

Changes to Draft ESSA State Plan

5/30/17 through 7/3/17

Page # in 5/30, 7/3 draft	Section	Change From	Change To	Rationale
10, 7	A.1		<i>Insert at end of last paragraph:</i> The summative assessment in grades 3-8 assesses achievement in the content areas, and the summative assessment in grades 9-11 assess 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.	Clarifying the change in the state assessment system which will occur in the 2017-18 school year.
11, 8	A.3.i	With this and other data below, it is evident that Wyoming does not have a high number of non-English students beyond the Spanish-speaking population, to a significant extent. Using the data from the ACCESS for ELLs assessment, Wyoming has determined “significant extent” includes native languages that represent greater than or equal to 1% of the total student population taking the assessment. Based on this definition,	<i>Insert after first sentence:</i> Furthermore, in reviewing the most recent data from the WDE’s annual state data collection cycles, Spanish was also the most frequently listed non-English home language among the EL subpopulations of Native American ELs, immigrant ELs, and migrant ELs.	Clarifying that the WDE examined EL subpopulations of Native Americans, Migrants, and Immigrants.

Page # in 5/30, 7/3 draft	Section	Change From	Change To	Rationale
		Wyoming does not have any other non-English languages that are identified to a significant extent that are not assessed.		
11, 8	A.3.ii	The Wyoming statewide summative assessment is offered in Spanish audio. Grades 3-10 have a Spanish audio version for the mathematics and science assessments. For grades 9-10 there are Spanish text and audio options. The grade 11 assessment is mandated by state law to be the American College Test (ACT), and this assessment has Spanish audio versions of the mathematics and science sections, as well as for general test directions.	<i>Insert at end of paragraph:</i> Fully translated Spanish versions of English Language Arts assessments are not available due to any such translation representing a change in the overall construct of the assessment.	Clarification as to why ELA is not mentioned as having been translated.
12, 9	A.3.iv.	Since no additional languages were identified in question 3(i), no plan or timeline is needed for developing such assessments. Spanish audio options are available for all statewide summative assessments in grades 3-11. Requirements were met for 34 CFR § 200.6(f)(4) by choosing the “most populous language other than English spoken by the State’s participating student population”, in this case,	<i>Insert after first sentence:</i> Stakeholder input was gathered during multiple public comment opportunities, including various town hall meetings and public hearings. Participants included educators from K-12 and higher education, community members, parents, advocacy groups, and business members.	Clarification about the way stakeholder input was gathered.

Page # in 5/30, 7/3 draft	Section	Change From	Change To	Rationale
		Spanish. All languages present in the aforementioned ACCESS native language data were considered in determining which languages met the “significant extent” definition. Only Spanish met the requirement of having at least 1% participation.		
13, 10	A.4.i.d	On the state assessment, students who are English Language Learners (ELLs) can be exempt from the reading portion of the grade 3-8 assessment, and the Reading, English Language Arts, and Writing portions of the ACT assessments only if they have been enrolled in U.S. schools for less than one year and they participate in the ACCESS for ELLs assessment.	<i>Insert after grade 3-8 assessment:</i> (grade 3-10 assessment starting in the 2017-18 school year)	Clarify change that will be occurring under the new assessment system.
14-15, 12	A.4.ii.c.	The minimum n-size of 10 is consistent with Wyoming’s state accountability model, which has been in place since 2011 and even earlier as part of Wyoming’s accountability workbook for adequate yearly progress (AYP) under No Child Left Behind.	<i>Add:</i> The minimum n-size of 10 was revisited during multiple town hall meetings and public hearings. Participants included educators from K-12 and higher education, community members, parents, advocacy groups, and business members.	Clarification about the way stakeholder input was gathered.
18, 15	A.4.iii.a.1.	These goals are ambitious, yet attainable. For the All Students group, all Wyoming schools will have to perform as well or better than the	<i>Replace with:</i> These goals are ambitious because every Wyoming school will have to perform as well or better than the schools that were	To clarify how the goals are ambitious and attainable.

