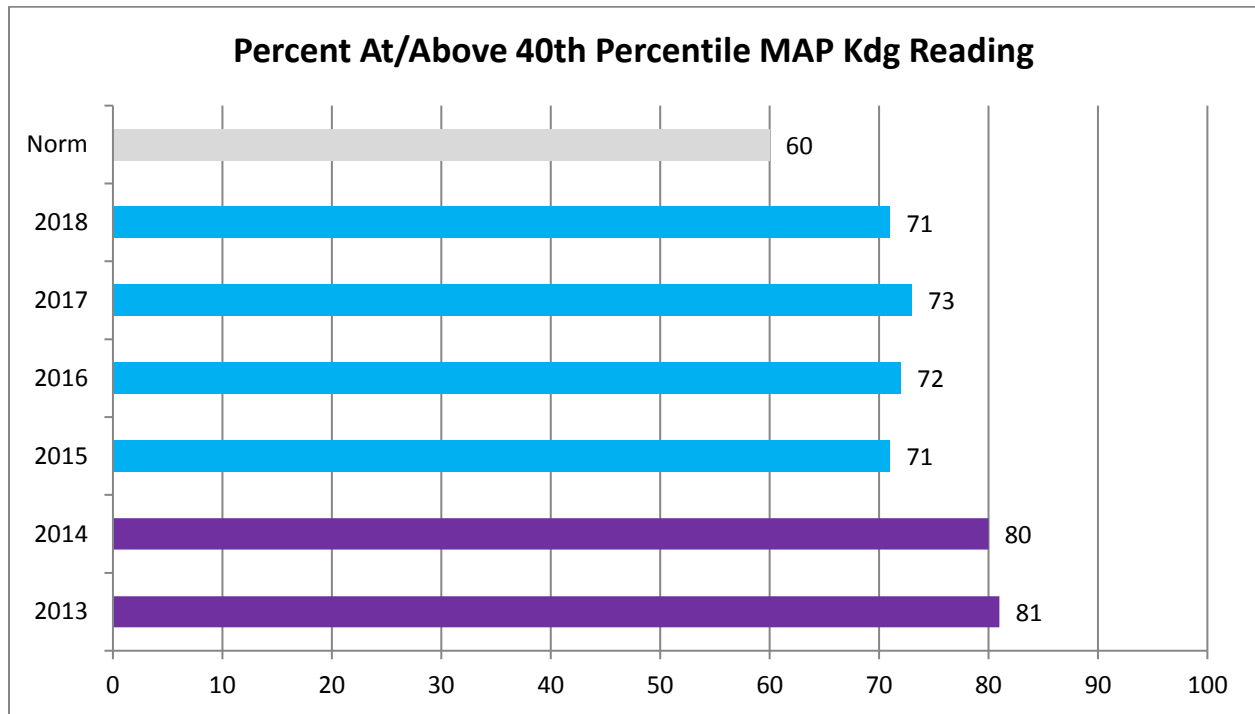
Table 3. Long-term goal for student groups proficient or advanced on WY-TOPP Math

Student Group	15-Year Goal	At or Above Goal*	2017-18 Interim Target (IT)
			At or Above IT*
All	57%	No	Yes
Free/Reduced Lunch	53%	No	Yes
Hispanic	53%	No	Yes
IEP	35%	No	Yes
White	61%	No	Yes

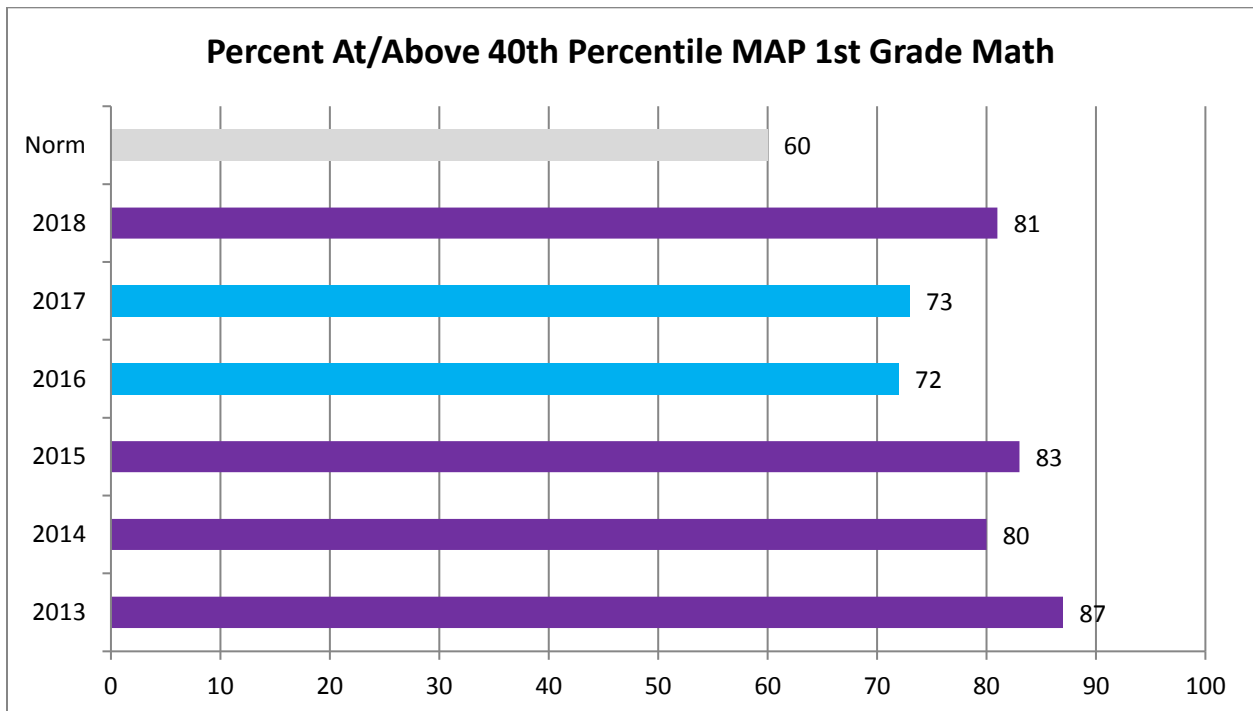
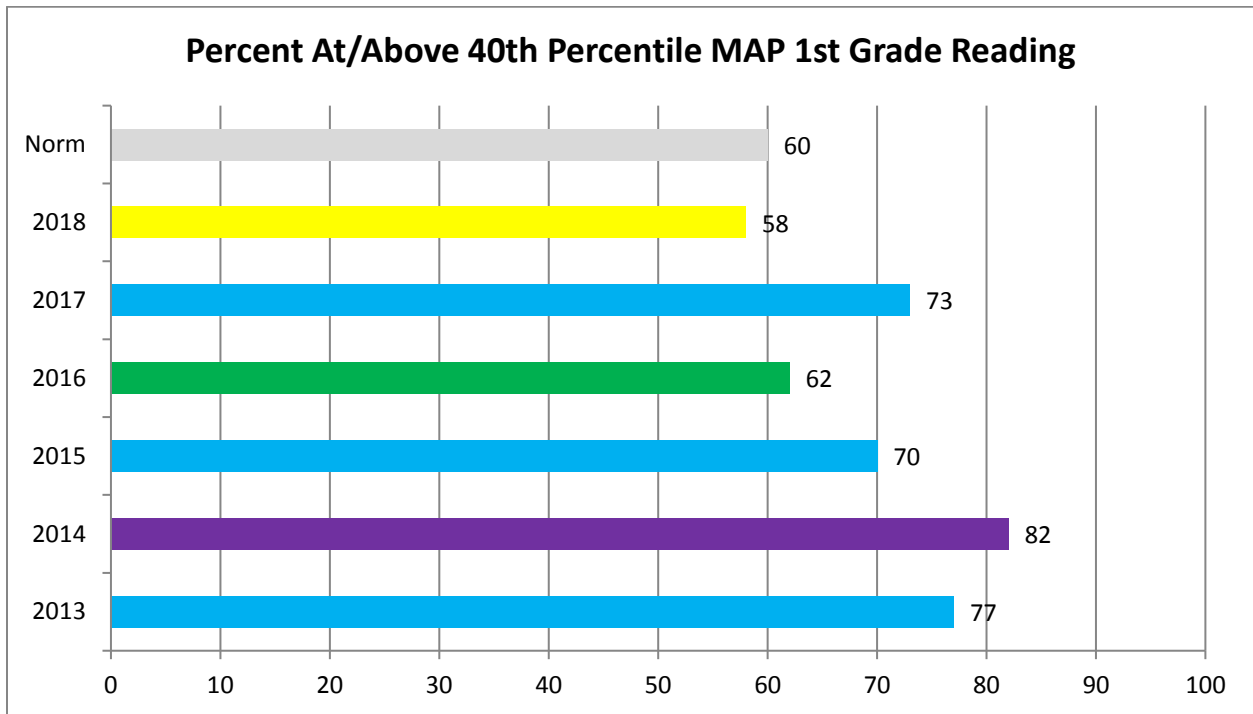
*The baseline year for ELP, ELA, and Math is 2017-18. The interim target during the baseline year is equal to the school's baseline score.

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

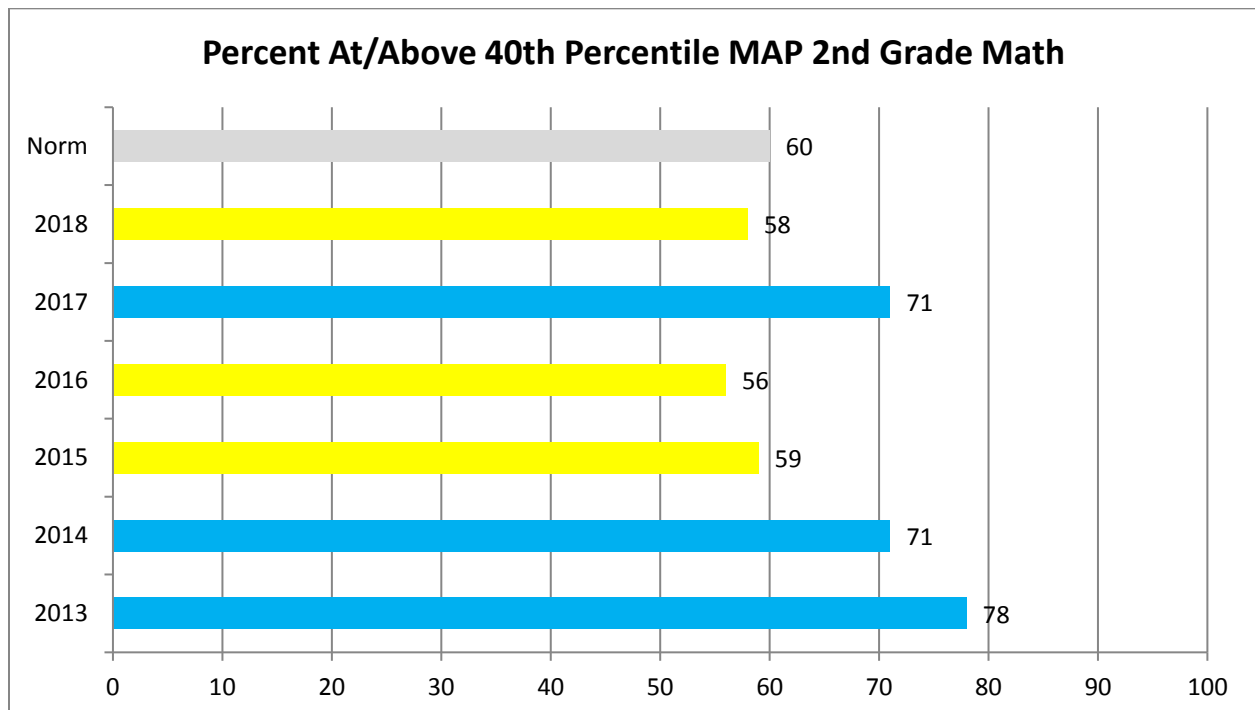
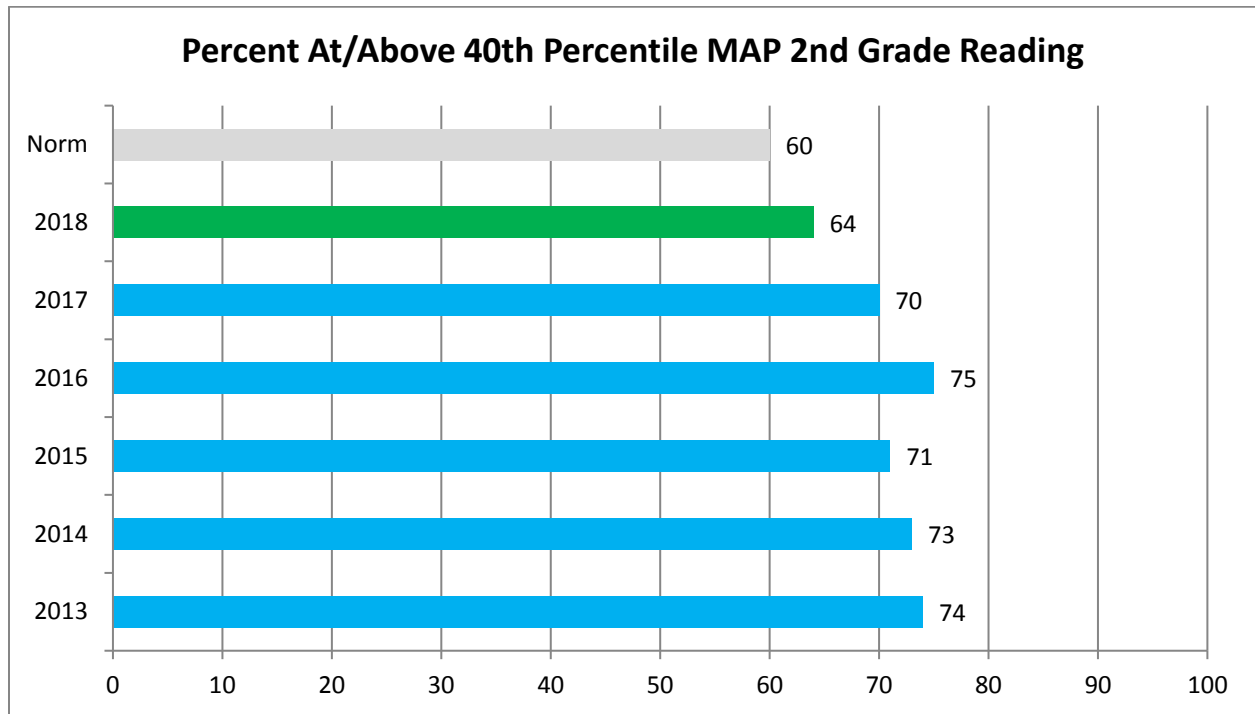
Kindergarten MAP Summary



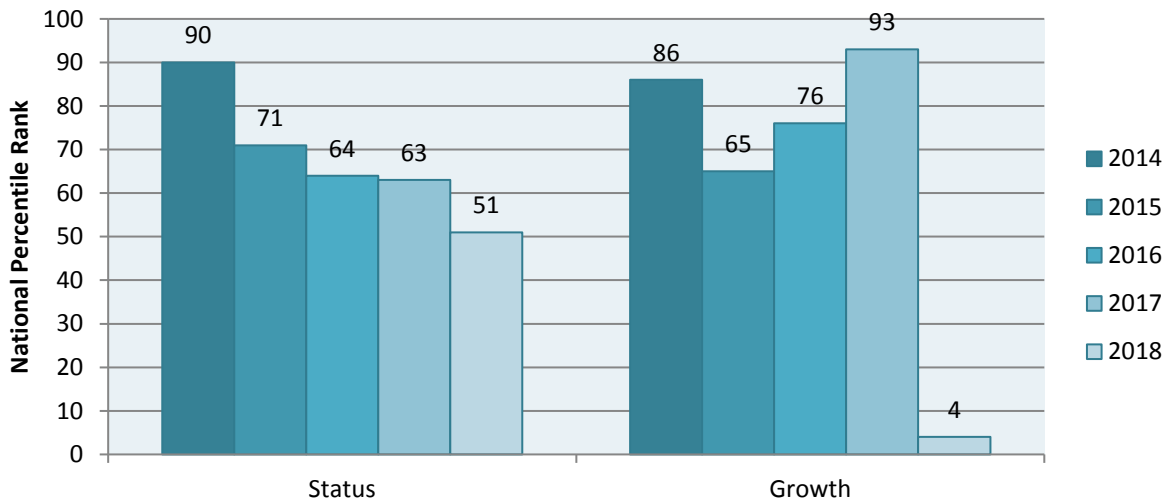
1st Grade MAP Summary



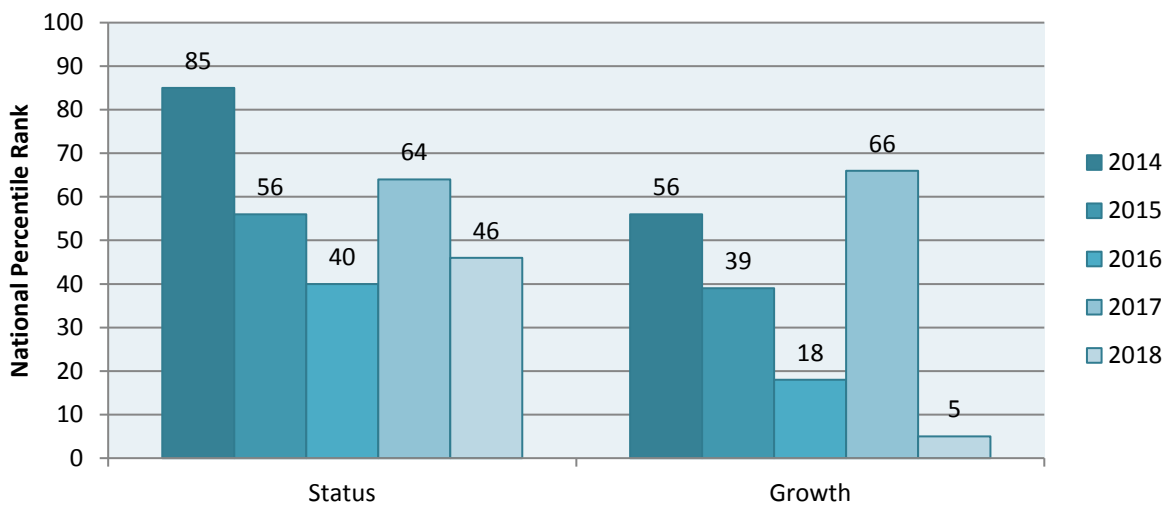
2nd Grade MAP Summary



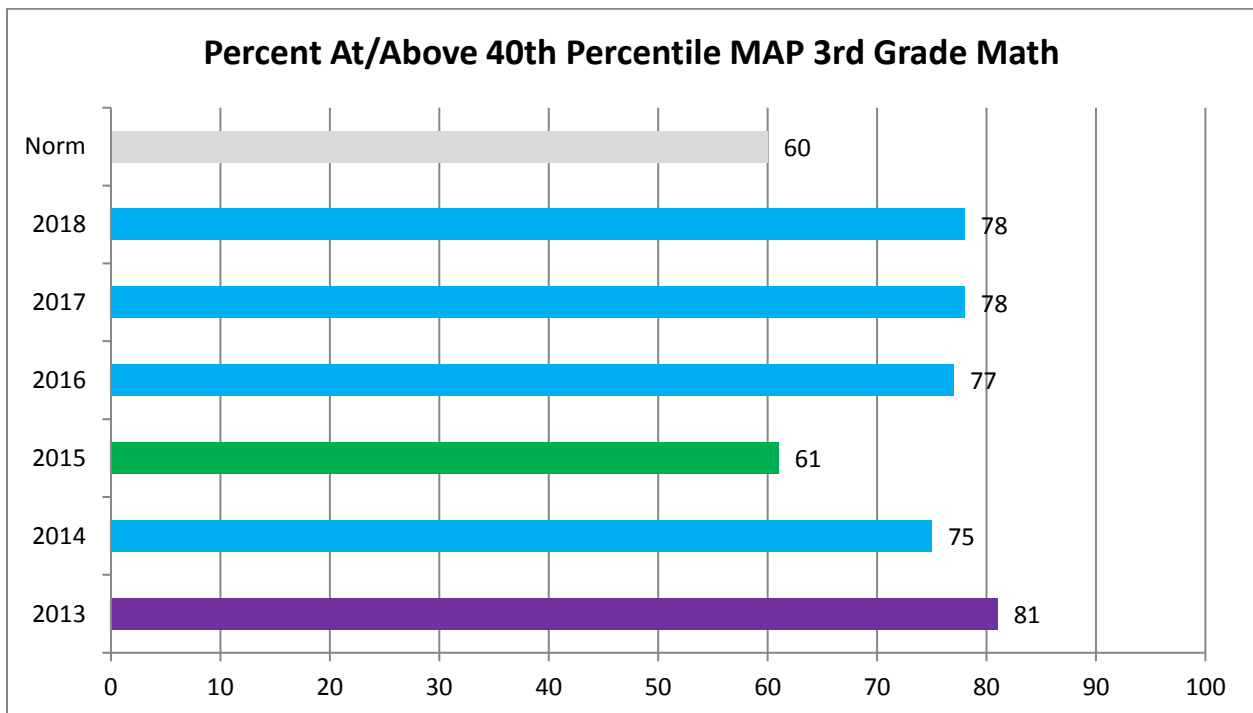
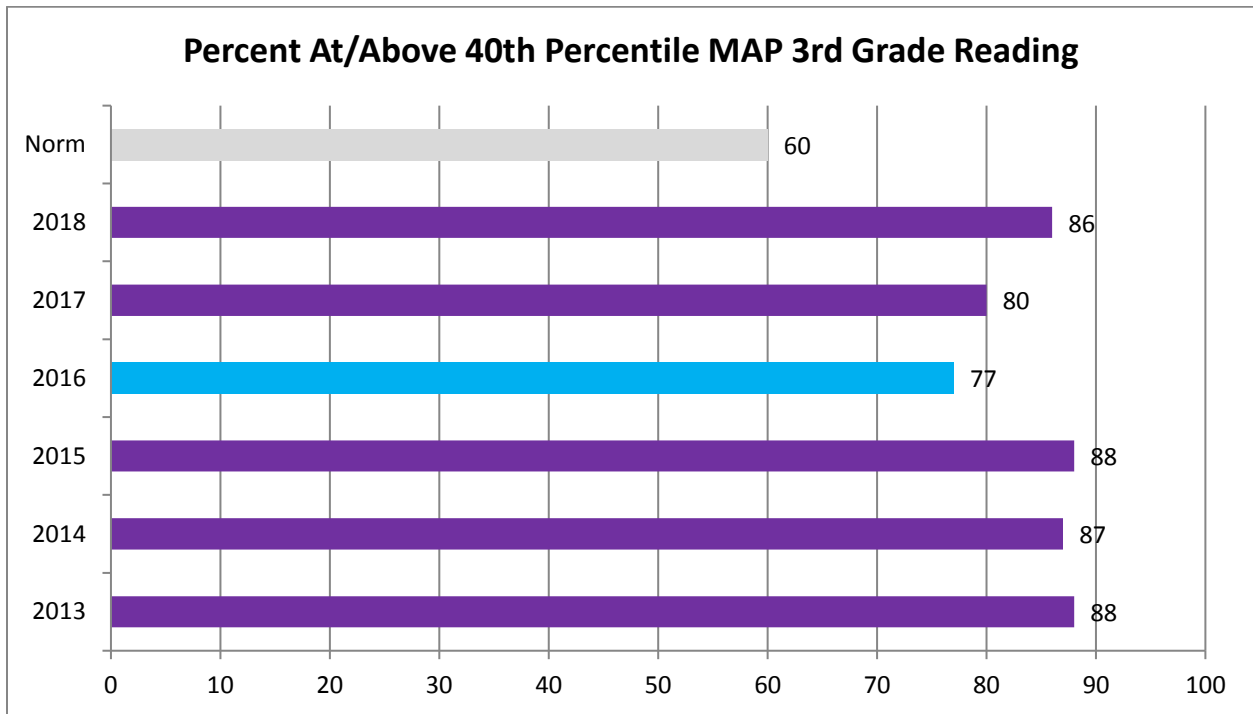
2nd Grade MAP Reading National Comparison



