WYOMING
DEPARTMENT OF EDUCATION

CONSOLIDATED STATE PLAN FOR THE **EVERY STUDENT SUCCEEDS ACT**

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DEPARTMENT OF EDUCATION

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By signing this document, I assure that: To the best of my knowledge and belief, all information and data included in this plan are true and correct. The SEA will submit a comprehensive set of assurances at a date and time established by the Secretary, including the assurances in ESEA section 8304. Consistent with ESEA section 8302(b)(3), the SEA will meet the requirements of ESEA sections 1117 and 8501 regarding the participation of private school children and teachers.	
Authorized SEA Representative (Printed Name) Jillian Balow	Telephone: 307-777-7675
Signature of Authorized SEA Representative JBalow	Date: 1-15-2019
Governor (Printed Name) Mark Gordon	Date SEA provided plan to the Governor under ESEA section 8540:
Signature of Governor	Date:

Programs Included in the Consolidated State Plan

Instructions: Indicate below by checking the appropriate box(es) which programs the SEA included in its consolidated State plan. If an SEA elected not to include one or more of the programs below in its consolidated State plan, but is eligible and wishes to receive funds under the program(s), it must submit individual program plans for those programs that meet all statutory and regulatory requirements with its consolidated State plan in a single submission.

☒ Check this box if the Wyoming Department of Education (WDE)/SEA has included all of the following programs in its consolidated State plan.

or

If all programs are not included, check each program listed below that the SEA includes in its consolidated State plan:

☐ Title I, Part A: Improving Basic Programs Operated by Local Educational Agencies

☐ Title I, Part C: Education of Migratory Children

☐ Title I, Part D: Prevention and Intervention Programs for Children and Youth Who Are Neglected, Delinquent, or At-Risk

☐ Title II, Part A: Supporting Effective Instruction

☐ Title III, Part A: English Language Acquisition, Language Enhancement, and Academic Achievement

☐ Title IV, Part A: Student Support and Academic Enrichment Grants

☐ Title IV, Part B: 21st Century Community Learning Centers

☐ Title V, Part B, Subpart 2: Rural and Low-Income School Program

☐ Title VII, Subpart B of the McKinney-Vento Homeless Assistance Act: Education for Homeless Children and Youth Program (McKinney-Vento Act)

Instructions

Each SEA must provide descriptions and other information that address each requirement listed below for the programs included in its consolidated State plan. Consistent with ESEA section 8302, the Secretary has determined that the following requirements are absolutely necessary for consideration of a consolidated State plan. An SEA may add descriptions or other information, but may not omit any of the required descriptions or information for each included program.

A. TITLE I, PART A: IMPROVING BASIC PROGRAMS OPERATED BY LOCAL EDUCATIONAL AGENCIES (LEAs)

Section A outlines Wyoming's plan for meeting the requirements under Title 1, Part A of the Elementary and Secondary Education Act (ESEA) as amended by the Every Student Succeeds Act (ESSA). The components included in this section are intended to maintain and enhance an accountability system that meets the needs of Wyoming schools, districts, educators, students, parents, and local communities.

This section describes Wyoming's plan for challenging state academic standards and assessments, producing the state assessment in languages other than English, long-term accountability goals and interim targets for all students and all subgroups, indicators included in the accountability model (including the indicator of school quality or student success), the identification of schools for comprehensive and targeted support, providing equitable access to excellent educators, ensuring a safe and healthy school environment, and assisting students as they transition from pre-school through high school graduation and beyond.

1. Challenging State Academic Standards and Assessments *(ESEA section 1111(b)(1) and (2) and 34 CFR §§ 200.1−200.8.)*[1]

Wyoming has challenging academic standards in ten content areas: English/language arts (ELA), mathematics, science, social studies, foreign language, fine & performing arts, career & vocational education, computer science, health, and physical education. They are reviewed on a nine-year review cycle and approved by the Wyoming State Board of Education (SBE). The Wyoming Department of Education (WDE) facilitates the standards review process by convening a review committee consisting of parents, business members, community members, and educators who teach pre-kindergarten through postsecondary grades, including educators of special populations like special education and English Learners. Prior to the review committee's first meeting, the WDE collects educator and public input about the current standards for the committee's consideration as they begin the review process. The WDE also hosts regional community input meetings to collect specific feedback and information on what the public would like the review committee to know as they review and revise the standards. The review committee's recommendations are reviewed by the SBE and released for public input. The public feedback is shared with the SBE as part of their review. If approved, the standards are released for official public comment for a minimum of forty-five days. Then, the SBE reviews those comments as they decide final approval of the standards. Once approved by the SBE, the Governor has seventy-five days to sign them into law.

The WDE first convenes the review committee via webinar to provide a training on standards and education language to ensure all committee members have the same understanding, specifically the difference between *standards* and *benchmarks* and *curriculum*. The WDE also emphasizes the importance of ensuring rigorous college and career ready standards. This information is revisited at the first face-to-face meeting and is provided at all review committee meetings.

The assessed content areas are ELA, Mathematics, and Science. The Wyoming state content standards can be found on the WDE's Standards Webpage at edu.wyoming.gov/educators/standards/ or individually on the ELA Webpage, the Mathematics Webpage, and the Science Webpage. The summative assessment in grades 3-10 assesses achievement in the content areas.

[1] The Secretary anticipates collecting relevant information consistent with the assessment peer review process in 34 CFR § 200.2(d). An SEA need not submit any information regarding challenging State academic standards and assessments at this time.

2. **<u>Eighth Grade Math Exception</u> (*ESEA section 1111(b)(2)(C) and 34 CFR § 200.5(b)(4)*):**
   i. **Does the State administer an end-of-course mathematics assessment to meet the requirements under section 1111(b)(2)(B)(v)(I)(bb) of the ESEA?**
      ☐ **Yes**
      ☒ **No**

   ii. **If a State responds "yes" to question 2(i), does the State wish to exempt an eighth-grade student who takes the high school mathematics course associated with the end-of-course assessment from the mathematics assessment typically administered in eighth grade under section 1111(b)(2)(B)(v)(I)(aa) of the ESEA and ensure that:**
      a. **The student instead takes the end-of-course mathematics assessment the State administers to high school students under section 1111(b)(2)(B)(v)(I)(bb) of the ESEA;**
      b. **The student's performance on the high school assessment is used in the year in which the student takes the assessment for purposes of measuring academic achievement under section 1111(c)(4)(B)(i) of the ESEA and participation in assessments under section 1111(c)(4)(E) of the ESEA;**
      c. **In high school:**
         1. **The student takes a State-administered end-of-course assessment or nationally recognized high school academic assessment as defined in 34 CFR § 200.3(d) in mathematics that is more advanced than the assessment the State administers under section 1111(b)(2)(B)(v)(I)(bb) of the ESEA;**
         2. **The State provides for appropriate accommodations consistent with 34 CFR § 200.6(b) and (f); and**
         3. **The student's performance on the more advanced mathematics assessment is used for purposes of measuring academic achievement under section 1111(c)(4)(B)(i) of the ESEA and participation in assessments under section 1111(c)(4)(E) of the ESEA.**
            ☐ **Yes**
            ☐ **No**

Not Applicable

   iii. **If a State responds "yes" to question 2(ii), consistent with 34 CFR § 200.5(b)(4), describe, with regard to this exception, its strategies to provide all students in the State the opportunity to be prepared for and to take advanced mathematics coursework in middle school.**

Not Applicable.

3. **<u>Native Language Assessments</u>** ***(ESEA section 1111(b)(2)(F) and 34 CFR § 200.6(f)(2)(ii))*****:**

   i. **Provide its definition for "languages other than English that are present to a significant extent in the participating student population," and identify the specific languages that meet that definition.**

Only 2.88% of Wyoming students took ACCESS (Assessing Comprehension and Communication in English State-to-State) for ELLs (English Language Learners) in the 2015-16 school year. Based on the ACCESS for ELLs 2015-16 data, 75.21% (n-size = 2,039) of the students taking the assessment identified Spanish as their native language. The next closest non-English language identified was Chinese Mandarin with 0.77% of students (n-size = 21). Approximately 45 non-English languages were identified, and besides Spanish, all others were equal to or less than 0.02% of all students in Wyoming and less than 0.77% of ACCESS students. Thirty-nine of the identified non-English languages had an n-size of fewer than 10 students. The other six have an n-size of fewer than 21 students.

With this and other data below, it is evident that Wyoming does not have a high number of non-English students beyond the Spanish-speaking population, to a significant extent. Furthermore, in reviewing the most recent data from the WDE's annual state data collection cycles, Spanish was also the most frequently listed non-English home language among the EL subpopulations of Native American ELs, immigrant ELs, and migrant ELs. Using the data from the ACCESS for ELLs assessment, Wyoming has determined "significant extent" includes native languages that represent greater than or equal to 1% of the total student population taking the assessment. Based on this definition, Wyoming does not have any other non-English languages that are identified to a significant extent that are not assessed.

   ii. **Identify any existing assessments in languages other than English, and specify for which grades and content areas those assessments are available.**

The Wyoming statewide summative assessment is offered in Spanish audio and text in Grades 3-10 for the mathematics and science assessments. Fully translated Spanish versions of ELA assessments are not available due to any such translation representing a change in the overall construct of the assessment.

   iii. **Indicate the languages identified in question 3(i) for which yearly student academic assessments are not available and are needed.**

No languages were identified in question 3(i) due to the fact that no language other than Spanish was found to be present to a "significant extent" in Wyoming.

iv. Describe how it will make every effort to develop assessments, at a minimum, in languages other than English that are present to a significant extent in the participating student population including by providing

a. The State's plan and timeline for developing such assessments, including a description of how it met the requirements of 34 CFR § 200.6(f)(4);

b. A description of the process the State used to gather meaningful input on the need for assessments in languages other than English, collect and respond to public comment, and consult with educators; parents and families of English learners; students, as appropriate; and other stakeholders; and

c. As applicable, an explanation of the reasons the State has not been able to complete the development of such assessments despite making every effort.

Since no additional languages were identified in question 3(i), no plan or timeline is needed for developing such assessments. Stakeholder input was gathered during multiple public comment opportunities, including various town hall meetings and public hearings. Participants included educators from K-12 and higher education, community members, parents, advocacy groups, and business members.

Spanish audio and text options are available for all statewide summative assessments in grades 3-10. Requirements were met for 34 CFR § 200.6(f)(4) by choosing the "most populous language other than English spoken by the State's participating student population", in this case, Spanish. All languages present in the aforementioned ACCESS native language data were considered in determining which languages met the "significant extent" definition. Only Spanish met the requirement of having at least 1% participation.

4. Statewide Accountability System and School Support and Improvement Activities *(ESEA section 1111(c) and (d))*:

i. Subgroups *(ESEA section 1111(c)(2))*:

a. List each major racial and ethnic group the State includes as a subgroup of students, consistent with ESEA section 1111(c)(2)(B).

The following racial and ethnic groups are accounted for in Wyoming's accountability model:

1. Native Hawaiian/Pacific Islander
2. Asian
3. Black
4. Native American
5. Two or More Races
6. Hispanic
7. White

b. If applicable, describe any additional subgroups of students other than the statutorily required subgroups (*i.e.*, economically disadvantaged students, students from major racial and ethnic groups, children with disabilities, and English learners) used in the Statewide accountability system.

Not Applicable.

c. Does the State intend to include in the English learner subgroup the results of students previously identified as English learners on the State assessments required under ESEA section 1111(b)(2)(B)(v)(I) for purposes of State accountability (ESEA section 1111(b)(3)(B))? Note that a student's results may be included in the English learner subgroup for not more than four years after the student ceases to be identified as an English learner.

☒ Yes
☐ No

The WDE currently has a formal process in place to monitor and report the academic progress of former English Learners (ELs) for two years after demonstrating proficiency on an English language assessment (ACCESS for ELLs). Students are monitored for four years. School districts report monitoring status for the EL students three times per year through the WDE's student demographic collection.

d. If applicable, choose one of the following options for recently arrived English learners in the State:
☒ Applying the exception under ESEA section 1111(b)(3)(A)(i); or
☐ Applying the exception under ESEA section 1111(b)(3)(A)(ii); or
☐ Applying the exception under ESEA section 1111(b)(3)(A)(i) or under ESEA section 1111(b)(3)(A)(ii). If this option is selected, describe how the State will choose which exception applies to a recently arrived English learner.

On the state assessment, EL students can be exempt from the ELA portion of the grade 3-10 assessment if they have been enrolled in U.S. schools for less than one year and they participate in the ACCESS for ELLs assessment. The students must still participate in the math and science assessments, but are allowed accommodations like translation to allow them to access the content of the assessment.

ii. <u>Minimum N-Size</u> *(ESEA section 1111(c)(3)(A))*:

a. Provide the minimum number of students that the State determines are necessary to be included to carry out the requirements of any provisions under Title I, Part A of the ESEA that require disaggregation of information by each subgroup of students for accountability purposes.

The minimum n-size is 10 students for all indicators. A minimum n-size higher than 10 would make accountability determinations difficult in Wyoming because there are many schools that serve very small populations; therefore, a minimum n-size greater than 10 would exclude too many schools in Wyoming. While there may be less stability for schools with a low n-size count, using a higher number would create a bias against larger schools because, due to the significant number of small schools in Wyoming, more schools would be excluded from the accountability model. This approach has been vetted and accepted in Wyoming for accountability purposes.

Percent of Schools that *do not* meet the minimum N-Size on at least one indicator

Subgroup	N=10	N=15	N=20	N=25
Native Hawaiian/Pacific Islander	100%	100%	100%	100%
Asian	85%	96%	100%	100%
Black	82%	96%	98%	99%
Native American	80%	92%	94%	95%
EL	71%	86%	93%	96%
Two or More Races	67%	89%	96%	97%
Hispanic	32%	46%	63%	70%
IEP (individualized education program)	20%	32%	47%	60%
FRL (used as indicator for economically disadvantaged students)	15%	23%	28%	35%
White	13%	18%	21%	24%
All Students	6%	14%	18%	21%

**Including Two Lookback Periods, 358 Schools Total*

Number of Schools that *do not* meet the minimum N-Size on at least one indicator

Subgroup	N=10	N=15	N=20	N=25
Native Hawaiian/Pacific Islander	357	358	358	358
Asian	304	344	357	358
Black	295	342	352	355
Native American	288	329	338	341
EL	253	307	333	344
Two or More Races	241	317	344	347
Hispanic	114	165	224	252
IEP	70	114	169	215
FRL (used as indicator for economically disadvantaged students)	53	84	100	127
White	48	63	74	85
All Students	21	51	63	75

** Including Two Lookback Periods, 358 Schools Total*

b. Describe how the minimum number of students is statistically sound.

For schools that do not meet the minimum n-size provided, a "lookback" approach occurs independently for each indicator provided the data required is available. The minimum n-size lookback procedure is to first look back one year to see if the minimum n-size is reached. If the minimum n-size is not reached with a one year lookback period, the lookback will go back a second year. If the minimum n-size is still not reached on an indicator by looking back two years, the school will not have a score on that indicator for accountability.

Having a minimum n-size of 10 (using lookback periods as needed) ensures maximum inclusion of All Students and each subgroup; small schools may be paired in order to be included (this process is described in a subsequent section).

c. Describe how the minimum number of students was determined by the State, including how the State collaborated with teachers, principals, other school leaders, parents, and other stakeholders when determining such minimum number.

The minimum n-size of 10 is consistent with Wyoming's state accountability model, which has been in place since 2011 and even earlier as part of Wyoming's accountability workbook for adequate yearly progress (AYP) under No Child Left Behind. The minimum n-size of 10 was revisited during multiple town hall meetings and public hearings. Participants included educators from K-12 and higher education, community members, parents, advocacy groups, and business members.

d. Describe how the State ensures that the minimum number is sufficient to not reveal any personally identifiable information.[2]

Wyoming uses a combination of standard techniques which work together to provide protection against identification of an individual student's educational outcomes through "reverse engineering" of single or multiple aggregated performance metrics published by the WDE.

Methods used in combination by Wyoming include:

- Recoding
  - Top and bottom recoding
    - Example: To protect individual identification of all members of a group as having scored non-proficient, percentages are appropriately capped where required. For instance, suppose there are twenty students in a group (a school or any subgroup in a school). When zero students or only one student scores proficient, the group proficiency percentage is reported as "<=5%", it is not possible to ascertain when the entire membership of the group has tested as non-proficient.
  - Range recoding
    - Example: Counts of the numbers of students tested are reported as ranges. For example, "10 to 19" is reported where the count is between 10 and 19.
- Suppression
  - Suppression of small group outcomes
    - Example: Where there is a range of "0 to 5" tested students, the associated performance percentages are all left blank or reported as "N/R" or some other identification of "not reportable".
  - Suppression of complementary group outcomes
    - Example: In the case of two mutually exclusive, complementary subgroups, such as IEP and non-IEP students in a school, where one of the groups has "0 to 5" tested students, the other has all but "0 to 5" tested students (say "75 to 80" tested students for this example), and results must be suppressed for both groups to protect against identification of individual outcomes.
  - Suppression of small category outcomes
    - Example: Referencing the discussion of top and bottom recoding, above, consider a case where proficient and non-proficient percentages are reported as "<=5%" and ">=95%". The more reporting of more granular performance category outcomes, such as below basic and basic (both non-proficient) and

[2] Consistent with ESEA section1111(i), information collected or disseminated under ESEA section 1111 shall be collected and disseminated in a manner that protects the privacy of individuals consistent with section 444 of the General Education Provisions Act (20 U.S.C. 1232g, commonly known as the "Family Educational Rights and Privacy Act of 1974"). When selecting a minimum n-size for reporting, States should consult the Institute for Education Sciences report "Best Practices for Determining Subgroup Size in Accountability Systems While Protecting Personally Identifiable Student Information" to identify appropriate statistical disclosure limitation strategies for protecting student privacy.

proficient and advanced (both proficient) must be suppressed and reported as "N/R" or blank.

The success of these methods in providing desired protection most critically involves coordinated implementation, in concert and cascading through the multi-level subgroup and category results hierarchy. As is illustrated above and in Wyoming's public reporting, Wyoming supports (through implementation) strategies outlined in USED document "Statistical Methods for Protecting Personally Identifiable Information in Aggregate Reporting", published as document NCES 2011-603 (2011603.pdf) in December of 2010.

e. If the State's minimum number of students for purposes of reporting is lower than the minimum number of students for accountability purposes, provide the State's minimum number of students for purposes of reporting.

Not Applicable

iii. <u>Establishment of Long-Term Goals</u> *(ESEA section 1111(c)(4)(A))*:

The long-term goals for academic achievement and English Language Proficiency (ELP) included in this plan are based on the performance data from Wyoming's current assessment system in the 2017-18 school year.

The establishment of the long-term goals for graduation rate and academic achievement were based on similar approaches. The following steps provide guidance for developing long-term and interim-goals for graduation rate:

1. Display the distribution of the most recent available school graduation rates.
2. Identify a minimum acceptable long-term goal and a maximum acceptable long-term goal. The minimum acceptable long-term goal should be the most recent graduation rate of a school at a percentile rank *considerably above the median* (50th percentile) school graduation rate. This ensures an ambitious long-term goal in that the majority of Wyoming schools will need to demonstrate improvement over time. The maximum acceptable long-term goal should be the most recent graduation rate of a school at a percentile rank *considerably below the top-ranked school* (i.e., the school with the highest graduation rate). This ensures an attainable long-term goal in that a considerable proportion of Wyoming schools has actually already achieved the long-term goal.
3. Display the distribution of improvement in school graduation rate over the period for which historical data are available for the panel to consider.
4. Identify a minimum acceptable improvement target and a maximum acceptable improvement target for a low-performing school. The minimum acceptable improvement target should be both greater than zero and greater than the median improvement at least to some degree. This ensures an ambitious target improvement in that all schools not yet at the long-term graduation rate goal will be expected to improve over time and to do so at a rate that is at least above the historical average rate of improvement. The maximum acceptable improvement target should be considerably lower than the top-ranked school (i.e., the school with the largest improvement in graduate rate). This ensures that the improvement rate target even for schools with very low graduation rates is an improvement rate that is attainable because a considerable proportion of Wyoming schools have achieved the target improvement rate in recent years.
5. Identify a specific long-term goal, a specific improvement target for a low-performing school, and the number of years allowed to achieve the long-term goal. This is done by jointly examining

the range of acceptable long-term goals, the range of acceptable annual improvement for a low-performing school to determine how long it would take a low-performing school to reach the long-term goal by achieving the annual improvement target.

6. Establish school-specific improvement rate targets by first calculating the distance between the school's most recent graduation rate and the long-term goal. This distance is then divided by the number of years allowed to calculate the school's improvement target.
7. Monitor the system for any critical issues with the accountability system arising from unexpected trends in annual data. If this occurs, revisit long-term and interim goals based on the most recent data with the purpose of addressing the critical issues.

The same process described for graduation rate will be used for achievement (replacing "graduation rate" with "achievement"), where goal setting is conducted separately for each subject area, but with one difference. Projected future annual improvement in ELA and mathematics should be approximated by calculating the difference in percent proficient from the first to second year of the state assessment using the new cut scores.

The WDE provides districts with information on adequate growth toward achievement on reports and in data files to facilitate discussions across grade levels in school districts. Reporting on comparisons of mean adequate growth percentiles to mean student growth percentiles may be useful in understanding whether students are on average making adequate progress on achievement.

a. <u>Academic Achievement</u>. *(ESEA section 1111(c)(4)(A)(i)(I)(aa))*

1. Describe the long-term goals for improved academic achievement, as measured by proficiency on the annual statewide reading/language arts and mathematics assessments, for all students and for each subgroup of students, including: (1) the timeline for meeting the long-term goals, for which the term must be the same multi-year length of time for all students and for each subgroup of students in the State, and (2) how the long-term goals are ambitious.

For the All Students group, all Wyoming schools will perform as well or better than schools that performed at or above the 65th percentile in ELA and math during the baseline year (2017-18) within 15 years.

