

Changes to Draft ESSA State Plan

7/3/17 through 8/2/17

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15, 14	A.4.iii.a.1.	<p>For the All Students group, all Wyoming schools will perform as well or better than a school that performed as well or better than 65% of all Wyoming schools in reading and math during the baseline year (2015-16) within 15 years.</p> <p>For each subgroup, all Wyoming schools will perform as well or better than a school that performed as well or better than 80% of all Wyoming schools in reading and math during the baseline year (2015-16) within 15 years.</p> <p>The draft long-term goals for the All Students group in achievement are:</p> <ul style="list-style-type: none"> • Grade 3-8 Math = 59% of students Proficient or Better • Grade 3-8 Reading = 65% of students Proficient or Better • High School Math = 46% of students Proficient or Better 	<p>For the All Students group, all Wyoming schools will perform as well or better than schools that performed at or above the 65th percentile in reading and math during the baseline year (2015-16) within 15 years.</p> <p>The long-term goals for the All Students group in achievement are:</p> <ul style="list-style-type: none"> • Grade 3-8 Math = 59% of students Proficient or Better • Grade 3-8 Reading = 65% of students Proficient or Better • High School Math = 46% of students Proficient or Better • High School Reading = 39% of students Proficient or Better <p>These goals are ambitious because every Wyoming school will have to perform as well or better than the schools that were performing among the top 35% in the baseline year. The baseline data for the grades 3-8 goals</p>	<p>Changed the order to make this section more logical.</p> <p>Added clarifying language about how goals are ambitious.</p>

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		<ul style="list-style-type: none"> • High School Reading = 39% of students Proficient or Better <p>The draft long-term goals for each Subgroup are included in Appendix A.</p> <p>These goals are ambitious because every Wyoming school will have to perform as well or better than the schools that were performing among the top 35% in the baseline year.</p> <p>For the Subgroups, all Wyoming schools that meet the minimum <i>n</i> for each subgroup will have to perform as well or better than the schools that were performing among the top 20% in the baseline year.</p> <p>While these goals are ambitious, they are also attainable because all Wyoming schools not currently meeting the long-term goals, including the lowest-performing schools, have 15 years to meet the goal. Appendix A will illustrate that the interim targets are reasonable when they are spread out</p>	<p>are based on students’ performance on Wyoming’s statewide assessment in 2015-16. The baseline data for the high school goals are based on 11th grade students’ performance on ACT assessment in 2015-16. A proficient score on the ACT is 21 for math and 23 for reading.</p> <p>For each subgroup, all Wyoming schools will perform as well or better than a school that performed at or above the 80th percentile in reading and math during the baseline year (2015-16) within 15 years. The long-term goals for each Subgroup are included in Appendix A.</p> <p>For the Subgroups, all Wyoming schools that meet the minimum <i>n</i> for each subgroup will have to perform as well or better than the schools that were performing among the top 20% in the baseline year. The baseline data for the grades 3-8 goals are based on students’ performance on Wyoming’s statewide assessment in 2015-16. The baseline</p>	

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		<p>over a 15-year period for All Students and Subgroups.</p>	<p>data for the high school goals are based on 11th grade students’ performance on ACT assessment in 2015-16. A proficient score on the ACT is 21 for math and 23 for reading.</p> <p>While the goals for All Students and Subgroups are ambitious, they are also attainable because all Wyoming schools not currently meeting the long-term goals, including the lowest-performing schools, have 15 years to meet the goal. Appendix A illustrates that the interim targets are reasonable when they are spread out over a 15-year period for All Students and Subgroups.</p>	
15, 15	A.4.iii.a.2.,	<p>The interim targets for All Students and Subgroups are included in Appendix A and are based on schools that performed in the 15th percentile during the baseline year (2015-16). For All Students and Subgroups, the actual interim targets will vary from school to school based on their percentile rank during the baseline year.</p> <p>For All Students and Subgroups, the</p>	<p><i>Replace with:</i></p> <p>An example of interim targets for All Students and Subgroups are included in Appendix A and are based on schools that performed in the 15th percentile during the baseline year (2015-16).</p> <p>For All Students and Subgroups, the interim targets will vary from school to school based on their percentile rank during the baseline year (2015-16). For</p>	<p>To clarify that the interim targets shown in Appendix A are applicable only schools whose performance placed them among the 15th percentile. As stated in the rest of the narrative, each school’s interim target for All Students and each Subgroup will vary based on their performance level in 2015-16.</p>

