

Changes to Draft ESSA State Plan

4/24/17 through 5/9/17

Page # in 4/24 draft	Section	Change From	Change To	Rationale
18	a(1)	“Additional goals for specific subgroups . . .”	The draft long-term goals for each Subgroup are included in Appendix A.	Long-term goals for all subgroups were not previously available.
18	a(1)	“These goals are ambitious . . .”	<p>These goals are ambitious, yet attainable. For the All Students group, all Wyoming schools 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> will have to perform as well or better than the schools that were performing among the top 20% in the baseline year.</p> <p>These goals are 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 over a 15-year period for All Students and Subgroups.</p>	Added clarifying language to illustrate meaning of 65 th and 80 th percentiles.
18	a(2), 1 st ¶	“The interim targets for the All Students group . . .”	The interim targets for All Students and Subgroups are included in Appendix A.	Interim targets for all subgroups were not previously available.
18	a(2), 2 nd ¶, 2 nd sentence	“For example, the school at the 65 th percentile . . .”	For example, the school at the 65 th percentile for the All Students group . . .	Added “All Students group” for clarification.
18	a(2), after 3 rd ¶	Add 4 th ¶	The measurements of interim progress for each Subgroup is also based on schools that were performing at the 15 th percentile in the baseline year for a specific subgroup. This is represented in Appendix A.	Added this paragraph to provide additional information about interim targets for subgroups.

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19	a(3)	After last sentence, add . . .	This is represented in Appendix A.	Directing reader where to find this information.
19	b(1)	Change goal from 89%	88%	Long-term goal for graduation rate was originally calculated using extended graduation rate. The goal must be based on the four-year, on-time graduation rate.
19	b(1)	“Additional goals for specific subgroups . . .”	The draft long-term goals for each Subgroup are included in Appendix A.	Long-term goals for all subgroups were not previously available.
19	b(1)	“These goals are ambitious . . .”	<p>These goals are ambitious, yet attainable. For the All Students group, all Wyoming schools 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> will have to perform as well or better than the schools that were performing among the top 20% in the baseline year.</p> <p>These goals are 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 over a 15-year period for All Students and Subgroups.</p>	Added clarifying language to illustrate meaning of 65 th and 80 th percentiles.
20	b(3), 1 st ¶	“The interim targets for the All Students group . . .”	The interim targets for All Students and Subgroups are included in Appendix A.	Interim targets for all subgroups were not previously available.
20	b(3), 2 nd ¶, 2 nd sentence	Change goal from 89%	88%	Long-term goal for graduation rate was originally calculated using extended graduation rate. The goal must be based on the four-year, on-time graduation rate.
20	b(3), after 2 nd ¶	Add 3 rd ¶	The measurements of interim progress for each Subgroup is also based on schools that were performing at the 15th percentile	Added this paragraph to provide additional information about interim targets for subgroups.

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			in the baseline year for a specific subgroup. This is represented in Appendix A.	
20	b(4)	After last sentence, add . . .	This is represented in Appendix A.	Directing reader where to find this information.
23	(e), 2 nd ¶ under “3-8”	“Equity is a measure of . . .”	Equity is a measure of academic growth for students who score 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 upon the growth of students identified as belonging to a consolidated subgroup at the school and is subject to a standard for academic progress that is linked to attainment of proficiency within a reasonable period of time.	Original description of consolidated subgroup was based on outdated definition.
23	(e), 1 st ¶ under “High School”	“High schools will be evaluated . . .”	A school's score will be based on the percentage of students who meet the state's definition of college ready or career ready.	Providing a more accurate description of how schools will be evaluated on post-secondary readiness indicator.
24	v(a)	“One of four overall School Performance Levels . . .”	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 are meaningfully differentiated 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.	Providing more detail about how performance levels on indicators lend themselves to meaningful differentiation among schools.
24	v(b), 1 st ¶	Eliminate: “The weight of each individual indicator . . . will be determined by the PJP.”	Eliminate: “The weight of each individual indicator . . . will be determined by the PJP.”	N/A

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24	v(b), 1 st ¶ under “3-8”	Change 1 st ¶ and eliminate the rest	Weighting principles will be applied for grades 3-8, such that each of the four indicators will hold 1/4 of the weight individually and, when measured against the other three, the indicator for School Quality or Student Success will hold 1/4 of the weight when measured against achievement, growth, and English language proficiency in the aggregate.	Elimination of decision tables will allow Wyoming to remain flexible in weighting for both state and federal accountability and avoid two different weighting principles under each accountability model. ESSA requires “5 th Indicator” hold substantially less weight when measured against the other indicators in the model.
25	v(b), 1 st ¶ under “High School”	Change 1 st ¶	The same weighting principles will be applied for high school, such that each of the five indicators will hold 1/5 of the weight individually and, when measured against the other four, the indicator for School Quality or Student Success will hold 1/5 of the weight when measured against achievement, graduation rate, growth, and English language proficiency in the aggregate.	Elimination of decision tables will allow Wyoming to remain flexible in weighting for both state and federal accountability and avoid two different weighting principles under each accountability model. ESSA requires “5 th Indicator” hold substantially less weight when measured against the other indicators in the model.
26-27	(vi), 2 nd ¶	“Under ESSA, identification of schools for support . . .”	Under ESSA, identification of schools for comprehensive support . . .	Clarifying that this applies to comprehensive support, rather than comprehensive and targeted.
26	(vi), 2 nd ¶, 2 nd sentence	“Identification for academic achievement . . .”	Identification for academic performance . . .	Changed “achievement” to “performance” so as not to confuse “achievement” (in this context) with proficiency on state test.
27	(vi), 3 rd ¶	Delete “receiving Title I, Part A funds” from 1 st sentence	Wyoming schools will be first identified for support . . .	ALL high schools graduating less than 2/3 of their students and ALL schools with consistently underperforming subgroups will be identified for support (either comprehensive or targeted, as applicable).
27	(a)	“Each year . . .”	Beginning in 2018-19 and every third year thereafter . . .	Updated for accuracy.
27	(b)	“All Wyoming high schools . . .”	Beginning in 2018-19 and every third year thereafter, all Wyoming high schools . . .	Updated for accuracy.
27	(c)	Change 1 st ¶ and delete 2 nd ¶	Beginning in 2018-19 and every third year thereafter, Wyoming schools will be ranked from highest to lowest based on each	Updated definition and identification of “additional targeted support” for chronically low-performing subgroups (i.e. subgroups

