State of Wyoming

Consolidated State Application Accountability Workbook

2007-2008 Revisions

for State Grants under Title IX, Part C, Section 9302 of the Elementary and Secondary Education Act (Public Law 107-110)

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U. S. Department of Education
Office of Elementary and Secondary Education
Washington, D.C. 20202

Instructions for Completing Consolidated State Application Accountability Workbook

By January 31, 2003, States must complete and submit to the Department this Consolidated State Application Accountability Workbook. We understand that some of the critical elements for the key principles may still be under consideration and may not yet be final State policy by the January 31 due date. States that do not have final approval for some of these elements or that have not finalized a decision on these elements by January 31 should, when completing the Workbook, indicate the status of each element which is not yet official State policy and provide the anticipated date by which the proposed policy will become effective. In each of these cases, States must include a timeline of steps to complete to ensure that such elements are in place by May 1, 2003, and implemented during the 2002-2003 school year. By no later than May 1, 2003, States must submit to the Department final information for all sections of the Consolidated State Application Accountability Workbook.

Transmittal Instructions

To expedite the receipt of this Consolidated State Application Accountability Workbook, please send your submission via the Internet as a .doc file, pdf file, rtf or .txt file or provide the URL for the site where your submission is posted on the Internet. Send electronic submissions to conapp@ed.gov.

A State that submits only a paper submission should mail the submission by express courier to:

Patrick Rooney and Sue Rigney
U.S. Department of Education
400 Maryland Ave., SW
Room 3W300
Washington, D.C. 20202-6400
(202) 401-0113

PART I: Summary of Required Elements for State Accountability Systems

Instructions

The following chart is an overview of States' implementation of the critical elements required for approval of their State accountability systems. States must provide detailed implementation information for each of these elements in Part II of this Consolidated State Application Accountability Workbook.

For each of the elements listed in the following chart, States should indicate the current implementation status in their State using the following legend:

F: State has a final policy, approved by all the required entities in the State (e.g., State Board of Education, State Legislature), for implementing this element in its accountability system.

P: State has a proposed policy for implementing this element in its accountability system, but must still receive approval by required entities in the State (e.g., State Board of Education, State Legislature).

W: State is still working on formulating a policy to implement this element in its accountability system.

Summary of Implementation Status for Required Elements of State Accountability Systems

Status		State Accountability System Element
Principle 1: All Schools		
F	1.1	Accountability system includes all schools and districts in the state.
F	1.2	Accountability system holds all schools to the same criteria.
F	1.3	Accountability system incorporates the academic achievement standards.
F	1.4	Accountability system provides information in a timely manner.
F	1.5	Accountability system includes report cards.
F	1.6	Accountability system includes rewards and sanctions.
Principle 2: All Students		
F	2.1	The accountability system includes all students
F	2.2	The accountability system has a consistent definition of full academic year.
F	2.3	The accountability system properly includes mobile students.
Principle 3: Method of AYP Determinations		
F	3.1	Accountability system expects all student subgroups, public schools, and LEAs to reach proficiency by 2013-14.
F	3.2	Accountability system has a method for determining whether student subgroups, public schools, and LEAs made adequate yearly progress.
P	3.2a	Accountability system establishes a starting point.
P	3.2b	Accountability system establishes statewide annual measurable objectives.
P	3.2c	Accountability system establishes intermediate goals.
Principle 4: Annual Decisions		
F	4.1	The accountability system determines annually the progress of schools and districts.

STATUS Legend:
F – Final state policy
P – Proposed policy, awaiting State approval
W – Working to formulate policy

Principle 5: Subgroup Accountability

F	5.1	The accountability system includes all the required student subgroups.
F	5.2	The accountability system holds schools and LEAs accountable for the progress of student subgroups.
F	5.3	The accountability system includes students with disabilities.
F	5.4	The accountability system includes limited English proficient students.
F	5.5	The State has determined the minimum number of students sufficient to yield statistically reliable information for each purpose for which disaggregated data are used.
F	5.6	The State has strategies to protect the privacy of individual students in reporting achievement results and in determining whether schools and LEAs are making adequate yearly progress on the basis of disaggregated subgroups.

Principle 6: Based on Academic Assessments

F	6.1	Accountability system is based primarily on academic assessments.

Principle 7: Additional Indicators

F	7.1	Accountability system includes graduation rate for high schools.
F	7.2	Accountability system includes an additional academic indicator for elementary and middle schools.
F	7.3	Additional indicators are valid and reliable.

Principle 8: Separate Decisions for Reading/Language Arts and Mathematics

F	8.1	Accountability system holds students, schools and districts separately accountable for reading/language arts and mathematics.

Principle 9: System Validity and Reliability

F	9.1	Accountability system produces reliable decisions.
F	9.2	Accountability system produces valid decisions.
F	9.3	State has a plan for addressing changes in assessment and student population.

Principle 10: Participation Rate

F	10.1	Accountability system has a means for calculating the rate of participation in the statewide assessment.
F	10.2	Accountability system has a means for applying the 95% assessment criteria to student subgroups and small schools.

STATUS Legend:

F – Final policy
P – Proposed Policy, awaiting State approval
W– Working to formulate policy

PART II: State Response and Activities for Meeting State Accountability System Requirements

Instructions

In Part II of this Workbook, States are to provide detailed information for each of the critical elements required for State accountability systems. States should answer the questions asked about each of the critical elements in the State's accountability system. States that do not have final approval for any of these elements or that have not finalized a decision on these elements by January 31, 2003, should, when completing this section of the Workbook, indicate the status of each element that is not yet official State policy and provide the anticipated date by which the proposed policy will become effective. In each of these cases, States must include a timeline of steps to complete to ensure that such elements are in place by May 1, 2003, and implemented during the 2002-2003 school year. By no later than May 1, 2003, States must submit to the Department final information for all sections of the Consolidated State Application Accountability Workbook.

PRINCIPLE 1. A single statewide Accountability System applied to all public schools and LEAs.

CRITICAL ELEMENT	EXAMPLES FOR MEETING STATUTORY REQUIREMENTS	EXAMPLES OF *NOT* MEETING REQUIREMENTS
1.1 How does the State Accountability System include every public school and LEA in the State?	Every public school and LEA is required to make adequate yearly progress and is included in the State Accountability System. State has a definition of "public school" and "LEA" for AYP accountability purposes. • The State Accountability System produces AYP decisions for all public schools, including public schools with variant grade configurations (e.g., K-12), public schools that serve special populations (e.g., alternative public schools, juvenile institutions, state public schools for the blind) and public charter schools. It also holds accountable public schools with no grades assessed (e.g., K-2).	A public school or LEA is not required to make adequate yearly progress and is not included in the State Accountability System. State policy systematically excludes certain public schools and/or LEAs.

STATE RESPONSE AND STATE ACTIVITIES FOR MEETING REQUIREMENTS

Element 1.1

Wyoming's accountability system includes every public school and LEA in the state. According to Wyoming Statute 21-2-304 (a), beginning with spring 2006, every Wyoming public school student enrolled in grades three (3) through eight (8) and grade eleven (11) is required to participate in the Proficiency Assessments for Wyoming Students (PAWS) and be assessed in reading, writing, and mathematics. The final administration of the previous assessment system, Wyoming Comprehensive Assessment System (WyCAS) was in the spring 2005. Beginning in spring 2008 all Wyoming public school students enrolled in fourth, eighth, and eleventh grades are required to participate in the state science assessment. This requirement is further supported by Wyoming State Board Rules, Chapter 6. All institutions serving neglected and delinquent populations are subject to accreditation requirements of the Wyoming State Board of Education and are also required to have their students participate in PAWS each year.

In Wyoming there are schools that are K-2 grade configurations. These schools are "paired" with a school that includes a tested grade for purposes of accountability. For example, several LEAs have organized their elementary schools so that students attend grade K-2 in one building and then move to a different building for grades 3-5. In this case, the AYP results for the 3-5 school are

used to hold the K-2 school accountable as well. The rationale for this is quite simple; teachers in the two different schools need to be communicating across buildings to plan their curricular and instructional sequences. Holding both schools equally accountable for the 3-5 school results should help foster this communication.

The following is a list of Wyoming schools that do not contain any of the currently assessed grades and the school with which they are paired for accountability purposes.

School ID	School Name	Grades Served	Accountability Related School	School ID
501002	Douglas Primary School	K-2	Douglas Intermediate School	501010
801007	Lincoln Elementary	K-2	Trail Elementary	801006
1101021	Lebhart Elementary	K-2	Fairview Elementary	1101013
1601003	Libbey Elementary	K-2	West Elementary	1601005
2001010	Jackson Elementary	K-2	Colter Elementary	2001009
2104001	Mountain View Elementary	K-2	Fort Bridger Elementary	2104002
2301003	Newcastle Elementary K-2	K-2	Gertrude Burns Intermediate	2301001
1901004	Lincoln Elementary	K	Westridge Elementary	1901014

CRITICAL ELEMENT	EXAMPLES FOR MEETING STATUTORY REQUIREMENTS	EXAMPLES OF *NOT* MEETING REQUIREMENTS
1.2 How are all public schools and LEAs held to the same criteria when making an AYP determination?	All public schools and LEAs are systematically judged on the basis of the same criteria when making an AYP determination. If applicable, the AYP definition is integrated into the State Accountability System.	Some public schools and LEAs are systematically judged on the basis of alternate criteria when making an AYP determination.

STATE RESPONSE AND STATE ACTIVITIES FOR MEETING REQUIREMENTS

Element 1.2

Wyoming uses the same PAWS test data, the same AYP computational formula, and the same decision-making processes regarding accountability decisions for every school and LEA in Wyoming. See Principle 3 for an explanation of Wyoming's AYP methodology.

At present, Wyoming's AYP system constitutes the state's accountability system, and is used to hold every public school and LEA accountable effective with the 2004-2005 school year and each school year thereafter. (W.S. 21-2-304 (a)(vi)).

Wyoming is continuing its work to build a broader statewide accountability system that fully merges AYP and additional state systems. PAWS is a statewide assessment system that can ensure the most valid and reliable accountability determinations to improve student achievement and will provide data to determine both absolute performance and progress of the same students over time. Furthermore, the Wyoming State Legislature enacted legislation that requires the establishment of a statewide assessment system that can best measure individual student performance, including progress over time, and a statewide accountability system based on AYP as well as data from Wyoming's Body of Evidence system and other related sources that can improve the reliability of accountability determinations. Wyoming is continuing to explore the feasibility of this broader accountability system.

CRITICAL ELEMENT	EXAMPLES FOR MEETING STATUTORY REQUIREMENTS	EXAMPLES OF *NOT* MEETING REQUIREMENTS
1.3 Does the State have, at a minimum, a definition of *basic*, *proficient* and *advanced* student achievement levels in reading/language arts and mathematics?	State has defined three levels of student achievement: *basic*, *proficient* and *advanced*.[1] Student achievement levels of *proficient* and *advanced* determine how well students are mastering the materials in the State's academic content standards; and the *basic* level of achievement provides complete information about the progress of lower-achieving students toward mastering the *proficient* and *advanced* levels.	Standards do not meet the legislated requirements.

STATE RESPONSE AND STATE ACTIVITIES FOR MEETING REQUIREMENTS

Element 1.3

Wyoming's standards and assessment system was fully approved in February 2000 by the U.S. Department of Education under the Improving America's Schools Act of 1994 and has since been included in Wyoming State Board of Education Rules, Chapter 31. Wyoming's new statewide assessment system (PAWS) underwent peer review by the USED in September 2007 and received an "Approval Pending" status.. Wyoming's achievement standards currently include four levels of performance—below basic, basic, proficient, and advanced—in each of the nine content areas. These achievement descriptors were constructed and endorsed by representative groups of Wyoming educators and stakeholders to represent how well students are performing in relation to the Wyoming content standards. Wyoming believes that the state's achievement standards meet the criterion set forth by USED with regard to rigor and clarity.

In the summer of 2002, Wyoming's standards in all nine content areas were reviewed and revised, and the "partially proficient" achievement standard was renamed to "basic." Further, because Wyoming's standards were benchmarked at grades 4, 8, and 11, committees drafted grade-level expectations in language arts and mathematics for grades K-8 so grade-level, standards-based assessments could be designed to fulfill the requirements of NCLB. These revisions were formally adopted by the Wyoming State Board of Education at its July 2003 meeting as part of Wyoming State Board of Education Rules, Chapter 31.

