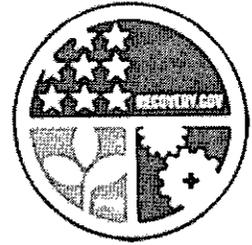




# Race to the Top

## Technical Review Form - Tier 1

### Wyoming Application #7080WY1



#### A. State Success Factors

	Available	Tier 1
<b>(A)(1) Articulating State's education reform agenda and LEA's participation in it</b>	<b>65</b>	<b>64</b>
(i) Articulating comprehensive, coherent reform agenda	5	5
(ii) Securing LEA commitment	45	45
(iii) Translating LEA participation into statewide impact	15	14

**(A)(1) Reviewer Comments:**

(A)(1)(i) The applicant describes the Wyoming Public Education Strategic Plan (WPESP), built on the National Baldrige Award Criteria, included as Appendix A1. The applicant articulates three broad goals to this strategic plan: improve student performance; ensure effective and efficient operations; and ensure safe school environments. The applicant describes two planning teams associated with carrying out this agenda: the Superintendent's Public Education Advisory Council, made up of the state's education sector leadership and created to review progress on the strategic plan, communicate, and problem solve; and the Wyoming State Government Planning Team for Children, Youth And Families, made up of the state's social services leadership and created to coordinate wrap-around services (health, corrections, welfare, etc.) to support children and families. The applicant mentions that the objectives of WPESP include improving attendance, achievement, and graduation rates, and decreasing achievement gaps. The applicant broadly articulates a three-part reform agenda and associated achievement goals for improving student outcomes, and provides information in other sections of the narrative establishing clear and credible paths to achieving the aforementioned goals. The applicant also mentions that its reform goals align with the four ARRA areas, and the narrative of the following sections articulate how these areas would be addressed. The applicant earns full points on this criterion. (5 points)

(A)(1)(ii) The applicant includes, as Appendix A3, a sample Memorandum of Understanding (MOU) detailing the scope of work, key roles and responsibilities of the state and the LEA, state recourse for LEA non-performance, and assurances. The MOU is sound and comprehensive, fulfilling the requirements of this criterion. All 48 of the state's districts have signed MOUs indicating that they will serve as participating LEAs. The applicant indicates on the summary table that over ~90% of the districts will implement every criterion in the state's plan, with two exceptions: (D)(2)(iv)(b), using teacher and principal evaluations to inform compensation, promotion and retention (81% of participating LEAs have agreed to do this); and (E)(2), turning around low-performing schools (only 79% have agreed to meet this criteria, though this makes sense, since not all LEAs will contain turnaround schools). The applicant indicates that 100% of the participating LEAs have provided the signatures of the LEA Superintendent and of the President of the Local School Board; also, 100% of the 41 LEAs for which the signature of local Teacher's Union Leader is applicable have provided that signature as well. The applicant earns full points on this criterion. (45 points)

(A)(1)(iii) The applicant indicates that all of the state's 48 LEAs will be participating in the state's plan, signaling that whatever reforms are carried out will have broad statewide impact. All participating LEAs are expected to reach the same goals: increasing student achievement in reading and math; decreasing achievement gaps between subgroups; increasing the graduation rate; and increasing enrollments and postsecondary credentialing. The applicant describes clear and credible pathways to each of these goals. The specific goals and targets, as described in the narrative and diagrammed in

Appendix A5, are ambitious and probably achievable, though the state has some work to do with certain student subgroups: native Americans, Hispanics, African Americans, and ELL and FRL students. The applicant does describe some specific interventions and supports that will be provided to the subgroups of students most at-risk and most in need of improvement. The applicant indicates that the state and its LEAs will pursue the same goals whether or not its RTTT grant is funded, indicating that without external funding, timelines will be extended, goals will be prioritized, and only certain goals may be pursued in the defined period (2010-2014). The applicant does not provide specific details on how these modifications will play out (estimates of the length of extension in time, thoughts on which goals would be given higher priority). The applicant earns 14 points on this criterion. (14 points)

<b>(A)(2) Building strong statewide capacity to implement, scale up, and sustain proposed plans</b>	<b>30</b>	<b>12</b>
(i) Ensuring the capacity to implement	20	10
(ii) Using broad stakeholder support	10	2

(A)(2) Reviewer Comments:

(A)(2)(i) The applicant indicates that a "leadership team" from the Wyoming Department of Education will coordinate the implementation of the grant, in concert with the participating LEAs' leaders and teachers. The applicant indicates that these individuals will work together to develop detailed work plans for each district, assign the plans to working groups, and set implementation targets and deadlines. In the budget, the applicant explains that the state-level team will consist of a Program Director, Senior Accounting Analyst, and Administrative Assistant. The applicant does not provide a plan for, or even a sense of, how the state-level coordination will be implemented. The state plans to support its LEAs through its data-driven State System of Support. The applicant provides strong evidence that the state has the capacity to conduct the administrative portion of the work: grant administration and oversight (through its existing Grants Management System), budget reporting and monitoring (through its existing Budget Management System), performance measure tracking and reporting (through its ARRA reporting system, Parrascope), and fund disbursement (through cash requests from LEAs, managed through Parrascope). The applicant provides a total budget that is subsequently divided out into project areas. However, the applicant does not provide a budget narrative for four of the five project areas. Finally, the applicant only mentions one piece of the project – Parrascope – that is to be continued after the RTTT funds run out. This is puzzling, since Parrascope (as described in the application) is part of the grants management system, and not central to the four reform areas. The applicant earns 10 points on this criterion. (10 points)

(A)(2)(ii) The applicant indicates that the RTTT application was created with the input of teachers and principals. However, there are no letters from teachers or principals, or their associations, other than the president of the state's teachers union. In total, the applicant provides only 10 letters of support for the state's RTTT application. Two are from professors at the University of Wyoming; one is from the president of the teacher's union (Wyoming Education Association); the rest are all from education or social services organizations in the state. None are from legislative leaders, businesses, community organizations, parents groups, student advocacy groups, or local foundations. The lack of letters of support seem to indicate that the applicant has not garnered a broad base of support for the application among the state's various stakeholder groups. The applicant earns 2 points on this criterion. (2 points)

<b>(A)(3) Demonstrating significant progress in raising achievement and closing gaps</b>	<b>30</b>	<b>8</b>
(i) Making progress in each reform area	5	3
(ii) Improving student outcomes	25	5

(A)(3) Reviewer Comments:

(A)(3)(i) The applicant includes some information on how the state has made progress on the four education reform areas, though none of it is presented in this section. In section (B), the applicant describes state work to date on standards; in section (C), the applicant describes progress made to

date on the state data system; in section (E), the applicant describes recent state efforts in school turnaround. However, the applicant never describes how the state has used its state and federal funds to pursue such reforms. The applicant earns 3 points on this criterion. (3 points) (A)(3)(ii) The applicant indicates, in the narrative and through its data charts in Appendices A5 through A8, that the state's student outcomes, in terms of overall student achievement, achievement gaps between subgroups, and graduation rates, have remained essentially flat in the last decade - they have neither increased nor decreased. The achievement gaps among student subgroups have decreased slightly. The applicant describes several errors in data reporting over the last five years. It is commendable that the state is implementing a stronger data system and more rigorous accountability measures; however, there is minimal indication from past results that the state will be able to significantly improve student outcomes. Also, the applicant provides no information about the evaluation of any state initiatives in the past decade that were aimed at improving student outcomes, nor how those initiatives were discontinued if they failed to improve outcomes. The applicant earns 5 points on this criterion. (5 points)

<b>Total</b>	<b>125</b>	<b>84</b>
--------------	------------	-----------

## B. Standards and Assessments

	Available	Tier 1
<b>(B)(1) Developing and adopting common standards</b>	<b>40</b>	<b>20</b>
(i) Participating in consortium developing high-quality standards	20	20
(ii) Adopting standards	20	0

### (B)(1) Reviewer Comments:

(B)(1)(i) The applicant is a member of the Common Core State Standards Initiative (CCSSI), a consortium of 51 states and territories to design a common set of K-12 standards that are internationally benchmarked and build toward college and career readiness by high school graduation. Since the consortium includes a majority of the States in the country, the applicant receives "high" points for this criterion. In addition, the applicant provides all of the evidence requested in this criterion, in the form of: a list of the states that are participating in the consortium (Appendix B.1); a signed Memorandum of Agreement documenting the applicant's participation in the consortium (Appendix B.2); documentation that the standards will be internationally benchmarked and lead to college- and career-readiness by high school graduation (Appendix B.3); and copies of the draft standards and anticipated date of completion (Appendices B.4 and B.5). Thus the applicant earns full points on this criterion. (20 points) (B)(1)(ii) The applicant appears to have a strong legal process in place for periodic standards revision and adoption, which allows for examination of content standards in English and Math in 2010. The applicant describes a viable adoption timeline and a multi-stakeholder inclusive adoption plan. However, the applicant's timeline does not indicate a specific date for adoption of the Common Core standards, indicating only that the standards will be "considered" for adoption by the State Board of Education in November 2010. Further, the applicant indicates on the state's standards revision timeline that the state's Math and English content standards might not be revised or adopted until January 2012. Since the scoring criteria indicate that no points are to be awarded for a plan, even one that is of high quality, to adopt common standards later than 2010, the applicant earns no points on this criterion. (0 points)

<b>(B)(2) Developing and implementing common, high-quality assessments</b>	<b>10</b>	<b>8</b>
--	-----------	----------

### (B)(2) Reviewer Comments:

(B)(2)(i) The applicant includes non-binding Memoranda of Understanding for three different assessment consortia. The first, the State Consortium Developing Balanced Assessments (Balanced Assessments Consortium, Appendix B.7), will build a full assessment system aligned to the Common Core Standards, will provide an overall plan for an assessment system that will align the efforts of the

other assessment consortia, and, according to the narrative and appendices of Wyoming's application, includes 26 states at the time of submission. The second, Multiple Options for Student Assessment and Instruction Consortium (MOSAIC, Appendix B.8), plans to develop formative assessments aligned with the CCSS common core standards and, according to the narrative and appendices of Wyoming's application, includes 25 states. The third, Summative Multi-State Assessment for Teachers and Education Researchers (SMARTER, Appendix B.9), plans to develop summative assessments aligned with the CCSS common core standards, specifies in the MOU that the consortium is being constructed to apply for the Race to the Top Assessment Grant competition, and, according to the narrative and appendices of Wyoming's application, includes 19 states. The list of states engaged in each consortium is provided in Appendix B.1. The MOUs for these consortia are non-binding, and the applicant does not include any description of capacity to develop assessments. However, the applicant is listed as a lead state in the MOSAIC and SMARTER consortia MOUs. The applicant earns 4 points on this criterion. (4 points) (B)(2)(ii) The Balanced Assessments Consortium includes 26 states (according to Wyoming's application), barely earning "high" points. Thus the applicant earns 4 points, or the low end of "high" points, on this criterion. (4 points)

<b>(B)(3) Supporting the transition to enhanced standards and high-quality assessments</b>	<b>20</b>	<b>10</b>
<b>(B)(3) Reviewer Comments:</b>		
<p>(B)(3) The applicant outlines a four-part plan to support statewide transition to new standards: develop a rollout plan for the new standards; develop and implement instructional materials and assessments aligned to the new standards; develop and deliver professional development aligned to the new standards; and align high school exit criteria with postsecondary entrance requirements based on the new standards. The plan for standards rollout is not presented in enough detail to make a considered judgement about its feasibility or likelihood for success. The plan for developing standards-based instructional materials and assessments is sound (develop a clearinghouse, revise curriculum maps, develop instructional materials, revise formative and summative assessments to align to new instructional materials, develop and disseminate model assessments and curriculum aligned to the new standards), though it does not address implementation in schools. The plan for professional development is sound (acquire professional development materials, provide professional development in standards implementation, implementation and use of formative and summative assessments, and support in the transition to new frameworks), but a bit repetitive and lacking detail in how these tasks will be accomplished. The process outlined for aligning high school exit criteria with postsecondary entrance requirements is right on target (include postsecondary educators in standards discussions; align content area proficiency standards between the sectors; compile postsecondary entrance requirements across the state and come to consensus about entrance requirements across institutions; align curriculum, assessment, and graduation /entrance requirements across sectors). However, this plan is also lacking in detail, and may underestimate the difficulty in "coming to consensus" on entrance requirements across multiple postsecondary institutions. Finally, the timelines provided are unhelpful, as all generally list the entire period from September 2010 through June 2014 as the "timeline" for each of the sub-goals. The applicant earns 10 points on this criterion. (10 points)</p>		
<b>Total</b>	<b>70</b>	<b>38</b>

### C. Data Systems to Support Instruction

	Available	Tier 1
<b>(C)(1) Fully implementing a statewide longitudinal data system</b>	<b>24</b>	<b>14</b>
<b>(C)(1) Reviewer Comments:</b>		
<p>(C)(1) The applicant provides evidence of fully implementing 7 of the 12 America COMPETES Act Elements, earning the applicant 14 points on this criterion. Notes on appropriate evidence, or why evidence was not appropriate, are provided below for each element. (14 points) (1) Yes – WISE</p>		

Student Record ID (WISER ID), a unique, secure, student ID – 2 points (2) Yes – PK-12 student-level enrollment, demographic, and program participation information – 2 points (3) No – student-level information about exit, transfer, drop out, and completions for PK-12, but not postsecondary, except for Hathaway Scholarship Students – 0 points (4) No – schools can send transcripts to postsecondary institutions, but do not have the capacity to communicate with higher education data systems – 0 points (5) Yes – data audit system assessing data quality, validity, and reliability – 2 points (6) Yes – yearly ESEA test records of individual students – 2 points (7) Yes – information on students not tested by grade and subject – 2 points (8) Yes – a teacher identifier system with the ability to match teachers to students – 2 points (9) No – student-level transcript information is only available for PK-12, not postsecondary, except for Hathaway Scholarship Students – 0 points (10) Yes – all students required to take the ACT, with scores loaded into data system – 2 points (11) No – student transitions data only available for Hathaway Scholarship Students – 0 points (12) No – none that are universal to all PK-12 and postsecondary students – 0 points