Page # in 5/30, 7/3 draft	Section	Change From	Change To	Rationale
		<p>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 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>	<p>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 reasonable when they are spread out over a 15-year period for All Students and Subgroups.</p>	
18-19, 15	A.4.iii.a.2.	<p>The interim targets for All Students and Subgroups are included in Appendix A.</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).</p>	<p><i>Insert at end of first sentence:</i> 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>To clarify how the measurements of interim progress are determined.</p>

Page # in 5/30, 7/3 draft	Section	Change From	Change To	Rationale
			<i>Delete:</i> 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).	
19, 16-17	A.4.iii.b.	<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 n 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>	<p><i>Replace with:</i> 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 reasonable when they are spread out over a 15-year period for All</p>	To clarify how the goals are ambitious and attainable.

Page # in 5/30, 7/3 draft	Section	Change From	Change To	Rationale
			Students and Subgroups.	
20, 16	A.4.iii.a.3.	The interim targets for All Students and Subgroups are included in Appendix A.	<i>Insert at end of sentence:</i> 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.	To clarify how the measurements of interim progress are determined.
20-21, 18	A.4.iii.c.1.	For the English Language Proficiency goal, 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.	<i>Add new 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.	Added ELP goal.
21, 18-19	A.4.iii.c.2.	A school’s interim target for the English language proficiency goal will be based on the percentage of EL students making “acceptable progress” toward English language acquisition based on the students’ performance on the WIDA ACCESS for ELs. The measurements of interim progress are	<i>Replace last sentence with:</i> A table illustrating progress toward ELP for an EL student based on his/her starting point is included in Appendix A. <i>Add:</i> A school in the 15th percentile during the baseline year will need to achieve an annual interim target of 1.7% each year for 15 years in order to	Clarifying language around interim targets.

Page # in 5/30, 7/3 draft	Section	Change From	Change To	Rationale
		included in Appendix A.	meet the long-term goal. Each school’s interim goal will vary based on its starting point. A table illustrating the measurement of interim progress for a school in the 15th percentile during the baseline year is included in Appendix A.	
22, 19	A.4.iv.a.	<p><u>Achievement</u>: For grades 3-8, there is one overall school Achievement score for each school that represents student performance on the state assessment in all tested grades and content areas. The Achievement indicator score for each school is based on the percent of student scores that are “proficient or above” in all tested content areas.</p> <p>In high school, there is one overall school Achievement score for each high school that represents student performance on the subject-area tests of the college-entrance exam in grade 11. The Achievement indicator score for schools is the percent of student scores that are “proficient or above” on the subject-area tests of the college-entrance exam in grade 11.</p>	<p><i>Delete</i>: all tested content areas. <i>Insert</i>: reading and math. The long-term goal for the All Students group for Achievement in grades 3-8 is for every school to have 59% of its students proficient or above in math and 65% of its student proficient or above in reading. The long-term goals for each Subgroup are included in Appendix A. <i>Add at end of second paragraph</i>: The long-term goal for Achievement in high school is for every school to have 46% of its students proficient or above in math and 39% of its student proficient or above in reading.</p>	To clarify Achievement is based on performance in reading and math.
22, 19	A.4.iv.a.	Scores are reported for All Students	<i>Replace with</i> : The same number of	To clarify the weighting of

Page # in 5/30, 7/3 draft	Section	Change From	Change To	Rationale
		and Subgroups and used to make accountability determinations.	students take each subject-area test in grades 3-8 and high school; therefore the weighting of the Achievement indicator for math is the same for reading. Scores are used to make accountability determinations and are reported for All Students and disaggregated for all Subgroups.	Achievement in math relative to reading and that scores are disaggregated for all subgroups.
23, 20	A.4.iv.c.	<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.</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</p>	<p><i>Add at end of first paragraph:</i> 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><i>Add at end of second paragraph:</i> The extended-year adjusted cohort graduation rate is used only for Wyoming’s state accountability model; therefore, no long-term goals are included.</p> <p><i>Add new paragraph:</i> There is currently no state-defined diploma for students with the most significant cognitive disabilities who take an alternate assessment aligned to alternate academic standards.</p>	<p>To clarify that there is a long-term goal for the four-year adjusted cohort in ESSA, but we are not including a separate goal for the extended-year adjusted cohort.</p> <p>To clarify there is no alternate diploma in Wyoming.</p>