The long-term goals for the All Students group in achievement are:

- Grade 3-8 Math = 57% of students Proficient or Better
- Grade 3-8 ELA = 59% of students Proficient or Better
- High School Math = 47% of students Proficient or Better
- High School ELA = 53% of students Proficient or Better

These goals are ambitious because every Wyoming school will have to perform as well or better than the schools that were performing among the top 35% in the baseline year. The baseline data is based on students' performance on Wyoming's statewide assessment in 2017-18.

For each subgroup, all Wyoming schools will perform as well or better than a school that performed at or above the 80th percentile in ELA and math during the baseline year (2017-18) within 15 years. The long-term goals for each Subgroup are included in Appendix A.

For the Subgroups, all Wyoming schools that meet the minimum n for each subgroup will have to perform as well or better than the schools that were performing among the top 20% in the baseline year.

The baseline data is based on students' performance on Wyoming's statewide assessment in 2017-18.

While the goals for All Students and Subgroups are ambitious, they are also attainable because all Wyoming schools not currently meeting the long-term goals, including the lowest-performing schools, have 15 years to meet the goal. Appendix A illustrates that the interim targets are reasonable when they are spread out over a 15-year period for All Students and Subgroups.

2. **Provide the measurements of interim progress toward meeting the long-term goals for academic achievement in Appendix A.**

An example of interim targets for All Students and Subgroups are included in Appendix A and are based on schools that performed in the 15th percentile during the baseline year (2017-18).

For All Students and Subgroups, the interim targets will vary from school to school based on their percentile rank during the baseline year (2017-18). For example, the school at the 65th percentile for the All Students group in 2017-18 for grades 3-8 math had 57% of its students proficient or advanced. Because the goal for the All Students group for all Wyoming schools is to be at or above the school that was at the 65th percentile in the baseline year, a school that performed at the 15th percentile during the baseline year would need to make gains of 4% every three years in order to meet the long-term goal for All Students in grades 3-8 math within 15 years.

The measurements of interim progress for the All Students group for schools that were performing at the 15th percentile in the baseline year are included in Appendix A.

3. **Describe how the long-term goals and measurements of interim progress toward the long-term goals for academic achievement take into account the improvement necessary to make significant progress in closing statewide proficiency gaps.**

Performing at or above 80% of all Wyoming schools within 15 years will significantly narrow the gap between the Subgroups and the All Students group in most cases. For specific subgroups where application of 80th percentile goal does not reduce the gap by at least 30%, then a different goal will be applied, such as "All Wyoming schools will narrow the gap for Subgroup X by 30% within 15 years." This is represented in Appendix A and are based on schools that performed in the 15th percentile during the baseline year (2017-18). For All Students and Subgroups, the actual interim targets will vary from school to school based on their percentile rank during the baseline year.

b. <u>Graduation Rate</u>. *(ESEA section 1111(c)(4)(A)(i)(I)(bb))*

1. Describe the long-term goals for the four-year adjusted cohort graduation rate for all students and for each subgroup of students, including: (1) the timeline for meeting the long-term goals, for which the term must be the same multi-year length of time for all students and for each subgroup of students in the State, and (2) how the long-term goals are ambitious.

For the All Students group, all Wyoming schools will perform as well or better than a school that was at or above the 65th percentile for a four-year, on-time graduation rate in the baseline year (2015-16) within 15 years.

The long-term goal for the All Students group for graduation is:

- Four-Year, On-Time, Adjusted Cohort Graduation Rate = 88%

This goal is ambitious because every Wyoming school will have to perform as well or better than the schools that were among the top 35% in the baseline year.

For each Subgroup, all Wyoming schools will perform as well or better than a school that was at or above the 80th percentile for a four-year, on-time graduation rate in the baseline year (2015-16) within 15 years. The long-term goals for each Subgroup are included in Appendix A.

This goal is ambitious because every Subgroup that meets the minimum n in all Wyoming schools will have to perform as well or better than the schools that were performing among the top 20% in the baseline year (2015-16) within 15 years.

While these goals are ambitious, they are also attainable because all Wyoming schools not currently meeting the long-term goals, including the lowest-performing schools, have 15 years to meet the goal. Appendix A illustrates that the interim targets are reasonable when they are spread out over a 15-year period for All Students and Subgroups.

2. If applicable, describe the long-term goals for each extended-year adjusted cohort graduation rate, including (1) the timeline for meeting the long-term goals, for which the term must be the same multi-year length of time for all students and for each subgroup of students in the State; (2) how the long-term goals are ambitious; and (3) how the long-term goals are more rigorous than the long-term goal set for the four-year adjusted cohort graduation rate.

Not Applicable

3. Provide the measurements of interim progress toward the long-term goals for the four-year adjusted cohort graduation rate and any extended-year adjusted cohort graduation rate in Appendix A.

An example of interim targets for the All Students and Subgroups are included in Appendix A and are based on schools that were performing at the 15th percentile in the baseline year (2015-16).

4. **Describe how the long-term goals and measurements of interim progress for the four-year adjusted cohort graduation rate and any extended-year adjusted cohort graduation rate take into account the improvement necessary to make significant progress in closing statewide graduation rate gaps.**

Performing at or above 80% of all Wyoming schools within 15 years will significantly narrow the gap between the Subgroups and the All Students group in most cases. For specific subgroups where application of 80th percentile goal does not reduce the gap by at least 30%, then a different goal will be applied, such as "All Wyoming schools will narrow the gap for Subgroup X by 30% within 15 years." This is represented in Appendix A.

c. **English Language Proficiency.** ***(ESEA section 1111(c)(4)(A)(ii))***

1. **Describe the long-term goals for English learners for increases in the percentage of such students making progress in achieving English language proficiency, as measured by the statewide English language proficiency assessment, including: (1) the State-determined timeline for such students to achieve English language proficiency and (2) how the long-term goals are ambitious.**

In addition to using a student's incoming English proficiency level to determine the length of time it should take to achieve English proficiency, it is important to account for other research-based student characteristics to identify an appropriate timeframe for individual students to achieve English proficiency. However, given the very small population of English Learners (ELs) in Wyoming public schools, Wyoming collaborated with other states in the WIDA consortium to take advantage of the much larger population of ELs across all states that administer WIDA ACCESS for ELLs.

The WDE agrees with the general approach being recommended by WIDA, which is based on the following general steps:

1. Run a statistical model to estimate the average time necessary to become English proficient based on incoming English proficiency, time in language instruction education programs, grade level, age, native language proficiency level, and/or limited or interrupted formal education.
2. Using the results of the statistical model from step 1, create a set of equations to determine the appropriate number of years to achieve English proficiency for each newly identified EL (or x).
3. Set the long-term goal for each newly identified student as the proficient cut score on WIDA ACCESS for ELLs in the grade level "x" years out from the student's current grade.
4. Use a mathematical calculation (to be developed on the basis of research about what are appropriate expectations for the degree of growth in early years versus later years) to set interim goals that place the student on target to become proficient in English by the deadline developed in step 2.

The WDE will monitor Wyoming-specific performance data over time (as enough data becomes available) to determine if there are any critical differences in trends for Wyoming as compared to trends for the WIDA consortium as a whole to determine whether EL goals should be revisited.

For the English Language Proficiency goal, all Wyoming schools will perform as well or better than a school that performed as well or better than 65% of all Wyoming schools during the baseline year (2017-18) within 15 years.

Based on the performance data from the baseline year, a school in the 65th percentile is expected to have 59% of its EL students making acceptable progress toward English Language Proficiency. The measurement of acceptable progress is based on the WIDA ACCESS for ELLs. This goal is applicable to all EL students in grades 3-8 and high school.

2. **Provide the measurements of interim progress toward the long-term goal for increases in the percentage of English learners making progress in achieving English language proficiency in Appendix A.**

A school's interim target for the English language proficiency goal will be based on the percentage of EL students making "acceptable progress" toward English language acquisition based on the students' performance on the WIDA ACCESS for ELLs. A table illustrating progress toward ELP for an EL student based on his/her starting point is included in Appendix A.

A school in the 15th percentile during the baseline year will need to achieve an improvement target of 7% every three years in order to meet the long-term goal within 15 years. Each school's interim goal will vary based on its starting point. A table illustrating the measurement of interim progress for a school in the 15th percentile during the baseline year is included in Appendix A.

iv. <u>Indicators</u> *(ESEA section 1111(c)(4)(B))*

For each indicator listed below, schools will be assigned one of three levels of performance: *above average, average,* or *below average*. Cut scores to determine *above average* (top third), *average* (middle third), and *below average* (bottom third) on each indicator will be based on baseline performance data from the 2017-18 school year. The score for the school that 33.3% of schools scored lower than will become the cut score for the average level of performance. The score for the school that 66.7% of schools scored lower than will become the cut score for the above average level of performance. Separate cut scores will be identified for the All Students group and for each subgroup in this manner. The cut scores identified during the baseline year will be used in future school years.

Schools will be assigned to one of these three levels for the All Students group and each subgroup. To determine an overall score for each school the three levels will be assigned scores of 1 for below average, 2 for average, and 3 for above average. The overall school score will be the average indicator category score (AICS). The AICS will be the average of indicator scores earned by the school rounded to one digit. The indicators will be weighted equally. Schools must meet the minimum *n* on at least two indicators to get an AICS score. The averaging of indicator scores results in an equal weighting of the indicators at a school. When a school meets the minimum *n* for some but not all indicators, the averaging of the remaining indicators ensures that the remaining indicators are equally weighted when the AICS is computed.

a. **<u>Academic Achievement Indicator</u>. Describe the Academic Achievement indicator, including a description of how the indicator (i) is based on the long-term goals; (ii) is measured by proficiency on the annual Statewide reading/language arts and mathematics assessments; (iii) annually measures academic achievement for all students and separately for each subgroup of students; and (iv) at the State's discretion, for each public high school in the State, includes a measure of student growth, as measured by the annual Statewide reading/language arts and mathematics assessments.**

Achievement: For grades 3-8, there is one overall school Achievement score for each school that represents student performance on the state assessment in all tested grades and content areas. The Achievement indicator score for each school is based on the percent of student scores that are "proficient or above" in ELA and math. The long-term goal for the All Students group for Achievement in grades 3-8 is for every school to have 57% of its students proficient or above in math and 59% of its student proficient or above in reading. The long-term goals for each Subgroup are included in Appendix A.

In high school, there is one overall school Achievement score for each high school that represents student performance on the ELA and math subject-area tests of the state assessment in grades 9 and 10. The Achievement indicator score for schools is the percent of student scores that are "proficient or above" on the subject-area tests of the state assessment in grades 9 and 10. The long-term goal for Achievement in high school is for every school to have 47% of its students proficient or above in math and 53% of its student proficient or above in ELA.

The same number of students take each subject-area test in grades 3-8 and high school; therefore the weighting of the Achievement indicator for math is the same for ELA. Scores are used to make accountability determinations and are reported for All Students and disaggregated for all Subgroups.

Growth: Growth is measured as Student Growth Percentiles (SGPs). An SGP indicates how an individual student's growth compared with that of all Wyoming public school students from that particular year in the same grade who had similar math/ELA scores in previous years. Students in the same grade with a similar test score history are referred to as "academic peers." SGPs range from 1 to 99 with lower scores indicating lower growth and higher scores indicating higher growth relative to the academic peers. An SGP of 50 would indicate the student scored as well as or better than 50 percent of their academic peers. This measure of Growth is independent of the prior achievement level performance of students. Students with low achievement may have low or high growth. Likewise, students with high achievement may have low or high growth. Regardless of how high or low a student's test scores in past years were, they still may earn any of the SGPs from 1 to 99 depending upon how the changes in their scaled scores compare to that of their academic peers.

In high school, student Growth in mathematics and ELA is measured in grades 9 and 10. In order to compute Growth scores, students must have at least two consecutive years of mathematics scores for math growth and two consecutive years of ELA scores for ELA growth. Grade 9 Growth will be measured from the prior year's performance on the state test in grade 8 to the current year's test in grade 9. Grade 10 Growth will be measured from the prior year's performance on the state test in grade 9 to the current year's test in grade 10. The Growth indicator will be disaggregated for each subgroup.

A school's Growth score is the mean growth percentile (MGP) at a school. To compute the MGP for the school all ELA and math SGPs for full academic year students at the school are combined and the SGP that 50% of SGPs fall below and 50% of SGPs fall above is the MGP.

b. Indicator for Public Elementary and Secondary Schools that are Not High Schools (Other Academic Indicator). Describe the Other Academic indicator, including how it annually measures the performance for all students and separately for each subgroup of students. If the Other Academic indicator is not a measure of student growth, the description must include a demonstration that the indicator is a valid and reliable statewide academic indicator that allows for meaningful differentiation in school performance.

Growth**:** Growth is measured as SGPs. An SGP indicates how an individual student's growth compared with that of all Wyoming public school students from that particular year in the same grade who had similar math/ELA scores in previous years. Students in the same grade with a similar test score history are referred to as "academic peers." SGPs range from 1 to 99 with lower scores indicating lower growth and higher scores indicating higher growth relative to the academic peers. An SGP of 50 would indicate the student scored as well as or better than 50 percent of their academic peers. This measure of Growth is independent of the prior achievement level performance of students. Students with low achievement may have low or high growth. Likewise, students with high achievement may have low or high growth. Regardless of how high or low a student's test scores in past years were, they still may earn any of the SGPs from 1 to 99 depending upon how the changes in their scaled scores compare to that of their academic peers.

For elementary and middle schools, Growth is measured in schools serving grades 4-8. In order to compute Growth scores, students must have at least two consecutive years of state test scores. Since the Wyoming state test is first administered in grade three, Growth is first measured in grade four. Growth is computed separately for math and ELA on the Wyoming state test for students in grades 4-8. The Growth indicator will be disaggregated for each subgroup.

A school's Growth score is the MGP at a school. To compute the MGP for the school all ELA and math SGPs for full academic year students at the school are combined and the SGP that 50% of SGPs fall below and 50% of SGPs fall above is the MGP.

c. Graduation Rate. Describe the Graduation Rate indicator, including a description of (i) how the indicator is based on the long-term goals; (ii) how the indicator annually measures graduation rate for all students and separately for each subgroup of students; (iii) how the indicator is based on the four-year adjusted cohort graduation rate; (iv) if the State, at its discretion, also includes one or more extended-year adjusted cohort graduation rates, how the four-year adjusted cohort graduation rate is combined with that rate or rates within the indicator; and (v) if applicable, how the State includes in its four-year adjusted cohort graduation rate and any extended-year adjusted cohort graduation rates students with the most significant cognitive disabilities assessed using an alternate assessment aligned to alternate academic achievement standards under ESEA section 1111(b)(2)(D) and awarded a State-defined alternate diploma under ESEA section 8101(23) and (25).

The four-year, on-time, adjusted cohort graduation rate is a measure of graduation rate for a cohort of students attending a school who entered grade 9 four years earlier. The student is included in the cohort for the last school that had an enrollment record for that student. The long-term goal for the All Students group for the four-year adjusted cohort rate is 88% for every school within 15 years of the baseline year (2015-16). The long-term goals for each Subgroup are included in Appendix A.

There is currently no state-defined diploma for students with the most significant cognitive disabilities who take an alternate assessment aligned to alternate academic standards.

d. Progress in Achieving English Language Proficiency (ELP) Indicator. Describe the Progress in Achieving ELP indicator, including the State's definition of ELP, as measured by the State ELP assessment.

Wyoming is using the ACCESS 2.0 to measure English Language Proficiency. The ACCESS 2.0 measures 4 domains: reading, writing, speaking, and listening. Wyoming has defined English Language Proficiency as a performance level score of 4.6 on the overall composite. The highest performance level score attainable on the ACCESS 2.0 is a 6.0. The ACCESS 2.0 also has scale scores from a vertical scale; however, the performance level scores are the associated grade-specific scale scores.

Based on the performance data from the baseline year (2017-18), a school in the 65th percentile is expected to have 59% of its EL students making acceptable progress toward English Language Proficiency within 15 years. For the English Language Proficiency goal, all Wyoming schools will perform as well or better than a school that performed as well or better than 65% of all Wyoming schools during the baseline year within 15 years. The measurement of acceptable progress is based on WIDA ACCESS for ELLs. This goal is applicable to all EL students in grades K-12 and is outlined further in Appendix A, Section C.

e. School Quality or Student Success Indicator(s). Describe each School Quality or Student Success Indicator, including, for each such indicator: (i) how it allows for meaningful differentiation in school performance; (ii) that it is valid, reliable, comparable, and statewide (for the grade span(s) to which it applies); and (iii) of how each such indicator annually measures performance for all students and separately for each subgroup of students. For any School Quality or Student Success indicator that does not apply to all grade spans, the description must include the grade spans to which it does apply.

Grades 3-8: Equity

An important goal of any accountability model is to minimize achievement gaps. The Equity indicator is designed to encourage schools to do as well as possible with the students who need the most assistance. The equity indicator is based on a weighted MGP for growth of both the students in the lowest quartile of achievement (based on the prior year's test scores) and also the MGP of the remaining 75%. The indicator score would be the weighted average of the two MGPs. There will be a 4:1 weighting favoring the lowest quartile.

For example, if the MGP for the lowest quartile of students was 38 and the MGP of the highest quartile of students was 51, the equity score would be as follows: ((38 * .8) + (51 * .2)) = ((30.4) + (10.2)) = 40.6 = rounded to the nearest whole number = 41. Schools would then be placed into a category of average, below average or above average based upon the baseline year cut scores.

High School: Post-Secondary Readiness

A school's score on the post-secondary readiness indicator will be the percentage of each school's high school graduates who meet the state's definition of post-secondary ready based on one of the following options:

Option 1: Completion of a college preparatory curriculum* and one or more of the following: a college-ready score on a standardized college entrance exam or eligibility to earn college credits through Advanced Placement, International Baccalaureate, or dual/concurrent courses.

Option 2: Completion of a CTE pathway (minimum of a 3 course sequence) and one or more of the following: a passing score on a state-approved CTE exam or industry-recognized certification.

Option 3: Completion of a college preparatory curriculum* or a CTE pathway and a military-readiness score on the ASVAB.

**The college preparatory curriculum includes four years of math, four years of science, four years of English, three years of social studies, PLUS two years of foreign language or two years of fine/performing arts or two years of career/technical education.*

Further information on meaningful differentiation and weighting of these indicators is below.

v. Annual Meaningful Differentiation *(ESEA section 1111(c)(4)(C))*

a. Describe the State's system of annual meaningful differentiation of all public schools in the State, consistent with the requirements of section 1111(c)(4)(C) of the ESEA, including a description of (i) how the system is based on all indicators in the State's accountability system, (ii) for all students and for each subgroup of students. Note that each state must comply with the requirements in 1111(c)(5) of the ESEA with respect to accountability for charter schools.

For each indicator, schools will be assigned one of three levels of performance: *above average, average,* or *below average*. Cut scores to determine *above average* (top third), *average* (middle third), and *below average* (bottom third) on each indicator will be based on baseline performance data. Schools will be assigned to one of these three levels for the All Students group and each subgroup. The AICS is the average of the school's indicator scores rounded to the one digit. Charter schools are included in this process because they are considered public schools in Wyoming.

b. Describe the weighting of each indicator in the State's system of annual meaningful differentiation, including how the Academic Achievement, Other Academic, Graduation Rate, and Progress in ELP indicators each receive substantial weight individually and, in the aggregate, much greater weight than the School Quality or Student Success indicator(s), in the aggregate.

Schools must meet the minimum n on at least two indicators to get an AICS score. The averaging of indicator scores results in an equal weighting of the indicators at a school. When a school meets the minimum n for some but not all indicators, the averaging of the remaining indicators ensures that the remaining indicators are equally weighted when the AICS is computed.

Grades 3-8

Weighting principles will be applied for grades 3-8, such that each of the four indicators will hold 1/4 of the weight individually and, when measured against the other three, the indicator for School Quality or Student Success will hold 1/4 of the weight when measured against achievement, growth, and English language proficiency in the aggregate.

	Academic Indicators	**School Quality/Student Success Indicators**
Grades 3-8	• Achievement (25%) • Growth (25%) • English Language Proficiency (25%)	• Equity (25%)

High School
The same weighting principles will be applied for high school, such that each of the five indicators will hold 1/5 of the weight individually and, when measured against the other four, the indicator for School Quality or Student Success will hold 1/5 of the weight when measured against achievement, graduation rate, growth, and English language proficiency in the aggregate.

	Academic Indicators	**School Quality/Student Success Indicators**
High School	• Achievement (20%) • Growth (20%) • 4-year, on-time, Graduation Rate (20%) • English Language Proficiency (20%)	• Post-Secondary Readiness (20%)

c. If the States uses a different methodology for annual meaningful differentiation than the one described in 4.v.a. above for schools for which an accountability determination cannot be made (*e.g.*, P-2 schools), describe the different methodology, indicating the type(s) of schools to which it applies.

Schools that do not have grades in which students are assessed to provide data for the accountability model are paired with another school within their district for accountability purposes. Examples include:

- K-2 schools (paired)
- K-3 schools (paired for Growth/Equity)
- 3-5 schools (receive applicable school performance rating-SPR)
- K-12 schools (receives two SPRs)*
- 6-12 schools (treated as K-12)*
- 7-12 schools (treated as K-12)*

*Schools that include both grades 3-8 and 9-12 (i.e., K-12 schools) receive two accountability scores, one using the 3-8 model and one using the high school model.

Small Schools
When a school does not have at least ten students on at least two of the accountability model indicators, a small school review is conducted to protect student-level information. In order for a school to be assigned a school performance level the school must meet the minimum n-size of 10 students on at least two indicators. Schools with scores on just one indicator or no indicators will undergo a small school review.

During a small school review, schools receive their performance data, and their school improvement plan is reviewed by the WDE to ensure that their goals align to the indicators within the accountability model. Small schools earn a determination of *Met* or *Not Met* on their school improvement plan, and they are identified for comprehensive or targeted support and improvement, as appropriate, when their improvement plan earns a determination of *Not Met*.