**(C)(2) Accessing and using State data**

5

2

**(C)(2) Reviewer Comments:**

(C)(2) The applicant describes a two-project plan to provide stakeholders access to state data systems. The first is called LDW19, and represents enhancements to the state longitudinal data warehouse such that longitudinal (year to year) student achievement and growth data can be tracked back and connected to teachers and principals. The plan is to provide secure, private storage at the state level for student longitudinal data from PK-12, postsecondary, and the workforce. The applicant does not clarify who would have access to this data, or how access would be differentiated between types of users, although in Section (C)(3) the applicant does mention the use of an authentication system for data access privileges. The connection of student data with teachers and principals and across multiple years should greatly assist in determining students at risk, identifying effective instructors and instructional practices, and informing continuous improvement. The second project is called Parrascope, and reduces the reporting burden on districts by providing a simple, pre-populated, online portal for data submissions. Through a contract with Level One, an external consulting firm, the state plans to expand the current Parrascope utility to include a searchable public database. It is unclear what types of data will be included in Parrascope, how it will overlap with LDW19, and how the data will engage and inform stakeholders. Also, it seems that Parrascope will mostly contain district compliance data; it is unclear how access to this data would help inform instructional improvement. The applicant provides tables for each project with key activities and timelines, but the activities are too briefly described to make sense to anyone external to the project; further, the presented timelines cover large, overlapping swaths of time, and are thus largely unhelpful. The applicant earns 2 points on this criterion. (2 points)

**(C)(3) Using data to improve instruction**

18

6

**(C)(3) Reviewer Comments:**

(C)(3)(i) The applicant describes several improvements to local data systems that will be implemented with the implementation of the Wyoming Education Fusion Portal/LDW19. Data from the Wyoming Health Information Network (WHIN) will be integrated with the education data system, allowing the correlation of social services data with educational data for individual students, districts, and the state. The applicant also describes two helpful analytical tools, to be developed at the state level and deployed at the district and school level: the statewide assessment data analytical tool, to help school personnel analyze student performance data; and a statewide dropout “early prevention” data analytical tool, combining social services data with educational data to allow early identification of students at risk of dropping out. Both of these tools, if implemented successfully, should help educators improve their effectiveness in serving students and improving student achievement. The applicant earns full points on this criterion. (6 points) (C)(3)(ii) The applicant mentions multiple times in the section narrative that teachers and principals, as well as other stakeholders, will be provided professional development on data use. However, the applicant never details plans for developing professional development programs, or how these supports will be delivered to appropriate stakeholders. The applicant earns no points on this criterion. (0 points) (C)(3)(iii) The applicant does

not address how data will be made available and accessible to researchers, earning no points on this criterion. (0 points)

Total	47	22
-------	----	----

### D. Great Teachers and Leaders

	Available	Tier 1
<b>(D)(1) Providing high-quality pathways for aspiring teachers and principals</b>	<b>21</b>	<b>6</b>

**(D)(1) Reviewer Comments:**

(D)(1)(i) The applicant describes six alternative routes to teacher certification, only one of which operates independently of a postsecondary institution – the Professional, Industry, Career (PIC) permit. The PIC permit has only two requirements to teach in Wyoming schools: occupational licensure requirements for the professional's original field, and two years of experience within the past five as required by their profession. Even this is a bit confusing, since it appears that state law (Wyoming statute 21-2-802) requires teachers to have a degree from an accredited college or university; perhaps the certification program is allowable because the professionals who enter this program do have a degree, just not from a college of education. In any case, this program appears non-selective and provides no school-based experiences, though it does limit the amount of coursework required (none) and awards the same level of certification as a traditional teacher preparation program. The details of how this program works, or what entity is responsible for its execution, are not provided. However, since this program operates independently of an IHE, and contains two of the five elements indicated in the alternative routes definition in the RTTT application, the applicant earns "medium" points for this criterion. The other five alternative certification programs detailed by the applicant involve teachers who are already certified in one area, or require the involvement of a postsecondary institution. No alternative routes to principal certification are detailed. The applicant earns 3 points on this criterion. (3 points) (D)(1)(ii) As described in detail in the notes for (D)(1)(i) above, the applicant describes six alternative routes to teacher certification, and provides numbers of teachers certified through these routes in the previous year for three of the six: through the Professional, Industry, Career permit, 26 teachers; through Demonstration of Competency (allowing already certified teachers to add an endorsement), 36 teachers; and through Northern Plains Transition to Teaching (a streamlined program delivered in partnership with Montana State University), 227 teachers. In addition, the state provides total numbers of teachers certified (7181) and principals certified (286) in the previous year. No alternative routes to principal certification are detailed. The applicant earns 3 points on this criterion. (3 points) (D)(1)(iii) The applicant indicates that the state examines the number of Exception Authorizations to determine areas of shortage, and that the state does not have a teacher shortage problem (though no data is provided for numbers of teachers with Exception Authorizations). In addition, the applicant mentions that the state deals with shortages by allowing teachers to obtain Exception Authorizations in shortage areas (math, science, SpEd, ELL) and then be mentored toward full certification. It seems odd that the state would use the same measure to determine shortages and address them. This, and the lack of data provided, earns the applicants no points in this criterion. (0 points)

<b>(D)(2) Improving teacher and principal effectiveness based on performance</b>	<b>58</b>	<b>39</b>
(i) Measuring student growth	5	5
(ii) Developing evaluation systems	15	15
(iii) Conducting annual evaluations	10	5
(iv) Using evaluations to inform key decisions	28	14

**(D)(2) Reviewer Comments:**

(D)(2)(i) The applicant indicates that student achievement is measured through formative assessments at the district level, and through the statewide summative assessment, Proficiency Assessments for Wyoming Students (PAWS), at the state level. At the district and school level, student growth can be tracked through formative assessments. Currently, student growth can be tracked for the summative assessment at the state level, but not at the school level. The state plans to add this capability with the transition to the new statewide data system, LDW19. The applicant earns full points on this criterion for presenting a strong plan, through criterion (C), to develop a data system that allows access to student growth data by individual teachers and principals. (5 points) (D)(2)(ii) The applicant indicates that the state is currently going through a process to adopt new Rules and Regulations governing teacher and principal evaluations. These new evaluations will be discussed and developed with the help of stakeholder groups including teachers and principals; they will be fair, rigorous and transparent; and they will take advantage of newly-developed state longitudinal data capacity (to link student achievement and growth data to individual teachers and principals) to incorporate student achievement as a significant factor in measuring the effectiveness of teachers and principals. The process for the development of the new Rules and Regulations is sound, and the timeline for development and implementation is appropriate. The applicant earns full points on this criterion. (15 points) (D)(2)(iii) The applicant indicates that teachers are required by Wyoming statute to be evaluated at least annually, and mentions that with the implementation of the new data system, these evaluations will include information on student performance and provide constructive feedback based on those results. The applicant provides no information about principal evaluations. The applicant earns 5 points on this criterion. (5 points) (D)(2)(iv) The applicant references section (D)(2)(ii) of the application as a response to this criterion. In that section, the applicant mentions that the new evaluation system will include student performance data as a significant component, and that these evaluations will be used to develop, compensate, retain, and remove teachers and principals. The applicant provides baseline data and targets in each of these areas, but provides no explanation of why targets are low in some areas (promotion) and high in others (removal). However, the applicant does provide descriptions of how two of these areas will be addressed: stakeholder work groups will come to a consensus on the use of performance pay for differential teacher compensation; and teachers and principals will be developed through induction support, mentoring, coaching, and Teacher and Principal Leader Academies. On the other two target areas, tenure and dismissal, the applicant mentions only that LEAs will determine how these decisions will be affected by the inclusion of student achievement data. The applicant earns 14 points on this criterion for providing targets but no explanations, and plans for only two of the four areas to be informed by the new evaluation system. (14 points)

<b>(D)(3) Ensuring equitable distribution of effective teachers and principals</b>	<b>25</b>	<b>25</b>
(i) Ensuring equitable distribution in high-poverty or high-minority schools	15	15
(ii) Ensuring equitable distribution in hard-to-staff subjects and specialty areas	10	10

**(D)(3) Reviewer Comments:**

(D)(3)(i) The applicant describes the state's two-fold plan to ensure equitable distribution of teachers and principals in high-minority/poverty and low-minority/poverty schools. Through definitions provided by the applicant, the state can currently determine the numbers of teachers and principals in each type of school (and the numbers are approximately equal). However, the state has no way of determining the effectiveness of teachers and principals without the ability to link individual teachers and principals to appropriate student achievement data. The applicant's plans for the development of an enhanced statewide longitudinal data system will allow this connection; the applicant provides ambitious yet achievable goals for equitable distribution of effective teachers and principals once this data system is online. The applicant earns full points on this criterion. (15 points) (D)(3)(ii) The applicant's response for this criterion is similar to the response to (D)(3)(i), above. While the state can determine numbers of teachers in high-need and hard-to-staff areas such as math, science, Special Education (SpEd), and English Language Learners (ELL), it cannot currently determine the effectiveness of those teachers in relation to student performance. The new state data system will allow this connection, and the applicant puts forth ambitious yet achievable goals to ensure that 100% of its teachers in each of these

subject areas are rated "effective" by the end of the grant period. The applicant earns full points on this criterion. (10 points)

<b>(D)(4) Improving the effectiveness of teacher and principal preparation programs</b>	<b>14</b>	<b>7</b>
---	-----------	----------

(D)(4) Reviewer Comments:

(D)(4)(i) The applicant indicates that while the state currently has the capacity to collect teacher IDs, student IDs, and student performance data, those data are not linked. Also, the state does not currently connect teachers through their IDs back to their preparation programs. The planned expansion of the statewide data system would address both of these issues, allowing the state to connect student data to teachers, and teachers to their credentialing programs. The public would be allowed access to this data through an authenticated login via the web portal to be established for the new data system. The applicant earns full points on this criterion. (7 points) (D)(4)(ii) The applicant mentions that effectiveness data on teacher preparation programs would be analyzed in concert with the University of Wyoming and Wyoming's community colleges, and used to make decisions about expansions and contractions of programs. However, the applicant does not describe the plan, nor provide any targets, for these expansions or contractions. Also, there is only one teacher credentialing program and one principal credentialing program in the state, which makes it difficult to imagine how the programs would be expanded or contracted and still continue to serve the teacher/principal preparation needs of the state. The applicant earns no points on this criterion. (0 points)

<b>(D)(5) Providing effective support to teachers and principals</b>	<b>20</b>	<b>20</b>
--	-----------	-----------

(D)(5) Reviewer Comments:

(D)(5)(i) The applicant describes an impressive set of existing state supports for teachers and principals. These include instructional facilitators to provide coaching in content and pedagogy; Response to Intervention training to help school teams collaboratively meet the learning needs of all students; Professional Learning Communities coaching academies, for teams of school leaders; professional development in the use of common formative assessments; and the State System of Support to coordinate it all. All of these supports would be expanded with RTTT grant dollars. In addition, the state has plans to develop a Principal Leader Academy and a Teacher Leader Academy to develop early-career principals and leadership-oriented teachers to be even more effective. Completion of these academies, which would be established with the help of RTTT grant dollars, would lead to a "step up" in the tiered licensure system to be implemented in the state under the new Rules and Regulations for K-12 educators. The applicant earns full points on this criterion. (10 points) (D)(5)(ii) The applicant indicates the state's deep commitment to continuous evaluation and improvement of current and future supports provided to educators. The applicant provides as examples the annual evaluation of the Instructional Facilitator Program and the Response to Intervention Training program, both of which are adjusted based on evaluation outcomes. The applicant also describes the evaluation of Professional Learning Community trainings by participants, and a plan to improve the evaluation process for this program through measuring the impact of the program (via participant effectiveness measures) on student learning. Finally, the State System of Support, which coordinates all of the aforementioned supports, is itself evaluated periodically; its next evaluation is slated for April 2010. The applicant earns full points on this criterion. (10 points)

<b>Total</b>	<b>138</b>	<b>97</b>
--------------	------------	-----------

## E. Turning Around the Lowest-Achieving Schools

	Available	Tier 1
<b>(E)(1) Intervening in the lowest-achieving schools and LEAs</b>	<b>10</b>	<b>10</b>

(E)(1) Reviewer Comments:

(E)(1) The applicant references Wyoming Statue 21-2-304, Wyoming Department of Education Rules and Regulations Chapter 6, and the State of Wyoming Consolidated State Application Accountability

Workbook 2008-2009 Revisions to indicate that the State of Wyoming has the legal authority to intervene directly in the persistently low-achieving schools and in LEAs that are in improvement or corrective action status. Since the state is, through multiple means, granted the authority to intervene in both schools and LEAs, the applicant earns full points on this criterion. (10 points)

<b>(E)(2) Turning around the lowest-achieving schools</b>	<b>40</b>	<b>33</b>
(i) Identifying the persistently lowest-achieving schools	5	5
(ii) Turning around the persistently lowest-achieving schools	35	28
<b>(E)(2) Reviewer Comments:</b>		
<p>(E)(2)(i) The applicant describes the state's District Classification Rubric to identify persistently low-achieving schools. This rubric is applied to all of the state's 48 districts, and ranks districts in four areas – student performance, monitoring and compliance, data collection, and accreditation. The rubric is also diagrammed in Appendix E.2. The state implements a three-tiered model of technical support for districts based on the results of evaluation with this rubric. Each successive tier provides a more-intense level of state intervention and support. The applicant describes how this rubric is superior to AYP in identifying struggling schools in the state, given that Wyoming is a large, sparsely-populated state with many low-population districts. The applicant earns full points on this criterion. (5 points) (E)</p> <p>(2)(ii) The applicant describes the state's three-tier intervention model, along with the Wyoming Department of Education's Theory of Action, which addresses school improvement efforts as a systemic issue. The applicant describes a plan for turning around low-population district schools in need of intervention using four of the five elements of the transformation model: increasing teacher and principal effectiveness; researching, developing, and implementing comprehensive instructional reform strategies; increasing learning time and creating community-oriented schools; and providing operational flexibility and sustained support. The applicant also describes, in some detail, sub-goals for the state in each of these areas that will help it reach the higher-level goals in all turnaround schools. The applicant includes some impressive data on the state's historic efforts and successes in school turnaround, although the steep increase in schools that missed AYP in 2007 is never explained. The state outlines achievable, though not necessarily ambitious, goals for school turnaround in the next four years, explaining the low numbers by mentioning the small size of the state's population, which makes sense. The applicant hopes to create a model system for small-school turnaround. However, the applicant fails to address how the state turnaround plan's "alignment" to the transformation model will take into account the transformation model's requirement to replace the principal in each turnaround school. Since the applicant addresses four of the five elements of the transformation model, the applicant earns 28 points on this criterion. (28 points)</p>		
<b>Total</b>	<b>50</b>	<b>43</b>