Page # in 5/30, 7/3 draft	Section	Change From	Change To	Rationale
		<p>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.</p>		
24, 21	A.4.iv.e	<p>A school's score will be the percentage of each school's 12th grade students who meet the state's definition of post-secondary ready based on one of the following options:</p> <p>Option 1: Completion of a college success curriculum and one or more of the following: a college-ready score on a standardized college entrance exam or college credits earned through Advanced Placement, International Baccalaureate, or dual/concurrent courses.</p> <p>Option 2: Completion of a CTE pathway (minimum of a 3 course sequence) and one or more of the</p>	<p><i>Replace with:</i> A school's score on the post-secondary readiness indicator will be the percentage of each school's 12th grade students who meet the state's definition of post-secondary ready based on one of the following options:</p> <p>Option 1: Completion of a college success curriculum <u>and</u> one or more of the following: a college-ready score on a standardized college entrance exam <u>or</u> eligibility to earn college credits through Advanced Placement, International Baccalaureate, or dual/concurrent courses.</p> <p>Option 2: Completion of a CTE pathway (minimum of a 3 course</p>	<p>Added clarifying language per Advisory Committee recommendations.</p>

Page # in 5/30, 7/3 draft	Section	Change From	Change To	Rationale		
		<p>following: a passing score on a CTE exam or industry-recognized certification.</p> <p>Option 3: Completion of a college success curriculum or a CTE pathway and a military-readiness score on the ASVAB.</p>	<p>sequence) <u>and</u> one or more of the following: a passing score on a CTE exam <u>or</u> industry-recognized certification.</p> <p>Option 3: Completion of a college success curriculum <u>or</u> a CTE pathway <u>and</u> a military-readiness score on the ASVAB.</p>			
23-24, 21	A.4.iv.e.	<p>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.</p>	<p><i>Replace last sentence with: A school's Equity score is based on the median growth of the consolidated subgroup.</i></p>	<p>To clarify how schools receive a score for Equity.</p>		
24-25, 22-23	A.4.v.b.	<p><u>Grades 3-8</u> Weighting principles will be applied for grades 3-8, such that each of the four indicators will hold 1/4 of the</p>	<p><i>Add Grades 3-8 tables:</i></p> <table border="1" data-bbox="1016 1242 1325 1308"> <tr> <td data-bbox="1016 1242 1226 1308">Achievement</td> <td data-bbox="1226 1242 1325 1308">25%</td> </tr> </table>	Achievement	25%	<p>Added tables to illustrate weighting.</p>
Achievement	25%					

Page # in 5/30, 7/3 draft	Section	Change From	Change To		Rationale
		<p>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.</p> <p><u>High School</u> 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.</p>	ELP	25%	
			Growth	25%	
			Equity	25%	
			Achievement, ELP, Growth	75%	
			Equity	25%	
			<i>Add High School tables:</i>		
			Achievement	20%	
			Grad Rate	20%	
			ELP	20%	
			Growth	20%	
			PSR	20%	
			Achievement, Grad Rate, ELP, Growth	80%	
			PSR	20%	

Page # in 5/30, 7/3 draft	Section	Change From	Change To	Rationale
26, 24	A.4.vi.	Under ESSA, identification of schools for comprehensive support will be applicable only to Title I schools except in cases where high schools are failing to graduate less than or equal to one-third of their students. Identification for academic performance will be based on a school's combined score for achievement and growth.	<i>Replace last sentence with:</i> Identification will be based on a school's combined score on the indicators.	Ensuring comprehensive support identification is based on all indicators.
26, 24	A.4.vi.a.	Beginning in 2018-19 and every third year thereafter, Wyoming schools receiving Title I, Part A funds will be ranked from highest to lowest based on each school's combined score for the achievement and growth indicators.	<i>Replace with:</i> Beginning in 2018-19 and every third year thereafter, Wyoming schools receiving Title I, Part A funds will be ranked from highest to lowest based on each school's combined score on the indicators.	Ensuring comprehensive support identification is based on all indicators.
26-27, 24	A.4.vi.c.	Beginning in 2018-19 and every third year thereafter, Wyoming schools will be ranked from highest to lowest based on each school's combined score for the achievement and growth indicators for each subgroup.	<i>Replace with:</i> Beginning in 2018-19 and every third year thereafter, Wyoming schools will be ranked from highest to lowest based on each school's combined score on the indicators for each subgroup.	Ensuring comprehensive support identification is based on all indicators.
27, 25	A.4.vi.e.	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	<i>Replace second sentence with:</i> This ranking will be based on each school's combined score on the indicators for each subgroup Schools that have subgroups performing among the	Ensuring targeted support and improvement is based on all indicators.