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		<p>interim targets will vary from school to school based on their percentile rank during the baseline year (2015-16). For example, the school at the 65th percentile for the All Students group in 2015-16 for grades 3-8 math had 59% of its students proficient or advanced. Because the goal for the All Students group for all Wyoming schools is to be at or above the school that was at the 65th percentile in the baseline year, a school that performed at the 15th percentile during the baseline year would need to make gains of 1.5% every year for 15 years to meet the long-term goal for All Students in grades 3-8 math.</p> <p>The measurements of interim progress for the All Students group for schools that were performing at the 15th percentile in the baseline year are included in Appendix A. To calculate the interim targets for all schools, the long-term goal (i.e. 59% proficient for grades 3-8 math) will be subtracted from the school's actual percent</p>	<p>example, the school at the 65th percentile for the All Students group in 2015-16 for grades 3-8 math had 59% of its students proficient or advanced. Because the goal for the All Students group for all Wyoming schools is to be at or above the school that was at the 65th percentile in the baseline year, a school that performed at the 15th percentile during the baseline year would need to make gains of 4.5% every three years in order to meet the long-term goal for All Students in grades 3-8 math within 15 years.</p> <p>The measurements of interim progress for the All Students group for schools that were performing at the 15th percentile in the baseline year are included in Appendix A.</p>	<p>Deleting duplicative sentence that is already included in first sentence of 2nd ¶.</p> <p>Based on recommendations of the Advisory Committee, interim targets will be reported once every 3 years, rather than every year.</p>

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		<p>proficient in the baseline year (i.e. 37% for grades 3-8 math for a school performing at the 15th percentile) and divided by 15 years. This is represented in Appendix A.</p> <p>The measurements of interim progress for each Subgroup is also based on schools that were performing at the 15th percentile in the baseline year for a specific subgroup. This is represented in Appendix A. . .</p>		
16, 16	A.4.iii.b.1.	<p>For the All Students group, all Wyoming schools will perform as well or better than a school that performed as well or better than 65% of all Wyoming schools during the baseline year (2015-16) within 15 years.</p> <p>For the Subgroups, all Wyoming schools will perform as well or better than a school that performed as well or better than 80% of all Wyoming schools during the baseline year (2015-16) within 15 years.</p> <p>The draft long-term goal for the All</p>	<p>For the All Students group, all Wyoming schools will perform as well or better than a school that was at or above the 65th percentile for a four-year, on-time graduation rate in the baseline year (2015-16) within 15 years.</p> <p>The long-term goal for the All Students group for graduation is:</p> <ul style="list-style-type: none"> • Four-Year, On-Time, Adjusted Cohort Graduation Rate = 88% <p>This goal is ambitious because every Wyoming school will have to perform</p>	<p>Changed the order and wording to make this section more logical, and add clarity to goal parameters.</p>

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		<p>Students group for graduation is:</p> <ul style="list-style-type: none"> • Four-Year, On-Time, Adjusted Cohort Graduation Rate = 88% <p>The draft long-term goals for each Subgroup are included in Appendix A.</p> <p>These goals are ambitious because every Wyoming school will have to perform as well or better than the schools that were performing among the top 35% in the baseline year.</p> <p>For the Subgroups, all Wyoming schools that meet the minimum n for each subgroup will have to perform as well or better than the schools that were performing among the top 20% in the baseline year.</p> <p>While these goals are ambitious, they are also attainable because all Wyoming schools not currently meeting the long-term goals, including the lowest-performing schools, have 15 years to meet the goal. Appendix A will illustrate that the interim targets are</p>	<p>as well or better than the schools that were among the top 35% in the baseline year.</p> <p>For each Subgroup, all Wyoming schools will perform as well or better than a school that was at or above the 80th percentile for a four-year, on-time graduation rate in the baseline year (2015-16) within 15 years. The long-term goals for each Subgroup are included in Appendix A.</p> <p>This goal is ambitious because every Subgroup that meets the minimum n in all Wyoming schools will have to perform as well or better than the schools that were performing among the top 20% in the baseline year (2015-16) within 15 years.</p> <p>While these goals are ambitious, they are also attainable because all Wyoming schools not currently meeting the long-term goals, including the lowest-performing schools, have 15 years to meet the goal. Appendix A</p>	

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		reasonable when they are spread out over a 15-year period for All Students and Subgroups.	illustrates that the interim targets are reasonable when they are spread out over a 15-year period for All Students and Subgroups.	
17, 16	A.4.iii.b.3	<p>The interim targets for All Students and Subgroups are included in Appendix A.</p> <p>The measurements of interim progress for the All Students group for schools that were in the 65th percentile for the Four-Year, On-Time, Adjusted Cohort graduation rate in 2015-16 are included in Appendix A. To calculate the interim targets for all schools, the long-term goal (i.e. 88% graduation rate) will be subtracted from the school’s actual graduation rate in the baseline year (i.e. 61% graduation rate for schools in the 15th percentile) and divided by 15 years. This is represented in Appendix A.</p> <p>The measurements of interim progress for each Subgroup are also based on schools that were performing at the 15th percentile in the baseline year for a</p>	<p><i>Replace with:</i></p> <p>An example of interim targets for the All Students and Subgroups are included in Appendix A and are based on schools that were performing at the 15th percentile in the baseline year (2015-16).</p>	Clarification about interim targets and goal parameters.