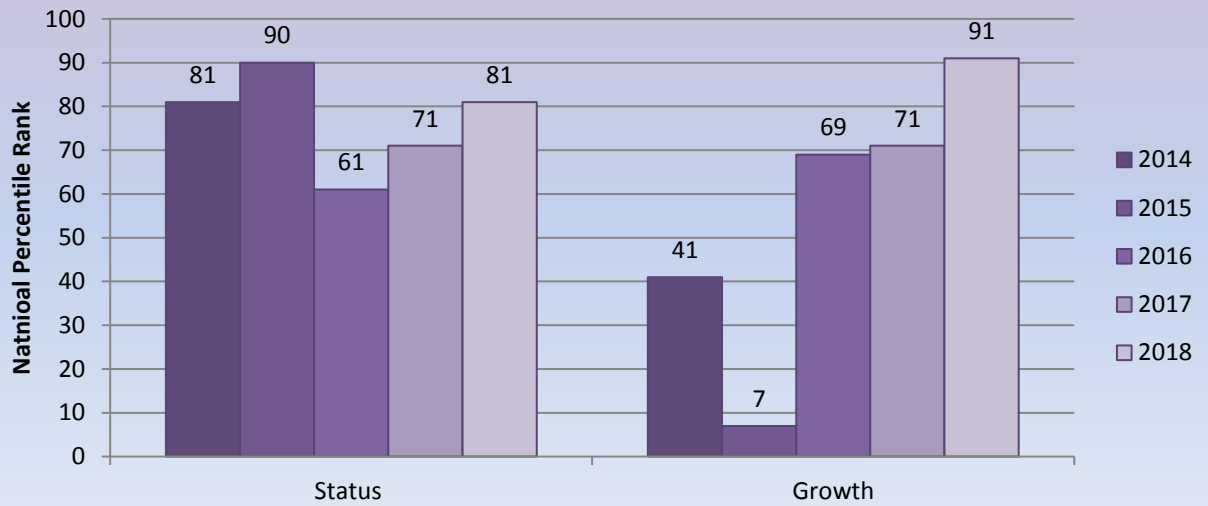
2nd Grade MAP Math National Comparison



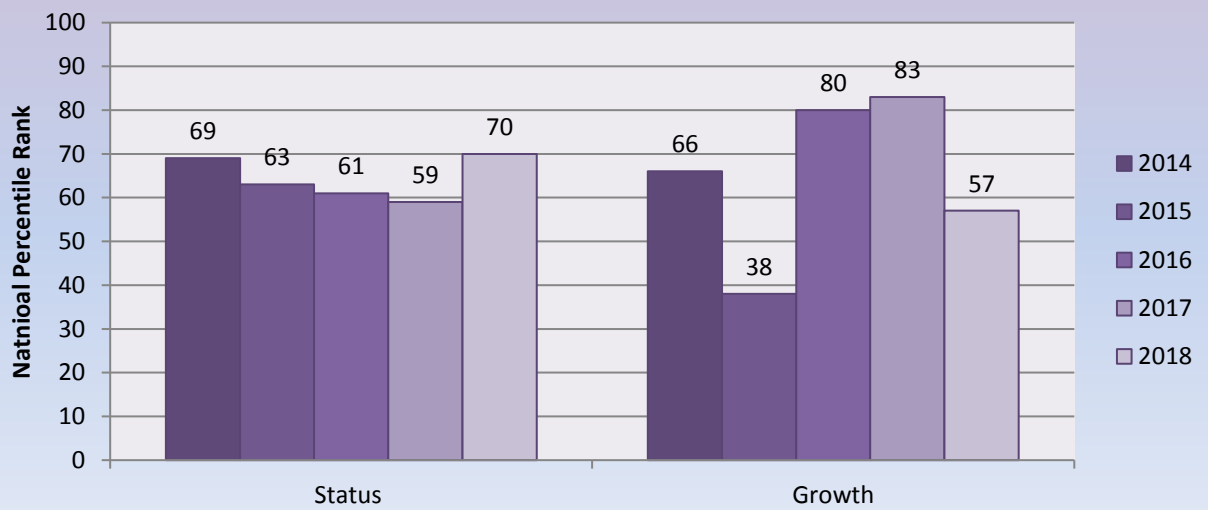
3rd Grade MAP Summary



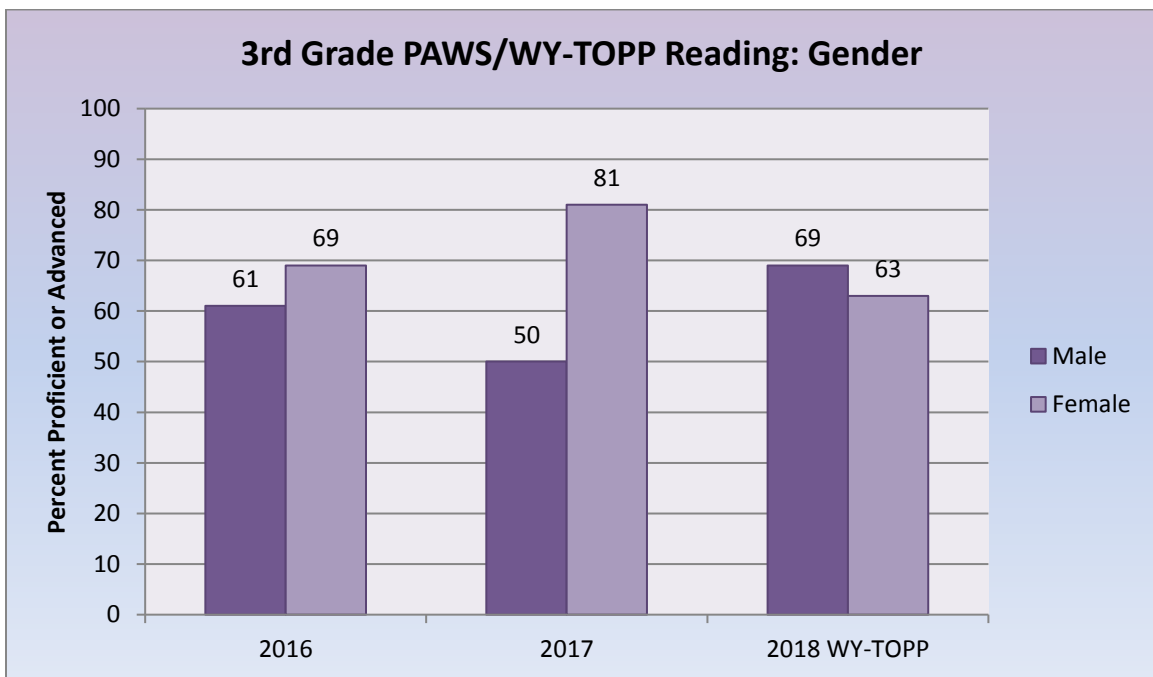
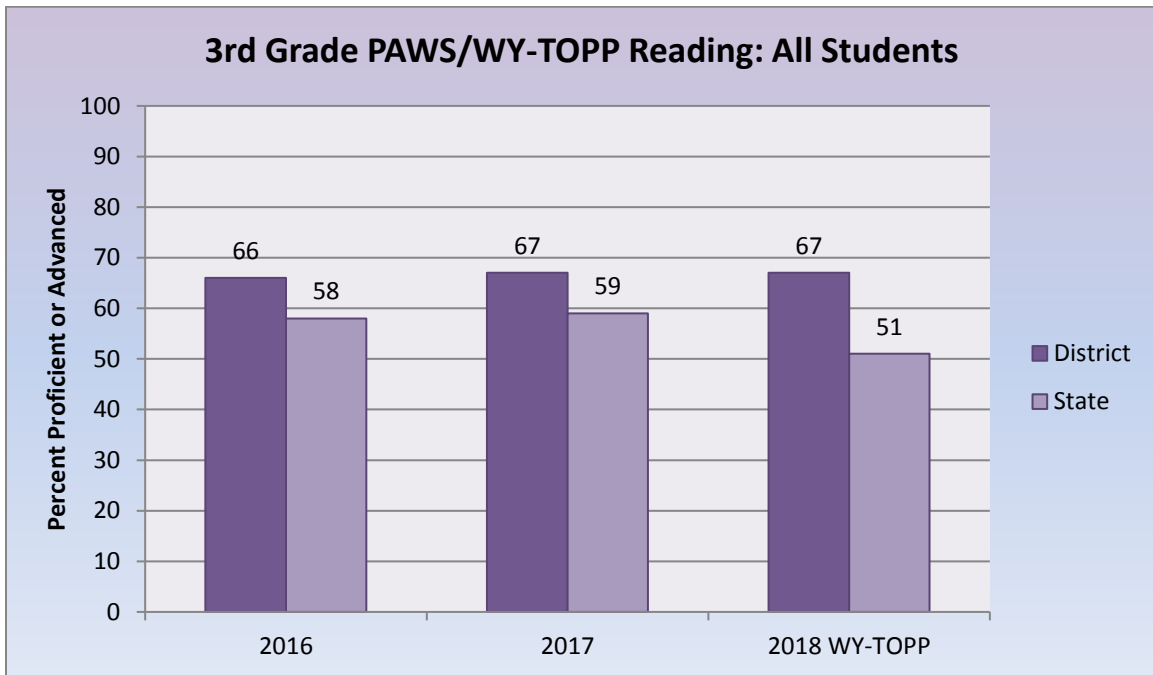
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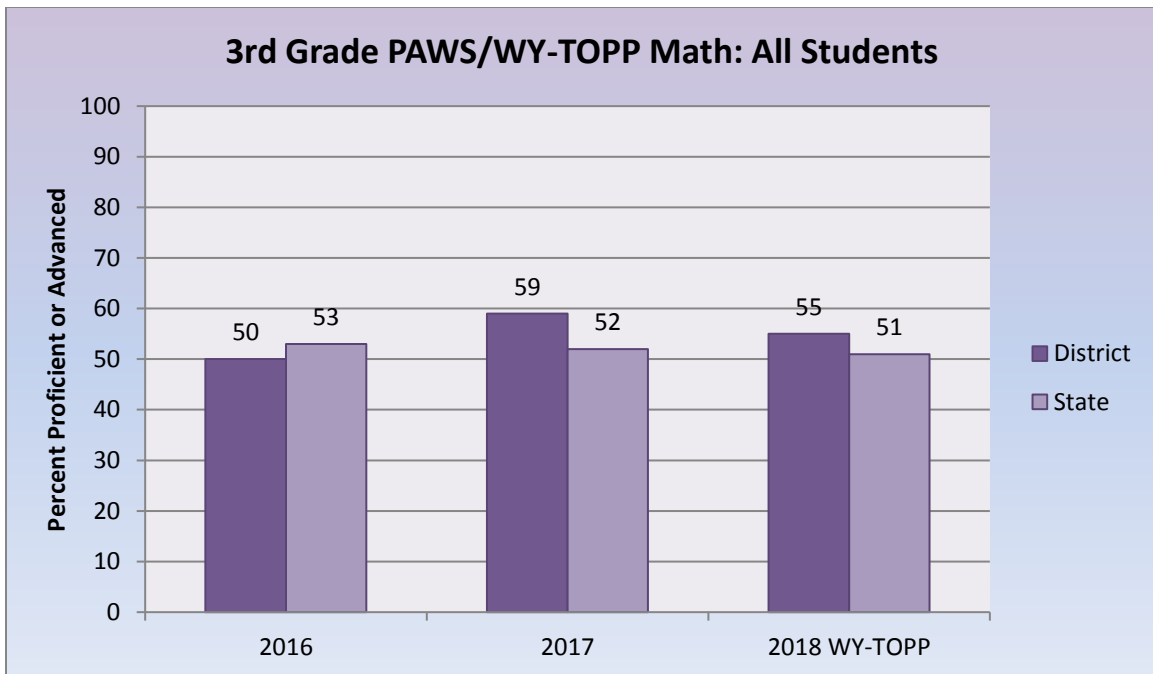
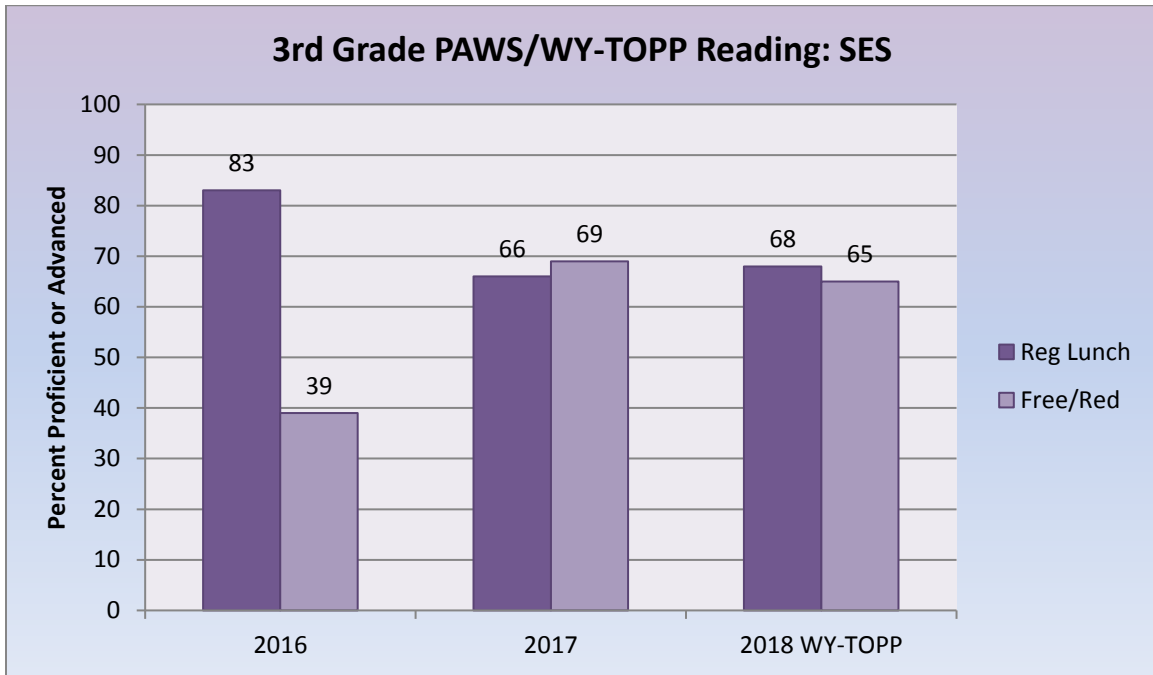


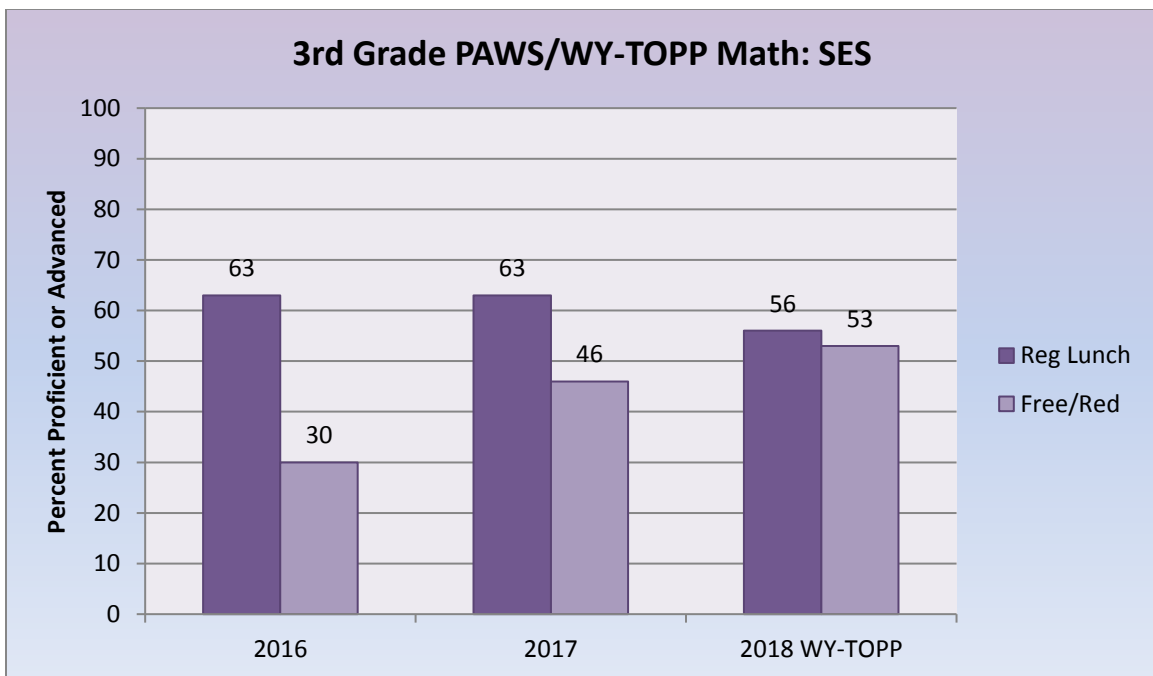
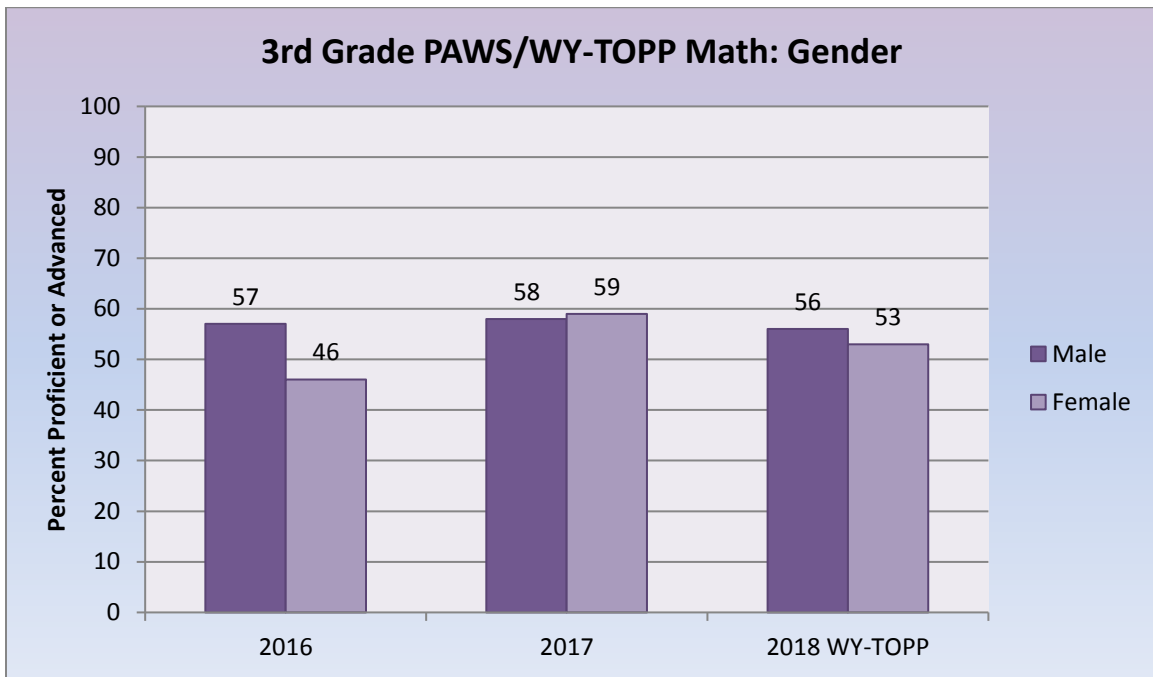
3rd Grade MAP Math National Comparison



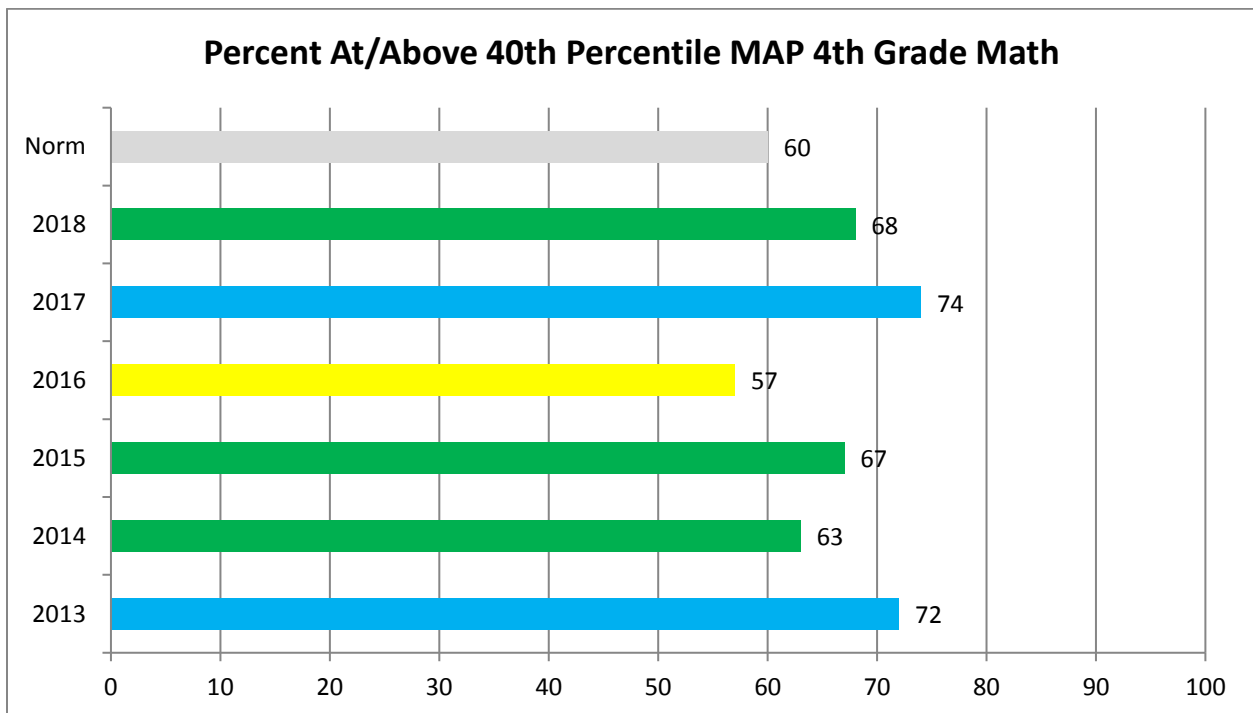
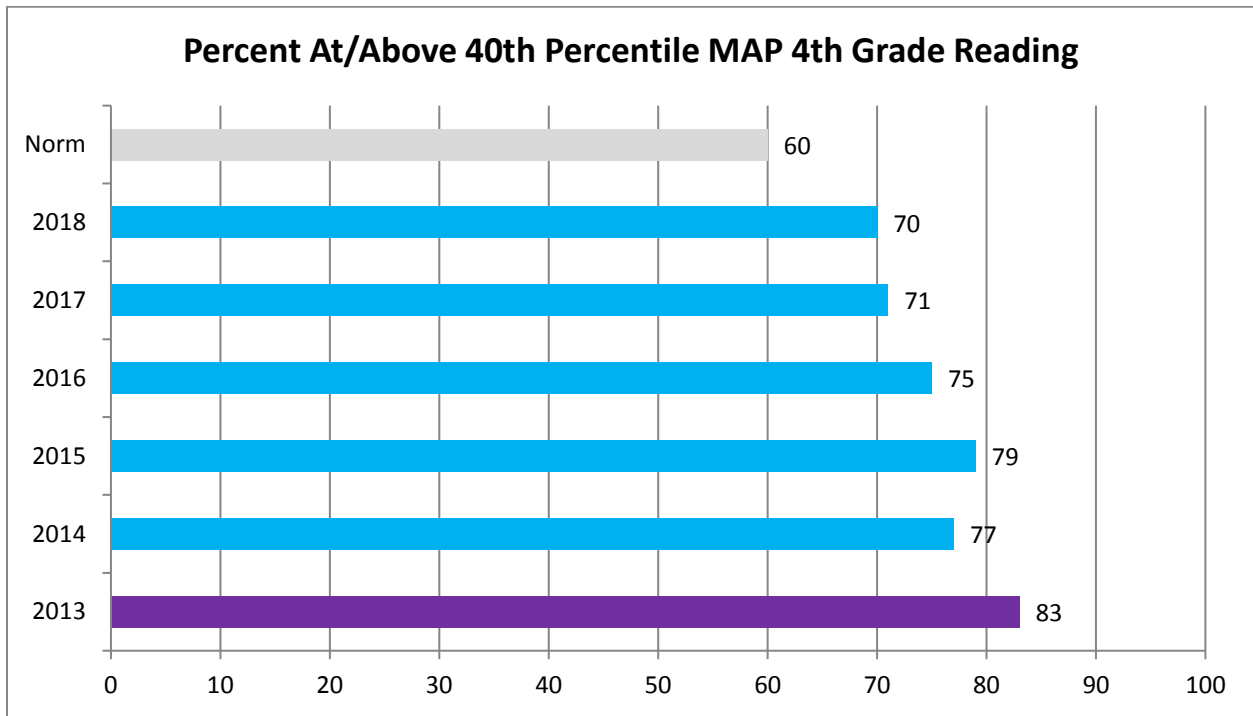
3rd Grade WY-TOPP Summary



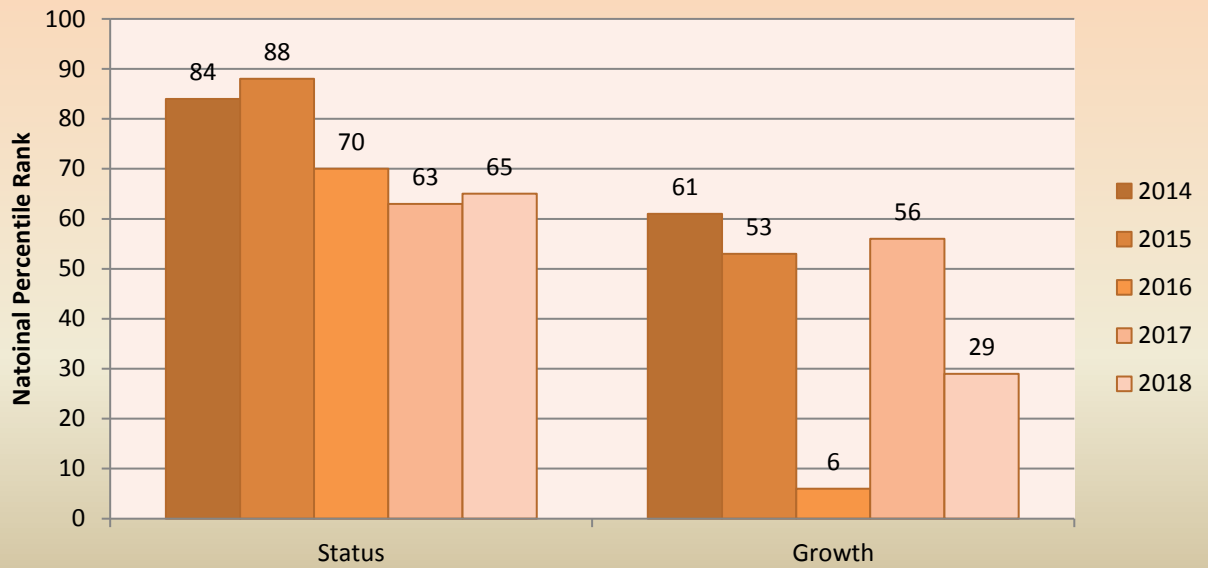




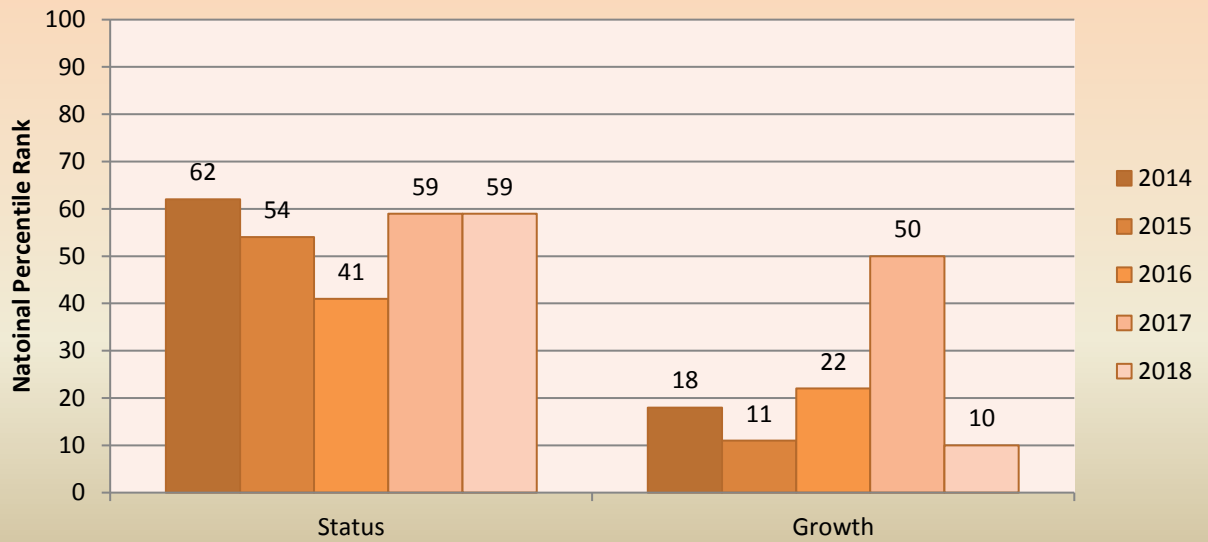
4th Grade MAP Summary



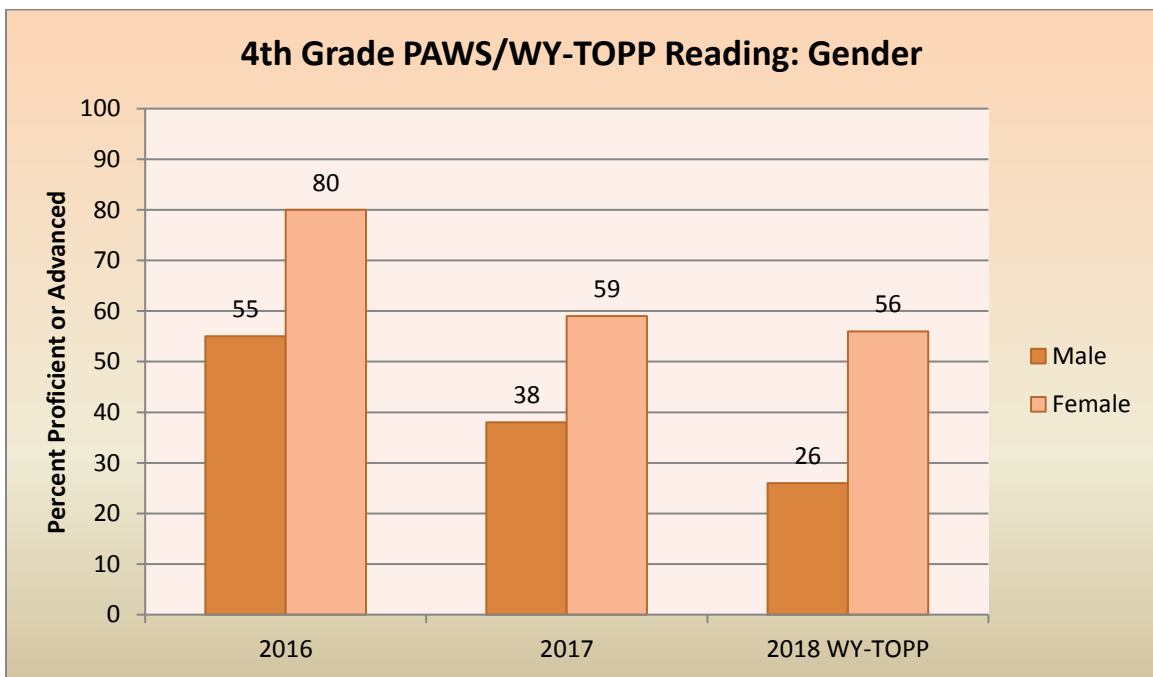
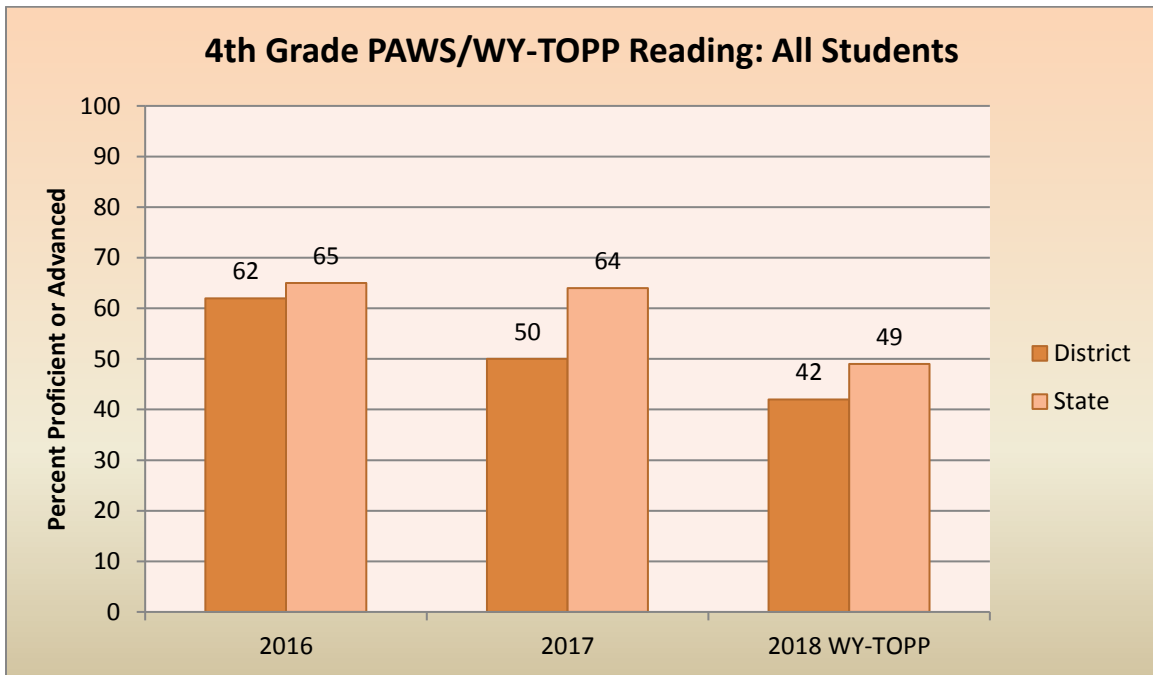
4th Grade MAP Reading National Comparison

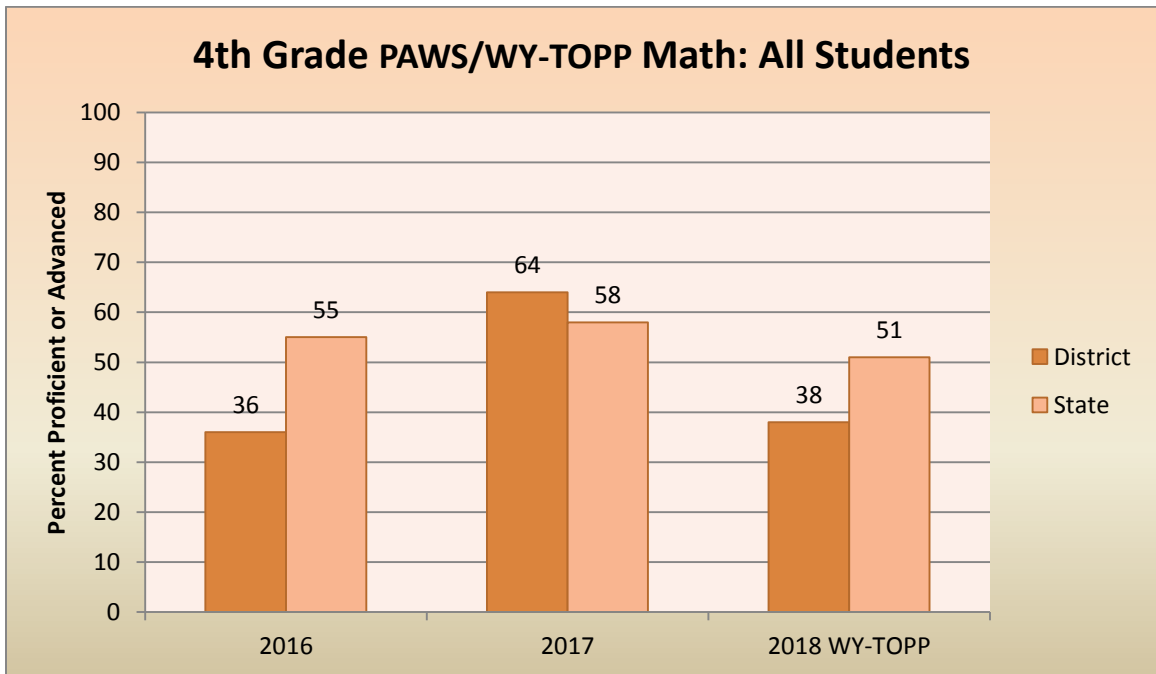
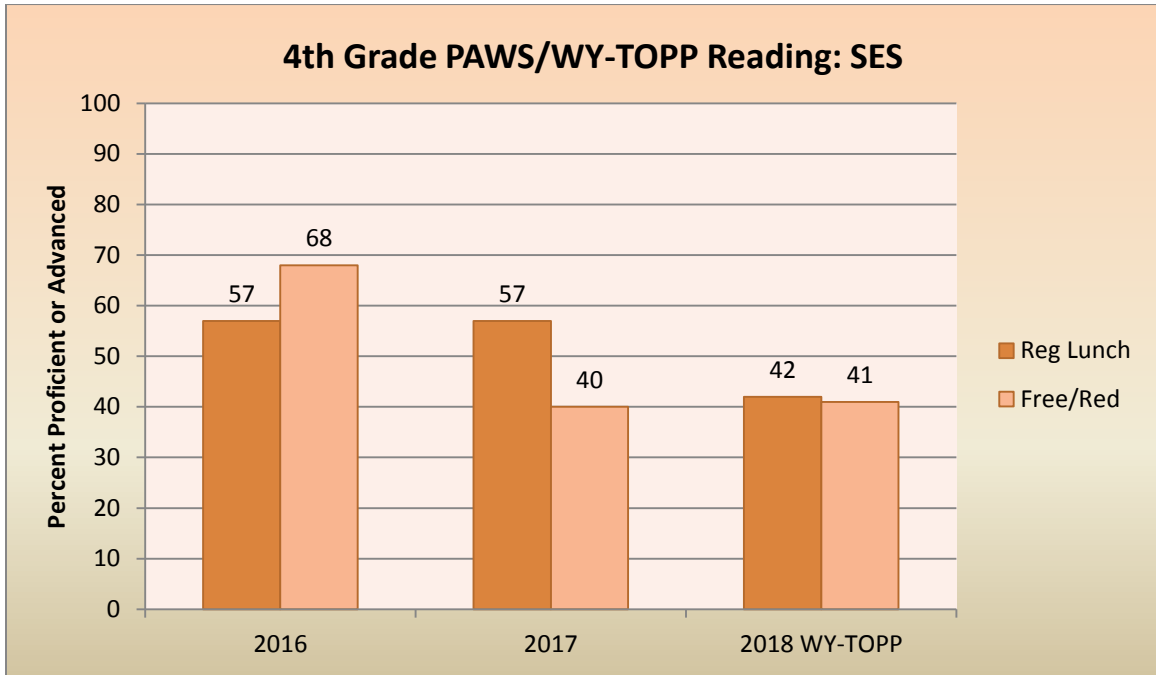


