

Wyoming  
 Targeted monitoring Review of  
 School Improvement Grants (SIG) under section 1003(g) of the  
 Elementary and Secondary Education Act of 1965  
 June 25, 2012

**BACKGROUND**

FY 2009 SIG Schools		
Tier	Number of SIG-eligible Schools	Number of SIG Schools Funded
Tier I	9	0
Tier II	9	3
Tier III	34	3

FY 2009 SIG Intervention Models	
Models	Number of SIG Schools Implementing the Model
Turnaround	0
Transformation	6
Restart	0
Closure	0

FY 2010 SIG Schools		
Tier	Number of SIG-eligible Schools	Number of SIG Schools Funded
Tier I	7	0
Tier II	8	1
Tier III	49	4

FY 2010 SIG Intervention Models	
Models	Number of SIG Schools Implementing the Model
Turnaround	0
Transformation	5
Restart	0
Closure	0

**MONITORING TRIP INFORMATION**

Monitoring Visits and Award Amounts	
LEA Interviewed	Natrona County School District #1
School Interviewed	Roosevelt High School
Model Implemented	<b>Transformation</b>
FY 2009 Funding Awarded (over three years)	\$1,416,114.00
FY 2010 Funding Awarded to the LEA	The district did not receive any FY 2010 funding.
LEA Interviewed	Laramie County School District #1
School Interviewed	Triumph High School
Model Implemented	<b>Transformation</b>
FY 2009 Funding Awarded	\$1,060,152.00

<b>(over three years)</b>	
<b>FY 2010 Funding Awarded to the LEA (for one year)</b>	The district did not receive any FY 2010 funding.
<b>SEA Interviewed</b>	Wyoming Department of Education
<b>FY 2009 SEA SIG Award</b>	\$8,650,370
<b>FY 2009 LEA SIG Awards</b>	\$1,110,155
<b>FY 2010 SEA SIG Award</b>	\$1,216,459
<b>FY 2010 LEA SIG Awards</b>	\$1,198,433
<b>Staff Interviewed</b>	
<ul style="list-style-type: none"> <li>➤ Wyoming Department of Education</li> <li>➤ Natrona County School District #1 Staff</li> <li>➤ Roosevelt High School</li> <li>➤ Laramie County School District #1 Staff</li> <li>➤ Triumph High School</li> <li>➤ Pioneer Park Elementary School</li> </ul>	
<b>U.S. Department of Education Staff</b>	
<b>Team Lead</b>	Carlas McCauley
<b>Staff Onsite</b>	Janine Rudder, Christopher Tate

## **OVERVIEW OF MONITORING REPORT**

The following report is based on the U.S. Department of Education's (ED) desk monitoring with Wyoming on May 14<sup>th</sup> and June 25<sup>th</sup>, 2012, and review of documentation provided by the State Education Agency (SEA), local educational agencies (LEAs), and schools. The report consists of two sections: *Technical Assistance Recommendations* and *Monitoring Findings*. The *Technical Assistance Recommendations* section identifies strategies and resources for addressing technical assistance needs. The *Monitoring Findings* section identifies areas where the SEA is not in compliance with the final requirements of the SIG program and indicates required actions that the SEA must take to resolve the findings.

The Department will later issue a *Summary and Observations* addendum that describes the implementation of the SIG program by the SEA, LEAs, and schools visited; initial indicators of success; and any outstanding challenges being faced in implementation. That addendum will focus on how the SEA, LEAs, and schools visited are implementing the SIG program with respect to the following five areas: school climate, teachers and leaders, instructional strategies and time, use of data, and technical assistance.

## TECHNICAL ASSISTANCE RECOMMENDATIONS

**Issue:** The SEA's technical assistance is limited and provided only upon request, despite partnering with an external consultant and hiring coaches for school support. In addition, the SEA has not yet developed a structured approach to helping LEAs promote sustainability of SIG reforms.

- Develop and implement a technical assistance strategy to assist schools in addressing implementation challenges and promoting sustainability of the SIG reforms (Responsibility: WDE).

**Issue:** The LEAs have not adopted substantive strategies to recruit, place, and retain staff with the necessary skills to meet the needs of students in transformation schools. As a part of the teacher evaluation system, the LEAs reward educators only with instructional tools for their classrooms and other school personalized items, such as mugs and apparel.

- Develop strategies that create incentives for teacher recruitment and retention and strengthen the performance of individual teachers. The strategies could include financial incentives, opportunities for promotion and career growth, or more flexible work conditions. Similar strategies could also be used to reward educators that have increased student achievement and high school graduation rates (Responsibility: LEAs).

**Issue:** The SEA acknowledged that it could improve SIG implementation by enhancing its monitoring approach and frequency. The SEA's monitoring is based on needs, so some schools were monitored only once during the school year.

- Develop a comprehensive system of oversight that involves multiple onsite LEA and school visits during the school year and proactively uses monitoring data to inform technical assistance to LEAs (Responsibility: LEAs).