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		specific subgroup. This is represented in Appendix A.		
19, 19	A.4.iv.a.	<p><u>Growth</u>: In high school, student Growth in mathematics and reading is measured in grades 10 and 11. In order to compute Growth scores, students must have at least two consecutive years of mathematics scores for math growth and two consecutive years of reading scores for reading growth. Grade 10 Growth will be measured from the prior year’s performance on the state test in grade 9 to the current year’s test in grade 10. Grade 11 Growth will be measured from the grade 9 test two years prior to the grade 10 test one year prior to the current year grade 11 standardized college readiness exam. The Growth indicator will be disaggregated for each subgroup.</p>	<p><i>Insert after paragraph:</i> Growth is measured as Student Growth Percentiles (SGPs). An SGP indicates how an individual student’s growth compared with that of all Wyoming public school students from that particular year in the same grade who had similar math/reading scores in previous years. Students in the same grade with a similar test score history may be referred to as academic peers. SGPs range from 1 to 99 with lower scores indicating lower growth and higher scores indicating higher growth relative to the academic peers. An SGP of 50 would indicate the student scored as well as or better than 50 percent of their academic peers. This measure of Growth is independent of the prior achievement level performance of students. Students with low achievement may have low or high growth. Likewise, students with high achievement may have low or high growth. Regardless of how high or low</p>	To clarify how Growth is measured.

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			<p>a student’s test scores in past years were, they still may earn any of the SGPs from 1 to 99 depending upon how the changes in their scaled scores compare to that of their academic peers.</p> <p>A school’s Growth score is the median SGP at a school (i.e., the school’s MGP). To compute the MGP for the school all reading and math SGPs for full academic year students at the school are combined and the SGP that 50% of SGPs fall below and 50% of SGPs fall above is the MGP.</p>	
20, 19	A.4.iv.b.	<p>Growth: For elementary and middle schools, Growth is measured in schools serving grades 4-8. In order to compute Growth scores, students must have at least two consecutive years of state test scores. Since the Wyoming state test is first administered in grade three, Growth is first measured in grade four. Growth is computed separately for math and reading on the Wyoming state test for students in grades 4-8. The Growth indicator will be disaggregated for each subgroup.</p>	<p><i>Insert after paragraph:</i> Growth is measured as SGPs. An SGP indicates how an individual student’s growth compared with that of all Wyoming public school students from that particular year in the same grade who had similar math/reading scores in previous years. Students in the same grade with a similar test score history may be referred to as academic peers. SGPs range from 1 to 99 with lower scores indicating lower growth and higher scores indicating higher growth</p>	To clarify how Growth is measured.

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			<p>relative to the academic peers. An SGP of 50 would indicate the student scored as well as or better than 50 percent of their academic peers. This measure of Growth is independent of the prior achievement level performance of students. Students with low achievement may have low or high growth. Likewise, students with high achievement may have low or high growth. Regardless of how high or low a student’s test scores in past years were, they still may earn any of the SGPs from 1 to 99 depending upon how the changes in their scaled scores compare to that of their academic peers.</p> <p>A school’s Growth score is the MGP at a school. To compute the MGP for the school all reading and math SGPs for full academic year students at the school are combined and the SGP that 50% of SGPs fall below and 50% of SGPs fall above is the MGP.</p>	
20, 20	A.4.iv.c.	Schools have two pathways for earning a graduation target level.	<i>Delete:</i> Schools have two pathways for earning a graduation target level.	To avoid confusion about role of extended graduation rate in our ESSA plan (that is, we are

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		<p>The first pathway is their four-year, on-time graduation rate. The four-year, on-time, adjusted cohort graduation rate is a measure of graduation rate for a cohort of students attending a school who entered grade 9 four years earlier. The student is included in the cohort for the last school that had an enrollment record for that student. The long-term goal for the All Students group for the four-year adjusted cohort rate is 88% for every school within 15 years. The long-term goals for each Subgroup are included in Appendix A.</p> <p>The second pathway for earning a graduation target level is an extended graduation rate. Students included in the extended graduation cohort include all students in the four-year, on time cohort plus any other student at the school that graduated during that same school year. Typically these will be five-year, six-year, or seven-year graduates. The one exception is early graduates whose four-year, on-time, adjusted cohort will graduate in the following year. The graduation of these early graduates will be credited to the school during the year that their four-year, on-time, adjusted cohort graduates. In all cases the extended graduation rate will</p>	<p>The first pathway is their four-year, on-time graduation rate.</p> <p>The second pathway for earning a graduation target level is an extended graduation rate. Students included in the extended graduation cohort include all students in the four-year, on time cohort plus any other student at the school that graduated during that same school year. Typically these will be five-year, six-year, or seven-year graduates. The one exception is early graduates whose four-year, on-time, adjusted cohort will graduate in the following year. The graduation of these early graduates will be credited to the school during the year that their four-year, on-time, adjusted cohort graduates. In all cases the extended graduation rate will equal or exceed the four-year, on-time, adjusted cohort graduation rate. The extended-year adjusted cohort graduation rate is used only for Wyoming’s state accountability model; therefore, no</p>	<p>not setting goals for extended graduation rate).</p>