For the purpose of averaging data, the WDE conducts a two-year and three-year lookback as necessary.

Institutional Schools
Students enrolled in institutional schools, including private residential treatment facilities, group homes, day treatment programs, and juvenile detention facilities, are tied to their resident school district for accountability purposes. No ratings are given to institutional schools because the WDE has no authority over them.

New Schools
When a new school ID is assigned by the WDE, they can receive scores for the Growth and Achievement Indicators during the first year for students who were enrolled for the full academic year and were tested in any Wyoming school in the prior year. In the case of new high schools, a graduation rate is not calculated until the school has at least two years of data.

vi. Identification of Schools *(ESEA section 1111(c)(4)(D))*

Under ESSA, identification of schools for comprehensive support will be applicable only to Title I schools except in cases where high schools are failing to graduate less than or equal to one-third of their students.

a. Comprehensive Support and Improvement Schools. Describe the State's methodology for identifying not less than the lowest-performing five percent of all schools receiving Title I, Part A funds in the State for comprehensive support and improvement.

Beginning in 2018-19 and every third year thereafter, identification for comprehensive support will be based on a school's AICS score as described above. Title I schools with the lowest AICS score will become eligible to be considered for comprehensive support and improvement.

When the group of schools with the lowest AICS score is greater than 5% of Title I schools, a secondary criteria will be applied, which is the average of the Achievement and Growth scores for each eligible school. The bottom 5% of Title I schools identified through this method will receive comprehensive support.

When the group of schools with the lowest AICS score yields less than 5% of Title I schools, this group of schools will be combined with the schools with the second lowest AICS score. If this combination yields less than 5%, then the schools with the third lowest AICS score, and so on, will be added until the bottom 5% of Title I schools can be identified for support. Using this method, there may be times when more than 5% of schools will be included in the group of schools eligible for CSI designation. When this is true, the secondary criteria will be applied, which is the average of the Achievement and Growth scores for each eligible school. The bottom 5% of Title I schools identified through this method will receive comprehensive support.

b. Comprehensive Support and Improvement Schools. Describe the State's methodology for identifying all public high schools in the State failing to graduate one third or more of their students for comprehensive support and improvement.

Beginning in 2018-19, all Wyoming high schools graduating less than two-thirds (67%) of their students based on a four-year adjusted cohort will be identified for comprehensive support and improvement. The WDE collects graduation data annually.

c. **<u>Comprehensive Support and Improvement Schools</u>. Describe the methodology by which the State identifies public schools in the State receiving Title I, Part A funds that have received additional targeted support under ESEA section 1111(d)(2)(C) (based on identification as a school in which any subgroup of students, on its own, would lead to identification under ESEA section 1111(c)(4)(D)(i)(I) using the State's methodology under ESEA section 1111(c)(4)(D)) and that have not satisfied the statewide exit criteria for such schools within a State-determined number of years.**

Beginning in 2018-19 and every third year thereafter, Wyoming schools will be ranked from highest to lowest based on each school's AICS on the indicators for each subgroup using the same method previously described. When this combined score would place a subgroup(s) equal to or below the bottom 5% of all schools for the All Students group, the school will be identified for *additional* targeted support and improvement. Title I schools identified for additional targeted support and improvement that do not meet the exit criteria within four years will be identified for comprehensive support and improvement.

d. **<u>Year of Identification</u>. Provide, for each type of schools identified for comprehensive support and improvement, the year in which the State will first identify such schools and the frequency with which the State will, thereafter, identify such schools. Note that these schools must be identified at least once every three years.**

Wyoming schools will be first identified for comprehensive support, as appropriate, beginning in 2018-19 and every third year thereafter. Identification of schools will be based on performance in 2017-18.

e. **<u>Targeted Support and Improvement</u>. Describe the State's methodology for annually identifying any school with one or more "consistently underperforming" subgroups of students, based on all indicators in the statewide system of annual meaningful differentiation, including the definition used by the State to determine consistent underperformance. *(ESEA section 1111(c)(4)(C)(iii))***

Beginning in 2018-19, all Wyoming schools will be ranked from highest to lowest for each subgroup using the same method previously described. This ranking will be based on each school's AICS on the indicators for each subgroup. Schools that have subgroups performing among the bottom 10% in the state will be identified for targeted support and improvement.

The state will notify districts of any school identified for targeted support and improvement. Schools identified for targeted support and improvement must develop a school-level improvement plan that addresses ways to improve student outcomes. This plan will be developed in consultation with school leaders, parents, teachers, and other stakeholders.

Identification for targeted support will occur every year. In cases where a school has been identified for a particular subgroup, identification for targeted support for that specific school and subgroup will not occur again until the third year. For example, School A is identified for targeted support for its IEP subgroup in 2018-19. School A will not be identified for its IEP subgroup again until 2021-22.

f. <u>Additional Targeted Support</u>. Describe the State's methodology, for identifying schools in which any subgroup of students, on its own, would lead to identification under ESEA section 1111(c)(4)(D)(i)(I) using the State's methodology under ESEA section 1111(c)(4)(D), including the year in which the State will first identify such schools and the frequency with which the State will, thereafter, identify such schools. ***(ESEA section 1111(d)(2)(C)-(D))***

Beginning in 2018-19 and every third year thereafter, Wyoming schools will be ranked from highest to lowest based on each school's AICS score on the indicators for each subgroup using the same method previously described. When this combined score would place a subgroup(s) equal to or below the bottom 5% of all schools for the All Students group, the school will be identified for *additional* targeted support and improvement.

g. <u>Additional Statewide Categories of Schools</u>. If the State chooses, at its discretion, to include additional statewide categories of schools, describe those categories.

Not Applicable.

vii. <u>Annual Measurement of Achievement</u> ***(ESEA section 1111(c)(4)(E)(iii))*****: Describe how the State factors the requirement for 95 percent student participation in statewide mathematics and reading/language arts assessments into the statewide accountability system.**

There is a participation requirement of 95%. Non-participants in excess of 5% are counted as "not proficient" on the state assessment and will be included in the Achievement indicator. The participation rate is computed for all students with an active enrollment in the school during the test window.

viii. <u>Continued Support for School and LEA Improvement</u> ***(ESEA section 1111(d)(3)(A))***

a. <u>Exit Criteria for Comprehensive Support and Improvement Schools</u>. Describe the statewide exit criteria, established by the State, for schools identified for comprehensive support and improvement, including the number of years (not to exceed four) over which schools are expected to meet such criteria.

When a Title I school's AICS for All Students improves and remains improved for two consecutive years, the school will be exited from comprehensive support and improvement. Schools remaining in comprehensive support and improvement for four consecutive years will be required to implement more rigorous interventions defined by the state.

b. <u>Exit Criteria for Schools Receiving Additional Targeted Support</u>. Describe the statewide exit criteria, established by the State, for schools receiving additional targeted support under ESEA section 1111(d)(2)(C), including the number of years over which schools are expected to meet such criteria.

When a Title I school's AICS score for each identified-Subgroup improves and remains improved for two consecutive years, the school will be exited from comprehensive support and improvement. Schools remaining in comprehensive support and improvement for four consecutive years will be required to implement more rigorous interventions defined by the state.

c. <u>More Rigorous Interventions</u>. Describe the more rigorous interventions required for schools identified for comprehensive support and improvement that fail to meet the State's exit criteria within a State-determined number of years consistent with section 1111(d)(3)(A)(i)(I) of the ESEA.

In addition to locally-selected interventions, schools that fail to meet the exit criteria will be required to use interventions that meet the requirements of either the strong evidence or the moderate evidence as outlined in Section 8101(21)(A), and conduct an annual review of the effectiveness of the interventions led by the WDE for the areas that are preventing the school from exiting the comprehensive support and improvement category.

Additionally, schools that fail to improve on self-selected interventions will be required to fully implement Multi-Tiered System of Support (MTSS). The fidelity of implementation will be determined using the Wyoming MTSS checklist (wyominginstructionalnetwork.com/spdginitiatives/mtss/).

d. <u>Resource Allocation Review</u>. Describe how the State will periodically review resource allocation to support school improvement in each LEA in the State serving a significant number or percentage of schools identified for comprehensive or targeted support and improvement.

Resource allocation reviews will be conducted in two ways. First, using the data that school districts submit for the state report card, those school districts with a majority of schools that are identified as either Comprehensive Support and Improvement or Targeted Support and Improvement, will have the financial data reviewed to ensure that those schools are not receiving a level of funding that is below those schools that are not identified. Areas of concern will be noted for the school district so that they can work to address any potential funding concerns at the school level.

Secondly, for schools in need of additional technical assistance*, WDE staff will review building level resource allocation. This review will be conducted in conjunction with student achievement data to identify if there are specific student subgroups that are being underserved with school level resources.

*The need for technical assistance would be conducted on a district-by-district basis and dependent upon demographics and other district-specific factors.

e. <u>Technical Assistance</u>. Describe the technical assistance the State will provide to each LEA in the State serving a significant number or percentage of schools identified for comprehensive or targeted support and improvement.

School districts with a majority of schools identified for comprehensive or targeted support will be required to implement MTSS throughout the school district, the fidelity of the implementation will be based on the Wyoming MTSS checklist. Additionally, these school districts will be required to participate in leadership training and other district supports, such as performance data reviews, to improve capacity to improve individual schools.

f. **<u>Additional Optional Action</u>. If applicable, describe the action the State will take to initiate additional improvement in any LEA with a significant number or percentage of schools that are consistently identified by the State for comprehensive support and improvement and are not meeting exit criteria established by the State or in any LEA with a significant number or percentage of schools implementing targeted support and improvement plans.**

Not Applicable.

5. **<u>Disproportionate Rates of Access to Educators</u> (*ESEA section 1111(g)(1)(B)):* Describe how low-income and minority children enrolled in schools assisted under Title I, Part A are not served at disproportionate rates by ineffective, out-of-field, or inexperienced teachers, and the measures the WDE/SEA agency will use to evaluate and publicly report the progress of the State educational agency with respect to such description.[3]**

Article VI of the Wyoming Constitution requires a "thorough and efficient" education which is "complete and uniform" for all school-aged children. This has been interpreted as "equal opportunity to a quality education." Equal opportunity means that every child, no matter where they live in the state, shall have the same opportunity. This is the "equity" piece of modern school jurisprudence. The other piece is "adequacy." Adequacy refers to the sufficiency of funding to deliver that quality education. Wyoming has a constitutional requirement to provide students with equal opportunity to a quality education, and as a result, education has been well-funded. Schools with at-risk populations are provided with additional funds to ensure districts have the resources to provide additional services and meet the unique needs of these populations. All students having access to excellent educators and school leaders is critically important in meeting this requirement and ensuring all students are college, career, and military ready. In fact it is the most effective and experienced educators that may be best suited to meet the unique needs minority and low income students may have.

The WDE annually collects data on the numbers of teachers who are considered out-of-field or inexperienced; however ineffective teachers has never been defined at the statewide level. To develop this initial definition of ineffective teacher the WDE facilitated a large stakeholder group that included teachers, principals, curriculum directors, special education directors, personnel directors, superintendents, University of Wyoming, Wyoming Education Association, Professional Teaching Standards Board, and Collaborative Council. This group will continue to develop guidance to districts on how to shape the definition and reporting of ineffective teacher within the context of their district.

<u>Definitions</u>
Out-of-field teacher: A teacher who has an educator license, but who does not have an educator license or an endorsement in the field they are currently teaching; an out-of-field teacher is designated as an unqualified teacher. This may also be a teacher with an exception authorization allowing them to teach in an area other than that for which they hold a standard license and endorsement.

Inexperienced teacher: Any teacher with less than three years teaching experience in Wyoming or other states.

Ineffective Teacher: An ineffective teacher is an experienced teacher (one who has completed 3+ years of teaching) who shows a pattern* of ineffective practices, as determined by a trained evaluator, in locally

[3] Consistent with ESEA section 1111(g)(1)(B), this description should not be construed as requiring a State to develop or implement a teacher, principal or other school leader evaluation system.

selected competencies that align to the Wyoming 2014 Standards, as demonstrated by an unwillingness or inability to:

WY 2014 Standard	Teaching Practices
Learner & Learning	• Plan and prepare to meet the needs of all students. • Establish an environment most conducive for learning.
Content Knowledge	• Apply a depth and breadth of current content knowledge.
Instructional Practice	• Use highly effective instructional practices. • Use student data and/or formative assessment to individualize instruction.
Professional Responsibilities	• Seek continual professional growth and engage in ethical professional practice. • Communicate and collaborate effectively with all stakeholders.

* A pattern is defined as at least two of the above practices in three consecutive years.

Low-Income Student: Any student qualifying for free or reduced lunch (FRL).

Minority Student: Any student reported under one or more of the following race/ethnicity categories: Hispanic/Latino Ethnicity, American Indian or Alaska Native, Asian, Black or African American, and Native Hawaiian or Other Pacific Islander; multiple races, or, any student reported as non-White.

Teacher Turnover: Percentage of total teacher FTE not returning the next school year.

Data Sources

When the WDE initially developed data around equity gaps throughout Wyoming, numerous data sources were provided by both the WDE's Information Management and Accountability Divisions and the Office for Civil Rights (OCR). Reviewing more than one data source allowed for increased confidence in the analysis by providing a comprehensive depiction of the educational experience of a Wyoming student.

The following data sources were used to determine the equity gaps in Wyoming:

- To date, ineffective teacher data has not been collected. The WDE is planning to develop an ineffective teacher data collection which will be reviewed by districts and the School Finance Data Advisory Committee. The ineffective teacher data will be collected from school districts annually from mid-May through the end of June, beginning in 2018. The progress being made towards reducing disproportionate rates of access to excellent educators for low income and minority students will be reported on the state report card beginning in December 2018.

- WDE K–12 Teacher Turnover Rates by District, 2008–09 to 2012–13 School Years report (Teacher Turnover Report).
- OCR Educator Equity Profile for Wyoming based on 2011–12 academic year (Educator Equity Profile) (USDE, 2014).
- WDE annual staffing report which includes data on teacher experience, and is cross checked with endorsements.

Stakeholder Input

With changes made in ESEA through the Every Student Succeeds Act, the WDE is moving away from collecting data on highly qualified teachers to ineffective teachers.

The WDE recognized that participation of stakeholders as part of the State Equity Planning Committee to inform the design, development, and implementation of Wyoming's equity plan is essential to ensure representation of Wyoming education stakeholders. The Committee members were selected to represent all state education stakeholders and have demonstrated expertise, experience in education, and commitment to improving education in the state of Wyoming. Given this, the Committee was broad and authentic and meets the requirements of ESEA sections 1111(a)(1) as outlined in the USDE Frequently Asked Questions guidance under question A-1 (USDE, 2015, p. 7). The Committee comprised 24 stakeholders representing 14 stakeholder groups across Wyoming. Many of the stakeholders served dual roles. They came from districts across the state and served in the capacity of educational organization representatives as well as school district representatives. The stakeholder group included the following:

- Fremont County School District #21 Board Member – Native American Community Representative
- Parent Information Center
- Sweetwater County School District #2 – Director of Special Education Programs
- University of Wyoming, College of Education
- Park County School District #6, Middle School Principal/Wyoming Association of Elementary and Middle school Principals (WAEMSP)
- Crook County School District #1, Superintendent/Wyoming Association of School Administrators (WASA)
- Platte County School District #2/Wyoming Association of Secondary School Principals (WASSP)
- Wyoming Community College Commission
- Wyoming Department of Education
- Wyoming Department of Family Services
- Wyoming Education Association (WEA)
- Wyoming Professional Teaching Standards Board (PTSB)
- Wyoming School Boards Association
- Wyoming State Board of Education

Equity Gaps

For teacher experience, qualifications, and absence, the WDE considered a percentage difference of more than 5% an equity gap. For teacher turnover, the Committee considered a percentage difference of more than 10% an equity gap. Data has shown there are limited equity gaps in Wyoming. Wyoming's equity gaps are greater when analyzing data around teacher turnover and special education teachers. The Committee will also evaluate excellent educator access data and advise on measures to address disproportionality. The Equity Plan can be found at: https://edu.wyoming.gov/downloads/communications/equitable-access-plan.pdf.

Title I Educator Access Data are included in Appendix C. The table below shows the gaps identified for Title I Schools compared to Non-Title I Schools for the areas of ineffective, out-of-field, and inexperienced educators, and the WDE's plan to eliminate those gaps.

Comparisons including ineffective educator data were performed using the complete data received May through August of 2018.

WDE Title I/Non-Title I data, measurements, targets, and interim target timelines around ineffective, inexperienced and out-of-field educators, as of October 2018, is as follows:

Educator Type – Student Groups	Date by which differences in rates will be eliminated	Data, identified gaps, interim targets, including date by which target will be reached
Ineffective Educator – high poverty schools identified as Title I Schools/low poverty schools identified as Non-Title I Schools	12/31/2021	Percent of ineffective educators in high poverty schools identified as Title I Schools: 0.5% Percent of ineffective educators in low poverty schools identified as Non-Title I Schools: 0.8% Difference in rates: -0.3% Summary of difference: High-poverty Title I schools are served at a slightly lower rate by ineffective teachers than their low-poverty non-Title I counterparts. Interim Goals: monitor results annually to determine if a gap surfaces to be addressed.
Ineffective Educator- high minority schools identified as Title I Schools/low minority schools identified as Non-Title I Schools	12/31/2021	Percent of ineffective educators in high minority schools identified as Title I Schools: 0.2% Percent of ineffective educators in low minority schools identified as Non-Title I Schools: 0.5% Difference in rates: -0.3% Summary of difference: High-minority Title I schools are served at a slightly lower rate by ineffective teachers than their low-minority non-Title I counterparts. Interim Goals: monitor annually to confirm that the gap has been eliminated.
Out-of-field Educators – high poverty schools identified as Title I Schools/low poverty schools identified as Non-Title I Schools	12/31/2021	Percent of out-of-field educators in high poverty schools identified as Title I Schools: 0.8% Percent of out-of-field educators in low poverty schools identified as Non-Title I Schools: 0.3% Difference in rates: 0.5% Summary of difference: While the difference is small, it still warrants attention to completely eliminate any difference at all. Interim Goals: elimination of gap by December 31, 2021.
Out-of-field Educators – high minority	12/31/2021	Percent of out-of-field educators in high minority schools identified as Title I Schools: 0.8%

Educator Type – Student Groups	Date by which differences in rates will be eliminated	Data, identified gaps, interim targets, including date by which target will be reached
schools identified as Title I Schools/low minority schools identified as Non-Title I Schools		Percent of out-of-field educators in low minority schools identified as Non-Title I Schools: 0.9% Difference in rates: -0.1% Summary of difference: High-minority Title I schools are served at a slightly lower rate by out-of-field teachers than their low-minority non-Title I counterparts. Interim Goals: Monitor annually to confirm that the gap has been eliminated.
Inexperienced Educators – high poverty schools identified as Title I Schools/low poverty schools identified as Non-Title I Schools	12/31/2021	Percent of inexperienced educators in high poverty schools identified as Title I Schools: 13.2% Percent of inexperienced educators in low poverty schools identified as Non-Title I Schools: 10.0% Difference in rates: 3.2% Summary of difference: While 3.2% doesn't qualify as a defined equity gap in Wyoming's Equity Plan, it is a difference warranting attention. Interim Goals for difference in rates: 2018-2019: 2.0% 2019-2020: 1.0% 2020-2021: 0%
Inexperienced Educators – high minority schools identified as Title I Schools/low minority schools identified as Non-Title I Schools	12/31/2021	Percent of inexperienced educators in high minority schools identified as Title I Schools: 14.3% Percent of inexperienced educators in low minority schools identified as Non-Title I Schools: 13.4% Difference in rates: 0.9% Summary of difference: While the difference is small, it still warrants attention to completely eliminate any difference at all. Interim Goals Elimination of gap by December 31, 2021.

Note: The data above reflects data from the 2017-18 school year.

<u>Title I/Non-Title I Equity Gap Analysis and Action Plan</u>

Ineffective Educator:

Upon the completion of the definition of ineffective educator, data collection and disaggregation, running May 2018 through August 2018, gaps were identified, and interim and long-term goals were established. The rural nature of Wyoming requires that any differences between schools not receiving Title I, Part A funds and schools receiving Title I, Part A funds be analyzed at a district level. This will allow district specific characteristics to be identified and technical assistance to be tailored to the needs identifying strategies considered most effective at eliminating the gap.

Examples of technical assistance may include professional development in district educator evaluation systems designed to identify gaps in individual educators' skills, or training in the effective use of Title II funds to support the growth of educator skill in evidenced based strategies.

Out-of-Field Educator:

Upon the completion of the data collection and disaggregation, running May 2018 through August 2018, baseline data was recalculated, gaps were identified and interim and long-term goals were reestablished. The rural nature of Wyoming requires that any differences between schools not receiving Title I, Part A funds and schools receiving Title I, Part A funds be analyzed at a district level. This will allow district specific characteristics and challenges to be identified and technical assistance tailored to the needs identifying strategies considered most effective at eliminating the gap.

Examples of technical assistance may include training in the completion of state data collections to ensure the accuracy of data, or training in the use and access of the statewide learning management system (LMS). The LMS makes available high quality instruction in courses ranging from basic to Advanced Placement through virtual means. Each course is taught by a Wyoming certified teacher endorsed in the content area for which they are teaching.

Inexperienced Educator:

Upon the completion of the data collection and disaggregation, running May 2018 through August 2018, baseline data was recalculated, gaps identified and interim and long-term goals were reestablished. The rural nature of Wyoming requires that any differences between schools not receiving Title I, Part A funds and schools receiving Title I, Part A funds be analyzed at a district level. This will allow district specific characteristics and challenges to be identified and technical assistance tailored to the needs identifying strategies considered most effective at eliminating the gap.

Examples of technical assistance may include state agency support of district personnel in evaluating district hiring, placement, and retention strategies.

Required public reporting of equity related data will be found at: edu.wyoming.gov/data/.