## F. General

	Available	Tier 1
<b>(F)(1) Making education funding a priority</b>	<b>10</b>	<b>5</b>
<b>(F)(1) Reviewer Comments:</b>		
<p>(F)(1)(i) The application definition of total state revenues refers to "... total state revenues available to the state for education and other purposes." The applicant uses a different definition to provide data in the narrative: the percent of total appropriations to education by the state, expended by the state in a particular year. Using this definition, the applicant's data shows that the state spent 9% more of its appropriated education funds in FY2008 than in FY2008. However, the applicant does provide full tables of all state appropriations over FY2008-2009 and FY2009-2010 in Appendix F1. From these numbers can be calculated the actual data requested in the application. In FY 08-09, the total amount of state appropriations is \$8,363,655,758 and the amount allocated to Elementary, Secondary, and Higher Education is \$3,000,262,487 (35.87% of total). In FY 09-10, the total amount of state</p>		

appropriations is \$8,587,136,077 and the amount allocated to Elementary, Secondary, and Higher Education is \$3,084,775,672 (35.92% of total). Since the percent of total state appropriations allocated to public education remains essentially the same over the two periods (increases by .05 percent), and the applicant provides erroneous information in the narrative, the applicant earns 2 points, or the low end of "medium" points, on this criterion. (2 points) (F)(1)(ii) The applicant describes in the narrative, and documents in Appendix F2, a complicated formula utilized by the Wyoming Department of Education to determine "unduplicated" at-risk proxies for use in their funding formula to districts. These proxies are meant to send more funds to districts serving greater numbers of struggling students, thereby ensuring the equity of funding across districts. The at-risk proxy for students takes into account the number of students in the district who are *English Language Learners (ELL)*, students who are considered "mobile", and those who are on the federal Free and Reduced Lunch program (FRL). However, the applicant does not provide any measures of per-pupil funding in schools or districts across the state. Also, the applicant indicates that as a local control state, Wyoming has no say over how districts distribute funds across schools within the district. The applicant earns 3 points on this criterion. (3 points)

**(F)(2) Ensuring successful conditions for high-performing charter schools and other innovative schools**

40

34

**(F)(2) Reviewer Comments:**

(F)(2)(i) The applicant indicates that while only 3 of the state's 349 public schools are currently operating as charter schools, the state charter school law (Wyoming Statute 21-3-301) does not limit the number of charter schools that may operate in the state, nor does it limit student enrollment in those charter schools. The applicant earns full points on this criterion. (8 points) (F)(2)(ii) The applicant describes a detailed set of statutes and rules and regulations existing in the state that govern the approval, monitoring, accountability, reauthorization and closure of charter schools. These rules present clear steps for charter authorization, requirements for annual monitoring, criteria for accountability, and conditions under which a charter may be revoked or not renewed. Particularly striking are the inclusion in the rules that student achievement must be a significant factor in charter school evaluations; that charters must serve student populations similar to local district population, and may not discriminate against students in its enrollment rules for any reason, including high-risk status; and that charter schools that are not able to achieve their student achievement goals may be closed by the district. If a charter school is clearly ineffective based on monitoring reports but the district does not close it, the state board of education may intervene by reconsidering the accreditation status of the entire district. Three charter schools currently operate in the state; no charters were closed in the last five years. One new charter application was made, denied by the local district due to lack of facilities and community support, the district ruling appealed to the State Board of Education (SBE), and the district ruling upheld (the charter was not approved). The applicant earns full points on this criterion. (8 points) (F)(2)(iii) The applicant indicates that charter schools in Wyoming are considered "public schools", and thus receive equitable State and Federal revenues as compared to other public schools. In fact, in the first year of operation, charter schools receive state funding equivalent to twice its student population. However, since Wyoming is a local control state, local revenues are distributed according to the rules of the district, and the state has no say in equitable local funding of charter schools. Also, the applicant does not provide per-pupil funding amounts for charter schools or for other public schools once this local funding is taken into account. The absence of local funding equity and the absence of actual dollar data on per-pupil funding makes it impossible to judge whether the state's intent for equitable funding is borne out. The applicant earns 4 points, or the middle of "medium" points, on this criterion. (4 points) (F)(2)(iv) The applicant indicates that the state uses the same rules and regulations for charter schools as for any public school, including rules and regulations for facilities funding. Charter schools are reimbursed for major maintenance of existing facilities, and they do not pay rent for space deemed available within school district facilities. Local funds to charters relative to facilities are determined in negotiations between their home district and the SBE. The applicant earns full points on this criterion. (8 points) (F)(2)(v) The applicant mentions that all public schools in the state have open enrollment and the flexibility and authority to define their instructional models and associated curriculum, as long as this results in equal or higher student achievement. The applicant

also mentions that alternative structures in scheduling are allowed for public schools if these are approved by the SBE. However, no models of innovative, autonomous public schools are presented by the applicant. It is unclear whether this is because the rules are too restrictive, whether innovation is not the norm in the state's districts, or whether the alternative schools are too numerous in number and type to mention effectively in the application. The state rules do appear to enable LEAs to operate innovative schools other than charter schools, earning the applicant 6 points on this criterion. (6 points)

<b>(F)(3) Demonstrating other significant reform conditions</b>	<b>5</b>	<b>5</b>
<b>(F)(3) Reviewer Comments:</b>		
<p>(F)(3) The applicant describes a decade of reform-minded superintendents in the state who have established a culture of prioritizing public education. These leaders have promoted, through increased state funding, a variety of increased supports for student achievement. The support programs established or expanded during this period include: statewide standards and assessments; services for special student population; full day kindergarten; small class size ratios; and remediation/enrichment summer schools. In addition, the applicant describes the establishment of the Hathaway Scholarship Program, designed to encourage students to take the right courses to prepare for postsecondary education by rewarding them with financial support for their college education. The Hathaway Scholarship Program is further supported by distance education initiatives, to allow the state's many remote rural-area students access to high-quality rigorous college-preparatory coursework. The applicant earns full points on this criterion. (5 points)</p>		
<b>Total</b>	<b>55</b>	<b>44</b>

### Competitive Preference Priority 2: Emphasis on STEM

	Available	Tier 1
<b>Competitive Preference Priority 2: Emphasis on STEM</b>	<b>15</b>	<b>0</b>
<b>Competitive Reviewer Comments:</b>		
<p>The applicant provides a short summary of STEM activities in the state in the competitive priority section of the application. The applicant describes three student-level initiatives: the Hathaway Success Curriculum, requiring four years each of math and science courses in high school to be eligible for the Hathaway Scholarship; the High School Summer Institute, to introduce talented high school sophomores to science experiences at the University of Wisconsin; and the NASA Space Grant Women in Science, targeted at young women in middle and high school and encouraging them to explore science careers. The applicant also describes three adult-level initiatives: The QR STEM initiative, which provides training for teachers in STEM fields; the Digital Learning Library, which provides educators with access to digital medial resources; and the University of Wyoming Science Posse, which provides a venue for doctoral students in science to promote STEM activities for young people throughout the state. All of these programs appear to be promising. However, the Competitive Priority in STEM criterion clearly states that to earn the priority points, a state must address this priority throughout its application. This is not true of Wyoming's application. Since the points in this category are awarded all or nothing, the applicant earns no points on this criterion. (0 points)</p>		
<b>Total</b>	<b>15</b>	<b>0</b>

### Absolute Priority - Comprehensive Approach to Education Reform

	Available	Tier 1
<b>Absolute Priority - Comprehensive Approach to Education Reform</b>		<b>Yes</b>
<b>Absolute Reviewer Comments:</b>		

The absolute priority is addressed throughout the application. All four ARRA reform areas and all State Success Factors are addressed by the applicant; though some sections are on the weak side, the applicant does address all requested criteria. These weaknesses are reflected in the scores across the application sections, but are not enough to disqualify the applicant. The state has secured the participation of 100% of its LEAs, and the commitment demonstrated by participating LEAs is strong. Throughout the application, the applicant describes how its plans will translate to increased student achievement, decreased achievement gaps across student subgroups, and increased graduation and college-going rates for the state. The applicant meets the absolute priority.

Total		0
-------	--	---

Grand Total	500	328
-------------	-----	-----



# Race to the Top

## Technical Review Form - Tier 1

### Wyoming Application #7080WY-2



#### A. State Success Factors

	Available	Tier 1
<b>(A)(1) Articulating State's education reform agenda and LEA's participation in it</b>	<b>65</b>	<b>40</b>
(i) Articulating comprehensive, coherent reform agenda	5	3
(ii) Securing LEA commitment	45	30
(iii) Translating LEA participation into statewide impact	15	7
<p><b>(A)(1) Reviewer Comments:</b></p> <p>(i) Wyoming's reform agenda incorporates three strands - Baldrige criteria, the change strategies of Michael Fullan and the requirements of RTTT. The reform agenda described in the application appears to include many processes but lacks clear action steps to achieve its goals. In addition, the three strands do not appear to be closely linked therefore leading to a coherent approach at the state, local and school level. It is questionable how the state will be able to integrate these strands into a comprehensive statewide plan. (ii) While all of WY's LEAs signed on to the RTTT application, it appears as if the LEAs were allowed to select the areas in which they wished to participate. The applicant addresses this issue in the application stating that some LEAs were "already piloting systems similar to the various subsections" without providing details on what those pilot projects entailed. It is difficult to discern if the 100% participation by the LEAs might be attributed to allowing them to opt in or out of reform areas rather than a complete commitment to RTTT. For example, the count by LEA and reform area indicates that 81% of the LEAs have agreed to participate in the RTTT use of teacher and principal evaluations to inform compensation, promotion or retention and 79% of the LEAs will use the RTTT plan to turn around the lowest achieving schools. While this participation is not insignificant, it is not 100%. Without a more consistent pattern of participation or an explanation of the planned variation, it is questionable whether or not WY will achieve the RTTT goals. (iii) To have a statewide impact by increasing student achievement, WY appears to have set achievement goals that may be more realistic than ambitious for some grade levels and subjects. By 2014 reading and mathematics scores on the state exam will rise 5% (one per cent per year) and one scale score point per year on NAEP. At the end of 2014, those gains will still leave a considerable percentage of WY's students achieving at a less than adequate level. The highest goal is for 86% of 3rd graders proficient or above on mathematics, at the lowest goal 59% of those same third graders will score proficient or above in reading. WY proposes the same 5% narrowing in sub-group performance by 2014. WY did not provide a rationale for setting the goals nor did it adequately explain how a 5% increase is ambitious. In regard to the graduation rate, WY is starting with a 79.3% rate and intends to raise it to 85% by 2014. Again, this 5% goal is not explained. The application did not provide sufficient baseline data to evaluate the college enrollment and credit requirement.</p>		
<b>(A)(2) Building strong statewide capacity to implement, scale up, and sustain proposed plans</b>	<b>30</b>	<b>15</b>
(i) Ensuring the capacity to implement	20	10
(ii) Using broad stakeholder support	10	5
<p><b>(A)(2) Reviewer Comments:</b></p>		

(i) WY states that it will provide "strong stable" leadership for this effort as well as including a list of funding initiatives supported by the state. As part of the RTTT effort it intends to establish an adequate management team of 3 and add additional staff (20) within RTTT project areas to administer/lead this effort. Support for LEAs is provided by its State System of Support (SSoS). Work plans will be established after the grant is awarded. While the state intends to focus on sharing best practices to support the work at the school and district level it did not articulate a process to ensure the rigor of those practices nor a systemic method to implement those identified practices at the local level. WY has adequate supports at the state level to monitor expenditures, including the Parrascope system. WY intends to add substantial staff to manage RTTT; the accompanying budget includes plans for three staff in the RTTT office as well as an additional 17 staff scattered throughout the SEA for specific activities. Once added, RTTT funded staff will be approximately 10% of the total staff of the SEA. There is little evidence presented to sustain the program after federal funding beyond the implementation of the fiscal monitoring system. (ii) WY appears to have support for the RTTT application from some stakeholders in WY but the letters did not represent a broad range nor did they include explicit commitments to RTTT.

<b>(A)(3) Demonstrating significant progress in raising achievement and closing gaps</b>	<b>30</b>	<b>6</b>
(i) Making progress in each reform area	5	1
(ii) Improving student outcomes	25	5
<b>(A)(3) Reviewer Comments:</b> (i) The applicant acknowledges that it has made little progress in the four RTTT reform areas. The application does not address how it has used its ARRA funds. The application does address how it is using the Baldrige criteria and state's SSoS to improve data-driven decision making. (ii) WY appears to have adopted many improvement strategies without much state or local evidence of their effectiveness. Many of the activities seem to focus on process improvements rather than achievement results. The low achievement levels, graduation rates, and lack of college course data all reinforce WY's early stages of potential progress.		
<b>Total</b>	<b>125</b>	<b>61</b>

**B. Standards and Assessments**

	Available	Tier 1
<b>(B)(1) Developing and adopting common standards</b>	<b>40</b>	<b>20</b>
(i) Participating in consortium developing high-quality standards	20	20
(ii) Adopting standards	20	0
<b>(B)(1) Reviewer Comments:</b> (i) WY has joined the Common Core of Standards initiative which currently has approximately 48 states as members. (ii) WY's process for approving standards is mandated by statute and includes substantial review and comment opportunities. The application includes a adoption process that will be completed later than 2010 which does not meet the criteria set by the RTTT application.		
<b>(B)(2) Developing and implementing common, high-quality assessments</b>	<b>10</b>	<b>5</b>
<b>(B)(2) Reviewer Comments:</b> WY states that it has "entered into discussions with three complementary consortia" that will be developing assessment systems. While three "non-binding MOUs" are included in the appendices, it is unclear if WY has agreed to any of these activities nor does it include an adoption date in the application. WY is, however, a lead state in the MOSAIC consortia. (Points were awarded for the		

MOUs but the language of "entered into discussions" indicated that the state may not actually be part of the consortia.

