



Opportunity Through Education

**2020-21 School Performance Report for Elementary and Middle School Grades  
(WAEA = Wyoming Accountability in Education Act)  
(ESSA = Every Student Succeeds Act)**

**Due to the COVID pandemic, WAEA School Performance Ratings and ESSA School Identifications were not calculated for the 2019-2020 and 2020-2021 school years.**

**WAEA:** Schools in Wyoming may fall within one of four performance levels for overall school performance based on their pattern of performance on FOUR indicators: Achievement, Growth, Equity, and English Learner Progress (ELP).  
**The FOUR performance levels are:**  
- EXCEEDING EXPECTATIONS  
- MEETING EXPECTATIONS  
- PARTIALLY MEETING EXPECTATIONS  
- NOT MEETING EXPECTATIONS  
(For a description of the performance levels, see the end of this report.)

**ESSA:**  
School Performance Levels.  
- For overall school performance, some schools are identified for COMPREHENSIVE SUPPORT AND IMPROVEMENT (CSI).  
- For subgroup performance:  
• Schools with "consistently underperforming subgroups" are identified for TARGETED SUPPORT AND IMPROVEMENT (TSI),  
• Schools with "chronically low-performing subgroups" are identified for ADDITIONAL TARGETED SUPPORT AND IMPROVEMENT (ATSI).  
- Schools that are not identified for CSI, TSI or ATSI are UNCLASSIFIED.  
- Schools are identified for CSI and ATSI every three years based on the prior year performance. Schools may be identified for TSI every year.  
Each year, school performance on long-term goals and interim targets are reported for:  
- English Language Arts (ELA) Achievement  
- Math Achievement  
- English learner progress (ELP)

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

[Click here to review the accountability implementation manual](#)

**District Name: Fremont #25**  
**School Name: Rendezvous Elementary**  
**Grades Served: 4-5**  
**Enrollment: 301**

**WAEA School Performance Level = No New SPL-COVID-19**  
**WAEA Weighted Average Indicator Score = .0 (Cut Scores = 1.4 ; 1.8 ; 2.6)**

**ESSA School Performance Level = Identified**  
**Comprehensive Support and Improvement = N/A**  
**Targeted Support and Improvement = N/A**  
**Additional Targeted Support and Improvement = N/A**  
**ESSA Average Indicator Score = .0**  
**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)**

**Confidential - This report may contain counts and percentages which would compromise student confidentiality if publicized and is intended solely for school and district administrators for reviewing WAEA School Performance Reporting.**

### Overall School Performance on Indicators

Only students enrolled for a full academic year (FAY) are included (FAY is from first school day in October to midpoint in test window)

Indicator	WAEA Target Level	ESSA Norm Category	Count of Students	Description
Growth	N/A	N/A		WAEA: The mean student growth percentile (MGP) in reading and math combined for all students in grades four through eight as measured from prior year PAWS to current year WY-TOPP.
				ESSA: The mean student growth percentile (MGP) in ELA and math combined for all students grades four through ten.
Equity	N/A	N/A	;	The weighted mean student growth percentile (MGP) with MGP of students who scored in the bottom 25% of students on the prior year test weighted at 80% and the MGP of the remaining students weighted at 20%.The reported count of students for this indicator reflects the number of students with tests in the consolidated subgroup and the number of students with tests not included in the consolidated subgroup. In some cases, students have a test in each group.
Achievement*	Meets Target 51	Average 52.0	455	WAEA: The percent proficient or above on the state test in English language arts, mathematics, and science.
			455	ESSA: The percent proficient or above on the state test in English language arts and mathematics.
ELP	N/A	N/A	5	The percent of English learners who met their annual goal for English language proficiency.

\* A school's achievement score may be lowered if the school does not meet the 95% participation rate requirement

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

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

### Overall School Performance

	WAEA Performance Category Cut Scores			ESSA Performance Category Cut Scores		
	Below Targets	Meeting Targets	Exceeding Targets	Below Average	Average	Above Average
Growth	<	>= and <	>=	<	>= and <	>=
Equity	<	>= and <	>=	<	>= and <	>=
Achievement	< 51	>= 51 and < 68	>= 68	< 47.7	>= 47.7 and < 58.6	>= 58.6
ELP	< 36	>= 36 and < 60	>= 60	< 27.7	>= 27.7 and < 50.0	>= 50.0