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		equal or exceed the four-year, on-time, adjusted cohort graduation rate. The extended-year adjusted cohort graduation rate is used only for Wyoming’s state accountability model; therefore, no long-term goals are included.	long-term goals are included.	
21, 20	A.4.iv.d.		<i>Add 2nd paragraph:</i> Based on the performance data from the baseline year, a school in the 65th percentile is expected to have 44% of its EL students making acceptable progress toward English Language Proficiency. The measurement of acceptable progress is based on the WIDA ACCESS for ELs. This goal is applicable to all EL students in grades 3-8 and high school.	To clarify the meaning of progress in achieving EL proficiency.
21, 21	A.4.iv.e.	Equity is a measure of academic growth for any student who scores below the 25th percentile in reading or math or both based on scale score cut points identified during the baseline year. Students whose scores would place them below the identified cut points are assigned to a consolidated subgroup*. A school's Equity score is based on the	<i>Replace with:</i> Equity is a school measure of academic growth for any student who scores in the bottom quartile in reading or math or both based on scale score cut points identified during the baseline year. Students whose scores would place them below the identified statewide cut points are assigned to a consolidated	To clarify that equity is a school measure and that the consolidated subgroup can be disaggregated.

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		median growth of the consolidated subgroup.	<p>subgroup*. A school's Equity score is based on the median growth of the consolidated subgroup.</p> <p><i>*Students are in the consolidated subgroup for only the subject area tests where they did not meet the score criterion. This group can be disaggregated in order to identify which subgroups are included in the consolidated subgroup for each subject area.</i></p>	
21, 21	A.4.iv.e.	<p>Option 1: Completion of a college preparatory curriculum and one or more of the following: a college-ready score on a standardized college entrance exam or eligibility to earn college credits through Advanced Placement, International Baccalaureate, or dual/concurrent courses.</p> <p>Option 3: Completion of a college preparatory curriculum or a CTE pathway and a military-readiness score on the ASVAB.</p>	<p><i>Add after Option 3:</i></p> <p><i>*The college preparatory curriculum includes four years of math, four years of science, four years of English, three years of social studies, PLUS two years of foreign language or two years of fine/performing arts or two years of career/technical education.</i></p>	To define “college preparatory curriculum”.

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22, 22	A.4.v.a.	Schools are assigned to one of four overall performance categories each year based on the indicators. Each indicator has three target levels and there is substantial variation on how well schools perform on each indicator. Schools receive a score on each indicator which contributes to meaningful differentiation on the overall performance levels. Charter schools are included in this process because they are considered public schools in Wyoming.	<i>Replace with:</i> Schools are assigned to a performance category each year based on the indicators. Each indicator has three target levels: below target, meets target, exceeds target. There is substantial variation on how well schools perform on each indicator. Schools receive a score on each indicator which contributes to meaningful differentiation on the overall performance levels. Charter schools are included in this process because they are considered public schools in Wyoming.	To clarify the three target levels and how they contribute to meaningful differentiation.
23, 23	A.4.v.c.	Small school reviews are conducted to protect student-level information. For schools with grades three through eight, a school will be considered a small school when the school does not have at least ten students on at least two of the accountability model indicators. In order for a school to be assigned a school performance level the school must meet the minimum n-size of ten students on at least two indicators.	<i>Replace with:</i> When a school does not have at least ten students on at least two of the accountability model indicators, a small school review is conducted to protect student-level information. In order for a school to be assigned a school performance level the school must meet the minimum n-size of ten students on at least two indicators. Schools with scores on just one indicator or no indicators will undergo a small school	Simplifying narrative about the small schools review process.

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		<p>Schools with scores on just one indicator or no indicators will undergo a small school review.</p> <p>High schools must have a target level on both academic performance and overall readiness in order to receive a school performance level. Schools that do not have target levels assigned on both academic performance and overall readiness will undergo a small school review.</p>	review.	
24, 23	A.4.vi.a.	Identification will be based on a school’s combined score on the indicators.	<i>Add after paragraph: *A weighted index is used to produce a school’s combined score.</i>	To clarify what is meant by “combined score”.
24, 24	A.4.vi.b.	Beginning in 2018-19 and every third year thereafter, all Wyoming high schools graduating less than two-thirds (67%) of their students based on a four-year adjusted cohort will be identified for comprehensive support and improvement. The WDE collects graduation data annually.	<i>Delete:</i> and every third year thereafter	To clarify that graduation rate will be tracked every year.
26, 25	A.4.vi.e.	Beginning in 2019-20 and every year thereafter, all Wyoming schools will be	<i>Replace with:</i> Beginning in 2019-20 and every third	To clarify identification will be based on 3-year rolling