<b>(B)(3) Supporting the transition to enhanced standards and high-quality assessments</b>	<b>20</b>	<b>10</b>
(B)(3) Reviewer Comments: WY has included a basic plan for transitioning to new standards and assessments with a non-specific timeline over 4 years. For some of the activities and implementation dates, more specific action steps and examples are necessary to judge the quality of the plan. Points were awarded for articulating a plan but it is not high quality because it does not include more specific dates, action steps, and partnerships that will lead to a full implementation with clear roles and responsibilities.		
<b>Total</b>	<b>70</b>	<b>35</b>

**C. Data Systems to Support Instruction**

	Available	Tier 1
<b>(C)(1) Fully implementing a statewide longitudinal data system</b>	<b>24</b>	<b>14</b>
(C)(1) Reviewer Comments: It appears as if WY has completed 7 of the 12 elements of a statewide data system. WY needs to extend the system to P-16 and add students beyond the Hathaway scholarship program to meet the requirements of this criteria.		
<b>(C)(2) Accessing and using State data</b>	<b>5</b>	<b>2</b>
(C)(2) Reviewer Comments: The state-wide data system plan appears to be more focused on the system requirements and efficiencies rather than access and use functions. Points were awarded for the plan for grants management and other resource allocations.		
<b>(C)(3) Using data to improve instruction</b>	<b>18</b>	<b>8</b>
(C)(3) Reviewer Comments: (i) The WY plan focuses on meeting this criteria by improving data quality rather than providing meaningful support and actionable data as required by the definition of instructional improvement systems. 3 points are given for data quality. (ii)WY intends to support participating LEAs by providing professional development through a Data Steward Certification Program which focuses on data quality and management. The state also proposes a data analytic tool with professional development. 5 points are awarded for aspect of the criteria because WY addresses only the system issues but not the instructional improvement area. WY does not have a clear focus on the end use of improving instructional practice. (iii)WY does not address making the data available to researchers. No points awarded.		
<b>Total</b>	<b>47</b>	<b>24</b>

**D. Great Teachers and Leaders**

	Available	Tier 1
<b>(D)(1) Providing high-quality pathways for aspiring teachers and principals</b>	<b>21</b>	<b>10</b>
(D)(1) Reviewer Comments: (i) WY allows alternate routes to certification. It is unclear if the provisions apply to both teachers and principals. (ii) There are currently six areas in use that appear to be mostly grounded in Institutions of		

Higher Education. One exception is in Professional, Industry, Careers permit that allows for certification if candidates meet the licensure requirements of their field. Other paths range from recognition of out-of-state certifications, second endorsements, and the most frequently used Exception Authority which requires completion of either testing or teacher education requirements or is needed to teach out of field. State data indicate that approximately 4% of educators were granted alternative certificates in the previous year. (iii) WY SEA and the Wyoming Professional Teaching Standards Board annually review teacher and principal certification to determine shortages. The application did not indicate a formal data gathering system to determine local needs and/or shortage areas nor a process to fill shortages.

<b>(D)(2) Improving teacher and principal effectiveness based on performance</b>	<b>58</b>	<b>37</b>
(i) Measuring student growth	5	5
(ii) Developing evaluation systems	15	12
(iii) Conducting annual evaluations	10	5
(iv) Using evaluations to inform key decisions	28	15

**(D)(2) Reviewer Comments:**

(i) WY indicates that it will use its RTTT funding to support a more comprehensive collection of student growth information. (ii) The state is currently examining evaluation systems through facilitated discussions with stakeholders which will eventually lead to a consensus on including pay for performance. Student performance data must be a significant component of each LEA's evaluation system and the changes are required by 2010-2011 school year. It is not clear how principals/administrators will be included in this system. (iii) Annual evaluations are mandatory. The statutory evaluation system does not appear to apply to principals. (iv) The new proposed evaluation system will inform decisions on professional development, compensation, retention, and release of ineffective teachers and principals. The new proposed system does not provide information on how the system will actually work nor any specific timelines or action steps that LEAs must take in terms of the results of these evaluations.

<b>(D)(3) Ensuring equitable distribution of effective teachers and principals</b>	<b>25</b>	<b>13</b>
(i) Ensuring equitable distribution in high-poverty or high-minority schools	15	8
(ii) Ensuring equitable distribution in hard-to-staff subjects and specialty areas	10	5

**(D)(3) Reviewer Comments:**

(i) and (ii) The application provides the formula for poverty and minority distribution and states that the "analysis has been done" and will continue. However, the application is silent on a plan to ensure equitable distribution of teachers and principals until the completion of the longitudinal data system in 2012-13. WY intends to revise and implement its Highly Qualified Workforce Equity Plan by 2013 to ensure the equitable distribution of effective teachers and principals including hard-to-staff subjects and speciality areas.

<b>(D)(4) Improving the effectiveness of teacher and principal preparation programs</b>	<b>14</b>	<b>4</b>
---	-----------	----------

**(D)(4) Reviewer Comments:**

(i) WY intends to use RTTT funds to build a statewide data system to meet the requirements of this section including linking student data with teachers and matching teachers with teacher preparation programs. The plan presented in the application includes only the most basic activities applicable to building any data set with broad timelines for implementation. 2 points are awarded for providing a basic plan with minimal information on data points and timelines for implementation. (ii) WY intends to work with the University of Wyoming to develop and implement Teacher and Principal Leader Academies as well as implement tiered licensure. The application does not provide a rationale for why

this approach was selected nor how it will expand successful preparation and credentialing options. 2 points are provided for proposing tiered licensure.

<b>(D)(5) Providing effective support to teachers and principals</b>	<b>20</b>	<b>10</b>
<p>(D)(5) Reviewer Comments:</p> <p>(i) WY will use its RTTT funds to develop and implement Teacher and Principal Leadership Academies. These will be in addition to the current professional support activities sponsored by the state, including instructional facilitators, RTI training, SSoS, and others. The state does not provide data or evaluations of the current activities to indicate their effectiveness. The rationale for the Teacher and Principal Leadership Academies references a review of the results of such academies in other states without further discussion of the improvements expected in WY. WY will also fund improved hiring tools to better identify and screen applicants at the LEA level. WY does not include a sufficient explanation in the application as to the need for this activity. 7 points are awarded for this criteria based on the range of activities the state plans to undertake. However, the state does not provide a specific need-based rationale for these activities, nor does it provide a discussion of its specific expectations for these programs. (ii) WY indicates that it evaluates its professional development programs and uses the results to improve the programs. The one evaluation included in the application was not at the depth or rigor necessary to improve the effectiveness of a professional development program. 3 points were provided because of the state's commitment to evaluation.</p>		
<b>Total</b>	<b>138</b>	<b>74</b>

**E. Turning Around the Lowest-Achieving Schools**

	Available	Tier 1
<b>(E)(1) Intervening in the lowest-achieving schools and LEAs</b>	<b>10</b>	<b>10</b>
<p>(E)(1) Reviewer Comments:</p> <p>WY has the authority to provide targeted technical assistance to schools and LEAs not meeting AYP.</p>		
<b>(E)(2) Turning around the lowest-achieving schools</b>	<b>40</b>	<b>4</b>
(i) Identifying the persistently lowest-achieving schools	5	4
(ii) Turning around the persistently lowest-achieving schools	35	0
<p>(E)(2) Reviewer Comments:</p> <p>(i) WY has identified the lowest achieving schools, the number of schools that have missed AYP since 04-05 are included in the application. It has developed a rubric for identifying districts as well but does not present data at the district level. (ii) WY will use the transformation model for turning around its lowest-achieving schools. The application provides 5 goals that "are aligned" with the model. However, the goals as outlined in the application do not match the required activities of a transformation model, i.e. replace the principal. No points are provided for this section because the model does not meet the requirements.</p>		
<b>Total</b>	<b>50</b>	<b>14</b>

**F. General**

	Available	Tier 1
<b>(F)(1) Making education funding a priority</b>	<b>10</b>	<b>8</b>
<p>(F)(1) Reviewer Comments:</p>		

(i) WY's state education budget increased by 9% from 08 to 09. However, some of the funding data provided at the state level indicates a smaller percentage. (ii) WY has a state funding model to provide additional resources at the school level for specific purposes, such as tutors, ELL teachers, assistant principals, based on the number of at-risk students. It is difficult to determine how small rural schools meet the requirements of this funding model.

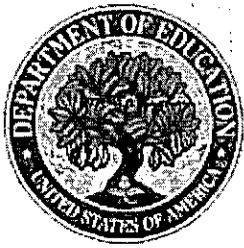
<b>(F)(2) Ensuring successful conditions for high-performing charter schools and other innovative schools</b>	<b>40</b>	<b>30</b>
(F)(2) Reviewer Comments: (i) There are no limits on charter schools. 3 are currently operating in WY (ii) WY state law governs the approval, monitoring, accountability, reauthorization, and closure of charter schools. (iii) Charter schools receive equitable funding at the state level. Local funds are at the discretion of the LEA. (iv) Charter schools are considered public schools and as such receive funds from the state for facilities. Funding at the local level, however, is at the discretion of the LEA: (v) Alternative schedules and school days are allowed with state board approval.		
<b>(F)(3) Demonstrating other significant reform conditions</b>	<b>5</b>	<b>4</b>
(F)(3) Reviewer Comments: WY has passed a number of reform initiatives including full-day kindergarten, small class size, and a scholarship program that may lead to improved student achievement. It is unclear in the application how these initiatives fit into WY's reform agenda.		
<b>Total</b>	<b>55</b>	<b>42</b>

**Competitive Preference Priority 2: Emphasis on STEM**

	Available	Tier 1
<b>Competitive Preference Priority 2: Emphasis on STEM</b>	<b>15</b>	<b>0</b>
Competitive Reviewer Comments: WY did not provide adequate information throughout the application on STEM activities, programs, and goals as required by the application. There was, however, limited information at the end of the application on its partnerships with IHEs to improve math and science teaching and learning by providing science curriculum materials, enhanced distance learning opportunities, and summer programs.		
<b>Total</b>	<b>15</b>	<b>0</b>

**Absolute Priority - Comprehensive Approach to Education Reform**

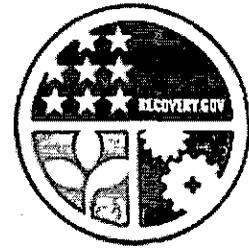
	Available	Tier 1
<b>Absolute Priority - Comprehensive Approach to Education Reform</b>		<b>Yes</b>
Absolute Reviewer Comments: WY has begun work in the four education reform areas that may result in a comprehensive and coherent approach.		
<b>Total</b>		<b>0</b>
<b>Grand Total</b>	<b>500</b>	<b>250</b>



# Race to the Top

## Technical Review Form - Tier 1

### Wyoming Application #7080WY-3



#### A. State Success Factors

	Available	Tier 1
<b>(A)(1) Articulating State's education reform agenda and LEA's participation in it</b>	<b>65</b>	<b>63</b>
(i) Articulating comprehensive, coherent reform agenda	5	5
(ii) Securing LEA commitment	45	45
(iii) Translating LEA participation into statewide impact	15	13
<p><b>(A)(1) Reviewer Comments:</b>                      Since 2006 Wyoming has planned and deployed a comprehensive education reform agenda. Wyoming has involved in this process key leaders from across the state and relevant stakeholders. Wyoming's plan include goals that reflect each area of reform as outlined in ARRA in addition to demonstrating how each area will be addressed to translate into a statewide impact that results in the improvement of student achievement. Wyoming will work to expand upon the already established reform agenda. Wyoming was successful in getting 100% LEA commitment. The Memorandum of Understanding was supported by all its LEAs, the State Board, State Leaders, Unions and other parties of interest such as higher education. Wyoming is working with higher education on various Initiatives and has developed plans to address the preparation of students for postsecondary career options. With a commitment from the State, the Department of Education, each LEA, higher education and other relevant stakeholders, Wyoming is well on its way to implement and accomplish their plan, however there was limited mention on how students in poverty will be addressed and how the state will work with LEAs to <i>to improve their performance and ensure their efforts have a statewide impact.</i> WY has identified Education as a priority. Their plan is a joint effort that involves the Governor, the Legislature, the State Board, Unions, Higher Education and many other agencies. All key players have been working together in a concerted effort to focus on student achievement, address the achievement gap, increase the number of students that graduate and ensure that high school students are prepared to enter college and the workforce. WY has also developed a proactive approach to addressing the needs of students at all levels from PK-12 before an achievement gap occurs. Wyoming has established benchmarks, goals and activities to address all areas of reform at each educational level to ensure that the WY Department of Education, each LEA and other relevant institutions are working collaboratively towards the improvement of education that will result in a statewide impact. Given the level of commitment and the work already on the way, Wyoming is determined to achieve their reform agenda.</p>		
<b>(A)(2) Building strong statewide capacity to implement, scale up, and sustain proposed plans</b>	<b>30</b>	<b>30</b>
(i) Ensuring the capacity to implement	20	20
(ii) Using broad stakeholder support	10	10
<p><b>(A)(2) Reviewer Comments:</b>                      Wyoming demonstrates its commitment to improve education and build capacity at the State, district and school level and has created a plan to systematically address each reform area. The Governor is also committed to education and provides funding to promote state reform efforts, to support instructional initiatives, improve state assessments, improve facilities and promote programs that</p>		

increase the traditional school day and year. Plans have already been developed to enhance the data system in order to make it more efficient and effective for planning, monitoring and reporting on student achievement and school improvement. Wyoming will also leverage its federal, state and local funds to ensure that what is proposed can be fiscally attainable. Wyoming has established how they will continue to build capacity and further reform efforts beyond federal funding. The plan addresses how various support structures will be provided to support districts and schools along with how principals and teachers will be involved in setting the work plans for each reform area. WY has been working collaboratively with all stakeholders from teachers' union, associations, LEA leadership and community agencies. Everyone has been involved in the development and planning. All critical stakeholders, leaders of various organizations, other schools including Tribal schools have written letters of support offering their cooperation and collaboration to WY reform agenda.

<b>(A)(3) Demonstrating significant progress in raising achievement and closing gaps</b>	<b>30</b>	<b>17</b>
(i) Making progress in each reform area	5	2
(ii) Improving student outcomes	25	15
<p><b>(A)(3) Reviewer Comments:</b>                  Wyoming has been challenged in the area of graduation rates and student achievement. Wyoming is struggling with lower graduation rates and stagnant or lower achievement in recent years. Progress and challenges faced in making progress over the past years need to be analyzed and fully addressed. Wyoming has begun to address the area of improving student outcomes by developing goals to specifically address student achievement as part of the state's strategic plan. To move their reform effort forward, Wyoming has created internal teams and external teams. These teams will be working with the Wyoming Department of Education and LEAs. In addition to teams, Districts requiring more assistance will be assigned a Coach and a district oversight team. Student achievement in academic areas as measured by required assessments show incremental increases with fluctuations. To address this Wyoming developed profile reports to share with educational stakeholders in order to encourage discussions about LEAs school performance and how to improve student achievement. Data in all areas is analyzed and determination on how resources will be used more efficiently and effectively is considered. The enhancement of the data system will allow for the capability of linking student performance with teachers, administrators, schools, and LEAs. Additionally, Wyoming is implementing a proactive approach with the goal of preventing the achievement gap from occurring. Numerous supports have been developed for improving student's academic and behavioral outcomes. Currently the achievement gap has narrowed for some subgroups or has been sustained at the same level for others. However the graduation rate has had a recent drop which has been even higher for subgroups. Plans and goals are set in place to address these areas along with creating numerous innovative initiatives to address each reform area. From looking at the available supports to creating a more rigorous curriculum and expanding the college ready initiatives, Wyoming is already involved in reforming practices with a focus on increasing student achievement and the graduation rate.</p>		
<b>Total</b>	<b>125</b>	<b>110</b>

**B. Standards and Assessments**

	Available	Tier 1
<b>(B)(1) Developing and adopting common standards</b>	<b>40</b>	<b>20</b>
(i) Participating in consortium developing high-quality standards	20	20
(ii) Adopting standards	20	0
<p><b>(B)(1) Reviewer Comments:</b></p>		

The Wyoming Department of Education along with the Council of Chief Schools, the National Governors Association and the Governor are part of Common Core State Standards consortium with all states participating. Wyoming has a signed Memorandum of Agreement. Wyoming Department of Education and the Wyoming State Board have not clearly established when they will be adopting the Common Core State Standards. The Common Core State Standards are internationally benchmarked and build toward college and career readiness. Wyoming Department of Education has a 5 year content standards adoption cycle. As indicated statute, the State Board of Education has a 3 phase standards revision process with phase 1 currently underway. The process involves representation of all stakeholders as well as LEA representation from all levels. Wyoming has established an implementation timeframe.