**MONITORING FINDINGS**

**Summary of Monitoring Indicators**

Critical Element	Requirement	Status	Page
<p><b>1. Application Process</b></p>	<p>The SEA ensures that its application process was carried out consistent with the final requirements of the SIG program. [Sections I and II of the final requirements for the School Improvement Grants authorized under section 1003(g) of Title I of the Elementary and Secondary Education Act of 1965, as amended (75 FR 66363 (October 28, 2010))]</p>	<p>N/A</p>	<p>N/A</p>
<p><b>2. Implementation</b></p>	<p>The SEA ensures that the SIG intervention models are being implemented consistent with the final requirements of the SIG program. [Sections I and II of the final requirements for the School Improvement Grants authorized under section 1003(g) of Title I of Elementary and Secondary Education Act of 1965, as amended (75 FR 66363 (October 28, 2010))]</p>	<p>Finding</p>	<p>7</p>
<p><b>3. Fiscal</b></p>	<p>The SEA ensures LEAs and schools are using funds consistent with the final requirements of the SIG program. [Section II of the final requirements for the School Improvement Grants authorized under section 1003(g) of Title I of Elementary and Secondary Education Act of 1965, as amended (75 FR 66363 (October 28, 2010)) ; §1114 of the ESEA; and Office of Management and Budget (OMB) Circular A-87]</p>	<p>Finding</p>	<p>11</p>
<p><b>4. Technical Assistance</b></p>	<p>The SEA ensures that technical assistance is provided to its LEAs consistent with the final requirements of the SIG program. [Section II of the final requirements for the School Improvement Grants authorized under section 1003(g) of Title I of Elementary and Secondary Education Act of 1965, as amended (75 FR 66363 (October 28, 2010))]</p>	<p>N/A</p>	<p>N/A</p>
<p><b>5. Monitoring</b></p>	<p>The SEA ensures that monitoring of LEAs and schools is being conducted consistent with the final requirements of the SIG program. [Section II of the final requirements for the School Improvement Grants authorized under section 1003(g) of Title I of Elementary and</p>	<p>N/A</p>	<p>N/A</p>

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	Secondary Education Act of 1965, as amended (75 FR 66363 (October 28, 2010))]		
<b>6. Data Collection</b>	The SEA ensures that data are being collected consistent with the final requirements of the SIG program. [Sections II and III of the final requirements for the School Improvement Grants authorized under section 1003(g) of Title I of Elementary and Secondary Education Act of 1965, as amended (75 FR 66363 (October 28, 2010))]	N/A	N/A

**Monitoring Area: School Improvement Grant**

**Critical Element 2: The SEA ensures that the SIG intervention models are being implemented consistent with the final requirements of the SIG program. [Sections I and II of the final requirements for the School Improvement Grants authorized under section 1003(g) of Title I of Elementary and Secondary Education Act of 1965, as amended (75 FR 66363 (October 28, 2010))]**

Finding: The SEA has not ensured that all LEAs implementing the transformation model are implementing increased learning time consistent with the definition provided in the final SIG requirements. While schools reported extending the school day, it was not required of all students. Furthermore, it was not clear that there were adequate resources to accommodate all students during the extended time.

Citation: Section I.A.2.(d)(3)(i)(A) of the SIG final requirements requires an LEA implementing the Transformation model to establish schedules and strategies that provide increased learning time. Section I.A.3 of the final requirements defines *increased learning time* as “using a longer school day, week, or year schedule to significantly increase the total number of school hours to include additional time for (a) instruction in core academic subjects including English, reading or language arts, mathematics, science, foreign languages, civics and government, economics, arts, history, and geography; (b) instruction in other subjects and enrichment activities that contribute to a well-rounded education, including, for example, physical education, service learning, and experiential and work-based learning opportunities that are provided by partnering, as appropriate, with other organizations; and (c) teachers to collaborate, plan, and engage in professional development within and across grades and subjects.”

Further action required: The SEA must submit evidence to ED that it has reviewed each LEA that has a school implementing the transformation model to determine if increased learning time is being provided consistent with the SIG final requirements. For each school implementing the transformation model that is not implementing increased learning time consistent with the SIG final requirements, the SEA must submit to ED a timeline for implementation of increased learning time in each school and evidence that each school has been notified that it must implement increased learning time consistent with the SIG final requirements by the start of the next school semester.

**Critical Element 3: The SEA ensures LEAs and schools are using funds consistent with the final requirements of the SIG program. [Section II of the final requirements for the School Improvement Grants authorized under section 1003(g) of Title I of Elementary and Secondary Education Act of 1965, as amended (75 FR 66363 (October 28, 2010)); §1114 of the ESEA; and Office of Management and Budget (OMB) Circular A-87]**

Finding: The WDE has not implemented a comprehensive monitoring approach of the SIG program. The WDE currently monitors using a needs-based approach in that monitoring is prompted by the school’s request.

Citation: Section 80.40 of the Education Department General Administrative Regulations (EDGAR) states that grantees must monitor grant and subgrant activities to ensure compliance with applicable Federal requirements. Section 9304(a) of the ESEA requires that the SEA must ensure that (1) programs authorized under the ESEA are administered in accordance with all applicable statutes, regulations program plans, and applications; and (2) the States will use fiscal control and funds accounting procedures that will ensure the proper disbursement of and accounting for Federal funds.

In addition, section 80.20 of EDGAR standards for financial management systems stipulates that a state must expand and account for grant funds in accordance with state laws and procedures for expending and accounting for its own funds. Fiscal control and accounting procedures of the state, as well as its subgrantees and cost-type contractors, must be sufficient to: (1) permit preparation of reports required by this part and the statutes authorizing the grant, and (2) permit the tracing of funds to a level of expenditures adequate to establish that such funds have not been used in violation of the restrictions and prohibitions of applicable statutes.

Further action required: The SEA must devise and submit a comprehensive monitoring plan that includes a complete fiscal review of grantees. The plan must also include a timeline for when the monitoring plan will be implemented.