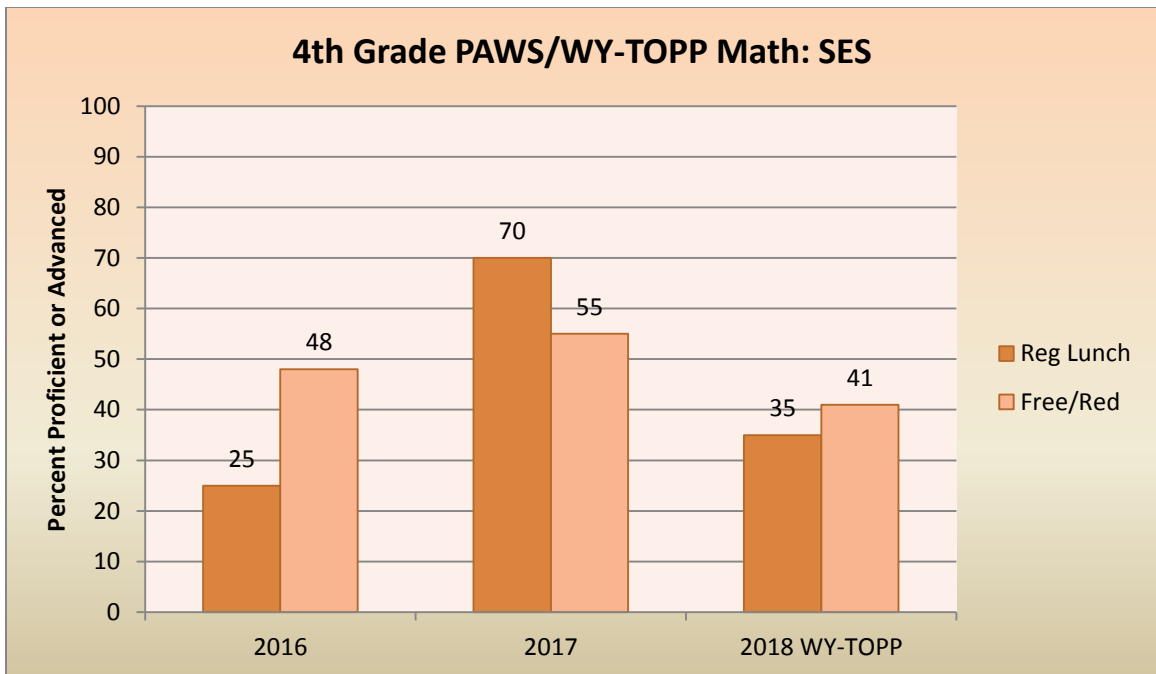
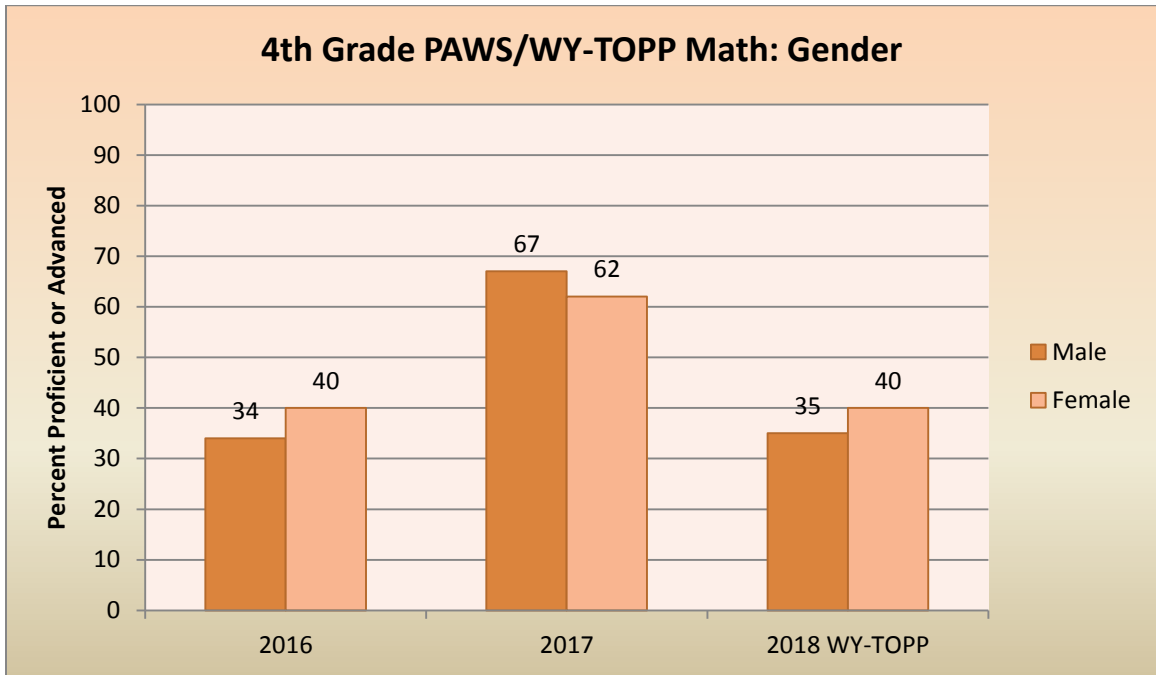
4th Grade MAP Math National Comparison



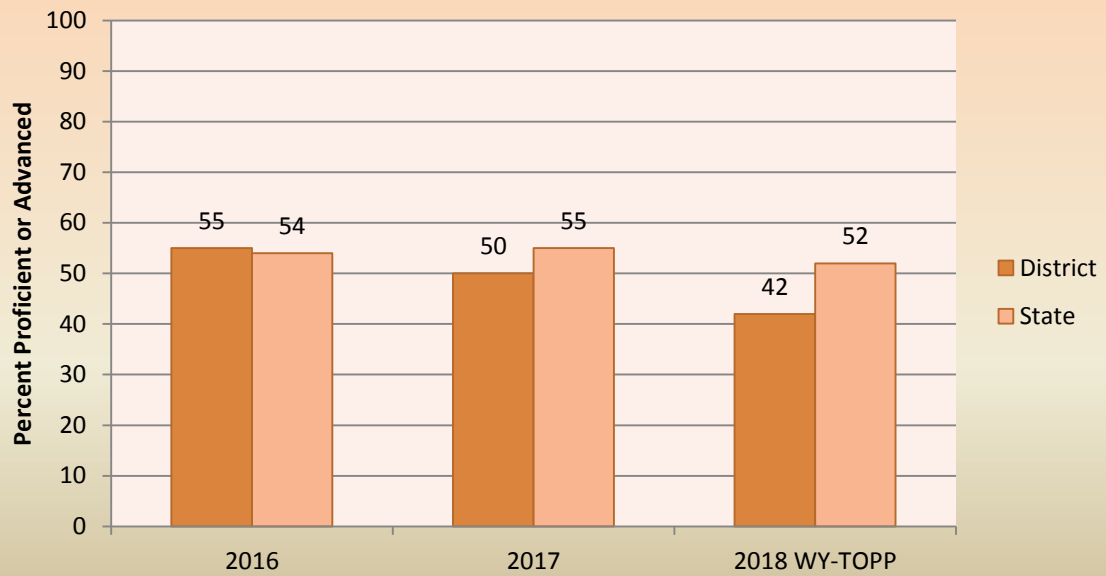
4th Grade WY-TOPP Summary



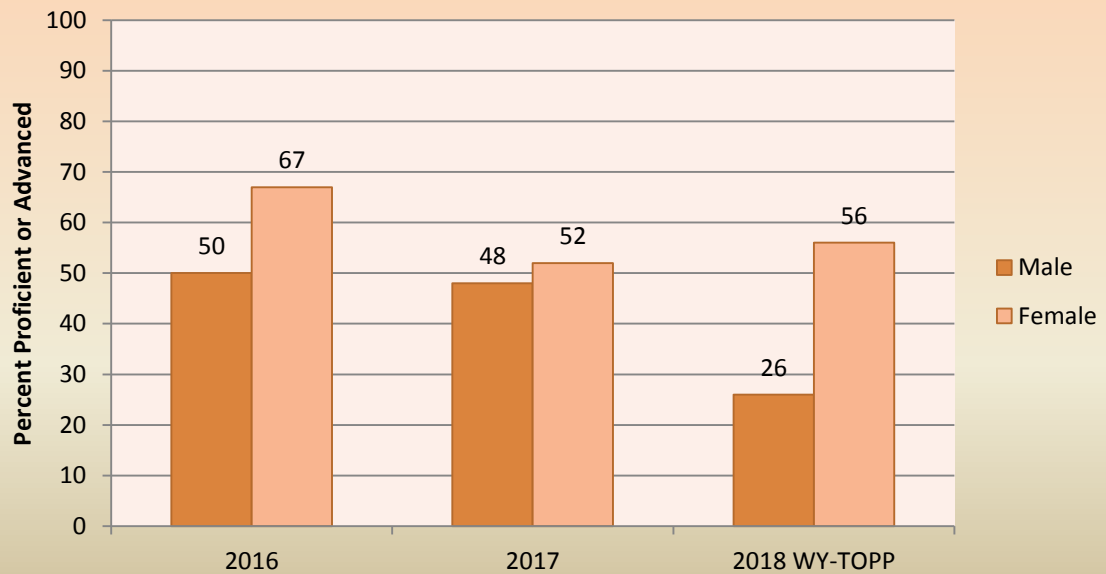




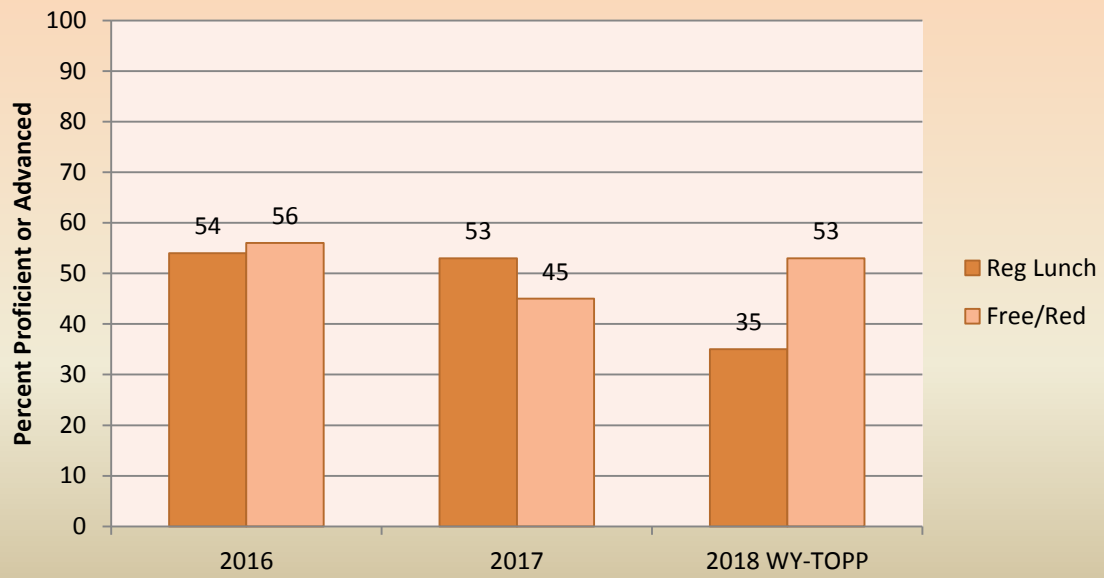
4th Grade PAWS/WY-TOPP Science: All Students



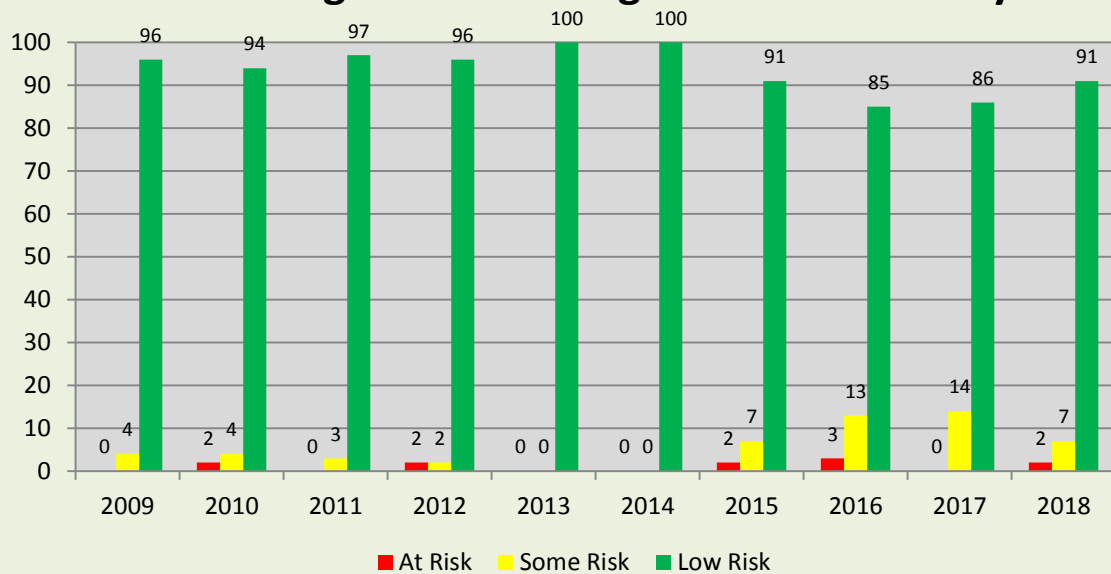
4th Grade PAWS/WY-TOPP Science: Gender



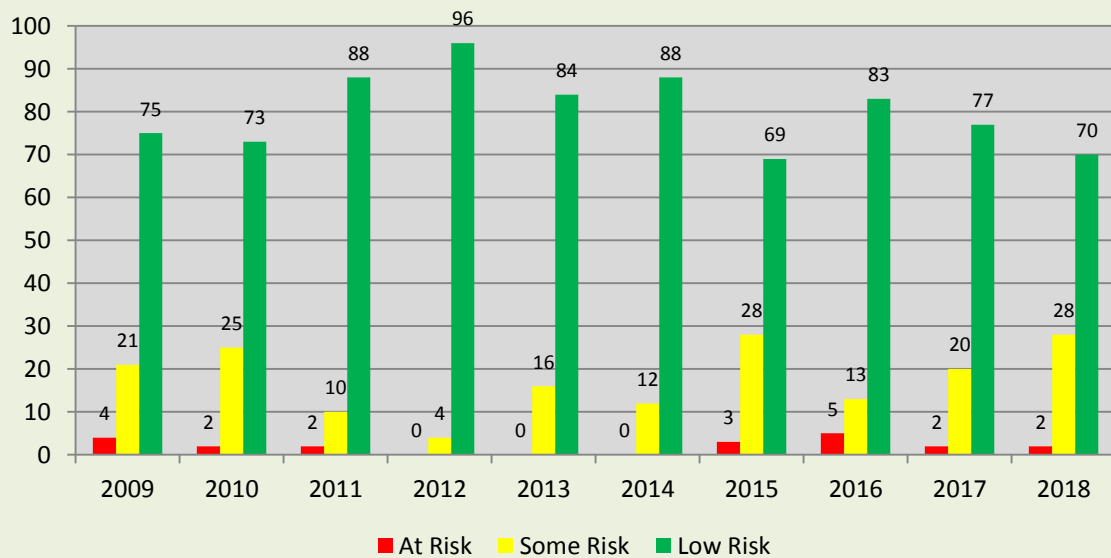
4th Grade PAWS/WY-TOPP Science: SES



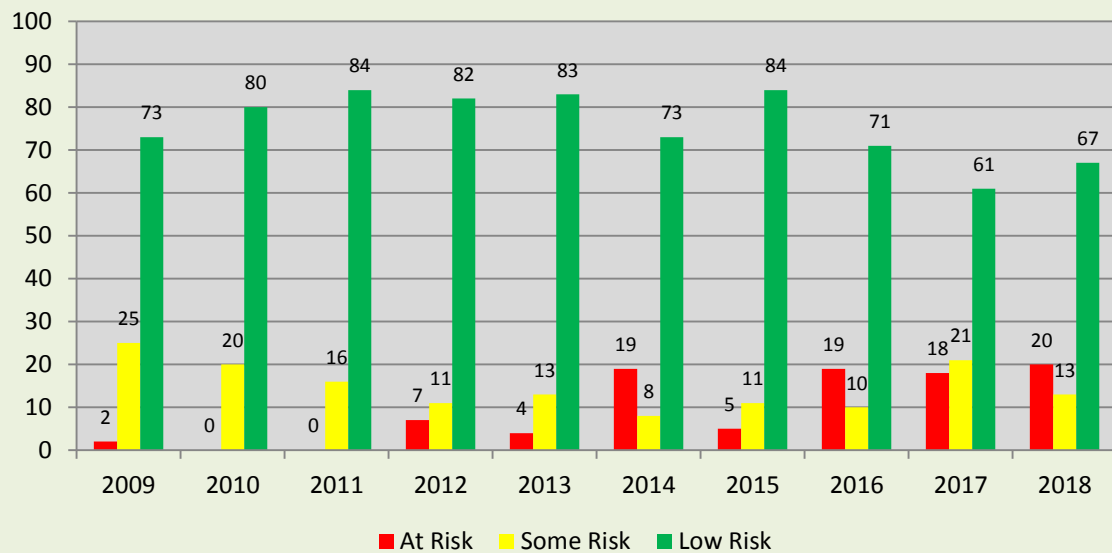
DIBELS Kdg: Phoneme Segmentation Fluency



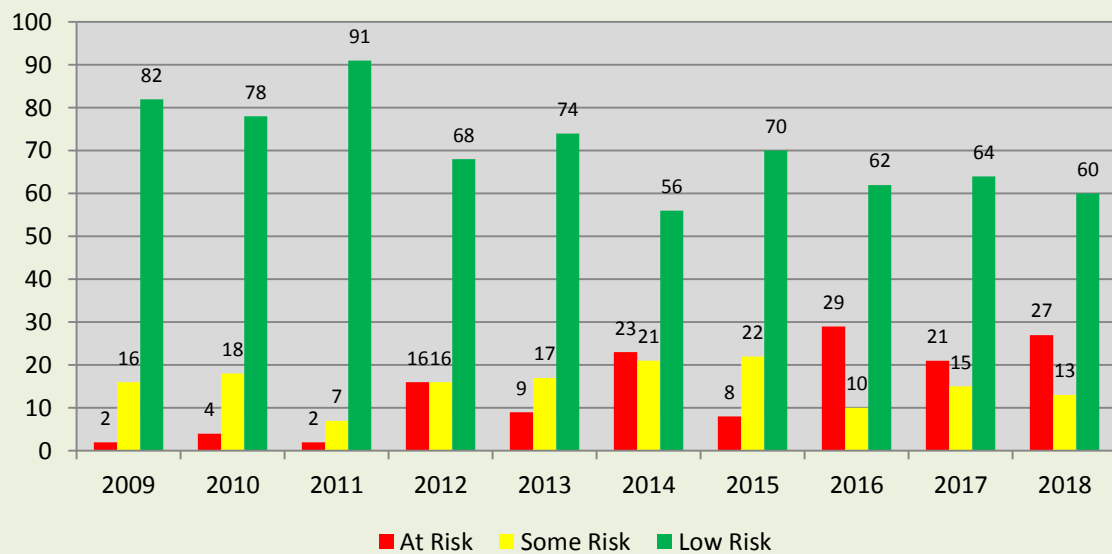
DIBELS: Kdg Nonsense Word Fluency



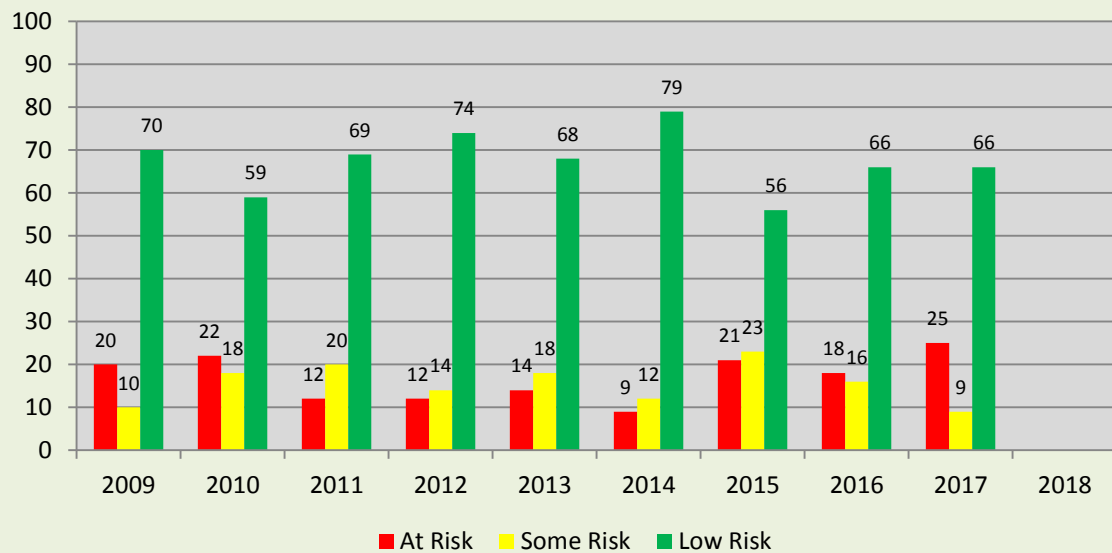
DIBELS 1st Grade: Nonsense Word Fluency



DIBELS 1st Grade: Oral Reading Fluency

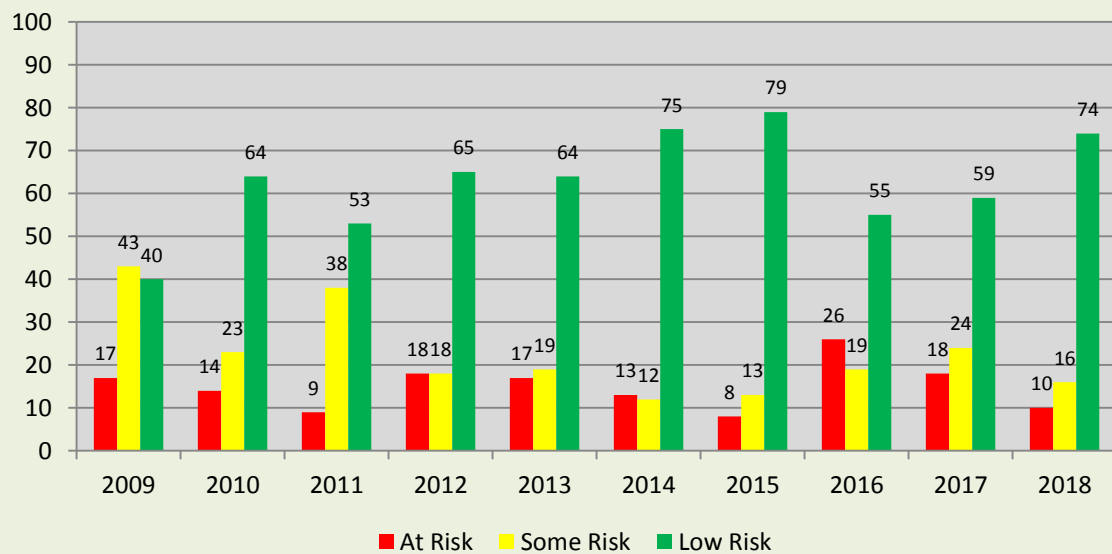


DIBELS 2nd Grade: Oral Reading Fluency

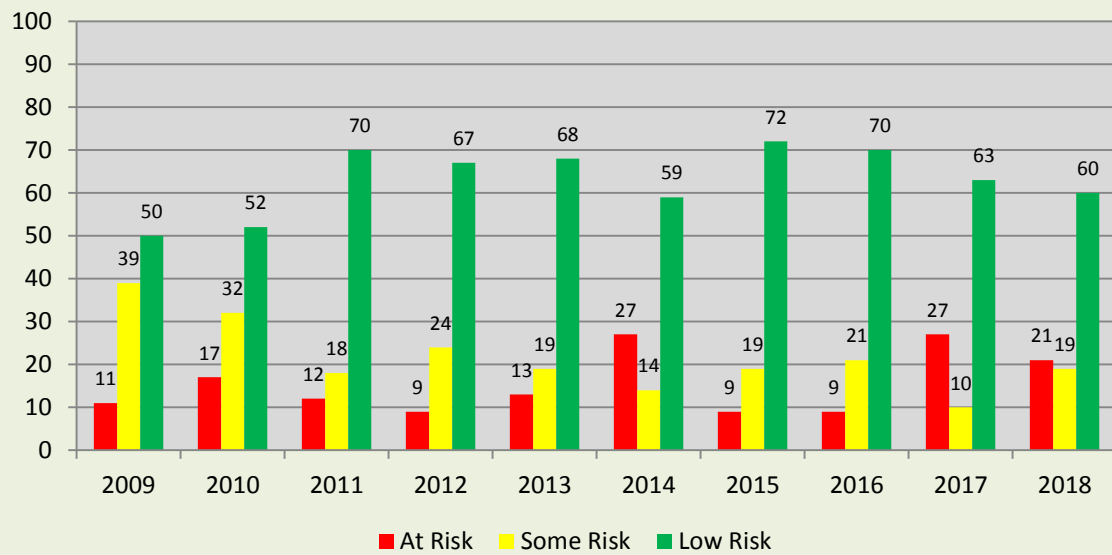


DIBELS was not administered by second grade teachers in 2018.

DIBELS 3rd Grade: Oral Reading Fluency



DIBELS 4th Grade: Oral Reading Fluency



2017-18 School Performance Report for Elementary and Middle School Grades

(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

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.

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."

To determine which schools need assistance, the same indicators and measures are used as those for state accountability.

District Name: Converse #2

School Name: Glenrock Intermediate/Middle School

Grades Served: 5-6

Enrollment: 93

WAEA School Performance Rating = Partially Meeting Expectations

WAEA Weighted Average Indicator Score = 1.4 (Cut Scores = 1.4 ; 1.8 ; 2.6)

ESSA School Identification = Not Identified

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	WAEA Target Level	ESSA Norm Category	Description
Growth	Meets Target	Average	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.
			ESSA: The mean student growth percentile (MGP) in ELA and math combined for all students grades four through ten.
Equity	Below Target	Below Average	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%.
Achievement*	Below Target	Below Average	WAEA: The percent proficient or above on the state test in English language arts, mathematics, and science.
			ESSA: The percent proficient or above on the state test in English language arts and mathematics.
ELP	N/A	N/A	The percent of English learners who met their annual progress goal for English language proficiency.

* 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: **Met**

FAY School Participation Rate Status ESSA: **Met**

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

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

WAEA Performance Category Cut Scores			ESSA Performance Category Cut Scores		
Below Targets	Meeting Targets	Exceeding Targets	Below Average	Average	Above Average
A panel of educators, parents, business representatives, and community members set the targets for each indicator and the cut scores for each School Performance Rating.			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)
Student Group	15-Year Goal	At or Above Goal*	At or Above IT*
Grade 3-8 ELA	59%	No	Yes
Grade 3-8 Math	57%	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

Student Group	15-Year Goal	At or Above Goal*	2017-18 Interim Target (IT)
			At or Above IT*
All	59%	No	Yes
Free/Reduced Lunch	55%	No	Yes
Hispanic	54%	No	Yes
IEP	37%	No	Yes
White	62%	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.

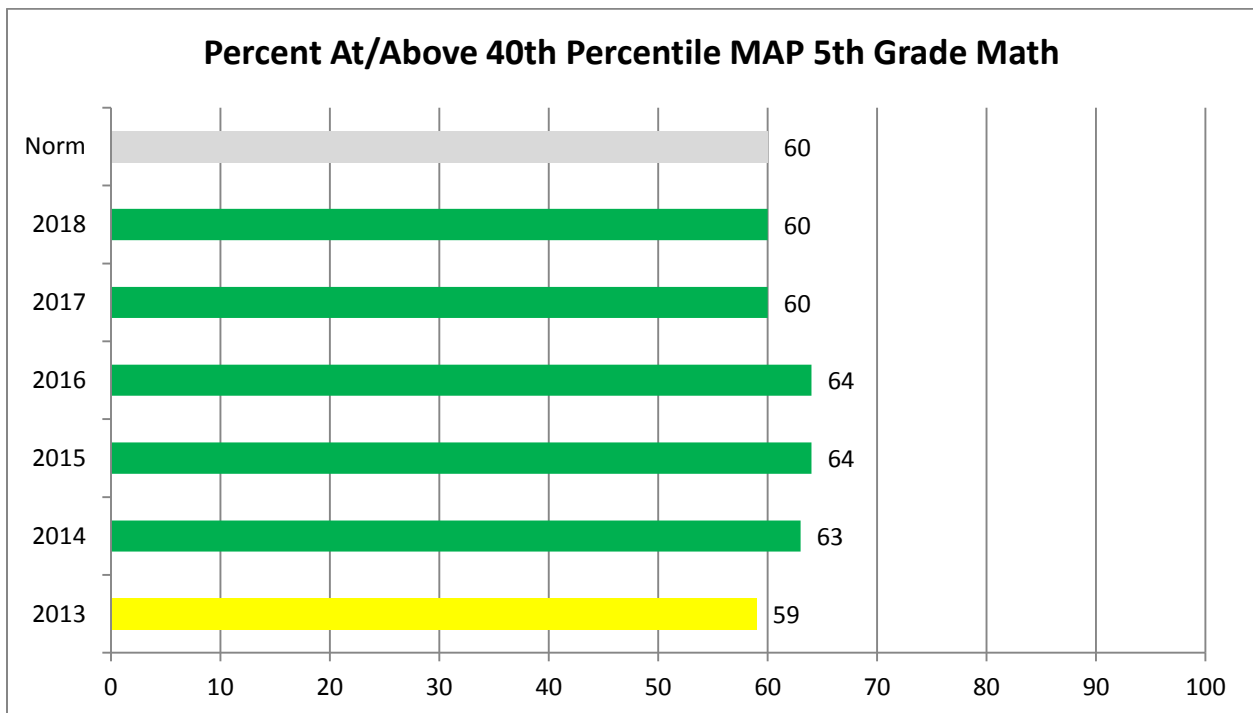
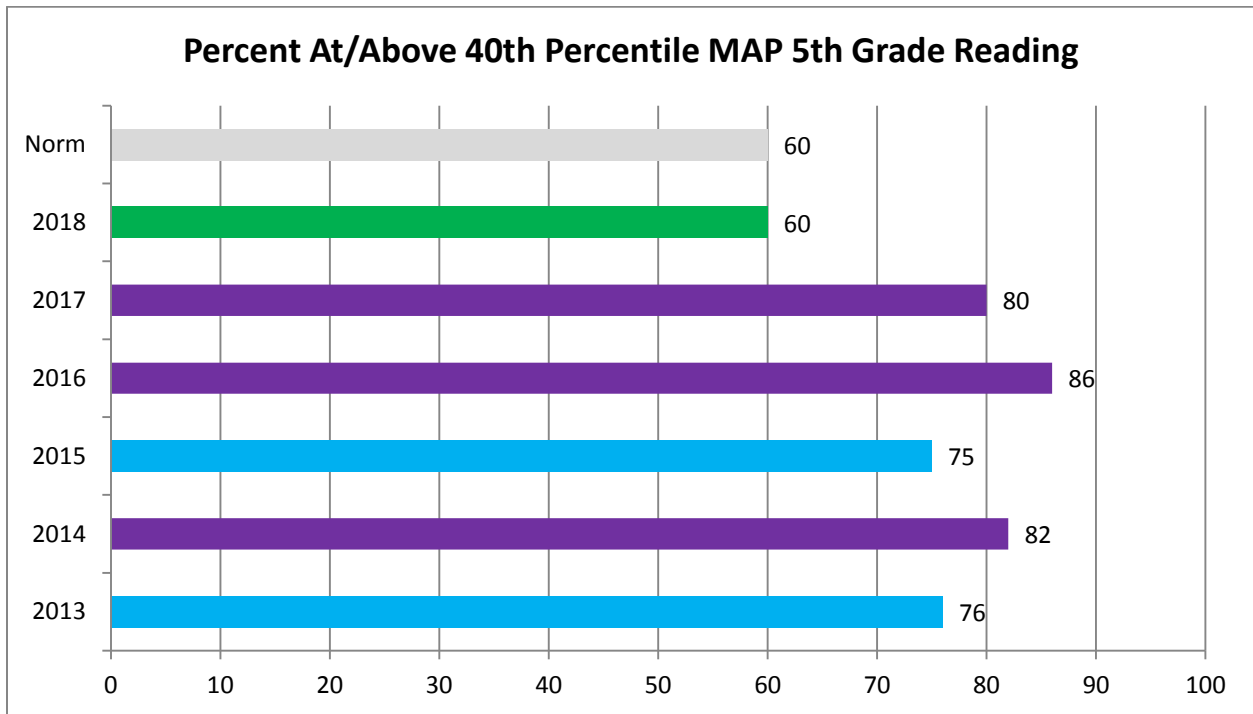
Table 3. Long-term goal for student groups proficient or advanced on WY-TOPP Math

Student Group	15-Year Goal	At or Above Goal*	2017-18 Interim Target (IT)
			At or Above IT*
All	57%	No	Yes
Free/Reduced Lunch	53%	No	Yes
Hispanic	53%	No	Yes
IEP	35%	Yes	Yes
White	61%	No	Yes

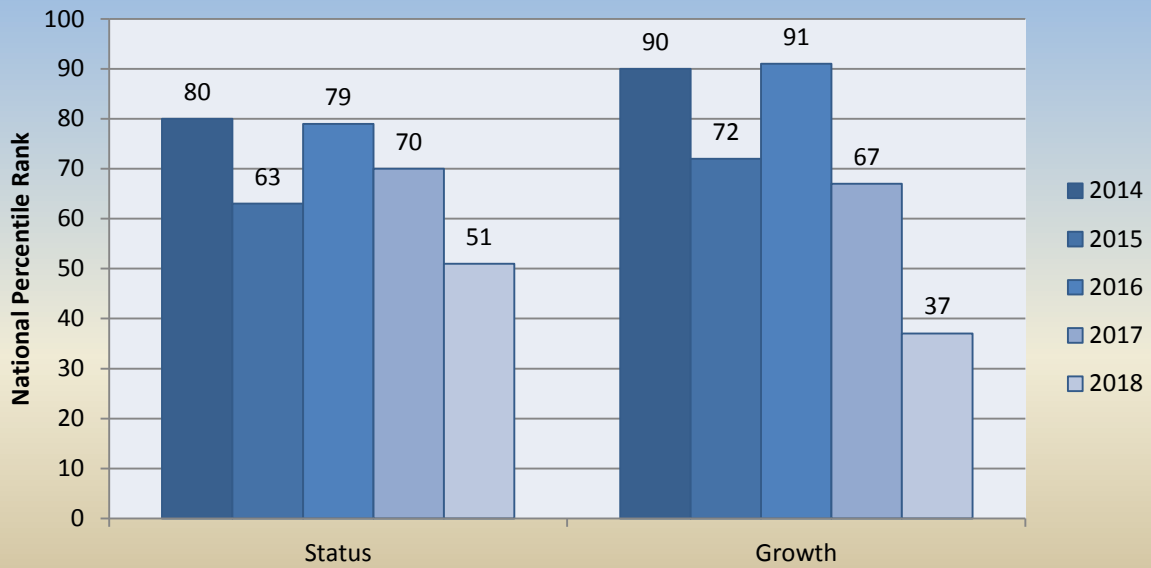
*The baseline year for ELP, ELA, and Math is 2017-18. The interim target during the baseline year is equal to the school's baseline score.