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		ranked from highest to lowest for each subgroup. This ranking will be based on each school's combined score on the indicators for each subgroup. Schools that have subgroups performing among the bottom 10% in the state, based on a three-year rolling average, will be identified for targeted support and improvement.	year thereafter, all Wyoming schools will be ranked from highest to lowest for each subgroup. This ranking will be based on each school's combined score on the indicators for each subgroup. Schools that have subgroups performing among the bottom 10% in the state will be identified for targeted support and improvement.	average.
26, 26	A.4.viii.a.	Title I schools whose combined score on all of the indicators places them above the bottom 10% of all Wyoming Title I schools for two consecutive years will be exited from comprehensive support and improvement.	<i>Replace with:</i> Title I schools whose combined score on the indicators for All Students places them above the bottom 10% of all Wyoming Title I schools for two consecutive years will be exited from comprehensive support and improvement.	To clarify CSI is for All Students group.
26, 27	A.4.viii.b	Title I schools whose combined score on all of the indicators place them above the bottom 10% of all Wyoming Title I schools for the particular subgroup(s) for two consecutive years will be exited from additional targeted support and improvement.	<i>Replace with:</i> Title I schools whose combined score on the indicators for each Subgroup place them above the bottom 10% of all Wyoming Title I schools for the particular subgroup(s) for two consecutive years will be exited from additional targeted support and improvement.	To clarify Additional CSI is for each Subgroup.

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27, 26	A.4.viii.c.	Schools that fail to meet the exit criteria will be required to use only those interventions that meet the requirements of either the strong evidence or the moderate evidence as outlined in Section 8101(21)(A), and conduct an annual review of the effectiveness of the interventions led by the WDE for the areas that are preventing the school from exiting the comprehensive support and improvement category.	<i>Replace with:</i> In addition to locally-selected interventions, schools that fail to meet the exit criteria will be required to use interventions that meet the requirements of either the strong evidence or the moderate evidence as outlined in Section 8101(21)(A), and conduct an annual review of the effectiveness of the interventions led by the WDE for the areas that are preventing the school from exiting the comprehensive support and improvement category.	To clarify districts can still use locally-selected interventions in addition to “state-mandated” interventions.
27, 26	A.4.viii.d.	Resource allocation reviews will be conducted in two ways. First, using the data that school districts submit for the state report card, those school districts with a significant number of schools that are identified as either Comprehensive Support and Improvement or Targeted Support and Improvement, will have the financial data reviewed to ensure that those schools are not receiving a level of funding that is below those schools that are not identified.	<i>Replace “significant number” with:</i> majority	To better clarify what is meant by “significant number of schools”.

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27, 27	A.4.viii.d.	Secondly, for schools that are identified as needing additional technical assistance, when WDE staff are in the field providing technical assistance, reviews of building level resource allocation will be conducted in conjunction with student achievement data to identify if there are specific student subgroups that are being underserved with school level resources.	<p>Secondly, for schools in need of additional technical assistance*, WDE staff will review building level resource allocation. This review will be conducted in conjunction with student achievement data to identify if there are specific student subgroups that are being underserved with school level resources.</p> <p><i>*The need for technical assistance would be conducted on a district-by-district basis and dependent upon demographics and other district-specific factors.</i></p>	To clarify how resource review process will look.
27, 27	A.4.viii.e.	School Districts with a significant number or percentage of schools identified for comprehensive or targeted support will be required to implement MTSS throughout the school district, the fidelity of the implementation will be based on the Wyoming MTSS checklist. Additionally, these school districts will be required to participate in leadership training and other district supports,	<i>Replace “significant number or percentage” with: majority</i>	To clarify what is meant by “significant number of schools”

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		such as performance data reviews, to improve capacity to improve individual schools.		
39, 39	D.1		<p><i>Add:</i></p> <p>g) Wyoming may use up to two percent of the State’s total Title II, Part A State Allocation to establish academies to prepare teachers, principals and other school leaders to serve in the state’s high-need schools. This will allow the state to create and support outcomes-based training programs for educators which are based on innovative best practices and rigorous case studies and are directly responsive to needs the state has identified among its LEAs.</p>	Addition of detail of Title II, Part A allocation for high-need schools
41, 41	D.3	<ul style="list-style-type: none"> To renew a license in Wyoming will require verification of at least five (5) or more PTSB workshop credits for standard 5 year license holders, or verification of at least ten (10) or more PTSB workshop credits for professional 10 year license holders. 	<p><i>Replace with:</i></p> <ul style="list-style-type: none"> To renew a teaching or administrative license in Wyoming will require verification of at least five or more PTSB workshop credits for standard five year license holders, or verification of at least ten or more PTSB workshop credits for professional ten year license 	Clarification on license renewal for both teachers and administrators.

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			holders. Educators may also use college credit hours accrued during their current renewal period as professional development credits.	
42, 42	D.4		<p><i>Replace entire section:</i> The WDE utilizes a variety of avenues to assist in improving the skills of teachers, principals, or other school leaders to identify subpopulations in order to provide appropriate instruction. The subpopulations, resources, and assistance from the WDE are as follows:</p> <p>a) Children with disabilities: The WDE provides eligibility criteria for identifying children with disabilities in school systems through our state Chapter 7 Rules and Regulations. The WDE also provides technical assistance and professional development opportunities through a multi-tier system of support, at annual conferences, and via local and regional technical assistance offerings based on data collected from schools and districts showing specific areas of need. The Wyoming</p>	Clarification based on feedback received by other states.