### 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	>=;<		N/A	>=;<	;	N/A	>=47.7; <58.6	455	52.0	>=27.7; <50.0	5	N/A
Asian	>=;<		N/A	>=;<	;	N/A	>=53.3; <75.0	6	N/A	>=27.7; <50.0	1	N/A
Black	>=;<		N/A	>=;<	;	N/A	>=32.9; <45.7	2	N/A	>=27.7; <50.0	0	N/A
EL	>=;<		N/A	>=;<	;	N/A	>=20.8; <39.5	6	N/A	>=27.7; <50.0	5	N/A
Free/Reduced Lunch	>=;<		N/A	>=;<	;	N/A	>=36.0; <47.6	191	33.7	>=27.2; <50.0	1	N/A
Hispanic	>=;<		N/A	>=;<	;	N/A	>=35.0; <46.2	57	52.7	>=25.8; <46.4	1	N/A
IEP	>=;<		N/A	>=;<	;	N/A	>=14.5; <24.0	88	18.9	>=6.3; <41.2	1	N/A
Native American	>=;<		N/A	>=;<	;	N/A	>=22.2; <35.0	87	22.4	>=5.0; <23.2	2	N/A
Nonvirtual	>=;<		N/A	>=;<	;	N/A	>=47.7; <58.6	421	54.2	>=27.7; <50.0	5	N/A
Pacific Islander	>=;<		N/A	>=;<	;	N/A	>=47.7; <58.6	1	N/A	>=27.7; <50.0	0	N/A
Two or More Races	>=;<		N/A	>=;<	;	N/A	>=42.3; <55.9	23	43.5	>=27.7; <50.0	0	N/A
Virtual	>=;<		N/A	>=;<	;	N/A	>=47.7; <58.6	34	22.0	>=27.7; <50.0	0	N/A
White	>=;<		N/A	>=;<	;	N/A	>=50.0; <61.4	279	62.5	>=27.7; <50.0	1	N/A

**ESSA Subgroup Indicator Categories, Average Indicator Category Scores, and Average Growth & Achievement Scores**

Student Group	School Indicator Categories				School Average Indicator Category Score	Average Growth & Achievement			
	Growth	Equity	Achievement	ELP		School Score	ATSI Eligible if =< __	TSI Eligible* if =< __	Support Category
All	N/A	N/A	2	N/A	N/A	N/A	N/A	N/A	
Asian	N/A	N/A	N/A	N/A	N/A	N/A	17.4	N/A	
Black	N/A	N/A	N/A	N/A	N/A	N/A	17.4	32.4	
EL	N/A	N/A	N/A	N/A	N/A	N/A	17.4	N/A	
Free/Reduced Lunch	N/A	N/A	1	N/A	N/A	N/A	17.4	N/A	
Hispanic	N/A	N/A	3	N/A	N/A	N/A	17.4	N/A	
IEP	N/A	N/A	2	N/A	N/A	N/A	17.4	25.7	
Native American	N/A	N/A	2	N/A	N/A	N/A	17.4	27.8	
Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A	17.4	N/A	
Two or More Races	N/A	N/A	2	N/A	N/A	N/A	17.4	34.3	
White	N/A	N/A	3	N/A	N/A	N/A	17.4	46.9	

Must be TSI eligible for a subgroup for 2 consecutive years to become TSI

ATSI: Additional Targeted Support and Improvement

TSI: Targeted Support and Improvement

**Long-Term School Goals and Interim Targets for Percent of Students Proficient or Advanced on WY-TOPP English/Language Arts**

Student Group	Student Count	15-Year Goal	School Score	At or Above Goal	Current Year Interim Target (IT)		Future Interim Target		
					School IT	At or Above IT	Next Year's IT	Next IT Increase Year	IT on Increase Year
All	453	59	51	No	50	Yes	50	2021-2022	50
EL	6	43	.	.	29	.	29	2021-2022	29
Free/Reduced Lunch	190	55	35	No	39	No	39	2021-2022	39
Hispanic	57	54	53	No	42	Yes	42	2021-2022	42
IEP	88	37	18	No	26	No	26	2021-2022	26
Native American	87	37	25	No	31	No	31	2021-2022	31
Two or More Races	23	62	39	No	48	No	48	2021-2022	48
White	277	62	60	No	56	Yes	56	2021-2022	56

Must meet minimum n of 10 for each student group to be included for that student group. The interim target during the baseline year is equal to the school's baseline score.