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

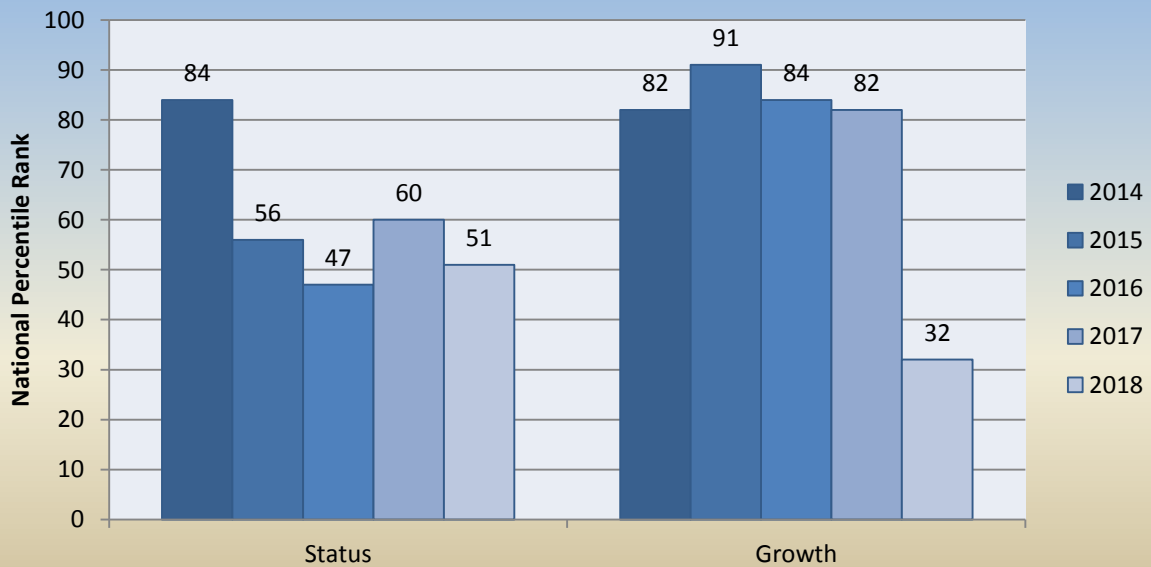
5th Grade MAP Summary



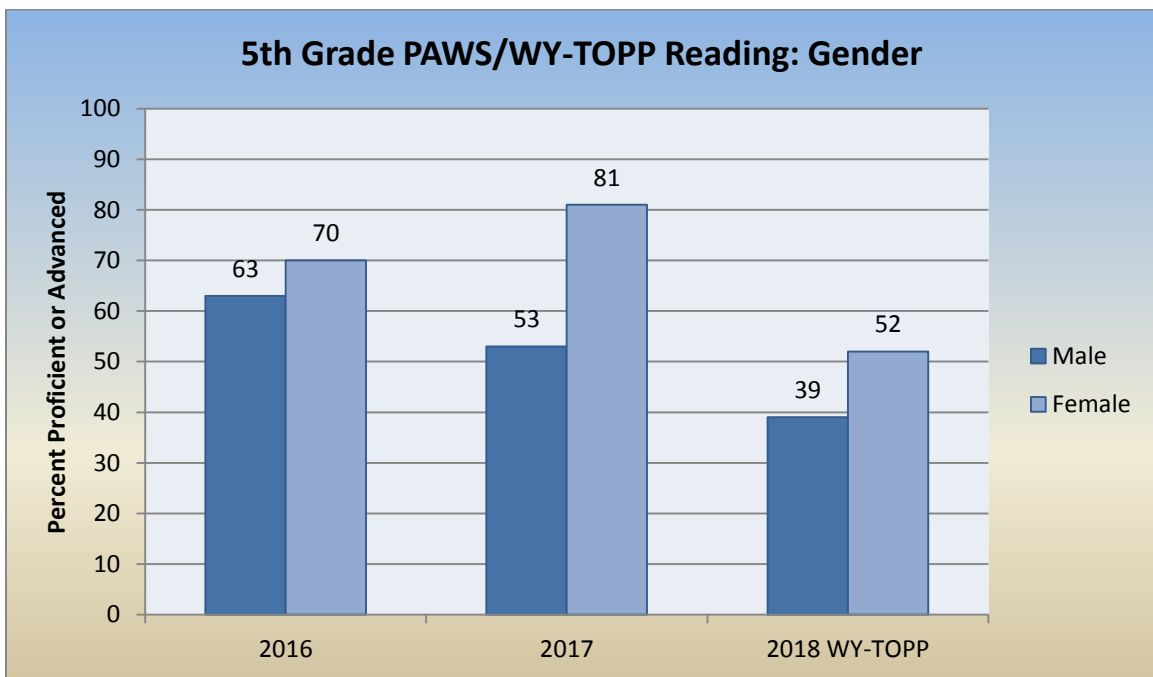
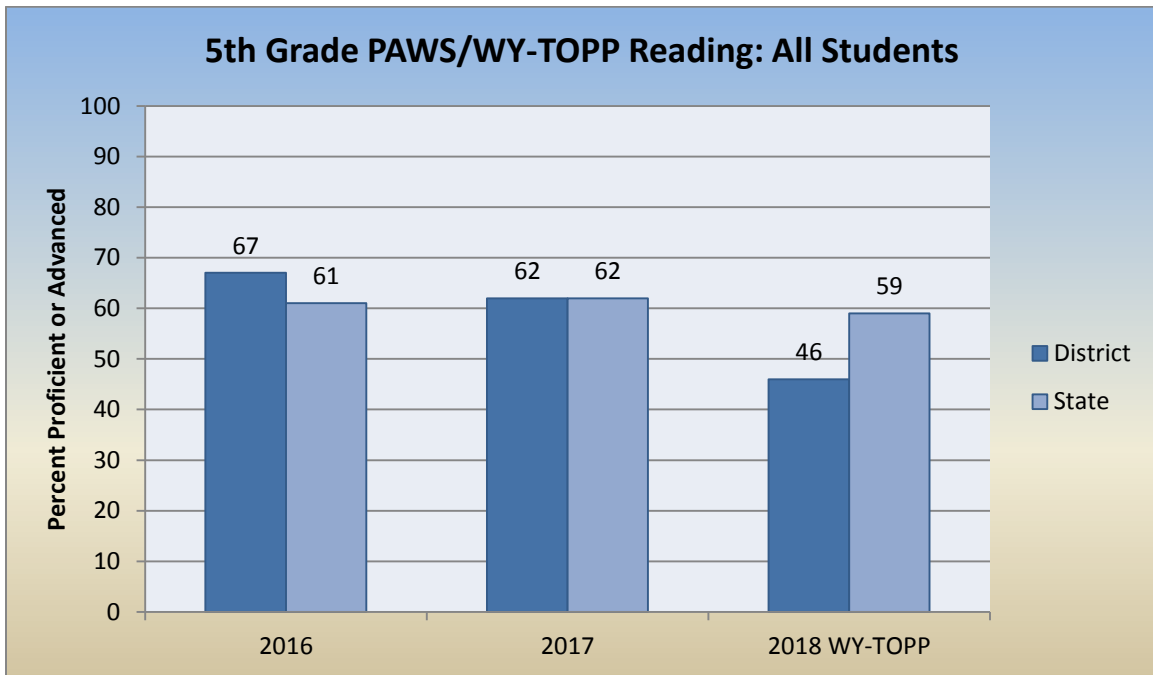
5th Grade MAP Reading National Comparison

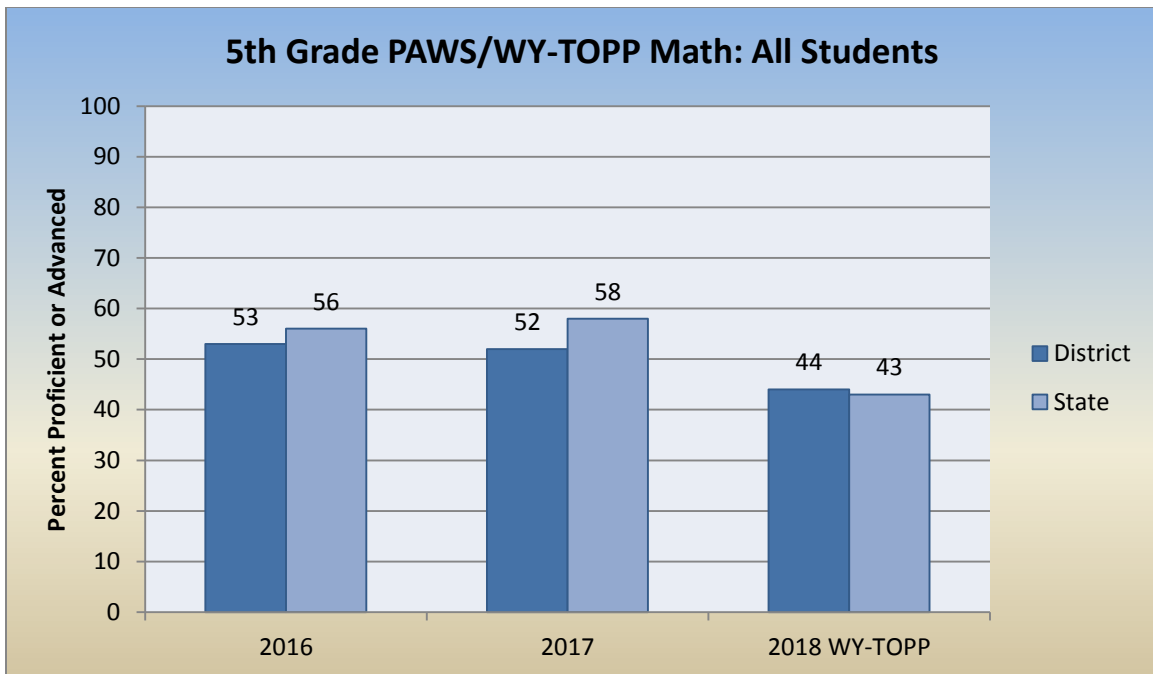
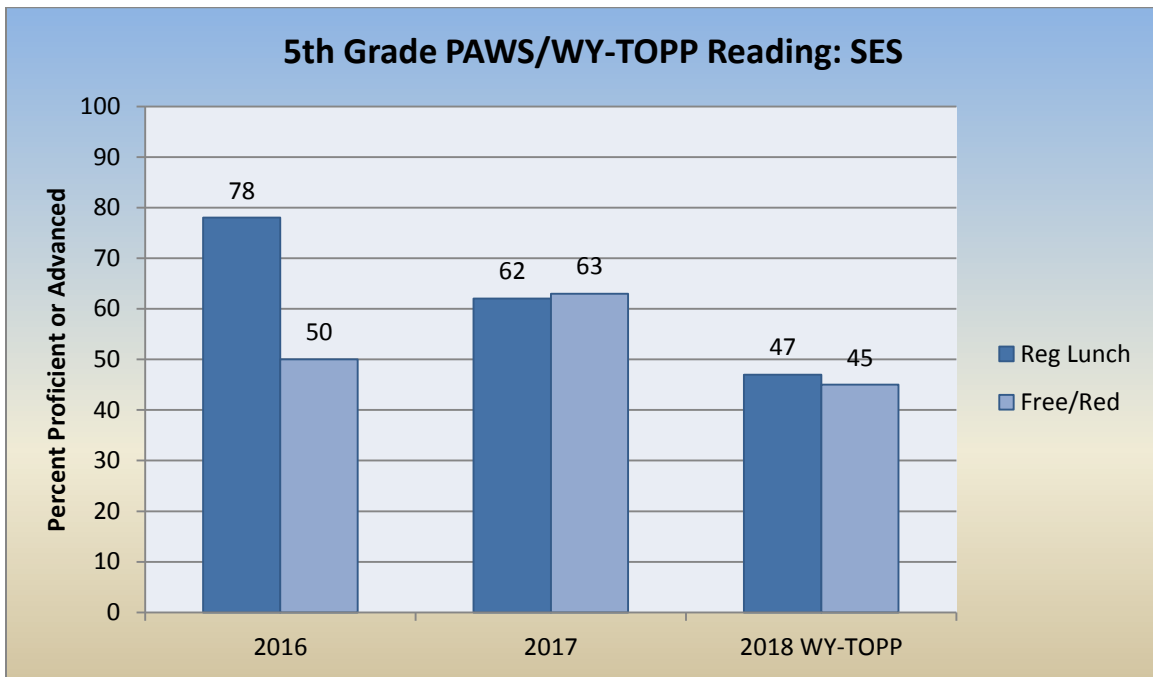


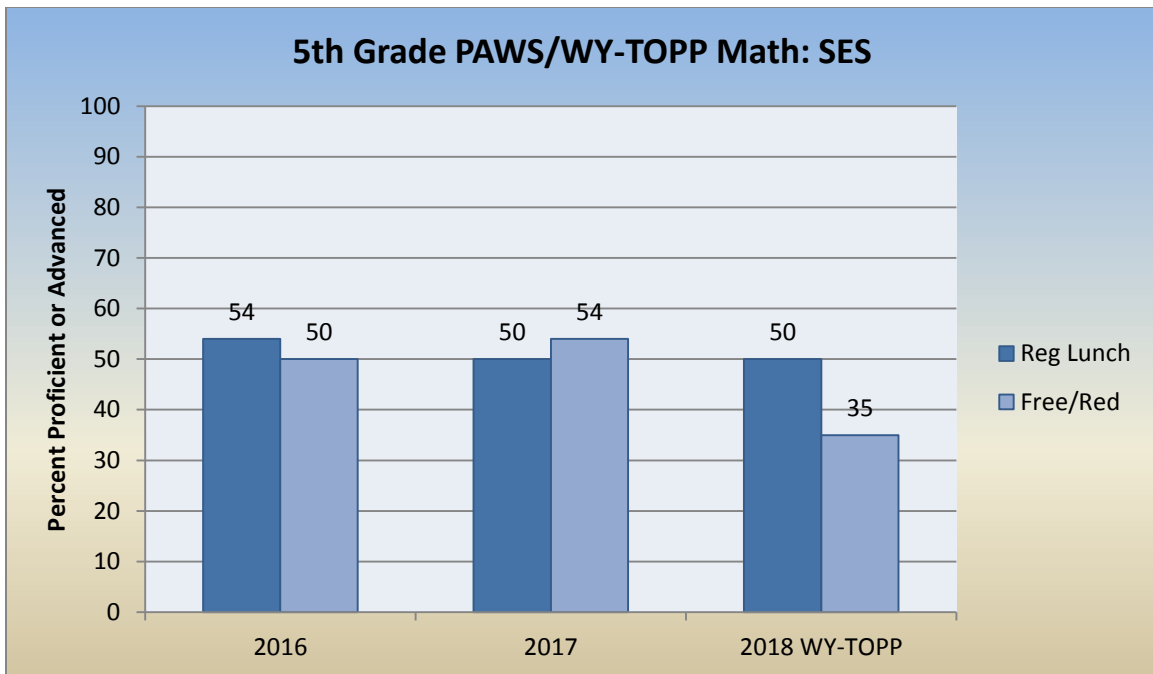
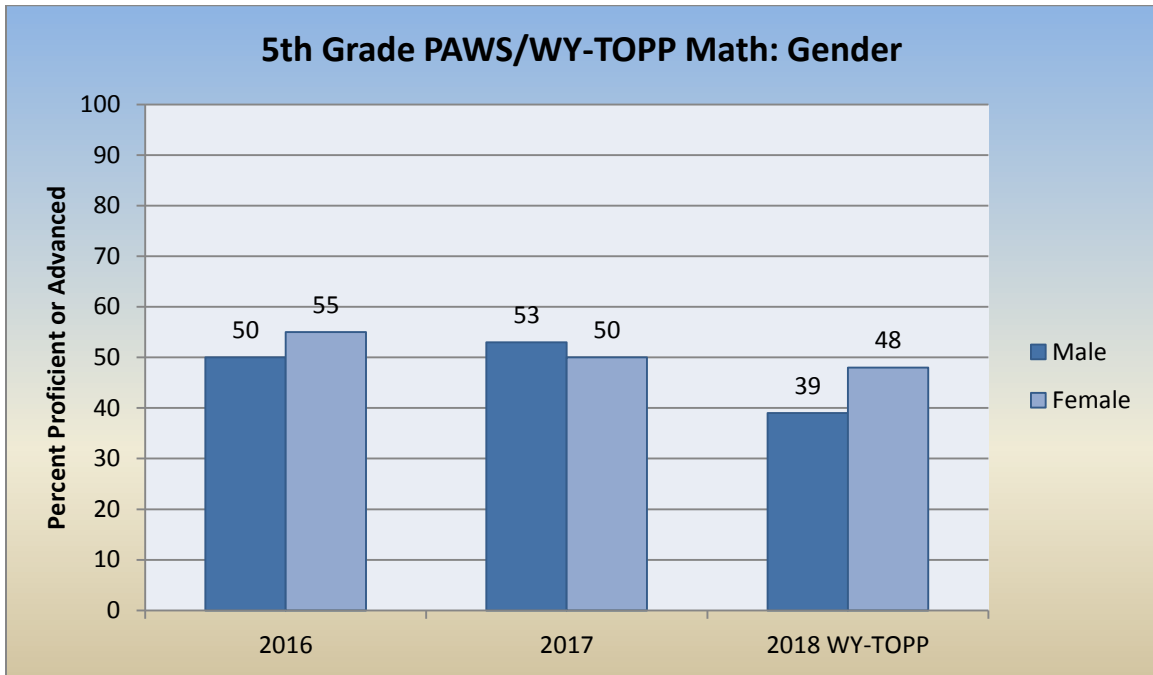
5th Grade MAP Math National Comparison



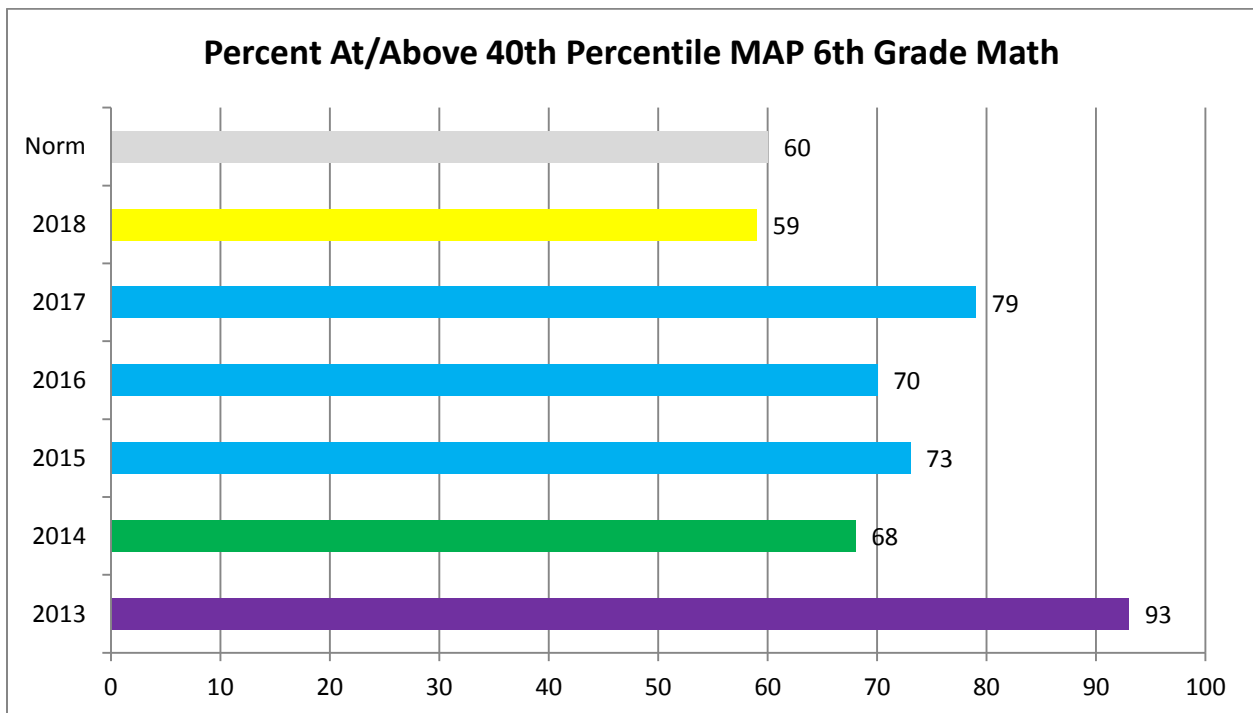
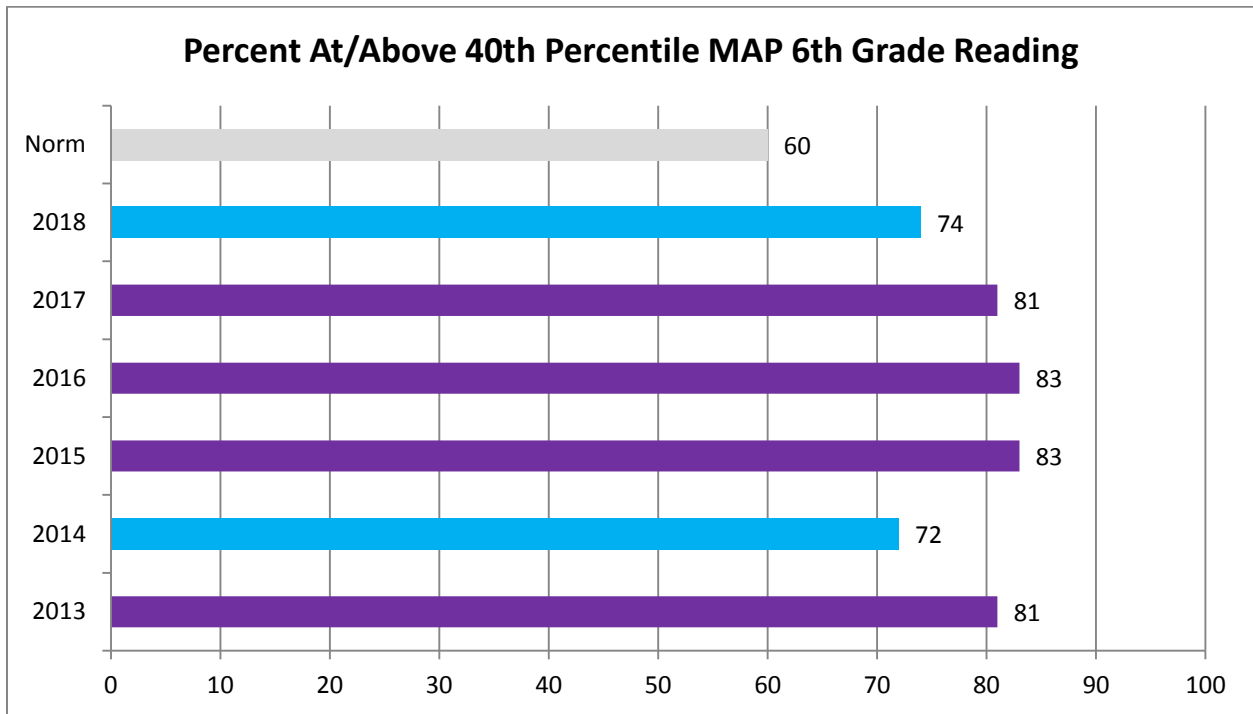
5th Grade WY-TOPP Summary

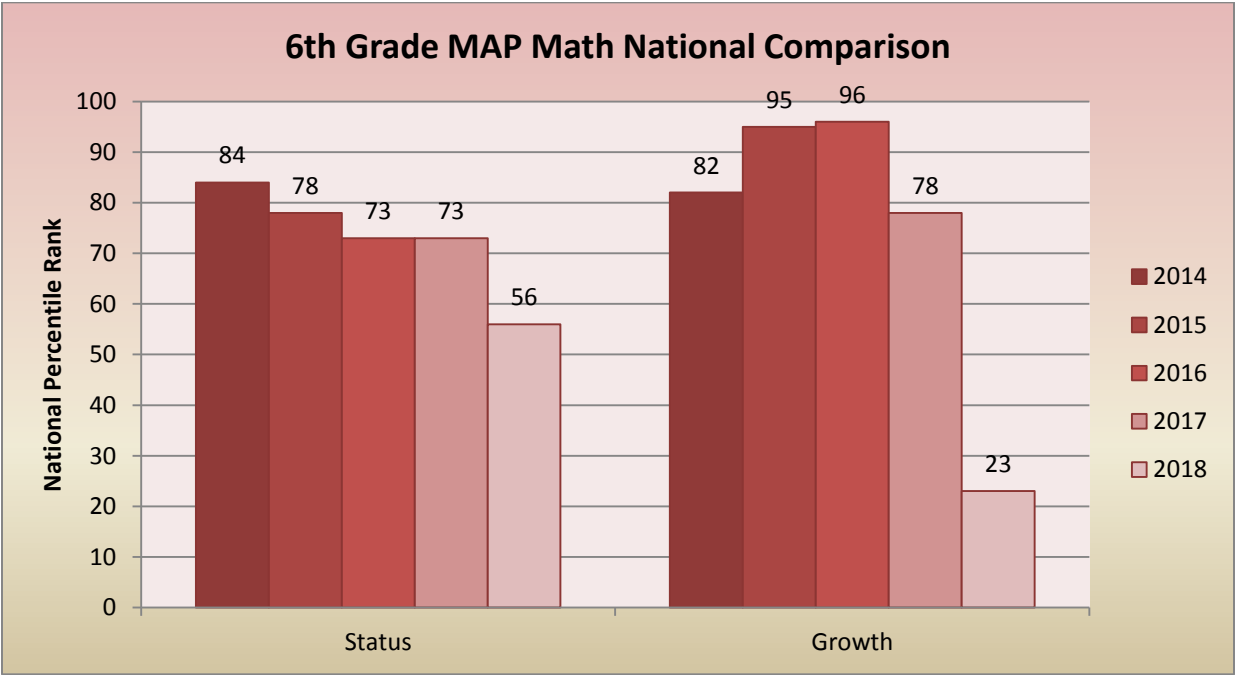
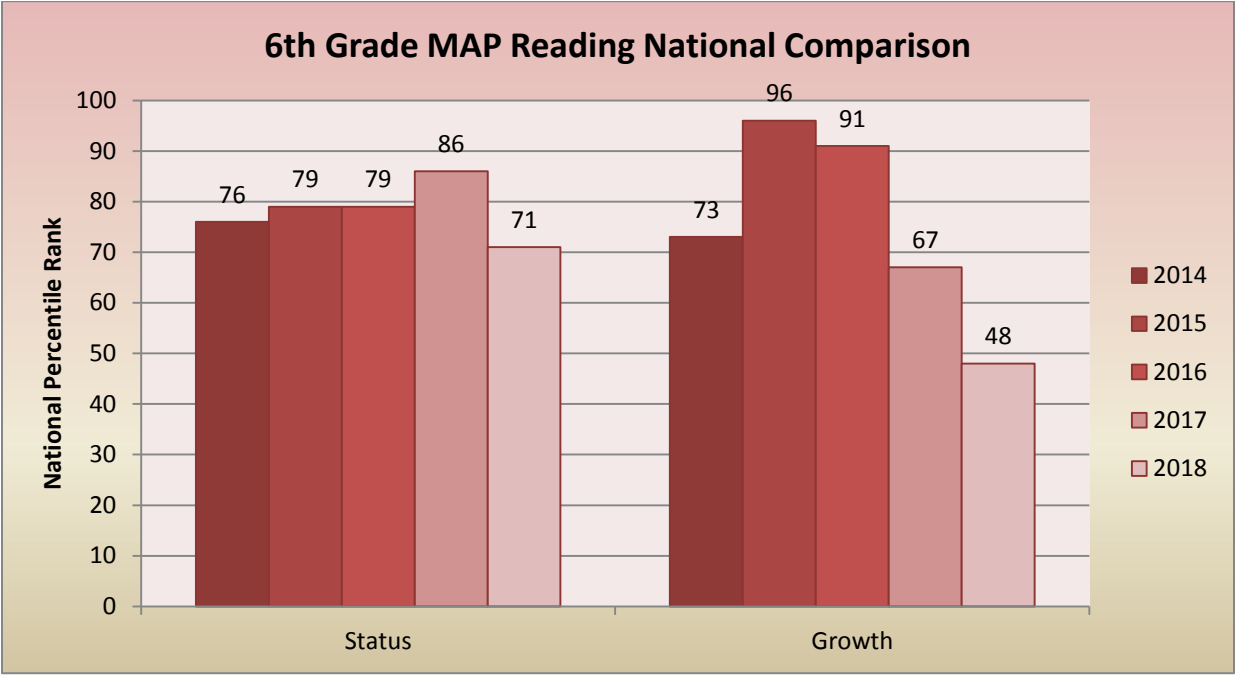




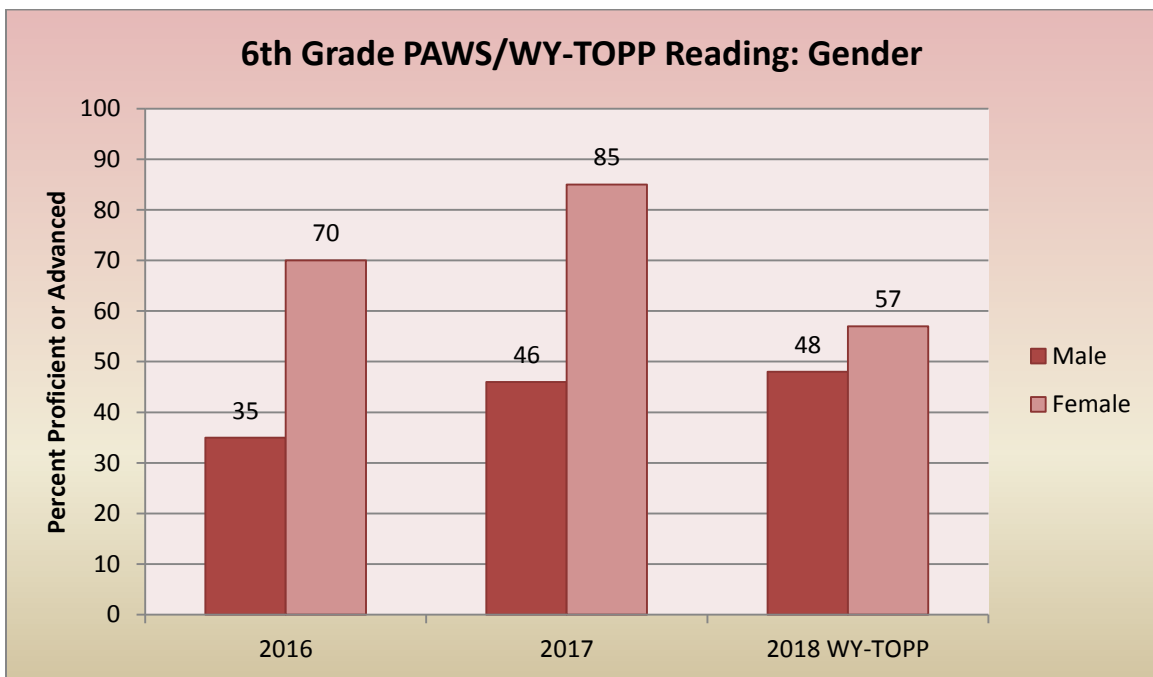
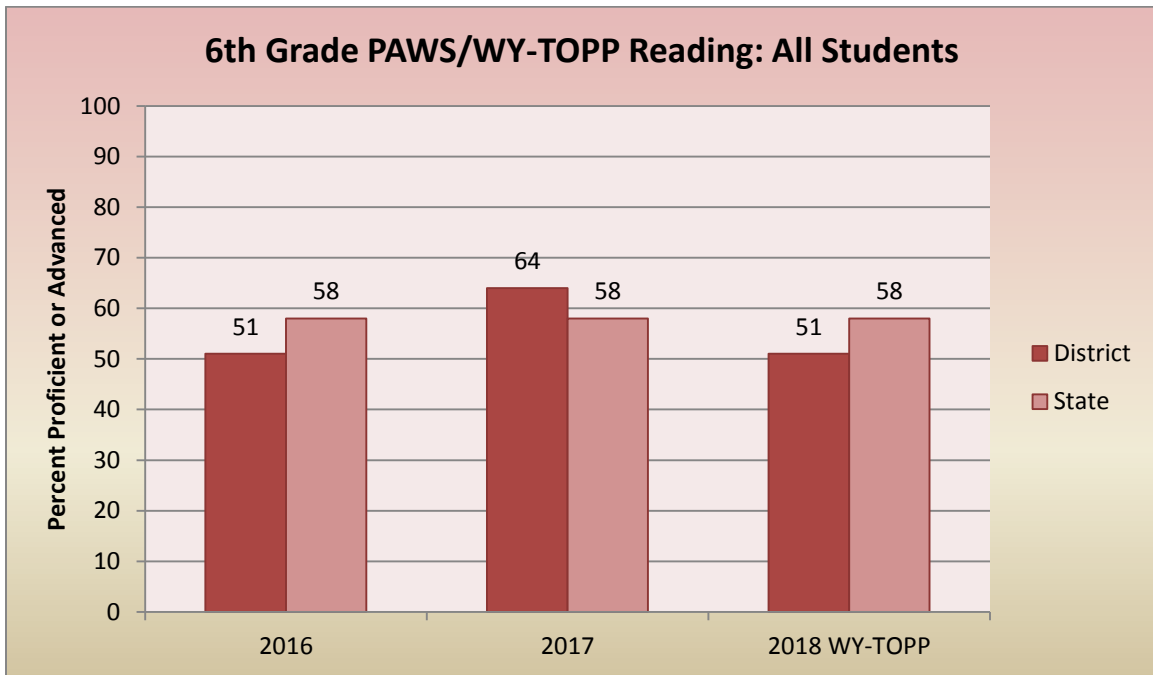