[1] System of State achievement standards will be reviewed by the Standards and Assessments Peer Review. The Accountability Peer Review will determine the achievement levels are used in determining AYP.

CRITICAL ELEMENT	EXAMPLES FOR MEETING STATUTORY REQUIREMENTS	EXAMPLES OF *NOT* MEETING REQUIREMENTS
1.4 How does the State provide accountability and adequate yearly progress decisions and information in a timely manner?	State provides decisions about adequate yearly progress in time for LEAs to implement the required provisions before the beginning of the next academic year. State allows enough time to notify parents about public school choice or supplemental educational service options, time for parents to make an informed decision, and time to implement public school choice and supplemental educational services.	Timeline does not provide sufficient time for LEAs to fulfill their responsibilities before the beginning of the next academic year.

STATE RESPONSE AND STATE ACTIVITIES FOR MEETING REQUIREMENTS

Element 1.4

Beginning with the 2007 PAWS and each year thereafter, the testing contractor will deliver the PAWS results to the State by the end of June and the LEAs by the middle of August. LEAs will receive their preliminary AYP determinations by July 15. The LEAs will have a fifteen-day review period beginning July 15 and ending July 30. AYP determinations will become final after July 30, and the final school/LEA AYP determinations will be released to the public on August 5. With Wyoming's assessment system, the two-week window for LEAs to review their data will be sufficient as the Wyoming Department of Education will already be working with the LEAs during the previous two months to clean all student demographic data; therefore, there will be fewer discrepancies to be reviewed during the two-week window

LEAs containing schools identified for improvement must notify parents approximately one month before the beginning of the school year regarding public school choice and/or supplemental service options as applicable.

CRITICAL ELEMENT	EXAMPLES FOR MEETING STATUTORY REQUIREMENTS	EXAMPLES OF *NOT* MEETING REQUIREMENTS
1.5 Does the State Accountability System produce an annual State Report Card?	The State Report Card includes all the required data elements [see Appendix A for the list of required data elements]. The State Report Card is available to the public at the beginning of the academic year. The State Report Card is accessible in languages of major populations in the State, to the extent possible. Assessment results and other academic indicators (including graduation rates) are reported by student subgroups	The State Report Card does not include all the required data elements. The State Report Card is not available to the public.

STATE RESPONSE AND STATE ACTIVITIES FOR MEETING REQUIREMENTS

Element 1.5

Wyoming fulfills the reporting requirements of No Child Left Behind by producing an annual state report card. The reporting mechanism entitled *Every Student Counts* is Wyoming's web-based annual report card which contains the required NCLB data elements. Table 1 provides an element-by-element analysis of the Wyoming state report card in terms of the NCLB requirements, and indicates where each NCLB requirement is reported .

In Wyoming, a draft-embargoed report card is sent electronically to each LEA and school by the first week of October each year so that the report and data are used for school improvement planning. LEA personnel are then requested to submit a narrative to explain their data and the actions the LEA plans to take based on the patterns in the data. Additionally, LEA personnel use this time to ensure the accuracy of the data in the reports. A final web-based report that includes these narratives is produced by the end of November each year. LEAs are required to distribute these final reports to their parents and community. Providing the report and data to the LEAs at the beginning of the school year serves the important purpose of providing data for school improvement planning at a time in the year when LEAs are writing their school improvement plans. The state report card is available at: https://wdesecure.k12.wy.us/stats/wde.esc.show_menu

Table 1. Wyoming's Progress Toward Including the Required Data Elements In *Every Student Counts (ESC)*, the Wyoming State Report Card

Required Element	Wyoming (WDE) Department of Education Response
Information, in the aggregate, on student achievement at each proficiency level on the state academic assessments (disaggregated by race, ethnicity, gender, disability status, migrant status, English proficiency, and status as economically disadvantaged, except that such disaggregation shall not be required in a case in which the number of students in a category is insufficient to yield statistically reliable information or the results would reveal personally identifiable information about an individual student).	The information is currently reported in the school, LEA, and state PAWS reports and WDE makes these data available in *ESC* reports. New reports are released in November of each year.
Information that provides a comparison between the actual achievement levels of each student subgroup and the State's annual measurable objectives for each such group of students on each of the academic assessments.	WDE reports disaggregated results with the comparison to the annual targets in the *ESC*.
The percentage of students not tested (disaggregated by the student subgroups), except that such disaggregation shall not be required in a case in which the number of students in a category is insufficient to yield statistically reliable information or the results would reveal personally identifiable information about an individual student.	This is currently in the disaggregated report of the *ESC* for LEAs and the state as the percent tested.
The most recent two-year trend in student achievement in each subject area, and for each grade level, for the required assessments.	The PAWS Performance Level Trend Report includes this information. Longitudinal data is available PAWS is administered each year.
Aggregate information on any other indicators used by the state to determine the adequate yearly progress of students in achieving state academic achievement standards disaggregated by student subgroups.	WDE reports subgroup graduation trends in *ESC* at the state level and added a report with trends in the percentage of students performing at the below basic level in reading (our additional academic indicator) in the 2004 *ESC* report and thereafter.

Table 1 (continued)

Required Element	Wyoming (WDE) Department of Education Response
Graduation rates for secondary school students disaggregated by student subgroups.	WDE reports, via *ESC*, subgroup graduation trends at the school, LEA, and state level.
Information on the performance of local educational agencies in the State regarding making adequate yearly progress, including the number and names of each school identified for school improvement under Section 1116.	WDE produces a memorandum and press release each year with the list of schools and LEAs that have not made Adequate Yearly Progress. This list is also available on our web site at http://www.k12.wy.us.
The professional qualifications of teachers in the state, the percentage of such teachers teaching with emergency or provisional credentials, and the percentage of classes in the state not taught by highly-qualified teachers, in the aggregate and disaggregated by high poverty compared to low-poverty schools which (for this purpose) means schools in the top quartile of poverty and the bottom quartile of poverty in the state.	The profile report provides the percentage of classes taught by highly-qualified teachers in each school. The state profile report shows the disaggregated results for low and high poverty schools. The profile report is available on our web site at http://www.k12.wy.us

CRITICAL ELEMENT	EXAMPLES FOR MEETING STATUTORY REQUIREMENTS	EXAMPLES OF *NOT* MEETING REQUIREMENTS
1.6 How does the State Accountability System include rewards and sanctions for public schools and LEAs?[2]	State uses one or more types of rewards and sanctions, where the criteria are: • Set by the State; • Based on adequate yearly progress decisions; and, • Applied uniformly across public schools and LEAs.	State does not implement rewards or sanctions for public schools and LEAs based on adequate yearly progress.

STATE RESPONSE AND STATE ACTIVITIES FOR MEETING REQUIREMENTS

Element 1.6

Wyoming has a system of rewards and consequences in place for all public schools and LEAs, including NCLB required consequences for Title I schools and LEAs. Pursuant to W.S. 21-2-304(a)(vi) and Chapter 6 Wyoming State Board of Education Rules on Accreditation, Wyoming has finalized its system of rewards and consequences for both Title I and non-Title I schools. This legislation established a system of rewards and consequences that meets Title I requirements and is largely the same for both Title I and non-Title I schools based on their performance under Wyoming's accountability system (Appendix B: Chapter 6 Wyoming State Board of Education Rules Accreditation, Section 9 and 10).

[2] The state must provide rewards and sanctions for all public schools and LEAs for making adequate yearly progress, except that the State is not required to hold schools and LEAs not receiving Title I funds to the requirements of section 1116 of NCLB [§200.12(b)(40)].

PRINCIPLE 2. All students are included in the State Accountability System.

CRITICAL ELEMENT	EXAMPLES FOR MEETING STATUTORY REQUIREMENTS	EXAMPLES OF *NOT* MEETING REQUIREMENTS
2.1 How does the State Accountability System include all students in the State?	All students in the State are included in the State Accountability System. The definitions of "public school" and "LEA" account for all students enrolled in the public school district, regardless of program or type of public school.	Public school students exist in the State for whom the State Accountability System makes no provision.

STATE RESPONSE AND STATE ACTIVITIES FOR MEETING REQUIREMENTS

Element 2.1

All Wyoming public school students enrolled in fourth, eighth, and eleventh grades were required to participate in the Wyoming Comprehensive Assessment System (WyCAS) and be assessed in reading, writing, and mathematics (W.S. 21-2-304(a)). The final administration of WyCAS was in spring 2005. Beginning with spring 2006, every Wyoming public school student enrolled in grades three through eight and grade eleven is required to participate in the statewide assessment system called Proficiency Assessments for Wyoming Students (PAWS) and be assessed in reading, writing, and mathematics. Beginning in spring 2008 all Wyoming public school students enrolled in fourth, eighth, and eleventh grades are required to participate in the state science assessment. This requirement is further supported by Wyoming State Board Rules, Chapter 6. All Neglected and Delinquent Institutions subject to accreditation requirements of the Wyoming State Board of Education are also required to have their students participate in PAWS.

All students who have been in the school for a full academic year are included in the school's AYP determination. Those who have been in the school for less than a full academic year, but in the LEA for more than a year will be included in the LEA AYP accountability determination. All students, regardless of how long they have been in the state, will be included in the state AYP determination.

CRITICAL ELEMENT	EXAMPLES FOR MEETING STATUTORY REQUIREMENTS	EXAMPLES OF *NOT* MEETING REQUIREMENTS
2.2 How does the State define "full academic year" for identifying students in AYP decisions?	The State has a definition of "full academic year" for determining which students are to be included in decisions about AYP. The definition of full academic year is consistent and applied statewide.	LEAs have varying definitions of "full academic year." The State's definition excludes students who must transfer from one district to another as they advance to the next grade. The definition of full academic year is not applied consistently.

STATE RESPONSE AND STATE ACTIVITIES FOR MEETING REQUIREMENTS

Element 2.2

Wyoming has defined "full academic year" as being enrolled in the same school and/or LEA on October 1 and on the first day of the official PAWS testing window. All students who are enrolled in a public school or LEA on October 1 and are enrolled on the testing date of the official testing window are considered to have been in the school or the LEA for a full academic year. Using the October 1 date provides a reasonable balance in addition to fitting with existing data collections from LEAs. The student level enrollment data collections received by districts on October 1st and the first day of the official PAWS testing window. This information is provided in order to determine if the student is included in the AYP determination for a school as well as the LEA. For example, a student may transfer within schools in an LEA and therefore, did not reside in any one school for a full academic year but did reside in the LEA for a full academic year. While this student would not be included in the AYP calculations for the schools attended, the student would be included in the AYP calculation for the LEA. This definition is applied statewide. Beginning in 2009, Wyoming will define "full academic year" as being enrolled in the same school and/or LEA on October 1 and on the 15th testing day of the official PAWS window. Moving the day from the first day of the testing window to the 15th testing day in the PAWS testing provides districts the ability to administer the state assessment to all students for which the LEA is being held accountable.

CRITICAL ELEMENT	EXAMPLES FOR MEETING STATUTORY REQUIREMENTS	EXAMPLES OF *NOT* MEETING REQUIREMENTS
2.3 How does the State Accountability System determine which students have attended the same public school and/or LEA for a full academic year?	State holds public schools accountable for students who were enrolled at the same public school for a full academic year. State holds LEAs accountable for students who transfer during the full academic year from one public school within the district to another public school within the district.	State definition requires students to attend the same public school for more than a full academic year to be included in public school accountability. State definition requires students to attend school in the same district for more than a full academic year to be included in district accountability. State holds public schools accountable for students who have not attended the same public school for a full academic year.

STATE RESPONSE AND STATE ACTIVITIES FOR MEETING REQUIREMENTS

Element 2.3

The Wyoming Department of Education collects an October 1 "snapshot" of school and LEA enrollments in Wyoming that includes enrollment data on the total number of students and data disaggregated by ethnicity/race, LEP, migrant, special education, homeless, Title I and free/reduced lunch. With the administration of PAWS, the demographic information is gathered electronically through the Wyoming Integrated Statewide Education Data System (WISE) and provided electronically to the testing vendor for pre-ID labels. The WISE is used to monitor any discrepancies between the October 1st count and students tested on the PAWS assessments. The individual student results on PAWS will be available to teachers and administrators through Wyoming Department of Education web-based portal.. These results will include both current and longitudinal (after multiple years of PAWS) results by skill, by content area. Teachers will be able to use these results to improve instruction and student learning for students enrolled in their classes.

PRINCIPLE 3. State definition of AYP is based on expectations for growth in student achievement that is continuous and substantial, such that all students are proficient in reading/language arts and mathematics no later than 2013-2014.

