

# **Revised State Template for the Consolidated State Plan**

The Elementary and Secondary Education Act of 1965, as  
amended by the Every Student Succeeds Act



**U.S. Department of Education**  
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## Introduction

Section 8302 of the Elementary and Secondary Education Act of 1965 (ESEA), as amended by the Every Student Succeeds Act (ESSA),<sup>1</sup> requires the Secretary to establish procedures and criteria under which, after consultation with the Governor, a State educational agency (SEA) may submit a consolidated State plan designed to simplify the application requirements and reduce burden for SEAs. ESEA section 8302 also requires the Secretary to establish the descriptions, information, assurances, and other material required to be included in a consolidated State plan. Even though an SEA submits only the required information in its consolidated State plan, an SEA must still meet all ESEA requirements for each included program. In its consolidated State plan, each SEA may, but is not required to, include supplemental information such as its overall vision for improving outcomes for all students and its efforts to consult with and engage stakeholders when developing its consolidated State plan.

## Completing and Submitting a Consolidated State Plan

Each SEA must address all of the requirements identified below for the programs that it chooses to include in its consolidated State plan. An SEA must use this template or a format that includes the required elements and that the State has developed working with the Council of Chief State School Officers (CCSSO).

Each SEA must submit to the U.S. Department of Education (Department) its consolidated State plan by one of the following two deadlines of the SEA's choice:

- **April 3, 2017;** or
- **September 18, 2017.**

Any plan that is received after April 3, but on or before September 18, 2017, will be considered to be submitted on September 18, 2017.

## Alternative Template

If an SEA does not use this template, it must:

- 1) Include the information on the Cover Sheet;
- 2) Include a table of contents or guide that clearly indicates where the SEA has addressed each requirement in its consolidated State plan;
- 3) Indicate that the SEA worked through CCSSO in developing its own template; and
- 4) Include the required information regarding equitable access to, and participation in, the programs included in its consolidated State plan as required by section 427 of the General Education Provisions Act. See Appendix B.

## Individual Program State Plan

An SEA may submit an individual program State plan that meets all applicable statutory and regulatory requirements for any program that it chooses not to include in a consolidated State plan. If an SEA intends to submit an individual program plan for any program, the SEA must submit the individual program plan by one of the dates above, in concert with its consolidated State plan, if applicable.

## Consultation

Under ESEA section 8540, each SEA must consult in a timely and meaningful manner with the Governor, or appropriate officials from the Governor's office, including during the development and prior to submission of its consolidated State plan to the Department. A Governor shall have 30 days prior to the

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<sup>1</sup> Unless otherwise indicated, citations to the ESEA refer to the ESEA, as amended by the ESSA.

SEA submitting the consolidated State plan to the Secretary to sign the consolidated State plan. If the Governor has not signed the plan within 30 days of delivery by the SEA, the SEA shall submit the plan to the Department without such signature.

### **Assurances**

In order to receive fiscal year (FY) 2017 ESEA funds on July 1, 2017, for the programs that may be included in a consolidated State plan, and consistent with ESEA section 8302, each SEA must also submit a comprehensive set of assurances to the Department at a date and time established by the Secretary. In the near future, the Department will publish an information collection request that details these assurances.

For Further Information: If you have any questions, please contact your Program Officer at [OSS.\[State\]@ed.gov](mailto:OSS.[State]@ed.gov) (e.g., [OSS.Alabama@ed.gov](mailto:OSS.Alabama@ed.gov)).

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## Cover Page

| Contact Information and Signatures   |   |
|--|---|
| SEA Contact (Name and Position):   | Telephone:  |
| Mailing Address:   | Email Address:  |
| <p>By signing this document, I assure that:<br/>To the best of my knowledge and belief, all information and data included in this plan are true and correct.<br/>The SEA will submit a comprehensive set of assurances at a date and time established by the Secretary, including the assurances in ESEA section 8304.<br/>Consistent with ESEA section 8302(b)(3), the SEA will meet the requirements of ESEA sections 1117 and 8501 regarding the participation of private school children and teachers.</p> |   |
| Authorized SEA Representative (Printed Name)   | Telephone:  |
| Signature of Authorized SEA Representative   | Date:   |
| Governor (Printed Name)  | Date SEA provided plan to the Governor under ESEA section 8540: |
| Signature of Governor  | Date:   |

## Programs Included in the Consolidated State Plan

**Instructions:** Indicate below by checking the appropriate box(es) which programs the SEA included in its consolidated State plan. If an SEA elected not to include one or more of the programs below in its consolidated State plan, but is eligible and wishes to receive funds under the program(s), it must submit individual program plans for those programs that meet all statutory and regulatory requirements with its consolidated State plan in a single submission.

☒ Check this box if the Wyoming Department of Education (WDE)/SEA has included all of the following programs in its consolidated State plan.

or

If all programs are not included, check each program listed below that the SEA includes in its consolidated State plan:

- ☐ Title I, Part A: Improving Basic Programs Operated by Local Educational Agencies
- ☐ Title I, Part C: Education of Migratory Children
- ☐ Title I, Part D: Prevention and Intervention Programs for Children and Youth Who Are Neglected, Delinquent, or At-Risk
- ☐ Title II, Part A: Supporting Effective Instruction
- ☐ Title III, Part A: English Language Acquisition, Language Enhancement, and Academic Achievement
- ☐ Title IV, Part A: Student Support and Academic Enrichment Grants
- ☐ Title IV, Part B: 21st Century Community Learning Centers
- ☐ Title V, Part B, Subpart 2: Rural and Low-Income School Program
- ☐ Title VII, Subpart B of the McKinney-Vento Homeless Assistance Act: Education for Homeless Children and Youth Program (McKinney-Vento Act)

## Instructions

Each SEA must provide descriptions and other information that address each requirement listed below for the programs included in its consolidated State plan. Consistent with ESEA section 8302, the Secretary has determined that the following requirements are absolutely necessary for consideration of a consolidated State plan. An SEA may add descriptions or other information, but may not omit any of the required descriptions or information for each included program.

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## A. TITLE I, PART A: IMPROVING BASIC PROGRAMS OPERATED BY LOCAL EDUCATIONAL AGENCIES (LEAs)

Section A outlines Wyoming’s plan for meeting the requirements under Title 1, Part A of ESEA as amended by ESSA. The components included in this section are intended to maintain and enhance an accountability system that meets the needs of Wyoming schools, districts, educators, students, parents, and local communities. The similarities between the already existing state accountability model under the Wyoming Accountability in Education Act (WAEA) and the proposed accountability model for ESSA are represented by the inclusion of the same indicators for both, where applicable. During this public comment period, the Wyoming Department of Education (WDE) will convene the Advisory Committee and work with the State Board of Education (SBE) to convene the Professional Judgment Panel (PJP) to refine the indicators that will meet the requirements for both accountability models to ensure Wyoming schools operate under a single, coherent system.

This section describes Wyoming’s plan for challenging state academic standards and assessments, producing the state assessment in languages other than English, long-term accountability goals and interim targets for all students and all subgroups, indicators included in the accountability model (including the indicator of school quality or student success), the identification of schools for comprehensive and targeted support, providing equitable access to excellent educators, ensuring a safe and healthy school environment, and assisting students as they transition from pre-school through high school graduation and beyond.

### **1. Challenging State Academic Standards and Assessments (ESEA section 1111(b)(1) and (2) and 34 CFR §§ 200.1–200.8.)<sup>2</sup>**

Wyoming has challenging academic standards in nine content areas: English/language arts, mathematics, science, social studies, foreign language, fine & performing arts, career & vocational education, health, and physical education. They are reviewed on a nine-year review cycle and approved by the SBE. The WDE facilitates the standards review process by convening a review committee consisting of parents, business members, community members, and educators who teach pre-kindergarten through postsecondary grades, including educators of special populations like special education and English Learners. Prior to the review committee’s first meeting, the WDE collects educator and public input about the current standards for the committee’s consideration as they begin the review process. The WDE also hosts regional community input meetings to collect specific feedback and information on what the public would like the review committee to know as they review and revise the standards. The review committee’s recommendations are reviewed by the SBE and released for public input. The public feedback is shared with the SBE as part of their review. If approved, the standards are released for official public comment for a minimum of forty-five days. Then, the SBE reviews those comments as they decide final approval of the standards. Once approved by the SBE, the Governor has seventy-five days to sign them into law.

The WDE first convenes the review committee via webinar to provide a training on standards and education language to ensure all committee members have the same understanding, specifically the difference between *standards* and *benchmarks* and *curriculum*. The WDE also emphasizes the importance

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<sup>2</sup> The Secretary anticipates collecting relevant information consistent with the assessment peer review process in 34 CFR § 200.2(d). An SEA need not submit any information regarding challenging State academic standards and assessments at this time.

of ensuring rigorous college and career ready standards. This information is revisited at the first face-to-face meeting and is provided at all review committee meetings.

The assessed content areas are English Language Arts (ELA), Mathematics, and Science. The Wyoming state content standards can be found on the [WDE's Standards Webpage](#) or individually on the ELA Webpage, the Mathematics Webpage, and the Science Webpage.

**2. Eighth Grade Math Exception (ESEA section 1111(b)(2)(C) and 34 CFR § 200.5(b)(4)):**

- i. **Does the State administer an end-of-course mathematics assessment to meet the requirements under section 1111(b)(2)(B)(v)(I)(bb) of the ESEA?**  
☐ Yes  
☒ No
- ii. **If a State responds “yes” to question 2(i), does the State wish to exempt an eighth-grade student who takes the high school mathematics course associated with the end-of-course assessment from the mathematics assessment typically administered in eighth grade under section 1111(b)(2)(B)(v)(I)(aa) of the ESEA and ensure that:**
  - a. **The student instead takes the end-of-course mathematics assessment the State administers to high school students under section 1111(b)(2)(B)(v)(I)(bb) of the ESEA;**
  - b. **The student’s performance on the high school assessment is used in the year in which the student takes the assessment for purposes of measuring academic achievement under section 1111(c)(4)(B)(i) of the ESEA and participation in assessments under section 1111(c)(4)(E) of the ESEA;**
  - c. **In high school:**
    1. **The student takes a State-administered end-of-course assessment or nationally recognized high school academic assessment as defined in 34 CFR § 200.3(d) in mathematics that is more advanced than the assessment the State administers under section 1111(b)(2)(B)(v)(I)(bb) of the ESEA;**
    2. **The State provides for appropriate accommodations consistent with 34 CFR § 200.6(b) and (f); and**
    3. **The student’s performance on the more advanced mathematics assessment is used for purposes of measuring academic achievement under section 1111(c)(4)(B)(i) of the ESEA and participation in assessments under section 1111(c)(4)(E) of the ESEA.**  
☐ Yes  
☐ No

Not Applicable

- iii. **If a State responds “yes” to question 2(ii), consistent with 34 CFR § 200.5(b)(4), describe, with regard to this exception, its strategies to provide all students in the State the opportunity to be prepared for and to take advanced mathematics coursework in middle school.**

Not Applicable.

**3. Native Language Assessments (*ESEA section 1111(b)(2)(F) and 34 CFR § 200.6(f)(2)(ii)*):**

Language accommodations for students who are English Learners (ELs), such as audio/textual translations, and bilingual glossaries, are discussed in this section. Additionally, the issues of which languages are considered for these accommodations, and the methodology for such consideration are discussed.

- i. Provide its definition for “languages other than English that are present to a significant extent in the participating student population,” and identify the specific languages that meet that definition.**

Only 2.88% of Wyoming students took ACCESS (Assessing Comprehension and Communication in English State-to-State) for ELLs (English Language Learners) in the 2015-16 school year. Based on the ACCESS for ELLs 2015-16 data, 75.21% (n-size = 2,039) of the students taking the assessment identified Spanish as their native language. The next closest non-English language identified was Chinese Mandarin with 0.77% of students (n-size = 21). Approximately 45 non-English languages were identified, and besides Spanish, all others were equal to or less than 0.02% of all students in Wyoming and less than 0.77% of ACCESS students. Thirty-nine of the identified non-English languages had an n-size of fewer than 10 students. The other six have an n-size of fewer than 21 students. 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, Wyoming does not have any other non-English languages that are identified to a significant extent that are not assessed.

- ii. Identify any existing assessments in languages other than English, and specify for which grades and content areas those assessments are available.**

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.

A new statewide summative assessment will be used in the 2017-2018 school year. Linguistic accommodations such as side-by-side translations and pop-up glossaries are being explored as possible options for this assessment.

- iii. Indicate the languages identified in question 3(i) for which yearly student academic assessments are not available and are needed.**

No languages were identified in question 3(i) due to the fact that no language other than Spanish was found to be present to a “significant extent” in Wyoming.

- iv. **Describe how it will make every effort to develop assessments, at a minimum, in languages other than English that are present to a significant extent in the participating student population including by providing**
  - a. **The State’s plan and timeline for developing such assessments, including a description of how it met the requirements of 34 CFR § 200.6(f)(4);**
  - b. **A description of the process the State used to gather meaningful input on the need for assessments in languages other than English, collect and respond to public comment, and consult with educators; parents and families of English learners; students, as appropriate; and other stakeholders; and**
  - c. **As applicable, an explanation of the reasons the State has not been able to complete the development of such assessments despite making every effort.**

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, 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.

**4. Statewide Accountability System and School Support and Improvement Activities (ESEA section 1111(c) and (d)):**

- i. **Subgroups (ESEA section 1111(c)(2)):**
  - a. **List each major racial and ethnic group the State includes as a subgroup of students, consistent with ESEA section 1111(c)(2)(B).**

The following racial and ethnic groups are accounted for in Wyoming’s accountability model:

- 1. Pacific Islander
- 2. Asian
- 3. Black
- 4. Native American
- 5. Two or More Races
- 6. Hispanic
- 7. White

- b. **If applicable, describe any additional subgroups of students other than the statutorily required subgroups (*i.e.*, economically disadvantaged students, students from major racial and ethnic groups, children with disabilities, and English learners) used in the Statewide accountability system.**

Not Applicable.

- c. **Does the State intend to include in the English learner subgroup the results of students previously identified as English learners on the State assessments required under ESEA section 1111(b)(2)(B)(v)(I) for purposes of State accountability (ESEA section 1111(b)(3)(B))?** Note that a student's results may be included in the English learner subgroup for not more than four years after the student ceases to be identified as an English learner.

☒ Yes

☐ No

The WDE currently has a formal process in place to monitor and report the academic progress of former English Learners (ELs) for two years after demonstrating proficiency on an English language assessment (ACCESS for ELLs). Starting in 2017-18, students will be monitored for four years instead of two. School districts report monitoring status for the EL students three times per year through the WDE's student demographic collection.

- d. **If applicable, choose one of the following options for recently arrived English learners in the State:**

☒ **Applying the exception under ESEA section 1111(b)(3)(A)(i); or**

☐ **Applying the exception under ESEA section 1111(b)(3)(A)(ii); or**

☐ **Applying the exception under ESEA section 1111(b)(3)(A)(i) or under ESEA section 1111(b)(3)(A)(ii). If this option is selected, describe how the State will choose which exception applies to a recently arrived English learner.**

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. The students must still participate in the math and science assessments, but are allowed accommodations like translation to allow them to access the content of the assessment.

- ii. **Minimum N-Size (ESEA section 1111(c)(3)(A)):**

- a. **Provide the minimum number of students that the State determines are necessary to be included to carry out the requirements of any provisions under Title I, Part A of the ESEA that require disaggregation of information by each subgroup of students for accountability purposes.**

The minimum n-size is 10 students for all indicators. A minimum n-size higher than 10 would make accountability determinations difficult in Wyoming because there are many schools that serve very small populations; therefore, a minimum n-size greater than 10 would exclude too many schools in Wyoming. While there may be less stability for schools with a low n-size count, using a higher number would create a bias against larger schools because, due to the significant number of small schools in Wyoming, more schools would be excluded from the accountability model. This approach has been vetted and accepted in Wyoming for accountability purposes.

**Percent of Schools that *do not* meet the minimum N-Size on at least one indicator**

| Subgroup  | N=10 | N=15 | N=20 | N=25 |
|---|------|------|------|------|
| Pacific Islander  | 100% | 100% | 100% | 100% |
| Asian   | 85%  | 96%  | 100% | 100% |
| Black   | 82%  | 96%  | 98%  | 99%  |
| Native American   | 80%  | 92%  | 94%  | 95%  |
| ELL   | 71%  | 86%  | 93%  | 96%  |
| Two or More Races   | 67%  | 89%  | 96%  | 97%  |
| Hispanic  | 32%  | 46%  | 63%  | 70%  |
| IEP (individualized education program)                          | 20%  | 32%  | 47%  | 60%  |
| FRL (used as indicator for economically disadvantaged students) | 15%  | 23%  | 28%  | 35%  |
| White   | 13%  | 18%  | 21%  | 24%  |
| All Students  | 6%   | 14%  | 18%  | 21%  |

*\*Including Two Lookback Periods, 358 Schools Total, 2015-16 Results*

**Number of Schools that *do not* meet the minimum N-Size on at least one indicator**

| Subgroup  | N=10 | N=15 | N=20 | N=25 |
|---|------|------|------|------|
| Pacific Islander  | 357  | 358  | 358  | 358  |
| Asian   | 304  | 344  | 357  | 358  |
| Black   | 295  | 342  | 352  | 355  |
| Native American   | 288  | 329  | 338  | 341  |
| ELL   | 253  | 307  | 333  | 344  |
| Two or More Races   | 241  | 317  | 344  | 347  |
| Hispanic  | 114  | 165  | 224  | 252  |
| IEP   | 70   | 114  | 169  | 215  |
| FRL (used as indicator for economically disadvantaged students) | 53   | 84   | 100  | 127  |
| White   | 48   | 63   | 74   | 85   |
| All Students  | 21   | 51   | 63   | 75   |

*\* Including Two Lookback Periods, 358 Schools Total, 2015-16 Results*

**b. Describe how the minimum number of students is statistically sound.**

For schools that do not meet the minimum n-size provided, a “lookback” approach occurs independently for each indicator provided the data required is available. The minimum n-size lookback procedure is to first look back one year to see if the minimum n-size is reached. If the minimum n-size is not reached with a one year lookback period, the lookback will go back a second year. If the minimum n-size is still not reached on an indicator by looking back two years, the school will not have a score on that indicator for accountability.