<b>(B)(2) Developing and implementing common, high-quality assessments</b>	<b>10</b>	<b>10</b>
<p>(B)(2) Reviewer Comments:                  Wyoming is currently involved with a number of consortiums to develop and implement high quality benchmarked formative and summative assessments aligned to the Common Core State Standards. Wyoming plans to build an integrated system that uses multiple measures for determining student achievement and will serve to evaluate the Common Core State Standards. The assessment consortium looks to adopt the working principals of successful state systems in the United States and high achieving international systems. WY is also part of a consortium of States "Developing Balanced Assessment of the Common Core Standards that includes 26 states. Wyoming has a signed Memorandum of Understanding. WY is participating in a third consortium "The Multiple Options for Student Assessment and Instruction (MOSAIC) that includes 25 states. Wyoming has a signed Memorandum of Understanding. In addition to being part of three consortiums, Wyoming is taking part in "The Summative Multi-State Assessment Resources for Teachers and Educational Researchers" (SMARTER), which includes 19 states. Wyoming has a signed Memorandum of Understanding.</p>		
<b>(B)(3) Supporting the transition to enhanced standards and high-quality assessments</b>	<b>20</b>	<b>20</b>
<p>(B)(3) Reviewer Comments:                  Wyoming has a 5 year Strategic Plan which includes goals to improve student performance and effective/efficient operations of the department of education, districts and schools. Wyoming's plan is focused on the four areas of reform under ARRA and aims to further build capacity of the state and LEAs to achieve their goals and objectives. Wyoming seeks to accelerate the current time frame by creating the conditions for education innovation and reform that lead to achieving significant improvement in student outcomes. Wyoming plans to support statewide transition by providing a structure of supports to districts as they begin the implementations of internationally benchmarked k-12 standards. Since the plan was a joint effort of the LEAs, Wyoming Superintendents Association and Wyoming Curriculum Directors Association this will further ensure transition. Wyoming's plan has defined goals, activities, timelines and person(s) responsible and includes performance measures. LEAs will coordinate with institutions of higher education to align high school exit criteria with college entrance requirements ad to address career and college readiness for each student's postsecondary success.</p>		
<b>Total</b>	<b>70</b>	<b>50</b>

**C. Data Systems to Support Instruction**

	Available	Tier 1
<b>(C)(1) Fully implementing a statewide longitudinal data system</b>	<b>24</b>	<b>14</b>
<p>(C)(1) Reviewer Comments:</p>		

Wyoming's plan for reform includes further developing their statewide longitudinal data system. Currently the system contains 7 of the 12 elements prescribed by the America COMPETES Act. Element 3 has not been developed from PK-16, element 4 needs to include how schools will have access to post secondary data, element 9 is limited to transition from PK-12 and transition of students in the Hathaway Scholarship Program, element 11 did not provide for transition data with the exception of data for students in the Hathaway Program and element 12 which needs to connect 12th grade high school with college institutions.

<b>(C)(2) Accessing and using State data</b>	<b>5</b>	<b>5</b>
<p>(C)(2) Reviewer Comments:                  Wyoming's statewide longitudinal data system has already addressed a number of components such as the development of a data warehouse, an integrated statewide data system and Fusion portal designed to expand accessibility to all relevant stakeholders in order to provide them with the information and data needed for informed decision-making. Wyoming seeks to expand and further improve the current data system. Goals have been established and include building a data system that serves as a unified data source that empowers an information culture focused on continuous improvement from the classroom to the district and state that will also link institutions of higher education and other relevant institutions.</p>		
<b>(C)(3) Using data to improve instruction</b>	<b>18</b>	<b>18</b>
<p>(C)(3) Reviewer Comments:                  Wyoming will improve, expand, and enhance all components of the data system with the ultimate goal of connecting educators and relevant stakeholders to information and resources with student performance. A detailed plan with goals, activities, timelines, and responsible parties has been developed. The plan addresses acquisitions to expand capacity, professional development, training program for district staff, school staff, parents, and relevant stakeholders. The data system will be used to provide universal access to a learning management and/or student information system. This will ensure that data is used to inform and guide instructional practices. The data system will have platforms to enhance the capabilities of using data to drive instructional decisions. It will provide LEA administrators and teachers with timely access to current data, ultimately providing continuous feedback loops to the classroom. Wyoming plans to expand its data system to enable inclusions of analytical tools for identifying potential at risk signs and enable the use of an early prevention approach. All LEAs will have timely access to proactively plan and take actions in order to prevent gaps in learning from developing and in order to address student personalize needs that will in turn have a direct impact on improving student performance.</p>		
<b>Total</b>	<b>47</b>	<b>37</b>

**D. Great Teachers and Leaders**

	<b>Available</b>	<b>Tier 1</b>
<b>(D)(1) Providing high-quality pathways for aspiring teachers and principals</b>	<b>21</b>	<b>9</b>
<p>(D)(1) Reviewer Comments:                  The State of Wyoming has the legal, statutory and regulatory provisions which allows for alternate routes to certification for teachers and administrators. However with the exception of one program, Wyoming has not expanded options to providers who operate independently of institutions of higher education and is limited to two of the elements of the established definition. Alternative routes programs appear to be non-selective and there is no indication of programs providing school-based experiences. There are no alternative routes programs for principals. The State of Wyoming supports innovative, accredited teacher preparation programs such as testing out, job training and non-traditional methods that lead to certification. Wyoming verifies competency of program standards and offers 6 alternative routes to certification. Wyoming annually reviews teacher and principal certification</p>		

to determine shortages and reviews Exception Authorization certifications in a given area of potential shortage. Wyoming continues to be at a minimal with shortage in Special Education, Math, Science and English Language Learners. Wyoming uses the Exception Authorization to fill vacancies and requires candidates work under close coaching and supervision of a fully certified educator. Through the Human Capital System, Wyoming supports LEAs in the development of systems that proactively address recruitment, hiring, and retention of highly effective teachers and principals.

<b>(D)(2) Improving teacher and principal effectiveness based on performance</b>	<b>58</b>	<b>30</b>
(i) Measuring student growth	5	3
(ii) Developing evaluation systems	15	8
(iii) Conducting annual evaluations	10	5
(iv) Using evaluations to inform key decisions	28	14

**(D)(2) Reviewer Comments:**

Wyoming's LEAs measure student growth through the state's assessment system in addition to Proficiency Assessments and other discretionary assessments such as the Northwest Evaluation Association Measure of Academic Progress. Formative assessments are also used to measure student growth. Currently the state is able to track student growth on summative state assessment but this not possible at the school level. Wyoming focused on how to create teacher evaluation system that takes into account teacher effectiveness and includes multiple rating options however this was not clearly addressed for principals. Wyoming is entering into the public comment phase as part of the process of revising new rules and regulations for Evaluation of Certified Personnel which will then be presented for adoption by the State Board. The focus of the new regulations is to create a fair, reliable, transparent process to be used by LEAs in the evaluation of educators and which will provide the information necessary to make decisions regarding educators that will maximize their impact on student learning. Components of the plan include the use of student performance data in the evaluation system and will be a portion of the measurements used to determine teacher effectiveness, guide decisions on professional development, determine compensation including pay for performance, inform on retention and/or release of ineffective personnel. All stakeholders have been involved in the development of new regulations and will be made aware of recommendations. The State Statute defines requirements for evaluations of teachers and principals. Wyoming's plan only made reference to teacher evaluation and not to principal evaluation. Timelines, frequency, procedures, consequences, professional growth and assistance or remediation are addressed for teachers and not for principals. The new regulations will require that LEAs describe how a teacher's evaluation is linked to individual and collective professional growth, identify the outcomes of reviewing student performance data, modification of instructional practices or identifications of groups of students that need remediation or enrichment. With the planned expansion of its data system, Wyoming will be able to link teacher and principal performance to student achievement. The ability to match teacher and principal records with multiple longitudinal measures of effectiveness will be developed in the new data system. The data collected will facilitate the department of education's capacity to measure teacher and principal effectiveness. The proposed new regulations will also support this. Under section D2 iv Wyoming only made a reference note to please refer back to section D2 ii above.

<b>(D)(3) Ensuring equitable distribution of effective teachers and principals</b>	<b>25</b>	<b>15</b>
(i) Ensuring equitable distribution in high-poverty or high-minority schools	15	10
(ii) Ensuring equitable distribution in hard-to-staff subjects and specialty areas	10	5

**(D)(3) Reviewer Comments:**

Wyoming has analyzed the current status of the distribution of highly qualified, experienced teachers between high and low poverty schools and between high and low minority schools. Wyoming did not fully address how they will establish performance targets to ensure that they are able to proactively identifying staffing needs in hard-to-staff subjects. Wyoming did not clearly indicate how they will be

address equitable distribution of principals. Some LEAs already began linking teacher identifiers with their specific teachers and students. With the expansion of the longitudinal data system, Wyoming will be able to fully analyze the equitable distribution of effective teachers and principals in the future. Wyoming has developed plans with goals, activities, timelines, and person(s) responsible. Wyoming's Highly Qualified Workforce Equity Plan will be revised to focus on effective distribution of teachers and principals and will identify distribution patterns to ensure that poor and minority students are not taught at a higher rate than other students by inexperienced, unqualified or out-of-field teacher. Plan will be revised to include collection of data that supports monitoring and analysis of the distribution of effective teachers, data gathering and data analysis for teaching hard-to-find subjects and specialty areas.

<b>(D)(4) Improving the effectiveness of teacher and principal preparation programs</b>	<b>14</b>	<b>10</b>
---	-----------	-----------

(D)(4) Reviewer Comments:  
 Wyoming began linking student and teacher records and some LEAs are starting to link teacher identifiers with their specific teachers and students. The proposed statewide longitudinal data system will allow for data to be gathered and linked to teacher preparation programs, and to institutions of higher education. Linking principals to student performance was not addressed. The Wyoming Department of Education in partnership with institutions of Higher Education and the Standards Board are working together to improve teacher and principal preparation and to provide professional development. The plan includes collecting data to analyze and make adjustments and/or expand preparation programs to ensure programs effectively serve the instructional needs of K-12. The Wyoming Department of Education in conjunction with the university will develop and implement a Teacher Academy and a Principal Academy that will maximize the effectiveness of the educators in the schools and will support them in their professional development beyond the basic preparation program. Wyoming provides extra compensation to the 3% educators who have acquired National Board Certification and is considering providing similar compensation to principals who acquire National Board Certification.

<b>(D)(5) Providing effective support to teachers and principals</b>	<b>20</b>	<b>15</b>
--	-----------	-----------

(D)(5) Reviewer Comments:  
 Wyoming has developed a plan with goals, activities, timelines and person(s) responsible that will seek to improve student learning by providing focused, research-based professional growth support to all educators. Currently LEAs are provided with numerous supports and resources for teachers to further their professional growth such as facilitators, training, coaching academies, professional development and technical assistance. These supports are ongoing, job-embedded and based on identified needs. The proposed Teacher and Principal Academy will help further this goal. The new data system will allow for gathering, analyzing and using data along with linking data to the instructional process in order to improve student outcomes. Support programs and professional development are evaluated annually to ensure they provide for the continued improvement of teachers and principals. Wyoming presented a detailed plan for supporting teachers however the support to principals was limited to the Principal Academy.

<b>Total</b>	<b>138</b>	<b>79</b>
--------------	------------	-----------

**E. Turning Around the Lowest-Achieving Schools**

	Available	Tier 1
<b>(E)(1) Intervening in the lowest-achieving schools and LEAs</b>	<b>10</b>	<b>10</b>

(E)(1) Reviewer Comments:  
 The State has legal authority granted by statute to intervene directly in persistently lowest-achieving schools and in LEAs that are in improvement or corrective action status.

<b>(E)(2) Turning around the lowest-achieving schools</b>	<b>40</b>	<b>35</b>
---	-----------	-----------

(i) Identifying the persistently lowest-achieving schools	5	5
(ii) Turning around the persistently lowest-achieving schools	35	30
<p>(E)(2) Reviewer Comments:</p> <p>Wyoming has established a State System of Support in currently in the first pilot year. This system of support concentrates on a data-driven decision making process that will provide guidance and direction and help build capacity at the district-level that will enable districts to better assist their schools. Wyoming provides technical assistance for schools not meeting AYP. Districts are ranked in four target areas and depending on the level of need they will receive support within a three-tier model. Wyoming has a plan with goals, activities, timelines and person(s) responsible for implementation of the three-tier model support system. Wyoming follows a Theory of Action for turning around persistently lowest-achieving schools. The Theory of Action will be aligned to address 5 goals following the goals of the Transformation Model. Wyoming considers be the most appropriate for best for their rural and small population. Wyoming provides incrementally intensive levels of support such as regional representatives for all LEAs, targeted assistance and assigned district consultants for greater need, and coach, oversight team for greatest need. Using this approach Wyoming has successfully transitioned four out of the five identified schools that were in need. However, Wyoming did not fully address how they plan to implement the transformation Model in alignment with the Theory of Action and the three tired model.</p>		
<b>Total</b>	<b>50</b>	<b>45</b>

**F. General**

	Available	Tier 1
<b>(F)(1) Making education funding a priority</b>	<b>10</b>	<b>10</b>
<p>(F)(1) Reviewer Comments:</p> <p>The percentage of the total revenues available to the State that were used to support education was greater than the prior year by .1 percent. Wyoming's funding formula goes beyond the definition of this grant. Wyoming provides an integrated and sequenced set of cost-based programmatic services and interventions for at-risk students. Schools are expected to use the resources generated through the formulas established to meet the needs of all students who need such specialized services. The determination is made taking into account the various subgroups, free and reduced lunch. This also generates resources for various staffing components needed.</p>		
<b>(F)(2) Ensuring successful conditions for high-performing charter schools and other innovative schools</b>	<b>40</b>	<b>40</b>
<p>(F)(2) Reviewer Comments:</p> <p>Wyoming's law does not prohibit or effectively inhibit increasing the number of high-performing charter schools. There is no limitation on the number of charter schools that can be established. There are no laws that restrict student enrollment in charter schools. WY has statutes, rules and regulations that govern the approval, monitoring, accountability, reauthorization and closure of charter schools. Detailed step by step from creation to establishing and operating charter schools are part of the regulations. Wyoming treats charter schools the same as they do the public schools. Populations served, subgroups served, at-risk students served, all receive the same treatment as if they were in a public school setting. How to address ineffective charter schools is also detailed n the regulations. The State charter schools receive equitable funding and their commensurate share of local, State, and Federal revenues. The State provides charter schools with funding for facilities, they are afforded additional privileges for securing facilities and do not impose additional requirements. Wyoming allows for LEAs to operate innovative, autonomous schools. All public schools have open enrollment that, in return for increased accountability for student achievement, have the flexibility and authority to define</p>		

their instruction models and associated curriculum. LEAs are able to make personnel decisions, implement new structures and formats within certain limits and control their budgets.