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			<p>Instructional Network, www.wyominginstructionalnetwork.com, is available to provide information about special education resources, evidence-based instructional practices, professional development opportunities, and other events to educators, families, and other agencies.</p> <p>b) English Learners: In Wyoming, school districts are required to implement processes and procedures for identifying students who are English learners, provide appropriate instruction, and monitor for progress through English Learner specific courses and assessments. There is an Active English Learner (EL) Identifying, Serving, and Reporting Guidebook (https://edu.wyoming.gov/downloads/federally-funded-programs/2017/2016-17-ell-guidebook.pdf) that is updated annually to provide guidance to school districts. The Title III website, <a 186="" 733="" 810"="" 938="" href="https://edu.wyoming.gov/in-</p> </td> <td data-bbox="></p>	

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			<p>the-classroom/federal-programs/title-iii/ contains English Language Development standards, and resources for parents of English learners. In addition to the guidebook, technical assistance is provided at various times throughout a year and includes the annual Summer Technical Assistance Retreat, on-site technical assistance when requested, and guidance through email, phone calls and memorandums. Professional development is offered throughout the year via workshops on a variety of topics including, but not exclusive to: interpreting score reports for instruction, collaboration, assessment training, formative language assessments, engaging English learners in science, and more.</p> <p>c) Gifted and Talented: Wyoming school districts are responsible for identifying gifted and talented students. The WDE is available to provide guidance and assistance to</p>	

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			<p>school districts needing to enhance methods for identifying this population of students. The school districts use a variety of methods for identifying these students, and submit an annual report to the WDE that includes the tools and tests used to identify the population, the number of students served, how their success is tracked, and staffing levels for the gifted and talented population. The WDE fields technical assistance calls, answers emails, and is available for technical assistance and support on an as-needed basis. The WDE will draft a resource to place on our website that will contain methods for identifying gifted and talented, and will connect to resources and opportunities to develop skills to provide instruction to this population.</p> <p>d) Students with low literacy levels: Wyoming evaluates all 3rd grade students' assessment results with regard to literacy, and also requires that all K-3 students take a grade</p>	

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			<p>appropriate assessment to determine literacy scores. Per Wyoming State Statutes, school districts are required to evaluate reading scores and progress in grades K-3. Students identified with low reading scores are placed on individual reading plans. Where appropriate, evidence-based programs are utilized. The WDE shares resources with educators that include, but are not exclusive to: Navigating Text Complexity, Fisher and Frey website resources and articles, Achieve the Core’s “In Common” providing hundreds of samples of student work to show writing progression, and Teach the Books You Love website.</p>	
42, 43	D.5	<p>The state-coordinated professional development activities will be chosen through a statewide needs assessment survey distributed to all Wyoming school districts and relative stakeholders.</p>	<p><i>Add:</i> The Wyoming school districts will include participation by teachers, principals, school leaders, paraprofessionals, associations/organizations representing education groups, specialized instructional support personnel, and charter school leaders. Relative</p>	<p>Clarification of ongoing stakeholder consultation based on feedback received by other states.</p>

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			<p>stakeholders that will receive the survey include parents of students, community partners, institutions of higher education, and other organizations or partners with relevant and demonstrated expertise in programs and activities designed to meet the purpose of Title II.</p>	
45, 46	E.1		<p><i>Insert new paragraph at end of section:</i> In regard to LEA consultation, LEAs from across the state have been a core part of the WDE’s stakeholder engagement work both prior to and throughout the process of drafting this state plan. This work included a “listening tour” throughout the state, both virtual and in-person town-hall meetings, as well as other public hearings and round-table meetings that took place in various regions of the state. Feedback that specifically addressed the needs of ELs, including the issue of EL entrance and exit procedures, was collected as part of this process. Furthermore, LEAs from across the state were also well represented on an external work group</p>	<p>Explain how LEA consultation took place during development of plan.</p>

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			<p>that reviewed all sections of multiple drafts of this plan. During this process, the peer-review protocol was utilized and the entrance and exit procedures for ELs were specifically addressed and discussed.</p> <p>Apart from the stakeholder engagement work specific to the state plan, LEA-level stakeholders that work closely with ELs and those who supervise such educators were invited to attend a virtual meeting that discussed recent changes to entrance and exit procedures. This meeting was well attended and LEAs from across the state were well represented in this meeting.</p>	
49, 49	F.1	<p>Examples include:</p> <p>a) Curriculum, Instruction, and Assessment – to engage students in 21st Century, personalized, technology-enabled, deeper learning, it is critical for schools and districts to ensure curriculum, instruction, and assessment are tightly aligned.</p> <p>b) Use of Space and Time – Student-</p>	<i>Delete examples.</i>	Unnecessary to list specific examples as they are explained in the paragraphs above.