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			school's combined score for the achievement and growth indicators for each subgroup. When this combined score would place a subgroup(s) <i>below</i> the bottom 5% of all schools for the All Students group, the school will be identified for <i>additional</i> targeted support and improvement. Title I schools identified for additional targeted support and improvement that do not meet the exit criteria will be identified for comprehensive support and improvement.	that perform lower than the “all students” group in the bottom 5% of Title I schools).
27-28	(d)	Delete “receiving Title I, Part A funds” from 1 st sentence	Wyoming schools will be first identified for comprehensive support . . .	ALL high schools graduating less than 2/3 of their students and ALL schools with consistently underperforming subgroups will be identified for support (either comprehensive or targeted, as applicable).
28	(e)	Replace entire paragraph	<p>Beginning in 2019-20 and every year thereafter, all Wyoming schools will be ranked from highest to lowest 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.</p> <p>The state will notify districts of any school identified for targeted support and improvement. Schools identified for targeted support and improvement must develop a school-level improvement plan that addresses ways to improve student outcomes. This plan will be developed in consultation with school leaders, parents, teachers, and other stakeholders.</p>	<p>Identification for Targeted Support is required for all Wyoming schools that meet the state-determined definition for “consistently underperforming” subgroups. To avoid over-identification of schools for both targeted and additional targeted support, percentage of schools identified was changed from 25% to 10%, which represents about 1/3 of the schools as opposed to over 50%.</p> <p>Initial identification will take place in 2019-20, rather than 2018-19, and will be based on a three-year rolling average for each subgroup.</p> <p>Added information about actions required by schools identified for targeted support and improvement.</p>
28	(f)	Change 1 st ¶; Delete 2 nd ¶	Beginning in 2018-19 and every third year thereafter, Wyoming schools will be ranked	Method for identifying schools for additional targeted support is aligned with

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			from highest to lowest based on each school's combined score for the achievement and growth indicators for each subgroup. When this combined score would place a subgroup(s) <i>below</i> the bottom 5% of all schools for the All Students group, the school will be identified for <i>additional</i> targeted support and improvement.	method for identifying schools for comprehensive support (based on bottom 5% of schools).
29	viii(a)	Delete 1 st & 2 nd ¶¶; Add sentence to the end of 3 rd ¶¶	Schools remaining in comprehensive support and improvement for four consecutive years will be required to implement more rigorous interventions defined by the state.	Clarifying exit criteria and course of action when exit criteria is not met.
29	viii(b)	Change "25%" to "10%"; add sentence	Change "25%" to "10%" Schools remaining in additional targeted support and improvement for four consecutive years will be identified for comprehensive support and improvement.	To avoid over-identification of schools for both targeted and additional targeted support, percentage of schools identified was changed from 25% to 10%, which represents about 1/3 of the schools as opposed to over 50%. Clarifying exit criteria and course of action when exit criteria is not met.
29	viii(c), 2 nd ¶¶	Change "asked" to "required"	Change "asked" to "required"	To comply with ESSA which says "shall"
34	After 2 nd bullet under Early Childhood	Add third bullet	The State Systemic Improvement Plan (SSIP) is a comprehensive, ambitious, yet achievable multi-year plan designed to improve outcomes for children with disabilities. In developing the SSIP, states must analyze their data and assess the capacity of their current infrastructure to increase the capacity of schools and preschools to implement, scale up, and sustain evidence-based practices. The SSIP was developed in Phase I (Federal Fiscal Year 2013) and Phase II (FFY 2014) and implemented in Phase III (FFY 2015-2018). Based on the analyses of data and	To comply with Individuals with Disabilities Act requirements

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			infrastructure, and stakeholder input, the SSIP will focus on improving reading skills for students with disabilities in preschools and grades K-3.	
65	Instructions, 2 nd ¶	Delete last sentence in red.	Delete last sentence in red.	Subgroup goals are now available.
65	Tables A and B, Column B	Change "Initial Status Score" to "Baseline Score"	Change "Initial Status Score" to "Baseline Score"	To bring clarity to what we mean by "initial status".
65	Tables A and B, Column C	Change "Gap" to "Distance from Goal"	Change "Gap" to "Distance from Goal"	To avoid confusion between All Students goals and narrowing the gap for the Subgroup goals.