Having a minimum n-size of 10 (using lookback periods as needed) ensures maximum inclusion of All Students and each subgroup; small schools may be paired in order to be included (this process is described in a subsequent section).

**c. Describe how the minimum number of students was determined by the State, including how the State collaborated with teachers, principals, other school leaders, parents, and other stakeholders when determining such minimum number.**



The minimum n-size of ten (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.

**d. Describe how the State ensures that the minimum number is sufficient to not reveal any personally identifiable information.<sup>3</sup>**

Wyoming uses a combination of standard techniques which work together to provide protection against identification of an individual student's educational outcomes through "reverse engineering" of single or multiple aggregated performance metrics published by the WDE.

Methods used in combination by Wyoming include:

- Recoding
  - Top and bottom recoding
    - Example: To protect individual identification of all members of a group as having scored non-proficient, percentages are appropriately capped where required. For instance, suppose there are twenty students in a group (a school or any subgroup in a school). When zero students or only one student scores proficient, the group proficiency percentage is reported as " $\leq 5\%$ ", it is not possible to ascertain when the entire membership of the group has tested as non-proficient.
  - Range recoding
    - Example: Counts of the numbers of students tested are reported as ranges. For example, "10 to 19" is reported where the count is between 10 and 19.
- Suppression
  - Suppression of small group outcomes
    - Example: Where there is a range of "0 to 5" tested students, the associated performance percentages are all left blank or reported as "N/R" or some other identification of "not reportable".
  - Suppression of complementary group outcomes
    - Example: In the case of two mutually exclusive, complementary subgroups, such as IEP and non-IEP students in a school, where one of the groups has "0 to 5" tested students, the other has all but "0 to 5" tested students (say "75 to 80" tested students for this example), and results must be suppressed for both groups to protect against identification of individual outcomes.
  - Suppression of small category outcomes
    - Example: Referencing the discussion of top and bottom recoding, above, consider a case where proficient and non-proficient percentages are reported as " $\leq 5\%$ " and " $\geq 95\%$ ". The more reporting of more granular performance category outcomes, such as below basic and basic (both non-proficient) and proficient and advanced (both proficient) must be suppressed and reported as "N/R" or blank.

<sup>3</sup> Consistent with ESEA section 1111(i), information collected or disseminated under ESEA section 1111 shall be collected and disseminated in a manner that protects the privacy of individuals consistent with section 444 of the General Education Provisions Act (20 U.S.C. 1232g, commonly known as the "Family Educational Rights and Privacy Act of 1974"). When selecting a minimum n-size for reporting, States should consult the Institute for Education Sciences report "[Best Practices for Determining Subgroup Size in Accountability Systems While Protecting Personally Identifiable Student Information](#)" to identify appropriate statistical disclosure limitation strategies for protecting student privacy.

The success of these methods in providing desired protection most critically involves coordinated implementation, in concert and cascading through the multi-level subgroup and category results hierarchy. As is illustrated above and in Wyoming's public reporting, Wyoming supports (through implementation) strategies outlined in USED document "Statistical Methods for Protecting Personally Identifiable Information in Aggregate Reporting", published as document NCES 2011-603 (2011603.pdf) in December of 2010.

- e. If the State's minimum number of students for purposes of reporting is lower than the minimum number of students for accountability purposes, provide the State's minimum number of students for purposes of reporting.**

Not Applicable

**iii. Establishment of Long-Term Goals (ESEA section 1111(c)(4)(A)):**

Under the Every Student Succeeds Act (ESSA), state education agencies are required to set long-term and intermediate goals for academic achievement, graduation rate, and English Learners' (ELs) progress toward and achievement of English proficiency. The long-term goals for academic achievement and English Language Proficiency (ELP) included in this plan are based on the performance data from Wyoming's current assessment system, which was administered for the last time in the 2016-17 school year. Wyoming is implementing a new assessment system in 2017-18, and the state will be revisiting the goals for academic achievement and ELP once new cut scores have been established.

The establishment of the long-term goals for academic achievement and graduation rate were based on similar approaches. The following steps provide guidance for developing long-term and interim-goals for graduation rate:

1. Display the distribution of the most recent available school graduation rates for the PJP to consider.
2. Employ the PJP to identify a minimum acceptable long-term goal and a maximum acceptable long-term goal. The minimum acceptable long-term goal should be the most recent graduation rate of a school at a percentile rank *considerably above the median* (50<sup>th</sup> percentile) school graduation rate. This ensures an ambitious long-term goal in that the majority of Wyoming schools will need to demonstrate improvement over time. The maximum acceptable long-term goal should be the most recent graduation rate of a school at a percentile rank *considerably below the top-ranked school* (i.e., the school with the highest graduation rate). This ensures an attainable long-term goal in that a considerable proportion of Wyoming schools has actually already achieved the long-term goal. The primary responsibility of the PJP in this step is to define exactly what is meant by *considerably above the median* and *considerably below the top ranked school*.
3. Display the distribution of annual improvement in school graduation rate over the period for which historical data are available for the panel to consider.
4. Ask the PJP to identify a minimum acceptable annual improvement target and a maximum acceptable annual improvement target for a low-performing school. The minimum acceptable annual improvement target should be both greater than zero and greater than the median annual improvement at least to some degree. This ensures an ambitious target annual improvement in that all schools not yet at the long-term graduation rate goal will be expected to improve over time and to do so at a rate that is at least above the historical average rate of improvement. The maximum acceptable annual improvement target should be considerably lower than the top-ranked school (i.e., the school with the largest annual improvement in graduate rate). This ensures that the annual improvement rate target even for schools with very low graduation rates in an



improvement rate that is attainable because a considerable proportion of Wyoming schools have achieved the target annual improvement rate in recent years. The primary responsibility of the PJP is to define exactly what is meant by low performing school, greater than the median annual improvement at least to some degree and considerably lower than the top-ranked school.

5. Have the panel recommend a specific long-term goal, a specific annual improvement target for a low-performing school, and the number of years allowed to achieve the long-term goal. This is done by jointly examining the range of acceptable long-term goals, the range of acceptable annual improvement for a low-performing school to determine how long it would take a low-performing school to determine how long it would take a low-performing school to reach the long-term goal by achieving the annual improvement target. Note that the ranges of acceptable long-term goals and acceptable annual improvement targets for a low-performing school may only result in number of years that the panel find unacceptable. If this is the case, the panel will need to revisit those acceptable ranges. The WDE encourages the panel to consider other cyclical events such as reviewing content standards, accreditation, and statewide system of supports. The primary responsibility of the PJP in this step is to balance the long-term goal, the annual improvement target, and the number of years to achieve the long-term goal so that goals remain both ambitious and attainable.
6. Establish school-specific annual improvement rate targets for the “meets expectations” category by first calculating the distance between the school’s most recent graduation rate and the long term goal. This distance is then divided by the number of years allowed to calculate the school’s annual improvement target. Finally, the school-specific interim goals for the “meets expectations” category by calculating the graduation rate that would be observed in the school each subsequent year if the annual improvement target is just met.
7. Employ the panel to recommend some additional fraction of the annual improvement target for the “meets expectations” category to require for meeting the “Exceeds Expectations” category taking into account the distribution of improvement rates. The primary responsibility of the panel in this step is to identify a highly ambitious goal for meeting expectations but which is still achievable by high-improvement schools as demonstrated by historical improvement data.
8. The WDE will monitor the system for any critical issues with the accountability system arising from unexpected trends in annual data. If this occurs, the WDE will reconvene the PJP to reconsider long-term and interim goals based on the most recent data with the purpose of addressing the critical issues.

The same process described for graduation rate will be used for proficiency rate (replacing “graduation rate” with “proficiency rate”), where goal setting is conducted separately for each subject area, but with one difference. Projected future annual improvement in reading/language arts and mathematics should be approximated by calculating the difference in percent proficient from the first to second year of the state assessment using the new cut scores.

The WDE provides information on adequate growth toward proficiency on reports and in data files to facilitate discussions across grade levels in school districts. Reporting on comparisons of median adequate growth percentiles to median student growth percentiles may be useful in understanding whether students are on average making adequate progress toward proficiency.

a. **Academic Achievement.** (*ESEA section 1111(c)(4)(A)(i)(I)(aa)*)

1. **Describe the long-term goals for improved academic achievement, as measured by proficiency on the annual statewide reading/language arts and mathematics assessments, for all students and for each subgroup of students, including: (1) the timeline for meeting the long-term goals, for which the term must be the same multi-year length of time for all students and for each subgroup of students in the State, and (2) how the long-term goals are ambitious.**

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.

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 during the baseline year (2015-16) within 15 years.

The draft long-term goals for the All Students group in achievement are:

- 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

The draft long-term goals for each Subgroup are included in Appendix A.

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.

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.

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.

2. **Provide the measurements of interim progress toward meeting the long-term goals for academic achievement in Appendix A.**

The interim targets for All Students and Subgroups are included in Appendix A.

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 example, the school at the 65<sup>th</sup> 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 is for the All Students group for all Wyoming schools is to be at or above the school that was at the 65<sup>th</sup> percentile in the baseline year, a school that performed at the 15<sup>th</sup> 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.

The measurements of interim progress for the All Students group for schools that were performing at the 15<sup>th</sup> 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 proficient in the baseline year (i.e. 37% for grades 3-8 math for a school performing at the 15<sup>th</sup> percentile) and divided by 15 years. This is represented in Appendix A.

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.

**3. Describe how the long-term goals and measurements of interim progress toward the long-term goals for academic achievement take into account the improvement necessary to make significant progress in closing statewide proficiency gaps.**

Performing at or above 80% of all Wyoming schools within 15 years will significantly narrow the gap between the Subgroups and the All Students group in most cases. For specific subgroups where application of 80<sup>th</sup> percentile goal does not reduce the gap by at least 30%, then a different goal will be applied, such as "All Wyoming schools will narrow the gap for Subgroup X by 30% within 15 years." This is represented in Appendix A.

**b. Graduation Rate. (ESEA section 1111(c)(4)(A)(i)(I)(bb))**

**1. Describe the long-term goals for the four-year adjusted cohort graduation rate for all students and for each subgroup of students, including: (1) the timeline for meeting the long-term goals, for which the term must be the same multi-year length of time for all students and for each subgroup of students in the State, and (2) how the long-term goals are ambitious.**

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.

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.

The draft long-term goal for the All Students group for graduation is:

- Four-Year, On-Time, Adjusted Cohort Graduation Rate = 88%

The draft long-term goals for each Subgroup are included in Appendix A.

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.

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.

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.

2. If applicable, describe the long-term goals for each extended-year adjusted cohort graduation rate, including (1) the timeline for meeting the long-term goals, for which the term must be the same multi-year length of time for all students and for each subgroup of students in the State; (2) how the long-term goals are ambitious; and (3) how the long-term goals are more rigorous than the long-term goal set for the four-year adjusted cohort graduation rate.

Not Applicable

3. Provide the measurements of interim progress toward the long-term goals for the four-year adjusted cohort graduation rate and any extended-year adjusted cohort graduation rate in Appendix A.

The interim targets for All Students and Subgroups are included in Appendix A.

The measurements of interim progress for the All Students group for schools that were in the 65<sup>th</sup> 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 15<sup>th</sup> percentile) and divided by 15 years. This is represented in Appendix A.

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.

4. Describe how the long-term goals and measurements of interim progress for the four-year adjusted cohort graduation rate and any extended-year adjusted cohort graduation rate take into account the improvement necessary to make significant progress in closing statewide graduation rate gaps.

Performing at or above 80% of all Wyoming schools within 15 years will significantly narrow the gap between the Subgroups and the All Students group in most cases. For specific subgroups where application of 80<sup>th</sup> percentile goal does not reduce the gap by at least 30%, then a different goal will be applied, such as "All Wyoming schools will narrow the gap for Subgroup X by 30% within 15 years." This is represented in Appendix A.

- c. **English Language Proficiency.** (*ESEA section 1111(c)(4)(A)(ii)*)
  1. Describe the long-term goals for English learners for increases in the percentage of such students making progress in achieving English language proficiency, as measured by the statewide English language proficiency assessment, including: (1) the State-determined timeline for such students to achieve English language proficiency and (2) how the long-term goals are ambitious.

In addition to using a student's incoming English proficiency level to determine the length of time it should take to achieve English proficiency, it is important to account for other research-based student characteristics to identify an appropriate timeframe for individual students to achieve English proficiency. However, given the very small population of English Learners (ELs) in Wyoming public schools,

Wyoming will be collaborating with other states in the WIDA consortium to take advantage of the much larger population of ELs across all states that administer the WIDA ACCESS for English Learners test.

The WDE agrees with the general approach being recommended by WIDA, which is based on the following general steps:

1. Run a statistical model to estimate the average time necessary to become English proficient based on incoming English proficiency, time in language instruction education programs, grade level, age, native language proficiency level, and/or limited or interrupted formal education.
2. Using the results of the statistical model from step 1, create a set of equations to determine the appropriate number of years to achieve English proficiency for each newly identified EL (or x).
3. Set the long-term goal for each newly identified student as the proficient cut score on WIDA ACCESS for ELs in the grade level “x” years out from the student’s current grade.
4. Use a mathematical calculation (to be developed on the basis of research about what are appropriate expectations for the degree of growth in early years versus later years) to set interim goals that place the student on target to become English proficient by the deadline developed in step 2.

By design, these steps are less clearly specified than for either graduation rate or achievement because the research basis underlying steps 1 and 4 remain under development in order to best incorporate research findings about English language acquisition for ELs.

The WDE will monitor Wyoming-specific performance data over time (as enough data becomes available) to determine if there are any critical differences in trends for Wyoming as compared to trends for the WIDA consortium as a whole to determine whether EL goals should be revisited.

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.

2. **Provide the measurements of interim progress toward the long-term goal for increases in the percentage of English learners making progress in achieving English language proficiency in Appendix A.**

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 included in Appendix A.

- iv. **Indicators (ESEA section 1111(c)(4)(B))**
  - a. **Academic Achievement Indicator.** Describe the Academic Achievement indicator, including a description of how the indicator (i) is based on the long-term goals; (ii) is measured by proficiency on the annual Statewide reading/language arts and mathematics assessments; (iii) annually measures academic achievement for all students and separately for each subgroup of students; and (iv) at the State’s discretion, for each public high school in the State, includes a measure of student growth, as measured by the annual Statewide reading/language arts and mathematics assessments.

**Achievement:** 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.

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.

Scores are reported for All Students and Subgroups and used to make accountability determinations.

***NOTE:** Wyoming will be implementing a new state assessment in 2017-18. Students in grades 3-10 will participate in a summative, computer-adaptive assessment with multiple item types for reading/language arts and math. Interim assessments will be available in grades 1-10. Science will be given in grades 4, 8, and 10.*

**Growth:** 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 college-entrance exam.

- b. Indicator for Public Elementary and Secondary Schools that are Not High Schools (Other Academic Indicator). Describe the Other Academic indicator, including how it annually measures the performance for all students and separately for each subgroup of students. If the Other Academic indicator is not a measure of student growth, the description must include a demonstration that the indicator is a valid and reliable statewide academic indicator that allows for meaningful differentiation in school performance.**

**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.



- c. **Graduation Rate.** Describe the Graduation Rate indicator, including a description of (i) how the indicator is based on the long-term goals; (ii) how the indicator annually measures graduation rate for all students and separately for each subgroup of students; (iii) how the indicator is based on the four-year adjusted cohort graduation rate; (iv) if the State, at its discretion, also includes one or more extended-year adjusted cohort graduation rates, how the four-year adjusted cohort graduation rate is combined with that rate or rates within the indicator; and (v) if applicable, how the State includes in its four-year adjusted cohort graduation rate and any extended-year adjusted cohort graduation rates students with the most significant cognitive disabilities assessed using an alternate assessment aligned to alternate academic achievement standards under ESEA section 1111(b)(2)(D) and awarded a State-defined alternate diploma under ESEA section 8101(23) and (25).

Schools have two pathways for earning a graduation target level.

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 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.

- d. **Progress in Achieving English Language Proficiency (ELP) Indicator.** Describe the Progress in Achieving ELP indicator, including the State's definition of ELP, as measured by the State ELP assessment.

Wyoming is using the ACCESS 2.0 to measure English Language Proficiency. The ACCESS 2.0 measures 4 domains: reading, writing, speaking, and listening. A performance level score of 4.6 on the overall composite will be used in Wyoming as evidence of English Proficiency.

- e. **School Quality or Student Success Indicator(s).** Describe each School Quality or Student Success Indicator, including, for each such indicator: (i) how it allows for meaningful differentiation in school performance; (ii) that it is valid, reliable, comparable, and statewide (for the grade span(s) to which it applies); and (iii) of how each such indicator annually measures performance for all students and separately for each subgroup of students. For any School Quality or Student Success indicator that does not apply to all grade spans, the description must include the grade spans to which it does apply.

#### Grades 3-8: Equity

An important goal of any accountability model is to minimize achievement gaps. The Equity indicator is designed to encourage schools to do as well as possible with the students who are most at risk.

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.

*\*Students are in the consolidated subgroup for only the subject area tests where they did not meet the score criterion.*

#### High School: Post-Secondary Readiness

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:

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.

Option 2: Completion of a CTE pathway (minimum of a 3 course sequence) and one or more of the following: a passing score on a CTE exam or industry-recognized certification.

Option 3: Completion of a college success curriculum or a CTE pathway and a military-readiness score on the ASVAB.