<b>(F)(3) Demonstrating other significant reform conditions</b>	<b>5</b>	<b>5</b>
(F)(3) Reviewer Comments: Wyoming presents itself as a forward looking state and a leader in providing funding to its K-12 and its higher education institutions. Wyoming sees education as an area of priority and through laws and actions supports and promotes reform initiatives. Wyoming addresses student needs by providing funding and support to the Wyoming Department of Education and its LEAs for education reform initiatives, innovative plans and capacity building projects.		
<b>Total</b>	<b>55</b>	<b>55</b>

**Competitive Preference Priority 2: Emphasis on STEM**

	Available	Tier 1
<b>Competitive Preference Priority 2: Emphasis on STEM</b>	<b>15</b>	<b>0</b>
Competitive Reviewer Comments: Wyoming addresses this priority by taking into account that reform must begin in the early years and therefore there is a need to expose students to experiences that develop their interest and curiosity in the STEM areas as early as possible. Wyoming is working in partnership with the universities, industry experts, agencies and other business institutions to address STEM and to bring their expertise into the schools with the goal of developing and supporting students especially students in subgroups, women and girls by providing them opportunities for field experiences and early college coursework. Wyoming seeks to provide a rigorous course of study with supports and field experiences that will enhance each student's readiness and performance. Wyoming also plans to give teachers the opportunity to take courses in a STEM area and to work with and be mentored by experts in the field. Wyoming will offer compensation and incentives to teachers in order to increase the number of teachers prepared to teach in a STEM area. However, Wyoming did not address how STEM will be a ongoing effort and will be embedded in each area of their application. Stem was mainly dealt with as a seperate area and not integrated throughout their plan.		
<b>Total</b>	<b>15</b>	<b>0</b>

**Absolute Priority - Comprehensive Approach to Education Reform**

	Available	Tier 1
<b>Absolute Priority - Comprehensive Approach to Education Reform</b>		<b>Yes</b>
Absolute Reviewer Comments: Wyoming has comprehensively and coherently addressed all of the four areas in ARRA, has been taking a systemic, strategic approach to reform. Many of the proposed plans are in the area of furthering, enhancing or innovating. There is a sense of commitment and collaboration that exists throughout all stakeholders, from the state house to key institutions, leaders and districts. Wyoming has a well established foundation for initiatives and programs, a defined framework and total engagement of key players that have worked towards the development of this plan. Funds will afford Wyoming with the opportunity to build upon the foundation already established and to move forward to accomplish their educational goals of improved outcomes for students. Every component in this plan has a direct correlation with their ultimate goal to increase student achievement, decrease the achievement gap across subgroups, and increase the rate at which students graduate prepared to enter college or the workforce.		

Total		0
Grand Total	500	376



# Race to the Top

## Technical Review Form - Tier 1

### Wyoming Application #7080WY-4



#### A. State Success Factors

	Available	Tier 1
<b>(A)(1) Articulating State's education reform agenda and LEA's participation in it</b>	<b>65</b>	<b>59</b>
(i) Articulating comprehensive, coherent reform agenda	5	5
(ii) Securing LEA commitment	45	42
(iii) Translating LEA participation into statewide impact	15	12
<p>(A)(1) Reviewer Comments:</p> <p>Wyoming provides a comprehensive and coherent agenda and articulates the state's reform agenda. MDE's goals focus on the four areas Race to the Top targeted to improve student outcomes. MDE has established a clear and credible path to the achievement of these goals that is consistent with the reform plan proposed. It specified that if it were not to receive funding the goals would remain the same. All of the 48 Local Education Agencies (LEAs) have agreed to participate in the reform effort. This provides a powerful base for statewide impact. A large percentage, typically above 90 percent for each element, signed on to each of its reform elements. This reflects a strong commitment to the effort. A Memorandum of Understanding (MOU) was signed by each of the superintendents and board presidents and by each of the 41 local teachers' union leaders where there are unions. This strong representation of leadership support, coupled with legislative support, a focused plan, core competencies, common standards, and execution strategies has strong potential for translating into statewide impact. WDE provided a sheet with details about the districts that did or did not sign on to each reform element. A summary analysis identifying the size or type, or number of students in poverty in the nine districts that did not commit to use evaluation for compensation or turning around lowest achieving schools is needed.</p>		
<b>(A)(2) Building strong statewide capacity to implement, scale up, and sustain proposed plans</b>	<b>30</b>	<b>19</b>
(i) Ensuring the capacity to implement	20	12
(ii) Using broad stakeholder support	10	7
<p>(A)(2) Reviewer Comments:</p> <p>WDE identified elements to enhance its capacity to implement the reform plan. It proposes that the grant fund three positions and that specific aspects of the management effort be contracted: project manager, assistant project manager, business analyst, and program liaison. Structures to facilitate the work have been put in place. These include Superintendent's Public Advisory Council, a public education strategic plan (WPESP), Wyoming Plan for Children, and a web-based application designed to make LEA reporting as effortless and accurate as possible. These methodologies coordinate efforts. The statewide reform effort will be complex and demand deep support and coordination. A more detailed explanation describing activities, responsible parties, and timelines for completion is needed. Information about fund use and its relation to goals and activities addressed in the budget summaries is also needed. Adequate information about activities is provided. Letters of support include the teacher union president, the state's one university, an important minority agency, family services, and</p>		

others. There were no support letters from parent groups or the business sector, potential partners in the effort.

<b>(A)(3) Demonstrating significant progress in raising achievement and closing gaps</b>	<b>30</b>	<b>12</b>
(i) Making progress in each reform area	5	5
(ii) Improving student outcomes	25	7
<p>(A)(3) Reviewer Comments:                  Section (A) (3) (i),... "making progress in each reform area" was not specifically addressed in this section. The overall application, however, provides information that supports that progress has been made in each of the four areas WDE has undertaken several reform initiatives since 2003 that address the four ARRA areas as defined in the notice. The use of data has been strengthened through the Wyoming Integrated Statewide Data System (WISE) that facilitates accurate statewide data. National Baldrige Award criteria have been used as a theory of action to ensure efficient and effective operations. WDE has worked to improve teacher and principal effectiveness and improve low performing schools. Wyoming has adopted or developed a number of programs and tools that provide useful structures for instructional improvement and ways to further enhance professional expertise. These include RTI, PEP and CIFM. Adoption of Fullan's tri-level (state, district, and community-to-work) change strategy reform provides a vehicle for aligning reform goals and activities. Student outcomes have remained relatively flat over a six year period. WDE noted that "Overall Wyoming has been experiencing lower graduation rates and typically stagnant or lower achievement in recent years." NAEP scores are basically flat for reading and mathematics at 4th and 8th grade levels. There are significant achievement gaps across subgroups and one has widened; the gap between eligible free and reduced lunch students and non-eligible students increased by six scale points from 2005 to 2007. The state's graduation rate is 79.3 percent. Graduation rates rose from 77 percent to 81.6 percent from 2002-2006 but decreased (-2.3 percent) in 2008. Overall, little progress has been made in improving student outcomes.</p>		
<b>Total</b>	<b>125</b>	<b>90</b>

**B. Standards and Assessments**

	Available	Tier 1
<b>(B)(1) Developing and adopting common standards</b>	<b>40</b>	<b>20</b>
(i) Participating in consortium developing high-quality standards	20	20
(ii) Adopting standards	20	0
<p>(B)(1) Reviewer Comments:                  In their quest to develop a balanced system meeting the application criteria Wyoming has entered into discussion with three consortia targeting standards. These consortia are designed to: (1) develop and adopt a common core of standards (26 states), (2) develop internationally benchmarked standards in English Language Arts and mathematics aligned to college and work force readiness (25 states), and (3) provide resources for teachers and researchers (19 states). Becoming a member of one or more of these consortia supports Wyoming's commitment to developing and adopting standards. Wyoming is in the process of adopting state standards but the timeline indicates they will be in place in 2010.</p>		
<b>(B)(2) Developing and implementing common, high-quality assessments</b>	<b>10</b>	<b>10</b>
<p>(B)(2) Reviewer Comments:                  Wyoming has signed MOUs substantiating they are a member of four consortia aimed at developing and implementing high quality standards: (1) State Consortium Developing Balanced Assessments of</p>		

the Common Core Standards, 26 states; (2) State Consortium Developing Balanced Assessments of the Common Core Standards; (3) the Multiple Options for Student Assessment and Instruction Consortium (MOSAIC), 25 states; and (4) Summative Multi-State Assessment Resources for Teachers and Educational Researchers (SMARTER), 19 states.

<b>(B)(3) Supporting the transition to enhanced standards and high-quality assessments</b>	<b>20</b>	<b>15</b>
<p>(B)(3) Reviewer Comments:                  The plan to support the transition to internationally benchmarked standards and high quality assessments provides four important goals and a description of key activities to achieve the goals. These goals target roll out, dissemination of materials, professional development, and alignment with exit criteria. This plan is of sufficient quality to promote an effective transition to high quality standards and high-quality assessments. It employs strategies and activities with promise for increasing the acquisition, adoption, and use of local instruction systems, providing effective professional development, and making data available and accessible. More detail is needed to clarify how important activities will be measured, outcomes desired in the four areas, how stakeholders will be involved, and how planning and implementation will be integrated.</p>		
<b>Total</b>	<b>70</b>	<b>45</b>

**C. Data Systems to Support Instruction**

	<b>Available</b>	<b>Tier 1</b>
<b>(C)(1) Fully implementing a statewide longitudinal data system</b>	<b>24</b>	<b>14</b>
<p>(C)(1) Reviewer Comments:                  WDE has made significant progress implementing a statewide data system. The application describes accomplishments in each of the 12 of the America COMPETES Act elements. There is evidence of completion in seven of the 12 elements. Transfer, and drop-in and drop-out data are collected for Pre-K-12 but not for Pre-K-16 (3). The vehicle and process for two way communication between schools and higher education is not completed (4). Collection of student level transcript information is in the implementation stage (9). More than ACT testing for all juniors and seniors is need for completion of element eleven (11). Hathaway Scholarship Program only reaches secondary students (12).</p>		
<b>(C)(2) Accessing and using State data</b>	<b>5</b>	<b>3</b>
<p>(C)(2) Reviewer Comments:                  WDE's plan builds on infrastructure in place. This includes data warehouse, WISE, transcript center, School Interoperability Framework, and Education Fusion portal. Achievement of two major goals is designed to ensure accessibility and engagement with stakeholders. The first is the creation of an enterprise information system aimed at creating a unified data source that serves many sectors of the state including business. The second goal is to strengthen Parrascope and reduce the burden on school districts and elevating the accuracy and efficiency of reporting by those who share data. Parrascope is a web application designed to make data effortless and accurate. The activities, timeline and responsible parties are appropriate and ambitious. The performance measures provided represent goals rather than measures. The application also did not clarify how progress toward the goals will be measured. It is not clear what professional development will be needed to ensure optimum use of the data system.</p>		
<b>(C)(3) Using data to improve instruction</b>	<b>18</b>	<b>12</b>
<p>(C)(3) Reviewer Comments:                  WDE has identified three important steps to promote acquisition and use of data to improve instruction. It proposes (1) certification of data collectors, (2) a portal to ensure that the LEAs get additional access to more data, and (3) early prevention of dropouts through analytical reports. The work plan provides</p>		

appropriate key activities, timelines, and responsibilities to execute the plan to achieve these goals. The application did not identify or sufficiently address a number of aspects. More information is needed about the development, implementation, and use of the system to support continuous instructional improvement through professional development and other means. The addition of other strategies to clarify how teachers will acquire the knowledge and skills to effectively use data to improve instruction is also needed.

Total	47	29
-------	----	----

**D. Great Teachers and Leaders**

	Available	Tier 1
<b>(D)(1) Providing high-quality pathways for aspiring teachers and principals</b>	<b>21</b>	<b>8</b>

(D)(1) Reviewer Comments:

The State has legal, statutory and regulatory provisions that allow alternative routes to certification for teachers and administrators as defined in the Race to the Top notice. The Professional Training Standards Board (PTSB) supports innovative, accredited teacher preparation programs that allow testing out options, job training, or any other non-traditional method that verifies competency of program standards. Only one alternative route is presently employed. Professional Industry Careers (PIC) provides an alternative route for teacher certification as defined in the Race to the Top notice. PIC allows those who have licensure in their field and two years of experience in the past five years to become licensed. Twenty-one PIC licenses were granted last year. While PIC is the type of approach that meets the criteria defined in the notice it only produces 21 teachers. More pathways are needed to provide additional high quality teachers. The state monitors teacher shortages through the annual examination of Exception Authorizations. No mention was made of unfilled positions. WDE asserts that teacher shortages are minimal and that there is no need to develop alternative pathways. But no data are provided to substantiate it. The state needs to address how alternative pathways for administrator certification are provided.

<b>(D)(2) Improving teacher and principal effectiveness based on performance</b>	<b>58</b>	<b>44</b>
(i) Measuring student growth	5	5
(ii) Developing evaluation systems	15	13
(iii) Conducting annual evaluations	10	8
(iv) Using evaluations to inform key decisions	28	18

(D)(2) Reviewer Comments:

A new set of rules and regulations were developed during 2008 and will be presented for public comment soon. It is not clear why they were not presented sooner. Wyoming's LEAs utilize a state assessment to measure student achievement. It is the primary tool used to measure student growth. Most LEAs commonly use formative assessments to measure student growth. WDE currently has the capacity to measure individual student growth on the state assessment. Development of a longitudinal data system will enhance the collection of student achievement growth information and link it to teacher and principal performance. Wyoming statutes mandate teacher and principal evaluation standards that meet priorities identified for developing and conducting evaluations as defined in the notice. The state has developed performance measures that reflect high expectations for performance evaluation of teachers and principals and plans to implement them by 2014. WDE will utilize a contract person to facilitate work groups tasked with examining exemplary evaluation systems to evaluate teachers and principals and will then recommend standards and effective processes including Pay for Performance. The WDE plan for high quality evaluation systems includes provisions for measuring student growth, developing evaluation systems, conducting evaluations, and using evaluations to inform key decisions. The plan's performance measures indicate LEAs do not presently include

compensation in their evaluation systems. Roll out of the plan is anticipated in Spring 2010. LEAs will be required to include a student growth component and the other elements defined in the notice. WDE proposes sending recommendation to LEAs by May 31, 2010 but does not specify steps to ensure their use. It is proposed that LEAs will use the state guidelines to develop and implement their system. It is not clear what the state will do with those who do not follow the guidelines. The plan contains important elements needed to improve teacher and principal effectiveness. The involvement of stakeholders in this important endeavor is not addressed. There is also a lack of data relative to current LEA evaluation practices.