Page # in 5/30, 7/3 draft	Section	Change From	Change To	Rationale
		the state, based on a three-year rolling average, will be identified for targeted support and improvement.	bottom 10% in the state, based on a three-year rolling average, will be identified for targeted support and improvement.	
27, 25	A.4.vi.f.	Beginning in 2018-19 and every third year thereafter, Wyoming schools will be ranked from highest to lowest based on each school's combined score for the achievement and growth indicators for each subgroup.	<i>Replace with:</i> Beginning in 2018-19 and every third year thereafter, Wyoming schools will be ranked from highest to lowest based on each school's combined score on the indicators for each subgroup.	Ensuring additional targeted support and improvement is based on all indicators.
28, 26	A.4.viii.a.	Title I schools whose combined score on achievement and growth 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 all of the indicators places them <u>above</u> the bottom 10% of all Wyoming Title I schools for two consecutive years will be exited from comprehensive support and improvement.	Ensuring exit criteria is based on all indicators.
28, 26	A.4.viii.b	Title I schools whose combined score on achievement and growth 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 all of the indicators place them <u>above</u> 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.	Ensuring exit criteria is based on all indicators.
30, 28	A.5	To develop a definition of ineffective teacher, the WDE has worked closely with a large stakeholder audience to develop a set of guardrails districts	<i>Replace with:</i> To develop this initial definition of ineffective teacher the WDE pulled together a large stakeholder group that included	Based on public comment asking for additional clarification around the guardrails and who is involved

Page # in 5/30, 7/3 draft	Section	Change From	Change To	Rationale
		must use to define effective teachers.	teachers, principals, curriculum directors, special education directors, personnel directors, superintendents, University of Wyoming, Wyoming Education Association, Professional Teaching Standards Board, and Collaborative Council. Moving forward this group will convene to determine guidance to districts on how to shape the definition and reporting of ineffective teacher within the context of their district.	in developing the guidance for the guardrail.
30, 28	A.5	Any initial contract teacher who has not been employed by the same school district in the state of Wyoming for a period of three (3) consecutive school years (Wyoming Education Code of 1969, Wyo. Stat. § 21-7-102 (a)(ii)(A), 2014)	<i>Replace with:</i> Any teacher with less than three years teaching experience in Wyoming and other states.	Public comment: If teachers move to different districts they start over again as far as initial contract status. This is not the same thing as being inexperienced.
37, 35	C.1	Developing clear and direct instructions within the grant application process that reflect transition activities as a federal and state priority	<i>Replace with:</i> Developing clear and direct instructions within the grant application process that reflect transition activities as a federal and state priority for the WDE and Wyoming school districts.	Detail added to make clear that the transition is between local schools and the state.
37, 35	C.1	<i>New bullet</i>	<i>Add:</i> Wyoming Department of Education Chapter 14 Administrative Rules governing the Education	Information added to clarify that the responsibility for student transition is reciprocal.

Page # in 5/30, 7/3 draft	Section	Change From	Change To	Rationale
			Program Approval of Public and Private Institutions Receiving State Funds for the Education Costs of Students Placed by a Court Order requires all institutions to guarantee transition services from facilities to school districts.	
42, 40	D.2	a) Provide professional development on the use of assessment data to drive instruction in the classroom. b) Connect schools and school districts who perform well on the state’s accountability system and have a lower percentage of ineffective educators with schools and school districts who are struggling with both. c) Develop and provide professional development on a crosswalk between effective teaching and evaluation tools. d) Provide school district and school level data to school districts on equity measures and the achievement gap.	<i>Add:</i> e) Develop and provide professional develop to ensure all schools have access to educators that can effectively teach computer science.	Adding computer science education as part of the analysis and PD associated with equitable access to educators given the importance of CS Education to equity for students.
44, 42	D.4.c	Gifted and Talented students: Wyoming school districts are responsible for identifying gifted and talented students. School districts use a variety of methods for identifying these	<i>Add:</i> The WDE does not provide supports to districts in the identification of gifted and talented students.	Clarification