Further information on meaningful differentiation and weighting of these indicators is below.

- v. **Annual Meaningful Differentiation (ESEA section 1111(c)(4)(C))**
  - a. **Describe the State's system of annual meaningful differentiation of all public schools in the State, consistent with the requirements of section 1111(c)(4)(C) of the ESEA, including a description of (i) how the system is based on all indicators in the State's accountability system, (ii) for all students and for each subgroup of students. Note that each state must comply with the requirements in 1111(c)(5) of the ESEA with respect to accountability for charter schools.**

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.

- b. **Describe the weighting of each indicator in the State's system of annual meaningful differentiation, including how the Academic Achievement, Other Academic, Graduation Rate, and Progress in ELP indicators each receive substantial weight individually and, in the aggregate, much greater weight than the School Quality or Student Success indicator(s), in the aggregate.**

#### Grades 3-8

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.

### High School

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.

- c. If the States uses a different methodology for annual meaningful differentiation than the one described in 4.v.a. above for schools for which an accountability determination cannot be made (e.g., P-2 schools), describe the different methodology, indicating the type(s) of schools to which it applies.**

Schools that do not have grades in which students are assessed to provide data for the accountability model are paired with another school within their district for accountability purposes. Examples include:

- K-2 schools (paired)
- K-3 schools (paired for Growth/Equity)
- 3-5 schools (receive applicable school performance rating-SPR)
- K-12 schools (receives two SPRs)\*
- 6-12 schools (treated as K-12)\*
- 7-12 schools (treated as K-12)\*

\*Schools that include both grades 3-8 and 9-12 (i.e., K-12 schools) receive two accountability scores, one using the 3-8 model and one using the high school model.

### Small Schools

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. Schools with scores on just one indicator or no indicators will undergo a small school review.

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.

During a small school review, schools receive their performance data, and their school improvement plan is reviewed by the WDE to ensure that their goals align to the indicators within the accountability model. For the purpose of averaging data, the WDE conducts a two-year and three-year lookback as necessary.

### Institutional Schools

Students enrolled in institutional schools, including private residential treatment facilities, group homes, day treatment programs, and juvenile detention facilities, are tied to their resident school district for accountability purposes. No ratings are given to institutional schools.

### New Schools

When a new school ID is assigned by the WDE, they can receive scores for the Growth and Achievement Indicators during the first year for students who were enrolled for the full academic year and were tested in any Wyoming school in the prior year. In the case of new high schools, a graduation rate is not calculated until the school has at least two years of data.

#### **vi. Identification of Schools (ESEA section 1111(c)(4)(D))**

Under Wyoming's state accountability model, the methodology for identifying schools that need support is based on various school performance levels. This method of identification applies to all Wyoming schools, and the state does not rank order schools based on performance.

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.

Wyoming schools will be first identified for comprehensive support, as appropriate, beginning in 2018-19. Identification of schools will be based on performance during 2017-18 and at least once every three years thereafter.

- a. **Comprehensive Support and Improvement Schools. Describe the State's methodology for identifying not less than the lowest-performing five percent of all schools receiving Title I, Part A funds in the State for comprehensive support and improvement.**

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. Title I schools performing among the bottom 5% of all Title I schools in the state will be identified for comprehensive support and improvement.

- b. **Comprehensive Support and Improvement Schools. Describe the State's methodology for identifying all public high schools in the State failing to graduate one third or more of their students for comprehensive support and improvement.**

Beginning in 2018-19 and every third year thereafter, all Wyoming high schools graduating less than 2/3 of their students will be identified for comprehensive support and improvement. The WDE collects graduation data annually.

- c. **Comprehensive Support and Improvement Schools. Describe the methodology by which the State identifies public schools in the State receiving Title I, Part A funds that have received additional targeted support under ESEA section 1111(d)(2)(C) (based on identification as a school in which any subgroup of students, on its own, would lead to identification under ESEA section 1111(c)(4)(D)(i)(I) using the State's methodology under ESEA section 1111(c)(4)(D)) and that have not satisfied the statewide exit criteria for such schools within a State-determined number of years.**

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. When this combined score would place a subgroup(s) *below* the bottom 5% of all schools for the All Students group, the school will be identified for *additional* 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.

- d. **Year of Identification.** Provide, for each type of schools identified for comprehensive support and improvement, the year in which the State will first identify such schools and the frequency with which the State will, thereafter, identify such schools. Note that these schools must be identified at least once every three years.

Wyoming schools will be first identified for comprehensive support beginning in 2018-19. Identification of schools will be based on performance during 2017-18 and at least once every three years thereafter.

- e. **Targeted Support and Improvement.** Describe the State's methodology for annually identifying any school with one or more "consistently underperforming" subgroups of students, based on all indicators in the statewide system of annual meaningful differentiation, including the definition used by the State to determine consistent underperformance. (*ESEA section 1111(c)(4)(C)(iii)*)

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.

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.

- f. **Additional Targeted Support.** Describe the State's methodology, for identifying schools in which any subgroup of students, on its own, would lead to identification under ESEA section 1111(c)(4)(D)(i)(I) using the State's methodology under ESEA section 1111(c)(4)(D), including the year in which the State will first identify such schools and the frequency with which the State will, thereafter, identify such schools. (*ESEA section 1111(d)(2)(C)-(D)*)

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. When this combined score would place a subgroup(s) *below* the bottom 5% of all schools for the All Students group, the school will be identified for *additional* targeted support and improvement.

- g. **Additional Statewide Categories of Schools.** If the State chooses, at its discretion, to include additional statewide categories of schools, describe those categories.

Not Applicable.

- vii. **Annual Measurement of Achievement (ESEA section 1111(c)(4)(E)(iii))**: Describe how the State factors the requirement for 95 percent student participation in statewide mathematics and reading/language arts assessments into the statewide accountability system.

There is a participation requirement of 95% and a participation threshold of 90%. When a school does not meet the participation threshold, the school is not able to be scored and is assigned to the not meeting expectations performance level. When a school meets the participation threshold but does not meet the participation requirement, the school is docked one school performance level. The participation rate is computed for all students with an active enrollment in the school during the test window.

- viii. **Continued Support for School and LEA Improvement (ESEA section 1111(d)(3)(A))**

- a. **Exit Criteria for Comprehensive Support and Improvement Schools**. Describe the statewide exit criteria, established by the State, for schools identified for comprehensive support and improvement, including the number of years (not to exceed four) over which schools are expected to meet such criteria.

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. Schools remaining in comprehensive support and improvement for four consecutive years will be required to implement more rigorous interventions defined by the state.

- b. **Exit Criteria for Schools Receiving Additional Targeted Support**. Describe the statewide exit criteria, established by the State, for schools receiving additional targeted support under ESEA section 1111(d)(2)(C), including the number of years over which schools are expected to meet such criteria.

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. Schools remaining in additional targeted support and improvement for four consecutive years will be identified for comprehensive support and improvement.

- c. **More Rigorous Interventions**. Describe the more rigorous interventions required for schools identified for comprehensive support and improvement that fail to meet the State's exit criteria within a State-determined number of years consistent with section 1111(d)(3)(A)(i)(I) of the ESEA.

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.

Additionally, schools that fail to improve on self-selected interventions will be required to fully implement Multi-Tiered System of Support (MTSS). The fidelity of implementation will be determined using the Wyoming [MTSS checklist](#).

- d. **Resource Allocation Review.** Describe how the State will periodically review resource allocation to support school improvement in each LEA in the State serving a significant number or percentage of schools identified for comprehensive or targeted support and improvement.

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. Areas of concern will be noted for the school district so that they can work to address any potential funding concerns at the school level.

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.

- e. **Technical Assistance.** Describe the technical assistance the State will provide to each LEA in the State serving a significant number or percentage of schools identified for comprehensive or targeted support and improvement.

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, such as performance data reviews, to improve capacity to improve individual schools.

- f. **Additional Optional Action.** If applicable, describe the action the State will take to initiate additional improvement in any LEA with a significant number or percentage of schools that are consistently identified by the State for comprehensive support and improvement and are not meeting exit criteria established by the State or in any LEA with a significant number or percentage of schools implementing targeted support and improvement plans.

Not Applicable.

5. **Disproportionate Rates of Access to Educators** (*ESEA section 1111(g)(1)(B)*): Describe how low-income and minority children enrolled in schools assisted under Title I, Part A are not served at disproportionate rates by ineffective, out-of-field, or inexperienced teachers, and the measures the WDE/SEA agency will use to evaluate and publicly report the progress of the State educational agency with respect to such description.<sup>4</sup>

Article VI of the Wyoming Constitution requires a "thorough and efficient" education which is "complete and uniform" for all school aged children. This has been interpreted as "equal opportunity to a quality education." Equal opportunity means that every child, no matter where they live in the state, shall have the same opportunity. This is the "equity" piece of modern school jurisprudence. The other piece is "adequacy." Adequacy refers to the sufficiency of funding to deliver that quality education. Wyoming has

<sup>4</sup> Consistent with ESEA section 1111(g)(1)(B), this description should not be construed as requiring a State to develop or implement a teacher, principal or other school leader evaluation system.

had a constitutional requirement to provide students with equal opportunity to a quality education, education has been well-funded. Education has been generously funded including teacher salaries. Schools with at-risk populations are provided with additional funds to ensure districts have the resources to provide additional services and meet the unique needs of these populations. All students having access to excellent educators and school leaders is critically important in meeting this requirement and ensuring all students are college, career, and military ready. In fact it is the most effective and experienced educators that may be best suited to meet the unique needs minority and low income students may have.

The WDE has been collecting data over time on the numbers of teachers who are considered out-of-field and or inexperienced; however ineffective teachers has never been defined at the WDE level. To develop a definition of ineffective teacher, the WDE has worked closely with a large stakeholder audience to develop a set of guardrails districts must use to define effective teachers.

### Definitions

**Out-of-field teacher:** A teacher who has an educator license, but who does not have an educator license or an endorsement in the field they are currently teaching; an out-of-field teacher is designated as an unqualified teacher. This may also be a teacher with an exception authorization allowing them to teach in an area other than that for which they hold a standard license and endorsement.

**Inexperienced teacher:** 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).

**Ineffective Teacher:** Any teacher who is not considered effective as defined through their district's evaluation system. The district's certified personnel system must meet the requirements outlined in [Chapter 29](#) and approved by the State Board of Education.

**Low-income student:** Any student qualifying for free or reduced lunch (FRL)

**Minority student:** Any student reported under one or more of the following race/ethnicity categories: Hispanic/Latino Ethnicity, American Indian or Alaska Native, Asian, Black or African American, and Native Hawaiian or Other Pacific Islander; multiple races, or, any student reported as non-White.

**Teacher Turnover:** Percentage of total teacher FTE not returning the next school year.

### Data Sources

When the WDE initially developed data around equity gaps throughout Wyoming, numerous data sources were provided by both the WDE's Information Management and Accountability Divisions and the Office of Civil Rights (OCR). Reviewing more than one data source allowed for increased confidence in the analysis by providing a comprehensive depiction of the educational experience of a Wyoming student.

The following data sources were used to determine the equity gaps in Wyoming:

1. Ineffective Teacher data has never been collected. The WDE is planning to develop an ineffective teacher data collection which will be reviewed by districts and the School Finance Data Advisory Committee;
2. WDE K–12 Teacher Turnover Rates by District, 2008–09 to 2012–13 School Years report (Teacher Turnover Report); and,
3. OCR Educator Equity Profile for Wyoming based on 2011–12 academic year (Educator Equity Profile) (USDE, 2014).



### Stakeholder Input

With changes made in ESEA through the Every Student Succeeds Act, the WDE is moving away from collecting data on highly qualified teachers to ineffective teachers.

The WDE recognizes that participation of stakeholders as part of the State Equity Planning Committee to inform the design, development, and implementation of Wyoming's equity plan is essential to ensure representation of Wyoming education stakeholders. The Committee members were selected to represent all state education stakeholders and have demonstrated expertise, experience in education, and commitment to improving education in the state of Wyoming. Given this, the Committee is broad and authentic and meets the requirements of ESEA sections 1111(a)(1) as outlined in the USDE Frequently Asked Questions guidance under question A-1 (USDE, 2015, p. 7). The Committee comprises 24 stakeholders representing 14 stakeholder groups across Wyoming. Many of the stakeholders serve dual roles. They come from districts across the state and serve in the capacity of educational organization representatives as well as school district representatives. The stakeholder group includes the following

- Fremont County School District #21 Board Member – Native American Community Representative
- Parent Information Center
- Sweetwater County School District #2 – Director of Special Education Programs
- University of Wyoming, College of Education
- Park County School District #6, Middle School Principal/Wyoming Association of Elementary and Middle school Principals (WAEMSP)
- Crook County School District #1, Superintendent/Wyoming Association of School Administrators (WASA)
- Platte County School District #2/Wyoming Association of Secondary School Principals (WASSP)
- Wyoming Community College Commission
- Wyoming Department of Education
- Wyoming Department of Family Services
- Wyoming Education Association (WEA)
- Wyoming Professional Teaching Standards Board (PTSB)
- Wyoming School Boards Association
- Wyoming State Board of Education

### Equity Gaps

For teacher experience, qualifications, and absence, the WDE considered a percentage difference of more than 5.0% an equity gap. For teacher turnover, the Committee considered a percentage difference of more than 10.0% an equity gap. Data has shown there are limited equity gaps in Wyoming. Wyoming's equity gaps are greater when analyzing data around teacher turnover and special education teachers.

Required public reporting of equity related data will be found at: [edu.wyoming.gov/data/](http://edu.wyoming.gov/data/)

- 6. School Conditions (*ESEA section 1111(g)(1)(C)*): Describe how the WDE/SEA agency will support LEAs receiving assistance under Title I, Part A to improve school conditions for student learning, including through reducing: (i) incidences of bullying and harassment; (ii) the overuse of discipline practices that remove students from the classroom; and (iii) the use of aversive behavioral interventions that compromise student health and safety.**

The WDE is committed to building out supports and policies in partnership with practitioners in the field and other state agencies to advance this work in the state, both in and out of school. It is the WDE's goal to promote systems and strategies that foster safe, positive, healthy, culturally competent, and inclusive learning environments and address students' varied needs in order to improve educational outcomes for all students.

This is done in part through the Safe School Climate Act expectations extended to schools and school districts directing them to prohibit harassment, intimidation and bullying. Major expectations include: definitions of terms, consequences, procedures for reporting, procedures for investigation, prohibition on retaliation, victim protection strategy, false accusation consequences and policy publication.

This is further supported by Title I through Positive Behavioral Interventions and Supports (PBIS) as a component of the MTSS. School districts can utilize their Title I funds to promote professional development, and implement appropriate district and school level interventions to ensure that incidences of bullying and harassment are reduced, which would also decrease the overuse of discipline practices that remove students from the classroom.

Additionally, Wyoming law requires schools to adopt, and the state superintendent of public instruction approve, policies and procedures specific to seclusion and restraint in schools. Seclusion and restraint are explicitly defined in state statute and prohibits the use of locked seclusion. Schools must not limit their seclusion and restraint policies to any specified student group(s), and parents or legal guardians are to be notified in the event that such discipline is applied to their child. Schools provide training to appointed staff in accordance with their local policies, and the use of seclusion or restraint is limited to situations where there is immediate or imminent injury to the student or others.

Even though Wyoming has a better than average Counselor to Student ratio, in large part due to the rural nature of the state, schools that meet the requirements of section 1114 can offer mental health services using Title I funds which would have the impact as well of improving school conditions to ensure that student achievement is not adversely affected.

Finally, through the use of an anonymous reporting system developed in conjunction with the Department of Homeland Security, students have the opportunity to have a direct influence, without fear of retribution, on the climate of the school.

School districts are encouraged to utilize existing reporting requirements to monitor the effectiveness of programs.



**7. School Transitions (ESEA section 1111(g)(1)(D)): Describe how the State will support LEAs receiving assistance under Title I, Part A in meeting the needs of students at all levels of schooling (particularly students in the middle grades and high school), including how the State will work with such LEAs to provide effective transitions of students to middle grades and high school to decrease the risk of students dropping out.**

The WDE supports several approaches for meeting the needs of students at all levels of schooling, recognizing the importance of providing supports and interventions across the grade spans to minimize proficiency gaps and build a foundation for future success. The following are examples of the WDE's ongoing work that provides a basis for supports of successful transitions for students at all levels. This work is performed using a combination of funding sources and partnerships.

**Early Childhood:**

- The WDE supports Early Childhood through a number of initiatives. The WDE allocates Temporary Assistance for Needy Families (TANF) funds received from the Wyoming Department of Family Services (DFS) to preschools through a grant application. Grant cycles last for two years. If funded, preschools are required to administer the Instructional Foundation for Kindergarten (IF-K) assessment which is used by the preschools to measure preschool success for the student.
- The WDE supports the Behavioral Health Division (BHD) in the Wyoming Department of Health (WDH) with administering the Individuals with Disabilities Education Act (IDEA) Section 619. IDEA 619 provides the provision of special education to preschool students. The WDE still acts as the SEA for these services by allocating funds and providing monitoring support, professional development and technical assistance to both the staff who administer the program and the preschools who provide the services.
- 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 infrastructure, and stakeholder input, the SSIP will focus on improving reading skills for students with disabilities in preschools and grades K-3.

**Full K-12 Span:**

- Currently, all schools are accredited by AdvancED as part of the state's accreditation program. This organization accredits schools all over the world. Their processes have been refined over a half-century of time. By ensuring quality processes are in place in Wyoming schools, educational institutions have been able to maximize the achievement of all enrolled students.
- The WDE also monitors the performance of school districts' preschool programs by providing to the Wyoming Legislature a biennial report. This report is required by statute and measures the performance of students through third grade by comparing the standardized assessment scores of students who attended a school district preschool against students who did not.
- The WDE will support and encourage school districts to consider the importance of successful transitions when performing their needs assessment, as well as in developing their action plans for utilizing their Title IV, Part A and other allocations under ESSA.
- The WDE will encourage districts to review and develop or enhance effective school library programs to provide opportunities for students to develop digital and information literacy skills.