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		<p>centric learning requires changes in the way instructional time is used and the learning space is designed.</p> <p>c) Robust Infrastructure – When employed as part of a comprehensive education strategy, the effective use of school library systems or technology to provide tools, resources, data, and supportive systems that increase teaching opportunities and promote efficiency.</p> <p>d) Data and Privacy – Data privacy and security are foundational elements of digital learning.</p> <p>e) Community Partnerships – Community partnerships include the formal and informal local and global community connections, collaborative projects, and relationships that advance the school’s learning goals.</p> <p>f) Personalized Professional Learning – In districts and schools that prepare students for the digital age, technology and digital learning expand access to high-quality, ongoing, job-embedded opportunities for professional learning for teachers, administrators, and other</p>		

Page # in 7/3, final draft	Section	Change From	Change To	Rationale
		<p>education professionals. g) Budget and Resources – The transition to digital learning will require strategic short-term and long-term budgeting and leveraging of resources.</p>		
50, 50	F.2	<p>The Title IV, Part A Director works closely with the Title I, Part A Director at the WDE when determining allocations for the school districts. First-year allotments are based on the Title 1, Part A amount the WDE received for the preceding fiscal year. Once funding is determined, the Title IV, Part A program director will verify all subgrants are ratably reduced to ensure proportional allocation to the districts. Of the grant funds distributed to applying districts, the WDE will ensure that the application shows that at least 20% of the funds are designated for activities to support well-rounded educational opportunities (Sec. 4107), at least 20% of the funds are designated for activities to support safe and healthy students, and that a portion of the grant will be used to improve the use of technology to improve academic</p>	<p><i>Replace with:</i> Having considered both the competitive and formula allocation process, the WDE has chosen to award the Title IV, Part A grant using the statutory formula method. To do this the Title IV, Part A Director works closely with the Title I, Part A Director at the WDE when determining allocations for the school districts. If, after the initial formula allocation, a district’s subgrant award is less than the required minimum allocation of \$10,000 the Title IV, Part A Director will adjust upward to guarantee that each eligible district receives the required minimum allocation. After the upward adjustments are made the Title IV, Part A Director will adjust downward, on a proportionate basis, the initial formula allocation for all other districts. Of the grant funds distributed to eligible</p>	<p>Clarifies the allocation process, outlines how the required minimum and ratable reduction will work together, explains how the plan would change based on the new competitive award option.</p>

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		achievement, academic growth, and digital literacy of all students (Sec. 4109(a)). Any districts awarded less than \$30,000 will only have to meet one of those three funding mandates in addition to the other required assurances.	districts receiving more than \$30,000 in Title IV, Part A funds, the WDE will ensure that the application shows that at least 20% of the funds are designated for activities to support well-rounded educational opportunities (Sec. 4107), at least 20% of the funds are designated for activities to support safe and healthy students, and that a portion of the grant will be used to improve the use of technology to improve academic achievement, academic growth, and digital literacy of all students (Sec. 4109(a)). Any districts awarded less than \$30,000 will only have to meet one of those three funding mandates in addition to the other required assurances.	
56, 56	H.1	Due to the historic absence of this program in Wyoming, the WDE holds grantee school districts to the objectives and outcomes that they designate at the local level based on the RLIS funds available for use.	Due to the historic absence of the Rural and Low-income School (RLIS) program in Wyoming, the low number of school districts eligible, and the small grant allocation amounts distributed, the WDE holds grantee school districts to the objectives and outcomes that align with their respective needs assessments and grant	Clarification based on feedback received by other states.

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			applications for their Title I-A, Title II-A, Title III, and/or Title IV-A programs.						
64, 64	Appendix A		<p><i>Insert at beginning of section:</i> Goal summary: For the All Students group, 100% of all Wyoming public schools will perform as well or better than schools that performed among the top 35% during the baseline year (2015-16). All schools must meet this goal within 15 years. The summative assessment in grades 3-8 assesses achievement in the content areas, and the summative assessment in high school assesses college readiness and achievement. Starting in the 2017-18 school year, the summative assessment in grades 3-10 will assess achievement in the content areas and students in grade 11 will continue to take a standardized college readiness exam, which will only be used to assess college readiness.</p>	To set context for long-term goals listed in Appendix A.					
64, 64	Appendix A.A. Column D	<table border="1" style="width: 100%; text-align: center;"> <tr><td>D</td></tr> <tr><td>Annual Interim Target***</td></tr> <tr><td>1.5%</td></tr> </table>	D	Annual Interim Target***	1.5%	<p><i>Replace with:</i></p> <table border="1" style="width: 100%; text-align: center;"> <tr><td>D</td></tr> <tr><td>Improvement Target***</td></tr> </table>	D	Improvement Target***	Based on recommendations of the Advisory Committee, interim targets will be reported
D									
Annual Interim Target***									
1.5%									
D									
Improvement Target***									