6. **School Conditions** (***ESEA section 1111(g)(1)(C)):*** **Describe how the WDE/SEA agency will support LEAs receiving assistance under Title I, Part A to improve school conditions for student learning, including through reducing: (i) incidences of bullying and harassment; (ii) the overuse of discipline practices that remove students from the classroom; and (iii) the use of aversive behavioral interventions that compromise student health and safety.**

The WDE is committed to building out supports and policies in partnership with practitioners in the field and other state agencies to advance this work in the state, both in and out of school. It is the WDE's goal to promote systems and strategies that foster safe, positive, healthy, culturally competent, and inclusive learning environments and address students' varied needs in order to improve educational outcomes for all students.

This is done in part through the Safe School Climate Act expectations extended to schools and school districts directing them to prohibit harassment, intimidation and bullying. Major expectations include: definitions of terms, consequences, procedures for reporting, procedures for investigation, prohibition on retaliation, victim protection strategy, false accusation consequences and policy publication.

This is further supported by Title I through Positive Behavioral Interventions and Supports (PBIS) as a component of the MTSS. School districts can utilize their Title I funds to promote professional development, and implement appropriate district and school level interventions to ensure that incidences of bullying and harassment are reduced, which would also decrease the overuse of discipline practices that remove students from the classroom.

Additionally, Wyoming law requires schools to adopt, and the state superintendent of public instruction approve, policies and procedures specific to seclusion and restraint in schools. Seclusion and restraint are explicitly defined in state statute and prohibits the use of locked seclusion. Schools must not limit their seclusion and restraint policies to any specified student group(s), and parents or legal guardians are to be notified in the event that such discipline is applied to their child. Schools provide training to appointed staff in accordance with their local policies, and the use of seclusion or restraint is limited to situations where there is immediate or imminent injury to the student or others.

Even though Wyoming has a better than average Counselor to Student ratio, in large part due to the rural nature of the state, schools that meet the requirements of section 1114 can offer mental health services using Title I funds which would have the impact as well of improving school conditions to ensure that student achievement is not adversely affected.

Finally, through the use of an anonymous reporting system developed in conjunction with the Department of Homeland Security, students have the opportunity to have a direct influence, without fear of retribution, on the climate of the school.

School districts are encouraged to utilize existing reporting requirements to monitor the effectiveness of programs.

7. **School Transitions** ***(ESEA section 1111(g)(1)(D))*****: Describe how the State will support LEAs receiving assistance under Title I, Part A in meeting the needs of students at all levels of schooling (particularly students in the middle grades and high school), including how the State will work with such LEAs to provide effective transitions of students to middle grades and high school to decrease the risk of students dropping out.**

The WDE supports several approaches for meeting the needs of students at all levels of schooling, recognizing the importance of providing supports and interventions across the grade spans to minimize proficiency gaps and build a foundation for future success. The following are examples of the WDE's ongoing work that provides a basis for supports of successful transitions for students at all levels. This work is performed using a combination of funding sources and partnerships.

Early Childhood:

- The WDE supports Early Childhood through a number of initiatives. The WDE allocates Temporary Assistance for Needy Families (TANF) funds received from the Wyoming Department of Family Services (DFS) to preschools through a grant application. Grant cycles last for two years. If funded, preschools are required to administer a kindergarten readiness assessment which is used by the preschools to measure preschool success for the student.
- The WDE supports the Behavioral Health Division (BHD) in the Wyoming Department of Health (WDH) with administering the Individuals with Disabilities Education Act (IDEA) Section 619. IDEA 619 provides the provision of special education to preschool students. The WDE still acts as the SEA for these services by allocating funds and providing monitoring support, professional development, and technical assistance to both the staff who administer the program and the preschools who provide the services.

- The State Systemic Improvement Plan (SSIP) is a comprehensive, ambitious, yet achievable multi-year plan designed to improve outcomes for children with disabilities. In developing the SSIP, states must analyze their data and assess the capacity of their current infrastructure to increase the capacity of schools and preschools to implement, scale up, and sustain evidence-based practices. The SSIP was developed in Phase I (Federal Fiscal Year 2013) and Phase II (FFY 2014) and implemented in Phase III (FFY 2015-2018). Based on the analyses of data and infrastructure, and stakeholder input, the SSIP will focus on improving reading skills for students with disabilities in preschools and grades K-3.

Full K-12 Span:

- Currently, all school districts and institutional schools are required to be accredited. By ensuring quality processes are in place in Wyoming schools, educational institutions have been able to maximize the achievement of all enrolled students.
- The WDE also monitors the performance of school districts' preschool programs by providing a biennial report to the Wyoming Legislature. This report is required by statute and measures the performance of students through third grade by comparing the standardized assessment scores of students who attended a school district preschool against students who did not.
- The WDE will support and encourage school districts to consider the importance of successful transitions when performing a needs assessment for their consolidated grant application, as well as in developing their action plans for utilizing their Title IV, Part A and other allocations under ESSA.
- The WDE will encourage districts to review and develop or enhance effective school library programs to provide opportunities for students to develop digital and information literacy skills. School libraries that offer up-to-date print and digital resources help improve academic achievement.
- EL educators are offered professional development to enhance instruction for ELs in areas such as sheltered instruction strategies, instructional coaches, WIDA workshops, state and national conferences, professional learning community meetings, out-of-district conferences, Kagan Cooperative Learning Structures, vocabulary development, and English Learners who exit EL status are monitored.
- Wyoming has also established partnerships to support students with disabilities and students whose first language is not English, to help them transition successfully from pre-K through grade 12. The Individual Learning unit also partners with the CTE team to identify the needs and supports of students with disabilities and are developing an action plan for improving graduation rates.
- The WDE strategic plan creates opportunities for students to keep Wyoming strong by significantly increasing the percentage of Wyoming students that are college, career, and military ready. A strategy is to increase enrollment in CTE by providing policies, procedures, guidelines and resources to create more flexibility for innovation within CTE, and to increase awareness of, and opportunities for career development, exploration, and guidance.
- The WDE works to ensure that students who are homeless, in foster care, migratory and/or active military duty families have full access to a consistent education. The WDE works with a variety of partners, including schools, school districts and families, to help ensure that these students have transportation and other supports needed to successfully transition through school.

Middle Grades and High School:

- Continuing on the CTE work mentioned above, the WDE's CTE team completes an evaluation of career pathways, establishes an official WDE liaison for school counselors and develops a course

for facilitating career development, and develops marketing strategy which correlates participation in Career Technical Student Organizations with academic success.
    - In 2014-15, 41.9% of Wyoming students counted as eligible concentrators (in grade 11) in CTE performed at the proficient level in mathematics compared to 39.7% of all grade 11 students who performed at the proficient level in mathematics. 34.7% of students who are counted as eligible concentrators (in grade 11) in CTE performed at the proficient level in reading compared to 36.3% of all grade 11 students who performed at the proficient level in reading. And, in 2014-2015, 92.9% of eligible CTE concentrators were reported as graduating, compared to 79.4% of all students statewide.
- Wyoming participates in the Carl D. Perkins Improvement in Career Technical Education Act of 2006. This funding supports school districts to develop the academic, career and technical components of secondary education for students who elect to enroll in career and technical programs. These programs support and aid in the transition to post-secondary or the workforce.
- The Individual Learning Division of the WDE supports all requirements for IDEA. One requirement is to ensure that all students ages 16 or older have incorporated into their IEPs appropriate transition goals and services. The purpose of this requirement is to support students as they prepare to leave school and enter post-secondary, the military, or their career.

Dropout Rates:

- A number of WDE initiatives focus on supporting schools and LEAs to lower dropout rates and improve graduation rates of all students including the most at-risk. A competitive grant intended to support at-risk students has provided schools with resources to implement research-based strategies to retain at-risk students and earn a diploma.

Post-Secondary:

- The School-University Partnership is a collaborative effort of the University of Wyoming, member school districts, the WDE, and community colleges whose mission is to improve teacher education and renewal of public schools. The partnership focuses on helping students to better transition from high school to college by organizing collaborative meetings of high school and college educators within the same disciplines. The partnership also facilitates greater communication between K-12 and higher education teachers and administrators.
- Wyoming implemented a merit-based scholarship program, the Hathaway Scholarship Program, in 2006 which is open to all students who meet the program requirements. The program offers four levels of scholarships, each with their own requirements. Award amounts vary at each level for students who qualify. The course requirements, known as the Hathaway Success Curriculum, provide pathways for all students to prepare for post-secondary education; students with disabilities are allowed to take courses with appropriate accommodations. In addition, students may choose various CTE pathways to meet the curriculum requirements. The WDE continues to work with the Wyoming Legislature to ensure requirements are flexible to meet student needs and demands.

B. TITLE I, PART C: EDUCATION OF MIGRATORY CHILDREN

The WDE has decided not to receive federal funds related to the Title I, Part C, Migrant Education Program (MEP). Please note the state's MEP is a summer only program and would receive federal funds for only the summer session. In short, the reasons for the WDE's decision not to participate with the Office of Migrant Education MEP are as follows:

- Limited and decreasing number of migrant eligible student enrollment during the funded summer sessions;
- Limited and decreasing numbers of school districts' summer participation, from three school districts in 2008 to one school district in 2016;
- The requirement to implement and use the Migrant Student Information Exchange (MSIX) system in order to receive federal funding was/is a federal requirement that the WDE was/is not willing to accept as it involves collecting and sharing of student level information and data; and,
- Wyoming takes pride in its ability and vigilance to safeguard its student information and data, implementation and use of MSIX precludes such established safeguards.

1. **<u>Supporting Needs of Migratory Children</u> *(ESEA section 1304(b)(1))*: Describe how, in planning, implementing, and evaluating programs and projects assisted under Title I, Part C, the State and its local operating agencies will ensure that the unique educational needs of migratory children, including preschool migratory children and migratory children who have dropped out of school, are identified and addressed through:**
   i. **The full range of services that are available for migratory children from appropriate local, State, and Federal educational programs;**
   ii. **Joint planning among local, State, and Federal educational programs serving migratory children, including language instruction educational programs under Title III, Part A;**
   iii. **The integration of services available under Title I, Part C with services provided by those other programs; and**
   iv. **Measurable program objectives and outcomes.**

Not applicable.

2. **<u>Promote Coordination of Services</u> (*ESEA section 1304(b)(3)*): Describe how the State will use Title I, Part C funds received under this part to promote interstate and intrastate coordination of services for migratory children, including how the State will provide for educational continuity through the timely transfer of pertinent school records, including information on health, when children move from one school to another, whether or not such move occurs during the regular school year.**

Not applicable.

3. **<u>Use of Funds</u> *(ESEA section 1304(b)(4))*: Describe the State's priorities for the use of Title I, Part C funds, and how such priorities relate to the State's assessment of needs for services in the State.**

Not applicable.

C. TITLE I, PART D: PREVENTION AND INTERVENTION PROGRAMS FOR CHILDREN AND YOUTH WHO ARE NEGLECTED, DELINQUENT, OR AT-RISK

In Wyoming, Title I, Part D grant funds are awarded to the Department of Corrections, the Department of Family Services, and institutions that participate in the Court Ordered Placement of Students Program (COPS). Institutions in the COPS program are a mix of private non-profit and for-profit entities which serve a variety of student populations ranging from elementary school students with special education needs to adolescent treatment facilities.

1. **Transitions Between Correctional Facilities and Local Programs** ***(ESEA section 1414(a)(1)(B))*****: Provide a plan for assisting in the transition of children and youth between correctional facilities and locally operated programs.**

The WDE facilitates the transition of children and youth between Title I, Part D-funded correctional facilities and locally operated programs by:

- Developing clear and direct instructions within the grant application process that reflect transition activities as a federal and state priority for the WDE and Wyoming school districts.
- Ensuring that each program funded through the Title I, Part D program has identified a Transition Coordinator to be responsible for spearheading activities to ensure the successful transition of children and youth back to their home communities.
- Providing state funding to school districts to assist them with case management support for students in out-of-home placement, including correctional facilities.
- Providing funding through the grant program that may be used to support instruction, professional development, the purchase of instructional materials, and other transition services.
- Meeting with local staff to provide technical assistance in exploring options, developing collaborations and initiating transitional efforts.
- Monitoring grant-funded facilities for faithfulness to program objectives, requirements, and identified support activities.
- Wyoming Department of Education Chapter 14 Administrative Rules governing the Education Program Approval of Public and Private Institutions Receiving State Funds for the Education Costs of Students Placed by a Court Order requires all institutions to guarantee transition services from facilities to school districts.

2. **Program Objectives and Outcomes** ***(ESEA section 1414(a)(2)(A))*****: Describe the program objectives and outcomes established by the State that will be used to assess the effectiveness of the Title I, Part D program in improving the academic, career, and technical skills of children in the program.**

The goal of Wyoming's public education system for kindergarten through grade 12 is to prepare all students for college, career, and military readiness. The WDE has identified five primary strategies that support this goal:

- Increasing third grade reading proficiency
- Increasing involvement in CTE Pathways
- Increasing involvement in the Hathaway Success Curriculum
- Utilizing accreditation to improve schools
- Increasing involvement in Online Learning Opportunities

The WDE will evaluate the effectiveness of Title I, Part D programs in improving educational outcomes by reviewing data on a yearly basis, focusing on data submitted as part of the Consolidated State Performance Report (CSPR). Data will be studied each spring after submission and certification of the CSPR, Part II, and will be compared to prior year's data to determine overall program growth and effectiveness. The WDE will assess indicators including: (1) the number of students accruing course credits; (2) the percentage of students demonstrating growth in reading; (3) the percentage of students demonstrating growth in mathematics; and (4) the number of students graduating from high school or obtaining a high-school equivalency certificate. In addition, students enrolled in a facility will have their individual student performance tied to their home school and included in the state's accountability system.

The overarching goal and supporting strategies apply equally to children and youth participating in Title I, Part D-funded programs. As part of the annual application for funding, facilities are required to conduct a needs assessment that identifies the strengths and weaknesses of the program, and the program areas to be improved in order to enhance student achievement. The Title I, Part D plan is aligned to their state accreditation and school improvement plan. Facilities are responsible for reporting annually on progress toward their identified objectives, assessing the effectiveness of their strategies, and making any necessary adjustments. The WDE monitors this process through periodic desk audits and site visits to participating institutions. The WDE also may provide technical assistance to individual facilities, and will take advantage of resources and training made available by the USED technical assistance provider.

D. TITLE II, PART A: SUPPORTING EFFECTIVE INSTRUCTION

The WDE engaged and facilitated numerous stakeholder meetings to discuss creating a vision and plan for supporting and developing excellent educators and school leaders in the state. Some of those stakeholders are representatives from the stakeholder groups including University of Wyoming (UW) College of Education, Wyoming Teachers of the Year, Special Education Directors, Superintendents, Curriculum Directors, Personnel Directors, Wyoming Education Association, Professional Teaching Standards Board, and the Wyoming Collaborative Council. Using the "career, college, and military ready" vision of the WDE, along with Wyoming state statute requirements, the stakeholder group developed an excellent educator and school leader vision to develop this section.

Wyoming's Vision of Excellent Educators and School Leaders
To ensure each student learns at high levels, excellent educators and school leaders:

- Make each student their priority, focus on high expectations for all, acquire deep content knowledge, and pair these with evidence-based instructional practices;
- Provide supports necessary to meet every student where they are and help them grow academically and emotionally;
- Create cultures of trust and a climate of learning;
- Are accountable, professional, solution-oriented role models who contribute to collective efficacy throughout the educational system; and
- Build and collaborate in highly effective teams and networks.

Through virtual town hall meetings, in-person town hall meetings, online surveys, multiple meetings with the above-mentioned stakeholder workgroup, and other feedback avenues, the state identified the following needs:

- Many new teachers are not completely prepared to be in charge of a classroom upon entering the teaching field. Forty-five percent of new teachers in Wyoming graduate from UW, and 55% come from universities outside of Wyoming.
- Identified staffing needs, especially for difficult-to-hire positions, throughout Wyoming, currently outstrip the abilities of Wyoming's single educator preparation program.
- Some school districts experience high turnover and are left with difficult-to-hire positions due to geographical isolation and challenges educators experience regarding meeting the needs of the school district's demographics.
- School districts desire more professional development opportunities to be offered by the WDE on a regional or statewide basis.
- School districts desire more opportunities to network with other school districts and have a preference for the Professional Learning Community approach to this need.
- Many new educators are not completely prepared to be in charge of a classroom upon entering the teaching field and could benefit from more extensive student-teaching experiences as well as experiences in school districts with demographics of low-income or minority students.

The WDE has taken the feedback into consideration and, within the authority the WDE has under state and federal laws, is developing a plan and strategies to meet the needs of the school districts. Collaboration among school districts, state agencies, educational partners, national organizations, and other stakeholders is a critical component to ensure success. For example, the very critical function of teacher licensing is administered by the Wyoming Professional Teaching Standards Board, an agency separate and distinct from the WDE. The school districts are responsible for their own teacher evaluation and advancement systems. Partnering across these entities is critical to Wyoming's plan.

1. **<u>Use of Funds</u> *(ESEA section 2101(d)(2)(A) and (D))*: Describe how the State educational agency will use Title II, Part A funds received under Title II, Part A for State-level activities described in section 2101(c), including how the activities are expected to improve student achievement.**

The WDE will use SEA level funds from Title II, Part A in the following manner to create opportunities to improve student achievement:

<u>1% for Administration of the Title II, Part A grant program</u>
This portion will cover administrative costs associated with the Title II Director position, part of a federal grants fiscal specialist position, and cover necessary administration and overhead costs associated with these positions. These positions provide guidance for school districts on how to utilize their Title II, Part A funds to improve student achievement.

<u>Up to 4% for SEA Administered State Activities</u>
The remaining 4% allowed for SEA administered state activities will be used as follows:

- Coordination of statewide professional development that is sustained, intensive, collaborative, job-embedded, data-driven, and classroom focused;
- An appropriate portion of the grant management system for school districts to apply for Title II, Part A funds;
- Monitoring activities stemming from Title II, Part A grant applications;
- To provide school districts technical assistance around the use of funds and grant compliance with regard to Title II, Part A;
- The state-coordinated professional development activities will be chosen through a statewide needs assessment survey distributed to all Wyoming school districts and relative stakeholders. This survey will be conducted every three years, with annual evaluation surveys conducted to determine the effectiveness of the professional development provided and to ensure that the activities are ongoing, sustainable, and showing an impact on student achievement. The needs assessment survey occurring every three years will allow sufficient time for research, development, and influence on student achievement to be assessed. The annual evaluations track effectiveness of the professional development for educators and its impact on student achievement. An example of what Wyoming is considering at this time, based on the stakeholder feedback throughout construction of this state plan, include development and coordination of regional professional learning communities to offer rural school districts more opportunities to share with and learn from one another; and,
- Other in-agency WDE-offered professional development that meet district needs, which meet allowable uses of funds, and only when/if there are Title II, Part A funds available. This is to be determined on a case-by-case basis within the WDE to ensure the funds are used as intended and that the results can be evaluated appropriately to ensure an impact on student achievement. Some existing services that the WDE provides to school districts that Title II, Part A funds may support if available after identified priorities in the needs assessment include the following examples:
    - Wyoming offers a Multi-tiered System of Support (MTSS), wyominginstructionalnetwork.com/spdginitiatives/mtss/, through the Wyoming Instructional Network (Project WIN). MTSS is a schoolwide prevention framework that integrates assessment and intervention to maximize student academic achievement and prosocial behavior. Response to Intervention (RTI) and PBIS are examples of MTSS frameworks.
    - Wyoming also offers a Statewide System of Support (edu.wyoming.gov/educators/accountability/state-school-accountability/state-systems-of-support/) to identify needs

and opportunities, based on the implementation framework displayed in the logic model (edu.wyoming.gov/downloads/accountability/2016/ssos-logic-model.pdf).

- In 2017, the Wyoming Legislature passed a law that will require schools who do not meet expectations through the state accountability system to review their leader evaluation systems. The goal is to ensure that school districts have alignment and fidelity of implementation between the school leader evaluation system and the results of the accountability system. Through the school leader's evaluation, the professional development needed to support the school leader to becoming highly effective should be identified and provided by the school district. The WDE will be providing support to school districts to ensure that they have the resources and skills needed to provide valid and reliable evaluations designed to provide guidance on the supports and professional development leaders need to become more effective.

Optional 3% (of remaining 95% flow-through to School Districts)

The WDE, based on stakeholder feedback for more state coordinated professional development opportunities, is opting to retain and utilize the optional 3% of flow-through funds to school districts. These funds will be used to offer state-coordinated activities to support principals, assistant principals, and other school leaders.

The optional 3% allowed for WDE-administered state activities for principals and other school leaders will be used as follows:

- Coordination of statewide professional development for principals and other school leaders;
- The state-coordinated professional development activities for principals and other school leaders will also be decided through the previously mentioned statewide needs assessment survey distributed to all Wyoming school districts and relative stakeholders. This survey will be conducted every three years, with annual evaluation surveys conducted to determine effectiveness of professional development provided and to ensure that the activities are ongoing, sustainable, and showing an impact on student achievement. The needs assessment survey occurring every three years will allow sufficient time for research, development, and influence on student achievement to be assessed. The annual evaluation track effectiveness for educators and impact on student achievement. An example of what Wyoming is considering at this time based on the stakeholder feedback throughout construction of this state plan include development and coordination of regional leadership professional learning communities to offer rural school districts more opportunities to share with and learn from one another. The WDE will work with UW and the state's seven community colleges to offer opportunities to principals, assistant principals, and other school leaders, and will incorporate identified areas of need from the Wyoming Equity Plan when determining activities based on the needs assessment survey results. The current chosen activities and approach to work with the university and community colleges will begin addressing the following needs identified through stakeholder feedback:
    - Challenges principals and other school leaders experience regarding meeting the needs of their district's demographics;
    - School districts desire more professional development opportunities offered by the WDE on a regional or statewide basis; and
    - School districts desire more opportunities to network with other school districts; and,
- Other in-agency WDE-offered professional development events that meet district needs, are allowable uses of funds, and only when/if there are Title II, Part A funds available. This is to be determined on a case-by-case basis within the WDE to ensure the funds are used as intended and that the results can be evaluated appropriately to ensure an impact on student achievement.