School libraries that offer up-to-date print and digital resources help improve academic achievement.

- EL educators are offered professional development to enhance instruction for ELs in areas such as sheltered instruction strategies, instructional coaches, WIDA workshops, state and national conferences, professional learning community meetings, out-of-district conferences, Kagan Cooperative Learning Structures, vocabulary development, and English Learners who exit EL status are monitored.
- Wyoming has also established partnerships to support students with disabilities and students whose first language is not English, to help them transition successfully from pre-K through grade 12. The Individual Learning unit also partners with the CTE team to identify the needs and supports of students with disabilities and are developing an action plan for improving graduation rates.
- The WDE strategic plan creates opportunities for students to keep Wyoming strong by significantly increasing the percentage of Wyoming students that are college, career, and military ready. A strategy is to increase enrollment in CTE by providing policies, procedures, guidelines and resources to create more flexibility for innovation within CTE, and to increase awareness of, and opportunities for career development, exploration, and guidance.
- The WDE works to ensure that students who are homeless, in foster care, migratory and/or active military duty families have full access to a consistent education. The WDE works with a variety of partners, including schools, school districts and families, to help ensure that these students have transportation and other supports needed to successfully transition through school.

#### Middle Grades and High School:

- Continuing on the CTE work mentioned above, the WDE's CTE team completes an evaluation of career pathways, establishes an official WDE liaison for school counselors and develops a Career Development Facilitator Course, and develops marketing strategy which correlates participation in Career Technical Student Organizations with academic success.
  - In 2014-15, 41.9% of Wyoming students counted as eligible concentrators (in eleventh grade) in CTE performed at the proficient level in mathematics compared to 39.7% of all eleventh grade students who performed at the proficient level in mathematics. 34.7% of students who are counted as eligible concentrators (in eleventh grade) in CTE performed at the proficient level in reading compared to 36.3% of all eleventh grade students who performed at the proficient level in reading. And, in 2014-2015, 92.9% of eligible CTE concentrators were reported as graduating, compared to 79.4% of all students statewide.
- Wyoming participates in the Carl D. Perkins Improvement in Career Technical Education Act of 2006. This funding supports school districts to develop the academic, career and technical components of secondary education for students who elect to enroll in career and technical programs. These programs support and aid in the transition to post-secondary programs or the workforce.
- The Individual Learning Division of the WDE supports all requirements for IDEA. One requirement is to ensure that all students ages 16 or older have incorporated into their IEPs appropriate transition goals and services. The purpose of this requirement is to support students as they prepare to leave school and enter post-secondary, the military, or their career.

Dropout Rates:

- A number of WDE initiatives focus on supporting schools and LEAs to lower dropout rates and improve graduation rates of all students including the most at-risk. A competitive grant intended to support at-risk students has provided schools with resources to implement research-based strategies to retain at-risk students and earn a diploma.

Post-Secondary:

- The School-University Partnership is a collaborative effort of the University of Wyoming, member school districts, the WDE, and community colleges whose mission is to improve teacher education and renewal of public schools. The partnership focuses on helping students to better transition from high school to college by organizing collaborative meetings of high school and college educators within the same disciplines. The partnership also facilitates greater communication between K-12 and higher education teachers and administrators.
- Wyoming implemented a merit-based scholarship program, the Hathaway Scholarship Program, in 2006 which is open to all students who meet the program requirements. The program offers four levels of scholarships, each with their own requirements. Award amounts vary at each level for students who qualify. The course requirements, known as the Hathaway Success Curriculum, provide pathways for all students to prepare for post-secondary education; students with disabilities are allowed to take courses with appropriate accommodations. In addition, students may choose various CTE pathways to meet the curriculum requirements. The WDE continues to work with the Wyoming Legislature to ensure requirements are flexible to meet student needs and demands.

## B. TITLE I, PART C: EDUCATION OF MIGRATORY CHILDREN

The WDE has decided not to receive federal funds related to the Title I, Part C, the Migrant Education Program (MEP). Please note the state's MEP is a summer only program and would receive federal funds for only the summer session.

1. **Supporting Needs of Migratory Children (ESEA section 1304(b)(1)):** Describe how, in planning, implementing, and evaluating programs and projects assisted under Title I, Part C, the State and its local operating agencies will ensure that the unique educational needs of migratory children, including preschool migratory children and migratory children who have dropped out of school, are identified and addressed through:
  - i. The full range of services that are available for migratory children from appropriate local, State, and Federal educational programs;
  - ii. Joint planning among local, State, and Federal educational programs serving migratory children, including language instruction educational programs under Title III, Part A;
  - iii. The integration of services available under Title I, Part C with services provided by those other programs; and
  - iv. Measurable program objectives and outcomes.

In short, the reasons for the WDE's decision not to participate with the Office of Migrant Education MEP are as follows:

- Limited and decreasing number of migrant eligible student enrollment during the funded summer sessions;
- Limited and decreasing numbers of school districts' summer participation, from three school districts in 2008 to one school district in 2016;
- The requirement to implement and use the Migrant Student Information Exchange (MSIX) system in order to receive federal funding was/is a federal requirement that the WDE was/is not willing to accept as it involves collecting and sharing of student level information and data; and,
- Wyoming takes pride in its ability and vigilance to safeguard its student information and data, implementation and use of MSIX precludes such established safeguards.

2. **Promote Coordination of Services (ESEA section 1304(b)(3)):** Describe how the State will use Title I, Part C funds received under this part to promote interstate and intrastate coordination of services for migratory children, including how the State will provide for educational continuity through the timely transfer of pertinent school records, including information on health, when children move from one school to another, whether or not such move occurs during the regular school year.

Not applicable.

3. **Use of Funds (ESEA section 1304(b)(4)):** Describe the State's priorities for the use of Title I, Part C funds, and how such priorities relate to the State's assessment of needs for services in the State.

Not applicable.

## C. TITLE I, PART D: PREVENTION AND INTERVENTION PROGRAMS FOR CHILDREN AND YOUTH WHO ARE NEGLECTED, DELINQUENT, OR AT-RISK

The purpose of the Title I, Part D program is to assist students who have contact with the juvenile justice system to reach the same challenging academic standards as students in the regular school system. In Wyoming, grants funds are awarded to the Department of Corrections, the Department of Family Services, and institutions that participate in the Court Ordered Placement of Students Program (COPS). Institutions in the COPS program are a mix of private non-profit and for-profit entities which serve a variety of student populations ranging from elementary school students with special education needs to adolescent treatment facilities.

### **1. Transitions Between Correctional Facilities and Local Programs (ESEA section 1414(a)(1)(B)): Provide a plan for assisting in the transition of children and youth between correctional facilities and locally operated programs.**

The WDE facilitates the transition of children and youth between Title I, Part D-funded correctional facilities and locally operated programs by:

- Developing clear and direct instructions within the grant application process that reflect transition activities as a federal and state priority
- Ensuring that each program funded through the Title I, Part D program has identified a Transition Coordinator to be responsible for spearheading activities to ensure the successful transition of children and youth back to their home communities.
- Providing state funding to school districts to assist them with case management support for students in out-of-home placement, including correctional facilities.
- Providing funding through the grant program that may be used to support instruction, professional development, the purchase of instructional materials, and other transition services.
- Meeting with local staff to provide technical assistance in exploring options, developing collaborations and initiating transitional efforts.
- Monitoring grant-funded facilities for faithfulness to program objectives, requirements, and identified support activities.

### **2. Program Objectives and Outcomes (ESEA section 1414(a)(2)(A)): Describe the program objectives and outcomes established by the State that will be used to assess the effectiveness of the Title I, Part D program in improving the academic, career, and technical skills of children in the program.**

The goal of Wyoming's public education system for kindergarten through grade 12 is to prepare all students for college, career, and military readiness. The WDE has identified five primary strategies that support this goal:

- Increasing third grade reading proficiency
- Increasing involvement in CTE Pathways
- Increasing involvement in the Hathaway Success Curriculum
- Increasing the Statewide Accreditation Score
- Increasing involvement in Online Learning Opportunities

The overarching goal and supporting strategies apply equally to children and youth participating in Title I, Part D-funded programs. As part of the annual application for funding, facilities are required to conduct a

needs assessment that identifies the strengths and weaknesses of the program, and the program areas to be improved in order to enhance student achievement. The Title I, Part D plan is aligned to their state accreditation and school improvement plan. Facilities are responsible for reporting annually on progress toward their identified objectives, assessing the effectiveness of their strategies, and making any necessary adjustments. The WDE monitors this process through periodic desk audits and site visits to participating institutions. The WDE also may provide technical assistance to individual facilities, and will take advantage of resources and training made available by the USED technical assistance provider.

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## D. TITLE II, PART A: SUPPORTING EFFECTIVE INSTRUCTION

The WDE engaged facilitated numerous stakeholder meetings to discuss creating a vision and plan for supporting and developing excellent educators and school leaders in the state. Some of those stakeholders are representatives from the stakeholder groups including University of Wyoming (UW) College of Education, Wyoming Teachers of the Year, Special Education Directors, Superintendents, Curriculum Directors, Personnel Directors, Wyoming Education Association, Professional Teaching Standards Board, and the Wyoming Collaborative Council. Using the “career, college, and military ready” vision of the WDE, along with Wyoming state statute requirements, the stakeholder group developed an excellent educator and school leader vision to develop this section.

### Wyoming’s Vision of Excellent Educators and School Leaders

To ensure each student learns at high levels, excellent educators and school leaders:

- Make each student their priority, focus on high expectations for all, acquire deep content knowledge, and pair these with evidence-based instructional practices;
- Provide supports necessary to meet every student where they are and help them grow academically and emotionally;
- Create cultures of trust and a climate of learning;
- Are accountable, professional, solution-oriented role models who contribute to collective efficacy throughout the educational system; and
- Build and collaborate in high effective teams and networks.

Through virtual town hall meetings, in-person town hall meetings, online surveys, multiple meetings with the above-mentioned stakeholder workgroup, and other feedback avenues, the state identified the following needs:

- Many new teachers are not completely prepared to be in charge of a classroom upon entering the teaching field. Forty-five percent of new teachers in Wyoming graduate from UW, and 55% come from universities outside of Wyoming.
- Identified staffing needs, especially for difficult-to-hire positions, throughout Wyoming, currently outstrip the abilities of Wyoming’s single educator preparation program.
- Some school districts experience high turnover and are left with difficult-to-hire positions due to geographical isolation and challenges educators experience regarding meeting the needs of the school district’s demographics.
- School districts desire more professional development opportunities to be offered by the WDE on a regional or statewide basis.
- School districts desire more opportunities to network with other school districts and have a preference for the Professional Learning Community approach to this need.
- Many new educators are not completely prepared to be in charge of a classroom upon entering the teaching field and could benefit from more extensive student-teaching experiences as well as experiences in school districts with demographics of low-income or minority students.

The WDE has taken the feedback into consideration and, within the authority the WDE has under state and federal laws, is developing a plan and strategies to meet the needs of the school districts.

Collaboration among and between school districts, state agencies, educational partners, national organizations and other stakeholders is a critical component to ensure success. For example, the very critical function of teacher licensing is administered by the Wyoming Professional Teaching Standards Board, an agency separate and distinct from the WDE. The school districts are responsible for their own



teacher evaluation and advancement systems. Partnering across these entities is critical to Wyoming's plan.

**1. Use of Funds (ESEA section 2101(d)(2)(A) and (D)): Describe how the State educational agency will use Title II, Part A funds received under Title II, Part A for State-level activities described in section 2101(c), including how the activities are expected to improve student achievement.**

The WDE will use SEA level funds from Title II, Part A in the following manner to create opportunities to improve student achievement:

1% for Administration of the Title II, Part A grant program

This portion will cover administrative costs associated with the Title II Director position, part of a federal grants fiscal specialist position, and cover necessary administration and overhead costs associated with these positions. These positions provide guidance for school districts on how to utilize their Title II, Part A funds to improve student achievement.

Up to 4% for SEA Administered State Activities

The remaining 4% allowed for SEA administered state activities will be used as follows:

- a) Coordination of statewide professional development for school district staff;
- b) An appropriate portion of the grant management system for school districts to apply for Title II, Part A funds;
- c) Monitoring activities stemming from Title II, Part A grant applications;
- d) To provide school districts technical assistance around the use of funds and grant compliance with regard to Title II, Part A;
- e) The state-coordinated professional development activities will be chosen through a statewide needs assessment survey distributed to all Wyoming school districts and relative stakeholders. This survey will be conducted every three years, with annual evaluation surveys conducted to determine the effectiveness of the professional development provided and to ensure that the activities are ongoing, sustainable, and showing an impact on student achievement. The needs assessment survey occurring every three years will allow sufficient time for research, development, and influence on student achievement to be assessed. The annual evaluations track effectiveness of the professional development for educators and its impact on student achievement. An example of what Wyoming is considering at this time, based on the stakeholder feedback throughout construction of this state plan, include development and coordination of regional professional learning communities to offer rural school districts more opportunities to share with and learn from one another; and,
- f) Other in-agency WDE-offered professional development that meet district needs, which meet allowable uses of funds, and only when/if there are Title II, Part A funds available. This is to be determined on a case-by-case basis within the WDE to ensure the funds are used as intended and that the results can be evaluated appropriately to ensure an impact on student achievement. Some existing services that the WDE provides to school districts that Title II, Part A funds may support if available after identified priorities in the needs assessment include the following examples:
  - a. Wyoming offers a [Multi-tiered System of Support](#) (MTSS) through the Wyoming Instructional Network (Project WIN). MTSS is a schoolwide prevention framework that integrates assessment and intervention to maximize student academic achievement and prosocial behavior. Response to Intervention (RTI) and PBIS are examples of MTSS frameworks.



- b. Wyoming also offers a [Statewide System of Support](#) to identify needs and opportunities, based on the [implementation framework displayed in the logic model](#).
- c. In 2017, the Wyoming Legislature passed a law that will require schools who do not meet expectations through the state accountability system, to review their leader evaluation systems. The goal is to ensure that school districts have alignment and fidelity of implementation between the school leader evaluation system and the results of the accountability system. Through the school leader's evaluation, the professional development needed to support the school leader to becoming highly effective should be identified and provided by the school district. The WDE will be providing support to school districts to ensure that they have the resources and skills needed to provide valid and reliable evaluations designed to provide guidance on the supports and professional development leaders need to become more effective.

Optional 3% (of remaining 95% flow-through to School Districts)

The WDE, based on stakeholder feedback for more state coordinated professional development opportunities, is opting to retain and utilize the optional 3% of flow-through funds to school districts. These funds will be used to offer state-coordinated activities to support principals, assistant principals, and other school leaders.

The optional 3% allowed for WDE-administered state activities for principals and other school leaders will be used as follows:

- a) Coordination of statewide professional development for principals and other school leaders;
- b) The state-coordinated professional development activities for principals and other school leaders will also be decided through the previously mentioned statewide needs assessment survey distributed to all Wyoming school districts and relative stakeholders. This survey will be conducted every three years, with annual evaluation surveys conducted to determine effectiveness of professional development provided and to ensure that the activities are ongoing, sustainable, and showing an impact on student achievement. The needs assessment survey occurring every three years will allow sufficient time for research, development, and influence on student achievement to be assessed. The annual evaluation track effectiveness for educators and impact on student achievement. An example of what Wyoming is considering at this time based on the stakeholder feedback throughout construction of this state plan include development and coordination of regional leadership professional learning communities to offer rural school districts more opportunities to share with and learn from one another. The WDE will work with UW and the state's seven community colleges to offer opportunities to principals, assistant principals, and other school leaders, and will incorporate identified areas of need from the Wyoming Equity Plan when determining activities based on the needs assessment survey results. The current chosen activities and approach to work with the University and community colleges will begin addressing the following needs identified through stakeholder feedback:
  - a. Challenges principals and other school leaders experience regarding meeting the needs of their district's demographics;
  - b. School districts desire more professional development opportunities offered by the WDE on a regional or statewide basis; and
  - c. School districts desire more opportunities to network with other school districts; and,
- c) Other in-agency WDE-offered professional development events that meet district needs, are allowable uses of funds, and only when/if there are Title II, Part A funds available. This is to be determined on a case by case basis within the WDE to ensure the funds are used as intended and that the results can be evaluated appropriately to ensure an impact on student achievement.

**2. Use of Funds to Improve Equitable Access to Teachers in Title I, Part A Schools (ESEA section 2101(d)(2)(E)): If an SEA plans to use Title II, Part A funds to improve equitable access to effective teachers, consistent with ESEA section 1111(g)(1)(B), describe how such funds will be used for this purpose.**

There are a number of strategies being implemented or that will be implemented at the WDE to address improving equitable access to teachers in all schools, not just Title I, Part A schools. While these strategies are not entirely funded with Title II, Part A funds, it doesn't exclude them from those funds if they are identified in the needs assessment mentioned in question 1 above.

**Recruitment and Retention Strategies to Increase Numbers of Special Education Teachers**

Recently, both survey data and highly qualified educator data showed Wyoming experiences difficulty in recruiting and retaining excellent special education teachers. The root cause analysis pointed to four major contributing causes for the equity gap: fewer job applicants, less desirable job, high number of students with behavioral disorders, and parents with children with behavioral issues may not be as supportive. Several strategies have been identified to support educators and increase the number of special education teachers across the state.

Although these are strategies to eliminate equity gaps around special education educators, these strategies are funded through sources other than Title II.

- a) Training building-level administrators in knowledge of the Individuals with Disabilities Act (IDEA) and support for special education educators.
- b) Support paraprofessional staff to become highly effective special education teachers.
- c) Address parental and family participation in clarifying and supporting their children with special needs at home and in school.
- d) Develop compensation programs for the additional mandated time to comply with meetings, forms, dealing with various factions of special education students' plans and transitions, and overall case management.
- e) Develop a statewide strategy to support recruitment of highly effective special education teachers.

