



UNITED STATES DEPARTMENT OF EDUCATION

OFFICE OF ELEMENTARY AND SECONDARY EDUCATION

The Honorable Jillian Balow
Superintendent of Public Instruction
Wyoming Department of Education
2300 Capitol Avenue
Hathaway Building, Second Floor
Cheyenne, Wyoming 82002-2060

February 28, 2019

Dear Superintendent Balow:

I am writing in response to the Wyoming Department of Education's (WDE) request on January 15, 2019, to amend its approved consolidated State plan under the Elementary and Secondary Education Act of 1965 (ESEA), as amended by the Every Student Succeeds Act. Under ESEA section 1111(a)(6)(B)(i), if a State makes any significant changes to its plan at any time, such information shall be submitted to the Secretary in the form of revisions and amendments to its State plan.

I have determined that the amended request meets the requirements in the ESEA and, for this reason, I am approving Wyoming's amended State plan. A summary of Wyoming's amendment is enclosed. This letter, as well as Wyoming's revised ESEA consolidated State plan, will be posted on the U.S. Department of Education's (Department's) website. Any further requests to amend Wyoming's ESEA consolidated State plan must be submitted to the Department for review and approval.

Please be aware that approval of Wyoming's consolidated State plan is not a determination that all the information and data included in the State plan comply with Federal civil rights requirements, including Title VI of the Civil Rights Act of 1964, Title IX of the Education Amendments of 1972, Section 504 of the Rehabilitation Act of 1973, Title II of the Americans with Disabilities Act, and requirements under the Individuals with Disabilities Education Act. It is Wyoming's responsibility to comply with these civil rights requirements.

Please note the submission of the approved amendment to the consolidated State plan also fulfills the terms of one of the conditions the Department placed on Wyoming's fiscal year (FY) 2018 Title I, Part A grant. As a result of the approval of this amendment, the condition related to the submission of information on the equitable distribution of teachers is removed. Please note that this letter does not remove the second condition that was placed on Wyoming's FY 2018 Title I, Part A grant. The second condition will remain in place until such time as Wyoming submits its new assessments to the Department for peer review.

400 MARYLAND AVE., SW, WASHINGTON, DC 20202
<http://www.ed.gov/>

The Department of Education's mission is to promote student achievement and preparation for global competitiveness by fostering educational excellence and ensuring equal access.

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Thank you for all of the work that WDE has put into your consolidated State plan under the ESEA. If you need any assistance regarding the implementation of your ESEA consolidated State plan, please contact my staff at: OSS.Wyoming@ed.gov.

Sincerely,

/s/

Frank T. Brogan
Assistant Secretary for
Elementary and Secondary Education

cc: Kari Eakins, Chief Policy Officer, Wyoming Department of Education

Amendments to the Wyoming Consolidated State Plan

The following is a summary of Wyoming's amendment request. Please refer to the U.S. Department of Education's website at <https://www2.ed.gov/admins/lead/account/stateplan17/map/wy.html> for Wyoming's complete consolidated State plan.

- Disproportionate Rates of Access to Educators

Wyoming amended its plan to describe how low-income and minority children enrolled in schools assisted under Title I, Part A of the Elementary and Secondary Education Act are not served at disproportionate rates by ineffective teachers.

- Long-term Goals and Measures of Interim Progress

Wyoming amended its long-term goals and interim measures of progress for mathematics and reading/language arts to reflect new State assessments first administered in school year 2017-2018. The State will use the same methodology as previously approved, setting the long-term goal at the school at the 65th percentile for the all students group and the 80th percentile for subgroups based on 2017-2018 data and setting interim targets for each school that require equal increments every three years from the school's or subgroup's starting point to the long-term goal within 15 years. The new long-term goals are:

Grade level	Subject	Percentage proficient or better
Grade 3-8	Math	57%
Grade 3-8	R/LA	59%
High school	Math	47%
High school	R/LA	53%

Wyoming also amended its long-term goals and interim measures of progress in achieving English language proficiency to adjust for a substantially revised English language proficiency assessment administered in school year 2017-2018. The State will use the same methodology as previously approved, setting the long-term goal at the 65th percentile based on 2017-2018 data and setting interim targets for each school that require equal increments every three years from the school's starting point to the long-term goal within 15 years. The new long-term goal is for 59 percent of English learners in the school to be making progress achieving English language proficiency in 15 years.