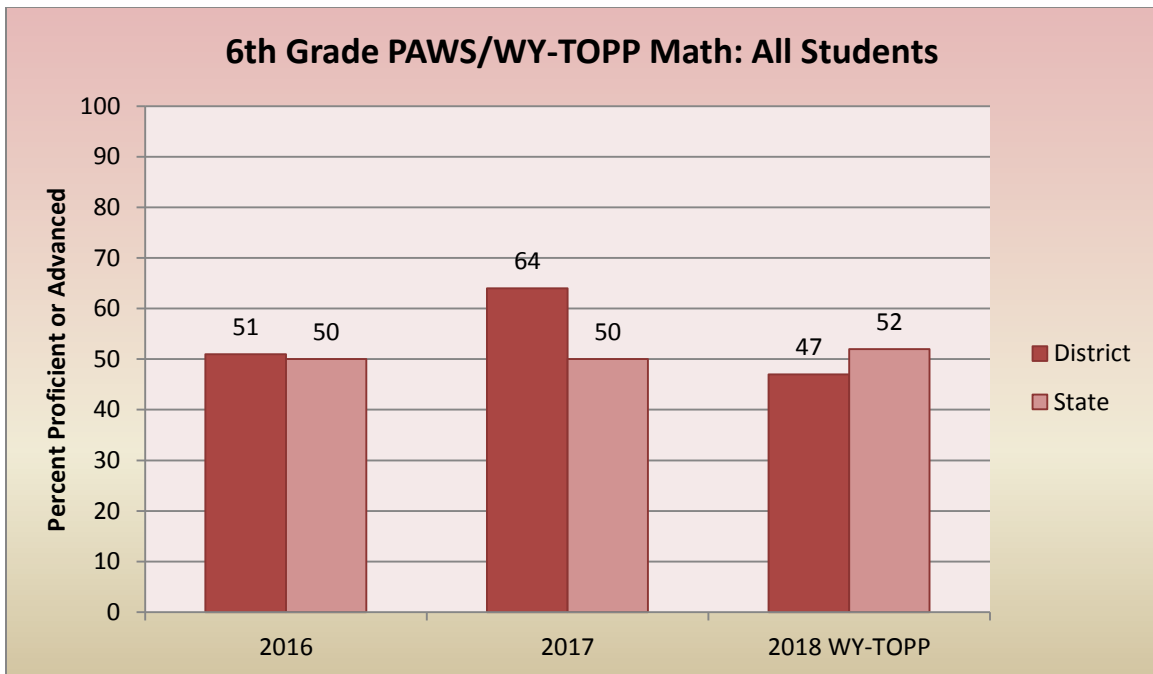
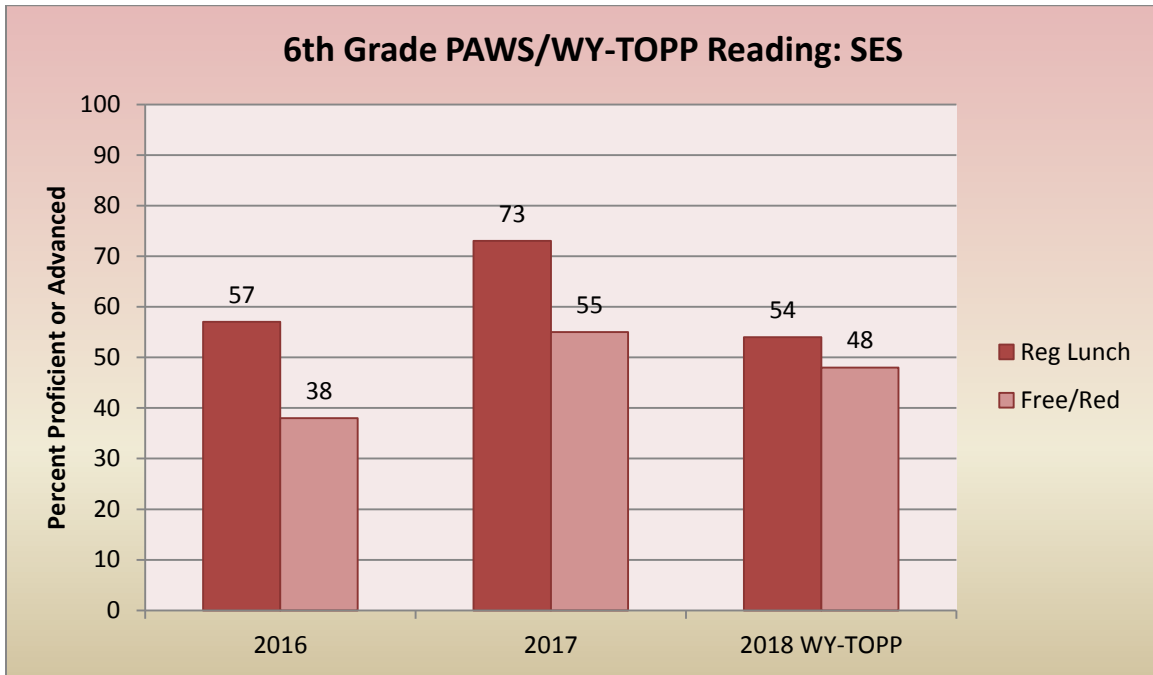
6th Grade MAP Summary

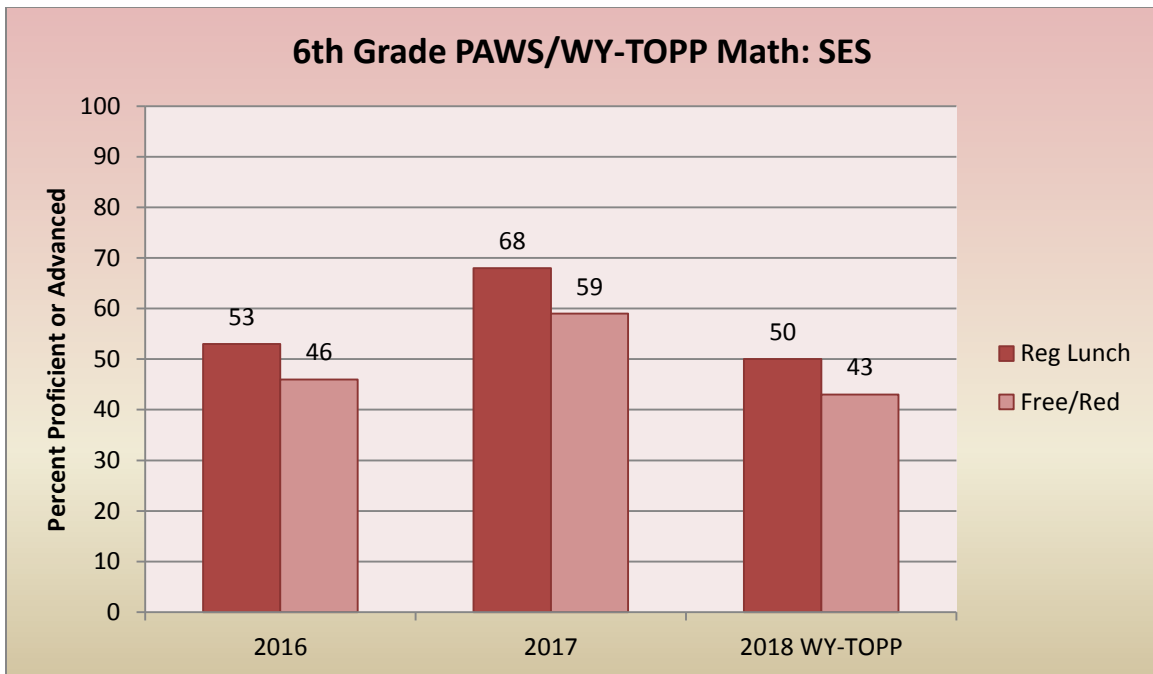
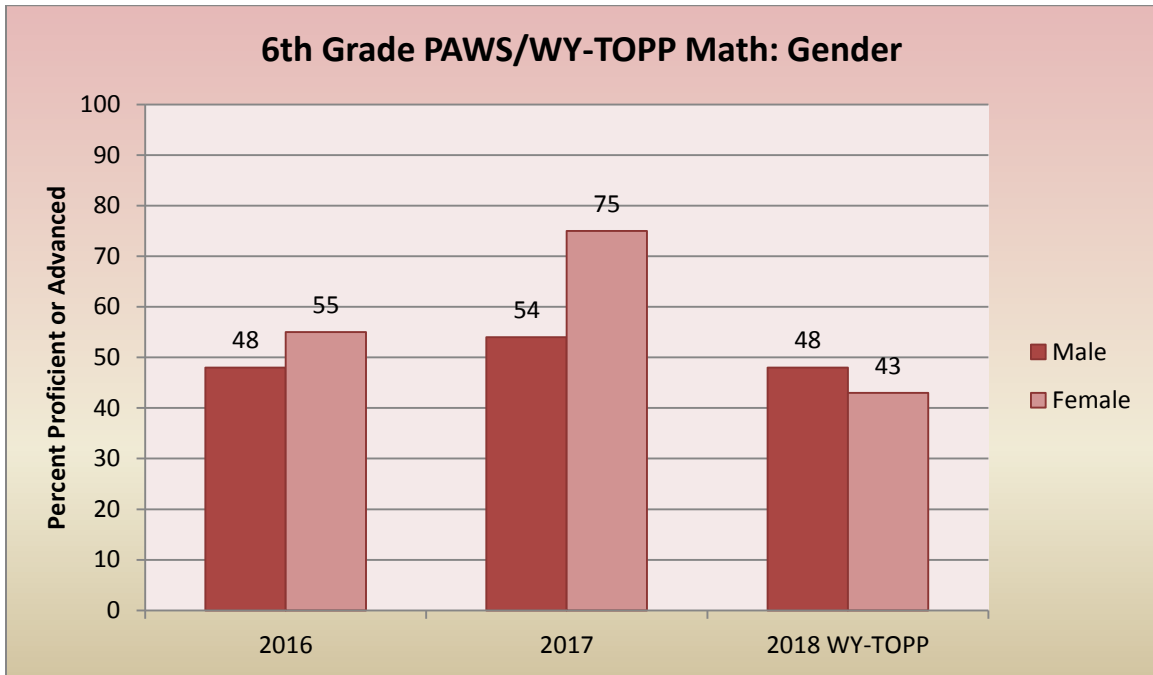




6th Grade WY-TOPP Summary







2017-18 School Performance Report for Elementary and Middle School Grades

(WAEA = Wyoming Accountability in Education Act)
(ESSA = Every Student Succeeds Act)

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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.

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:

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- 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 assistance, the same indicators and measures are used as those for state accountability.

District Name: Converse #2

School Name: Glenrock Middle School

Grades Served: 7-8

Enrollment: 78

WAEA School Performance Rating = Partially Meeting Expectations

WAEA Weighted Average Indicator Score = 1.7 (Cut Scores = 1.4 ; 1.8 ; 2.6)

ESSA School Identification = Not Identified

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	WAEA Target Level	ESSA Norm Category	Description
Growth	Below Target	Below Average	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.
			ESSA: The mean student growth percentile (MGP) in ELA and math combined for all students grades four through ten.
Equity	Meets Target	Average	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%.
Achievement*	Meets Target	Average	WAEA: The percent proficient or above on the state test in English language arts, mathematics, and science.
			ESSA: The percent proficient or above on the state test in English language arts and mathematics.
ELP	N/A	N/A	The percent of English learners who met their annual progress goal for English language proficiency.

* 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: **Met**

FAY School Participation Rate Status ESSA: **Met**

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

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

WAEA Performance Category Cut Scores			ESSA Performance Category Cut Scores		
Below Targets	Meeting Targets	Exceeding Targets	Below Average	Average	Above Average
A panel of educators, parents, business representatives, and community members set the targets for each indicator and the cut scores for each School Performance Rating.			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)
Student Group	15-Year Goal	At or Above Goal*	At or Above IT*
Grade 3-8 ELA	59%	Yes	Yes
Grade 3-8 Math	57%	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	59%	Yes	Yes
Free/Reduced Lunch	55%	Yes	Yes
Hispanic	54%	Yes	Yes
IEP	37%	No	Yes
White	62%	Yes	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.

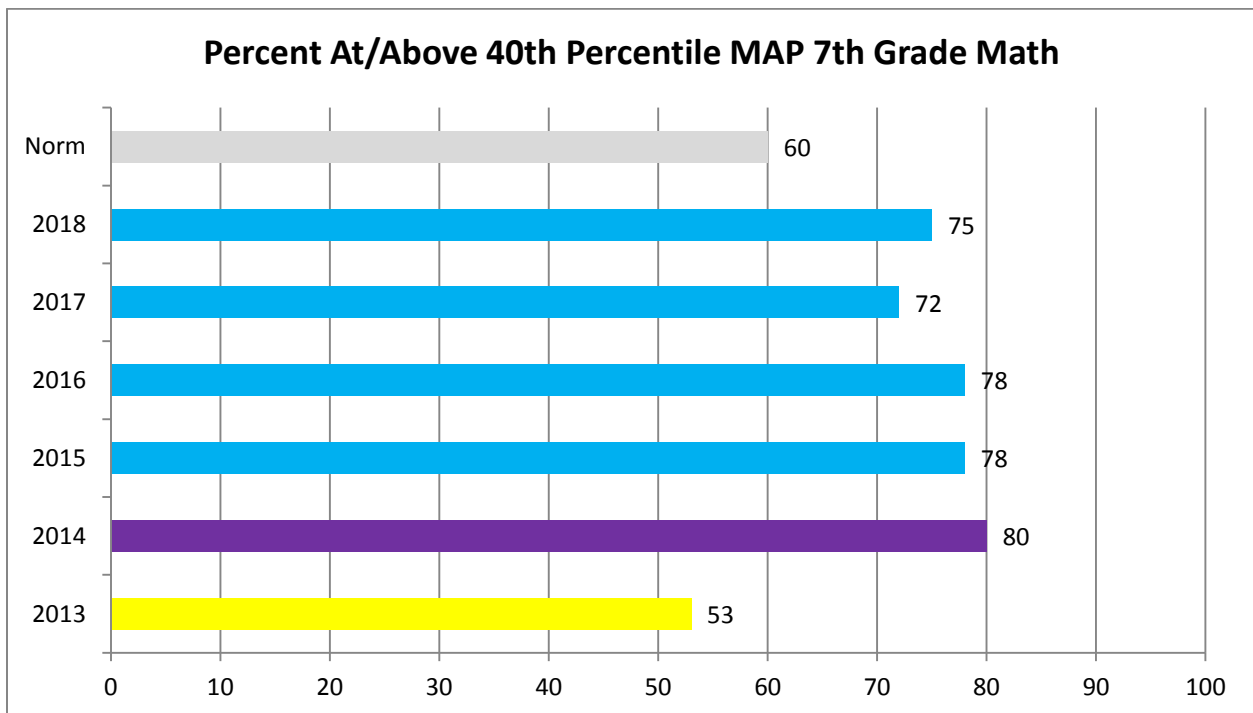
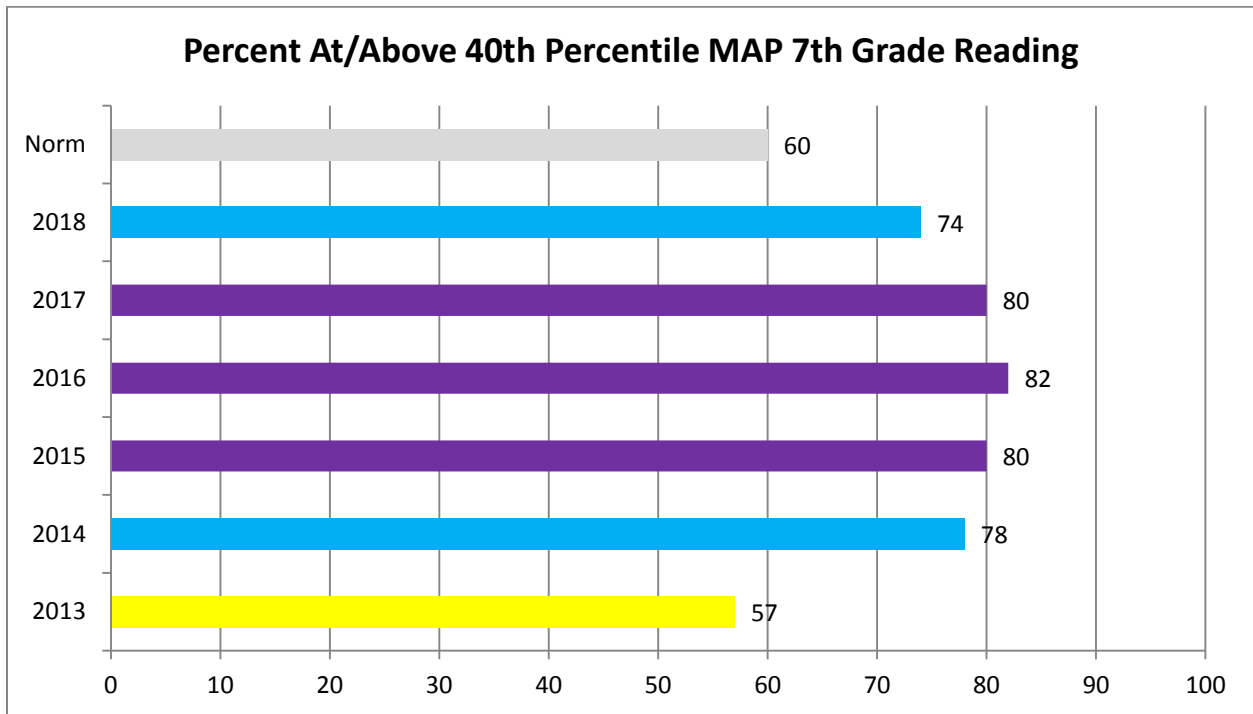
Table 3. Long-term goal for student groups proficient or advanced on WY-TOPP Math

			2017-18 Interim Target (IT)
Student Group	15-Year Goal	At or Above Goal*	At or Above IT*
All	57%	No	Yes
Free/Reduced Lunch	53%	No	Yes
Hispanic	53%	No	Yes
IEP	35%	No	Yes
White	61%	No	Yes

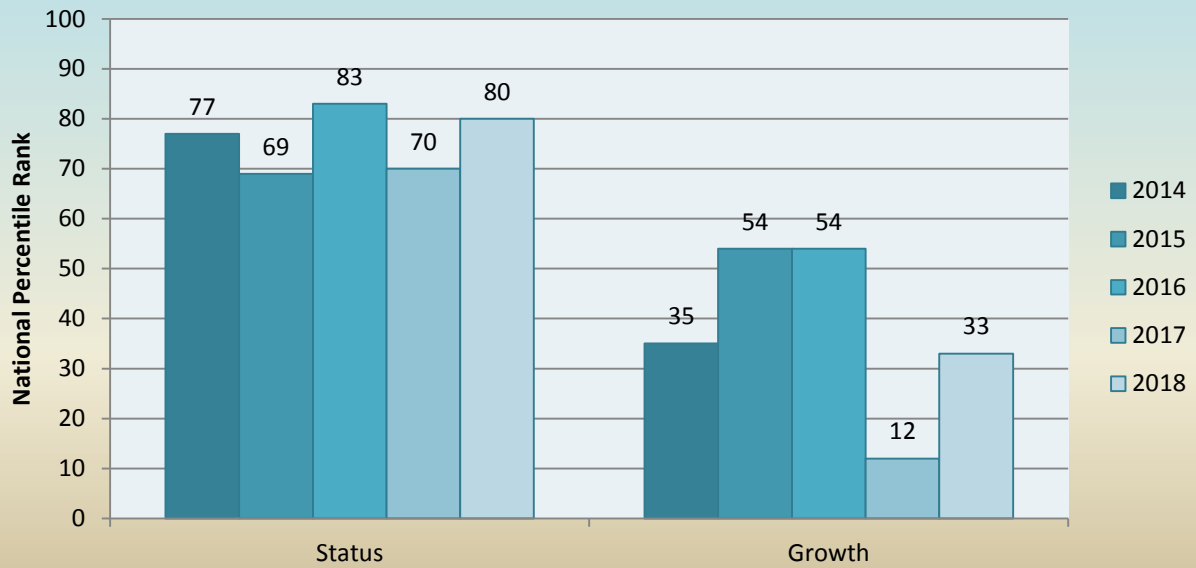
*The baseline year for ELP, ELA, and Math is 2017-18. The interim target during the baseline year is equal to the school's baseline score.

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

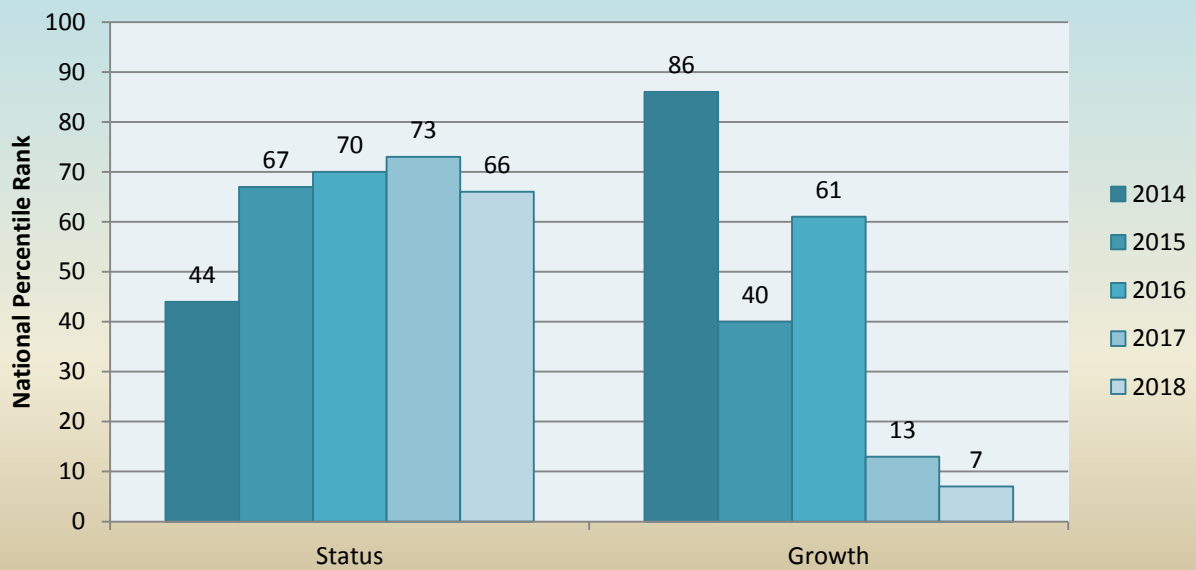
7th Grade MAP Summary



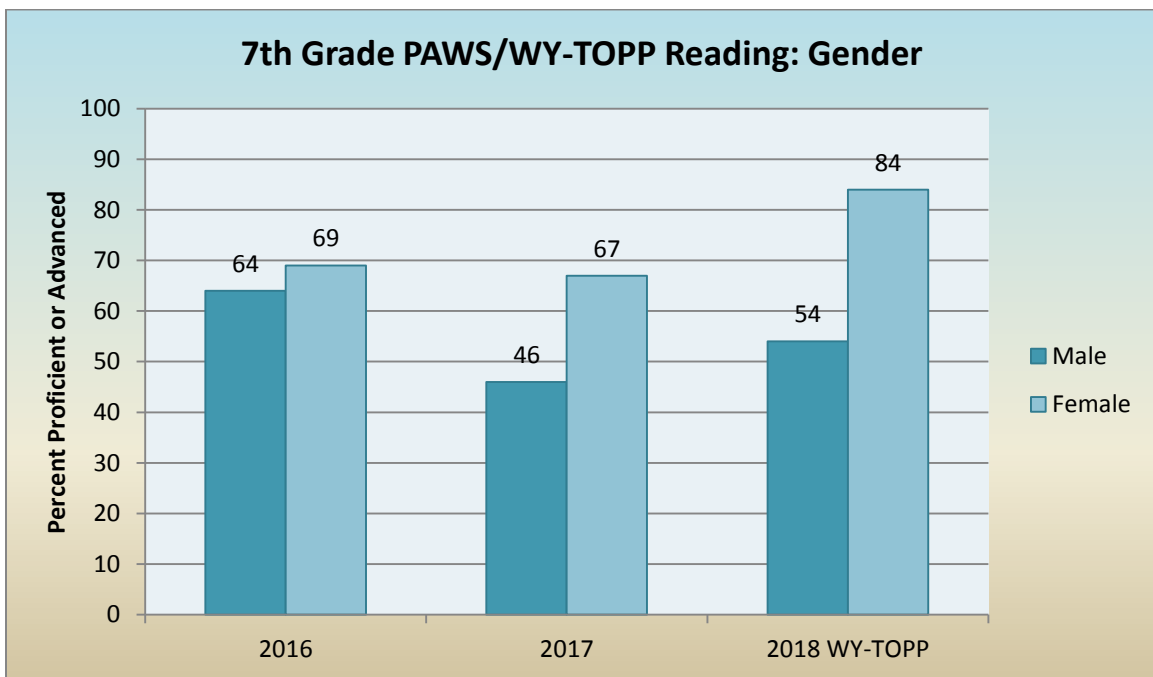
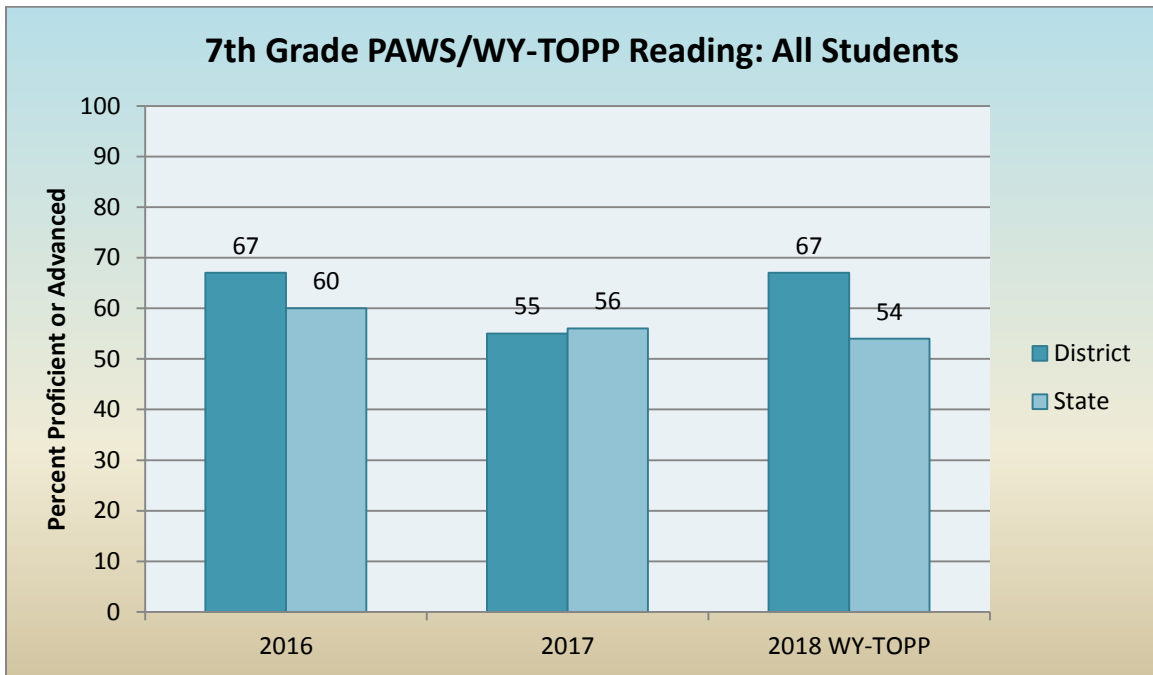
7th Grade MAP Reading National Comparison

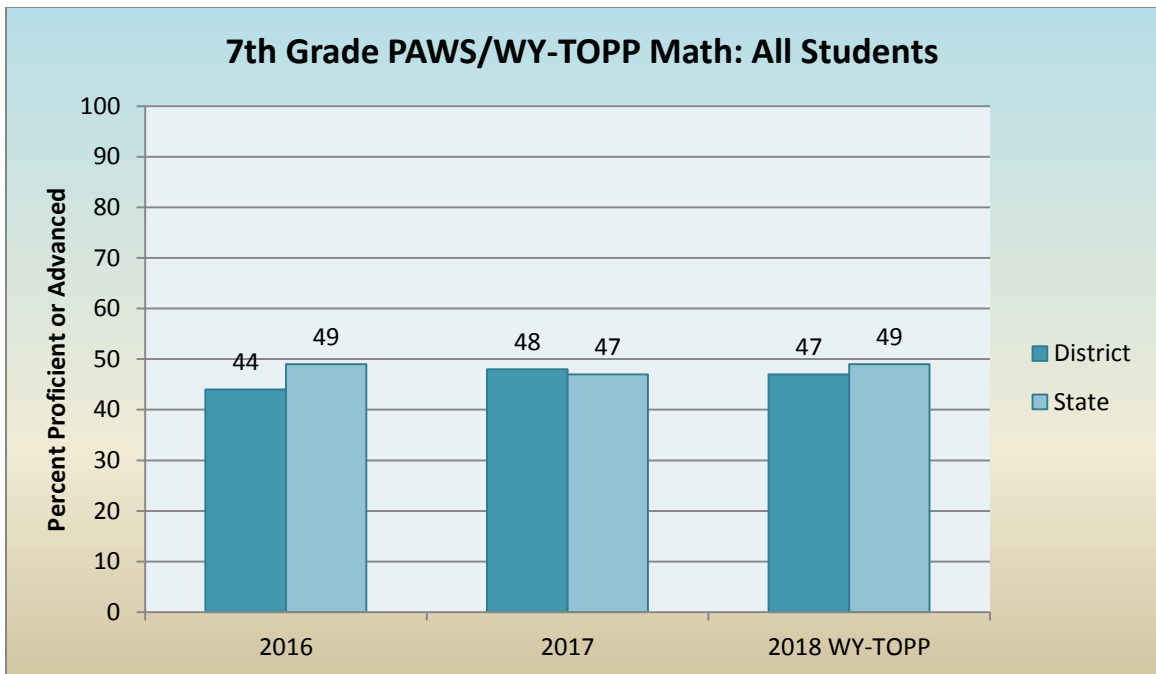
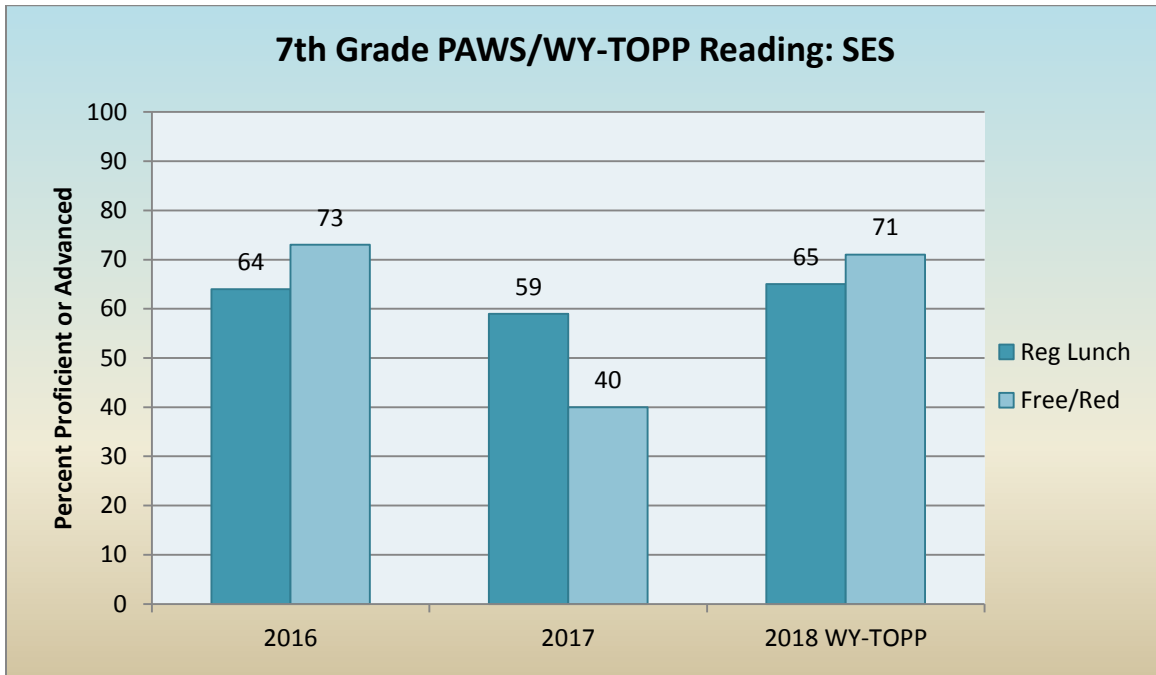