**Strategies to Ensure Effective Educators for All Students**

With the addition of the requirement of states to report on the disproportionate rates at which students are being taught by ineffective teachers, the WDE worked with a large and diverse stakeholder group to identify strategies that would provide supports to schools and school districts who have a greater percentage of students being taught by teachers who are not effective.

- 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.

### Career Readiness

Data around students studying education in post-secondary show there have been declines in the numbers of students entering the teacher preparation program in Wyoming. By supporting school districts in developing a career pathway program focused on teaching and education, students would experience early exposure to the education field and cultivate their interest in becoming an educator. The expectation would be that those students who were interested in continuing their studies in the education field would then enter the College of Education at UW.

### **3. System of Certification and Licensing (ESEA section 2101(d)(2)(B)): Describe the State's system of certification and licensing of teachers, principals, or other school leaders.**

These duties are the responsibility of the Wyoming Professional Teaching Standards Board (PTSB), a government agency independent of the WDE. The Governor and the State Superintendent of Public Instruction appoint members to the PTSB. The State Superintendent also has a representative on the Board.

Teaching and administrative positions in Wyoming school districts must use the following Wyoming PTSB system:

- Per PTSB Rules & Regulations Chapter 2, Section 1. General Provisions.
  - (a) Applicants for an Educator License shall hold a bachelor's degree from a regionally accredited institution of higher education (W.S. §21-2-802).
  - (b) Educator Licenses, Permits, and Exception Authorizations shall indicate the grade/developmental level(s) and endorsement area(s) appropriate to the applicant's preparation, training, and experience.
- 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.
- In addition to professional development credit requirements, permit or license holders must also complete an application and pay a fee for renewal.
- Per PTSB Rules and Regulations Chapter 4: PTSB grants a standard license to which endorsements are added.
  - Endorsement areas are granted by PTSB and must match district assignment areas that are monitored by the WDE.
  - PTSB approves programs (from the University of Wyoming) that lead to educator licensure (endorsement area). That endorsement area allows an educator to be a candidate to fill a position in a district which matches their endorsement area.
- Out-of-state candidates who have completed a program that is not in Wyoming must complete a traditional route program from a regionally accredited institution of higher education that leads to licensure in the state in which the institution resides.
  - For more specific limitations, see PTSB Rules/Regulations Chapter 4, Section 3 (a-c).
- The PTSB has issued certificates with necessary endorsements covering specific assignment(s) to each professional staff member. The assignment of staff members is in accordance with the certificates and endorsements as specified in the certification regulations set by the Professional Teaching Standards Board. For more information, see the below statute references.
  - W.S. §21-2-802 (Powers and duties; teacher certification; suspension, and revocation; certification fees; disposition of collected fees; required data submissions to the department of education)
  - W.S. §21-7-303(a) (Certificate or permit required; exception);
  - W.S. §21-7-304 (Candidate for certificate must pass examination on state and federal constitutions);

**4. Improving Skills of Educators (ESEA section 2101(d)(2)(J)): Describe how the SEA will improve the skills of teachers, principals, or other school leaders in order to enable them to identify students with specific learning needs, particularly children with disabilities, English learners, students who are gifted and talented, and students with low literacy levels, and provide instruction based on the needs of such students.**

The WDE will utilize a variety of avenues to improve the skills of teachers, principals, or other school leaders to identify subpopulations to provide appropriate instruction. The subpopulations and Wyoming procedures are as follows:

- a) Specific Learning Needs (children with disabilities): [wyominginstructionalnetwork.com/](http://wyominginstructionalnetwork.com/) and [www.uwyo.edu/wind/echo/](http://www.uwyo.edu/wind/echo/)
- b) English learners: In Wyoming, school districts are required to implement processes and procedures for identifying students who are English learners, providing appropriate instruction, and monitoring for progress through English Learner courses. There is a [WDE guidebook](#) for school districts.
- 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 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.
- d) Students with low literacy levels: Wyoming evaluates all 3<sup>rd</sup> grade students' assessment results with regard to literacy, and also requires that all K-3 students take a grade appropriate assessment to determine literacy scores. Per Wyoming Statute §21-3-401, 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.

**5. Data and Consultation (ESEA section 2101(d)(2)(K)): Describe how the State will use data and ongoing consultation as described in ESEA section 2102(d)(3) to continually update and improve the activities supported under Title II, Part A.**

The state-coordinated professional development activities will be chosen through a statewide needs assessment survey distributed to all Wyoming school districts and relative stakeholders. This survey will be conducted every three years, with annual evaluation surveys conducted to determine the effectiveness of the professional development provided and to ensure that the activities are ongoing, sustainable, and showing an impact on student achievement. The needs assessment survey occurring every three years will allow sufficient time for research, development, and influence on student achievement to be assessed. The annual evaluations track effectiveness of the professional development for educators and its impact on student achievement.

The process that school districts will use to respond to the survey will include a review of data. Data collected annually from school districts is used to determine support priorities, with the expectation that district and school leaders will solicit input from local stakeholders to determine priorities.

For the statewide highest priority targets, the WDE will offer ongoing, sustained professional development. Beginning in 2017-18 school year, the WDE will also develop a list of "Wyoming Education Partners" that can provide support aligned to the priority targets.

Per Wyoming statute, all school districts have appointed WDE representatives that serve as a liaison between the school district, the WDE, and the schools. School district needs identified through these

WDE processes will be reviewed with the appointed WDE representatives for each impacted district, and appropriate strategies will be implemented to address the identified needs.

The WDE will continue to annually review data associated with chosen WDE activities, school district activities, and equity gaps to determine if the strategies are having the desired impact. Where gaps continue to exist, the WDE will support school districts with developing their own strategies to address gaps.

**6. Teacher Preparation (ESEA section 2101(d)(2)(M)): Describe the actions the State may take to improve preparation programs and strengthen support for teachers, principals, or other school leaders based on the needs of the State, as identified by the SEA.**

The University of Wyoming's [Trustees Education Initiative](#) (TEI) mission is to elevate the College of Education through extensive evaluation and adaptation of national best practices. TEI will recommend, and the College of Education will implement, practices through which the College will prepare and graduate preeminent K-12 professional educators. These highly skilled K-12 teachers will spread throughout Wyoming's K-12 system, ultimately resulting in high school graduates who are among the nation's most skilled, best educated, and most prepared for college, career, or military service. These high school graduates will drive Wyoming's cultural and economic engine into the future.

Wyoming only has one university and seven community colleges. This creates the ability to have strong collaboration with all eight institutions to identify and support academic needs in Wyoming.

The WDE will collaborate with state partners, including TEI, to research, develop, and when feasible, implement evidence-based strategies to support teacher, principal, or other school and district leaders with educator preparation programs. The work involving the WDE will include, but is not exclusive to, a focus on preparing educators for opportunities in districts and schools with a high concentration of low-income and minority populations.

A collaborative stakeholder group identified several topics for research, possible development and subsequent implementation. Based on the suggested topics, and if identified through the state's needs assessment around Title II, Part A funds, the following is an example where Title II, Part A funds may be identified for support if funds are available.

**Pre-service Residency Program**

The WDE, the University of Wyoming College of Education, Wyoming Community Colleges, Wyoming School Districts, and other state partners when identified will collaborate to research the development and implementation of a limited pilot of a one-year residency program to prepare Special Education educators in Wyoming. Stakeholder feedback identified several components to consider when researching this option, including: finding opportunities in rural and/or low income school districts, finding opportunities in school districts experiencing difficulty in attracting and retaining staff for identified positions, opportunities to practice co-teaching, and possible participation in or exposure to professional learning communities (in-district, or regional).

This research may also involve finding ways to engage master's-prepared or doctorate-prepared educators at a variety of student teaching locations across Wyoming to provide supervision and support for student teachers and mentor teachers. These experiences for the master's-prepared or doctorate-prepared educators provide opportunities for teacher leadership and could be helpful in preparing educators pursuing advancement to principal roles and/or other school and district leadership roles.

If funds are available, Title II, Part A funds could be directed towards these efforts. The potential for this type of pilot program would allow the University of Wyoming's College of Education's Special Education Program to offer more opportunities to their students and more opportunities for rural, low-income, and/or minority populated school districts. The funding could assist in alleviating the geographical and cost barriers that previously prevented the existence of these opportunities.

Wyoming is unique in that there is only one university, the University of Wyoming, with roughly 45% of teachers in Wyoming having graduated from UW. The Council for Accreditation of Educator Preparation (CAEP) has performed reviews of the University of Wyoming's education academic programs, and requires that preparation programs incorporate multiple perspectives, respect and responsiveness to cultural differences, and candidate understanding of their own frames of reference. Candidates must demonstrate skills and commitment to provide all P-12 students access to rigorous college and career readiness standards. Programs must provide clinical experiences that prepare candidates to work with all students, and providers must be committed to outreach efforts which recruit a more able and diverse candidate pool. The work performed to research, develop, and pilot implementation of a one-year residency program aligns with the requirements of CAEP review.

#### Ongoing Opportunities

The WDE, University of Wyoming College of Education, and Trustees at the University of Wyoming will maintain communication to identify and explore opportunities for collaboration and opportunities where Title II-A funds, when available, could offer further support in educator preparation programs to meet the needs identified at the school district level.



## E. TITLE III, PART A, SUBPART 1: ENGLISH LANGUAGE ACQUISITION AND LANGUAGE ENHANCEMENT

As enshrined in the landmark *Lau v. Nichols* Supreme Court decision, English Learner (ELs) services are necessary to provide ELs with meaningful access to their education. Procedures for students being identified as active ELs and entering EL services, as well as for those who meet exit criteria and are exited from EL services are discussed. Students who exit services are no longer considered active ELs and begin a two-year monitoring period.

A discussion of how the WDE will assist districts and schools in meeting the state’s long-term and interim goals related to English language proficiency is also present.

- 1. Entrance and Exit Procedures (ESEA section 3113(b)(2)): Describe how the SEA will establish and implement, with timely and meaningful consultation with LEAs representing the geographic diversity of the State, standardized, statewide entrance and exit procedures, including an assurance that all students who may be English learners are assessed for such status within 30 days of enrollment in a school in the State.**

All parents or guardians newly enrolling a student to a Wyoming school district are asked to complete a Home Language Survey (HLS). The HLS is a questionnaire that must, at a minimum, determine: 1) the language the child first began speaking, 2) the language the child currently speaks most frequently at home, and 3) the primary language spoken by the family in the home. If a language other than English is listed on the HLS, the student will be assessed with a screener from the [WIDA Consortium](#). WIDA is a consortium of 39 states that share assessments and standards for English language proficiency. Based on the score received on the screener a student may qualify as an Active English Learner (Active EL). The official cut-scores to make this determination are provided online by the WDE in the [Active EL Identifying, Serving, and Reporting Guidebook](#).

Currently, both the [WIDA ACCESS Placement Test](#) (W-APT) and the Kindergarten version of the [WIDA Measure of Developing English Language](#) (WIDA MODEL) from WIDA are used as screeners for new students who are potentially ELs. Wyoming will no longer use the W-APT for grades 1-12 beginning in August 2017. The [WIDA Screener](#) will be used instead. W-APT Kindergarten, and MODEL Kindergarten will still be used for Kindergarten students and some first graders, depending on when they arrived and whether they have any previous formal education.

The aforementioned WDE EL guidebook also explicitly mandates that “students must be identified as Active ELs and parents must be notified of the student’s identification and placement in EL services within 30 calendar days of the beginning of the school year or within 14 calendar days if the student enrolls after the first 30 days of the school year.”

Exit criteria for EL program services are changing for the 2016-2017 school year. With this change, students will be designated for exit from EL services when they achieve an overall composite score of at least 4.6 on the annual [WIDA ACCESS for ELLs 2.0](#). Domain sub-scores will not be considered as part of the new criterion. This criterion will be revisited as additional local state student data from both the ACCESS for ELLs 2.0 and our new statewide summative assessment become available. Students who are exited from services then enter a two-year monitoring period. If it is found that they are struggling academically during this period, they can be re-entered into EL services and be re-designated as an EL.



2. **SEA Support for English Learner Progress (ESEA section 3113(b)(6)):** Describe how the SEA will assist eligible entities in meeting:
  - i. **The State-designed long-term goals established under ESEA section 1111(c)(4)(A)(ii), including measurements of interim progress towards meeting such goals, based on the State’s English language proficiency assessments under ESEA section 1111(b)(2)(G); and**
  - ii. **The challenging State academic standards.**

The WDE Title III program manager will provide technical assistance and professional development to districts receiving Title III funds as needed and as funds are available to help districts meet Wyoming’s long-term goals under Section 1111(c)(4)(A)(ii) and challenging State academic standards. Technical assistance through one-on-one phone calls, visits to districts, periodic face-to-face meetings or conferences will be held to assist districts in ensuring ELs are making progress in English language proficiency as demonstrated by the reporting element in Section 3121(5) and meeting State academic standards as demonstrated in the accountability reporting for proficiency of the EL subgroup in the State content assessment subject areas.

The WDE will continue to provide professional development to districts that are focused on the WIDA English language proficiency standards, as well as research-based instructional strategies that will support ELs in accessing rigorous academic content. WDE will also continue to collaborate with stakeholders including parents, teachers, administrators and experts in relevant educational fields to determine best practice in helping ELs master requisite academic language and overall English language proficiency. This collaboration and work with stakeholders will additionally aid the WDE in its assistance to districts in meeting interim and long-term goals, as well as in implementing our state’s challenging academic standards. The WDE will use a variety of delivery platforms to provide assistance and professional development opportunities for district staff, including online webinars, online resources, face-to-face workshops, and district-specific technical assistance.

3. **Monitoring and Technical Assistance (ESEA section 3113(b)(8)):** Describe:
  - i. **How the SEA will monitor the progress of each eligible entity receiving a Title III, Part A subgrant in helping English learners achieve English proficiency; and**

The WDE will monitor compliance with Wyoming statutes aligned to each performance target. Assurances are collected by November 1st annually. School improvement plans are collected annually by December 1st, and the WDE provides feedback on each school’s improvement plan. The WDE annually evaluates district processes aligned to each plan’s objectives through the Wyoming State Board accreditation process. External reviews are also conducted at least once every five years.

The WDE Title III Program Manager monitors compliance with federal statute and funding regulations through an application and monitoring process. School district’s eligible for Title III funds submit an application through the federal consolidated grant application process to designate how they plan to utilize Title III, Part A funds. The Title III Program Manager reviews these applications to ensure the proposed use of funds is allowable. Once an application is approved, the school district is monitored through quarterly expenditure reports and an annual monitoring process for federal compliance. Desk audits, risk management, and on-site monitoring are conducted in accordance with federal monitoring guidance.

- ii. The steps the SEA will take to further assist eligible entities if the strategies funded under Title III, Part A are not effective, such as providing technical assistance and modifying such strategies.**

Per Wyoming statute, all school districts have appointed WDE representatives that serve as a liaison between the school district, the WDE, and the schools. School district needs identified through these WDE processes will be reviewed with the appointed WDE representatives for each impacted district, and appropriate strategies will be implemented to address the identified needs.

Beginning in fall 2017, local data will be shared with the appointed WDE representatives in each school district. School performance data will be analyzed by the WDE representatives and principals in each school district after the accountability scores are updated in the fall.

Annual school improvement plans will reflect needs identified through stakeholder input and data analysis.

The WDE provides ongoing technical assistance to school districts and schools via telephone, technology and in person, and will offer training as necessary to assist schools and districts in meeting the requirements of statute and in the use of student data. The Title III Program Manager will connect school districts to agency resources when issues arise, and when addressing application gaps or monitoring findings.

## F. TITLE IV, PART A: STUDENT SUPPORT AND ACADEMIC ENRICHMENT GRANTS

The Title IV 21st Century Schools, Part A Student Support and Academic Enrichment Grant is designed to assist the state, districts, schools, and local communities with improving academic achievement. The WDE aims to provide all students with access to a well-rounded education, improve school conditions for student learning, and improve the use of technology. These three primary goals are intended to improve the academic achievement and digital literacy of all Wyoming students. They also align with the WDE's vision to ensure all Wyoming students are college, career, or military ready.

### **1. Use of Funds (ESEA section 4103(c)(2)(A)): Describe how the SEA will use funds received under Title IV, Part A, Subpart 1 for State-level activities.**

Title IV, Part A grant funding allows the WDE to use up to 4% of the overall grant allocation to provide ongoing professional development and training in a wide variety of subjects related to offering a well-rounded education, improving school conditions, and expanding the use of technology. The WDE will also utilize these funds to monitor school districts receiving funding, and in addition, will continue to build and engage in relationships with other agencies, schools, and community-based entities. 1% of the overall grant allocation will be used for administration of the grant.

The WDE will support and encourage school districts to consider how they are engaging families. This work will continue to inform school district and community-based organization partnerships with the use of other federal funds including Title I, Title II, and Title IV-A. State-level initiatives, such as the University of Wyoming's Project ECHO, will assist in supporting the growth of communities of practice and opportunities for individualized learning.

The WDE will support and encourage school districts to consider the importance of successful transitions when performing their needs assessment, as well as when they are developing their action plans for utilizing their Title IV, Part A and other allocations under ESSA. The WDE will continue to invite districts to take advantage of initiatives to support their work as they consider how they are ensuring a well-rounded education for all students.

The WDE is committed to developing supports and policies in partnership with practitioners in the field and other state agencies to advance work in the state, both in and out of school. It is the WDE's goal to promote systems and strategies that foster safe, positive, healthy, culturally competent, and inclusive learning environments and address students' varied needs in order to improve educational outcomes for all students.

The WDE will use Title IV, Part A and other funds to support the integration of in-person learning with technology to enable real-time data use, personalized instruction, and competency-based progression. The initiatives seek to enable improved student and educator access to high-quality new learning models, supported by technology, that prepare them for student and school success.