CRITICAL ELEMENT	EXAMPLES FOR MEETING REQUIREMENTS	EXAMPLES OF *NOT* MEETING REQUIREMENTS
3.1 How does the State's definition of adequate yearly progress require all students to be proficient in reading/language arts and mathematics by the 2013-2014 academic year?	The State has a timeline for ensuring that all students will meet or exceed the State's proficient level of academic achievement in reading/language arts[3] and mathematics, not later than 2013-2014.	State definition does not require all students to achieve proficiency by 2013-2014. State extends the timeline past the 2013-2014 academic year.

STATE RESPONSE AND STATE ACTIVITIES FOR MEETING REQUIREMENTS

Element 3.1

Wyoming's definition of and timeline for Adequate Yearly Progress requires 100 percent of Wyoming students to be proficient by the 2013-2014 school year (see Elements 3.2a and 5.5 for more details on Wyoming's AYP methodology).

[3] If the state has separate assessments to cover its language arts standards (e.g., reading and writing), the State must create a method to include scores from all the relevant assessments.

CRITICAL ELEMENT	EXAMPLES FOR MEETING REQUIREMENTS	EXAMPLES OF *NOT* MEETING REQUIREMENTS
3.2 How does the State Accountability System determine whether each student subgroup, public school and LEA makes AYP?	For a public school and LEA to make adequate yearly progress, each student subgroup must meet or exceed the State annual measurable objectives, each student subgroup must have at least a 95% participation rate in the statewide assessments, and the school must meet the State's requirement for other academic indicators. However, if in any particular year the student subgroup does not meet those annual measurable objectives, the public school or LEA may be considered to have made AYP, if the percentage of students in that group who did not meet or exceed the proficient level of academic achievement on the State assessments for that year decreased by 10% of that percentage from the preceding public school year; that group made progress on one or more of the State's academic indicators; and that group had at least 95% participation rate on the statewide assessment.	State uses different method for calculating how public schools and LEAs make AYP.

STATE RESPONSE AND STATE ACTIVITIES FOR MEETING REQUIREMENTS

Element 3.2

Under NCLB, schools, LEAs, and the state are required to make AYP on the basis of, among other things, subgroup performance. Wyoming's definition of AYP follows closely the specifications laid out in Section 1111 of the No Child Left Behind Act and reiterated in Sections 200.13-200.21 of the final accountability regulations.

For each school and LEA to meet the annual AYP performance targets, they must pass several tests. Each school/LEA is evaluated to ensure that at least 95 percent of students in all required subgroups are tested and included in the accountability system. Once the school/LEA meets the 95 percent participation requirement, Wyoming's AYP definition requires each school and LEA to be judged against the status achievement target overall and for each subgroup above the minimum group size requirement. Finally, the school/LEA must demonstrate success on the additional

academic indicator. If the school/LEA (or any subgroup above the minimum group size requirement) does not meet the AYP status target, the safe harbor provision is examined. Additional details of Wyoming's AYP methodology are found under Elements 3.2a (specific calculation methodology for the primary indicator) and 5.5 (minimum group sizes and confidence intervals).

One can think of this process as having basically three indicators for a school/LEA in each annual determination of AYP. A school/LEA will be classified as having not met AYP if any one of these indicators is found to not meet the stated AYP goals. These three indicators are:

1. language arts participation rate and language arts percent proficient and advanced
2. mathematics participation rate and mathematics percent proficient and advanced
3. other academic indicator

Beginning in 2006 with the first PAWS assessment administration, grades 3-8 and 11 within a school are combined for adequate yearly progress determinations using a proficiency index. This proficiency index provides the fairest method of evaluating schools taking into account differing annual measurable achievement objectives (AMAO) for elementary, middle, and high school grades across Wyoming's wide variety of school grade configurations. Within AYP calculations, the elementary school AMAO applies to grades 3 through 6 (the majority of Wyoming 6th grade students attend classes in the K-6 elementary school environment), the middle school AMAO applies to students in grades 7 and 8, and the high school AMAO applies to students in 11th grade. An example of the proficiency index for a hypothetical school serving grades 6 and 7 is illustrated below:

- Grade 6 annual measurable objective for 2006 = 42.00% proficient
  Actual percent of Grade 6 Asian student (N=20) proficient = 40%
  Difference = -2%

- Grade 7 annual measurable objective for 2006 = 45.42% proficient
  Actual percent of Grade 7 Asian student (N=30) proficient = 50%
  Difference = +4.58%

- Weighting constants (Grade N/Total N): Grade 4 = 20/50 = 0.4; Grade 5 = (30/50) = 0.6

- Proficiency Index = 0.4*(-2%) + 0.6*(4.58) = 1.95%

A Proficiency Index of zero or higher indicates that the AMAO has been met by the subgroup in the school. In this example, the Asian subgroup in this school meets the AMAO with a proficiency index of 1.95%. When the Proficiency Index is less than zero, a 95% confidence interval is applied to determine if the gap is statistically significant. If the gap (% below zero) is not calculated to be significant, the subgroup will be considered to have made AYP.

The language arts and mathematics indicators (participation rate and percent proficient and advanced) can be activated if any of nine groups fail to meet the stated AYP goals. These groups are:

1. All students

2. Free/reduced lunch (economically disadvantaged)
3. Native American
4. Hispanic
5. Asian
6. African American
7. White
8. IEP (students with disabilities)
9. LEP

In addition, the school/LEA will be examined using the additional indicator to determine AYP. The additional indicator for the different subgroups is only used when a school/LEA is attempting to meet AYP through safe harbor.

For a school to be placed into the school improvement cycle it must miss AYP for two consecutive years for *any* subgroup based on the *same* indicator. For example, if a school does not meet AYP in mathematics in year 1 (in terms of either participation rate or percent proficient and advanced), the school fails to meet AYP based on that indicator. However, if in year 2 the school meets AYP in mathematics, but does not meet AYP in language arts or the other academic indicator, the school would fail to meet AYP based on that indicator in year 2 but has not failed to meet AYP for two *consecutive* years such that the school improvement cycle would be initiated. This rule will help ensure the reliability of AYP judgments by reducing the likelihood of a single, invalid judgment placing a school in improvement status. It also ensures that schools have one year to focus on a specific AYP issue and address that issue before being placed in improvement.

For a LEA to be considered to have made AYP, it must meet its performance targets in BOTH language arts and mathematics, as well as the other academic indicator. In order for a LEA to be classified as being in need of improvement, it must fail to make AYP for two consecutive years for the same content area or other academic indicator in all three grade spans (elementary, middle/junior high, and high school), regardless of the subgroup.

Hypothetical Examples:

Example 1

	Elem Language Arts	Middle Language Arts	High School Language Arts	Elem Math	Middle Math	High School Math	Elem Additional Indicator	Middle Additional Indicator	High School Additional Indicator
Year 1	X	X	X						
Year 2	X	X	X						
In this example, the LEA has missed AYP in the same subject (language arts) across all grade spans for two consecutive years. Thus, the LEA would be identified for improvement.									

Example 2

	Elem Language Arts	Middle Language Arts	High School Language Arts	Elem Math	Middle Math	High School Math	Elem Additional Indicator	Middle Additional Indicator	High School Additional Indicator
Year 1							X	X	X
Year 2							X	X	X
In this example, the LEA has missed AYP in the additional indicator across **all** grade spans for two consecutive years. Thus, the LEA would be identified for improvement.									

Example 3

	Elem ELA	Middle ELA	High School ELA	Elem Math	Middle Math	High School Math	Elem Additional Indicator	Middle Additional Indicator	High School Additional Indicator
Year 1				X	X	X			
Year 2	X		X		X			X	
In this example, the LEA missed AYP in mathematics across **all** grade spans in Year 1. To be identified for improvement, the LEA would have to miss AYP across **all** grade spans in the **same** subject, mathematics, in Year 2. While the LEA missed AYP in middle school mathematics, it did not miss the AYP targets across al grade spans in mathematics in Year 2. The LEA made the elementary and high school math targets. Thus, under this approach the LEA is not identified for improvement.									

This data regarding school/LEA accountability is managed through data systems to accommodate the requirements of examining schools and LEAs for AYP determinations.

CRITICAL ELEMENT	EXAMPLES FOR MEETING REQUIREMENTS	EXAMPLES OF *NOT* MEETING REQUIREMENTS
3.2a What is the State's starting point for calculating Adequate Yearly Progress?	Using data from the 2001-2002 school year, the State established separate starting points in reading/language arts and mathematics for measuring the percentage of students meeting or exceeding the State's proficient level of academic achievement. Each starting point is based, at a minimum, on the higher of the following percentages of students at the proficient level: (1) the percentage in the State of proficient students in the lowest-achieving student subgroup; or, (2) the percentage of proficient students in a public school at the 20th percentile of the State's total enrollment among all schools ranked by the percentage of students at the proficient level. A State may use these procedures to establish separate starting points by grade span; however, the starting point must be the same for all like schools (e.g., one same starting point for all elementary schools, one same starting point for all middle schools…).	The State Accountability System uses a different method for calculating the starting point (or baseline data).

STATE RESPONSE AND STATE ACTIVITIES FOR MEETING REQUIREMENTS

Element 3.2a

In order to calculate a more stable baseline estimate of a school's performance, Wyoming will combine two years of data to calculate the starting points for AYP. The baseline will be based on school's average percent proficient and advanced across 2008 and 2009.

Historically, Wyoming has focused on students' achievement in English language arts (ELA) as an amalgam of a student's achievement in reading and the same student's achievement in writing. For the previous ESEA achievement tests used in Wyoming before PAWS, that is, the WyCAS, a

student's ELA score was based on equal contributions of the student's reading and writing performance.

Beginning in 2008, Wyoming will analyze the ELA achievements solely at the school and district levels using a weighted average. Reading scores are inherently more stable than the writing scores since the number of questions assessed in reading is greater. The percentage of students proficient or advanced in reading is weighted at 60%, and the percent of students proficient or advanced in writing is weighted at 40%. In mathematical terms, the percentage of students proficient or advanced in English language arts is calculated in this fashion:

Step I:

$$\%\ \text{proficient \& advanced in reading} = \frac{\#\ \text{proficient in reading} + \#\ \text{advanced in reading}}{\text{Total number of students testing in reading}}$$

Step II:

$$\%\ \text{proficient \& advanced in writing} = \frac{\#\ \text{proficient in reading} + \#\ \text{advanced in writing}}{\text{Total number of students testing in writing}}$$

Step III:

$$\%\ \text{proficient \& advanced in ELA} = (0.6) \times (\%\ \text{proficient \& advanced in reading}) + (0.4) \times (\%\ \text{proficient \& advanced in writing})$$

In order for a student's score to be included in the school/district ELA calculation, a student must have achieved a valid score in both reading and writing.

The law requires that students be in a particular school or LEA for a "full academic year" to be included in the calculation of AYP for the school or LEA, respectively. This filter is applied based on information collected through the WISE data collection system.

Starting points (initial achievement targets) will be calculated for PAWS using the 20th percentile method as outlined in Section 1111 of NCLB. Schools are rank-ordered by percent proficient and advanced and then the enrollment is counted from the lowest-performing school until 20 percent of the students were counted. The percent proficient and advanced in the school where the 20th percentile student is located will be considered the starting point. The starting points for language arts and mathematics are calculated separately. The calculated starting points for percent proficient and advanced in mathematics and language arts will be used to hold all subgroups accountable. The following table provides the specific starting points for schools and LEAs in language arts and mathematics using the original WyCAS data. Starting points will be recalculated after the PAWS assessment is completed during the 2009-2010 school year. These new starting points will be used to hold all subgroups accountable in 20011.

AYP Starting Points for Wyoming Schools (% Proficient and Advanced)

	Language Arts	Mathematics
4th Grade	30.4%	23.8%
8th Grade	34.5%	25.3%
11th Grade	48.4%	35.8%

CRITICAL ELEMENT	EXAMPLES FOR MEETING REQUIREMENTS	EXAMPLES OF *NOT* MEETING REQUIREMENTS
3.2b What are the State's annual measurable objectives for determining adequate yearly progress?	State has annual measurable objectives that are consistent with a state's intermediate goals and that identify for each year a minimum percentage of students who must meet or exceed the proficient level of academic achievement on the State's academic assessments. The State's annual measurable objectives ensure that all students meet or exceed the State's proficient level of academic achievement within the timeline. The State's annual measurable objectives are the same throughout the State for each public school, each LEA, and each subgroup of students.	The State Accountability System uses another method for calculating annual measurable objectives. The State Accountability System does not include annual measurable objectives.
STATE RESPONSE AND STATE ACTIVITIES FOR MEETING REQUIREMENTS		

Element 3.2b

See the discussion of annual measurable objectives within the context of the discussion of Element 3.2c.