2. **<u>Use of Funds to Improve Equitable Access to Teachers in Title I, Part A Schools</u> *(ESEA section 2101(d)(2)(E))*: If an SEA plans to use Title II, Part A funds to improve equitable access to effective teachers, consistent with ESEA section 1111(g)(1)(B), describe how such funds will be used for this purpose.**

There are a number of strategies being implemented or that will be implemented at the WDE to address improving equitable access to teachers in all schools, not just Title I, Part A schools. While these strategies are not entirely funded with Title II, Part A funds, it doesn't exclude them from those funds if they are identified in the needs assessment mentioned in question 1 above.

<u>Recruitment and Retention Strategies to Increase Numbers of Special Education Teachers</u>
Recently, both survey data and highly qualified educator data showed Wyoming experiences difficulty in recruiting and retaining excellent special education teachers. The root cause analysis conducted by a stakeholder group developing Wyoming's Equity Plan pointed to four major contributing causes for the equity gap: fewer job applicants, less desirable job, high number of students with behavioral disorders, and parents with children with behavioral issues may not be as supportive. Several strategies have been identified to support educators and increase the number of special education teachers across the state.

Although these are strategies to eliminate equity gaps around special education educators, these strategies are funded through sources other than Title II.

- Training building-level administrators in knowledge of the Individuals with Disabilities Act (IDEA) and support for special education educators.
- Support paraprofessional staff to become highly effective special education teachers.
- Address parental and family participation by clarifying needs and offering guidance on how to support their children with special needs at home and in school.
- Develop compensation programs for the additional mandated time to comply with meetings, forms, dealing with various factors of special education students' plans and transitions, and overall case management.
- Develop a statewide strategy to support recruitment of highly effective special education teachers.

<u>Strategies to Ensure Effective Educators for All Students</u>
With the addition of the requirement of states to report on the disproportionate rates at which students are being taught by ineffective teachers, the WDE worked with a large and diverse stakeholder group to identify strategies that would provide supports to schools and school districts who have a greater percentage of students being taught by teachers who are not effective.

- Provide professional development on the use of assessment data to drive instruction in the classroom.
- Connect schools and school districts who perform well on the state's accountability system and have a lower percentage of ineffective educators with schools and school districts who are struggling with both.
- Develop and provide professional development on a crosswalk between effective teaching and evaluation tools.
- Provide school district and school level data to school districts on equity measures and the achievement gap.
- Develop and provide professional development to ensure all schools have access to educators that can effectively teach computer science.

Career Readiness
Data around students studying education in post-secondary show there have been declines in the numbers of students entering the teacher preparation program in Wyoming. By supporting school districts in developing a career pathway program focused on teaching and education, students would experience early exposure to the education field and cultivate their interest in becoming an educator. The expectation would be that those students who were interested in continuing their studies in the education field would then enter the College of Education at UW.

3. **System of Certification and Licensing *(ESEA section 2101(d)(2)(B))*: Describe the State's system of certification and licensing of teachers, principals, or other school leaders.**

These duties are the responsibility of the Wyoming Professional Teaching Standards Board (PTSB), a government agency independent of the WDE. The Governor and the State Superintendent of Public Instruction appoint members to the PTSB. The State Superintendent also has a representative on the Board.

Teaching and administrative positions in Wyoming school districts must use the following Wyoming PTSB system:

- Per PTSB Rules & Regulations Chapter 2, Section 1. General Provisions.
    - (a) Applicants for an Educator License shall hold a bachelor's degree from a regionally accredited institution of higher education (W.S. §21-2-802).
    - (b) Educator Licenses, Permits, and Exception Authorizations shall indicate the grade/developmental level(s) and endorsement area(s) appropriate to the applicant's preparation, training, and experience.
- To renew a teaching or administrative license in Wyoming will require verification of at least five or more PTSB workshop credits for standard five year license holders, or verification of at least ten or more PTSB workshop credits for professional ten year license holders. Educators may also use college credit hours accrued during their current renewal period as professional development credits.
- In addition to professional development credit requirements, permit or license holders must also complete an application and pay a fee for renewal.
- Per PTSB Rules and Regulations Chapter 4: PTSB grants a standard license to which endorsements are added.
    - Endorsement areas are granted by PTSB and must match district assignment areas that are monitored by the WDE.
    - PTSB approves programs (from the University of Wyoming) that lead to educator licensure (endorsement area). That endorsement area allows an educator to be a candidate to fill a position in a district which matches their endorsement area.
- Out-of-state candidates who have completed a program that is not in Wyoming must complete a traditional route program from a regionally accredited institution of higher education that leads to licensure in the state in which the institution resides.
    - For more specific limitations, see PTSB Rules/Regulations Chapter 4, Section 3 (a-c).
- The PTSB has issued certificates with necessary endorsements covering specific assignment(s) to each professional staff member. The assignment of staff members is in accordance with the certificates and endorsements as specified in the certification regulations set by the Professional Teaching Standards Board. For more information, see the below statute references.
    - W.S.§21-2-802 (Powers and duties; teacher certification; suspension, and revocation; certification fees; disposition of collected fees; required data submissions to the department of education)
    - W.S.§21-7-303(a) (Certificate or permit required; exception);

- W.S.§21-7-304 (Candidate for certificate must pass examination on state and federal constitutions);

4. **<u>Improving Skills of Educators</u> *(ESEA section 2101(d)(2)(J))*: Describe how the SEA will improve the skills of teachers, principals, or other school leaders in order to enable them to identify students with specific learning needs, particularly children with disabilities, English learners, students who are gifted and talented, and students with low literacy levels, and provide instruction based on the needs of such students.**

The WDE will utilize a variety of avenues to improve the skills of teachers, principals, or other school leaders to identify subpopulations in order to provide appropriate instruction. The subpopulations, resources, and assistance from the WDE are as follows:

- Children with disabilities: The WDE provides eligibility criteria for identifying children with disabilities in school systems through our state Chapter 7 Rules and Regulations. The WDE also provides technical assistance and professional development opportunities through a multi-tier system of support, at annual conferences, and via local and regional technical assistance offerings based on data collected from schools and districts showing specific areas of need. The Wyoming Instructional Network, www.wyominginstructionalnetwork.com, is available to provide information about special education resources, evidence-based instructional practices, professional development opportunities, and other events to educators, families, and other agencies.
- English Learners: In Wyoming, school districts are required to implement processes and procedures for identifying students who are English learners, provide appropriate instruction, and monitor for progress through English Learner specific courses and assessments. There is an Active English Learner (EL) Identifying, Serving, and Reporting Guidebook at edu.wyoming.gov/downloads/federally-funded-programs/2017/2016-17-ell-guidebook.pdf that is updated annually to provide guidance to school districts. The Title III website, edu.wyoming.gov/in-the-classroom/federal-programs/title-iii/, contains English Language Development standards, and resources for parents of English learners. In addition to the guidebook, technical assistance is provided at various times throughout a year and includes the annual Summer Technical Assistance Retreat, on-site technical assistance when requested, and guidance through email, phone calls and memorandums. Professional development is offered throughout the year via workshops on a variety of topics including, but not exclusive to: interpreting score reports for instruction, collaboration, assessment training, formative language assessments, engaging English learners in science, and more.
- Gifted and Talented: Wyoming school districts are responsible for identifying gifted and talented students. The WDE is available to provide guidance and assistance to school districts needing to enhance methods for identifying this population of students. The school districts use a variety of methods for identifying these students, and submit an annual report to the WDE that includes the tools and tests used to identify the population, the number of students served, how their success is tracked, and staffing levels for the gifted and talented population. The WDE fields technical assistance calls, answers emails, and is available for technical assistance and support on an as-needed basis. The WDE will draft a resource to place on our website that will contain methods for identifying gifted and talented, and will connect to resources and opportunities to develop skills to provide instruction to this population.
- Students with low literacy levels: Wyoming evaluates all 3rd grade students' assessment results with regard to literacy, and also requires that all K-3 students take a grade appropriate

assessment to determine literacy scores. Per Wyoming State Statutes, school districts are required to evaluate reading scores and progress in grades K-3. Students identified with low reading scores are placed on individual reading plans. Where appropriate, evidence-based programs are utilized. The WDE shares resources with educators that include, but are not exclusive to: Navigating Text Complexity, Fisher and Frey website resources and articles, Achieve the Core's "In Common" providing hundreds of samples of student work to show writing progression, and Teach the Books You Love website.

5. **Data and Consultation** ***(ESEA section 2101(d)(2)(K))*****: Describe how the State will use data and ongoing consultation as described in ESEA section 2102(d)(3) to continually update and improve the activities supported under Title II, Part A.**

The state-coordinated professional development activities will be chosen through a statewide needs assessment survey distributed to all Wyoming school districts, and relative stakeholders. The Wyoming school districts will include participation by teachers, principals, school leaders, paraprofessionals, associations/organizations representing education groups, specialized instructional support personnel, and charter school leaders. Relative stakeholders that will receive the survey include parents of students, community partners, institutions of higher education, and other organizations or partners with relevant and demonstrated expertise in programs and activities designed to meet the purpose of Title II.

This survey will be conducted every three years, with annual evaluation surveys conducted to determine the effectiveness of the professional development provided and to ensure that the activities are ongoing, sustainable, and showing an impact on student achievement. The needs assessment survey occurring every three years will allow sufficient time for research, development, and influence on student achievement to be assessed. The annual evaluations track effectiveness of the professional development for educators and its impact on student achievement.

The process that school districts will use to respond to the survey will include a review of data. Data collected annually from school districts is used to determine support priorities, with the expectation that district and school leaders will solicit input from local stakeholders to determine priorities.

For the statewide highest priority targets, the WDE will offer ongoing, sustained professional development. Beginning in 2017-18 school year, the WDE will also develop a list of "Wyoming Education Partners" that can provide support aligned to the priority targets.

Per Wyoming statute, all school districts have appointed WDE representatives that serve as a liaison between the school district, the WDE, and the schools. School district needs identified through these WDE processes will be reviewed with the appointed WDE representatives for each impacted district, and appropriate strategies will be implemented to address the identified needs.

The WDE will continue to annually review data associated with chosen WDE activities, school district activities, and equity gaps to determine if the strategies are having the desired impact. Where gaps continue to exist, the WDE will support school districts with developing their own strategies to address gaps.

6. **Teacher Preparation** ***(ESEA section 2101(d)(2)(M))*****: Describe the actions the State may take to improve preparation programs and strengthen support for teachers, principals, or other school leaders based on the needs of the State, as identified by the SEA.**

The University of Wyoming's Trustees Education Initiative (TEI), www.uwyo.edu/trust_edu_init/, mission is to elevate the College of Education through extensive evaluation and adaptation of national best practices. TEI will recommend, and the College of Education will implement, practices through which the College will prepare and graduate preeminent K-12 professional educators. These highly skilled K-12 teachers will spread throughout Wyoming's K-12 system, ultimately resulting in high school graduates who are among the nations most skilled, best educated, and most prepared for college, career, or military service. These high school graduates will drive Wyoming's cultural and economic engine into the future.

Wyoming only has one university and seven community colleges. This creates the ability to have strong collaboration with all eight institutions to identify and support academic needs in Wyoming.

The WDE will collaborate with state partners, including TEI, to research, develop, and when feasible, implement evidence-based strategies to support teacher, principal, or other school and district leaders with educator preparation programs. The work involving the WDE will include, but is not exclusive to, a focus on preparing educators for opportunities in districts and schools with a high concentration of low-income and minority populations.

A collaborative stakeholder group identified several topics for research, possible development and subsequent implementation. Based on the suggested topics, and if identified through the state's needs assessment around Title II, Part A funds, the following is an example where Title II, Part A funds may be identified for support if funds are available.

Pre-service Residency Program

The WDE, the University of Wyoming College of Education, Wyoming Community Colleges, Wyoming School Districts, and other state partners when identified will collaborate to research the development and implementation of a limited pilot of a one-year residency program to prepare Special Education educators in Wyoming. Stakeholder feedback identified several components to consider when researching this option, including: finding opportunities in rural and/or low income school districts, finding opportunities in school districts experiencing difficulty in attracting and retaining staff for identified positions, opportunities to practice co-teaching, and possible participation in or exposure to professional learning communities (in-district, or regional).

This research may also involve finding ways to engage master's-prepared or doctorate-prepared educators at a variety of student teaching locations across Wyoming to provide supervision and support for student teachers and mentor teachers. These experiences for the master's-prepared or doctorate-prepared educators provide opportunities for teacher leadership and could be helpful in preparing educators pursuing advancement to principal roles and/or other school and district leadership roles.

If Title II, Part A state set-aside funds are available, Title II, Part A funds could be directed towards these efforts. The potential for this type of pilot program would allow the University of Wyoming's College of Education's Special Education Program to offer more opportunities to their students and more opportunities for rural, low-income, and/or minority populated school districts. The funding could assist in alleviating the geographical and cost barriers that previously prevented the existence of these opportunities.

Wyoming is unique in that there is only one university, the University of Wyoming, with roughly 45% of teachers in Wyoming having graduated from UW. The Council for Accreditation of Educator Preparation (CAEP) has performed reviews of the University of Wyoming's education academic programs, and requires that preparation programs incorporate multiple perspectives, respect and responsiveness to

cultural differences, and candidate understanding of their own frames of reference. Candidates must demonstrate skills and commitment to provide all P-12 students access to rigorous college and career readiness standards. Programs must provide clinical experiences that prepare candidates to work with all students, and providers must be committed to outreach efforts which recruit a more able and diverse candidate pool. The work performed to research, develop, and pilot implementation of a one-year residency program aligns with the requirements of CAEP review.

Ongoing Opportunities

The WDE, University of Wyoming College of Education, and Trustees at the University of Wyoming will maintain communication to identify and explore opportunities for collaboration and opportunities where Title II-A funds, when available, could offer further support in educator preparation programs to meet the needs identified at the school district level.

E. TITLE III, PART A, SUBPART 1: ENGLISH LANGUAGE ACQUISITION AND LANGUAGE ENHANCEMENT

As enshrined in the landmark *Lau v. Nichols* Supreme Court decision, English Learner (ELs) services are necessary to provide ELs with meaningful access to their education. Procedures for students being identified as active ELs and entering EL services, as well as for those who meet exit criteria and are exited from EL services are discussed. Students who exit services are no longer considered active ELs and begin a four-year monitoring period.

1. **Entrance and Exit Procedures *(ESEA section 3113(b)(2)):* Describe how the SEA will establish and implement, with timely and meaningful consultation with LEAs representing the geographic diversity of the State, standardized, statewide entrance and exit procedures, including an assurance that all students who may be English learners are assessed for such status within 30 days of enrollment in a school in the State.**

All parents or guardians newly enrolling a student to a Wyoming school district are asked to complete a Home Language Survey (HLS). The HLS is a questionnaire that must, at a minimum, determine: 1) the language the child first began speaking, 2) the language the child currently speaks most frequently at home, and 3) the primary language spoken by the family in the home. If a language other than English is listed on the HLS, the student will be assessed with a screener from the WIDA Consortium (www.wida.us/). WIDA is a consortium of 39 states that share assessments and standards for English language proficiency. Based on the score received on the screener a student may qualify as an Active English Learner (Active EL). The official cut-scores to make this determination are provided online by the WDE in the Active EL Identifying, Serving, and Reporting Guidebook at edu.wyoming.gov/downloads/federally-funded-programs/2017/2016-17-ell-guidebook.pdf.

Currently, both the WIDA ACCESS Placement Test (W-APT), www.wida.us/assessment/w-apt/, and the Kindergarten version of the WIDA Measure of Developing English Language (WIDA MODEL), www.wida.us/assessment/MODEL/, from WIDA are used as screeners for new students who are potentially ELs. Wyoming will no longer use the W-APT for grades 1-12 beginning in August 2017. The WIDA Screener (www.wida.us/assessment/Screener/) will be used instead. W-APT Kindergarten, and MODEL Kindergarten will still be used for Kindergarten students and some first graders, depending on when they arrived and whether they have any previous formal education.

The aforementioned WDE EL guidebook also explicitly mandates that "students must be identified as Active ELs and parents must be notified of the student's identification and placement in EL services within 30 calendar days of the beginning of the school year or within 14 calendar days if the student enrolls after the first 30 days of the school year."

Exit criteria for EL program services are changing for the 2016-2017 school year. With this change, students will be designated for exit from EL services when they achieve an overall composite score of at least 4.6 on the annual WIDA ACCESS for ELLs 2.0 (www.wida.us/assessment/ACCESS20.aspx). Domain sub-scores will not be considered as part of the new criterion. This criterion will be revisited as additional local state student data from both the ACCESS for ELLs 2.0 and our new statewide summative assessment become available. Students who are exited from services then enter a four-year monitoring period. If it is found that they are struggling academically during this period, they can be re-evaluated for EL services.

In regard to LEA consultation, LEAs from across the state have been a core part of the WDE's

stakeholder engagement work both prior to and throughout the process of drafting this state plan. This work included a "listening tour" throughout the state, both virtual and in-person town-hall meetings, as well as other public hearings and round-table meetings that took place in various regions of the state. Feedback that specifically addressed the needs of ELs, including the issue of EL entrance and exit procedures, was collected as part of this process. Furthermore, LEAs from across the state were also well represented on an external work group that reviewed all sections of multiple drafts of this plan. During this process, the peer-review protocol was utilized and the entrance and exit procedures for ELs were specifically addressed and discussed.

Apart from the stakeholder engagement work specific to the state plan, LEA-level stakeholders that work closely with ELs and those who supervise such educators were invited to attend a virtual meeting that discussed recent changes to entrance and exit procedures. This meeting was well attended and LEAs from across the state were well represented in this meeting.

2. **<u>SEA Support for English Learner Progress</u> *(ESEA section 3113(b)(6))*: Describe how the SEA will assist eligible entities in meeting:**
   i. **The State-designed long-term goals established under ESEA section 1111(c)(4)(A)(ii), including measurements of interim progress towards meeting such goals, based on the State's English language proficiency assessments under ESEA section 1111(b)(2)(G); and**
   ii. **The challenging State academic standards.**

The WDE Title III program manager will provide technical assistance and professional development to districts receiving Title III funds as needed and as funds are available to help districts meet Wyoming's long-term goals under Section 1111(c)(4)(A)(ii) and challenging State academic standards. Technical assistance through one-on-one phone calls, visits to districts, periodic face-to-face meetings or conferences will be held to assist districts in ensuring ELs are making progress in English language proficiency as demonstrated by the reporting element in Section 3121(5) and meeting State academic standards as demonstrated in the accountability reporting for proficiency of the EL subgroup in the State content assessment subject areas.

The WDE will continue to provide professional development to districts that are focused on the WIDA English language proficiency standards, as well as research-based instructional strategies that will support ELs in accessing rigorous academic content. WDE will also continue to collaborate with stakeholders including parents, teachers, administrators and experts in relevant educational fields to determine best practice in helping ELs master requisite academic language and overall English language proficiency. This collaboration and work with stakeholders will additionally aid the WDE in its assistance to districts in meeting interim and long-term goals, as well as in implementing our state's challenging academic standards. The WDE will use a variety of delivery platforms to provide assistance and professional development opportunities for district staff, including online webinars, online resources, face-to-face workshops, and district-specific technical assistance.

3. **<u>Monitoring and Technical Assistance</u> *(ESEA section 3113(b)(8))*: Describe:**
   i. **How the SEA will monitor the progress of each eligible entity receiving a Title III, Part A subgrant in helping English learners achieve English proficiency; and**

The WDE will monitor compliance with Wyoming statutes aligned to each performance target. Assurances are collected by November 1st annually. School improvement plans are collected annually by December 1st, and the WDE provides feedback on each school's improvement plan. The WDE annually evaluates district processes aligned to each plan's objectives through the state accreditation process.

External reviews are also conducted at least once every five years.

The WDE Title III Program Manager monitors compliance with federal statute and funding regulations through an application and monitoring process. School district's eligible for Title III funds submit an application through the federal consolidated grant application process to designate how they plan to utilize Title III, Part A funds. The Title III Program Manager reviews these applications to ensure the proposed use of funds is allowable. Once an application is approved, the school district is monitored through quarterly expenditure reports and an annual monitoring process for federal compliance. Desk audits, risk management, and on-site monitoring are conducted in accordance with federal monitoring guidance.

The Title III Program Manager will monitor the progress of each eligible entity receiving Title III, Part A subgrants in helping English learners achieve English language proficiency through regular screenings of the district data. The consolidated grant application requires districts to annually document the number of students reaching English language proficiency, as determined by reaching the State-defined proficiency levels of a composite score of 4.6 or higher on the ACCESS for ELLs 2.0™. Additionally, WDE collects student data three times a year in the WDE684 data collection. The WDE684 tracks the percentage of students making progress toward ELP as well as the number of students who have attained English language proficiency and have left language instruction education programs.

ii. The steps the SEA will take to further assist eligible entities if the strategies funded under Title III, Part A are not effective, such as providing technical assistance and modifying such strategies.

Per Wyoming statute, all school districts have state superintendent appointed WDE representatives that serve as a liaison between the school district, the WDE, and the schools. School district needs identified through these WDE processes will be reviewed with the appointed WDE representatives for each impacted district, and appropriate strategies will be implemented to address the identified needs.

Beginning in fall 2017, local data will be shared with the appointed WDE representatives in each school district. School performance data will be analyzed by the WDE representatives and principals in each school district after the accountability scores are updated in the fall.

Annual school improvement plans will reflect needs identified through stakeholder input and data analysis.

The WDE provides ongoing technical assistance to school districts and schools via telephone, technology and in person, and will offer training as necessary to assist schools and districts in meeting the requirements of statute and in the use of student data. In the case that a district receiving Title III, Part A funds is not providing effective strategies the Title III Program Manager will increase the previously mentioned technical assistance strategies and assist the district in modifying the strategy. This may include national outreach efforts to find resources to best meet the needs of the district, finding additional professional development opportunities for the district, as well as providing other additional assistance to meet the individual district's needs.