Examples include:

- a) Curriculum, Instruction, and Assessment – to engage students in 21<sup>st</sup> Century, personalized, technology-enabled, deeper learning, it is critical for schools and districts to ensure curriculum, instruction, and assessment are tightly aligned.

- b) Use of Space and Time – Student-centric learning requires changes in the way instructional time is used and the learning space is designed.
- 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.
- d) Data and Privacy – Data privacy and security are foundational elements of digital learning.
- 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.
- 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 education professionals.
- g) Budget and Resources – The transition to digital learning will require strategic short-term and long-term budgeting and leveraging of resources.

**2. Awarding Subgrants (*ESEA section 4103(c)(2)(B)*): Describe how the SEA will ensure that awards made to LEAs under Title IV, Part A, Subpart 1 are in amounts that are consistent with ESEA section 4105(a)(2).**

The WDE uses an online grant management system to manage both formula and competitive state-administered federal grants. This system allows the WDE to implement effective internal control processes and grant management practices. Individualized support is offered to all applicants via phone and email. Program directors are available to provide hands-on training to those new to the system. An annual update training session is also provided during the Spring Technical Assistance Retreat held in a different location around the state each year.

The grant application includes a consolidated section requesting consistent information across several federal grants, which currently includes:

- Title I, Part A
- Title I, Part C
- Title I, Part D
- Title II-A
- Title III
- Title IV-A

Once the consolidated section is complete, school districts choose the respective program-specific tab that is reviewed and approved by program directors with expertise in their respective areas. Program directors attend ongoing training to ensure he/she is providing current and accurate reviews and guidance to the school districts.

School districts receive an automatic email from the grant management system once all program directors have approved their respective sections of the grant application. Throughout the approval process, each program director works directly with the school district to request additional clarification or documentation to support federal requirements.

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 I, 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 equal to, or larger than, the \$10,000 threshold. Grant reallocations will be made accordingly. 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 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.

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## G. TITLE IV, PART B: 21ST CENTURY COMMUNITY LEARNING CENTERS

The 21st Century Community Learning Centers Program (21st CCLC) is authorized through the Elementary and Secondary Education Act (ESEA) of 1965, as amended by the Every Student Succeeds Act (ESSA) and is a state-administered, competitive Federal grant supporting expanded learning opportunities for children and youth through afterschool and summer learning. There are 21<sup>st</sup> CCLC subgrantees in 21 of 23 counties across Wyoming serving over 8,000 students every year.

Today's afterschool and summer programs are very different from programs many adults remember from their own youth. By focusing on engaging and effective learning practices, programs offer young people opportunities ranging from Science, Technology, Engineering, and Math (STEM) to cultural expression through dance. From gardening as a community service to building relationships with peers and caring adults that keep kids coming to school and graduating. All of the programs are designed to meet the needs of the kids and families attending the schools that are served resulting in a wonderful collaborative environment between schools, community and faith-based organization, and the business and industry partners.

**1. Use of Funds (ESEA section 4203(a)(2)): Describe how the SEA will use funds received under the 21<sup>st</sup> Century Community Learning Centers program, including funds reserved for State-level activities.**

Wyoming receives the minimum allocation of 21<sup>st</sup> CCLC funds, currently \$5.6 million for FY16. The WDE will set-aside the allowable 2% for grant administration, 3% for state activities and 95% of funds will flow through to local subgrantees. Keeping the maximum amount of funds flowing to local programs with a direct impact on children and youth is a priority.

Grant Administration (2%): This set-aside supports a 1.0 FTE Program Consultant that manages subgrantee compliance and coordinates with other agency staff around state education agency compliance. Additionally, funds are used for peer reviewer stipends and professional development for the Program Consultant that includes state education agency meeting hosted by United States Department of Education.

Sec. 4203(c)(3) State Activities (3%): State activities will be based on needs assessment activities with a purpose of creating, supporting, and building effective programs for children, youth, their families and the communities served. The needs assessment includes surveys of stakeholders, data analysis of program evaluation, ongoing consultation with groups around the state including the 21st CCLC advisory, and priorities of the Wyoming Governor and State Superintendent of Education. All state activities will be clearly aligned to 21st CCLC, state and local goals and measurable outcomes to create clarity and relevance for subgrantee and stakeholders and to promote links to resources that already exist in the communities.

The WDE will coordinate with other Federal programs serving youth and their families in an effort to create foundational partnerships that facilitate subgrantee engagement with opportunities and services at a local level. Coordination efforts continue with Title I Part A to develop seamless improvement in school conditions through inclusion of expanded learning programs and spaces in both schools and community-based environments. Additionally, the 21st CCLC coordinates to support effective transition as part of Title I Part A and IDEA plans through communication and shared training. With a focus on the WDE ESSA plan and updated parts of the law, Coordination with Career and Technical Education (CTE) and the Perkins grant will also continue as a partnership to further high-quality STEM opportunities for



children and youth, youth engagement, youth leadership, and intentional work on college and career readiness from preK-12th grade.

Moving forward 21st CCLC will increase coordination with Title IIA teacher and staff professional development to better align to instructional skills and expectations during the school day, Additional coordination with Gaining Early Awareness and Readiness for Undergraduate Programs (GEAR UP), Temporary Assistance to Needy Families (TANF) preschools, and the Wyoming Department of Workforce Services implementation of the Workforce Innovation and Opportunity Act (WIOA) will build true collaborations to serve the youth and families that all of these programs serve. State partnerships with ESSA-engaged organizations including the Wyoming State Library, Wyoming Arts Council, and Wyoming Association for Health, Physical Education, Recreation and Dance among many others will be nurtured to leverage the common goals and resources.

- **Monitoring and Evaluating**
  - WDE staff will monitor programs based on the risk assessment model to prioritize high risk subgrantees with site visits and ongoing fiscal support and moderate risk subgrantees with desk audits and intermittent fiscal review processes. All subgrantees including low risk subgrantees, will continue to submit quarterly expenditure reports via the grants management system as part of the risk assessment process.
  - Through contracts and WDE-sponsored data collection, programs are evaluated for program quality using the Afterschool Program Assessment System (APAS), the Government Performance and Results Act of 1993 measures that are in place for 21<sup>st</sup> CCLC, and Wyoming-specific indicators: two measures of increasing student achievement-both in math and language arts (inclusive of all served grades), school day attendance, and one measure of family engagement success.
- **Capacity Building, Training, and Technical Assistance**
  - The professional development offered to 21st CCLC subgrantees is very much a collaborative effort between the WDE and the Wyoming Afterschool Alliance (WYAA), Wyoming's statewide afterschool network. Drawing on needs assessment results from subgrantees and eligible applicants (esp. nonprofits and private schools), local program partners, and stakeholders (including business and industry), the combined efforts of the WDE and the WYAA result in greater opportunities for program coordinators, staff, and parents to participate in meaningful professional and personal growth. These assets assist in creating high-quality expanded learning programs for children and youth no matter the size, demographics, or isolation level of their community.
  - All subgrantee will be provided with the following training and technical assistance:
    - Annual Meeting-Provide essential information on grant compliance and management with a focus on effective processes and practices not prescriptive procedures.
    - Program Quality Assessment for Local Evaluation-As part of the statewide evaluation and local action planning, the APAS tools are a critical component. Subgrantees are provided basic training on the use of tools and advanced training in using the data and observations for continuous improvement processes (action planning and local evaluation strategies). Under a contract with WYAA, subgrantees are also part of a community of practice which meets monthly to discuss program quality assessment issues. Data Reporting-Webinar training for 21<sup>st</sup> CCLC subgrantee staff will be provided on the topics of the 21CCLC Program Participation Report for state evaluation, 21CCLC Annual Performance Report requirements, and survey strategies to address elements of measures of



- effectiveness around student achievement, behavior, and growth, and parent/family engagement.
  - Uniform Grant Guidance training-capacity building in areas of grant management, especially around the Uniform Grant Guidance, focused on reducing risk and increasing successful monitoring outcome
  - Training for subgrantees and partners on increasing access to programming through knowledge, communication and effective partnerships for targeted groups of students including students with IEPs, students and their families without adequate housing, students in foster care, students with mental health challenges, and young children and families without access to early learning opportunities.
  - Training in new state standards and assessments to increase capacity in meeting Sec.4203(a)(4).
- Comprehensive Evaluation of Program Effectiveness
  - Through contracts and direct WDE data management, all programs funded under Title IV Part B are evaluated on program impact directly related to program outcomes within local applications. This close alignment to local initiatives creates efficacy for change and a culture of continuous improvement.
- Training and Technical Assistance-Eligible Applicants or Awardees
  - At least two bidders' conferences via webinar are held before applications are due. Dates and times are posted on the website and any eligible entity who turned in an Intent to Apply will be notified via email.
  - Applicants receive individualized support in the use of the online grant application tool, Grants Management System (GMS) with particular attention paid to community-based organizations new to the system.
- List of Prescreened External Organizations
  - External organizations will provide information regarding youth programming experience, program types, program evaluation results, and other supporting documentation of success. This information will be included in the prescreened list provided to eligible entities seeking partnerships as part of the application process or in seeking to build greater community connections and sustainability. Current subgrantees with a proven record of success will be added to the external provider list through a shortened process.

Competitive Grant Awards to LEAs (95%)-These funds are and will continue to be awarded to eligible LEAs, nonprofits, and other eligible private organizations. Wyoming currently has grants in 21 of the 23 counties and has over 40% of awards with non-profits.

- 2. Awarding Subgrants (*ESEA section 4203(a)(4)*): Describe the procedures and criteria the SEA will use for reviewing applications and awarding 21<sup>st</sup> Century Community Learning Centers funds to eligible entities on a competitive basis, which shall include procedures and criteria that take into consideration the likelihood that a proposed community learning center will help participating students meet the challenging State academic standards and any local academic standards.**

#### General Application Process

The current Wyoming Request for Applications (RFA) in development will be reviewed by the Governor's office, representatives of other state agencies that serve youth, and key stakeholder groups that continue to be part of the consultation process in state ESSA implementation. The WDE uses an online grants management system to manage both formula and competitive state-administered Federal

grants including 21<sup>st</sup> Century Community Learning Centers (21<sup>st</sup> CCLC). This system allows the WDE to implement effective internal control processes and grants management practices.

In addition to Wyoming LEAs who all use the Grants Management System (GMS), any eligible organization can request a login to complete an application for 21<sup>st</sup> CCLC. The process is quick and differentiated with individualized support offered to all applicants via phone and email to encourage interested private and faith-based organizations that are new to the system. GMS training is included as part of the applicant training webinars.

#### Application and Award Procedures

A minimum of two online applicant webinars are offered live and recorded to answer questions about the processes and procedures used in applying for funds. An offline Application Guide provides a publically available document that outlines the application process and section by section information about completing each element of the online application. This facilitates the required local collaboration required in development of the application and increases the transparency of the process for all stakeholders. WDE staff who are familiar with the program screen the applications for eligibility (time deadlines, meet eligibility requirements, etc.).

Qualified peer reviewers are chosen based on expertise in the field, previous reviewing experience, and breadth of understanding of after school in Wyoming and rural areas. Peer reviewers read all submitted applications to create greater validity and reliability in the scoring process. A lead reviewer facilitates the scoring process from beginning to end to increase consistency in use of the scoring rubric and to eliminate any perception of WDE influence in the application scoring process. All peer reviewers sign a conflict of interest assurance for each application before submitting scores. An alternate peer reviewer will read any application that an assigned reviewer identifies as being a conflict of interest.

Scores and peer reviewer comments are recorded within each application for review by the applicants and aggregate scoring information is provided to the 21<sup>st</sup> CCLC program manager, ranking each applicant so that awards can be allocated until funds are exhausted. Grants are awarded for 5 years, with a continuation form required each year to facilitate effective grant management and increase local flexibility in continuous improvement processes. Training and technical assistance is offered throughout the year to support both effective grant management and high-quality program quality evaluation.

Applicants receive an email and mailed letter notification of their award status: approved, approved with conditions, not awarded. They are reminded of the due process complaint process which follows Wyoming's administrative hearing statute included in the online application and the publically available Application Guide.

#### Grant Scoring Criteria

Applications are scored using a rubric that is shared with applicants during the bidder's conference and training and is posted on the WDE 21<sup>st</sup> CCLC webpage. All applicants will have to address the requirements in 4204(b)(2) through the ESSA-aligned rubric in narrative sections and/or assurances. Sections addressing transportation, providing a safe, accessible facility, equitable access private and homeschool students, English language learners, students with special needs (Title VIII), required consultation and collaboration, and sustainability of programming are all have points assigned to them as required elements. The WDE will continue to include criteria requiring applicants to demonstrate their capacity for and past success in helping students increase academic achievement. At least 5% of the total score will come from this section in the first year of ESSA, with possible increases as eligible applicants understand the process. Guidance on how to use the list of external organizations to meet this requirement will be detailed in the application guide and online training.

### Subgrant Priorities

Appropriate staff at the WDE will review the application for correct Title I information including any schoolwide waivers to ensure applicant information presented to peer reviewers is accurate. Applicants receive priority points based on serving primarily 1) schools implementing Targeted or Comprehensive Supports or 2) other schools determined by the LEA to be in need of intervention and support. During the transition to the new school identification process, schools identified as low performing through the Wyoming Accountability in Education Act (WAEA) will also be prioritized.

Competitive priority areas are chosen to build alignment between state priorities and expanded learning programs. Included in the draft request for application that is still under review are competitive priorities for programs that have measurable objectives in 1) STEM, 2) College, Career, and Military Readiness, 3) serving middle and high schools that partner with business, industry and/or post-secondary providers to offer workplace and internship experiences, 4) fine and performing arts, project-based learning, and social emotional learning as part of a well-rounded education framework, and 5) evidence-based family engagement activities. These priorities create collaboration both at the state level to provide purpose and support to subgrantees and at the local level to diversify partnership conversations and opportunities. Additionally these priorities require that programs intentionally recruit students from the targeted subgroups that include low achieving students, students experiencing inadequate housing, those in foster care, children with disabilities, and other at-risk youth.

## H. TITLE V, PART B, SUBPART 2: RURAL AND LOW-INCOME SCHOOL PROGRAM

Historically, Wyoming has not had any school districts qualify for Rural and Low-Income School Program funds, or only one school district that qualifies on an inconsistent basis. While Wyoming's state level funding for education decreases, Wyoming wants to remain open to all opportunities for funding school districts in need. The one district currently receiving RLIS grant funds during the 2016-17 school year was awarded \$34,622.75. The WDE ensures that they are using the funds consistent with the ESEA requirements.

**1. Outcomes and Objectives (*ESEA section 5223(b)(1)*): Provide information on program objectives and outcomes for activities under Title V, Part B, Subpart 2, including how the SEA will use funds to help all students meet the challenging State academic standards.**

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.

If a school district qualifies for RLIS funds, the WDE will provide technical assistance on how the school district can use the funds to meet challenging state academic standards. Funds may be used towards any allowable activities under Title I, Part A, for improving programs, Title II, Part A, for improving instruction, Title III, for English language acquisition and achievement, Title IV, Part A, for student support and academic enrichment, Title IV, Part B, for community learning centers, and/or for parental engagement activities. The WDE will review needs assessment results from these title programs on the school district's submitted consolidated grants application to assist the school district with determining where the RLIS funds would have maximum impact if the school district requests such assistance. The WDE would review what the school district submits through their grant application for RLIS to determine if the proposed use of funds will have an impact on students meeting the standards. The objective for the WDE will be to see that the school district chooses to use the RLIS funds in a way that has the greatest impact on their students.

**2. Technical Assistance (*ESEA section 5223(b)(3)*): Describe how the SEA will provide technical assistance to eligible LEAs to help such agencies implement the activities described in ESEA section 5222.**

The WDE's technical assistance to eligible school districts will encompass the following:

- Notifying the school district that they are eligible to apply for the funds.
- Assistance with accessing and navigating the application for funds.
- Technical assistance with identifying the optimal use of the RLIS funds to impact students based on the school district's needs and allowable use of funds in the relative title programs.
- Monitoring use of funds and providing ongoing assistance as needed throughout the grant's duration.

The WDE will provide ongoing technical assistance to school districts and schools via telephone, technology, and in person, and will offer training as necessary to assist schools and school districts in meeting the requirements of statute and in the use of student data.

## I. EDUCATION FOR HOMELESS CHILDREN AND YOUTH PROGRAM, MCKINNEY-VENTO HOMELESS ASSISTANCE ACT, TITLE VII, SUBTITLE B

When people think about family homelessness, they do not usually picture Wyoming's mountains and plains, but family homelessness not only exists in Wyoming, but has steadily increased over the last decade, climbing from approximately 400 identified school-aged youth prior to the recession of 2007-2008, to more than 1700 K-12 students during the 2015-16 school year. In addition to the children identified by Wyoming's schools, the U.S. Administration for Children and Families estimates that there are an additional 1,080 homeless children under the age of six in the state.

Children experiencing housing instability have a number of challenges to success in school. They experience a number of physical and mental health challenges such as food insecurity and exposure to domestic violence, and often have difficulty accessing vital records for school due to mobility. The McKinney-Vento Homeless Education Program exists to ensure that these children and youth have access to school, and stability in school placement. It provides assistance with school records and supplies, transportation to and from school, counseling related to domestic violence, medical referrals and other services.

The narrative below describes how the WDE plans to approach some of the larger requirements of the Homeless Education Title in the Every Student Succeeds Act. You can learn more about family homelessness in Wyoming by visiting the WDE website:

[edu.wyoming.gov/in-the-classroom/federal-programs/homeless-ed/](http://edu.wyoming.gov/in-the-classroom/federal-programs/homeless-ed/)

### **1. Student Identification (722(g)(1)(B) of the McKinney-Vento Act): Describe the procedures the SEA will use to identify homeless children and youth in the State and to assess their needs.**

It is the responsibility of school districts to affirmatively seek out and identify children and youth experiencing homelessness. Each school district appoints at least one individual to be the local homeless liaison, who serves as the primary point of contact between families experiencing housing instability and school staff, district personnel, shelter workers and other service providers. At identification, school districts ensure that a student's program eligibility and nighttime residence are entered into the local student information system, which shares data with the WDE. School districts also assess the needs of identified students through locally-developed needs assessment tools to determine the services to be provided to each child or youth.