CRITICAL ELEMENT	EXAMPLES FOR MEETING REQUIREMENTS	EXAMPLES OF *NOT* MEETING REQUIREMENTS
3.2c What are the State's intermediate goals for determining adequate yearly progress?	State has established intermediate goals that increase in equal increments over the period covered by the State timeline. • The first incremental increase takes effect not later than the 2004-2005 academic year. • Each following incremental increase occurs within three years.	The State uses another method for calculating intermediate goals. The State does not include intermediate goals in its definition of adequate yearly progress.
STATE RESPONSE AND STATE ACTIVITIES FOR MEETING REQUIREMENTS		

Element 3.2c

Wyoming's intermediate goals (in bold) and annual measurable objectives are presented in Table 2. Wyoming has chosen to use six (6) intermediate goals so that each expected increase in performance is one-sixth of the difference between 100 percent and each starting point for language arts and mathematics by grade span. Recognizing that building school and LEA capacity is generally non-linear, and organizations engaged in reform often experience a "performance dip" prior to substantial improvement (Fullan, 2001), Wyoming has decided to use a non-linear approach for increasing performance expectations for Wyoming schools and LEAs. Therefore, Wyoming increases performance targets one-sixth of the difference between the starting point and 100 percent for the 2004-2005 school year and again each year in 2007-2008, 2010-2011, 2011-2012, 2012-2013, and 2013-2014 so that the approach reflects 100 percent of the students being proficient or advanced in both content areas for all three grade spans. The annual measurable objectives are the same performance targets as the most proximate prior intermediate goal.

The non-linear approach for intermediate goals is appropriate due to the multiple demands that were initially placed on the Wyoming educational system in a short time frame. Wyoming has adopted revised content and achievement standards for mathematics and language arts for grades kindergarten through eight and eleven. The prior standards were for grades four, eight, and eleven and these new expanded standards will take time for adoption and integration into the classroom. Student achievement results that relate to these standards are expected to increase less in the initial stages of implementation and alignment of classroom instruction, with greater increases in later years.

Wyoming has developed and is implementing the state assessment to test all grades 3-8 and 11. This new system will also be more likely to perceive change after schools and classrooms have had

time to fully align their educational programs with the content and achievement standards. By allowing for a steeper trajectory in later years, professional development and school based interventions will have an opportunity to take effect, and the AYP accountability system in Wyoming will be more valid, reliable, and meaningful.

Due to Wyoming's small student numbers, the original starting points baseline was calculated by averaging two years of school data. Even with the 3-8 and 11 assessments, Wyoming's numbers are still very small. Wyoming will leave its current Intermediate Goals in place for the 2007 AYP decisions. New Intermediate Goals will be revisited for the 20010 AYP decisions using the procedures outlined in Section 3.2a. The revisiting of targets will not occur until the single administration of 2008 can be combined with a single administration in 2009. Districts and schools will receive the new Intermediate Goals at the beginning of the school year to provide adequate time to adjust to the new targets.

Table 2. Wyoming's AYP Intermediate Goals (bold) and Annual Objectives.

	Elementary School		Middle School		High School	
Year	Language Arts	Mathematics	Language Arts	Mathematics	Language Arts	Mathematics
2002	30.40	23.80	34.50	25.30	48.40	35.80
2003	30.40	23.80	34.50	25.30	48.40	35.80
2004	30.40	23.80	34.50	25.30	48.40	35.80
2005	**42.00**	**36.50**	**45.42**	**37.75**	**57.00**	**46.50**
2006	42.00	36.50	45.42	37.75	57.00	46.50
2007	42.00	36.50	45.42	37.75	57.00	46.50
2008	**53.60**	**49.20**	**56.33**	**50.20**	**65.60**	**57.20**
2009	53.60	49.20	56.33	50.20	65.60	57.20
2010	53.60	49.20	56.33	50.20	65.60	57.20
2011	**65.20**	**61.90**	**67.25**	**62.65**	**74.20**	**67.90**
2012	**76.80**	**74.60**	**78.17**	**75.10**	**82.80**	**78.60**
2013	**88.40**	**87.30**	**89.08**	**87.55**	**91.40**	**89.30**
2014	**100.00**	**100.00**	**100.00**	**100.00**	**100.00**	**100.00**

PRINCIPLE 4. State makes annual decisions about the achievement of all public schools and LEAs.

CRITICAL ELEMENT	EXAMPLES FOR MEETING REQUIREMENTS	EXAMPLES OF *NOT* MEETING REQUIREMENTS
4.1 How does the State Accountability System make an annual determination of whether each public school and LEA in the State made AYP?	AYP decisions for each public school and LEA are made annually.	AYP decisions for public schools and LEAs are not made annually.
STATE RESPONSE AND STATE ACTIVITIES FOR MEETING REQUIREMENTS		

Element 4.1

Wyoming will establish a baseline for AYP using two years of PAWS data from the 2007-2008 and 2008-2009 school years and makes AYP decisions using annual student achievement data obtained from the state assessment system. The establishment of the baseline utilizes two years of data to ensure a reliable initial target for all Wyoming schools. Annual decisions for school and LEA accountability use the current year's assessment data obtained in the assessment window. The use of one year of assessment data allows the AYP indicator to be more sensitive to annual changes in classrooms and schools and more meaningfully reflect adequate *yearly* progress. In cases where a school or LEA does not meet AYP based on one year of data, Wyoming makes a secondary examination based on averaged data from the current year and the prior year to determine if the given school/LEA made AYP. This helps correct for potential anomalies based on cohort variability where such performance may not be indicative of the overall school/LEA performance (which is especially important in states such as Wyoming that have small group sizes). This secondary examination was not performed for the 2005-2006 school year since this was the first year PAWS and PAWS-ALT were implemented. Beginning in the 2006-2007 school year, the secondary examination was made since there were two years of PAWS data.

The official testing window for the statewide assessment system (PAWS) in 2008 will be March 12 through April 16 in reading, writing, mathematics, and science.

Grades 3-8: In 2006 all Wyoming public school students in grades three through eight and grade eleven tested during the April testing window. AYP determinations were made using the data received from the April 2006 assessments. In 2007 Wyoming provided an early testing window opportunity during January by subtest in each subject area for grades three through eight. Students who perform well were able to "bank" the scores and were not be required to repeat the subtest(s) for which the score is "banked" during the official testing window in April. Students who did not perform well had the opportunity to take a parallel form of any subtest during the official April testing window. AYP was determined by using "banked" scores or scores during the official testing window in April, whichever was higher. Beginning in 2008, Wyoming will only provide one test window in March/April. All students will be required to take the entire test including

reading, writing, mathematics, and science (in grades 4 and 8). If a student is retained, the scores from the previous year will not be used. Banking scores for more than one school year does not occur in grades three through eight.

Grades 9-11: In 2007, students in grades nine through eleven were allowed to take advantage of early testing opportunities during January and April of grades nine and ten as well as January of grade eleven. Students were allowed to "bank" their scores during the early testing windows. AYP was determined only for students in grade eleven using their "banked" scores or scores achieved during the official April testing window, whichever was higher. In 2008, only 10th and 11th graders are allowed to take the PAWS test in reading, writing, and mathematics. There will no longer be an early test window. Students will only be allowed to test during the official March/April testing window. Students who take the PAWS test in 10th grade and show proficiency in a content area may "bank" that proficiency score and will not be required to test again in 11th grade in that content area. A student's "banked" proficiency score will not be used in AYP determinations until he/she is in 11th grade. The science portion of PAWS may only be taken by 11th graders. If a student is a second year junior in the PAWS administration during the official PAWS test window in the following school year, previously banked scores may still be used. If a second year junior does not have banked scores in a content area, then testing in that content area is required.

PRINCIPLE 5. All public schools and LEAs are held accountable for the achievement of individual subgroups.

CRITICAL ELEMENT	EXAMPLES FOR MEETING REQUIREMENTS	EXAMPLES OF *NOT* MEETING REQUIREMENTS
5.1 How does the definition of adequate yearly progress include all the required student subgroups?	Identifies subgroups for defining adequate yearly progress: economically disadvantaged, major racial and ethnic groups, students with disabilities, and students with limited English proficiency. Provides definition and data source of subgroups for adequate yearly progress.	State does not disaggregate data by each required student subgroup.
STATE RESPONSE AND STATE ACTIVITIES FOR MEETING REQUIREMENTS		

Element 5.1

NCLB requires an intense focus on all subgroups of students, and the AYP results for each school and LEA are based upon all subgroups meeting the target performance levels. All subgroups use the same achievement targets for mathematics and language arts. These achievement targets are presented in Table 2 and in element 3.2a.

Since Wyoming's definition of AYP follows closely the specifications of Section 1111 of NCLB and Sections 200.13-200.21 of the final accountability regulations, the definition of AYP is based on the performance of all required subgroups.

CRITICAL ELEMENT	EXAMPLES FOR MEETING REQUIREMENTS	EXAMPLES OF *NOT* MEETING REQUIREMENTS
5.2 How are public schools and LEAs held accountable for the progress of student subgroups in the determination of adequate yearly progress?	Public schools and LEAs are held accountable for student subgroup achievement: economically disadvantaged, major ethnic and racial groups, students with disabilities, and limited English proficient students.	State does not include student subgroups in its State Accountability System.
STATE RESPONSE AND STATE ACTIVITIES FOR MEETING REQUIREMENTS		

Element 5.2

Schools and LEAs are required to meet the achievement targets or safe harbor requirements for all required subgroups as specified in Section 1111 of NCLB. Further, by reporting disaggregated performance for each school and LEA, Wyoming citizens are also able to hold schools and LEAs accountable for the performance of all identifiable subgroups.

CRITICAL ELEMENT	EXAMPLES FOR MEETING REQUIREMENTS	EXAMPLES OF *NOT* MEETING REQUIREMENTS
5.3 How are students with disabilities included in the State's definition of adequate yearly progress?	All students with disabilities participate in statewide assessments: general assessments with or without accommodations or an alternate assessment based on grade level standards for the grade in which students are enrolled. State demonstrates that students with disabilities are fully included in the State Accountability System.	The State Accountability System or State policy excludes students with disabilities from participating in the statewide assessments. State cannot demonstrate that alternate assessments measure grade-level standards for the grade in which students are enrolled.
STATE RESPONSE AND STATE ACTIVITIES FOR MEETING REQUIREMENTS		

Element 5.3

All students, including those with disabilities, are included in Wyoming's accountability system for calculating AYP. Students with disabilities must participate in the Proficiency Assessments for Wyoming Students (PAWS) in one of three ways:

1. In the general assessment with no accommodations;
2. In the general assessment with accommodations; or
3. In the alternate assessment.

In the general assessment (PAWS), students may participate with accommodations. Standard, allowable accommodations are documented in the Wyoming Accommodations Manual for Instruction and Assessment and are updated for the 2006-2007 administration. Accommodations must be selected on the basis of the individual student's needs and are documented in a student's Individualized Educational Program (IEP) or 504 Plan. These allowable accommodations facilitate the participation of students with disabilities in the general assessment.

The Proficiency Assessment for Wyoming Students – Alternate, PAWS-ALT, is Wyoming's alternate assessment which is designed to measure grade-level linked academic skills in reading, writing, mathematics in grades 3-8 and 11, and science in grades 4, 8, and 11 of students with the most significant cognitive disabilities who are enrolled in Special Education programs. The PAWS-ALT assesses students' academic knowledge and skills based on grade-level Academic Content Standards and Academic Benchmarks which are linked to the Wyoming's Content and Performance Standards and reduced in breadth, depth, and complexity. Proficiency determinations are made on the basis of Alternate Achievement Standards. The PAWS-ALT is intended for a very small number of students in Wyoming with the most significant cognitive disabilities.

The PAWS-ALT is comprised of two components: the Portfolio of Student Work (PSW) and the Student Performance Events (SPE). All students taking the PAWS-ALT will be assessed with both of these components. Although the testing window for the PSW opens before that of the SPE, these administrations run concurrently, ending on the same date.

