

2023-24 School Performance Report for Elementary and Middle School Grades

(WAEA = Wyoming Accountability in Education Act)

(ESSA = Every Student Succeeds Act)

State Accountability

All Wyoming elementary and middle schools receive one of four School Performance Ratings: Exceeding Expectations, Meeting Expectations, Partially Meeting Expectations, or Not Meeting Expectations. Four indicators are used to inform the ratings: Achievement, Growth, Equity, and English Learner Progress (ELP). Different measures are used for each indicator:

- Achievement is measured using the statewide assessment, the Wyoming Test of Proficiency and Progress (WY-TOPP).
- Growth is measured by comparing how students did on WY-TOPP compared to how they did on prior statewide assessments.
- Equity is measured by focusing heavily on the growth of the students who scored the lowest on prior statewide assessments.
- English Learner Progress (ELP) is measured by how well students learning the English language improve on an assessment of English language.

Federal Accountability

All schools are required to report annually on progress toward long-term goals and short-term targets for English Language Arts (ELA) Achievement, Math Achievement, Graduation Rate, and English Learner Progress (ELP). Federal law requires the schools that are struggling the most to be identified for support. There are three types of support:

- Comprehensive Support and Improvement (CSI) is for Title I schools performing among the lowest in the state.
- Targeted Support and Improvement (TSI) is for schools that have a specific group of students that is not performing well.
- Additional Targeted Support and Improvement (ATSI) is for schools that have a specific group of students that is chronically not performing well.
- Schools that are not identified for support are noted as "Not Identified."
- Schools are identified for CSI and ATSI every three years based on the prior year performance. Schools may be identified for TSI every year.

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

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

[Click here to review the accountability](#)

District Name: Lincoln #2
School Name: Thayne Elementary
Grades Served: K-3
Enrollment: 349
Paired with: Etna Elementary

WAEA School Performance Level = Meeting Expectations
WAEA Weighted Average Indicator Score = 2.1 (Cut Scores = 1.4 ; 1.8 ; 2.6)

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

ESSA Average Indicator Score = 2.5
ESSA Average Growth & Achievement Score = N/A
(ESSA Average Growth & Achievement Scores are only reported for the 5% of Title I schools with the lowest scores)

Long-Term School Goals and Interim Targets for Student Groups Proficient or Advanced on WY-TOPP English/Language Arts

Student Group	15-Year Goal	At or Above Goal*	Current Year Interim Target At or Above IT*
All	59%	Yes	Yes
EL	43%	Yes	Yes
Free/Reduced Lunch	55%	No	No
Hispanic	54%	No	No
IEP	37%	No	No
Two or More Races	62%	No	No
White	62%	Yes	Yes

Long-Term School Goals and Interim Targets for Percent of Students Proficient or Advanced on WY-TOPP Math

Student Group	15-Year Goal	At or Above Goal*	Current Year Interim Target At or Above IT*
All	57%	Yes	Yes
EL	43%	No	No
Free/Reduced Lunch	53%	Yes	Yes
Hispanic	53%	Yes	Yes
IEP	35%	No	No
Two or More Races	65%	No	No
White	61%	Yes	Yes

Long-Term School Goals and Interim Targets for Students Proficient or Advanced for English Learner Progress

Student Group	15-Year Goal	At or Above Goal*	Current Year Interim Target At or Above IT*
All	53%	Yes	Yes

ESSA Subgroup Indicator Scores

Student Group	Growth			Equity			Achievement			ELP		
	Cut Scores	Count of Students	School Scores	Cut Scores	Count of Students	School Scores	Cut Scores	Count of Students	School Scores	Cut Scores	Count of Students	School Scores
All	>=47.1; <54.5	252	52.8	>=47.5; <56.2	55;231	51.5	>=47.7; <58.6	355	65.8	>=27.7; <50.0	13	84.6
EL	>=45.3; <55.3	14	52.3	>=45.6; <52.5	14;20	60.0	>=20.8; <39.5	11	40.9	>=;<		N/A
Free/Reduced Lunch	>=45.5; <52.0	62	47.6	>=45.3; <52.3	18;54	49.7	>=36.0; <47.6	94	55.3	>=27.2; <50.0	13	84.6
Hispanic	>=46.2; <53.8	20	54.3	>=46.2; <55.2	16;44	62.4	>=35.0; <46.2	28	51.8	>=25.8; <46.4	12	83.3
IEP	>=42.5; <49.5	41	34.8	>=43.1; <50.3	25;25	40.1	>=14.5; <24.0	60	28.3	>=6.3; <41.2	3	N/A
Nonvirtual	>=47.1; <54.5	252	52.8	>=47.5; <56.2	55;231	51.5	>=47.7; <58.6	355	65.8	>=27.7; <50.0	13	84.6
Two or More Races	>=47.9; <52.5	12	51.3	>=45.2; <56.8	1;5	N/A	>=42.3; <55.9	16	59.4	>=27.7; <50.0	0	N/A
White	>=47.7; <54.4	222	52.6	>=48.2; <55.8	46;202	50.2	>=50.0; <61.4	314	67.2	>=27.7; <50.0	1	N/A