The Wyoming Department of Education (WDE) supports this process through multiple avenues. These strategies are employed in all districts, whether or not they receive a competitive subgrant award.

**Local Liaison Training:** WDE provides ongoing training and technical assistance to local education liaisons and other school personnel which includes reviews of eligibility requirements and strategies to increase identification. WDE has developed a guidance document based on the US Department of Housing and Urban Development's "Minimum Standards of Habitability" to assist school districts determine if a housing situation is adequate or substandard.

**Data Review:** Each year the State Coordinator reviews school district identification counts to determine areas of the State which may be under-identifying homeless children and youth. School district counts are compared to local poverty levels, counts from prior years, and the counts from neighboring and

geographically similar districts. School Districts with large disparities are targeted for additional training and support from the WDE.

**Coordination with Title IA:** Each year the State Homeless Education Coordinator and the State Title I Director work together to review the homeless education Title I, Part A set-asides submitted by School Districts as part of their Consolidated Grant Applications. The set-aside is reviewed considering local poverty levels and current McKinney-Vento identification rates. When disparities are noted, School Districts are required to submit a narrative describing their current processes to seek out and identify children and youth experiencing homelessness, both enrolled and separated from school. This information is used as part of the set-aside approval process.

**Subgrant Application Process:** In recent years WDE began tying McKinney-Vento subgrant awards directly to the number of students identified by each school district. Subgrant award levels are divided into tiers based on the official count of homeless students submitted by the school district to WDE for the prior year.

**Monitoring:** WDE conducts regular monitoring of all school districts. The monitoring protocol includes indicators reviewing school district enrollment policies, data collection, and identification rates.

**Public Outreach:** WDE participates in a wide range of public outreach activities designed to increase awareness and identification of children and youth experiencing housing instability.

- WDE has developed posters describing the educational rights of children and youth experiencing homelessness which can be downloaded and posted throughout local communities and schools. WDE has worked with the State Library Association to ensure that these posters are available for posting in county libraries.
- WDE regularly does presentations to local and statewide organizations such as the Wyoming Public Health Association, the Wyoming Homeless Collaborative, Kiwanis, faith communities and others on the rights and needs of homeless children and youth.
- WDE leads participation in Wyoming Homeless Children and Youth Awareness Month each November. WDE Communications Team staff provide regular updates and factoids on family homelessness through the agency's social media throughout that month, and the Governor has signed a proclamation recognizing the event.
- WDE works with the Wyoming Coalition Against Domestic Violence and Sexual Assault to provide training to their staff throughout Wyoming about resources that may be available to their clients through the McKinney-Vento Act.

**2. Dispute Resolution (722(g)(1)(C) of the McKinney-Vento Act): Describe procedures for the prompt resolution of disputes regarding the educational placement of homeless children and youth.**

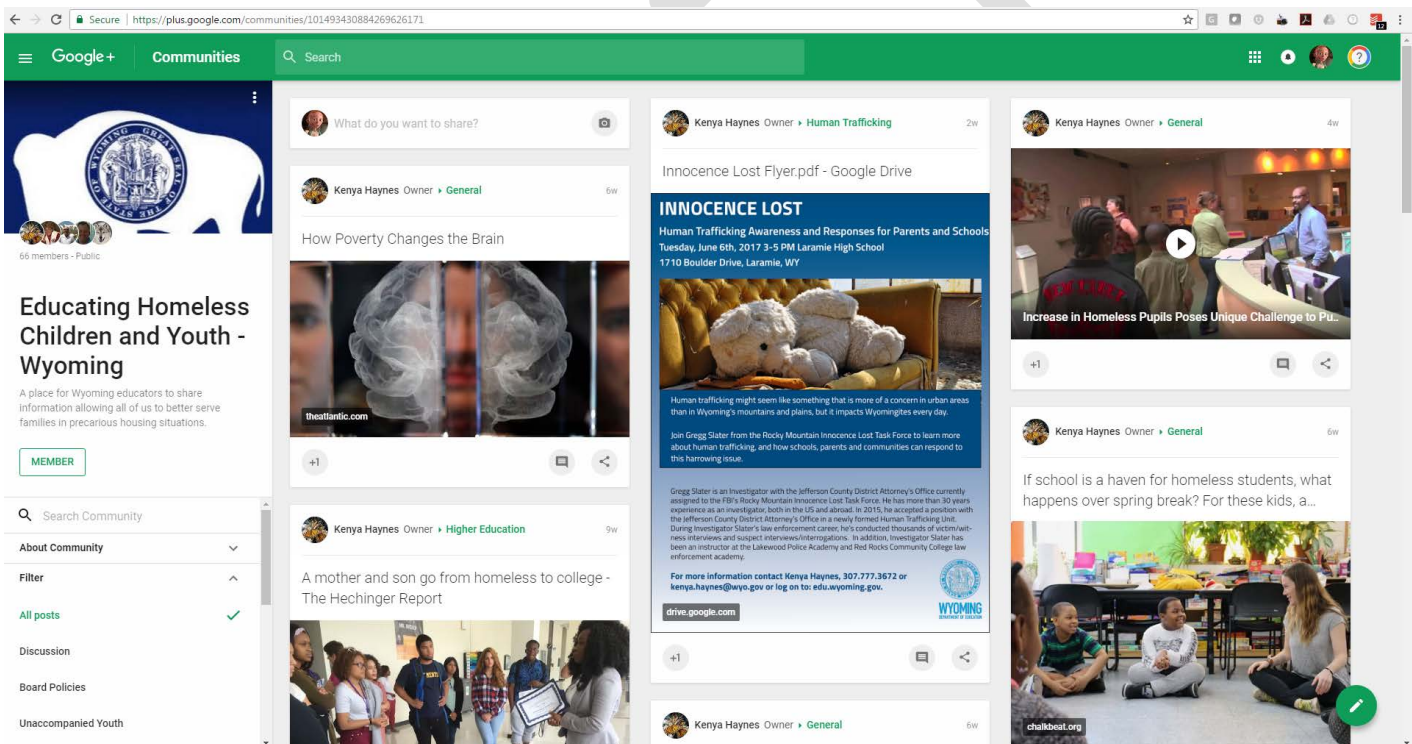
The WDE, with the Wyoming Attorney General's Office, has established a formal dispute resolution policy which includes firm timelines for the progress and resolution of disputes related to the homeless education program. The policy and procedures have been provided to all districts through the WDE Superintendent's Memo Process. The information is covered in annual training for local homeless education liaisons, and is posted on the WDE website. The information is also shared with parent advocacy groups such as Wyoming's Parent Information Center. The WDE reviews school district compliance with the policy through its monitoring of the consolidated grant. The Dispute Resolution Policy is included in Appendix B.



3. **Support for School Personnel (722(g)(1)(D) of the McKinney-Vento Act):** Describe programs for school personnel (including the LEA liaisons for homeless children and youth, principals and other school leaders, attendance officers, teachers, enrollment personnel, and specialized instructional support personnel) to heighten the awareness of such school personnel of the specific needs of homeless children and youth, including runaway and homeless children and youth.

The WDE hosts an annual Homeless Education Workshop each year. The training is focused on the needs of local liaisons, and is open to all school leaders, attendance officers, teachers, enrollment personnel, and specialized instructional support personnel. Workshop attendees also come from partner agencies, such as Head Start, the Wyoming Department of Family Services, the Wyoming Department of Health, the Wyoming Homeless Collaborative, law enforcement, and the faith community.

In addition to the statewide workshop, the WDE makes information available on its website and through an agency-managed Education of Homeless Children and Youth (EHCY) Google + Community. A library of presentations on homeless education topics is maintained there.



When possible, the WDE uses online methods to provide technical assistance and training to school districts. The agency is piloting an online training curriculum and certification course to reduce the time local liaisons and school officials must spend traveling to face-to-face training. The State Coordinator for Homeless Education also provides one-on-one training for local school systems, and provides support and technical assistance via phone and other electronic means.

Resources and training materials from the National Center for Homeless Education, the National Association for the Education of Homeless Children and Youth, the National Dropout Prevention Center,



and other technical assistance providers is shared with local school professionals through a WDE listserv.

**4. Access to Services (722(g)(1)(F) of the McKinney-Vento Act): Describe procedures that ensure that:**

- i. Homeless children have access to public preschool programs, administered by the SEA or LEA, as provided to other children in the State;**

The State of Wyoming is one of six states that does not have public preschool programs so there are no established procedures for admission of children experiencing homelessness to such programs. The WDE has, however, worked with the State Head Start Collaboration Office to assist them in understanding the definition of homelessness and develop registration materials to help with identification of eligible homeless students. The WDE has also worked with the Wyoming Department of Family Services to provide training and develop awareness of staff at private preschools and child care providers. The WDE State Coordinator for the Education of Homeless Children and Youth (EHCY) also sits on the state's Early Intervention Council, working to ensure that young children experiencing homelessness are included in child find activities and receive intervention and supports under IDEA, Part C.

- ii. Homeless youth and youth separated from public schools are identified and accorded equal access to appropriate secondary education and support services, including by identifying and removing barriers that prevent youth described in this clause from receiving appropriate credit for full or partial coursework satisfactorily completed while attending a prior school, in accordance with State, local, and school policies; and**

It is the responsibility of local school districts, through their appointed local homeless education liaison, to affirmatively seek out and identify children and youth experiencing homelessness, including youth who are separated from school. The WDE provides school districts with informational posters and materials to place throughout their local communities, particularly in places where families experiencing homelessness might frequent, such as food pantries, shelters, public libraries, or laundromats. The WDE encourages school districts to participate in the Wyoming Homeless Collaborative, the state's Housing and Urban Development (HUD) Continuum of Care (CoC). State HUD and CoC representatives have also provided training sessions at the WDE Homeless Education Workshop.

In addition to the training provided to school districts, the WDE provides training and informational sessions to other relevant service providers such as faith communities, child care providers, law enforcement, medical professionals, domestic violence and sexual assault shelters, and civic groups. Information on homelessness is provided on the WDE website, with contact information for local school homeless liaisons.

It is the current practice of school districts in Wyoming to accept full and partial credit students completed at a prior school regardless of their homeless status. The WDE will continue to monitor and strengthen this practice. Training has been provided to all districts on this new ESSA requirement, and the WDE is engaging in conversations with stakeholders to evaluate potential barriers to providing partial credit for coursework homeless students completed at a prior school. Of particular concern is the consistent application of credit when students transfer between school systems with different scheduling, such as going from a standard schedule to a block schedule, or from a semester system to a trimester. The WDE will continue to gather data and review policies and statutes from other states to fully ensure an equitable system.

- iii. **Homeless children and youth who meet the relevant eligibility criteria do not face barriers to accessing academic and extracurricular activities, including magnet school, summer school, career and technical education, advanced placement, online learning, and charter school programs, if such programs are available at the State and local levels.**

Wyoming, “the Equality State,” is committed to ensuring equitable access and services to all students, including those experiencing homelessness. Wyoming adheres to the federal requirement that immediate enrollment in school is defined as fully attending classes and participating in extracurricular activities. Wyoming school districts are encouraged to provide the same supports to students experiencing homelessness as those provided to other low income students who need assistance with fees or materials for participation in labs, coursework, clubs, activities, the arts and athletics. Wyoming Statute 14-1-101(b)(iv) also allows unemancipated minors who are responsible for their own affairs to consent to medical treatment, which eases access of students to athletics and school-sponsored travel. Review of compliance with this requirement is included in the state’s monitoring of the Consolidated Grant, and Perkins/Career Technical Education.

As districts move to utilizing online resources for both classwork and homework, it is vital all students have access to internet connectivity, including outside school hours. In the WDE’s Digital Learning Plan published in October 2016, working with districts to develop innovative approaches to ensuring all students have access to the internet outside of school has been defined as a critical component of Digital Learning. The WDE works with schools and districts to find solutions to ensure homeless students have access to the technology necessary to fully participate in school.

Wyoming Statute 21-13-334(a) guarantees access to state-funded summer learning programs to students in “at-risk” populations, including student populations who qualify for the federal free and reduced meal program, which includes all identified McKinney-Vento eligible students.

The State of Wyoming currently houses four charter schools. Under Wyoming law these charter schools are considered part of the established school district in which they reside. As such, charter schools are included in all regular monitoring of school districts by the WDE, including monitoring of the federal Consolidated Grant, and are included in McKinney-Vento monitoring protocols to ensure access of students experiencing homelessness to those programs.

There are no magnet schools in the State of Wyoming at this time.

- 5. **Strategies to Address Other Problems (722(g)(1)(H) of the McKinney-Vento Act):**  
**Provide strategies to address other problems with respect to the education of homeless children and youth, including problems resulting from enrollment delays that are caused by—**
  - i. **requirements of immunization and other required health records;**
  - ii. **residency requirements;**
  - iii. **lack of birth certificates, school records, or other documentation;**
  - iv. **guardianship issues; or**
  - v. **uniform or dress code requirements.**

Wyoming adheres to the federal requirement that school districts provide immediate enrollment to homeless children and youth. Enrollment is defined consistent with federal statute as attending and fully participating in classes and extracurricular activities. In order to reduce and eliminate enrollment delays

due to lack of health records, birth certificates, school records, or other documentation, uniform or dress code requirements, or guardianship issues, the WDE employs the following strategies:

- a) Providing annual training for local liaisons that addresses federal requirements.
- b) Placing information on these requirements on the WDE website for review by district staff and the public.
- c) Providing technical assistance to district staff, including local homeless education liaisons, central office staff, school leaders, and registrars regarding these requirements.
- d) Coordinating with WDE Title I, Part A staff to ensure that districts receive training on the homeless education set-aside within that program and its use, including assistance with uniform and dress code requirements.
- e) Coordinating with WDE Title I, Part A staff to review and monitor the homeless education set-aside within the Consolidated Grant.
- f) Participating in the Wyoming Homeless Collaborative, Wyoming's HUD Continuum of Care, and sharing information and training with local advocates for families experiencing homelessness.
- g) WDE has a 30-day grace period from date of enrollment for families to acquire required immunization records or immunizations, regardless of homeless status.
- h) On July 1, 2017 the State of Wyoming will enact a new statute that will allow unaccompanied homeless youth to access copies of their health and medical records on their own, assisting those students with getting copies of their birth certificates and driver's licenses.

**6. Policies to Remove Barriers (722(g)(1)(I) of the McKinney-Vento Act): Demonstrate that the SEA and LEAs in the State have developed, and shall review and revise, policies to remove barriers to the identification of homeless children and youth, and the enrollment and retention of homeless children and youth in schools in the State, including barriers to enrollment and retention due to outstanding fees or fines, or absences.**

The WDE tracks all concerns and requests for assistance from the State Coordinator for the Education of Homeless Children and Youth. These technical assistance queries, along with data gathered through monitoring of compliance with the McKinney-Vento Act during the Consolidated Grant monitoring process, are regularly evaluated to search for areas of weakness in the State's implementation of the statute. Areas of weakness are made foci of technical assistance and training activities in the state. Review of state policies then takes place to determine if clarifications or adjustments are needed to assist school districts with proper implementation of the statute. In preparation for the implementation of ESSA, the WDE worked with the Wyoming Attorney General's Office to conduct a review of State policy and statute to resolve any barriers to implementation of the McKinney-Vento provisions of ESSA.

The WDE provided training on the new requirement to evaluate policies regarding fees, fines, or absences in June of 2016 to prepare school districts for the implementation of ESSA in October of that year, and will continue to provide training on the topic. The WDE will also be adding monitoring indicators reflecting this requirement to the Consolidated Grant Monitoring Protocol. The State Coordinator will continue to review technical assistance requests and monitoring results to determine opportunities for improvement. School districts also conduct periodic review of their policies to eliminate barriers to the enrollment and retention of homeless children and youth. Local school systems document their processes and procedures for review during the WDE monitoring process. The WDE has provided written guidance on board policies for school districts, and the State Coordinator provides technical assistance to school districts during their local revision processes by request. The State Coordinator also provides school districts with policy exemplars from the National Center for Homeless Education. School

districts are encouraged to use strategies such as fee waivers to reduce financial barriers for youth experiencing homelessness.

**7. Assistance from Counselors (722(g)(1)(K)): A description of how youths described in section 725(2) will receive assistance from counselors to advise such youths, and prepare and improve the readiness of such youths for college.**

Wyoming Statute 21-16-1308(b)(i)(C) requires that all eighth grade students receive instruction concerning the State's Hathaway Scholarship Program and post-secondary preparation. The Hathaway Scholarship Program provides scholarships to Wyoming post-secondary institutions to students who satisfactorily complete a prescribed course of study. In addition to Hathaway Program requirements, eighth graders must receive instruction in preparation and curriculum requirements for post-secondary work, standardized test requirements, scholarships for post-secondary education, and earning differences anticipated at various post-secondary education levels.

The WDE has established a liaison between school counselors and the Agency. This liaison and the State Coordinator work together to provide school counselors with information regarding changes to federal requirements that affect their role and responsibilities. The WDE shares information and resources from the USED technical assistance center regarding college access for homeless youth with school districts and brings in experts to provide face-to-face training as part of its annual homeless education workshop. The State Coordinator also provides training and technical assistance to counselors at individual school districts on request. The implementation of this requirement will be monitored as part of the Consolidated Grant Monitoring Process in both subgrant and non-subgrant school districts.