F. TITLE IV, PART A: STUDENT SUPPORT AND ACADEMIC ENRICHMENT GRANTS

The WDE aims to provide all students with access to a well-rounded education, improve school conditions for student learning, and improve the use of technology. These three primary goals are intended to improve the academic achievement and digital literacy of all Wyoming students. They also align with the WDE's vision to ensure all Wyoming students are college, career, or military ready.

1. **<u>Use of Funds</u> *(ESEA section 4103(c)(2)(A))*: Describe how the SEA will use funds received under Title IV, Part A, Subpart 1 for State-level activities.**

Title IV, Part A grant funding allows the WDE to use up to 4% of the overall grant allocation to provide ongoing professional development and training in a wide variety of subjects related to offering a well-rounded education, improving school conditions, and expanding the use of technology. The WDE will also utilize these funds to monitor school districts receiving funding, and in addition, will continue to build and engage in relationships with other agencies, schools, and community-based entities. 1% of the overall grant allocation will be used for administration of the grant.

The WDE will support and encourage school districts to consider how they are engaging families. This work will continue to inform school district and community-based organization partnerships with the use of other federal funds including Title I, Title II, and Title IV-A. State-level initiatives, such as training provided by the University of Wyoming, which will be subject to change over time with evidence-based and best practices influence, will assist in supporting the growth of communities of practice and opportunities for individualized learning.

The WDE will support and encourage school districts to consider the importance of successful transitions when performing a needs assessment for their consolidated grant application, as well as when they are developing their action plans for utilizing their Title IV, Part A and other allocations under ESSA. The WDE will continue to invite districts to take advantage of initiatives to support their work as they consider how they are ensuring a well-rounded education for all students.

The WDE is committed to developing supports and policies in partnership with practitioners in the field and other state agencies to advance work in the state, both in and out of school. It is the WDE's goal to promote systems and strategies that foster safe, positive, healthy, culturally competent, and inclusive learning environments and address students' varied needs in order to improve educational outcomes for all students.

The WDE will use Title IV, Part A and other funds to support the integration of in-person learning with technology to enable real-time data use, personalized instruction, and competency-based progression. The initiatives seek to enable improved student and educator access to high-quality new learning models, supported by technology, that prepare them for student and school success.

2. **<u>Awarding Subgrants</u> *(ESEA section 4103(c)(2)(B))*: Describe how the SEA will ensure that awards made to LEAs under Title IV, Part A, Subpart 1 are in amounts that are consistent with ESEA section 4105(a)(2).**

The WDE uses an online grant management system to manage both formula and competitive state-administered federal grants. This system allows the WDE to implement effective internal control

processes and grant management practices. Individualized support is offered to all applicants via phone and email. Program directors are available to provide hands-on training to those new to the system. An annual update training session is also provided during the Summer Technical Assistance Retreat.

The grant application includes a consolidated section requesting consistent information across several federal grants, which currently includes:

- Title I, Part A
- Title I, Part D
- Title II-A
- Title III
- Title IV-A

Once the consolidated section is complete, school districts choose the respective program-specific tab that is reviewed and approved by program directors with expertise in their respective areas. Program directors attend ongoing training to ensure he/she is providing current and accurate reviews and guidance to the school districts.

School districts receive an automatic email from the grant management system once all program directors have approved their respective sections of the grant application. Throughout the approval process, each program director works directly with the school district to request additional clarification or documentation to support federal requirements.

Having considered both the competitive and formula allocation process, the WDE has chosen to award the Title IV, Part A grant using the statutory formula method. To do this the Title IV, Part A Director works closely with the Title I, Part A Director at the WDE when determining allocations for the school districts. If, after the initial formula allocation, a district's subgrant award is less than the required minimum allocation of $10,000 the Title IV, Part A Director will adjust upward to guarantee that each eligible district receives the required minimum allocation. After the upward adjustments are made the Title IV, Part A Director will adjust downward, on a proportionate basis, the initial formula allocation for all other districts. Of the grant funds distributed to eligible districts receiving more than $30,000 in Title IV, Part A funds, the WDE will ensure that the application shows that at least 20% of the funds are designated for activities to support well-rounded educational opportunities (Sec. 4107), at least 20% of the funds are designated for activities to support safe and healthy students, and that a portion of the grant will be used to improve the use of technology to improve academic achievement, academic growth, and digital literacy of all students (Sec. 4109(a)). Any districts awarded less than $30,000 will only have to meet one of those three funding mandates in addition to the other required assurances.

G. TITLE IV, PART B: 21ST CENTURY COMMUNITY LEARNING CENTERS

There are 21st Century Community Learning Centers Program (21st CCLC) subgrantees in 21 of 23 counties across Wyoming serving over 8,000 students every year.

Today's afterschool and summer programs are very different from programs many adults remember from their own youth. By focusing on engaging and effective learning practices, programs offer young people opportunities ranging from Science, Technology, Engineering, and Math (STEM) to cultural expression through dance. From gardening as a community service to building relationships with peers and caring adults that keep kids coming to school and graduating. All of the programs are designed to meet the needs of the kids and families attending the schools that are served resulting in a wonderful collaborative environment between schools, community and faith-based organization, and the business and industry partners.

1. **Use of Funds *(ESEA section 4203(a)(2))*: Describe how the SEA will use funds received under the 21st Century Community Learning Centers program, including funds reserved for State-level activities.**

Wyoming receives the minimum allocation of 21st CCLC funds, currently $5.6 million for FY16. The WDE will set-aside the allowable 2% for grant administration, 3% for state activities and 95% of funds will flow through to local subgrantees. Keeping the maximum amount of funds flowing to local programs with a direct impact on children and youth is a priority.

Grant Administration (2%): This set-aside supports a 1.0 FTE Program Consultant that manages subgrantee compliance and coordinates with other agency staff around state education agency compliance. Additionally, funds are used for peer reviewer stipends and professional development for the Program Consultant that includes state education agency meeting hosted by United States Department of Education.

Sec. 4203(c)(3) State Activities (3%): State activities will be based on needs assessment activities with a purpose of creating, supporting, and building effective programs for children, youth, their families and the communities served. The needs assessment includes surveys of stakeholders, data analysis of program evaluation, ongoing consultation with groups around the state including the 21st CCLC advisory, and priorities of the Wyoming Governor and State Superintendent of Education. All state activities will be clearly aligned to 21st CCLC, state and local goals and measurable outcomes to create clarity and relevance for subgrantee and stakeholders and to promote links to resources that already exist in the communities.

The WDE will coordinate with other Federal programs serving youth and their families in an effort to create foundational partnerships that facilitate subgrantee engagement with opportunities and services at a local level. Coordination efforts continue with Title I Part A to develop seamless improvement in school conditions through inclusion of expanded learning programs and spaces in both schools and community-based environments. Additionally, the 21st CCLC coordinates to support effective transition as part of Title I Part A and IDEA plans through communication and shared training. With a focus on the WDE ESSA plan and updated parts of the law, Coordination with Career and Technical Education (CTE) and the Perkins grant will also continue as a partnership to further high-quality STEM opportunities for children and youth, youth engagement, youth leadership, and intentional work on college and career readiness from preK-12th grade.

Moving forward 21st CCLC will increase coordination with Title IIA teacher and staff professional development to better align to instructional skills and expectations during the school day, Additional coordination with Gaining Early Awareness and Readiness for Undergraduate Programs (GEAR UP), Temporary Assistance to Needy Families (TANF) preschools, and the Wyoming Department of Workforce Services implementation of the Workforce Innovation and Opportunity Act (WIOA) will build true collaborations to serve the youth and families that all of these programs serve. State partnerships with ESSA-engaged organizations including the Wyoming State Library, Wyoming Arts Council, and Wyoming Association for Health, Physical Education, Recreation and Dance among many others will be nurtured to leverage the common goals and resources.

- Monitoring and Evaluating
    - WDE staff will monitor programs based on the risk assessment model to prioritize high risk subgrantees with site visits and ongoing fiscal support and moderate risk subgrantees with desk audits and intermittent fiscal review processes. All subgrantees including low risk subgrantees, will continue to submit quarterly expenditure reports via the grants management system as part of the risk assessment process.
    - Through contracts and WDE-sponsored data collection, programs are evaluated for program quality using the Afterschool Program Assessment System (APAS), the Government Performance and Results Act of 1993 measures that are in place for 21st CCLC, and Wyoming-specific indicators: two measures of increasing student achievement-both in math and language arts (inclusive of all served grades), school day attendance, and one measure of family engagement success.
- Capacity Building, Training, and Technical Assistance
    - The professional development offered to 21st CCLC subgrantees is very much a collaborative effort between the WDE and the Wyoming Afterschool Alliance (WYAA), Wyoming's statewide afterschool network. Drawing on needs assessment results from subgrantees and eligible applicants (esp. nonprofits and private schools), local program partners, and stakeholders (including business and industry), the combined efforts of the WDE and the WYAA result in greater opportunities for program coordinators, staff, and parents to participate in meaningful professional and personal growth. These assets assist in creating high-quality expanded learning programs for children and youth no matter the size, demographics, or isolation level of their community.
    - All subgrantee will be provided with the following training and technical assistance:
        - Annual Meeting-Provide essential information on grant compliance and management with a focus on effective processes and practices not prescriptive procedures.
        - Program Quality Assessment for Local Evaluation-As part of the statewide evaluation and local action planning, the APAS tools are a critical component. Subgrantees are provided basic training on the use of tools and advanced training in using the data and observations for continuous improvement processes (action planning and local evaluation strategies). Under a contract with WYAA, subgrantees are also part of a community of practice which meets monthly to discuss program quality assessment issues. Data Reporting-Webinar training for 21st CCLC subgrantee staff will be provided on the topics of the 21CCLC Program Participation Report for state evaluation, 21CCLC Annual Performance Report requirements, and survey strategies to address elements of measures of effectiveness around student achievement, behavior, and growth, and parent/family engagement.

        - Uniform Grant Guidance training-capacity building in areas of grant management, especially around the Uniform Grant Guidance, focused on reducing risk and increasing successful monitoring outcome
        - Training for subgrantees and partners on increasing access to programming through knowledge, communication and effective partnerships for targeted groups of students including students with IEPs, students and their families without adequate housing, students in foster care, students with mental health challenges, and young children and families without access to early learning opportunities.
        - Training in new state standards and assessments to increase capacity in meeting Sec.4203(a)(4).
- Comprehensive Evaluation of Program Effectiveness
    - Through contracts and direct WDE data management, all programs funded under Title IV Part B are evaluated on program impact directly related to program outcomes within local applications. This close alignment to local initiatives creates efficacy for change and a culture of continuous improvement.
- Training and Technical Assistance-Eligible Applicants or Awardees
    - At least two bidders' conferences via webinar are held before applications are due. Dates and times are posted on the website and any eligible entity who turned in an Intent to Apply will be notified via email.
    - Applicants receive individualized support in the use of the online grant application tool, Grants Management System (GMS) with particular attention paid to community-based organizations new to the system.
- List of Prescreened External Organizations
    - External organizations will provide information regarding youth programming experience, program types, program evaluation results, and other supporting documentation of success. This information will be included in the prescreened list provided to eligible entities seeking partnerships as part of the application process or in seeking to build greater community connections and sustainability. Current subgrantees with a proven record of success will be added to the external provider list through a shortened process.

Competitive Grant Awards to LEAs (95%)-These funds are and will continue to be awarded to eligible LEAs, nonprofits, and other eligible private organizations. Wyoming currently has grants in 21 of the 23 counties and has over 40% of awards with non-profits.

2. **<u>Awarding Subgrants</u> *(ESEA section 4203(a)(4))*: Describe the procedures and criteria the SEA will use for reviewing applications and awarding 21st Century Community Learning Centers funds to eligible entities on a competitive basis, which shall include procedures and criteria that take into consideration the likelihood that a proposed community learning center will help participating students meet the challenging State academic standards and any local academic standards.**

<u>General Application Process</u>
The current Wyoming Request for Applications (RFA) in development will be reviewed by the Governor's office, representatives of other state agencies that serve youth, and key stakeholder groups that continue to be part of the consultation process in state ESSA implementation. The WDE uses an online grants management system to manage both formula and competitive state-administered Federal grants including 21st Century Community Learning Centers (21st CCLC). This system allows the WDE to implement effective internal control processes and grants management practices.

In addition to Wyoming LEAs who all use the Grants Management System (GMS), any eligible organization can request a login to complete an application for 21st CCLC. The process is quick and differentiated with individualized support offered to all applicants via phone and email to encourage interested private and faith-based organizations that are new to the system. GMS training is included as part of the applicant training webinars.

Application and Award Procedures

A minimum of two online applicant webinars are offered live and recorded to answer questions about the processes and procedures used in applying for funds. An offline Application Guide provides a publically available document that outlines the application process and section by section information about completing each element of the online application. This facilitates the required local collaboration required in development of the application and increases the transparency of the process for all stakeholders. WDE staff who are familiar with the program screen the applications for eligibility (time deadlines, meet eligibility requirements, etc.).

Qualified peer reviewers are chosen based on expertise in the field, previous reviewing experience, and breadth of understanding of after school in Wyoming and rural areas. Peer reviewers read all submitted applications to create greater validity and reliability in the scoring process. A lead reviewer facilitates the scoring process from beginning to end to increase consistency in use of the scoring rubric and to eliminate any perception of WDE influence in the application scoring process. All peer reviewers sign a conflict of interest assurance for each application before submitting scores. An alternate peer reviewer will read any application that an assigned reviewer identifies as being a conflict of interest.

Scores and peer reviewer comments are recorded within each application for review by the applicants and aggregate scoring information is provided to the 21st CCLC program manager, ranking each applicant so that awards can be allocated until funds are exhausted. Grants are awarded for 5 years, with a continuation form required each year to facilitate effective grant management and increase local flexibility in continuous improvement processes. Training and technical assistance is offered throughout the year to support both effective grant management and high-quality program quality evaluation.

Applicants receive an email and mailed letter notification of their award status: approved, approved with conditions, not awarded. They are reminded of the due process complaint process which follows Wyoming's administrative hearing statute included in the online application and the publicly available Application Guide.

Grant Scoring Criteria

Applications are scored using a rubric that is shared with applicants during the bidder's conference and training and is posted on the WDE 21st CCLC webpage at edu.wyoming.gov/beyond-the-classroom/grants/21cclc/. All applicants will have to address the requirements in 4204(b)(2) through the ESSA-aligned rubric in narrative sections and/or assurances. Sections addressing transportation, providing a safe, accessible facility, equitable access private and homeschool students, English language learners, students with special needs (Title VIII), required consultation and collaboration, and sustainability of programming are all have points assigned to them as required elements. The WDE will continue to include criteria requiring applicants to demonstrate their capacity for and past success in helping students increase academic achievement. At least 5% of the total score will come from this section in the first year of ESSA, with possible increases as eligible applicants understand the process. Guidance on how to use the list of external organizations to meet this requirement will be detailed in the application guide and online training.

Subgrant Priorities

Appropriate staff at the WDE will review the application for correct Title I information including any schoolwide waivers to ensure applicant information presented to peer reviewers is accurate. Applicants receive priority points based on serving primarily 1) schools implementing Targeted or Comprehensive Supports or 2) other schools determined by the LEA to be in need of intervention and support. During the transition to the new school identification process, schools identified as low performing through the Wyoming Accountability in Education Act (WAEA) will also be prioritized.

Competitive priority areas are chosen to build alignment between state priorities and expanded learning programs. Included in the draft request for application that is still under review are competitive priorities for programs that have measurable objectives in 1) STEM, 2) College, Career, and Military Readiness, 3) serving middle and high schools that partner with business, industry and/or post-secondary providers to offer workplace and internship experiences, 4) fine and performing arts, project-based learning, and social emotional learning as part of a well-rounded education framework, and 5) evidence-based family engagement activities. These priorities create collaboration both at the state level to provide purpose and support to subgrantees and at the local level to diversify partnership conversations and opportunities. Additionally these priorities require that programs intentionally recruit students from the targeted subgroups that include low achieving students, students experiencing inadequate housing, those in foster care, children with disabilities, and other at-risk youth.

H. TITLE V, PART B, SUBPART 2: RURAL AND LOW-INCOME SCHOOL PROGRAM

Wyoming typically does not have any school districts qualify for Rural and Low-Income School Program funds. Occasionally, one school district qualifies. While Wyoming's state level funding for education decreases, Wyoming wants to remain open to all opportunities for funding school districts in need. The one district currently receiving RLIS grant funds during the 2016-17 school year was awarded $34,622.75. The WDE ensures that they are using the funds consistent with the ESEA requirements.

1. **Outcomes and Objectives *(ESEA section 5223(b)(1))*: Provide information on program objectives and outcomes for activities under Title V, Part B, Subpart 2, including how the SEA will use funds to help all students meet the challenging State academic standards.**

Due to the historic absence of the Rural and Low-income School (RLIS) program in Wyoming, the low number of school districts eligible, and the small grant allocation amounts distributed, the WDE holds grantee school districts to the objectives and outcomes that align with their respective needs assessments and grant applications for their Title I-A, Title II-A, Title III, and/or Title IV-A programs.

If a school district qualifies for RLIS funds, the WDE's objective for RLIS funds will require that the district select allowable activities that align with the state strategic plan designated outcomes, found on http://wyomingmeasuresup.com/. Chosen allowable activities under RLIS must also align with each district's annual needs assessment. The WDE's desired outcome for RLIS funds is to enhance other Title program activities that assist with all students being able to meet challenging State academic standards. Funds may be used towards any allowable activities under Title I, Part A, for improving programs, Title II, Part A, for improving instruction, Title III, for English language acquisition and achievement, Title IV, Part A, for student support and academic enrichment, Title IV, Part B, for community learning centers, and/or for parental engagement activities. The WDE will review needs assessment results from these title programs on the school district's submitted consolidated grants application to assist the school district with determining where the RLIS funds would have maximum impact if the school district requests such assistance. The WDE would review what the school district submits through their grant application for RLIS to determine if the proposed use of funds will have an impact on students meeting the standards. The objective for the WDE will be to see that the school district chooses to use the RLIS funds in a way that has the greatest impact on their students.

2. **Technical Assistance *(ESEA section 5223(b)(3))*: Describe how the SEA will provide technical assistance to eligible LEAs to help such agencies implement the activities described in ESEA section 5222.**

The WDE's technical assistance to eligible school districts will encompass the following:

- Notifying the school district that they are eligible to apply for the funds.
- Assistance with accessing and navigating the application for funds.
- Technical assistance with identifying the optimal use of the RLIS funds to impact students based on the school district's needs and allowable use of funds in the relative title programs.
- Monitoring use of funds and providing ongoing assistance as needed throughout the grant's duration.

The WDE will provide ongoing technical assistance to school districts and schools via telephone, technology, and in person, and will offer training as necessary to assist schools and school districts in meeting the requirements of statute and in the use of student data.

I. EDUCATION FOR HOMELESS CHILDREN AND YOUTH PROGRAM, MCKINNEY-VENTO HOMELESS ASSISTANCE ACT, TITLE VII, SUBTITLE B

When people think about family homelessness, they do not usually picture Wyoming's mountains and plains, but family homelessness not only exists in Wyoming, but has steadily increased over the last decade, climbing from approximately 400 identified school-aged youth prior to the recession of 2007-2008, to more than 1700 K-12 students during the 2015-16 school year. In addition to the children identified by Wyoming's schools, the U.S. Administration for Children and Families estimates that there are an additional 1,080 homeless children under the age of six in the state.

Children experiencing housing instability have a number of challenges to success in school. They experience a number of physical and mental health challenges such as food insecurity and exposure to domestic violence, and often have difficulty accessing vital records for school due to mobility. More information on homelessness in Wyoming is available on the WDE website: edu.wyoming.gov/in-the-classroom/federal-programs/homeless-ed/

1. **Student Identification** ***(722(g)(1)(B) of the McKinney-Vento Act)*****: Describe the procedures the SEA will use to identify homeless children and youth in the State and to assess their needs.**

It is the responsibility of school districts to affirmatively seek out and identify children and youth experiencing homelessness. Each school district appoints at least one individual to be the local homeless liaison, who serves as the primary point of contact between families experiencing housing instability and school staff, district personnel, shelter workers and other service providers. At identification, school districts ensure that a student's program eligibility and nighttime residence are entered into the local student information system, which shares data with the WDE. School districts also assess the needs of identified students through locally-developed needs assessment tools to determine the services to be provided to each child or youth.

The Wyoming Department of Education (WDE) supports this process through multiple avenues. These strategies are employed in all districts, whether or not they receive a competitive subgrant award.

Local Liaison Training: WDE provides ongoing training and technical assistance to local education liaisons and other school personnel which includes reviews of eligibility requirements and strategies to increase identification. WDE has developed a guidance document based on the US Department of Housing and Urban Development's "Minimum Standards of Habitability" to assist school districts determine if a housing situation is adequate or substandard.

Data Review: Each year the State Coordinator reviews school district identification counts to determine areas of the State which may be under-identifying homeless children and youth. School district counts are compared to local poverty levels, counts from prior years, and the counts from neighboring and geographically similar districts. School districts with large disparities are targeted for additional training and support from the WDE.

Coordination with Title IA: Each year the State Homeless Education Coordinator and the State Title I Director work together to review the homeless education Title I, Part A set-asides submitted by school districts as part of their Consolidated Grant Applications. The set-aside is reviewed considering local poverty levels and current McKinney-Vento identification rates. When disparities are noted, school

districts are required to submit a narrative describing their current processes to seek out and identify children and youth experiencing homelessness, both enrolled and separated from school. This information is used as part of the set-aside approval process.

Subgrant Application Process: In recent years WDE began tying McKinney-Vento subgrant awards directly to the number of students identified by each school district. Subgrant award levels are divided into tiers based on the official count of homeless students submitted by the school district to WDE for the prior year.

Monitoring: WDE conducts regular monitoring of all school districts. The monitoring protocol includes indicators reviewing school district enrollment policies, data collection, and identification rates.