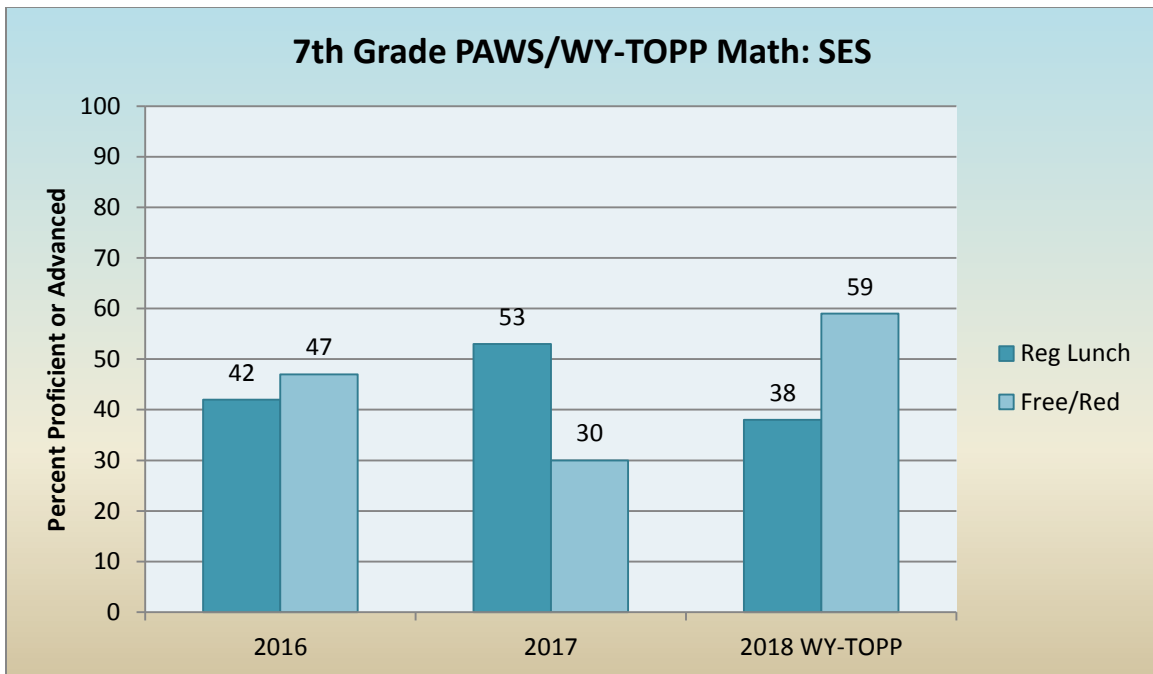
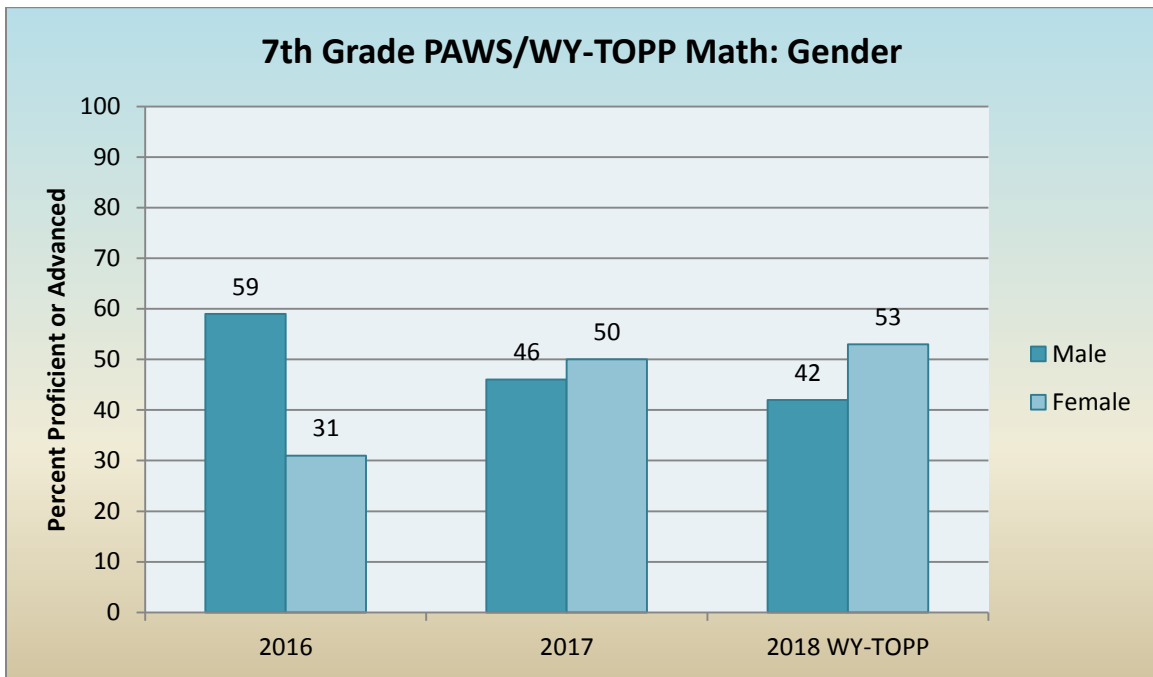
7th Grade MAP Math National Comparison



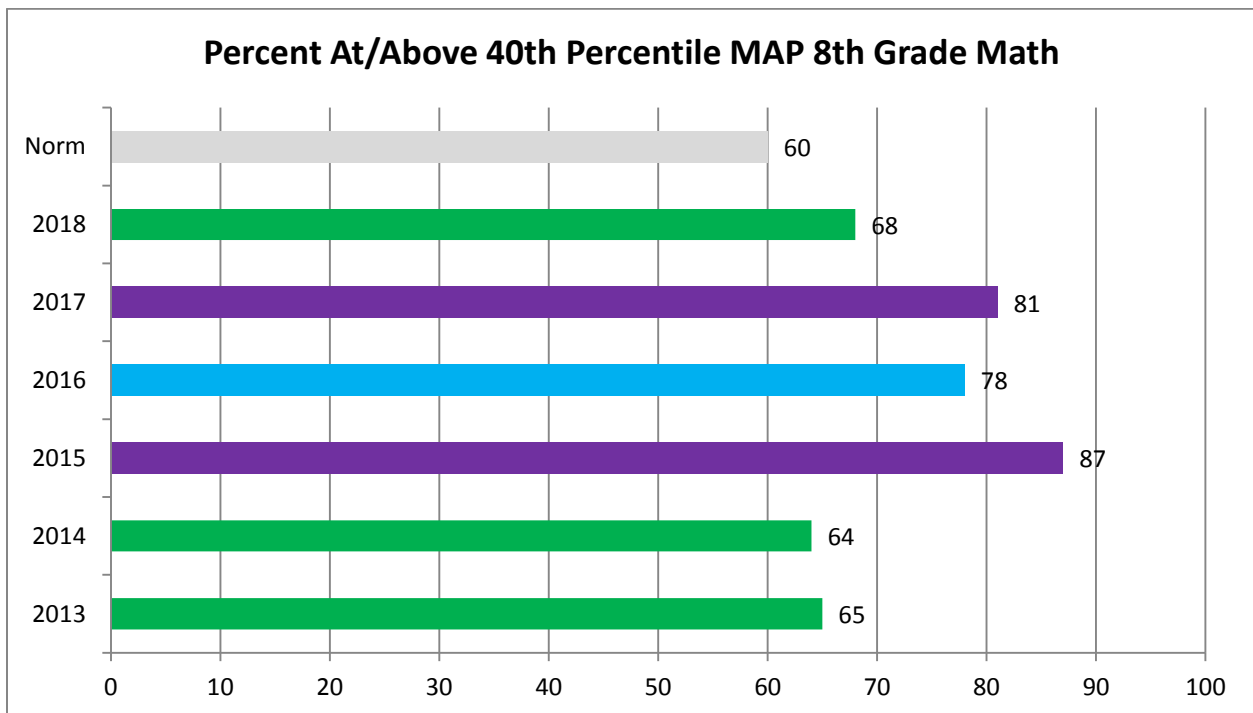
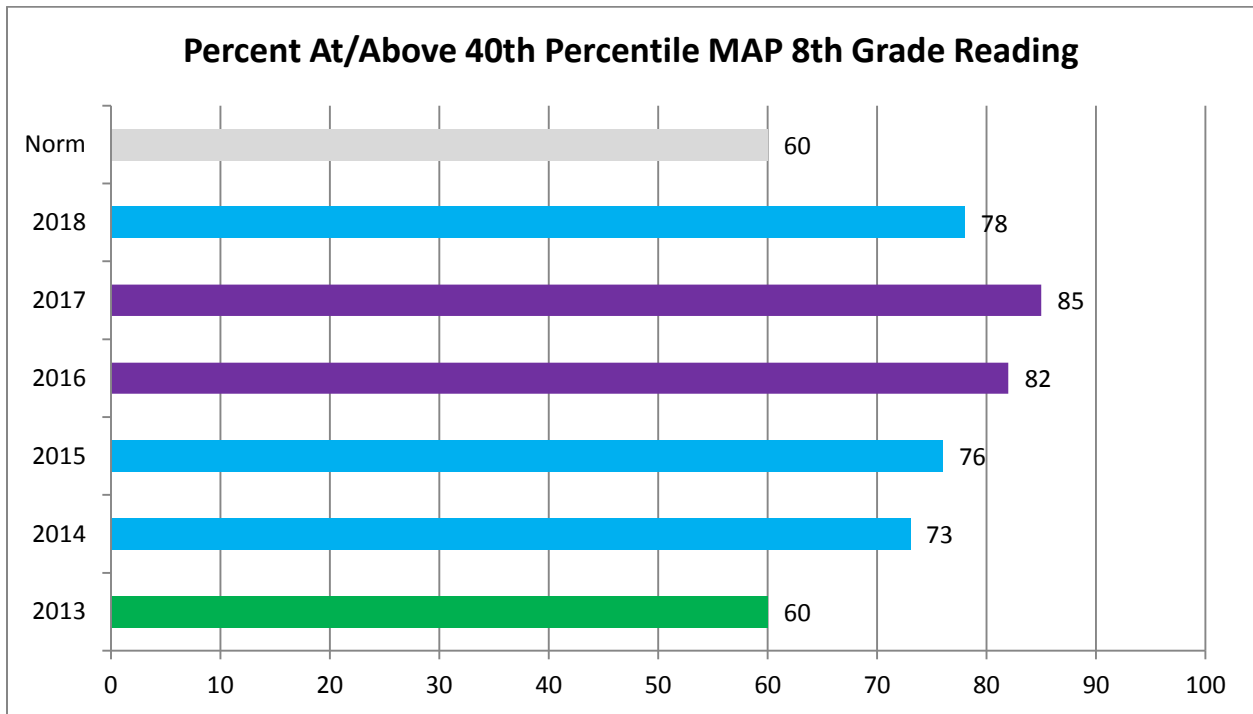
7th Grade WY-TOPP Summary



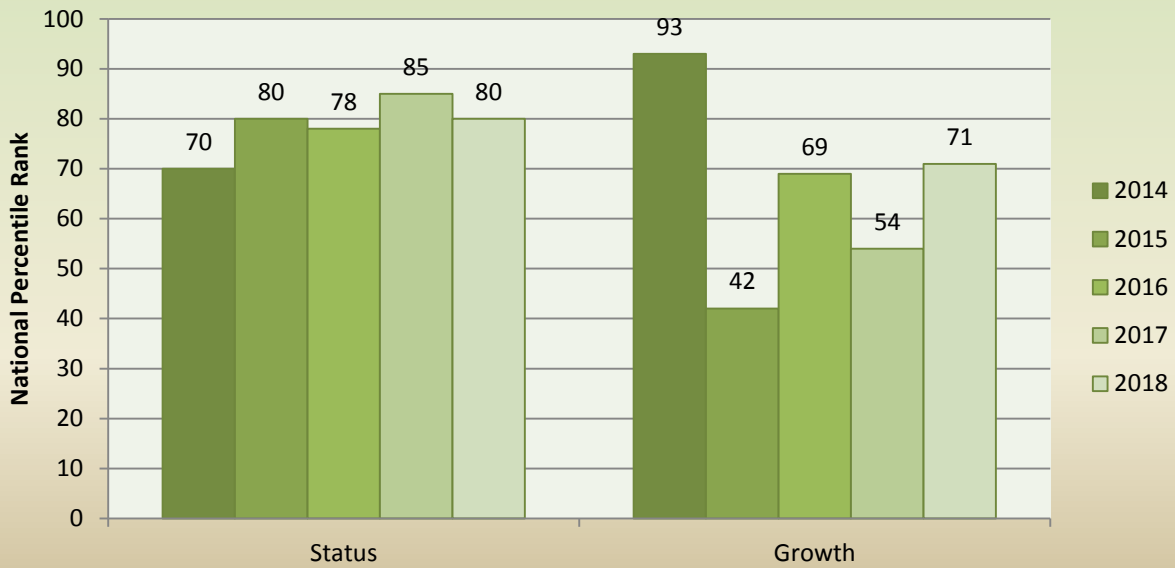




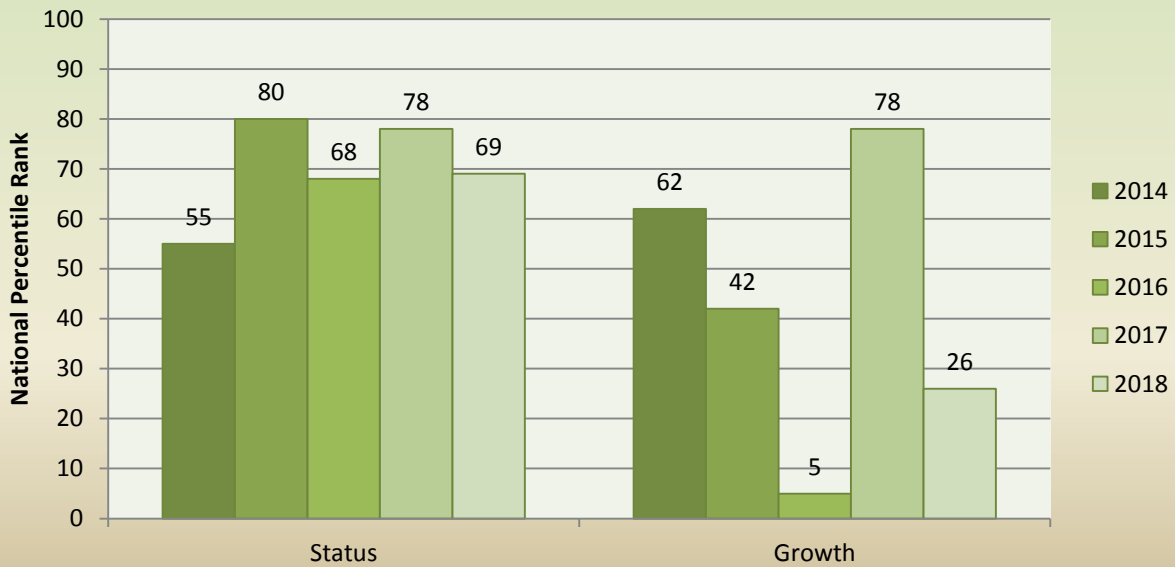
8th Grade MAP Summary



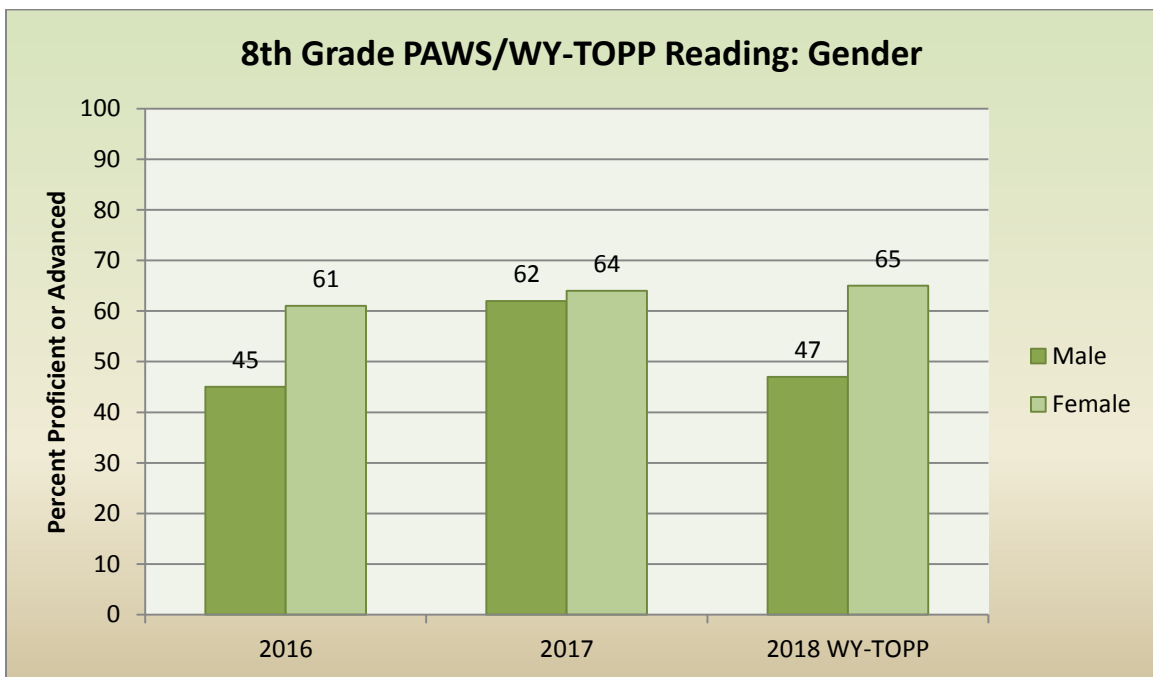
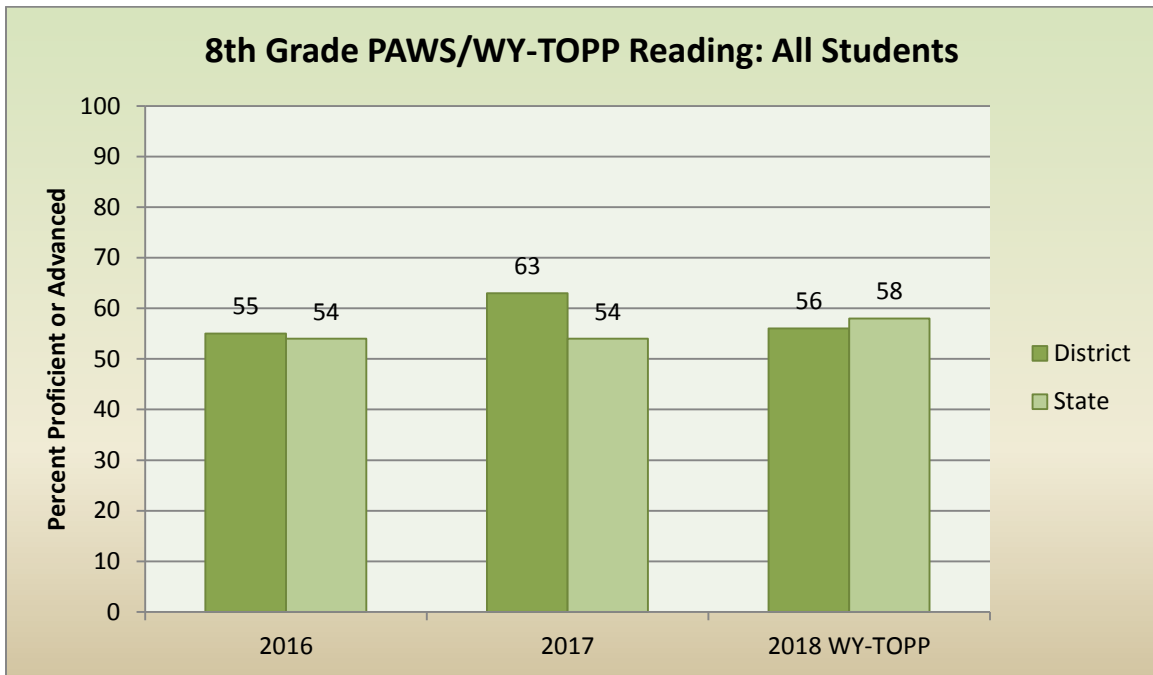
8th Grade MAP Reading National Comparison

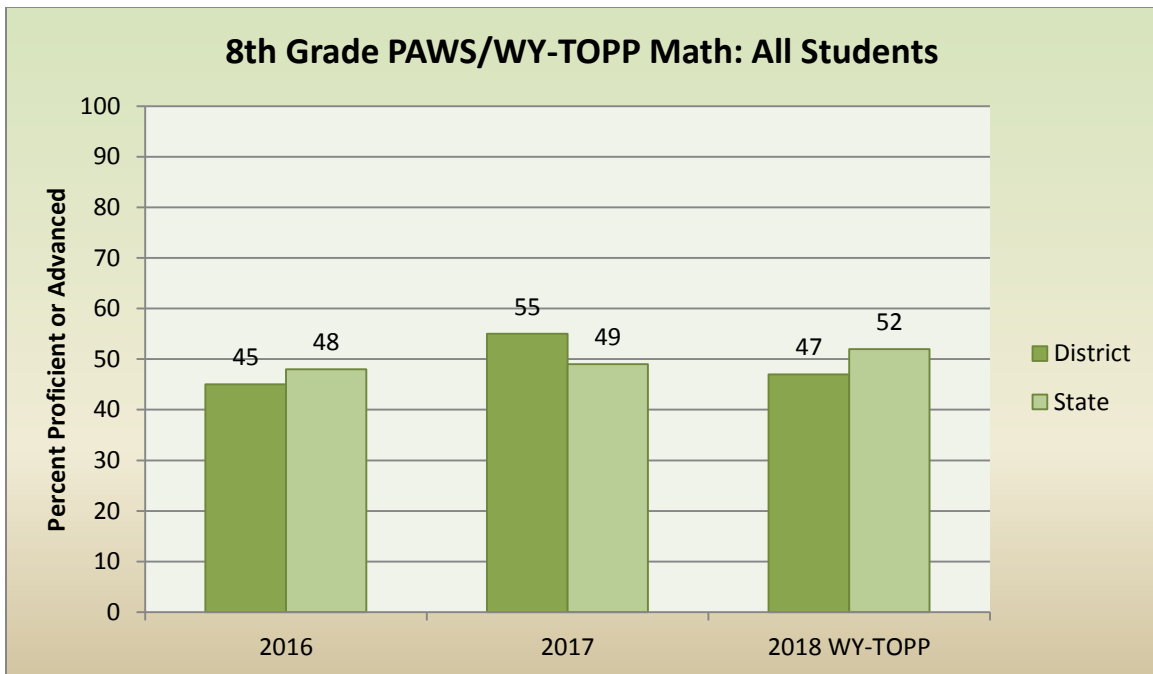
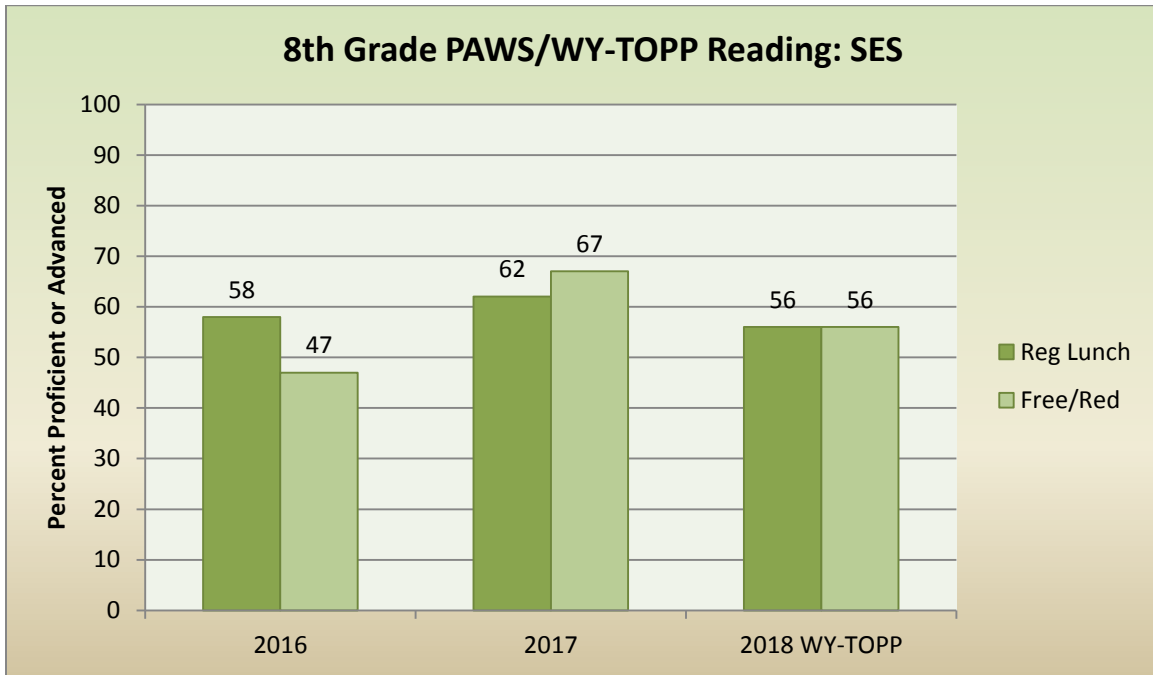


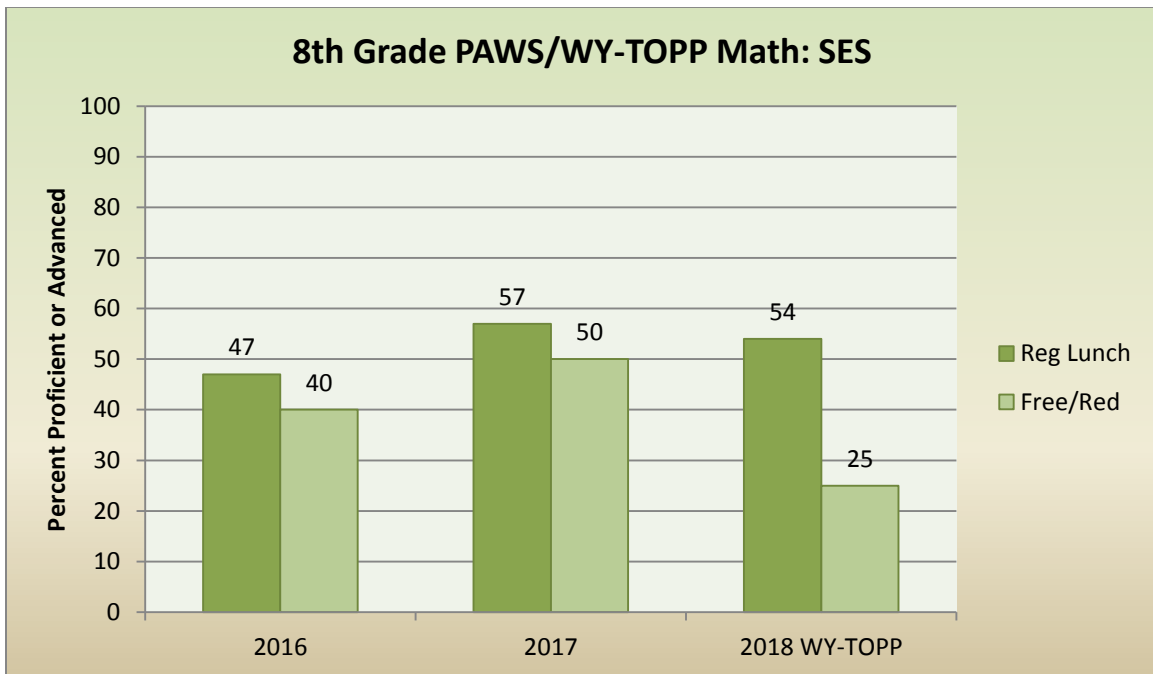
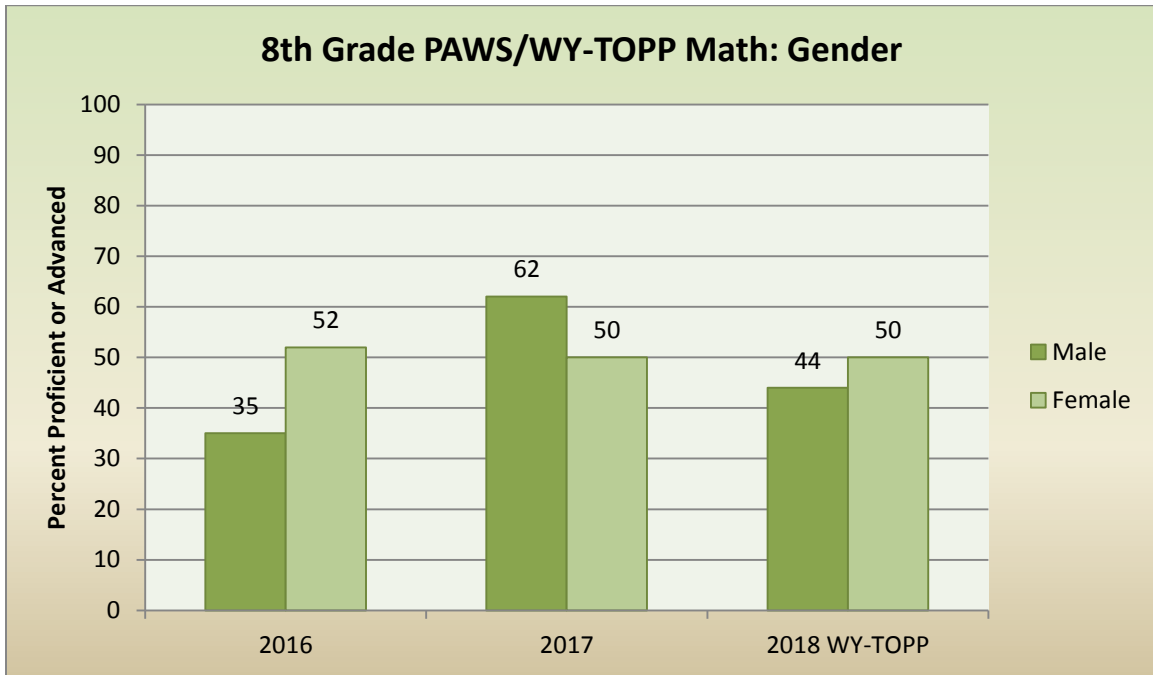
8th Grade MAP Math National Comparison