Page # in 5/30, 7/3 draft	Section	Change From	Change To	Rationale
		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.		
46, 44	D.6	If funds are available, Title II, Part A funds could be directed towards these efforts.	<i>Replace with:</i> If Title II, Part A state set-aside funds are available, Title II, Part A funds could be directed towards these efforts.	Clarification about funding source
48, 46-47	E.3.i	<i>*New paragraph to add after section 3i "Monitoring and Technical Assistance"</i>	<i>Add:</i> The Title III Program Manager will monitor the progress of each eligible entity receiving Title III, Part A subgrants in helping English learners achieve English language proficiency through regular screenings of the district data. The consolidated grant application requires districts to annually document the number of students reaching English language proficiency, as determined by reaching the State defined proficiency levels of a composite score of 4.6 or higher on the ACCESS for ELLs 2.0™. Additionally, WDE collects student data three times a year in the WDE684 data collection. The WDE684 tracks the percentage of students making	Elaboration on the use of student data in monitoring.

Page # in 5/30, 7/3 draft	Section	Change From	Change To	Rationale
			progress toward ELP as well as the number of students who have attained English language proficiency and have left language instruction education programs.	
49, 47	E.3.ii	Per Wyoming statute, all school districts have appointed WDE representatives that serve as a liaison between the school district, the WDE, and the schools.	<i>Replace with:</i> Per Wyoming statute, all school districts have state superintendent appointed WDE representatives that serve as a liaison between the school district, the WDE, and the schools.	To clarify that the representatives are appointed by the state superintendent.
49, 47	E.3.ii	The Title III Program Manager will connect school districts to agency resources when issues arise, and when addressing application gaps or monitoring findings.	<i>Replace with:</i> In the case that a district receiving Title III, Part A funds is not providing effective strategies the Title III Program Manager will increase the previously mentioned technical assistance strategies and assist the district in modifying the strategy. This may include national outreach efforts to find resources to best meet the needs of the district, finding additional professional development opportunities for the district, as well as providing other additional assistance to meet the individual district’s needs.	Elaboration on steps to assist districts with strategies that are not effective.
50, 48	F.1	State-level initiatives, such as the University of Wyoming’s Project ECHO, will assist in supporting the growth of	<i>Replace with:</i> State-level initiatives, such as training provided by the University of Wyoming, which will be	

Page # in 5/30, 7/3 draft	Section	Change From	Change To	Rationale
		communities of practice and opportunities for individualized learning.	subject to change over time with evidence-based and best practices influence, will assist in supporting the growth of communities of practice and opportunities for individualized learning.	
51, 49	F.2	<p>The grant application includes a consolidated section requesting consistent information across several federal grants, which currently includes:</p> <ul style="list-style-type: none"> ● Title I, Part A ● Title I, Part C ● Title I, Part D ● Title II, Part A ● Title III ● Title IV, Part A 	<i>Delete:</i> Title 1, Part C	Wyoming is not going to receive Title I, Part C funding. The Consolidated Grant Application has been updated to reflect this change for the 17-18 school year.
51-52, 50	F.2	Once funding is determined, the Title IV, Part A program director will verify all subgrants are equal to, or larger than, the \$10,000 threshold. Grant reallocations will be made accordingly.	<i>Replace with:</i> 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.	New guidance from USDE clarified the allocation process.
75-76, 73	Appendix D		<i>Add:</i> The Wyoming Department of Education (WDE) is highly committed to creating opportunities for students. The WDE will ensure it addresses the needs of students, teachers, and other program beneficiaries who may	Feedback given to states that submitted ESSA plans in the Spring show a short narrative is necessary here.

Page # in 5/30, 7/3 draft	Section	Change From	Change To	Rationale
			<p>experience barriers that can impede equitable access or participation in Federally-funded projects or activities through policy, practice and procedure. The WDE will also ensure that all school districts clearly address the provisions of Section 427. The WDE annually provides technical assistance and professional development for school and district staff in the areas of equity, diversity, and inclusion. In addition, school districts must provide narratives in their consolidated grant application which provides their plan to serve children living in local institutions for neglected or delinquent children, neglected and delinquent children in community day school programs, eligible homeless children, children with limited English proficiency, children with disabilities, children who received coordinated early intervening services prior to referral to special education services, migratory children, youth at risk of dropping out, and immigrant children.</p>	