Public Outreach: WDE participates in a wide range of public outreach activities designed to increase awareness and identification of children and youth experiencing housing instability.

- WDE has developed posters describing the educational rights of children and youth experiencing homelessness which can be downloaded and posted throughout local communities and schools. WDE has worked with the State Library Association to ensure that these posters are available for posting in county libraries.
- WDE regularly does presentations to local and statewide organizations such as the Wyoming Public Health Association, the Wyoming Homeless Collaborative, Kiwanis, faith communities and others on the rights and needs of homeless children and youth.
- WDE leads participation in Wyoming Homeless Children and Youth Awareness Month each November. WDE Communications Team staff provide regular updates and factoids on family homelessness through the agency's social media throughout that month, and the Governor has signed a proclamation recognizing the event.
- WDE works with the Wyoming Coalition Against Domestic Violence and Sexual Assault to provide training to their staff throughout Wyoming about resources that may be available to their clients through the McKinney-Vento Act.

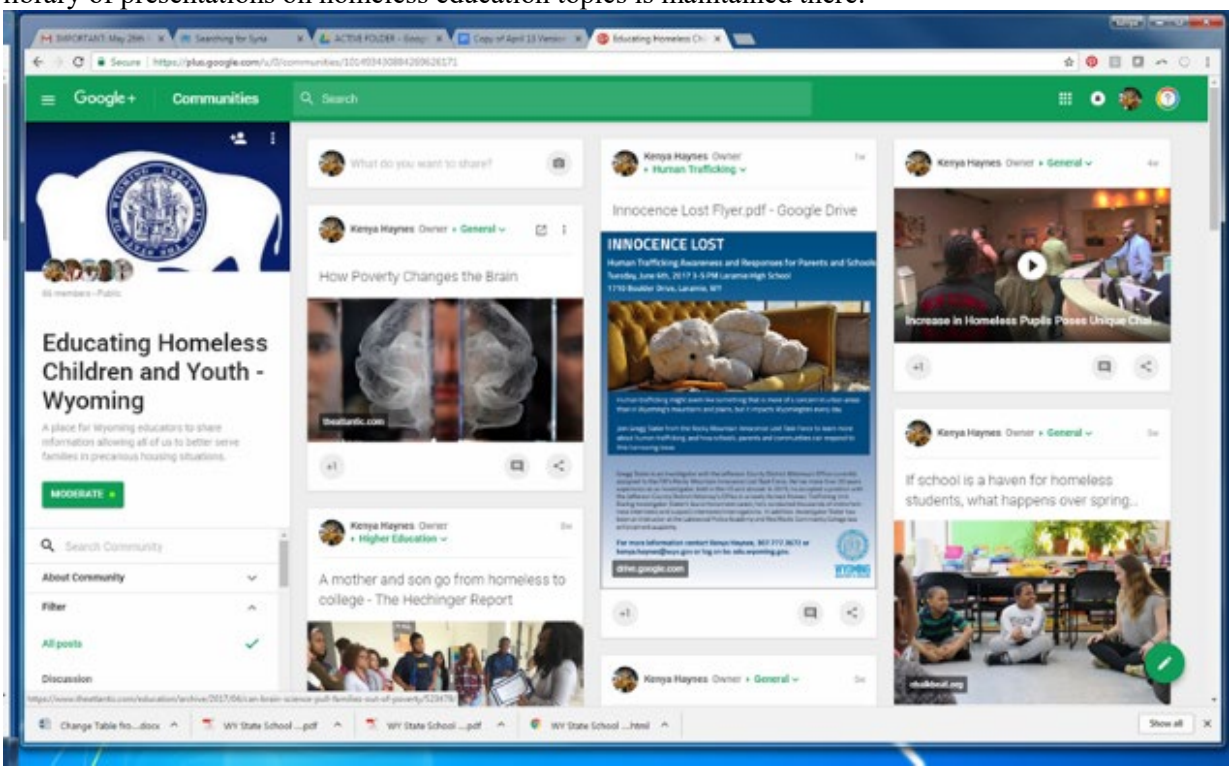
2. **<u>Dispute Resolution</u> *(722(g)(1)(C) of the McKinney-Vento Act)*: Describe procedures for the prompt resolution of disputes regarding the educational placement of homeless children and youth.**

The WDE, with the Wyoming Attorney General's Office, has established a formal dispute resolution policy which includes firm timelines for the progress and resolution of disputes related to the homeless education program. The policy and procedures have been provided to all districts through the WDE Superintendent's Memo Process. The information is covered in annual training for local homeless education liaisons, and is posted on the WDE website. The information is also shared with parent advocacy groups such as Wyoming's Parent Information Center. The WDE reviews school district compliance with the policy through its monitoring of the consolidated grant. The Dispute Resolution Policy is included in Appendix B.

3. **<u>Support for School Personnel</u> *(722(g)(1)(D) of the McKinney-Vento Act)*: Describe programs for school personnel (including the LEA liaisons for homeless children and youth, principals and other school leaders, attendance officers, teachers, enrollment personnel, and specialized instructional support personnel) to heighten the awareness of such school personnel of the specific needs of homeless children and youth, including runaway and homeless children and youth.**

The WDE hosts an annual Homeless Education Workshop each year. The training is focused on the needs of local liaisons, and is open to all school leaders, attendance officers, teachers, enrollment personnel, and specialized instructional support personnel. Workshop attendees also come from partner agencies, such as Head Start, the Wyoming Department of Family Services, the Wyoming Department of Health, the Wyoming Homeless Collaborative, law enforcement, and the faith community. Training topics include, but are not limited to, runaway and homeless children and youth, local liaison responsibilities, community collaboration, cultural competency, human trafficking awareness and response, early childhood access and education, state policy and procedure, trauma-informed practices, domestic violence, Title I-A collaboration, data collection and use, access to outside services such as Medicaid or SNAP, housing support, college access, and local and regional best practices.

In addition to the statewide workshop, the WDE makes information available on its website and through an agency-managed Education of Homeless Children and Youth (EHCY) Google + Community. A library of presentations on homeless education topics is maintained there.



When possible, the WDE uses online methods to provide technical assistance and training to school districts. The agency is piloting an online training curriculum and certification course to reduce the time local liaisons and school officials must spend traveling to face-to-face training. The State Coordinator for Homeless Education also provides one-on-one training for local school systems, and provides support and technical assistance via phone and other electronic means.

Resources and training materials from the National Center for Homeless Education, the National Association for the Education of Homeless Children and Youth, the National Dropout Prevention Center, and other technical assistance providers is shared with local school professionals through a WDE email subscriber list.

4. **<u>Access to Services</u> *(722(g)(1)(F) of the McKinney-Vento Act)*: Describe procedures that ensure that:**
   i. **Homeless children have access to public preschool programs, administered by the SEA or LEA, as provided to other children in the State;**

The State of Wyoming is one of six states that does not have public preschool programs so there are no established procedures for admission of children experiencing homelessness to such programs. The WDE has provided, and will continue to provide training and technical assistance to liaisons on the need to assist young children experiencing homelessness with access to preschool. Any LEA that chooses to operate a preschool program using federal funds, such as Title I-A, will receive targeted technical assistance to ensure the collaboration of early childhood and McKinney-Vento programs. The WDE has worked with the State Head Start Collaboration Office to assist them in understanding the definition of homelessness and develop registration materials to help with identification of eligible homeless students. The WDE has also worked with the Wyoming Department of Family Services to provide training and develop awareness of staff at private preschools and child care providers. The WDE State Coordinator for the Education of Homeless Children and Youth (EHCY) also sits on the state's Early Intervention Council, working to ensure that young children experiencing homelessness are included in child find activities and receive intervention and supports under IDEA, Parts B and C.

   ii. **Homeless youth and youth separated from public schools are identified and accorded equal access to appropriate secondary education and support services, including by identifying and removing barriers that prevent youth described in this clause from receiving appropriate credit for full or partial coursework satisfactorily completed while attending a prior school, in accordance with State, local, and school policies; and**

It is the responsibility of local school districts, through their appointed local homeless education liaison, to affirmatively seek out and identify children and youth experiencing homelessness, including youth who are separated from school. The WDE provides school districts with informational posters and materials to place throughout their local communities, particularly in places where families experiencing homelessness might frequent, such as food pantries, shelters, public libraries, or laundromats. The WDE encourages school districts to participate in the Wyoming Homeless Collaborative, the state's Housing and Urban Development (HUD) Continuum of Care (CoC). State HUD and CoC representatives have also provided training sessions at the WDE Homeless Education Workshop.

In addition to the training provided to school districts, the WDE provides training and informational sessions to other relevant service providers such as faith communities, child care providers, law enforcement, medical professionals, domestic violence and sexual assault shelters, and civic groups. Information on homelessness is provided on the WDE website, with contact information for local school homeless liaisons.

It is the current practice of school districts in Wyoming to accept full and partial credit students completed at a prior school regardless of their homeless status. The WDE will continue to monitor and strengthen this practice. Training has been provided to all districts on this new ESSA requirement, and the WDE is engaging in conversations with stakeholders to evaluate potential barriers to providing partial credit for coursework homeless students completed at a prior school. Of particular concern is the consistent application of credit when students transfer between school systems with different scheduling, such as going from a standard schedule to a block schedule, or from a semester system to a trimester. The WDE will continue to gather data and review policies and statutes from other states to fully ensure an equitable system.

iii. **Homeless children and youth who meet the relevant eligibility criteria do not face barriers to accessing academic and extracurricular activities, including magnet school, summer school, career and technical education, advanced placement, online learning, and charter school programs, if such programs are available at the State and local levels.**

Wyoming, "the Equality State," is committed to ensuring equitable access and services to all students, including those experiencing homelessness. Wyoming adheres to the federal requirement that immediate enrollment in school is defined as fully attending classes and participating in extracurricular activities. Wyoming school districts are encouraged to provide the same supports to students experiencing homelessness as those provided to other low income students who need assistance with fees or materials for participation in labs, coursework, clubs, activities, the arts, and athletics. Wyoming Statute 14-1-101(b)(iv) also allows unemancipated minors who are responsible for their own affairs to consent to medical treatment, which eases access of students to athletics and school-sponsored travel. Review of compliance with this requirement is included in the state's monitoring of the Consolidated Grant, and Perkins/Career Technical Education.

WDE is working with the Wyoming School Counselors Association to develop and provide training that will assist counselors in providing guidance and support to homeless youth as they prepare for post-secondary education, including support and assistance with access to dual-enrollment coursework, Advanced Placement, and International Baccalaureate programs.

As districts move to utilizing online resources for both classwork and homework, it is vital all students have access to internet connectivity, including outside school hours. In the WDE's Digital Learning Plan published in October 2016, working with districts to develop innovative approaches to ensuring all students have access to the internet outside of school has been defined as a critical component of Digital Learning. The WDE works with schools and districts to find solutions to ensure homeless students have access to the technology necessary to fully participate in school.

Wyoming currently funds summer learning programs, through a block grant, to students in "at-risk" populations, including student populations who qualify for the federal free and reduced meal program, which includes all identified McKinney-Vento eligible students.

The State of Wyoming currently houses five charter schools. Under Wyoming law these charter schools are considered part of the established school district in which they reside. As such, charter schools are included in all regular monitoring of school districts by the WDE, including monitoring of the federal Consolidated Grant, and are included in McKinney-Vento monitoring protocols to ensure access of students experiencing homelessness to those programs.

There are no magnet schools in the State of Wyoming at this time.

5. **<u>Strategies to Address Other Problems</u> *(722(g)(1)(H) of the McKinney-Vento Act)*: Provide strategies to address other problems with respect to the education of homeless children and youth, including problems resulting from enrollment delays that are caused by—**
   i. **requirements of immunization and other required health records;**
   ii. **residency requirements;**
   iii. **lack of birth certificates, school records, or other documentation;**
   iv. **guardianship issues; or**
   v. **uniform or dress code requirements.**

Wyoming adheres to the federal requirement that school districts provide immediate enrollment to homeless children and youth. Enrollment is defined consistent with federal statute as attending and fully participating in classes and extracurricular activities. In order to reduce and eliminate enrollment delays due to lack of health records, birth certificates, school records, or other documentation, uniform or dress code requirements, or guardianship issues, the WDE employs the following strategies:

- Providing annual training for local liaisons that addresses federal requirements.
- Placing information on these requirements on the WDE website for review by district staff and the public.
- Providing technical assistance to district staff, including local homeless education liaisons, central office staff, school leaders, and registrars regarding these requirements.
- Coordinating with WDE Title I, Part A staff to ensure that districts receive training on the homeless education set-aside within that program and its use, including assistance with uniform and dress code requirements.
- Coordinating with WDE Title I, Part A staff to review and monitor the homeless education set-aside within the Consolidated Grant.
- Participating in the Wyoming Homeless Collaborative, Wyoming's HUD Continuum of Care, and sharing information and training with local advocates for families experiencing homelessness.
- WDE has a 30-day grace period from date of enrollment for families to acquire required immunization records or immunizations, regardless of homeless status.
- On July 1, 2017 the State of Wyoming will enact a new statute that will allow unaccompanied homeless youth to access copies of their health and medical records on their own, assisting those students with getting copies of their birth certificates and driver's licenses.

6. **<u>Policies to Remove Barriers</u> (*722(g)(1)(I) of the McKinney-Vento Act*): Demonstrate that the SEA and LEAs in the State have developed, and shall review and revise, policies to remove barriers to the identification of homeless children and youth, and the enrollment and retention of homeless children and youth in schools in the State, including barriers to enrollment and retention due to outstanding fees or fines, or absences.**

The WDE tracks all concerns and requests for assistance from the State Coordinator for the Education of Homeless Children and Youth. These technical assistance queries, along with data gathered through monitoring of compliance with the McKinney-Vento Act during the Consolidated Grant monitoring process, are regularly evaluated to search for areas of weakness in the State's implementation of the statute. Areas of weakness are made foci of technical assistance and training activities in the state. Review of state policies then takes place to determine if clarifications or adjustments are needed to assist school districts with proper implementation of the statute. In preparation for the implementation of ESSA, the WDE worked with the Wyoming Attorney General's Office to conduct a review of State policy and statute to resolve any barriers to implementation of the McKinney-Vento provisions of ESSA.

The WDE provided training on the new requirement to evaluate policies regarding fees, fines, or absences in June of 2016 to prepare school districts for the implementation of ESSA in October of that year, and will continue to provide training on the topic. The WDE will also be adding monitoring indicators reflecting this requirement to the Consolidated Grant Monitoring Protocol. The State Coordinator will continue to review technical assistance requests and monitoring results to determine opportunities for improvement. School districts also conduct periodic review of their policies to eliminate barriers to the enrollment and retention of homeless children and youth. Local school systems document their processes and procedures for review during the WDE monitoring process. The WDE has provided

written guidance on board policies for school districts, and the State Coordinator provides technical assistance to school districts during their local revision processes by request. The State Coordinator also provides school districts with policy exemplars from the National Center for Homeless Education. School districts are encouraged to use strategies such as fee waivers to reduce financial barriers for youth experiencing homelessness.

7. **<u>Assistance from Counselors</u> *(722(g)(1)(K))*: A description of how youths described in section 725(2) will receive assistance from counselors to advise such youths, and prepare and improve the readiness of such youths for college.**

Wyoming Statute 21-16-1308(b)(i)(C) requires that all eighth grade students receive instruction concerning the State's Hathaway Scholarship Program and post-secondary preparation. The Hathaway Scholarship Program provides scholarships to Wyoming post-secondary institutions to students who satisfactorily complete a prescribed course of study. In addition to Hathaway Program requirements, eighth graders must receive instruction in preparation and curriculum requirements for post-secondary work, standardized test requirements, scholarships for post-secondary education, and earning differences anticipated at various post-secondary education levels.

The WDE has established a liaison between school counselors and the Agency. This liaison and the State Coordinator work together to provide school counselors with information regarding changes to federal requirements that affect their role and responsibilities. The WDE shares information and resources from the USED technical assistance center regarding college access for homeless youth with school districts and brings in experts to provide face-to-face training as part of its annual homeless education workshop. The State Coordinator also provides training and technical assistance to counselors at individual school districts on request. The implementation of this requirement will be monitored as part of the Consolidated Grant Monitoring Process in both subgrant and non-subgrant school districts.

APPENDIX A: MEASUREMENTS OF INTERIM PROGRESS

Instructions: Each SEA must include the measurements of interim progress toward meeting the long-term goals for academic achievement, graduation rates, and English language proficiency, set forth in the State's response to Title I, Part A question 4.iii, for all students and separately for each subgroup of students, including those listed in response to question 4.i.a. of this document.

For academic achievement and graduation rates, the State's measurements of interim progress must take into account the improvement necessary on such measures to make significant progress in closing statewide proficiency and graduation rate gaps.

Goal Summary: For the All Students group, 100% of all Wyoming public schools will perform as well or better than schools that performed among the top 35% during the baseline year. All schools must meet this goal within 15 years.

The summative assessment in grades 3-8 assesses achievement in the content areas, and the summative assessment in high school assesses college readiness and achievement. Starting in the 2017-18 school year, the summative assessment in grades 3-10 will assess achievement in the content areas and students in grade 11 will continue to take a standardized college readiness exam, which will only be used to assess college readiness.

A. Academic Achievement (columns B, C, and D are based on schools in the 15th percentile in 2017-18)

Table 1. All Students

Column	A	B	C	D
All Students Group	Long-Term Goal*	Baseline Score**	Distance from Goal	Improvement Target***
Gr 3-8 Math	57%	35%	22	4%
Gr 3-8 Reading	59%	39%	20	4%
High School Math****	47%	21%	26	5%
High School Reading****	53%	29%	24	5%

*Percent Proficient. Based on schools that were in the 65th percentile in 2017-18 for each of the assessed areas listed.
**Percent Proficient. Based on schools that were in the 15th percentile in 2017-18 for each of the assessed areas listed.
***The gains a school that was ranked at the 15th percentile in the baseline year would have to make every three years to meet the long-term goal within 15 years.
****The high school math and reading goals are based on grade 9 and 10 students' performance on a standards-based summative assessment.

Subgroup goal summary: For each subgroup, 100% of all Wyoming public schools will perform as well or better than schools that performed among the top 20% during the baseline year (2017-18). All schools must meet this goal within 15 years.

When a subgroup's gap is equal to or less than 5% from the All Students group, the long-term goal for that subgroup will be for all schools to perform as well or better than schools that performed among the top 35% during the baseline year.

When a subgroup's baseline score is better than the All Students' baseline score, the long-term goal for that subgroup is to maintain the positive gap. For example, if the subgroup's baseline score is four points higher than the All Students' baseline score, the subgroup will need to maintain a positive gap of greater than or equal to four points.

When there are no schools that meet the minimum n for a subgroup, the baseline score will be the based upon the statewide performance for that subgroup.

When there are fewer than 10 students from a subgroup statewide, a lookback procedure is used. Results for the subgroup for the current year and the prior year are combined to result in more than 10 students statewide. The performance of that combined group of students is used as the baseline for that subgroup. The long-term goal for that subgroup is then based upon the gap closing by 30%.