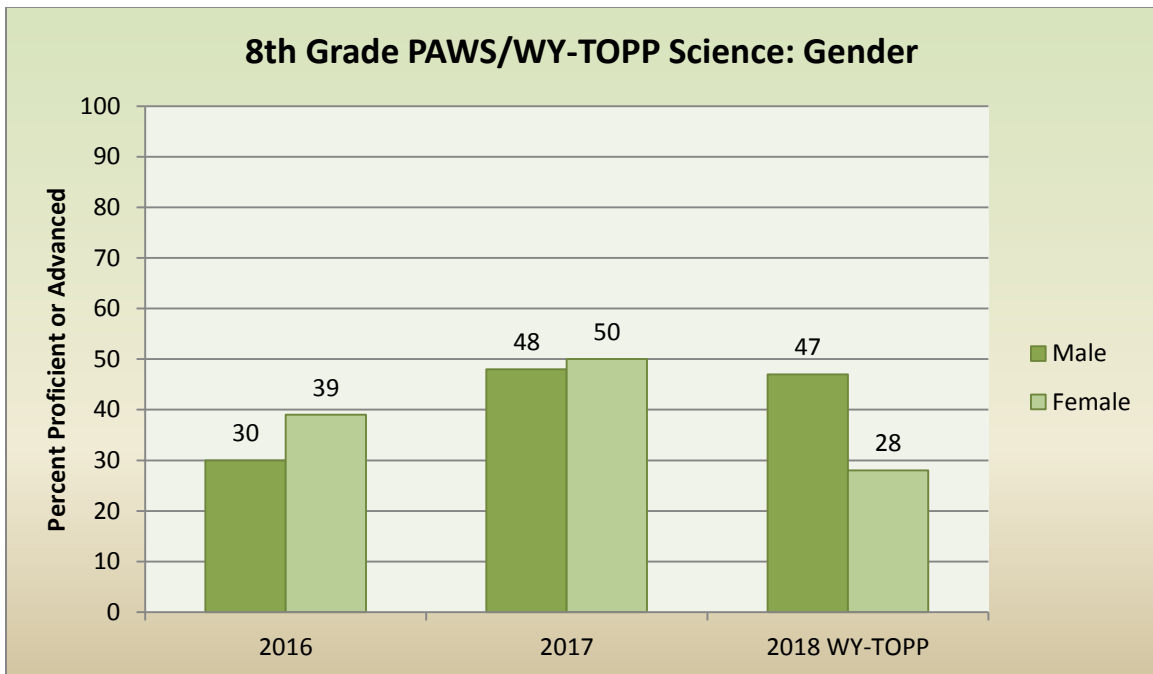
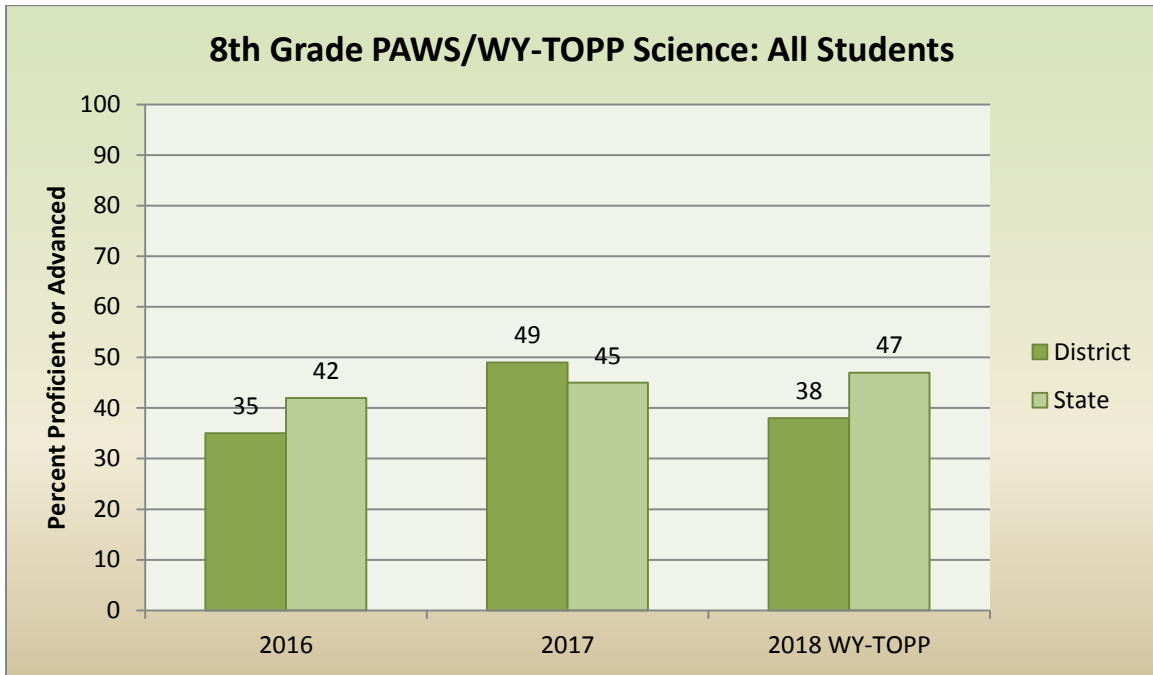


8th Grade WY-TOPP Summary

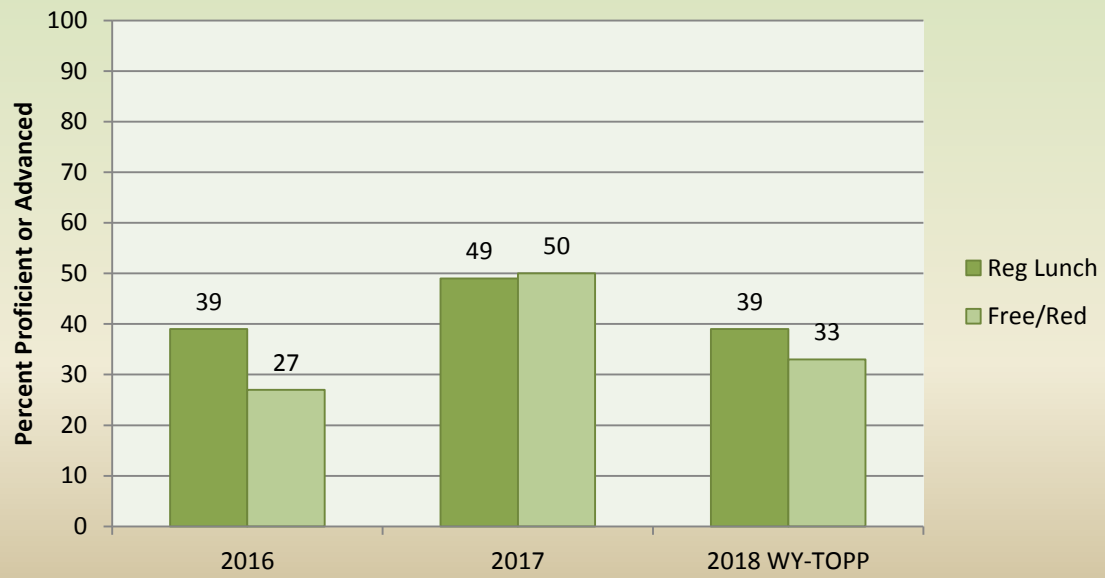








8th Grade PAWS/WY-TOPP Science: SES



2017-18 School Performance Report for Traditional 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

All Wyoming high schools receive one of four School Performance Ratings: Exceeding Expectations, Meeting Expectations, Partially Meeting Expectations, or Not Meeting Expectations. Seven indicators are used to inform the ratings: Achievement, Growth, Equity, English Learner Progress (ELP), Extended Graduation Rate, Post-Secondary Readiness, and Grade Nine Credits. 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.
- 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.
- Extended Graduation Rate is measured by the last year's graduation rate and the five-, six-, and seven-year graduates.
- Post-Secondary Readiness (PSR) is measured by the percent of students that demonstrate readiness for college or career.
- Grade Nine Credits is measured by the percent of last year's freshman that earned one fourth the course credits needed to graduate.

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. Any 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, similar indicators and measures are used to those used to determine the School Performance Ratings for high schools. Achievement, Growth, English Learner Progress, and Post-Secondary Readiness are measured the same way they are for state accountability. However, only the four-year graduation rate is used to measure high schools for federal accountability, and Equity and Grade Nine Credits are not included as indicators.

District Name: Converse #2

School Name: Glenrock Jr/Sr High School

Grades Served: 9-12

Enrollment: 177

WAEA School Performance Rating = Meeting Expectations

WAEA Weighted Average Indicator Score = 1.8 (Cut Scores = 1.4 ; 1.8 ; 2.5)

ESSA School Identification = Not Identified

Four-Year, On-Time Graduation Rate = 80.4

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	WAEA Target Level	ESSA Norm Category	Description
Growth	Meets Target	Average	WAEA: The mean student growth percentile (MGP) in ELA and math combined for all students in grades nine through eleven as measured from prior year Aspire to current year WY-TOPP and ACT (grade eleven only).
			ESSA: The mean student growth percentile (MGP) in ELA and math combined for all students grades four through ten.
Equity	Meets Target	N/A	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% for grades nine and ten.
Achievement*	Meets Target	Average	WAEA: The percent proficient or above on the state test in English language arts, mathematics, and science.
			ESSA: The percent proficient or above on the state test in English language arts and mathematics.
ELP	N/A	N/A	The percent of English learners who met their annual progress goal for English language proficiency.
Extended Graduation	Below Target	N/A	WAEA: Prior year extended graduation rate including the four year, on-time cohort plus all five, six, and seven year graduates.This is a lagged indicator.
Four-Year On-Time Graduation	N/A	Below Average	ESSA: The prior year four year, on-time graduation rate.This is a lagged indicator.
Post-Secondary Readiness	Meets Target	Above Average	The percent of all prior year graduates demonstrating college or career readiness.This is a lagged indicator.
Grade Nine Credits	Meets Target	N/A	WAEA Only: The percent of all prior year first year grade nine students who earned one fourth of the credits needed to graduate.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: **Met**

FAY School Participation Rate Status ESSA: **Met**

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

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

WAEA Performance Category Cut Scores			ESSA Performance Category Cut Scores		
Below Targets	Meeting Targets	Exceeding Targets	Below Average	Average	Above Average
A panel of educators, parents, business representatives, and community members set the targets for each indicator and the cut scores for each School Performance Rating.			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

Goal Area	15-Year Goal*	At or Above Goal	2017-18 Interim Target (IT)
			At or Above IT
Graduation Rate	88%	No	No
HS ELA	53%	No	Yes
HS Math	47%	Yes	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.

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

Student Group	15-Year Goal	At or Above Goal	2017-18 Interim Target (IT)
			At or Above IT
All	53%	No	Yes
Free/Reduced Lunch	48%	Yes	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.

Must meet minimum n of 10 in each student group to be included in that student group.

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

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

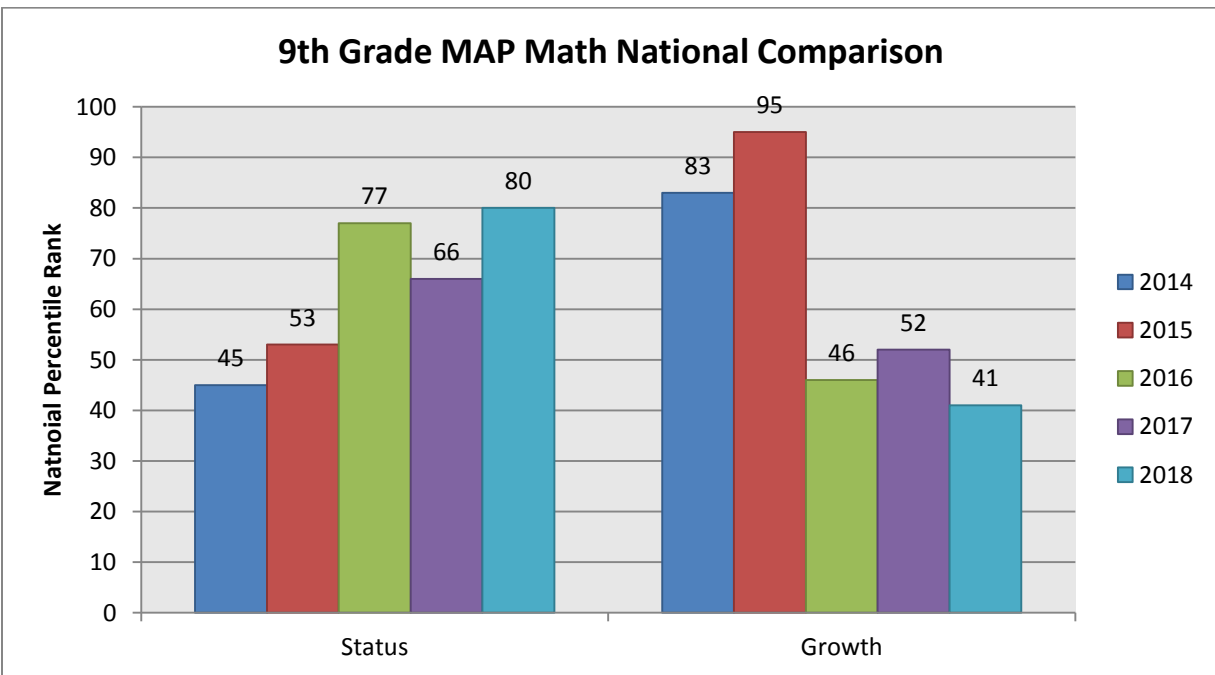
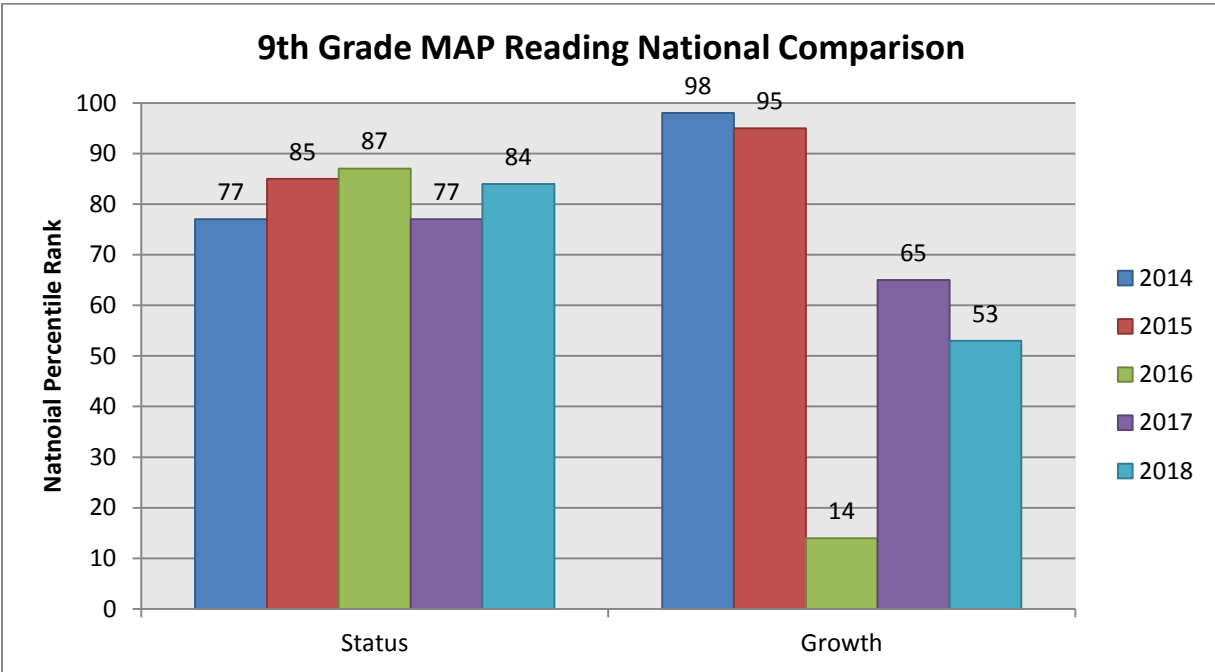
Note. Must meet minimum n of 10 to be included.

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

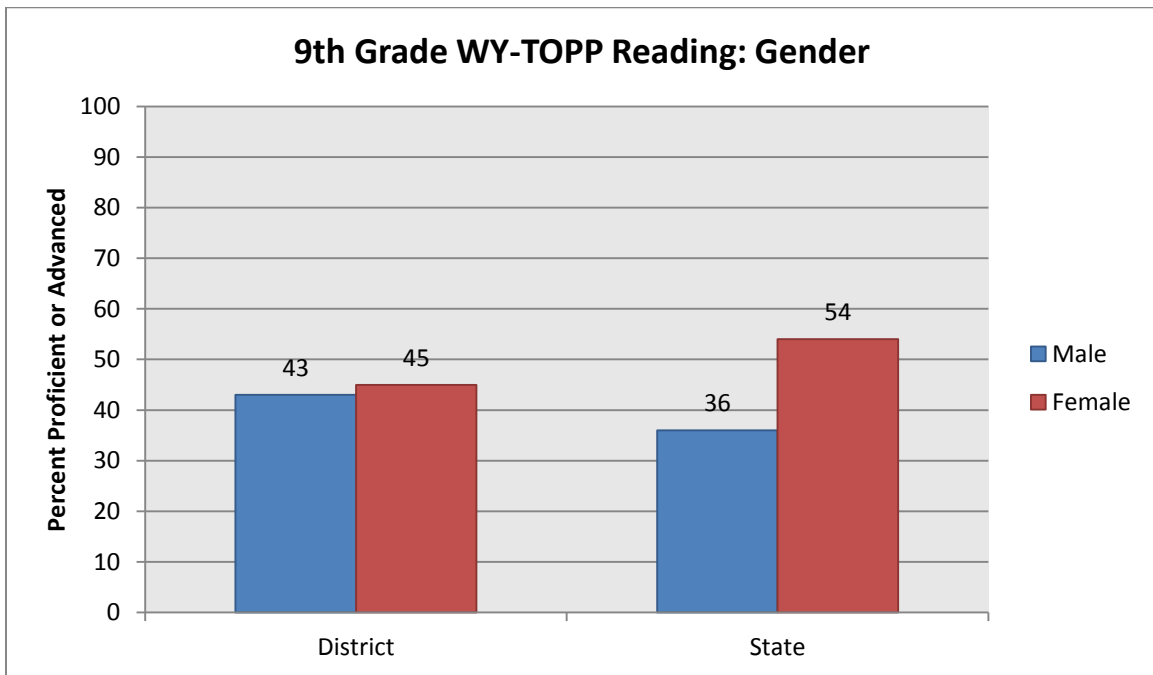
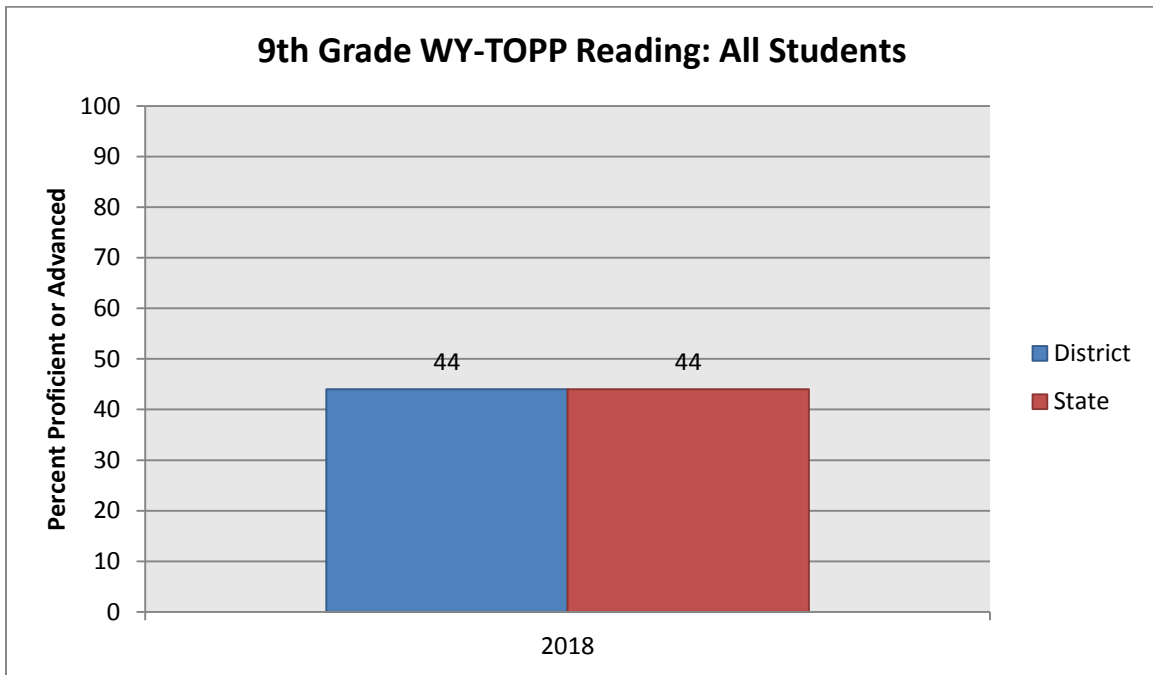
			2017-18 Interim Target (IT)
Student Group	15-Year Goal	At or Above Goal	At or Above IT
All	88%	No	No
Free/Reduced Lunch	88%	No	No
IEP	78%	No	Yes
White	90%	No	No

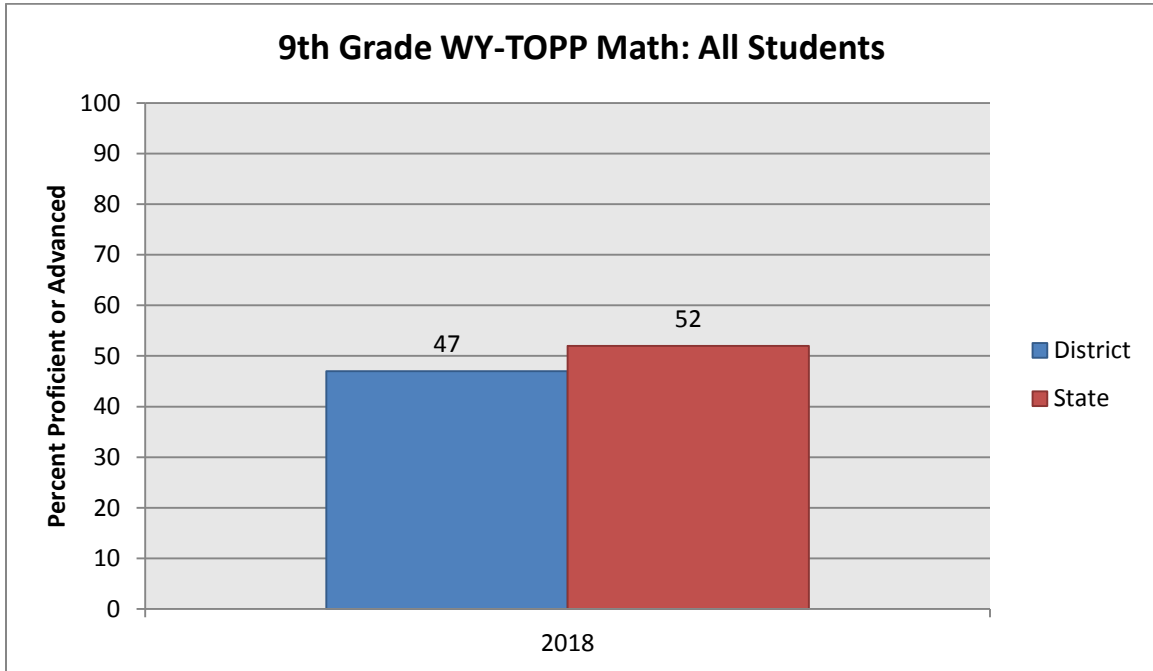
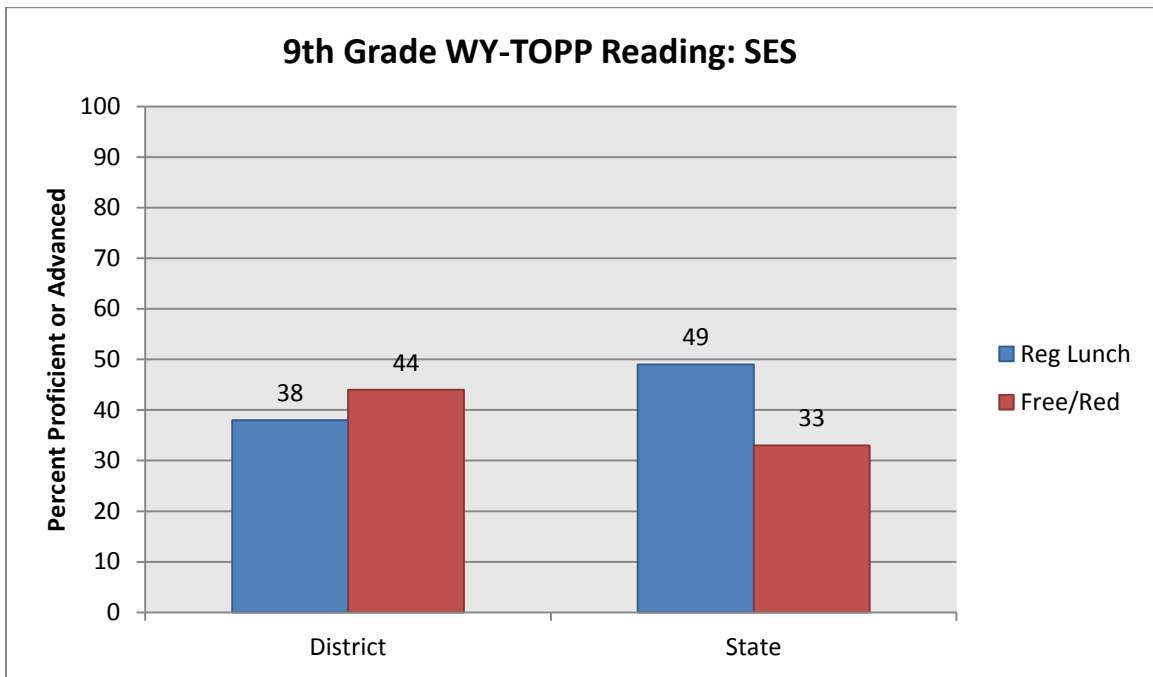
*The baseline year for ELP, ELA, and Math is 2017-18. The interim target during the baseline year is equal to the school's baseline score.
Note. Must meet minimum n of 10 to be included.

9th Grade MAP Summary

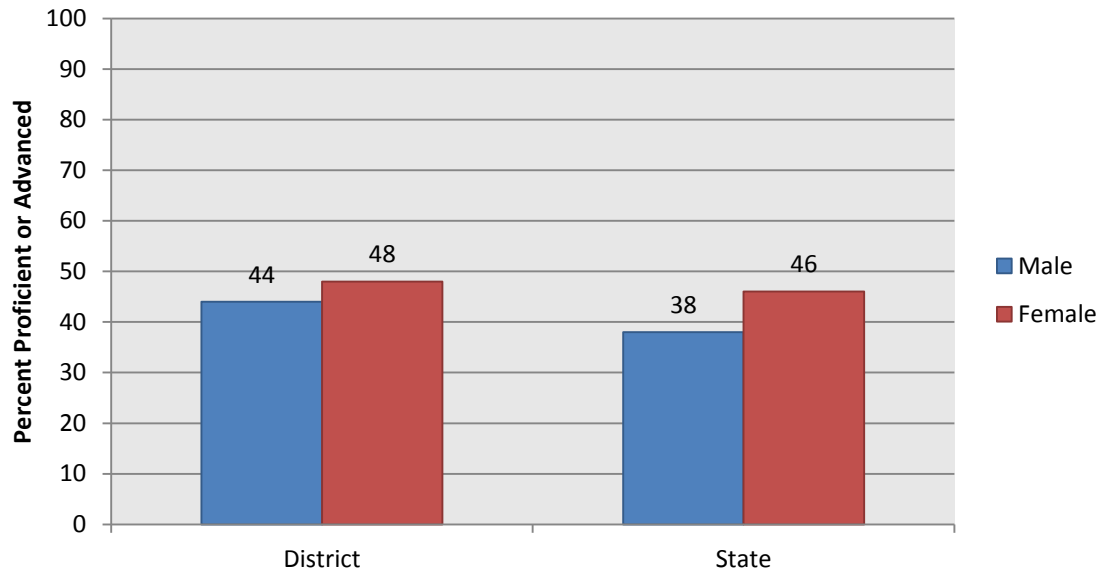


9th Grade WY-TOPP Summary

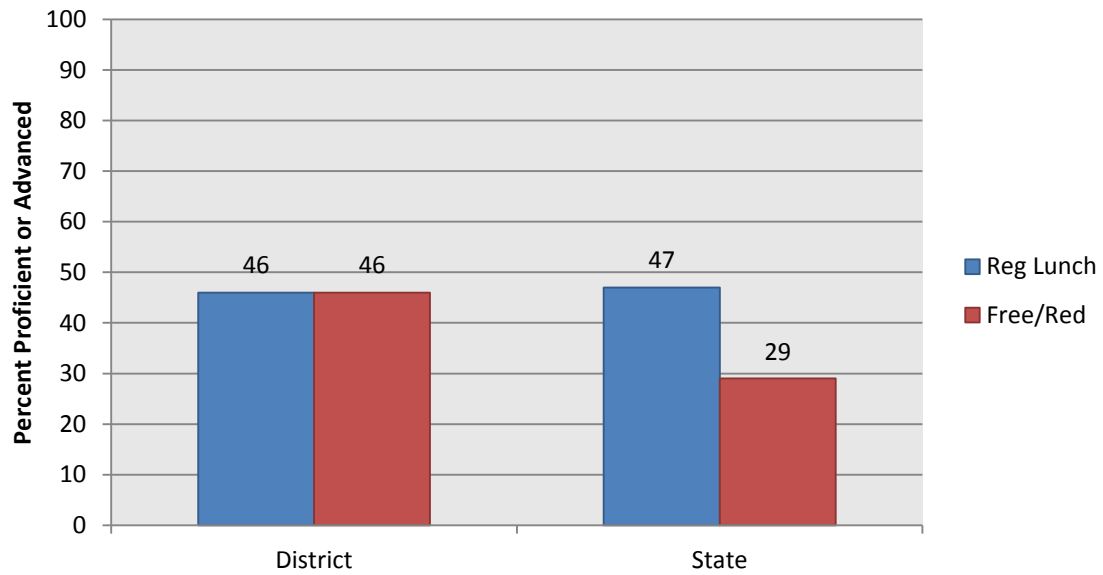




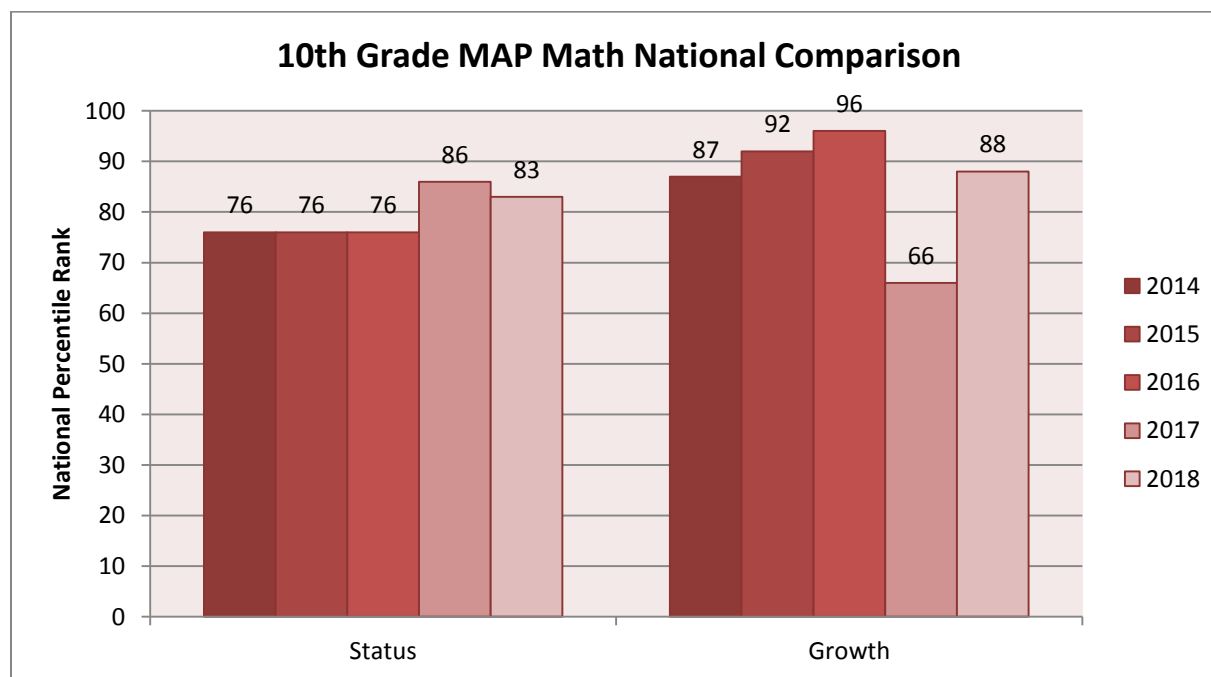
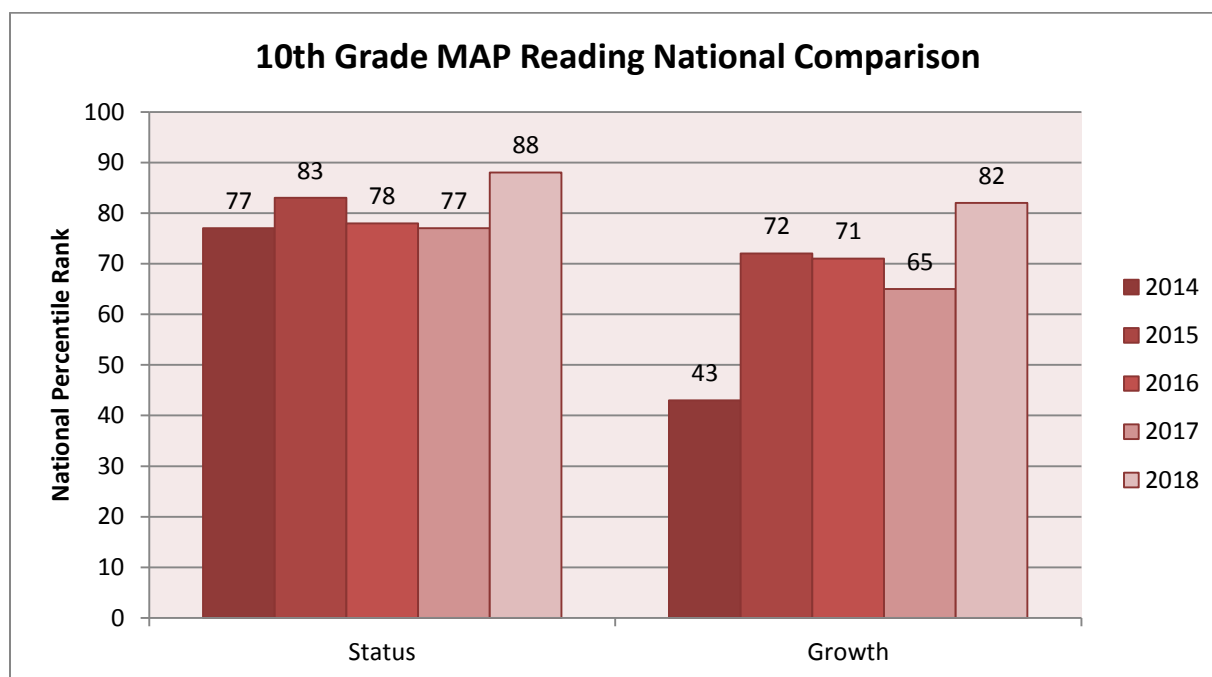
9th Grade WY-TOPP Math: Gender