The Portfolio of Student Work (PSW) is the instructionally embedded component of the assessment. It assesses student performance in each content area (reading, writing, and mathematics in grades 3 - 8 and 11, and science in grades 4, 8, and 11) It allows ongoing assembly and evaluation of evidence of student performance that best showcases what the student knows and can do. The teacher-designed tasks target specified skills that are aligned to the extended Academic Content Standards and Academic Benchmarks.

Student performance is documented for the PSW through inclusion of student-based evidence, including original student work and supporting documentation that demonstrates, measures, and reflects skills and abilities aligned to the extended Academic Content Standards and Academic Benchmarks. The collection of evidence for a skill provides an opportunity to assess student performance within the context of daily academic instruction.

The Student Performance Events (SPE) is the on-demand component of the assessment. It is made up of distinct performance tasks in each content area (reading, writing, and mathematics in grades 3 - 8 and 11, and science in grades 4, 8, and 11). As with the PSW, the SPE allows students to demonstrate knowledge and skills on performance tasks that are aligned to the extended Academic Content Standards and Academic Benchmarks.

The items for the SPE are written to address specific, identified skills by means of a scripted format and include provided stimulus materials. The performance events are organized in a grade-specific test booklet that the test administrator will follow as he/she presents the items for each content area.

In accordance with USED regulations, Wyoming uses its Alternative Achievement Standards in language arts and mathematics to calculate AYP only for students with the most significant cognitive disabilities, who participate in the alternate assessment. These Alternate Achievement Standards are aligned with the grade level Academic Content Standards for students with the most significant cognitive disabilities, which are linked to Wyoming's Content and Performance Standards. They reflect the professional judgment of the highest learning standards possible for this student. Wyoming includes up to 1 percent of students with disabilities in the accountability system based on performance on the state's alternate assessment at the LEA and state levels (with requests for LEA exceptions reviewed by the Wyoming Department of Education on a case-by-case basis per USED regulations; in 2007, 0.99 percent of Wyoming's student population in the tested graded was assessed with the alternate assessment.)

Beginning in 2008 for AYP calculations, Wyoming includes in the IEP subgroup the scores of previously identified students with disabilities but who have been evaluated and determined to no longer be a child with a disability. These children have been exited from special education and returned to regular education programming. These students who were previously identified under section 602(3) of the IDEA but no longer receives special education services may be included in

the IEP subgroup for AYP calculation purposes for two years after returning to the regular education program.

CRITICAL ELEMENT	EXAMPLES FOR MEETING REQUIREMENTS	EXAMPLES OF *NOT* MEETING REQUIREMENTS
5.4 How are students with limited English proficiency included in the State's definition of adequate yearly progress?	All LEP student participate in statewide assessments: general assessments with or without accommodations or a native language version of the general assessment based on grade level standards. State demonstrates that LEP students are fully included in the State Accountability System.	LEP students are not fully included in the State Accountability System.
STATE RESPONSE AND STATE ACTIVITIES FOR MEETING REQUIREMENTS		

Element 5.4

All students, including LEP students, are included in Wyoming's accountability system for calculating AYP. No students are exempted from participating in the statewide assessment system on the basis of LEP status. Similar to the rules for students with disabilities, all LEP students must participate in the PAWS with accommodations as appropriate.

The majority of LEP students participate in the PAWS with appropriate accommodations. There are no alternative-language versions of the PAWS. All LEP students are included in the statewide assessments in language arts, mathematics, and science, *including* those LEP students who have been enrolled in U.S. schools for less than one year, and must be assessed with accommodations when appropriate. These directions were reiterated to all LEAs through statewide assessment administration workshops prior to the state assessment. Per recent USED guidance, "States may, but are not required to, include results [of LEP students in their first year in U.S. schools] from the mathematics and, if given, the reading/language arts content assessments in Adequate Yearly Progress (AYP) calculations." Therefore, Wyoming does not include the scores of first year LEP students. Such LEP students, however, are included in participation rate determinations.

Wyoming uses the definition of LEP contained in NCLB §9101 for purposes of determining what students are included in the LEP subgroup for AYP accountability. Wyoming utilizes an identification process which includes an assessment to determine whether a student falls within that LEP definition. For AYP calculations, per recent USED guidance, Wyoming includes in the LEP subgroup the scores of students who have attained English proficiency within the last two years. English proficiency is determined by showing proficiency on the state LEP assessment, Wyoming English Language Learners Assessment (WELLA). Once these students attain proficiency on WELLA, they are exited from the LEP subgroup.

CRITICAL ELEMENT	EXAMPLES FOR MEETING REQUIREMENTS	EXAMPLES OF *NOT* MEETING REQUIREMENTS
5.5 What is the State's definition of the minimum number of students in a subgroup required for reporting purposes? For accountability purposes?	State defines the number of students required in a subgroup for reporting and accountability purposes, and applies this definition consistently across the State.[4] Definition of subgroup will result in data that are statistically reliable.	State does not define the required number of students in a subgroup for reporting and accountability purposes. Definition is not applied consistently across the State. Definition does not result in data that are statistically reliable.
STATE RESPONSE AND STATE ACTIVITIES FOR MEETING REQUIREMENTS		

Element 5.5

Reporting Purposes

The minimum number of students in a subgroup required for reporting purposes in Wyoming is six (6). This definition of subgroup size is used consistently across the state for reporting purposes.

Accountability Purposes

For accountability decisions, the minimum number of students in subgroups other than All Students is set at thirty (30). This minimum sample size assures that reliable and valid decisions are made about school and LEA effectiveness. Results for subgroups other than All Students with fewer than thirty (30) students in all of the assessed grade levels for the school are not included in AYP calculations based on the performance of that particular subgroup. The members of the subgroup are included in the AYP calculations for the entire school and LEA. This definition of group size of thirty (30) is used consistently across the state for accountability purposes. However, recognizing that Wyoming has a sizable number of schools below the minimum number at the present time, Wyoming has adopted a rule for small schools, whereby schools with fewer than 30 assessed students are evaluated to determine AYP for the school overall based on a minimum number of six. Schools with fewer than six test scores are reviewed based on averaged data over the previous 2-3 years, which is designed to reach at least six test scores. If any schools remain, they will be reviewed on a case-by-case basis so that all schools are included in AYP. (Per Element 1.1, schools with no grades tested will be paired with other schools for AYP accountability.)

Schools with fewer than thirty (30) students assessed among all subgroups other than All Students would fall below the minimum number, therefore precluding a reliable AYP determination. Wyoming is creating a broader system of assessment and accountability that includes AYP and

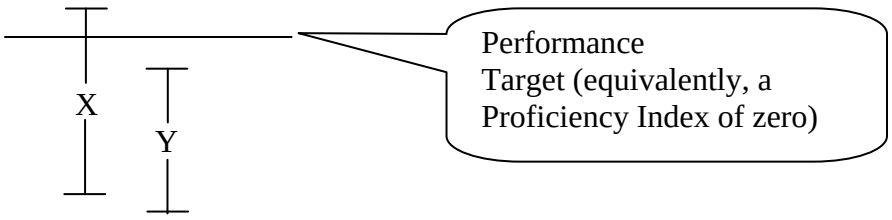
[4] The minimum number is not required to be the same for reporting and accountability.

additional data resources for making more valid and reliable accountability decisions for these small schools containing less than 30 students in the assessed grades. In addition, the number of schools with fewer than 30 students assessed decreased substantially once state assessments tookplace for grades 3-8 in the 2005-2006 school year.

The WDE uses a confidence interval approach to determine AYP in order to account for small sample sizes, ensure the most valid and reliable accountability decisions, and to assure that decisions are based on statistically significant results. Wyoming believes that this approach allows all schools and LEAs to be held accountable in the most reliable and valid way possible.

a. Wyoming uses a one-tailed, 95 percent confidence interval to judge whether schools are significantly different than the performance target[6]. To approximate this calculation, the following formula is utilized to first calculate the standard error (*SE*) of the proportion[7]:
   i. $SE = \sqrt{\frac{p(1-p)}{n}}$
   ii. Where *p* is equal to the proportion (ranging from 0 to 1) scoring proficient and advanced and *n* is the number of students tested
   iii. Multiply the standard error by 1.645 to arrive at the one-tailed, 95 percent confidence interval. Add (or subtract) this standard error to the percent proficient and advanced for the schools to arrive at the confidence interval.

b. If the confidence interval (margin of error) reaches above the statewide performance target, the school would be considered to have "met AYP." The following diagram illustrates how this works.



In this example School X would have "made AYP" and School Y would have "not met AYP." This confidence interval approach is used for AYP status decisions for the school and LEA overall as well as the subgroup AYP decisions.

c. For schools and LEAs not meeting the state AYP achievement targets, the next step in the methodology is to examine "safe harbor" provisions. Wyoming incorporates a 75% confidence interval with a .25 alpha for the safe harbor examination in order to make this provision more reliable and valid for the unique circumstances encountered in Wyoming.

The use of a confidence interval in safe harbor takes into account the inherent variability that is exhibited from year to year in the percent of students scoring

proficient and non-proficient, which is particularly important given the relatively small group sizes in Wyoming where extreme changes can be seen with only a "real" change of 2 or 3 students.

The use of a confidence interval basically addresses the question, "Has the school/LEA made a decrease in the number of non-proficient students that is statistically equivalent to 10 percent?" One potential (although not technical) problem with this approach is that it might permit a school that actually had an *increase* in the number of non-proficient students to meet "safe harbor." To prevent this occurrence, and promote the most valid, reliable, and appropriate AYP safe harbor determinations, Wyoming uses a confidence interval for the examination of safe harbor with the modification of only allowing the use of a confidence interval if the school/LEA has made an *actual decrease* in the percent of non-proficient students. Schools/LEAs that did not decrease the percent of non-proficient students would not qualify for the safe harbor provision in alignment with federal law. It is believed that this is a more valid method of utilizing the safe harbor provision rather than the broad application of a confidence interval to all entities under safe harbor. Keep in mind also that in order for a subgroup to qualify for safe harbor, a school/LEA must have made progress on the additional indicator for the subgroup, which in Wyoming means, reducing the percentage of the lowest performing students in reading in elementary and middle school and/or on improving graduation rate in high school.

References

[6]Arce-Ferrer, A., Frisbie, D.A., & Kolen, M.J. (2002). *Standard Errors of Proportions Used in Reporting Changes in School Performance With Achievement Levels*. Educational Assessment, 8(1), 59-75.

[7]National Institute of Standards and Technology/SEMATECH e-Handbook of Statistical Methods, http://www.itl.nist.gov/div898/handbook/, December 18, 2002.

CRITICAL ELEMENT	EXAMPLES FOR MEETING REQUIREMENTS	EXAMPLES OF *NOT* MEETING REQUIREMENTS
5.6 How does the State Accountability System protect the privacy of students when reporting results and when determining AYP?	Definition does not reveal personally identifiable information.[5]	Definition reveals personally identifiable information.
STATE RESPONSE AND STATE ACTIVITIES FOR MEETING REQUIREMENTS		

Element 5.6

With a minimum group size for reporting of six (6) per year, Wyoming is able to protect the identity of individual students. The Wyoming Department of Education has developed "masking" approaches to hide the identity of students when all students score in the same performance category. On all of the disaggregated reports, performance levels are restricted to be within 5 percent and 95 percent proficient. This protects the individual identification of student performance when all students perform at the same level.

[5] The Family Education Rights and Privacy Act (FERPA) prohibits an LEA that receives Federal funds from releasing, without the prior written consent of a student's parents, any personally identifiable information contained in a student's education record.

PRINCIPLE 6. State definition of AYP is based primarily on the State's academic assessments.

CRITICAL ELEMENT	EXAMPLES FOR MEETING REQUIREMENTS	EXAMPLES OF *NOT* MEETING REQUIREMENTS
6.1 How is the State's definition of adequate yearly progress based primarily on academic assessments?	Formula for AYP shows that decisions are based primarily on assessments.[6] Plan clearly identifies which assessments are included in accountability.	Formula for AYP shows that decisions are based primarily on non-academic indicators or indicators other than the State assessments.
STATE RESPONSE AND STATE ACTIVITIES FOR MEETING REQUIREMENTS		

Element 6.1

The methodology for calculating AYP has been described elsewhere in this document and, as shown, Wyoming's definition of AYP is based primarily (with the exception of graduation requirements) on the PAWS, in reading, writing, and mathematics.

[6] State Assessment System will be reviewed by the Standards and Assessments Peer Review Team.