Table 2. All Subgroups

		Baseline Year: 2017-18 Performance Data			If gap closure < 30, goal is adjusted accordingly			
SUBJECT	**SUBGROUP**	**ALL STUDENT LONG-TERM GOAL** *(School-based goal for 100% of all schools)*	**ALL STUDENT BASELINE SCORE** *(Statewide average for All Students in baseline year)*	**SUBGROUP BASELINE SCORE** *(Statewide average for Subgroup in baseline year)*	**SUBGROUP BASELINE SCORE GAP**	**SUBGROUP LONG-TERM GOAL** *(Based on schools in 80th percentile for subgroup in baseline year)*	**GAP CLOSURE IF GOALS ARE MET** *(Rule: goal must narrow gap by ≥ 30)*	**ANNUAL SUBGROUP IMPROVEMENT TARGET FOR 15TH PERCENTILE SCHOOL**
Gr 3-8 Math	IDEA Students	57	51	20	31	35	30	1.7
Gr 3-8 Math	FRL Students	57	51	39	12	53	67	1.7
Gr 3-8 Math	EL Students	57	51	27	24	43	42	1.9
Gr 3-8 Math	Black Students	57	51	35	16	46	31	1.9
Gr 3-8 Math	Hispanic Students	57	51	36	15	53	73	2.1
Gr 3-8 Math	Asian Students	57	51	58	-7	64	N/A	1.5
Gr 3-8 Math	Native American Students	57	51	18	33	34	30	1.7
Gr 3-8 Math	Native Hawaiian/Pacific Islander	57	51	42	9	51	33	3.0
Gr 3-8 Math	Two or More Races Students	57	51	45	6	65	100	1.4
Gr 3-8 Math	White Students	57	51	56	-5	61	N/A	1.7
Gr 3-8 Reading	IDEA Students	59	55	23	32	37	31	1.7
Gr 3-8 Reading	FRL Students	59	55	42	13	55	69	1.7
Gr 3-8 Reading	EL Students	59	55	30	25	43	36	2.3
Gr 3-8 Reading	Black Students	59	55	43	12	57	83	1.7
Gr 3-8 Reading	Hispanic Students	59	55	41	14	54	64	1.3
Gr 3-8 Reading	Asian Students	59	55	62	-7	66	N/A	1.7
Gr 3-8 Reading	Native American Students	59	55	23	32	37	31	2.1

		Baseline Year: 2017-18 Performance Data			If gap closure < 30, goal is adjusted accordingly			
SUBJECT	**SUBGROUP**	**ALL STUDENT LONG-TERM GOAL** *(School-based goal for 100% of all schools)*	**ALL STUDENT BASELINE SCORE** *(Statewide average for All Students in baseline year)*	**SUBGROUP BASELINE SCORE** *(Statewide average for Subgroup in baseline year)*	**SUBGROUP BASELINE SCORE GAP**	**SUBGROUP LONG-TERM GOAL** *(Based on schools in 80th percentile for subgroup in baseline year)*	**GAP CLOSURE IF GOALS ARE MET** *(Rule: goal must narrow gap by ≥ 30)*	**ANNUAL SUBGROUP IMPROVEMENT TARGET FOR 15TH PERCENTILE SCHOOL**
Gr 3-8 Reading	Native Hawaiian/Pacific Islander	59	55	47	8	54	38	1.2
Gr 3-8 Reading	Two or More Races Students	59	55	52	3	62	100	1.4
Gr 3-8 Reading	White	59	55	59	-4	62	N/A	1.8
								1.4
High School Math	IDEA Students	47	42	12	30	26	30	1.3
High School Math	FRL Students	47	42	29	13	41	54	2.0
High School Math	EL Students	47	42	12	30	26	30	1.4
High School Math	Hispanic Students	47	42	28	14	37	30	1.5
High School Math	Asian Students	47	42	55	-13	60	N/A	1.7
High School Math	Black Students	47	42	25	17	35	30	1.5
High School Math	Two or More Races Students	47	42	38	4	43	N/A	1.5
High School Math	Native American Students	47	42	18	24	30	30	1.7
High School Math	Native Hawaiian/Pacific Islander	47	42	16	26	29	31	1.6
High School Math	White Students	47	42	46	-4	51	N/A	1.7

		Baseline Year: 2017-18 Performance Data			If gap closure < 30, goal is adjusted accordingly			
SUBJECT	**SUBGROUP**	**ALL STUDENT LONG-TERM GOAL** *(School-based goal for 100% of all schools)*	**ALL STUDENT BASELINE SCORE** *(Statewide average for All Students in baseline year)*	**SUBGROUP BASELINE SCORE** *(Statewide average for Subgroup in baseline year)*	**SUBGROUP BASELINE SCORE GAP**	**SUBGROUP LONG-TERM GOAL** *(Based on schools in 80th percentile for subgroup in baseline year)*	**GAP CLOSURE IF GOALS ARE MET** *(Rule: goal must narrow gap by ≥ 30)*	**ANNUAL SUBGROUP IMPROVEMENT TARGET FOR 15TH PERCENTILE SCHOOL**
High School Reading	IDEA Students	53	48	15	33	30	30	1.2
High School Reading	FRL Students	53	48	36	12	48	58	0.9
High School Reading	EL Students	53	48	12	36	28	31	1.5
High School Reading	Hispanic Students	53	48	33	15	45	47	1.4
High School Reading	Asian Students	53	48	54	-6	59	N/A	1.1
High School Reading	Black Students	53	48	34	14	43	30	1.7
High School Reading	Two or More Races Students	53	48	46	2	51	N/A	1.7
High School Reading	Native American Students	53	48	26	22	38	30	1.9
High School Reading	Native Hawaiian/Pacific Islander	53	48	21	27	34	30	1.9
High School Reading	White Students	53	48	51	-3	55	N/A	2.1

B. Graduation Rates (columns B, C, and D are based on schools in 15th percentile in 2015-16)

Goal Summary: For the All Students group, 100% of all Wyoming public schools will perform as well or better than schools that performed among the top 35% during the baseline year (2015-16). All schools must meet this goal within 15 years.

Table 3. All Students

Column	A	B	C	D
All Students Group	Long-Term Goal*	Baseline Score**	Distance from Goal	Interim Target***
High School Graduation Rate	88%	55%	33%	7%

*Based on schools that were in the 65th percentile for the Four-Year, On-Time graduation rate in 2015-16.
**Based on schools that were in the 15th percentile for the Four-Year, On-Time graduation rate in 2015-16.
***The gains a school that was ranked at the 15th percentile in the baseline year would have to make every three years to meet the long-term goal within 15 years.

Subgroup goal summary: For each subgroup, 100% of all Wyoming public schools will perform as well or better than schools that performed among the top 20% during the baseline year (2015-16). All schools must meet this goal within 15 years.

When a subgroup's gap is equal to or less than 5% from the All Students group, and when that subgroup is represented (minimum n = 10) in at least 10 schools statewide (which is minimally sufficient to estimate a 65th percentile), the long-term goal for that subgroup will be for all schools to perform as well or better than schools that performed among the top 35% during the baseline year.

When a subgroup's baseline score is better than the All Students' baseline score, the long-term goal for that subgroup is to maintain the positive gap. For example, if the subgroup's baseline score is four points higher than the All Students' baseline score, the subgroup will need to maintain a positive gap of greater than or equal to four points.

When there are no schools that meet the minimum n for a subgroup, the baseline score will be the based upon the statewide performance for that subgroup.

When there are fewer than 10 students from a subgroup statewide, a lookback procedure is used. Results for the subgroup for the current year and the prior year are combined to result in more than 10 students statewide. The performance of that combined group of students is used as the baseline for that subgroup. The long-term goal for that subgroup is then based upon the gap closing by 30%.

Table 4. All Subgroups

*** A simulated goal has been produced for subgroups where *N*< 10 statewide**		**Baseline Year: 2015-16 Performance Data**			**If gap closure < 30, goal is adjusted accordingly**			
SUBJECT	**SUBGROUP**	**ALL STUDENT LONG-TERM GOAL** ***(School-based goal for 100% of all schools)***	**ALL STUDENT BASELINE SCORE** ***(Statewide average for All Students in baseline year)***	**SUBGROUP BASELINE SCORE** ***(Statewide average for Subgroup in baseline year)***	**SUBGROUP BASELINE SCORE GAP**	**SUBGROUP LONG-TERM GOAL** ***(Based on schools in 80th percentile for subgroup in baseline year)***	**GAP CLOSURE IF GOALS ARE MET** ***(Rule: goal must narrow gap by ≥ 30)***	**SUBGROUP IMPROVEMENT TARGET FOR 15TH PERCENTILE SCHOOL**
Graduation	Black Students	88	80	81	-1	89	N/A	N/A
Graduation	Two or More Races Students	88	80	74	6	84	30	2.1
Graduation	Asian Students	88	80	85	-5	93	N/A	N/A
Graduation	EL Students	88	80	70	10	81	30	2.1
Graduation	Hispanic Students	88	80	74	6	86	67	6.9
Graduation	Native American Students	88	80	53	27	69	30	3.3
Graduation	Native Hawaiian/Pacific Islander	88	80	82	-2	90	N/A	N/A
Graduation	White Students	88	80	82	-2	90	N/A	N/A
Graduation	FRL Students	88	80	69	11	88	100	8.4
Graduation	IDEA Students	88	80	65	15	78	30	2.7

C. Progress in Achieving English Language Proficiency

Student Interim Progress

	Growth Target				
Year 1 Baseline	**Year 2**	**Year 3**	**Year 4**	**Year 5**	**Year 6**
4.6 or higher*					
4.0 – 4.5	$((a^{\dagger} - b^{\ddagger}) / 2)+b$	End Year (4.6 or higher)			
3.0 – 3.9	$((a^{\dagger} - b^{\ddagger}) / 3)+b$	$((a^{\dagger} - b^{\ddagger}) / 2)+b$	End Year (4.6 or higher)		
2.0 – 2.9	$((a^{\dagger} - b^{\ddagger}) / 4)+b$	$((a^{\dagger} - b^{\ddagger}) / 3)+b$	$((a^{\dagger} - b^{\ddagger}) / 2)+b$	End Year (4.6 or higher)	
1.0 – 1.9	$(a^{\dagger} - b^{\ddagger}) / 5)+b$	$(a^{\dagger} - b^{\ddagger}) / 4)+b$	$((a^{\dagger} - b^{\ddagger}) / 3)+b$	$((a^{\dagger} - b^{\ddagger}) / 2)+b$	End Year (4.6 or higher)

Note. Column 1 scores and the score in the "End year" cells are performance level scores and the scores in the formulas are scale scores.
*Composite performance level score of 4.6 is exit criteria for EL services.
† The scale score needed during the "End Year" to be deemed English Proficient (i.e., to earn a performance level score of 4.6) is represented by "a".
‡ The prior year scale score is represented by "b".

Example of Student ELP Progress Achieving English Language Proficiency

- Student A enters district in Grade 1
  - Initial ACCESS score is 284 (this is associated with performance level score of 3.2 for grade 1 students)
  - Utilizing the Student Interim Progress table above, the student needs to be proficient by Year 4 (I.e., grade 4)
    - 370 is the scale score associated with a performance level score of 4.6 in grade 4
    - The Year 2 (i.e., grade 2) ELPA ***progress goal*** for this student will be:
      - ((370-284)/3)+284
      - ((86)/3)+284
      - 29+284 = 313
  - Student A actually earns a scale score of 315 in year 2 (i.e., grade 2)
    - Student A **met** their progress goal in year 2
    - Student A's progress goal in year 3 (i.e., grade 3) will be:
      - ((370-315)/2)+315
      - ((55/2)+315
      - 28+315 = 343
  - Student A actually earns a scale score of 338 in year 3
    - Student A did **not meet** their progress goal in year 3
    - Student A's progress goal in Year 4 (i.e., grade 4) is 370, the scale score associated with a performance level score of 4.6 for students in grade 4
  - In Year 4, if Student A earns a scale score of 370 or higher the student enters Year 1 of English Learner **Monitoring** in Year 5
  - In Year 4, if Student A earns a scale score of less than 370, the student's progress goal for Year 5 becomes 377, the scale score associated with a performance level score of 4.6 for students in Grade 5 (i.e., the student's grade in year 5).

School Interim Progress

Student Group: EL Students	Long-Term Goal	Baseline Score*	Distance from Goal	Interim Target**
ELP Progress	59% making acceptable progress toward ELP	25%	34	7%

Note. The long-term goal is the predicted value for the 65th percentile rank for status (i.e., percent proficient for math and reading and graduation rate) during the baseline year.
*Based on schools at the 15th percentile rank for status for the baseline year (2017-18).
**The gains a school that was ranked at the 15th percentile in the baseline year would have to make every three years to meet the long-term goal within 15 years.

APPENDIX B: McKinney-Vento Homeless Education Dispute Resolution Procedure

This advisory is intended to provide school officials with guidance as they implement the federal McKinney-Vento Homeless Education Assistance Act requirement that State and local school districts develop "procedures for the prompt resolution of disputes regarding the educational placement of homeless children and youths."

A dispute resolution procedure was first created in the State's Elementary and Secondary Education Act as reauthorized by the No Child Left Behind Act of 2001 State Plan. It has now been revised to reflect the duties and required responsibilities of the LEA Liaison (Liaison) under the Every Student Succeeds Act. Copies of this procedure should be available to local service providers, parents of students experiencing homelessness and unaccompanied youth. This procedure will be used for all dispute resolution issues regarding homeless children and youth including eligibility, enrollment and school selection. The procedure flows through the following steps:

1. A child or youth shall be **immediately admitted to the school in which enrollment is sought**, pending resolution of the dispute. The challenging school district must continue to provide transportation and other school services to the student until the dispute is and all appeals are resolved.
2. The dispute resolution process begins at the time a school or school district challenges the right of a parent, guardian, or person in parental relationship to a homeless child, to enroll a child or to continue a child's enrollment in school, or in the case of an unaccompanied youth, the youth's right to enroll or to continue enrollment in school.
3. When a school or district challenges the enrollment of the child or unaccompanied youth, the school or school district must provide written notice of the challenge to the district Homeless Education Liaison (Liaison) and the parent, guardian, or unaccompanied youth, through the Liaison. The written notice shall be provided within two (2) business days, and will be in clear, easy-to-understand language.
4. The Liaison shall inform the representative of the homeless student or the unaccompanied youth of the student's or youth's rights to appeal the decision of the school or school district. This notice shall include a form to be completed by the parent, guardian, or unaccompanied youth should he or she decide to appeal the school district's enrollment decision.
5. The Liaison shall assist the child or youth's representative, or the unaccompanied homeless youth, to complete the appeal form within ten (10) business days of the school or school district's challenge to the child or youth's enrollment.
6. During this time, if requested, WDE may provide technical assistance to the school district regarding its decision by notifying the school district as to the requirements of McKinney-Vento and other applicable state and federal laws.
7. Upon receipt of an appeal form, a school district will have five (5) business days to schedule an informal hearing. The hearing shall be convenient to the needs of the representative of the homeless student.
8. During the hearing, the school district shall discuss the considerations that led to the enrollment decision.
9. In cases where an agreement cannot be reached at the local level, the Liaison shall forward all written documentation and related paperwork to the WDE State Coordinator for the Education of Homeless Children and Youth within five (5) business days of the informal hearing.
10. Upon review of the LEA and parent information, and within ten (10) business days of receipt of the materials, WDE will issue a decision. The decision of WDE will be final. A written decision will be distributed to all parties in the dispute.

APPENDIX C: Title I Educator Access Data

Title I High Minority/Non-Title I Low Minority Comparison Data

School Year	Title 1 School	Minority Quartile	Total # Students	FTE Teacher Total	FTE Out-of-Field Teacher	FTE Not Experienced Teacher	% FTE Out-of-Field Teacher	< diff	% FTE Not Experienced Teacher	< diff
2017-18	YES	4) Minority Quartile	13,888	1171.5	9.2	167.6	0.8%	-0.1%	14.3%	0.9%
2017-18	NO	1) Non-Minority Quartile	6,553	555.8	5.2	74.3	0.9%		13.4%	
2016-17	YES	4) Minority Quartile	14,897	1270.1	17.4	241.4	1.4%	0.9%	19.0%	5.0%
2016-17	NO	1) Non-Minority Quartile	7,321	652.0	2.9	91.0	0.4%		14.0%	
2015-16	YES	4) Minority Quartile	14,733	1245.7	13.0	273.2	1.0%	0.8%	21.9%	7.4%
2015-16	NO	1) Non-Minority Quartile	6,364	575.1	1.3	83.5	0.2%		14.5%	
2014-15	YES	4) Minority Quartile	14,550	1273.7	10.0	272.0	0.8%	0.3%	21.4%	8.6%
2014-15	NO	1) Non-Minority Quartile	4,798	459.2	2.3	58.7	0.5%		12.8%	
2013-14	YES	4) Minority Quartile	14,394	1244.2	5.2	237.3	0.4%	0.2%	19.1%	3.5%
2013-14	NO	1) Non-Minority Quartile	6,584	584.3	1.0	90.8	0.2%		15.5%	
2012-13	YES	4) Minority Quartile	14,507	1245.5	2.3	204.6	0.2%	-0.1%	16.4%	3.5%
2012-13	NO	1) Non-Minority Quartile	6,732	599.1	1.7	77.5	0.3%		12.9%	
2011-12	YES	4) Minority Quartile	13,713	1178.5	5.6	173.4	0.5%	0.1%	14.7%	4.7%
2011-12	NO	1) Non-Minority Quartile	9,222	753.2	2.8	75.2	0.4%		10.0%	
2010-11	YES	4) Minority Quartile	13,268	1136.9	5.3	175.8	0.5%	-0.2%	15.5%	3.0%
2010-11	NO	1) Non-Minority Quartile	8,032	654.6	4.6	81.4	0.7%		12.4%	

School Year	Title 1 School	Minority Quartile	FTE Eval Teacher Total #	FTE Eval Ineffective Teacher #	% FTE Eval Ineffective Teacher	< diff
2017-18	YES	4) Minority Quartile	867	2.0	0.2%	0.3%
2017-18	NO	1) Non-Minority Quartile	432.9	2.0	0.5%	

Title I Low –Income/Non-Title I Non-Low-Income Comparison Data

School Year	Title 1 School	Low Income Quartile	Total # Students	FTE Teacher Total	FTE Out-of-Field Teacher	FTE Not Experienced Teacher	% FTE Out-of-Field Teacher	< diff	% FTE Not Experienced Teacher	< diff
2017-18	YES	4) Low Income Quartile	12,677	1099.5	8.5	145.5	0.8%	0.5%	13.2%	3.2%
2017-18	NO	1) Non-Low Income Quartile	17,664	1296.5	3.6	129.6	0.3%		10.0%	
2016-17	YES	4) Low Income Quartile	12,614	1094.8	12.1	183.8	1.1%	0.7%	16.8%	2.6%
2016-17	NO	1) Non-Low Income Quartile	17,135	1319.4	5.0	187.9	**0.4%**		14.2%	
2015-16	YES	4) Low Income Quartile	13,610	1188.8	10.1	252.5	0.8%	0.2%	21.2%	7.2%
2015-16	NO	1) Non-Low Income Quartile	16,076	1254.7	8.7	176.1	0.7%		14.0%	
2014-15	YES	4) Low Income Quartile	14,039	1230.6	6.7	262.2	0.5%	-0.2%	21.3%	7.1%
2014-15	NO	1) Non-Low Income Quartile	18,311	1383.7	10.1	196.6	0.7%		14.2%	
2013-14	YES	4) Low Income Quartile	13,798	1211.1	3.6	244.7	0.3%	-0.2%	20.2%	6.5%
2013-14	NO	1) Non-Low Income Quartile	16,742	1313.0	7.1	180.5	0.5%		13.8%	
2012-13	YES	4) Low Income Quartile	13,336	1193.7	4.1	216.2	0.3%	-0.1%	18.1%	5.2%
2012-13	NO	1) Non-Low Income Quartile	20,019	1507.8	6.0	194.5	0.4%		12.9%	
2011-12	YES	4) Low Income Quartile	12,309	1099.7	6.6	196.5	0.6%	0.1%	17.9%	6.6%
2011-12	NO	1) Non-Low Income Quartile	19,498	1471.6	7.8	165.4	0.5%		11.2%	
2010-11	YES	4) Low Income Quartile	11,485	1060.1	4.0	175.4	0.4%	-0.5%	16.5%	3.5%
2010-11	NO	1) Non-Low Income Quartile	21,530	1593.7	14.8	207.1	0.9%		13.0%	

School Year	Title 1 School	Low Income Quartile	FTE Eval Teacher Total #	FTE Eval Ineffective Teacher #	% FTE Eval Ineffective Teacher	< diff
2017-18	YES	4) Low Income Quartile	826.2	4.5	0.5%	0.3%
2017-18	NO	1) Non-Low Income Quartile	1062.5	8.0	0.8%	

APPENDIX D: ACRONYMS

Department - U.S. Department of Education
Secretary - U.S. Secretary Education

21st CCLC - 21st Century Community Learning Center

ACCESS - Assessing Comprehension and Communication in English State-to-State
ACT - American College Test
AICS - Average Indicator Category Score
APAS - Afterschool Program Assessment System
ASVAB - The Armed Services Vocational Aptitude Battery
AYP - Adequate Yearly Progress

BHD - Behavioral Health Division of the Wyoming Department of Health

CAEP - Council for Accreditation of Educator Preparation
CCSSO - Council of Chief State School Officers
CFR - Code of Federal Regulations
CoC - Continuum of Care
CSPR - Consolidates State Performance Report
CTE - Career and Technical Education

DFS - Wyoming Department of Family Services

EHCY - Education of Homeless Children and Youth
ELA - English Language Arts
ELs - English Learners
ELL - English Language Learner
ELP - English Language Proficiency
ESEA - Elementary and Secondary Education Act of 1965
ESSA - Every Student Succeeds Act

FERPA - Family Educational Rights and Privacy Act of 1974
FRL - Free and Reduced Lunch
FTE - Full-Time Employee
FFY - Federal Fiscal Year
FY - Fiscal Year

GEAR UP - Gaining Early Awareness and Readiness for Undergraduate Programs
GEPA - General Education Provisions Act
GMS - Grants Management System

HLS - Home Language Survey
HUD - Housing and Urban Development

IDEA - Individuals with Disabilities Education Act
IEP - Individualized Education Program

LEA - Local Education Agency

MEP - Migrant Education Program
MGP - Mean Growth Percentile
MODEL - Measure of Developing English Language
MSIX - Migrant Student Information Exchange
MTSS - Multi-Tiered System of Support

NCES - National Center for Education Statistics
NCLB - No Child Left Behind
N/R - not reportable

OCR - Office for Civil Rights
OME - Office of Migrant Education
OSS - Office of State Support

PBIS - Positive Behavioral Interventions and Supports
PJP - Professional Judgment Panel
PTSB - Wyoming Professional Teaching Standards Board

RFA - Request for Applications
RLIS - Rural and Low-Income Schools
RTI - Response to Intervention

SBE - The Wyoming State Board of Education
SEA - State Educational Agency
SGP - Student Growth Percentiles
SPL - School Performance Level
SPR - School Performance Rating
SSIP - State Systemic Improvement Plan
SSOS - Statewide System of Support
STEAM - Science, Technology, Engineering, Arts, and Math
STEM - Science, Technology, Engineering, and Math

TANF - Temporary Assistance for Needy Families
TEI - University of Wyoming Trustees Education Initiative

UW - University of Wyoming

WAEA - Wyoming Accountability in Education Act
WAEMSP - Wyoming Association of Elementary and Middle School Principals
W-APT - WIDA ACCESS Placement Test
WASA - Wyoming Association of School Administrators
WASSP - Wyoming Association of Secondary School Principals
WDE - Wyoming Department of Education
WDH - Wyoming Department of Health
WEA - Wyoming Education Association
WIDA - no definition (www.wida.us/aboutus/mission.aspx)
WIN - Wyoming Instructional Network
WIOA - Workforce Innovation and Opportunity Act
WYAA - Wyoming Afterschool Alliance

APPENDIX E: General Education Provisions Act Section 427

The Wyoming Department of Education (WDE) is highly committed to creating opportunities for students. The WDE will ensure it addresses the needs of students, teachers, and other program beneficiaries who may experience barriers that can impede equitable access or participation in Federally-funded projects or activities through policy, practice and procedure.

The WDE will also ensure that all school districts clearly address the provisions of Section 427. The WDE annually provides technical assistance and professional development for school and district staff in the areas of equity, diversity, and inclusion. In addition, school districts must provide narratives in their consolidated grant application which provides their plan to serve children living in local institutions for neglected or delinquent children, neglected and delinquent children in community day school programs, eligible homeless children, children with limited English proficiency, children with disabilities, children who received coordinated early intervening services prior to referral to special education services, migratory children, youth at risk of dropping out, and immigrant children.