<b>(D)(3) Ensuring equitable distribution of effective teachers and principals</b>	<b>25</b>	<b>15</b>
(i) Ensuring equitable distribution in high-poverty or high-minority schools	15	8
(ii) Ensuring equitable distribution in hard-to-staff subjects and specialty areas	10	7

**(D)(3) Reviewer Comments:**  
 The state defines low performing schools as those in the bottom quartile. This will include the lowest five percent as defined in the Race to the Top notice. Wyoming's Highly Qualified Workforce Equity Plan addresses the quality of the workforce and equity in a general way but does not address equitable distribution of effective teachers and principals in high minority schools. WDE proposes revising and renaming the plan to focus on equity of effective teachers and principals. The two goals provided specifically address effectiveness and equity but the plan does not sufficiently describe the process to be employed to revise the Highly Qualified Workforce Plan and only has a "plan to plan" for how revisions will be implemented. WDE asserts the state does not suffer teacher shortages in hard-to-staff subjects and specialty areas but no data were provided.

<b>(D)(4) Improving the effectiveness of teacher and principal preparation programs</b>	<b>14</b>	<b>7</b>
---	-----------	----------

**(D)(4) Reviewer Comments:**  
 WDE proposes expansion and improvement of the state's data system as a strategy for providing data to inform the University of Wyoming of links between the effectiveness of their teacher preparation program and student growth. The plan for improving the data system is clear and adequate. The plan to use the data does not provide sufficient activities to determine the extent to which it will translate into preparation program improvement. WDE asserts that the change in the teacher preparation program will be achieved because the Dean at the university has agreed to analyze the data and utilize it to improve k-12 education. While these types of commitments have merit, preparation programs have historically been difficult to change. The plan would be strengthened by including activities to promote or support change at the university level. There is also a lack of specificity in WDE's proposed tiered licensure strategy, designed to elevate the level of expertise and act as an incentive for teachers. Data that identifies where Wyoming's teachers are prepared are needed. The plan implies that all or most of Wyoming's teachers are prepared at the University of Wyoming. While that may be the case no supporting evidence is provided. A plan for improving the effectiveness of principal preparation program is needed.

<b>(D)(5) Providing effective support to teachers and principals</b>	<b>20</b>	<b>14</b>
--	-----------	-----------

**(D)(5) Reviewer Comments:**  
 The state currently employs five key elements to provide professional support to teachers and administrators: (1) instructional facilitators, (2) response to intervention, (3) professional learning communities, (4) training in formative assessment, and (5) state system of support. WDE proposes development and implementation of a Principal Leader Academy and a Teacher Leader Academy. Pilots for the academies are proposed for September 2010. The plans for both academies have goals, key activities, and performance measures. Strengthening use of Professional Learning Communities (PLC) as professional development support has merit. More explanation as to how PLCs connect to the academies and other aspects of the plan. The evaluation of the support systems in place is in progress and will be helpful in planning.

Total	138	88
-------	-----	----

**E. Turning Around the Lowest-Achieving Schools**

	Available	Tier 1
<b>(E)(1) Intervening in the lowest-achieving schools and LEAs</b>	10	10
<p>(E)(1) Reviewer Comments:                      Wyoming statutes provide the State Board of Education authority to intervene in the state's lowest performing schools and LEAs. A provision for developing a restructuring plan is included. The statutes do not explicitly empower or inhibit the state in closing schools or implementing other sanctions such as transfer of teachers and principals, identifying schools for reconstitution, or redirecting funds. The State Board of Education has demonstrated commitment to improving low performing LEAs and schools by conducting annual monitoring visits and requiring alignment/revision of plans.</p>		
<b>(E)(2) Turning around the lowest-achieving schools</b>	40	13
(i) Identifying the persistently lowest-achieving schools	5	3
(ii) Turning around the persistently lowest-achieving schools	35	10
<p>(E)(2) Reviewer Comments:                      WDE asserts that it focuses on building capacity at the district level to enable districts to better assist their schools. It uses AYP to identify low performing schools. Wyoming asserts that it has a number of low performing rural schools that provide a unique challenge and hopes to collaborate with other states with a similar challenge. Instructional reform strategies employed in its three-tiered approach to improving low performing schools meet four of the five elements of the transformational model; replacing the principal is not included. While the application noted that goals were "aligned" with the Transformational Model replacing the principal was not referred to in the plans. A tool has been developed and is utilized to ascertain the types of support needed by school districts. The District Classification Rubric for identifying low performing schools was applied to all 48 districts in Wyoming in 2009-2010. State System of Support (SSoS) is Wyoming's theory of action to assist districts/schools in the educational improvement process. It was piloted in 2009-2010. It offers a system of technical assistance to LEAs. WDE targets resources, technical assistance, and interventions at districts that need the most assistance. Given the size of the districts in the state it is unlikely that a district would have more than nine low performing schools so it is likely that other models defined in the notice are not needed. Eighty-seven Wyoming schools did not meet AYP in 2007-2008. Thirty-two have come off the list. It is not clear if building capacity in LEAs is WDE's primary strategy for increasing student achievement in low performing schools or if it plans to build LEA capacity and also intervene in low performing schools. Information is also needed that clarifies the extent to which WDE has intervened in low performing schools and the results of these interventions.</p>		
<b>Total</b>	50	23

**F. General**

	Available	Tier 1
<b>(F)(1) Making education funding a priority</b>	10	8
<p>(F)(1) Reviewer Comments:                      Wyoming's educational expenditures as a proportion of the state's budget slightly increased from FY 2008 to FY 2009. The state's funding formula leads to equitable funding between LEAs and between</p>		

high-poverty schools and other schools. It takes into account wealth, student need, and towns with low wealth to ensure that funding is equitable across districts and schools.

<b>(F)(2) Ensuring successful conditions for high-performing charter schools and other innovative schools</b>	<b>40</b>	<b>30</b>
<p>(F)(2) Reviewer Comments:                  Wyoming currently does not have laws that prohibit or effectively inhibit increasing the number of high performing charter schools or limiting the number of students per school. The state provides equitable funding and has clear provisions for approving, monitoring and holding charters accountable. It also has clear rules and regulations that clarify the approval process and promote accountability when a charter is granted. The state treats charter schools like other public schools for funding purposes including school facilities. State laws and regulations do not explicitly prohibit innovative, autonomous public schools. The application does state, charter school regulations have been updated to promote an increase in "locally controlled" highly effective and efficient schools. There are only three charter schools in Wyoming and no charter schools have been closed or not renewed. More explanation as to why there are such a small number of charter schools is needed.</p>		
<b>(F)(3) Demonstrating other significant reform conditions</b>	<b>5</b>	<b>5</b>
<p>(F)(3) Reviewer Comments:                  A number of initiatives are evidence of WDE's efforts to enhance conditions favorable to education reform or innovation through law, regulation, or policy. Updated and new legislation include: a district and school funding model which includes increases in student level funding, 100 percent funding for transportation, 100 percent funding for special education, increased levels of funding for at-risk students, full day kindergarten, small class size ratios, remediation summer school, enrichment summer school, and capital construction and repair. Creation of the success curriculum and the Hathaway Scholarship Program have helped students meet their educational needs. Distance education legislation has been passed to make sure all Wyoming students have access to the success curriculum.</p>		
<b>Total</b>	<b>55</b>	<b>43</b>

**Competitive Preference Priority 2: Emphasis on STEM**

	Available	Tier 1
<b>Competitive Preference Priority 2: Emphasis on STEM</b>	<b>15</b>	<b>0</b>
<p>Competitive Reviewer Comments:                  Wyoming has a number of programs and activities that emphasize science, technology, engineering, and mathematics. The application did not sufficiently integrate the three elements needed to be successful with STEM in: (1) ensure a rigorous course of study, (2) intent to cooperate with industry, experts, museums, universities, research centers, and (3) partners to prepare and assist in integrating STEM content across grades and disciplines, and preparing more students for advanced study and careers.</p>		
<b>Total</b>	<b>15</b>	<b>0</b>

**Absolute Priority - Comprehensive Approach to Education Reform**

	Available	Tier 1
<b>Absolute Priority - Comprehensive Approach to Education Reform</b>		<b>Yes</b>
<p>Absolute Reviewer Comments:</p>		

Wyoming's application demonstrates the state and its LEAs are taking a systematic approach to state reform. The application comprehensively and coherently addresses each of the four education reform areas specified in the ARRA as well as the State Success Factor Criteria. The state's plans and funds target increased student achievement, closing the gap, and increasing graduation rates.

Total		0
-------	--	---

Grand Total	500	318
-------------	-----	-----



# Race to the Top

## Technical Review Form - Tier 1

### Wyoming Application #7080WY-5



#### A. State Success Factors

	Available	Tier 1
<b>(A)(1) Articulating State's education reform agenda and LEA's participation in it</b>	<b>65</b>	<b>58</b>
(i) Articulating comprehensive, coherent reform agenda	5	5
(ii) Securing LEA commitment	45	40
(iii) Translating LEA participation into statewide impact	15	13
<p><b>(A)(1) Reviewer Comments:</b></p> <p>i. The state earns full points for this criterion as it articulates a comprehensive and coherent "systems change" reform agenda that presents a clear theory of action that embeds the National Baldrige Award Criteria (systems approach) and Michael Fullan's "tri-level reform" strategy. ii. All (100%) of the state's LEA's have signed on to participate in the state's RTTT reform plan but not all LEA's have committed to participate in all reform elements. However, the score for this criterion is high due to the fact that 100% of the states LEA's are participating and most have signed on for 90% or more of the reform elements. iii. The state's plan includes measurable goals for student achievement, decreasing the achievement gap, and increasing the high school graduation rate and college enrollment. In addition, 100% of the LEA's have signed on to support the state's goals. There is also evidence of collaboration among state agencies to further the goals of the RTTT plan and support LEA's in implementation of the reform elements. The state earns high points for this criterion, but not full points, because its reform goal in the area of student achievement, while appearing achievable, is not highly ambitious based upon the recent improvement the state has seen in test scores.</p>		
<b>(A)(2) Building strong statewide capacity to implement, scale up, and sustain proposed plans</b>	<b>30</b>	<b>24</b>
(i) Ensuring the capacity to implement	20	14
(ii) Using broad stakeholder support	10	10
<p><b>(A)(2) Reviewer Comments:</b></p> <p>i. The state plan identifies a leadership team that includes key state leaders that can effect change. The plan reflects effective and efficient grant management operations and processes for tracking progress toward RTTT goals/targets. The state plan also provides a budget aligned with its RTTT goals and provides a roll-out plan to support its LEA's. The state earns a middle range score on this criterion because, while it addresses leadership, as well as grant and budget management/operations, it does not discuss in detail how these operations will do much more than track progress in the areas of management and expenditures. The plan does not present how the proposed management/operations and leadership will be connected to advance best and promising practices to ensure statewide impact and how it will hold LEA's accountable for performance. ii. The state scores full points for this criterion, as there it appears to have strong support from the stakeholders who could accomplish the goals. Letters of support are included from a wide variety of stakeholders. The teachers' association letter is particularly strong in that it indicates substantial involvement in the development of the RTTT application submitted, as well as belief in future collaboration if the state receives a RTTT grant. The proposed budget reflects the RTTT plan with an explanation that the RTTT</p>		

funds will facilitate faster implementation of the state reform plan, but also indicates that the state will implement the RTTT plan regardless of receiving the federal RTTT funding. All of these things are indicative of a state that is serious about reform and has built support from needed stakeholders to accomplish its goals.

<b>(A)(3) Demonstrating significant progress in raising achievement and closing gaps</b>	<b>30</b>	<b>9</b>
(i) Making progress in each reform area	5	2
(ii) Improving student outcomes	25	7
<p>(A)(3) Reviewer Comments:</p> <p>i. The state earns some points for this criterion for its work in the area of data and creating a longitudinal data system, the WDE State System of Support (SSoS). However, substantial progress in the four ARRA areas is not evident from the narrative. ii. The state scores low points on this criterion, as the state does not present data that are useful for identifying substantial progress in the area of student achievement overall or by subgroup. State assessments prior to 2006 reflect an assessment not aligned to ESEA so are not helpful in comparing growth in achievement from 2003 to 2008-2009, when state assessments were aligned to ESEA. In addition, the data from 2007 are not useful as the state reports that these data are "anomalous," representing an elevated performance level. The state does not appear to have made substantial progress in improving student performance. Further, NAEP assessments in reading and mathematics scores appear stagnant with the exception of a narrowing of the gap on the NAEP reading assessments at fourth grade for students with disabilities, for which the state earns some points. The application does not provide compelling evidence that student achievement has improved overall, or the gaps have been substantially narrowed by subgroup, on either NAEP or the state assessment.</p>		
<b>Total</b>	<b>125</b>	<b>91</b>

**B. Standards and Assessments**

	Available	Tier 1
<b>(B)(1) Developing and adopting common standards</b>	<b>40</b>	<b>20</b>
(i) Participating in consortium developing high-quality standards	20	20
(ii) Adopting standards	20	0
<p>(B)(1) Reviewer Comments:</p> <p>B. 1 i. The state receives a high score on this criterion for participation in the Common Core State Standards Initiative (48 states) coordinated by CCSSO and NGA, as indicated in the signed MOA in the appendices. A goal of the Common Core State Standards Initiative is to produce internationally benchmarked standards that prepare students for college entrance and success. ii. The state receives no points for this criterion as it appears from the adoption schedule (appendix) that the language arts and mathematics standards will not be adopted until 2012.</p>		
<b>(B)(2) Developing and implementing common, high-quality assessments</b>	<b>10</b>	<b>10</b>
<p>(B)(2) Reviewer Comments:</p> <p>B. 2 i. The state application indicates that the state has signed an MOU with three groups developing assessments to common standards. ii. The first assessment consortium listed is the State Consortium Developing Balanced Assessments of the Common Core Standards which consists of 26 states. The other two range from 19 to 25 states. Full credit on points was given here based upon the MOU signed with the first consortium listed.</p>		