PRINCIPLE 7. State definition of AYP includes graduation rates for public High schools and an additional indicator selected by the State for public Middle and public Elementary schools (such as attendance rates).

CRITICAL ELEMENT	EXAMPLES FOR MEETING REQUIREMENTS	EXAMPLES OF *NOT* MEETING REQUIREMENTS
7.1 What is the State definition for the public high school graduation rate?	State definition of graduation rate: • Calculates the percentage of students, measured from the beginning of the school year, who graduate from public high school with a regular diploma (not including a GED or any other diploma not fully aligned with the state's academic standards) in the standard number of years; or, • Uses another more accurate definition that has been approved by the Secretary; and • Must avoid counting a dropout as a transfer. Graduation rate is included (in the aggregate) for AYP, and disaggregated (as necessary) for use when applying the exception clause[7] to make AYP.	State definition of public high school graduation rate does not meet these criteria.

STATE RESPONSE AND STATE ACTIVITIES FOR MEETING REQUIREMENTS

Element 7.1

Wyoming's graduation rate for AYP is defined as the total number of graduates divided by the total number of students who left school, including students who completed high school and drop-outs from that class over the past four years.

The rate incorporates 4 years worth of data and thus, is an estimated cohort rate. It is calculated by dividing the number of students who receive a regular diploma by the sum of dropouts from grade 9 through 12 in consecutive years, plus the number of students completing high school. If a

[7] See USC 6311(b)(2)(I)(i), and 34 C.F.R. 200.20(b)

hypothetical graduating class began as 9th graders in Year 1, this 4-year completion rate would look like:

$$\frac{\text{Students Receiving a Regular Diploma in Year 4}}{\text{Dropouts (Grade 9 Year 1 + Grade 10 Year 2 + Grade 11 Year 3 + Grade 12 Year 4) + Students Completing High School Year 4}}$$

This formula used by the Wyoming Department of Education for calculating graduation rates is an "exiter" rate. The denominator is the total of all "exiters" from a school over a 4 year period for a grade cohort. The exiters are the 9th grade drop-outs 3 years ago, the 10th grade drop-outs 2 years ago, 11th grade drop-outs last year, and this year's 12th grade drop-outs plus completers. These are all the students that "exited" from education for that cohort. The numerator is the count of this year's regular diploma recipients. The rate gives "What percent of students exiting education do so with a regular diploma?" Foreign exchange students are not included in either the numerator or the denominator. These students often stay in Wyoming schools for only a year and then return to their home county to complete their education, thus they are not expected to graduate from a Wyoming school.

Historically, Wyoming did not collect disaggregated graduation information to the extent prescribed by NCLB. Wyoming collected race/ethnicity and the gender of graduates and drop-outs, but did not gather disaggregated data for LEP or free/reduced lunch eligible students. Special education students have their own "exiter" collection. The department did implement the collection of additional disaggregation with the 2001-2002 school year data collection cycle. However, it took one additional year for the Department to calculate disaggregated graduation rates for LEP or free/reduced lunch eligible students.

If a school fails to meet the annual student performance goal shown in Section 3.2c for any subgroup, growth on the graduation rate for that subgroup is required for the school to make "safe harbor."

LEAs currently report drop-outs using the above definition. Students who transfer are not currently included in the graduation rate calculation. Wyoming has developed a system that allows the tracking of individual students that will allow the state to verify LEA reports and more accurately track transfers and drop-outs.

Finally, Wyoming adopted a rule regarding graduation rate that is specific to students with disabilities. Per USED guidance, a student with disabilities who receives a regular diploma within the period specified by that student's IEP team is considered to have received a regular diploma "within the standard number of years," and is included in the graduation rate.

References

Wyoming Department of Education, Every Student Counts Report, Glossary of Terms, 2002.

U.S. Department of Education, National Center for Education Statistics, Public High School Dropouts and Completers from the Common Core of Data: School Years 1998-99 and 1999-2000, NCES 2002-382, by Beth Aronstamm Young. Washington, DC: August 2002. URL for publication: http://nces.ed.gov/pubsearch/pubsinfo.asp?publid=2002382

CRITICAL ELEMENT	EXAMPLES FOR MEETING REQUIREMENTS	EXAMPLES OF *NOT* MEETING REQUIREMENTS
7.2 What is the State's additional academic indicator for public elementary schools for the definition of AYP? For public middle schools for the definition of AYP?	State defines the additional academic indicators, e.g., additional State or locally administered assessments not included in the State assessment system, grade-to-grade retention rates or attendance rates.[8] An additional academic indicator is included (in the aggregate) for AYP, and disaggregated (as necessary) for use when applying the exception clause to make AYP.	State has not defined an additional academic indicator for elementary and middle schools.
STATE RESPONSE AND STATE ACTIVITIES FOR MEETING REQUIREMENTS		

Element 7.2

In reviewing other state plans, Wyoming became concerned about the efficacy and validity of using indicators such as attendance rates as the additional indicator for elementary and middle schools. Therefore, Wyoming has carried forward a very successful component of its IASA AYP system designed to focus attention on the lowest performing students.

Wyoming was concerned about the potential negative consequences that might result if schools/LEAs focus on those students scoring just below the proficient cut score and do not attend to the truly lowest scoring students. Therefore, Wyoming uses the reduction in the percentage of students scoring in the below basic performance category (the state's lowest category) in reading as the additional academic indicator for elementary and middle schools. A school can only make safe harbor if it has a decrease in the percentage of students scoring in the lowest performance category in reading for the subgroup trying to meet safe harbor, or if the percentage of students reading below basic in the subgroup trying to meet safe harbor is below 15% for the current and previous year.

[8] NCLB only lists these indicators as examples.

CRITICAL ELEMENT	EXAMPLES FOR MEETING REQUIREMENTS	EXAMPLES OF *NOT* MEETING REQUIREMENTS
7.3 Are the State's academic indicators valid and reliable?	State has defined academic indicators that are valid and reliable. State has defined academic indicators that are consistent with nationally recognized standards, if any.	State has an academic indicator that is not valid and reliable. State has an academic indicator that is not consistent with nationally recognized standards. State has an academic indicator that is not consistent within grade levels.
STATE RESPONSE AND STATE ACTIVITIES FOR MEETING REQUIREMENTS		

Element 7.3

Reliability of additional indicator in public elementary schools and middle schools

In order to reliably determine whether a school/LEA has had a reduction in the percentage of students scoring in the below basic category in reading, Wyoming applies a statistical confidence interval to those schools failing to demonstrate a reduction in the percentage of students scoring in the below basic category to determine if the difference in the proportions is due to factors other than chance. Using this statistical methodology helps ensure the reliability of AYP decisions.

The methodology for determining if a school or LEA has made progress on the additional indicator for elementary school and middle school proceeds as follows:

1. The percent of students scoring below basic in reading in the prior year are subtracted from the school's current year percent reading below basic. This indicator is negative for schools demonstrating a reduction in the percent of below basic (an indicator that is constant (zero) is considered as non-increasing and therefore adequate). A positive indicator shows that a school has had an increase in the percent reading below basic.

2. Small schools with less than six (6) students in either year's assessment are examined in comparison to past progress to ensure a valid decision has been made due to the possibility of high variability with small sample sizes.

3. If in both the current year and the prior year, a school's percentage of students scoring below basic in reading is below 15 percent, fluctuations in the percentage of students scoring below basic are not considered sufficient evidence to show failure on the additional indicator. Said differently, schools with 85 percent or more of students above below basic in reading in both years can meet the additional indicator regardless of fluctuations. This 15 percent bar can be justified by

examining results from prior years NAEP assessment and the related percent of below basic students. In the 2007 NAEP reading results, approximately 27 percent of Wyoming 4th grade students were classified as below basic and approximately 20 percent of Wyoming 8th grade students were classified as below basic. Therefore, a school having below 15 percent of their students below basic in reading in consecutive years is superior in comparison to a large proportion of the state.

4. Schools that exhibit an increase in the percent of students scoring below basic in reading are further examined utilizing a confidence interval. A confidence interval is appropriate because this determination is based on an assessment result that contains error due to annual variability in the student population. This is used to ascertain the error surrounding this estimator. If the calculated confidence interval spans into negative percentages, this provides evidence that the school's indicator may show reduction in the percent below basic with the aspect of sampling variability taken into account.

Reliability of additional indicator in public high schools

In order to reliably determine whether a school/LEA has made progress in the high school graduation rate, the Wyoming Department of Education examines the school's graduation rate in comparison to a set standard of 80 percent graduation. However, the major concern of this methodology is the over-identification of small schools and alternative schools. Small schools can have graduation rates that are highly variable due to small class sizes. Alternative schools, due to the nature of the population they serve, have a low graduation rate but make drastic differences in the educational careers of those they serve. Therefore, a second step of the methodology examines progress in the school's graduation rate.

The methodology for determining if a school or LEA has made progress on the additional indicator proceeds as follows:

1. A high school's graduation rate is calculated in alignment with the formula described in Section 7.1.

2. Schools with a graduation rate of 80 percent or higher have satisfactorily met the additional indicator. Schools exhibiting a graduation rate below 80 percent are further examined for progress.

3. Schools with a graduation rate below 80 percent have their graduation rate compared to the graduation rate from the previous year. High schools showing a positive increase in graduation rate from the previous year have met the additional indicator.

4. Small schools with less than thirty (30) exiters in either year's graduation rate calculation (denominator) are examined individually to ensure a valid decision. This is crucial due to the possibility of high variability with small group sizes seen in Wyoming. This examination includes an examination of past trend data utilizing a trend line of three years data to ensure positive progress is being demonstrated in

graduation rate over time as well as a determination of whether a small school missed the standard graduation rate standard by only one or two students. This impacted 5 schools in 2007.

Validity

Wyoming will not be able to truly evaluate the validity of the additional indicators for several years. However, it is believed that the use of the reduction in the percentage of students scoring in the lowest performance levels as the additional indicator helps improve the validity of the accountability system for the lowest performing students. In addition, Wyoming believes the goal of reducing the number of below basic students in reading is well aligned with goals found in the state's elementary and middle schools and it is accepted by schools and teachers as having merit.

In utilizing graduation rate for public high schools, one would expect that this indicator is a valid measurement of the "success" of the school. In graduating students, schools are holding their students accountable for attainment of state content standards and endorsing that students have mastered the required content. Thus, graduation rate is a valid indicator for school accountability.

PRINCIPLE 8. AYP is based on reading/language arts and mathematics achievement objectives.

CRITICAL ELEMENT	EXAMPLES FOR MEETING REQUIREMENTS	EXAMPLES OF *NOT* MEETING REQUIREMENTS
8.1 Does the state measure achievement in reading/language arts and mathematics separately for determining AYP?	State AYP determination for student subgroups, public schools and LEAs separately measures reading/language arts and mathematics. [9] AYP is a separate calculation for reading/language arts and mathematics for each group, public school, and LEA.	State AYP determination for student subgroups, public schools and LEAs averages or combines achievement across reading/language arts and mathematics.
STATE RESPONSE AND STATE ACTIVITIES FOR MEETING REQUIREMENTS		

Element 8.1

WyCAS included separate tests in reading, writing, and mathematics as does PAWS. Wyoming's approach for calculating a language arts composite score from the reading and writing scores is described under Element 3.2a. Wyoming's separate starting points for language arts and mathematics indicate that Wyoming measures student achievement separately for language arts and mathematics.

[9] If the state has more than one assessment to cover its language arts standards, the State must create a method for including scores from all the relevant assessments.

PRINCIPLE 9. State Accountability System is statistically valid and reliable.

CRITICAL ELEMENT	EXAMPLES FOR MEETING REQUIREMENTS	EXAMPLES OF *NOT* MEETING REQUIREMENTS
9.1 How do AYP determinations meet the State's standard for acceptable reliability?	State has defined a method for determining an acceptable level of reliability (decision consistency) for AYP decisions. State provides evidence that decision consistency is (1) within the range deemed acceptable to the State, and (2) meets professional standards and practice. State publicly reports the estimate of decision consistency, and incorporates it appropriately into accountability decisions. State updates analysis and reporting of decision consistency at appropriate intervals.	State does not have an acceptable method for determining reliability (decision consistency) of accountability decisions, e.g., it reports only reliability coefficients for its assessments. State has parameters for acceptable reliability; however, the actual reliability (decision consistency) falls outside those parameters. State's evidence regarding accountability reliability (decision consistency) is not updated.
STATE RESPONSE AND STATE ACTIVITIES FOR MEETING REQUIREMENTS		

Element 9.1

There are two aspects of reliability that need to be discussed in relation to this element: one minor and one major. The minor issue, classical test reliability, is one that measurement specialists have focused on for many years when thinking about tests for making decisions about individual students. Test reliability describes how much measurement error is associated with each student's (actually, it is usually the average student's) observed test score. PAWS was administered for the first time in April 2006, and test reliability studies are documented in the each year's PAWS technical manual. There is no "standard" for satisfactory levels of reliability, but it is generally accepted in the measurement community (e.g., Ysseldyke, 1990) that when making high stakes decisions about students, a reliability coefficient of 0.90 or greater should be required. In Wyoming's case, the state is not making high-stakes decisions about individual students, but the state still meets this unofficial reliability standard. Nevertheless, test reliability is only a minor component of the error variance associated with determinations of school ratings.