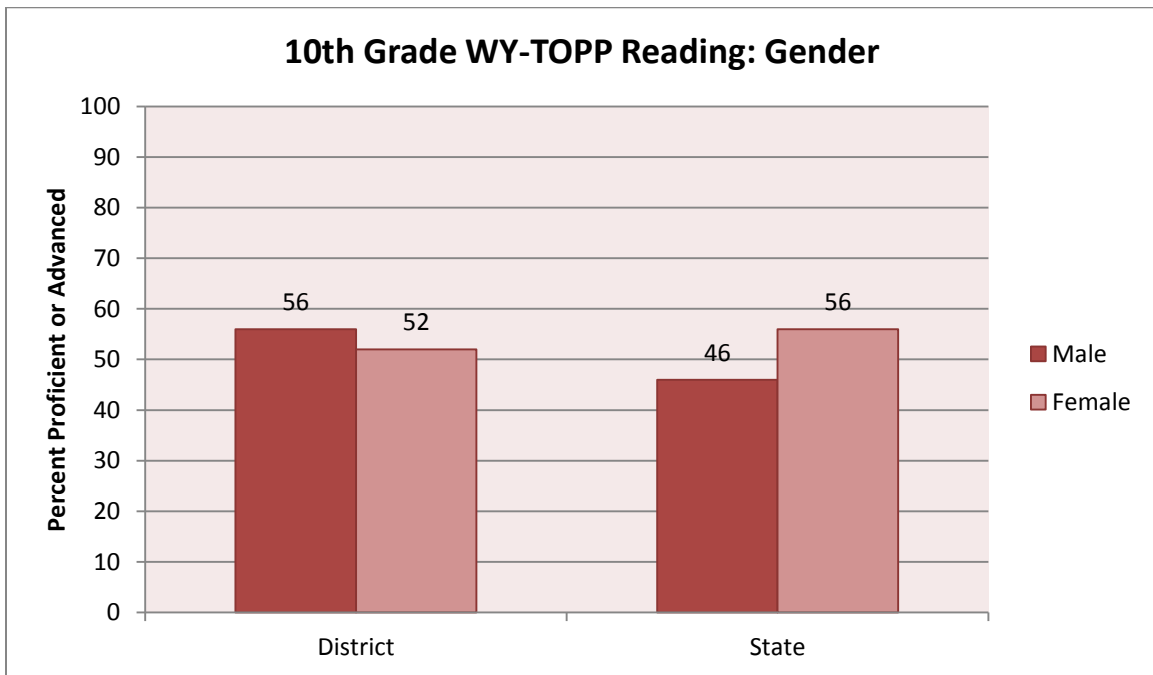
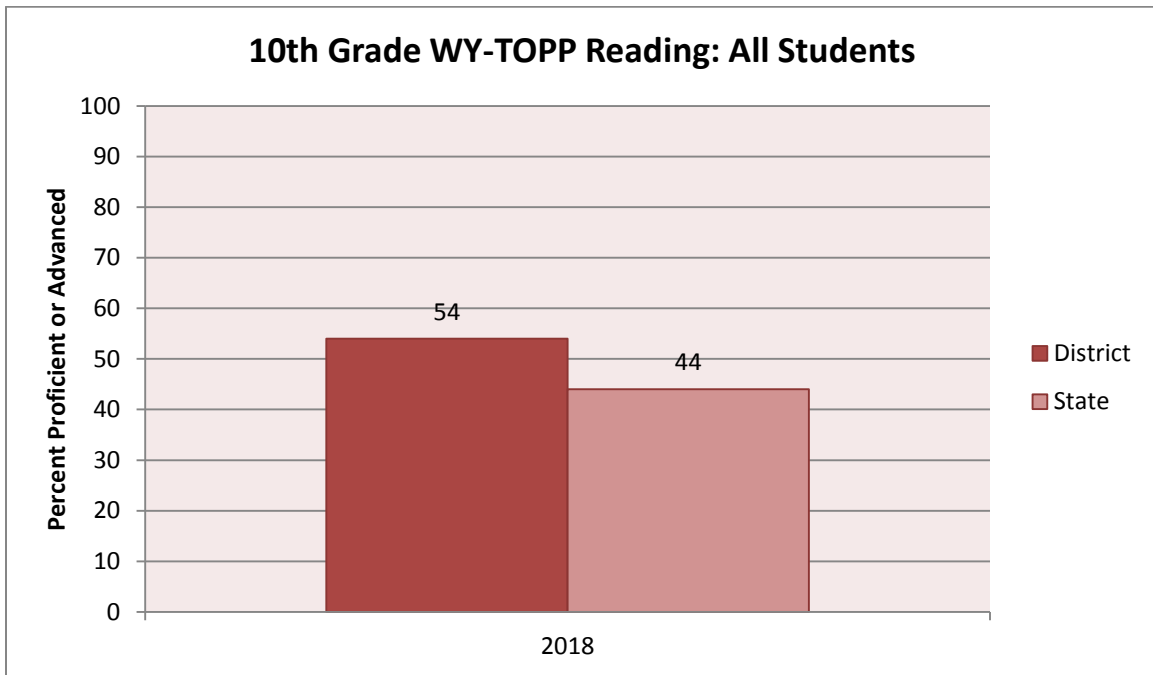
9th Grade WY-TOPP Math: SES

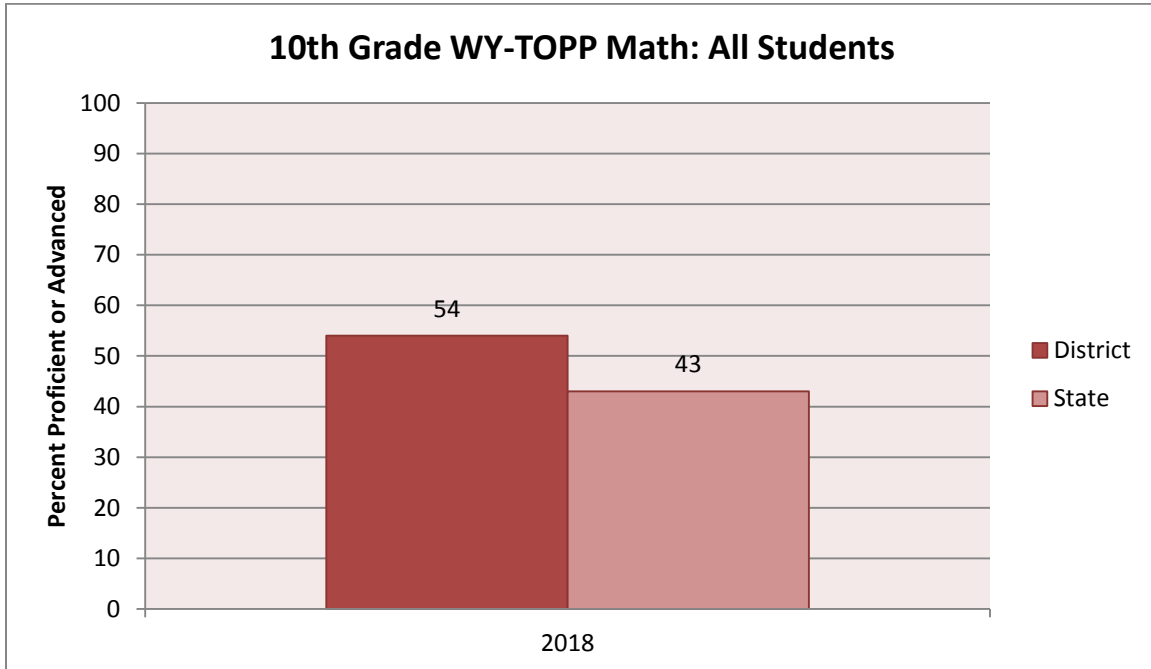
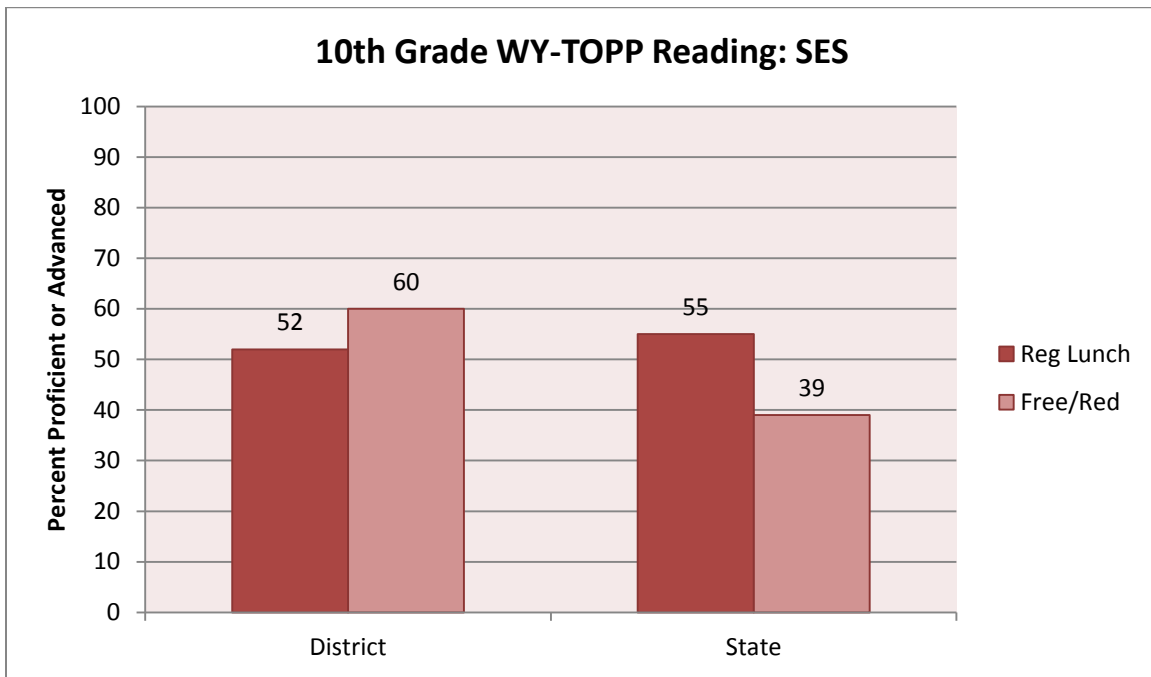


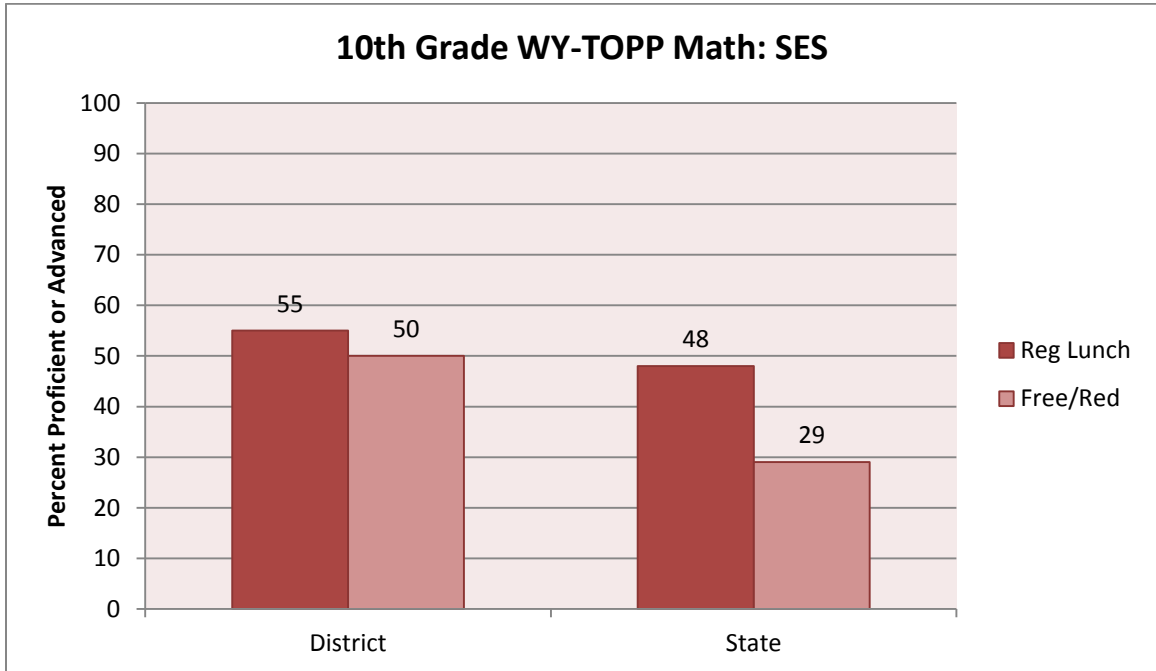
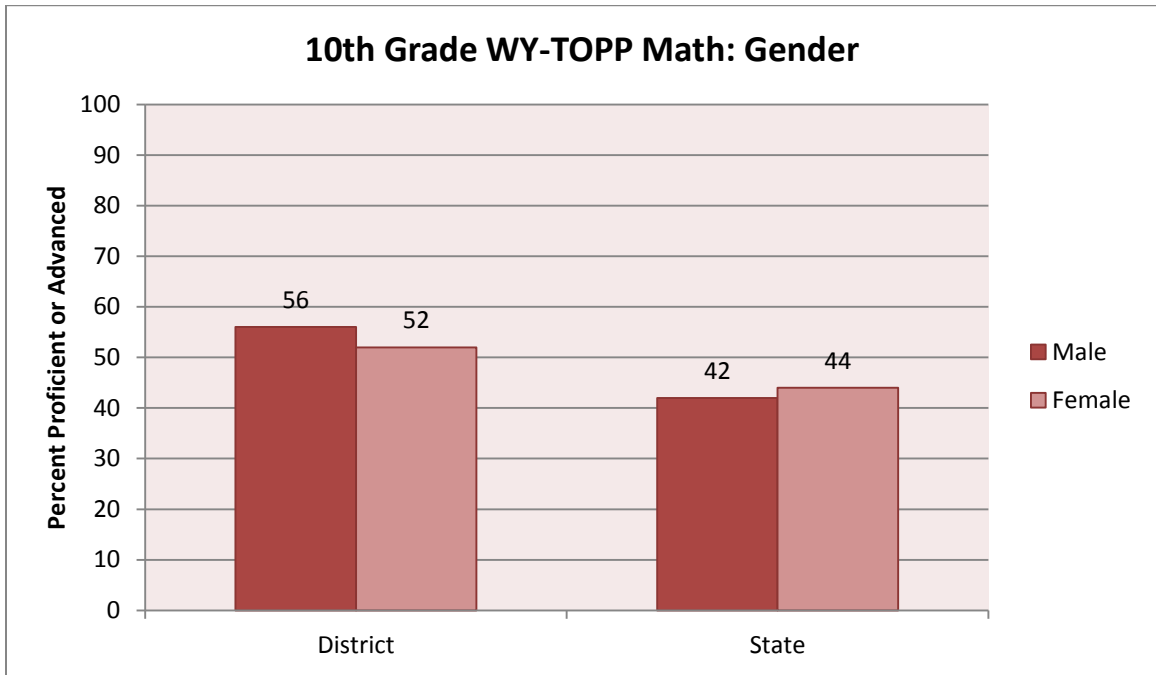
10th Grade MAP Summary

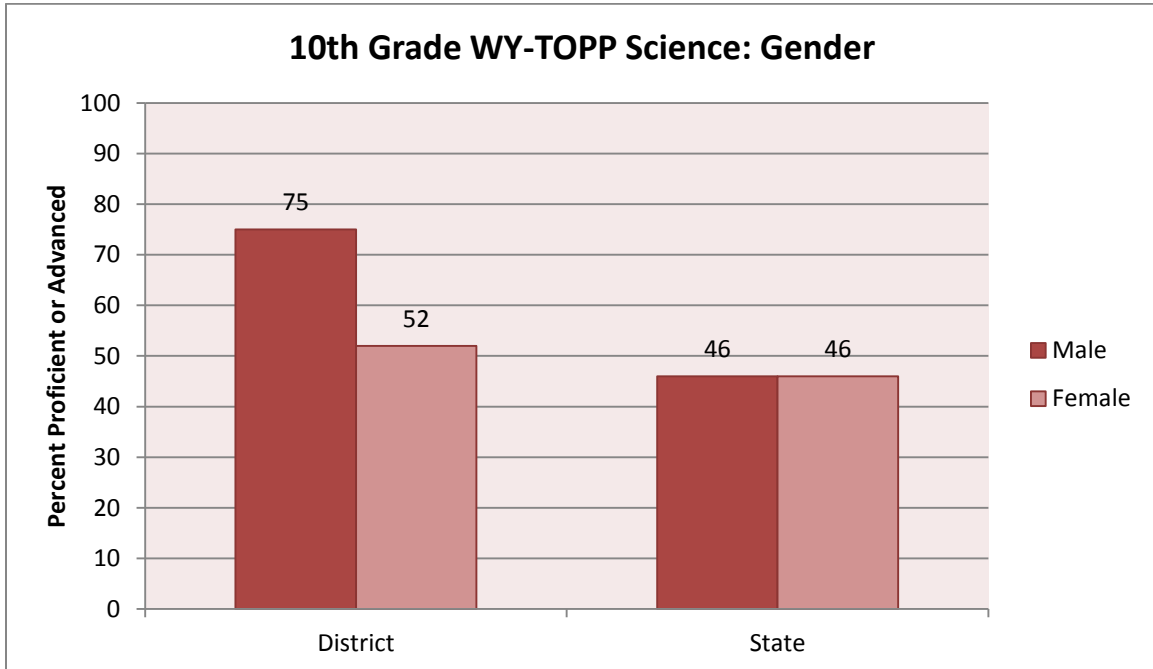
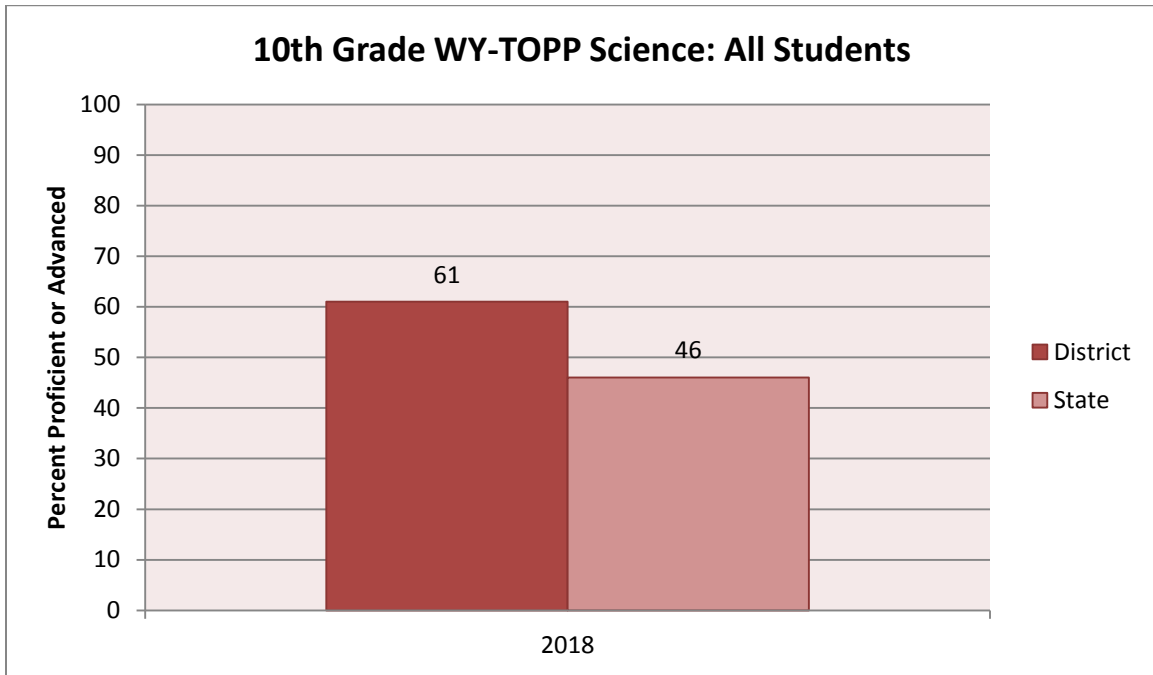


10th Grade WY-TOPP Summary

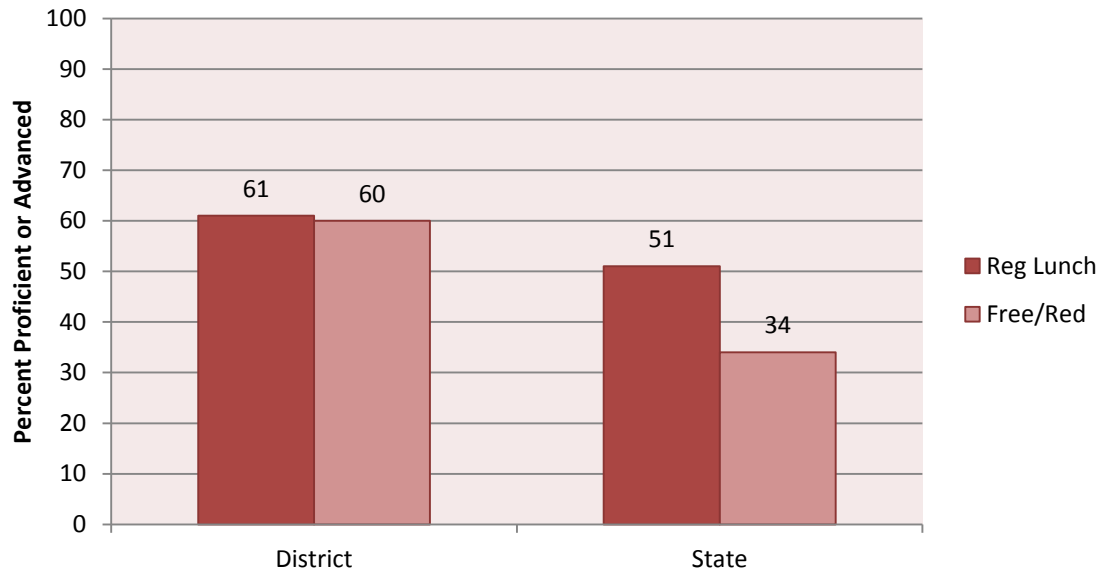




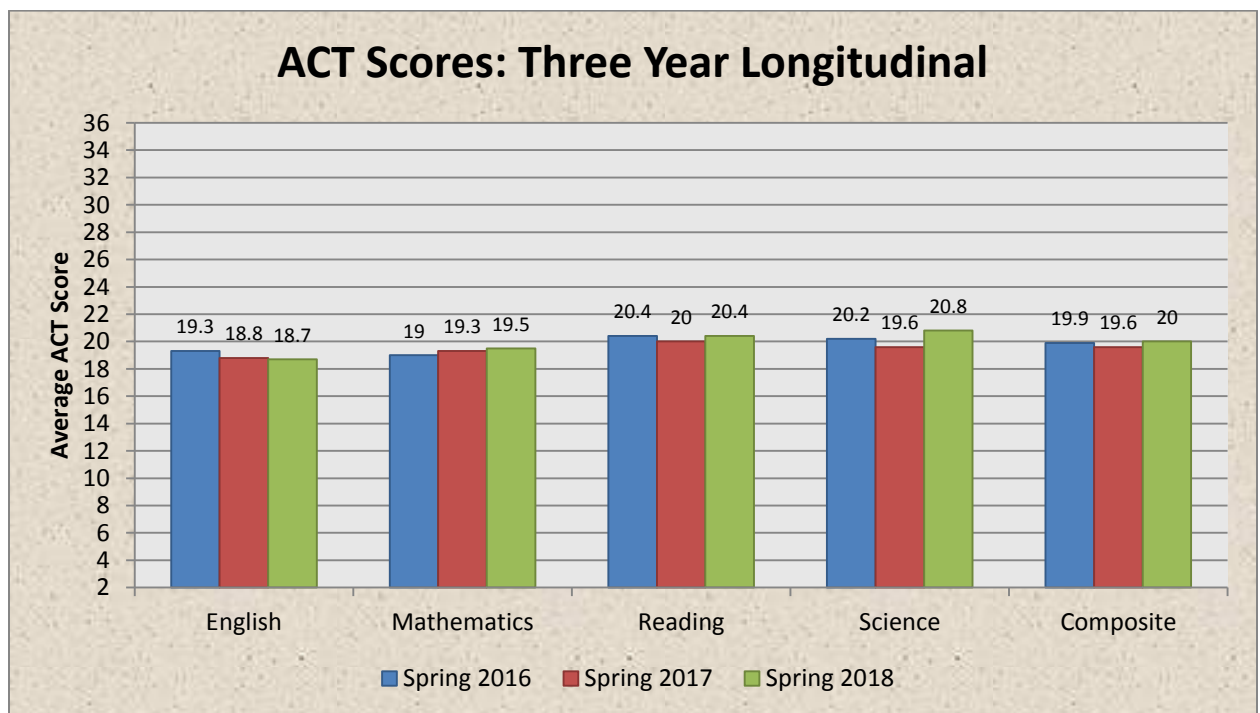
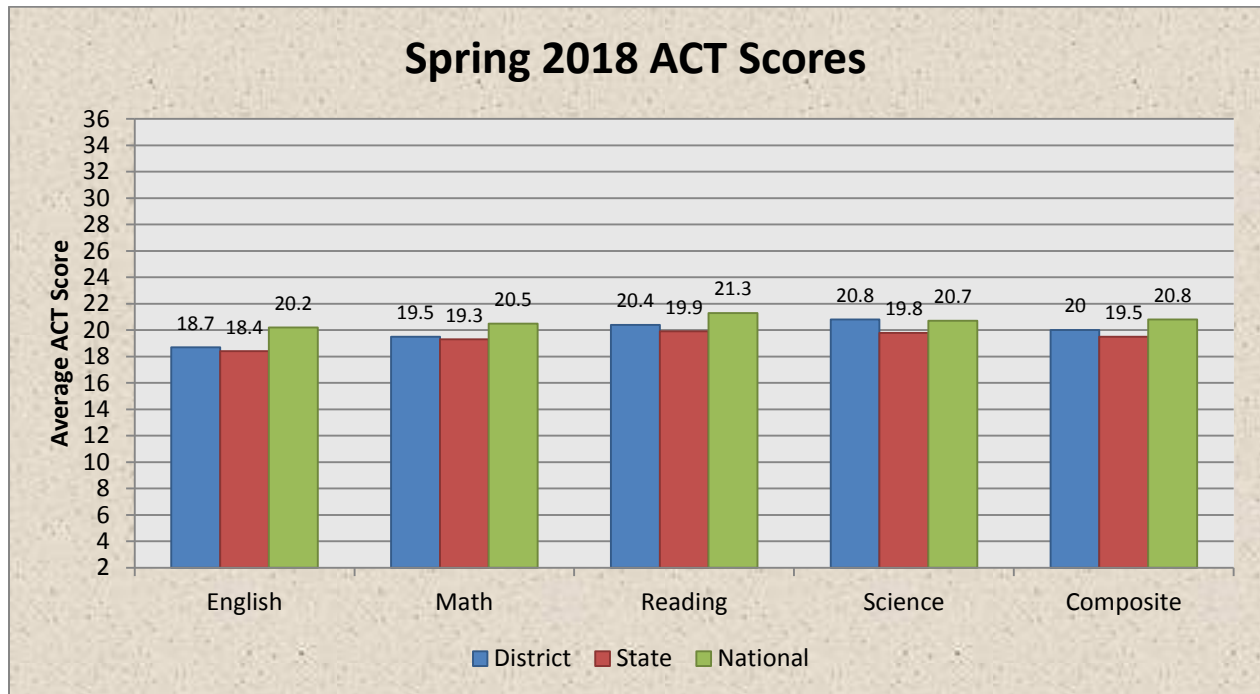




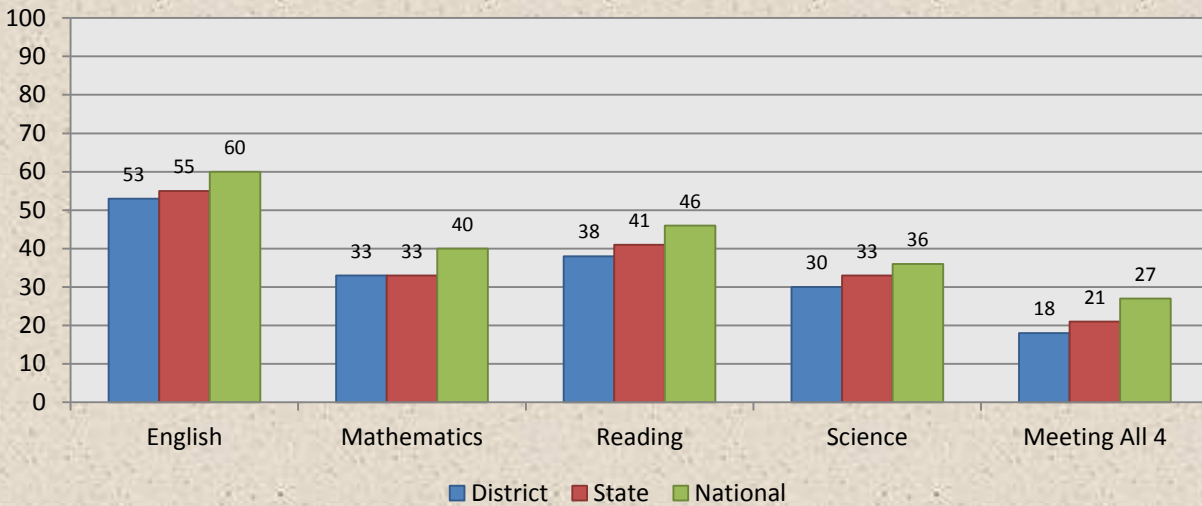
10th Grade WY-TOPP Science: SES



11th Grade ACT Summary



2018 ACT Scores: Percent of Students Meeting College Readiness Benchmarks



ACT Scores: Percent Meeting College Readiness Standards (Longitudinal)