<b>(B)(3) Supporting the transition to enhanced standards and high-quality assessments</b>	<b>20</b>	<b>15</b>
<p>(B)(3) Reviewer Comments:                  B. 3 The state includes a roll-out plan that addresses the adoption of the standards, the purchase and/or development of instructional materials and resources aligned to the standards, professional development to support the local implementation of the standards, materials, and resources, as well as work with the university system on alignment of high school exit criteria with post-secondary entrance requirements. The plan addresses most of the key components of an effective roll-out plan, including the heavy involvement of LEA's. While the large chunks of work for implementing new standards and aligned assessments and resources are identified in the roll-out plan, more detail related to the specific activities, roles and responsibilities of the various stakeholders, and more definitive time frames for each of the activities included in the large chunks of work would have earned more points.</p>		
<b>Total</b>	<b>70</b>	<b>45</b>

**C. Data Systems to Support Instruction**

	<b>Available</b>	<b>Tier 1</b>
<b>(C)(1) Fully implementing a statewide longitudinal data system</b>	<b>24</b>	<b>14</b>
<p>(C)(1) Reviewer Comments:                  The state indicates that all of the elements of the America Competes Act are in place. However, in reviewing the state's narrative that describes what is in place for each element of America Competes, it appears that some of the elements are only partially compete and so would not receive full points. These include America Competes Elements 3, 4, 9, 11, and 12. Element 3 does not address continuation to postsecondary institutions, as the state's data system presently is for K-12. Element 4 address some students (Hathaway Scholarship recipients) but does not appear to address all students. The state indicates that exchange of college transcripts (part of Element 9) is still in the implementation stage. Elements 11 and 12 only address Hathaway Scholarship students and Element 12 and, again, the state's present system only collects data K-12.</p>		
<b>(C)(2) Accessing and using State data</b>	<b>5</b>	<b>2</b>
<p>(C)(2) Reviewer Comments:                  While the application states that the proposed Parrascope, web-based application, will provide key stakeholders with unprecedented access to view ARRA data (e.g., audit detail, spending practices, etc.), the state did not earn full points on this criterion, as it does not discuss in any detail how all of its data collection improvements will be used specifically to inform and engage key stakeholders, particularly policy-makers, community members, and researchers. Examples would have strengthened the score.</p>		
<b>(C)(3) Using data to improve instruction</b>	<b>18</b>	<b>10</b>
<p>(C)(3) Reviewer Comments:                  The state application presents a plan for the implementation of the "technical" aspects of a system that will allow all relevant stakeholders access to, and use of, data that will improve instruction. The time line for implementation of the technology seems aggressive yet achievable. Of the three goals outlined by the state in its roll-out plan, Goal 2, "Statewide Data Analytical Tool/Professional Development," most addresses the use of data for instructional improvement. The score for this section benefits from the state's proposed implementation of the LEARN system, designed to provide a comprehensive learning management system that will allow LEA's to make the kind of "just in time" decisions based upon data that will accelerate learning and provide timely interventions. However, the state's plan does not receive a high score because the goals and activities to support stakeholder professional development are not well defined. Most technology solutions that fail in districts, fail because they are</p>		

too difficult to use, are not reliable, are not user-friendly, or are not implemented with sufficient and ongoing professional development designed for all stakeholders (e.g., teachers, principals, administrators, students, parents, community members, researchers, etc.) so that use of the data becomes part of all stakeholders' regular repertoire.

Total	47	26
-------	----	----

**D. Great Teachers and Leaders**

	Available	Tier 1
<b>(D)(1) Providing high-quality pathways for aspiring teachers and principals</b>	<b>21</b>	<b>5</b>

(D)(1) Reviewer Comments:

i. and ii. The application indicates that the state has legal, statutory, and regulatory provisions to allow alternative routes to certification. The state appears to provide one alternative route to certification for teachers that is independent of higher education – the Professional, Industry, Careers (PIC). Twenty-one people attained this license in 2008-2009. It is not clear from the application whether the PIC has more than one of the characteristics referenced in the scoring criteria. Currently endorsed secondary teachers are allowed to add a middle level content endorsement through “testing out” via Praxis. However, the state does not appear to provide any alternative route that is independent of higher education for principals. As half of the points for this score are related to alternative routes for principals that are independent of higher education, the state does not earn half of the points possible for this criterion. iii. The application indicates that the Wyoming Department of Education (WDE) and the Professional Teaching Standards Board (PTSB) annually review teacher and principal certification to determine shortages. The state also indicates that it does not feel it suffers from a shortage problem, yet the state does indicate that, when there is a shortage, it is usually in the areas of special education, math, science, and certified ELL instructors – areas that are hardest to staff, particularly at the schools with the greatest need for highly effective teachers. Points are not awarded for this part of the criterion because the state’s response is incomplete. It does not address how the state prepares teachers and principals to fill these areas of shortage and hard-to-staff positions.

<b>(D)(2) Improving teacher and principal effectiveness based on performance</b>	<b>58</b>	<b>41</b>
(i) Measuring student growth	5	5
(ii) Developing evaluation systems	15	10
(iii) Conducting annual evaluations	10	5
(iv) Using evaluations to inform key decisions	28	21

(D)(2) Reviewer Comments:

i. The state receives full score points for this criterion, as it measures student achievement via the state assessments – the Proficiency Assessments for Wyoming Students (PAWS). In addition, LEA’s also use the NWEA Map assessments and other formative assessments. The state’s data collection plan (Criterion C) includes plans for providing achievement growth information and linking it to students’ teachers and principals. ii. The state receives substantial scores for proposing a new set of rules and regulations for evaluating teachers and principals that will include student performance data as a significant part of each LEA’s evaluation system. Stakeholder work groups will be examining exemplar evaluation systems that align with the states new rules and regulations. The state did not earn full points on this criterion as it is not clear that multiple ratings categories will be included in the new teacher and principal evaluation system. iii. The application seems to be clear about teachers being evaluated annually but is not clear that principals will also be evaluated on an annual basis. Thus, the state did not receive full points for the criterion. iv. The state indicates that it will require that teacher/principal evaluations are linked to student achievement as a significant component of each LEA’s evaluation system. The Performance Measures Chart provided by the state indicates that the

goals set for the new LEA evaluation systems (that include linking student achievement/growth to teachers and principals) include use of evaluations in developing and retaining teachers and principals, as well as removing ineffective tenured and untenured teachers and principals. The state is aiming at 100% implementation on these goals by 2013-2014. The state earns substantial points for its evaluation plan and the goals set. However, full points were not awarded as the state's goals for using the evaluation systems for compensating teachers and principals is 75% rather than 100%, and for promoting teachers/principals is set at 25% rather than 100%.

<b>(D)(3) Ensuring equitable distribution of effective teachers and principals</b>	<b>25</b>	<b>25</b>
(i) Ensuring equitable distribution in high-poverty or high-minority schools	15	15
(ii) Ensuring equitable distribution in hard-to-staff subjects and specialty areas	10	10

(D)(3) Reviewer Comments:  
 i. The state has a Highly Qualified Workforce Equity Plan in place that it will be updating and renaming the Highly Effective Workforce Equity Plan. Part of this plan addresses professional growth for all teachers and principals and the development and implementation of a data collection system to monitor distribution of teachers and administrators to ensure that high poverty and minority students are not taught by greater numbers of unqualified, ineffective or out-of-field teachers than other students. The state earns full points for this criterion, as it has established specific targets (Performance Measurements Chart) that appear to be ambitious but achievable. Building on the existing plan also appears to be an effective approach as much of the ground work has been laid. ii. The state receives full points for setting specific goals to increase the number and percentage of effective teachers that are teaching hard-to-staff subjects and specialty areas (e.g., math, science, special education, language instruction). (The targets are presented in the Performance Measures Chart.)

<b>(D)(4) Improving the effectiveness of teacher and principal preparation programs</b>	<b>14</b>	<b>8</b>
---	-----------	----------

(D)(4) Reviewer Comments:  
 i. The state plan includes linking student data with teachers/principals and then linking the teachers/principals with their professional preparation programs and the institutions where they received their training. ii. While the state discusses the linkage of student data to teachers and principals and their preparation/credential programs, the state's plans for expansion of preparation and credentialing options and programs that are successful at producing effective teachers and principals, is minimal, resulting in earning less than the full score points for this criterion.

<b>(D)(5) Providing effective support to teachers and principals</b>	<b>20</b>	<b>15</b>
--	-----------	-----------

(D)(5) Reviewer Comments:  
 i. The state earns substantial points for its RTTT professional development support plan for teachers and principals. Included in the state RTTT plan is professional development that includes: coaching in specific content areas, support for new teachers through induction programs and assistance, training in RTI, development of professional learning communities, use of data in making instructional decisions, etc. The state plans to target resources, technical assistance, and interventions to LEA needs. In addition, the state will be developing a Teacher Leader Academy and a Principal Leader Academy to develop and retain highly effective teacher/principal leaders. ii. The state plans to measure and evaluate RTTT and other professional developments programs regularly and provide continuous feedback for program improvement. While the state provides a Performance Measurement Chart that lists planned professional development opportunities and programs, more detail on how each of these professional development programs/activities will be designed with stakeholders and how they will advance the state's reform goals in the four ARRA areas was needed in the narrative.

<b>Total</b>	<b>138</b>	<b>94</b>
--------------	------------	-----------

**E. Turning Around the Lowest-Achieving Schools**

	Available	Tier 1
<b>(E)(1) Intervening in the lowest-achieving schools and LEAs</b>	<b>10</b>	<b>10</b>
(E)(1) Reviewer Comments: The state has authority granted to it by state statute to intervene directly in schools and LEA's that are persistently low achieving.		
<b>(E)(2) Turning around the lowest-achieving schools</b>	<b>40</b>	<b>5</b>
(i) Identifying the persistently lowest-achieving schools	5	5
(ii) Turning around the persistently lowest-achieving schools	35	0
(E)(2) Reviewer Comments: i. The state earns full points for having a high quality plan with ambitious yet achievable annual targets for identifying the persistently lowest-achieving schools. ii. The state does not receive points for this criterion, as it is not clear that the state has determined to use one of the four RTTT intervention models which is a requirement for RTTT funding. In the application, the state identifies five goals for school intervention, stating that these goals are aligned with the Transformation Model. The state's E (2) criterion chart lists the state's five goals which are not identical to the Transformation Model.		
<b>Total</b>	<b>50</b>	<b>15</b>

**F. General**

	Available	Tier 1
<b>(F)(1) Making education funding a priority</b>	<b>10</b>	<b>6</b>
(F)(1) Reviewer Comments: i. The state reports a funding increase of 9% in 2009 over 2008. However, in analyzing the budget in the appendices, it appears that the state received a biennium appropriation for 2008 and 2009. In 2008, the state spent 91% of the total biennium funds for 2008 and 2009, so it appears that funding for 2009 was 9% higher. However, had the funds been spent equally over the two years, the budget for 2009 would be substantially unchanged. ii. The state provides additional funding per student for at-risk students. This at-risk funding generates resources for staffing components like tutors and ELL teachers. Alternative schools receive additional staffing funding as well. The state does not directly address the extent to which these policies actually lead to equitable funding between high-need LEA's and other LEA's or between high-poverty schools within LEA's. The score for this criterion reflects the combined score for F1 i. and F1 ii.		
<b>(F)(2) Ensuring successful conditions for high-performing charter schools and other innovative schools</b>	<b>40</b>	<b>40</b>
(F)(2) Reviewer Comments: The state receives high points for having no caps on creation of charter schools. In addition, the funding for staffing and facilities is essentially the same (or slightly higher, particularly in the first year) for charter schools as traditional schools. Charter schools are held to the same accountability standards as other traditional schools. i. There is no legal cap on the number of charter schools allowed. The state has established a step-by-step process for creating and operating charter schools. ii. Three charter schools currently operated in the state. In the last five years, no charter schools have closed or not granted renewal or had their charter revoked. One application was denied. Student achievement is one significant factor considered in authorization of a charter school. The fact that no charter schools have closed nor been denied renewal is an indicator of creating a good climate for		

sustaining charter schools. The fact that the state has laws, equitable funding, and a step-by-step process for creating and operating charter schools creates a greater chance that the conditions for successful operation will be in place. iii. Funding is the same for charter schools as for other schools. Funding is a key issue in the success of a charter school. iv. Charter schools are treated as other public LEA schools regarding facilities funding with several favorable exceptions. v. All schools in the state have open enrollment and, in return for increased accountability for student achievement, have the flexibility and authority to create instructional models and associated curriculum.

<b>(F)(3) Demonstrating other significant reform conditions</b>	<b>5</b>	<b>4</b>
<p>(F)(3) Reviewer Comments:                  The state receives several points for the Hathaway Scholarship program which makes higher education more affordable to students. The state reports that students are enrolling in specialized training programs, community colleges, and the university at much higher rates than prior to the Hathaway Scholarship program. The state has also put in new legislation that increases funding for transportation (100%), funding for special education (100%), and increased funding for at-risk students, full day kindergarten, small class size ratios, remediation summer school and enrichment summer school. While the state does not report a direct relationship between these programs and narrowing the achievement gaps or other achievement outcomes, the state earns some points for these efforts, as they create conditions favorable to education reform.</p>		
<b>Total</b>	<b>55</b>	<b>50</b>

**Competitive Preference Priority 2: Emphasis on STEM**

	Available	Tier 1
<b>Competitive Preference Priority 2: Emphasis on STEM</b>	<b>15</b>	<b>0</b>
<p>Competitive Reviewer Comments:                  The STEM Priority was not addressed consistently and coherently throughout the state's application. The state plan did not present a rigorous course of study in mathematics, technology, engineering; and the sciences that was threaded through its reform plan. In addition, the state's plan did not reflect a high quality plan that involved industry experts and other community resources that could assist teachers in integrating STEM content across disciplines and grades, nor did it address extensively the need for addressing the needs of underrepresented groups and of women and girls.</p>		
<b>Total</b>	<b>15</b>	<b>0</b>

**Absolute Priority - Comprehensive Approach to Education Reform**

	Available	Tier 1
<b>Absolute Priority - Comprehensive Approach to Education Reform</b>		<b>Yes</b>
<p>Absolute Reviewer Comments:                  The state application reflected a comprehensive and coherent approach to addressing the four education reform areas. The application puts forth a clear theory of action based upon National Baldrige Award Criteria and Michael Fullan's "tri-level reform" strategy setting forth a framework for a "systems" approach to state education reform that was threaded throughout the application. Regarding the four ARRA areas, the state is involved in a consortium of 26 states developing new common core standards and assessments. It is clear from the application that the state's reform plan is grounded in building a data system that will inform instruction, be used to develop and support highly effective teachers and principals, and turn around the lowest performing schools.</p>		
<b>Total</b>		<b>0</b>

Grand Total	500	321
-------------	-----	-----