The major component of error variance associated with each school or LEAs yearly ranking is the sampling variability caused by testing different students each year. The accountability system is based on the inference that the test scores of any particular cohort of students tell us something about the quality or effectiveness of their school. Wyoming is not concerned, per se, with the collective scores of acohort of students as an absolute, rather the scores of any particular cohort are viewed as an indicator of the school. Therefore, the students tested in any one year should be

considered a sample of all possible students who could have attended that school over the lifetime of the school. This means that sampling variability—the error associated with different students being tested in any one year—must be considered when evaluating the reliability of the accountability system. Many researchers have demonstrated that sampling variability overshadows any variance due to test reliability (e.g., Arce-Ferrer, Frisbie, Kolen, 2002; Cronbach, Brennan, Linn, and Haertel, 1997; Hill, 2001; Linn, Baker, and Betebenner, 2002).

This is a major problem for Wyoming because sampling variability is inversely related to sample size -- the number of students tested in any one year. For example, the standard (sampling) error with 25 students tested and 50 percent of them scoring proficient is equal to 10 percent, meaning that for an observed proportion of 50 percent, one could be 95 percent confident that the "true" proportion proficient would be between 30 percent and 70 percent. Clearly this is an unacceptable level of uncertainty especially since many of Wyoming's schools test fewer than 25 students in any given year. It is precisely for this reason that Wyoming uses an AYP model that relies on modeling this sampling variability and applying confidence intervals (statistical tests) for every decision made. As described above (Element 5.5), Wyoming computes confidence intervals for each of the nine decisions (comparisons of each subgroup to the performance target) required for each of the two content areas (mathematics and language arts).

CRITICAL ELEMENT	EXAMPLES FOR MEETING REQUIREMENTS	EXAMPLES OF *NOT* MEETING REQUIREMENTS
9.2 What is the State's process for making valid AYP determinations?	State has established a process for public schools and LEAs to appeal an accountability decision.	State does not have a system for handling appeals of accountability decisions.
STATE RESPONSE AND STATE ACTIVITIES FOR MEETING REQUIREMENTS		

Element 9.2

The question of whether Wyoming's AYP determinations are valid can be examined in many different ways. Determining whether a process is valid depends on the overall goal of the accountability and assessment system. If the processes and decisions that come from the system align with this goal and aid in the progress towards the goal, it can be said they are valid.

Wyoming's accountability goal is to ensure equitable educational opportunities throughout the state. No matter where a student resides in Wyoming, they should receive equitable opportunities to learn. Students' opportunities to learn should be exclusive of a student's race, ethnicity, disability, limited English proficiency, socioeconomic status, or other classifications. It is with this goal in mind that the accountability system and processes were developed.

The determination of whether the processes are valid must be based on evidence and will be evaluated regularly. Validity of the AYP decisions for schools and LEAs are examined yearly utilizing various data. The Wyoming Department of Education examines outcomes of the AYP decisions in order to insure the validity of the decisions. The questions that have to be asked to support the argument of validity of the accountability system include:

- Are measurable changes taking place in schools due to the impact of the accountability system?
- Is the desired impact on student achievement happening?
- Is the accountability system sensitive to appropriate reform actions?
- Are the appropriate schools being identified for action?
- Are the rewards and sanctions adequate and just for the related performance?
- Do the rewards and sanctions have the desired effect of influencing schools?

To ensure appropriate schools are being accurately identified as being in AYP, any school considered to be new will begin the AYP process over. Any school seeking to be reclassified as a new school must petition the Wyoming Department of Education to receive authorization to be classified as a new school at the state level. A school will be considered a "new" school for accountability purposes if it meets the following threshold criteria:

(1) a change of at least 50 percent of the student population from the previous year; or

(2) a change in grade configuration that involves at least 2 grade levels, either by elimination or addition, or
(3) a change in grade configuration that involves at least 50 percent of the former grade levels, by either elimination or addition.

The AYP history of the school will be considered, and there must be no evidence that the change was made to avoid accountability. The State Superintendent of Public Instruction will make final determinations of whether a school will be classified as new. All new schools will receive a new school identification number.

In order to examine validity, the Wyoming Department of Education examines outcomes of the system regularly. AYP decisions are validated by observing additional information and evidence in order to determine if the decision was correct. Wyoming participates in the Council of Chief State School Officers (CCSSO) SCASS projects and associated workshops that address the issues of examining validity in state accountability decisions. As a result of these learning opportunities, Wyoming is in a position to provide thoughtful validity investigations of our state's accountability system.

Validity of decisions also are examined from the perspective of the school and LEA. Is the AYP determination viewed as valid from the school/LEA perspective? The Wyoming Department of Education provides workshops and other forms of communication detailing the AYP process and gathering feedback regarding improvements.

Specific pieces of the accountability system that can be referenced in regard to validity of AYP decisions are summarized below. These individual pieces help to insure the AYP decisions are as valid as possible.

- If a school or LEA believes it has been incorrectly identified as failing to make AYP, it may request that the Wyoming Department of Education review the AYP decision within fifteen (15) days of the preliminary AYP decisions as described in Element 1.4. The request to review the AYP decision may be based on statistical error or other substantive reasons as contained in Section 1116(b)(2) of No Child Left Behind.

- The state assessment system (PAWS) has undergone Peer Review to ensure the assessment is valid. Studies were completed to support this. The PAWS-ALT is still undergoing peer review.

-A study is being conducted by the University of Wyoming regarding the measurable changes taking place in Wyoming schools due to the impact of our instructionally-supportive assessment system and AYP decisions.

- Utilizing a group size of 30 (except for the interim rule for small schools) should lend support to a valid decision being made regarding the schools achievement.

- The use of other indicators (percent reading below basic and graduation rate) align with the educational goals of the system.

CRITICAL ELEMENT	EXAMPLES FOR MEETING REQUIREMENTS	EXAMPLES OF *NOT* MEETING REQUIREMENTS
9.3 How has the State planned for incorporating into its definition of AYP anticipated changes in assessments?	State has a plan to maintain continuity in AYP decisions necessary for validity through planned assessment changes, and other changes necessary to comply fully with NCLB.[10] State has a plan for including new public schools in the State Accountability System. State has a plan for periodically reviewing its State Accountability System, so that unforeseen changes can be quickly addressed.	State's transition plan interrupts annual determination of AYP. State does not have a plan for handling changes: e.g., to its assessment system, or the addition of new public schools.
STATE RESPONSE AND STATE ACTIVITIES FOR MEETING REQUIREMENTS		

Element 9.3

Wyoming has anticipated changes in assessments and has planned accordingly to ensure continuity of AYP decisions. Standards committees were convened in 2002 to construct specific content and achievement standards for the newly included grade levels. With these finalized in January 2003, development of assessments began in the summer of 2004. The new assessments were field tested in the 2004-2005 school year and fully implemented in the 2005-2006 school year. Results obtained from the assessments are being scrutinized to help ensure the continuity of valid AYP school decisions. The grade spans used to aggregate assessment data for using in determining school AYP measures were completed in 2006-2007. The elementary target is used for grades 3-6. The middle school target is used for grades 7-8, and the high school target is used for grade 11. Due to Wyoming's small student numbers, the original starting points baseline was calculated by averaging two years of school data. Even with the 3-8 and 11 assessments, Wyoming's numbers are still very small. Wyoming will leave its current Intermediate Goals in place for the 2008 and 2009 AYP decisions. After 2009, an examination of the starting points will be revisited. .With the new assessment system, it will be possible to incorporate student growth measures in the future to determine school performance.

[10] Several events may occur which necessitate such a plan. For example, (1) the State may need to include additional assessments in grades 3-8 by 2005-2006; (2) the State may revise content and/or academic achievement standards; (3) the State may need to recalculate the starting point with the addition of new assessments; or (4) the State may need to incorporate the graduation rate or other indicators into its State Accountability System. These events may require new calculations of validity and reliability.

Wyoming includes all new schools in the AYP accountability process the second year that assessment data is available for that school. Since the AYP additional indicator decisions are made on two years of data and safe harbor decisions require two years of data, schools are held accountable for AYP after the second year of administering the state assessment.

The more likely scenario in Wyoming is schools closing and consolidating due to decreasing enrollment. When schools close, the affected grade levels are absorbed into other schools and these schools are held accountable for the achievement of those students (applying the state standard for full academic year determinations, as applicable). The school(s) are not penalized or benefited by the AYP status of the closed school.

PRINCIPLE 10. In order for a public school or LEA to make AYP, the State ensures that it assessed at least 95% of the students enrolled in each subgroup.

CRITICAL ELEMENT	EXAMPLES FOR MEETING REQUIREMENTS	EXAMPLES OF *NOT* MEETING REQUIREMENTS
10.1 What is the State's method for calculating participation rates in the State assessments for use in AYP determinations?	State has a procedure to determine the number of absent or untested students (by subgroup and aggregate). State has a procedure to determine the denominator (total enrollment) for the 95% calculation (by subgroup and aggregate). Public schools and LEAs are held accountable for reaching the 95% assessed goal.	The state does not have a procedure for determining the rate of students participating in statewide assessments. Public schools and LEAs are not held accountable for testing at least 95% of their students.
STATE RESPONSE AND STATE ACTIVITIES FOR MEETING REQUIREMENTS		

Element 10.1

Participation rates in the State assessments are calculated by dividing the number of students participating in the assessment by the total number of enrolled students in the school/LEA on the first day of testing. Beginning in 2009, participation rates will be calculated using enrollment data collected 15 testing days into the testing window. With the PAWS testing window being five weeks long, districts have the ability to test new students who come into their district after the beginning of the testing window. This still allows LEAs an opportunity to test a student who enrolls in the LEA three weeks after the testing window has opened. When a school/LEA fails to meet the minimum annual participation rate of 95 percent based on current year data, Wyoming averages the participation rate data over the past two or three years to ensure a more reliable and valid decision of participation rate. Any student for whom there is not an assessment result or for whom there is an invalid assessment score will be counted as "not participating" in the statewide assessment system.

Second year juniors having banked scores for all contents areas may use the previously banked scores to count has having participated in the state assessment. If a second year junior has not banked a score for a content area, they are required to take the state assessment in the content area for which there is no banked score. Beginning in 2009, any student wishing to bank an ELA proficiency must take both reading and writing in the same testing window. If only reading or writing is taken in the tenth grade, then the student will need to take both reading *and* writing in the 11th grade since no ELA score will be banked for AYP.

However, there are small numbers of students who have not participated the state assessment due to expulsion or medical emergencies that are not used in the calculation of school or LEA participation rate. These circumstances of the non-participants are beyond the educational control of the school/LEA and thus should not unnecessarily degrade the related participation rate. In the 2006 assessment cycle, only 31 students in the entire state did not participate due to expulsion or medical emergencies.

The participation rates are calculated separately for language arts and mathematics at an aggregate level and at the subgroup level for all schools and LEAs. In either content area, failure to assess 95 percent of the students enrolled, overall and in each subgroup, leads to the school or LEA being identified as not meeting AYP.

According to Wyoming Statute 21-2-304 (a), every Wyoming public school student enrolled in grades three through eight and grade eleven are required to participate in PAWS and be assessed in reading, writing, and mathematics. All Wyoming public school students in grades four, eight, and eleven are required to participate in the PAWS science assessment beginning in the spring of 2007. This requirement is further supported by Wyoming State Board Rules, Chapter 6. All Neglected and Delinquent Institutions subject to accreditation requirements of the Wyoming State Board of Education are also required to have their students participate in the assessment

There are extenuating circumstances for which districts may petition the Wyoming Department of Education to allow an exemption of students with the most significant cognitive disabilities who are assessed on the Alternate Assessment, the PAWS-ALT. This would exclusively include those students who move into Wyoming from another state after the beginning of the PAWS-ALT test window. In order for a district to petition for an exemption from participation on the PAWS-ALT, a number of factors must be met. Consideration for eligibility for exemption is not based on disability category, amount of time for which the student receives service, the location of the delivery of service or the level of functioning of the student.