Page # in 7/3, final draft	Section	Change From	Change To	Rationale							
		<table border="1"> <tr><td>1.2%</td></tr> <tr><td>2.1%</td></tr> <tr><td>1.4%</td></tr> </table>	1.2%	2.1%	1.4%	<table border="1"> <tr><td>4.5%</td></tr> <tr><td>3.6%</td></tr> <tr><td>6.3%</td></tr> <tr><td>4.2%</td></tr> </table>	4.5%	3.6%	6.3%	4.2%	once every 3 years, rather than every year.
1.2%											
2.1%											
1.4%											
4.5%											
3.6%											
6.3%											
4.2%											
64, 64	Appendix A.A. Under table	<p>*Percent Proficient. Based on schools that were in the 65th percentile in 2015-16 for each of the assessed areas listed. Goals may be revisited after the new assessment has been fully implemented. The new assessment will be administered for the first time in 2017-18.</p> <p>**Percent Proficient. Based on schools that were in the 15th percentile in 2015-16 for each of the assessed areas listed.</p> <p>***The annual gains a school that was ranked at the 15th percentile in the baseline year would have to make to meet the long-term goal within 15 years: Column C divided by 15.</p>	<p><i>Replace with:</i></p> <p>*Percent Proficient. Based on schools that were in the 65th percentile in 2015-16 for each of the assessed areas listed. Long-term goals will be revisited after the new assessment has been fully implemented. The new assessment will be administered for the first time in 2017-18.</p> <p>**Percent Proficient. Based on schools that were in the 15th percentile in 2015-16 for each of the assessed areas listed.</p> <p>***The gains a school that was ranked at the 15th percentile in the baseline year would have to make every three years to meet the long-term goal within 15 years.</p> <p>****The high school math and reading goals are based on grade 11 students' performance on a standardized college readiness exam. Starting in 2017-18,</p>	Based on recommendations of the Advisory Committee, interim targets will be reported once every 3 years, rather than every year. Clarification on high school reading and math goals.							

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			the achievement goals will be based on grade 10 students' performance on standards-based summative assessment.	
64, 64	Appendix A.A.		<i>Insert before Table 2:</i> Subgroup goal summary: For each subgroup, 100% of all Wyoming public schools will perform as well or better than schools that performed among the top 20% during the baseline year (2015-16). All schools must meet this goal within 15 years. A subgroup whose gap is equal to or less than 5% from the All Students group will not have a goal provided the gap does not exceed 5%.	To set context for goals listed in Appendix A.
65, 65	Appendix A.A.	<i>Last column header:</i> SUBGROUP ANNUAL IMPROVEMENT TARGET FOR 15 TH PERCENTILE SCHOOL	<i>Delete:</i> "ANNUAL" <i>Values changed to reflect a three-year interim target</i>	Based on recommendations of the Advisory Committee, interim targets will be reported once every three years, rather than every year.
67, 67	Appendix A.B.	Data in columns A through D	Column A: 88% Column B: 55% Column C: 33%	Corrections to graduation data.

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			Column D: 2.2%	
67, 67	Appendix A.B. Column D	Annual Interim Target***	<i>Delete:</i> “Annual”	Based on recommendations of the Advisory Committee, interim targets will be reported once every 3 years, rather than every year.
67, 67	Appendix A.B Under table	***The annual gains a school that was ranked at the 15th percentile in the baseline year would have to make to meet the long-term goal within 15 years: Column C divided by 15.	<i>Replace with:</i> ***The gains a school that was ranked at the 15th percentile in the baseline year would have to make every three years to meet the long-term goal within 15 years.	Based on recommendations of the Advisory Committee, interim targets will be reported once every 3 years, rather than every year.
68, 68	Appendix A.B.		<i>Insert above Table 4:</i> Subgroup goal summary: For each subgroup, 100% of all Wyoming public schools will perform as well or better than schools that performed among the top 20% during the baseline year (2015-16). All schools must meet this goal within 15 years. A subgroup whose gap is equal to or less than 5% from the All Students group will not have a goal provided the gap does not exceed 5%.	To set context for goals listed in Appendix A.

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68, 68	Appendix A.B. Last Column	SUBGROUP ANNUAL IMPROVEMENT TARGET FOR 15 TH PERCENTILE SCHOOL	<p><i>Delete:</i> “ANNUAL”</p> <p><i>Change values to reflect a three-year interim target</i></p>	Based on recommendations of the Advisory Committee, interim targets will be reported once every three years, rather than every year.
69, 69	Appendix A.C. School Interim Progress	ANNUAL IMPROVEMENT TARGET	<p><i>Delete:</i> “ANNUAL”</p> <p><i>Change value to reflect a three-year interim target</i></p>	Based on recommendations of the Advisory Committee, interim targets will be reported once every three years, rather than every year.
69, 69	Appendix A.C. School Interim Progress	<p>Note. The long-term goal will be the predicted value for the 65th percentile rank for status (i.e., percent proficient for math and reading and graduation rate) during the baseline year.</p> <p>*Based on schools at the 15th percentile rank for status for the baseline year.</p> <p>**The annual gains a school that was ranked at the 15th percentile in the baseline year would have to make to meet the long-term goal within 15 years.</p>	<p><i>Replace with:</i></p> <p>Note. The long-term goal is the predicted value for the 65th percentile rank for status (i.e., percent proficient for math and reading and graduation rate) during the baseline year.</p> <p>*Based on schools at the 15th percentile rank for status for the baseline year (2015-16).</p> <p>**The gains a school that was ranked at the 15th percentile in the baseline year would have to make every three years to meet the long-term goal within 15 years.</p>	Based on recommendations of the Advisory Committee, interim targets will be reported once every three years, rather than every year.