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

Student Group	Student Count	15-Year Goal	School Score	At or Above Goal	Current Year Interim Target (IT)		Future ITs		
					School IT	At or Above IT	Next Year's IT	Next IT Increase Year	IT on Increase Year
All	451	57	53	No	55	No	55	2021-2022	55
EL	5	43	.	.	75	.	75	2021-2022	75
Free/Reduced Lunch	187	53	33	No	46	No	46	2021-2022	46
Hispanic	55	53	53	No	52	Yes	52	2021-2022	52
IEP	87	35	20	No	27	No	27	2021-2022	27
Native American	87	34	20	No	33	No	33	2021-2022	33
Two or More Races	23	65	48	No	56	No	56	2021-2022	56
White	277	61	65	Yes	61	Yes	61	2021-2022	61

Must meet minimum n of 10 for each student group to be included for that student group. The interim target during the baseline year is equal to the school's baseline score.

**ACHIEVEMENT: Percent of Proficient or Above Test Scores\* on State Test in the Current Year**

Name	Grade	All Subjects	ELA & Mathematics	ELA	Mathematics	Science	Count of Students
Rendezvous Elementary	03	45.2%	45.2%	43.4%	47.1%	N/A	173
State of Wyoming	03	51.5%	51.5%	51.3%	51.7%	0.0%	6,234
Rendezvous Elementary	04	48.7%	52.8%	51.6%	54.0%	40.5%	126
State of Wyoming	04	49.8%	50.1%	49.3%	50.9%	49.1%	6,357
Rendezvous Elementary	05	58.9%	58.9%	59.1%	58.7%	N/A	155
State of Wyoming	05	53.8%	53.8%	55.4%	52.1%	0.0%	6,488
Rendezvous Elementary	All G38	50.6%	52.0%	51.0%	53.0%	40.5%	453
State of Wyoming	All G38	52.4%	53.1%	55.4%	50.8%	48.1%	39,322

\* Rounded to a whole number for WAEA; Rounded to one decimal place for ESSA

**ELP: Percent of English Learners who met their Annual Target for Progress Learning English\***

Name	Grade	Percent Meeting Improvement Target	Count of English Learner Students
Rendezvous Elementary	01	0.0%	1
State of Wyoming	01	70.7%	205
Rendezvous Elementary	03	0.0%	1
State of Wyoming	03	37.1%	248
Rendezvous Elementary	04	100.0%	1
State of Wyoming	04	60.9%	261
Rendezvous Elementary	05	0.0%	2
State of Wyoming	05	44.9%	167

\* Rounded to a whole number for WAEA; Rounded to one decimal place for ESSA

**Participation Rate: When Actual Tests with Scores Equals or Exceeds Tests with Scores Needed to Meet Participation Level, the Outcome is Met**

<b>Model*</b>	<b>Group</b>	<b>Count of All Tests Expected (if 100% of FAY/Enrolled Students Tested)</b>	<b>Expected Participation Level</b>	<b>Tests with Scores Needed to Meet Expected Participation Level</b>	<b>Actual Tests with Scores</b>	<b>Outcome**</b>
WAEA	All FAY Students	1036	95%	983	1030	Met
WAEA	All Enrolled Students	1151	95%	1092	1144	Met
WAEA	All Enrolled Students	1151	90%	1035	1144	Met
WAEA	All Enrolled Students	1151	85%	978	1144	Met
WAEA	ACCESS all EL Students	6	95%	5	6	Met
ESSA	All FAY Students	910	95%	864	904	Met
ESSA	All Enrolled Students	910	95%	960	1005	Met
ESSA	All Enrolled Students	910	90%	910	1005	Met
ESSA	All Enrolled Students	910	85%	860	1005	Met
ESSA	ACCESS all EL Students	6	95%	5	6	Met

\* WAEA model includes Mathematics, English Language Arts, & Science; ESSA includes Mathematics & English Language Arts

\*\* When the 95% requirement is met for all enrolled students, there is no consequence. When the 95% requirement is not met for all FAY students, the denominator for the school achievement indicator score is increased from actual tests taken by students to the 'tests with scores needed to meet the 95% participation level. When the 95% requirement is met for FAY students but not met for all enrolled students, the school average indicator category score/weighted average indicator score is decreased by 0.1 points for each 5% below the requirement the participation rate is not met.

\*\*\*On the ACCESS test, when the 95% requirement is not met for all ACCESS EL students, the denominator for the ELP indicator score is increased from actual tests taken by students to the 'tests with scores needed to meet the 95% participation level.

For ESSA, participation rate rules are applied to each subgroup when indicator and AICS scores are computed