Only districts that have students entering from out-of-state after the first day of the PAWS-ALT testing window are eligible to petition for an exemption. Students moving between schools within a district or district to district are not eligible for exemption. IEP teams between schools and districts are expected to work together to ensure the educational needs of these students with significant cognitive disabilities are met and that assessments are validly and completely administered. The Wyoming Department of Education has developed procedures to ensure PAWS-ALT assessments can be moved safely and securely between schools and districts. This information is included in the PAWS-ALT Teacher's Guide and the WDE website at http://www.k12.wy.us/SAA/Paws/PAWS_ALT/Level2.asp.

If a district deems a student(s) eligible for the exemption, the district can petition to the Wyoming Department of Education for evaluation of an exemption. When petitioning to the Wyoming Department of Education, a separate request must be made for each student. The petition will be reviewed by the exemption review team made up of Special Education, Assessment, and Accountability personnel from the Wyoming Department of Education.

The PAWS-ALT consists of two, distinct components to gather performance information. The Portfolio of Student Work is the component that is instructionally embedded and the Student Performance Events is the component that is an on-demand, performance component. Given the

limited number of test items on a single test component, instructional value derived from the PAWS-ALT requires that the two components be completed.

The testing window is ten weeks long in order to allow the test administrator sufficient time to prepare, collect, and document valid and reliable student performance information. The amount of time required to complete the administration of both components within the specified assessment window is student dependent. Although this timeframe could be shortened for some students, this would not be the case for all students.

After receiving a petition to allow the exemption of an out-of-state transfer student testing on the PAWS-ALT, a careful evaluation of a variety of criteria should be completed. Criteria used in the determination analyze the interplay between the two following pieces of information:

1) Dates of entry into the district from out-of-state that are closer to the end of the PAWS-ALT testing window are more likely to receive the exemption since the amount of time to prepare for and administer the assessment is limited.
2) Individual learning characteristics and the student's response time to demonstrate their academic knowledge.
3) Other information that may be considered with regard to petitioning the State may include the number of students with the most significant cognitive disabilities entering the district from out-of-state after the first day of the PAWS-ALT testing window.

Districts must show sufficient evidence to prove to the Wyoming Department of Education that given the amount of time left in the testing window, the individual learning characteristics, and item response time would not allow for a valid administration to occur. A district would be expected to complete the test administration in as many content areas as possible reading, writing, mathematics or science) given the highest professional judgment of the test administrator to determine if sufficient time was available to complete the administration given the aforementioned criteria.

Once the review team receives a petition for an exemption, the team will evaluate the information and documentation provided by the district. It is required that the petition be accompanied by sufficient documents. Otherwise, a petition is jeopardized. A written response to the exemption request will be sent to the district within 5 school days after the Wyoming Department of Education receives the petition. Although schools may receive an exemption from the PAWS-ALT for a student with the most significant cognitive disability, districts are required to obtain student level data regarding present levels of academic performance related to the identified areas in a student's IEP. Thus, additional sources of data are available to evaluate educational progress against academic goals for a student.

If an exemption is approved, then student's scores are not used in the AYP participation rate or performance calculations for the school or district.

CRITICAL ELEMENT	EXAMPLES FOR MEETING REQUIREMENTS	EXAMPLES OF *NOT* MEETING REQUIREMENTS
10.2 What is the State's policy for determining when the 95% assessed requirement should be applied?	State has a policy that implements the regulation regarding the use of 95% allowance when the group is statistically significant according to State rules.	State does not have a procedure for making this determination.
STATE RESPONSE AND STATE ACTIVITIES FOR MEETING REQUIREMENTS		

Element 10.2

Wyoming uses a minimum group size of forty (40) prior to applying the 95 percent participation rate test for all groups. No confidence interval is used with regard to this determination.

Appendix A
Required Data Elements for State Report Card

1111(h)(1)(C)

1. Information, in the aggregate, on student achievement at each proficiency level on the State academic assessments (disaggregated by race, ethnicity, gender, disability status, migrant status, English proficiency, and status as economically disadvantaged, except that such disaggregation shall not be required in a case in which the number of students in a category is insufficient to yield statistically reliable information or the results would reveal personally identifiable information about an individual student.

2. Information that provides a comparison between the actual achievement levels of each student subgroup and the State's annual measurable objectives for each such group of students on each of the academic assessments.

3. The percentage of students not tested (disaggregated by the student subgroups), except that such disaggregation shall not be required in a case in which the number of students in a category is insufficient to yield statistically reliable information or the results would reveal personally identifiable information about an individual student.

4. The most recent 2-year trend in student achievement in each subject area, and for each grade level, for the required assessments.

5. Aggregate information on any other indicators used by the State to determine the adequate yearly progress of students in achieving State academic achievement standards disaggregated by student subgroups.

6. Graduation rates for secondary school students disaggregated by student subgroups.

7. Information on the performance of local educational agencies in the State regarding making adequate yearly progress, including the number and names of each school identified for school improvement under section 1116.

8. The professional qualifications of teachers in the State, the percentage of such teachers teaching with emergency or provisional credentials, and the percentage of classes in the State not taught by highly qualified teachers, in the aggregate and disaggregated by high-poverty compared to low-poverty schools which (for this purpose) means schools in the top quartile of poverty and the bottom quartile of poverty in the State.

Appendix B

Chapter 6 School Wyoming State Board of Education Rules Accreditation, Section 9 and 10

Section 9. **Accountability System.** The state shall have a single statewide accountability system, with rewards and consequences, consistent with the requirements of state and federal law. The Accountability System shall be as defined in the Wyoming State Accountability Workbook, approved by the U.S. Department of Education, and shall include an annual Adequate Yearly Progress (AYP) determination, based primarily on the results of state assessments, for every public school and public school district. (W.S. 21-2-304(a)(vi)). The Accountability System shall be designed to provide valid and reliable accountability determinations that can help promote continuous improvement in raising student achievement and closing achievement gaps.

Section 10. **Rewards and Consequences.** The state shall have a system of rewards and consequences for every public school and public school district, consistent with the requirements of state and federal law (W.S. 21-2-304(a)(vi)(C)(D)(E)).

(a) Rewards. Each public school and public school district shall be eligible for rewards based on its annual AYP determination and additional data. Rewards shall be administered by the Wyoming Department of Education and may include:

(i) Notification to eligible schools and districts, with the option to request further public recognition by the State Department of Education;

(ii) Encouragement for schools to seek awards (through districts) under Wyoming's Innovative Trust Fund (or other funds established in state law) to support innovative education initiatives that improve student achievement to the extent state funding is available for such purpose;

(iii) Awards for Title I schools (through districts) under the provisions of NCLB to the extent federal funding is available for such purpose;

(iv) Consideration for increased local flexibility, consistent with state and federal law.

(b) Consequences. The state shall have a system of consequences that applies to all public schools and public school districts and that, consistent with state and federal law, are designed to provide options for appropriate interventions, escalating in nature over time, that can help improve student achievement and close achievement gaps. These consequences shall be based primarily on annual AYP determinations with the nature and degree of such consequences informed by subsequent analysis of AYP and additional data.

(i) School-Level Consequences

(A) Year 1. A school that does not meet AYP in any year shall be expected to undertake, with the participation of the school district, an examination of the AYP determination and an identification of reasons for underperformance. The school shall be expected to address identified issues as part of its annual review and School Improvement Plan development

process. The school, at the option of the district, may receive targeted technical assistance to be provided by the state, to the extent available given state capacity and funding.

(B) Year 2. A school that does not meet AYP in the same subject for two consecutive years shall be subject to the following improvement consequences:

(1) If the school is a Title I school, the district shall provide written notice to the parents of each student enrolled in the school of the determination and the resulting consequences.

(2) For Title I and non-Title I schools, not later than 3 months after identification for improvement, the school with broad-based involvement of parents, school staff and others, shall review and revise its School Improvement Plan to address identified issues and shall obtain district approval of the revised plan. The School Improvement Plan shall cover a 2-year period and shall be implemented expeditiously and in no case later than the beginning of the school year following identification.

(3) Targeted technical assistance shall be provided by the Wyoming Department of Education and the district for all schools not meeting AYP.

(4) For Title I schools, consistent with federal law, the school shall target 10% of Title I funds to high-quality professional development. Non-Title I schools shall be encouraged to make professional development activities a focus of the school improvement plan.

(5) For Title I schools, consistent with federal law, the district shall provide students enrolled in the school the option to transfer to another public school within the district that has not been identified for improvement. The districts may elect to make public school choice available to students enrolled in non-Title I schools, with appropriate limitations established by the district.

(C) Year 3. A school that does not meet AYP in the same subject for three consecutive years shall be subject to all consequences applicable to schools of its type in Year 2 as well as the following requirements:

(1) For Title I schools, consistent with federal law, provide additional tutoring and support services for students, consistent with the supplemental educational services requirements of federal law.

(2) For Title I and non-Title I schools, utilize funds for summer school and remediation efforts to provide additional tutoring and support services for students most at-risk of not achieving proficiency goals.

(D) Year 4. Title I and non-Title I schools that do not meet AYP in the same subject for four consecutive years shall be subject to all consequences applicable to schools of its type in Year 3 as well as the following corrective action requirements:

(1) The district shall take one or more corrective actions

consistent with state and federal law that are substantially and directly in response to the academic, staffing, curriculum, or other high-priority areas in the school. Corrective actions shall include an appropriate educational intervention (including the review, revision, or expansion of a prior intervention) selected by the district from the following corrective action options: place an expert in the school; extend learning time; institute a new curriculum; decrease school management authority; restructure the school's internal organization; replace appropriate staff.

(2) The district shall publish and disseminate, to parents and to the public, information regarding the corrective action taken at each school.

(E) Year 5. Title I and non-Title I schools that do not meet AYP in the same subject for five consecutive years shall be subject to all consequences applicable to schools of its type in Year 4 as well as the following requirements:

(1) For Title I and non-Title I schools, the district shall undertake a review and revision of the corrective actions undertaken in Year 4, as appropriate, and continue with implementation of the corrective actions.

(2) For Title I schools, the district shall develop a restructuring plan for the school. The School Restructuring Plan shall follow NCLB guidelines and shall include a fundamental reform at a systemic, governance level that is to be taken by the district to improve student achievement. The district shall obtain approval of the School Restructuring Plan from the State Board of Education and shall prepare to implement the plan at the start of the next school year.

(3) For Title I and non-Title I schools, the district shall undertake a review and revision of the corrective actions undertaken in Year 4, as appropriate.

(F) Year 6. A school that does not meet AYP in the same subject for six consecutive years shall be subject to all consequences applicable to schools of its type in Year 5 as well as the following requirements:

(1) For Title I schools, the district shall implement the School Restructuring Plan developed and approved in Year 5.

(2) For non-Title I schools, the district shall review, revise, and expand, as appropriate, the corrective actions undertaken in previous years.

(ii) District-Level Consequences.

(A) Year 1. A district that does not meet AYP in any year shall be expected to undertake an examination of its AYP determination and an identification of reasons for not meeting AYP. The district shall have the option of receiving targeted technical assistance to be provided by the Wyoming Department of Education to the extent available given state capacity and funding.

(B) Year 2. A district that does not meet AYP in the same subject in any two consecutive years shall be subject to the following improvement consequences:

(1) Not later than 3 months after identification for improvement, the district, with broad-based involvement of parents, staff, and others, shall develop or revise a District Improvement Plan and shall obtain approval of the plan from the Wyoming Department of Education. The District Improvement Plan shall cover a 2-year period and shall be implemented expeditiously and in no case later than the beginning of the school year following identification.

(2) The district shall receive targeted technical assistance provided by the Wyoming Department of Education to the extent available given state capacity and funding.

(C) Year 3. A district that does not meet AYP in the same subject for three consecutive years shall, if not already undertaken, begin implementation of the District Improvement Plan developed and approved in Year 2.

(D) Year 4. A district that does not meet AYP in the same subject for four or more consecutive years shall be subject to the consequences applicable to districts in Year 3 as well as the following requirements:

(1) For Title I districts, the state shall take one or more corrective action, as required by federal law and acting consistent with state law, from a menu of possible corrective actions.