## APPENDIX A: MEASUREMENTS OF INTERIM PROGRESS

**Instructions:** Each SEA must include the measurements of interim progress toward meeting the long-term goals for academic achievement, graduation rates, and English language proficiency, set forth in the State's response to Title I, Part A question 4.iii, for all students and separately for each subgroup of students, including those listed in response to question 4.i.a. of this document.

**For academic achievement and graduation rates, the State's measurements of interim progress must take into account the improvement necessary on such measures to make significant progress in closing statewide proficiency and graduation rate gaps.**

### A. Academic Achievement (example based on schools in 15<sup>th</sup> percentile in 2015-16)

| Column              | A               | B                | C                  | D                        |
|---------------------|-----------------|------------------|--------------------|--------------------------|
| All Students Group  | Long-Term Goal* | Baseline Score** | Distance from Goal | Annual Interim Target*** |
| Gr 3-8 Math         | 59%             | 37%              | 22                 | 1.5%                     |
| Gr 3-8 Reading      | 65%             | 47%              | 18                 | 1.2%                     |
| High School Math    | 46%             | 14%              | 32                 | 2.1%                     |
| High School Reading | 39%             | 18%              | 21                 | 1.4%                     |

\*Percent Proficient. Based on schools that were in the 65<sup>th</sup> 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.

\*\*Percent Proficient. Based on schools that were in the 15<sup>th</sup> percentile in 2015-16 for each of the assessed areas listed.

\*\*\*The annual gains a school that was ranked at the 15<sup>th</sup> percentile in the baseline year would have to make to meet the long-term goal within 15 years: Column C divided by 15.

| If $N < 10$ , goal is defined by narrowing gap |                            | Baseline Year: 2015-16 Performance Data                                   |   |  | If gap closure $< 30$ , goal is adjusted accordingly             |  |  |   |
|--|----------------------------|---|---|--|--|--|--|---|
| SUBJECT  | SUBGROUP                   | ALL STUDENT LONG-TERM GOAL<br>(School-based goal for 100% of all schools) | ALL STUDENT BASELINE SCORE<br>(Statewide average for All Students in baseline year) | SUBGROUP BASELINE SCORE<br>(Statewide average for Subgroup in baseline year) | SUBGROUP BASELINE SCORE GAP<br>(Rule: if gap $\leq 5$ , no goal) | SUBGROUP LONG-TERM GOAL<br>(Based on schools in 80th percentile for subgroup in baseline year) | GAP CLOSURE IF GOALS ARE MET<br>(Rule: goal must narrow gap by $\geq 30$ ) | SUBGROUP ANNUAL IMPROVEMENT TARGET FOR 15TH PERCENTILE SCHOOL |
| PAWS Math                                      | IDEA Students              | 59  | 53  | 24   | 29   | 39   | 31   | 1.9   |
| PAWS Math                                      | FRL Students               | 59  | 53  | 40   | 13   | 57   | 85   | 2.1   |
| PAWS Math                                      | ELL Students               | 59  | 53  | 25   | 28   | 40   | 32   | 2   |
| PAWS Math                                      | Black Students             | 59  | 53  | 39   | 14   | 49   | 30   | 0.7   |
| PAWS Math                                      | Hispanic Students          | 59  | 53  | 38   | 15   | 52   | 53   | 1.7   |
| PAWS Math                                      | Asian Students             | 59  | 53  | 65   | -12  | NO GOAL  | N/A  | N/A   |
| PAWS Math                                      | Native American Students   | 59  | 53  | 23   | 30   | 39   | 33   | 2   |
| PAWS Math                                      | Two or More Races Students | 59  | 53  | 50   | 3  | NO GOAL  | N/A  | N/A   |
| PAWS Math                                      | White Students             | 59  | 53  | 57   | -4   | NO GOAL  | N/A  | N/A   |
| PAWS Reading                                   | IDEA Students              | 65  | 60  | 26   | 34   | 41   | 30   | 1   |
| PAWS Reading                                   | FRL Students               | 65  | 60  | 47   | 13   | 60   | 62   | 1.6   |
| PAWS Reading                                   | ELL Students               | 65  | 60  | 25   | 35   | 40   | 30   | 1   |
| PAWS Reading                                   | Black Students             | 65  | 60  | 49   | 11   | 57   | 30   | 0.5   |
| PAWS Reading                                   | Hispanic Students          | 65  | 60  | 44   | 16   | 57   | 50   | 1.7   |
| PAWS Reading                                   | Asian Students             | 65  | 60  | 65   | -5   | NO GOAL  | N/A  | N/A   |
| PAWS Reading                                   | Native American Students   | 65  | 60  | 28   | 32   | 43   | 31   | 1.8   |

| If $N < 10$ , goal is defined by narrowing gap |                            | Baseline Year: 2015-16 Performance Data                                   |   |  | If gap closure $< 30$ , goal is adjusted accordingly             |  |  |   |
|--|----------------------------|---|---|--|--|--|--|---|
| SUBJECT  | SUBGROUP                   | ALL STUDENT LONG-TERM GOAL<br>(School-based goal for 100% of all schools) | ALL STUDENT BASELINE SCORE<br>(Statewide average for All Students in baseline year) | SUBGROUP BASELINE SCORE<br>(Statewide average for Subgroup in baseline year) | SUBGROUP BASELINE SCORE GAP<br>(Rule: if gap $\leq 5$ , no goal) | SUBGROUP LONG-TERM GOAL<br>(Based on schools in 80th percentile for subgroup in baseline year) | GAP CLOSURE IF GOALS ARE MET<br>(Rule: goal must narrow gap by $\geq 30$ ) | SUBGROUP ANNUAL IMPROVEMENT TARGET FOR 15TH PERCENTILE SCHOOL |
| PAWS Reading                                   | Two or More Races Students | 65  | 60  | 58   | 2  | NO GOAL  | N/A  | N/A   |
| PAWS Reading                                   | White Students             | 65  | 60  | 64   | -4   | NO GOAL  | N/A  | N/A   |
| ACT Math                                       | IDEA Students              | 46  | 40  | 9  | 31   | 24   | 30   | 1   |
| ACT Math                                       | FRL Students               | 46  | 40  | 25   | 15   | 41   | 67   | 1.9   |
| ACT Math                                       | ELL Students               | 46  | 40  | 8  | 32   | 24   | 30   | 1.1   |
| ACT Math                                       | Hispanic Students          | 46  | 40  | 24   | 16   | 35   | 31   | 1.5   |
| ACT Math                                       | Black Students             | 46  | 40  | 18   | 22   | 31   | 30   | 0.9   |
| ACT Math                                       | Two or More Races Students | 46  | 40  | 44   | -4   | NO GOAL  | N/A  | N/A   |
| ACT Math                                       | Native American Students   | 46  | 40  | 9  | 31   | 24   | 30   | 1   |
| ACT Math                                       | White Students             | 46  | 40  | 43   | -3   | NO GOAL  | N/A  | N/A   |
| ACT Reading                                    | IDEA Students              | 39  | 37  | 8  | 29   | 21   | 38   | 1.3   |
| ACT Reading                                    | FRL Students               | 39  | 37  | 24   | 13   | 35   | 69   | 1.5   |
| ACT Reading                                    | ELL Students               | 39  | 37  | 6  | 31   | 17   | 30   | 0.7   |
| ACT Reading                                    | Hispanic Students          | 39  | 37  | 23   | 14   | 37   | 86   | 1.9   |
| ACT Reading                                    | Black Students             | 39  | 37  | 18   | 19   | 26   | 30   | 0.5   |
| ACT Reading                                    | Two or More Races Students | 39  | 37  | 43   | -6   | NO GOAL  | N/A  | N/A   |
| ACT Reading                                    | Native American Students   | 39  | 37  | 16   | 21   | 24   | 30   | 0.5   |
| ACT Reading                                    | White Students             | 39  | 37  | 39   | -2   | NO GOAL  | N/A  | N/A   |



**B. Graduation Rates** (example based on schools in 15<sup>th</sup> percentile in 2015-16)

| Column                      | A               | B                | C                  | D                        |
|-----------------------------|-----------------|------------------|--------------------|--------------------------|
| All Students Group          | Long-Term Goal* | Baseline Score** | Distance from Goal | Annual Interim Target*** |
| High School Graduation Rate | 89%             | 61%              | 28                 | 1.9%                     |

\*Based on schools that were in the 65<sup>th</sup> percentile for the Four-Year, On-Time graduation rate in 2015-16.

\*\*Based on schools that were in the 15<sup>th</sup> percentile for the Four-Year, On-Time graduation rate in 2015-16.

\*\*\*The annual gains a school that was ranked at the 15<sup>th</sup> percentile in the baseline year would have to make to meet the long-term goal within 15 years: Column C divided by 15.

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| If $N < 10$ , goal is defined by narrowing gap |                            | Baseline Year: 2015-16 Performance Data                                   |   |  | If gap closure $< 30$ , goal is adjusted accordingly             |  |  |   |
|--|----------------------------|---|---|--|--|--|--|---|
| SUBJECT  | SUBGROUP                   | ALL STUDENT LONG-TERM GOAL<br>(School-based goal for 100% of all schools) | ALL STUDENT BASELINE SCORE<br>(Statewide average for All Students in baseline year) | SUBGROUP BASELINE SCORE<br>(Statewide average for Subgroup in baseline year) | SUBGROUP BASELINE SCORE GAP<br>(Rule: if gap $\leq 5$ , no goal) | SUBGROUP LONG-TERM GOAL<br>(Based on schools in 80th percentile for subgroup in baseline year) | GAP CLOSURE IF GOALS ARE MET<br>(Rule: goal must narrow gap by $\geq 30$ ) | SUBGROUP ANNUAL IMPROVEMENT TARGET FOR 15TH PERCENTILE SCHOOL |
| Graduation                                     | Black Students             | 88  | 80  | 81   | -1   | NO GOAL  | N/A  | N/A   |
| Graduation                                     | Two or More Races Students | 88  | 80  | 74   | 6  | 84   | 30   | 0.7   |
| Graduation                                     | Asian Students             | 88  | 80  | 85   | -5   | NO GOAL  | N/A  | N/A   |
| Graduation                                     | ELL Students               | 88  | 80  | 70   | 10   | 81   | 30   | 0.7   |
| Graduation                                     | Hispanic Students          | 88  | 80  | 74   | 6  | 86   | 67   | 2.3   |
| Graduation                                     | Native American Students   | 88  | 80  | 53   | 27   | 69   | 30   | 1.1   |
| Graduation                                     | White Students             | 88  | 80  | 82   | -2   | NO GOAL  | N/A  | N/A   |
| Graduation                                     | FRL Students               | 88  | 80  | 69   | 11   | 88   | 100  | 2.8   |
| Graduation                                     | IDEA Students              | 88  | 80  | 65   | 15   | 78   | 30   | 0.9   |

### C. Progress in Achieving English Language Proficiency

|                 | Growth Target                            |  |  |  |                             |
|-----------------|--|--|--|--|-----------------------------|
| Year 1 Baseline | Year 2                                   | Year 3                                   | Year 4                                   | Year 5                                   | Year 6                      |
| 4.6 or higher*  |  |  |  |  |                             |
| 4.0 – 4.5       | $((a^{\dagger} - b^{\ddagger}) / 2) + b$ | End Year<br>(4.6 or higher)              |  |  |                             |
| 3.0 – 3.9       | $((a^{\dagger} - b^{\ddagger}) / 3) + b$ | $((a^{\dagger} - b^{\ddagger}) / 2) + b$ | End Year<br>(4.6 or higher)              |  |                             |
| 2.0 – 2.9       | $((a^{\dagger} - b^{\ddagger}) / 4) + b$ | $((a^{\dagger} - b^{\ddagger}) / 3) + b$ | $((a^{\dagger} - b^{\ddagger}) / 2) + b$ | End Year<br>(4.6 or higher)              |                             |
| 1.0 – 1.9       | $(a^{\dagger} - b^{\ddagger}) / 5 + b$   | $(a^{\dagger} - b^{\ddagger}) / 4 + b$   | $((a^{\dagger} - b^{\ddagger}) / 3) + b$ | $((a^{\dagger} - b^{\ddagger}) / 2) + b$ | End Year<br>(4.6 or higher) |

Note. Column 1 scores and the score in the “End year” cells are performance level scores and the scores in the formulas are scale scores.

\*Composite performance level score of 4.6 is exit criteria for EL services.

† The scale score needed during the “End Year” to be deemed English Proficient (i.e., to earn a performance level score of 4.6) is represented by “a”.

‡ The prior year scale score is represented by “b”.

## APPENDIX B: McKinney-Vento Homeless Education Dispute Resolution

### Procedure

This advisory is intended to provide school officials with guidance as they implement the federal McKinney-Vento Homeless Education Assistance Act requirement that State and local school districts develop “procedures for the prompt resolution of disputes regarding the educational placement of homeless children and youths.”

A dispute resolution procedure was first created in the State’s Elementary and Secondary Education Act as reauthorized by the No Child Left Behind Act of 2001 State Plan. It has now been revised to reflect the duties and required responsibilities of the LEA Liaison (Liaison) under the Every Student Succeeds Act. Copies of this procedure should be available to local service providers, parents of students experiencing homelessness and unaccompanied youth. This procedure will be used for all dispute resolution issues regarding homeless children and youth including eligibility, enrollment and school selection. The procedure flows through the following steps:

1. A child or youth shall be **immediately admitted to the school in which enrollment is sought**, pending resolution of the dispute. The challenging school district must continue to provide transportation and other school services to the student until the dispute is and all appeals are resolved.
2. The dispute resolution process begins at the time a school or school district challenges the right of a parent, guardian, or person in parental relationship to a homeless child, to enroll a child or to continue a child’s enrollment in school, or in the case of an unaccompanied youth, the youth’s right to enroll or to continue enrollment in school.
3. When a school or district challenges the enrollment of the child or unaccompanied youth, the school or school district must provide written notice of the challenge to the district Homeless Education Liaison (Liaison) and the parent, guardian, or unaccompanied youth, through the Liaison. The written notice shall be provided within two (2) business days, and will be in clear, easy-to-understand language.
4. The Liaison shall inform the representative of the homeless student or the unaccompanied youth of the student’s or youth’s rights to appeal the decision of the school or school district. This notice shall include a form to be completed by the parent, guardian, or unaccompanied youth should he or she decide to appeal the school district’s enrollment decision.
5. The Liaison shall assist the child or youth’s representative, or the unaccompanied homeless youth, to complete the appeal form within ten (10) business days of the school or school district’s challenge to the child or youth’s enrollment.
6. During this time, if requested, WDE may provide technical assistance to the school district regarding its decision by notifying the school district as to the requirements of McKinney-Vento and other applicable state and federal laws.
7. Upon receipt of an appeal form, a school district will have five (5) business days to schedule an informal hearing. The hearing shall be convenient to the needs of the representative of the homeless student.
8. During the hearing, the school district shall discuss the considerations that led to the enrollment decision.
9. In cases where an agreement cannot be reached at the local level, the Liaison shall forward all written documentation and related paperwork to the WDE State Coordinator for the Education of Homeless Children and Youth within five (5) business days of the informal hearing.
10. Upon review of the LEA and parent information, and within ten (10) business days of receipt of the materials, WDE will issue a decision. The decision of WDE will be final. A written decision will be distributed to all parties in the dispute.

## APPENDIX C: ACRONYMS

Department - U.S. Department of Education

Secretary - U.S. Secretary Education

21st CCLC - 21st Century Community Learning Center

ACCESS - Assessing Comprehension and Communication in English State-to-State

ACT - American College Test

APAS - Afterschool Program Assessment System

ASVAB - The Armed Services Vocational Aptitude Battery

AYP - Adequate Yearly Progress

BHD - Behavioral Health Division of the Wyoming Department of Health

CAEP - Council for Accreditation of Educator Preparation

CCSSO - Council of Chief State School Officers

CFR - Code of Federal Regulations

CoC - Continuum of Care

CTE - Career and Technical Education

DFS - Wyoming Department of Family Services

EHCY - Education of Homeless Children and Youth

ELA - English Language Arts

ELs - English Learners

ELL - English Language Learner

ELP - English Language Proficiency

ESEA - Elementary and Secondary Education Act of 1965

ESSA - Every Student Succeeds Act

FERPA - Family Educational Rights and Privacy Act of 1974

FRL - Free and Reduced Lunch

FTE - Full-Time Employee

FFY - Federal Fiscal Year

FY - Fiscal Year

GEAR UP - Gaining Early Awareness and Readiness for Undergraduate Programs

GEPA - General Education Provisions Act

GMS - Grants Management System

HLS - Home Language Survey

HUD - Housing and Urban Development

IDEA - Individuals with Disabilities Education Act

IEP - Individualized Education Program

IF-K - Instructional Foundation for Kindergarten

LEA - Local Education Agency

MEP - Migrant Education Program  
MGP - Median Growth Percentile  
MODEL - Measure of Developing English Language  
MSIX - Migrant Student Information Exchange  
MTSS - Multi-Tiered System of Support

NCES - National Center for Education Statistics  
NCLB - No Child Left Behind  
N/R - not reportable

OCR - Office of Civil Rights  
OME - Office of Migrant Education  
OSS - Office of State Support

PBIS - Positive Behavioral Interventions and Supports  
PJP - Professional Judgment Panel  
PTSB - Wyoming Professional Teaching Standards Board

RFA - Request for Applications  
RLIS - Rural and Low-Income Schools  
RTI - Response to Intervention

SBE - The Wyoming State Board of Education  
SEA - State Educational Agency  
SPL - School Performance Level  
SPR - School Performance Rating  
SSIP - State Systemic Improvement Plan  
SSOS - Statewide System of Support  
STEAM - Science, Technology, Engineering, Arts, and Math  
STEM - Science, Technology, Engineering, and Math

TANF - Temporary Assistance for Needy Families  
TEI - University of Wyoming Trustees Education Initiative

UW - University of Wyoming

WAEA - Wyoming Accountability in Education Act  
WAEMSP - Wyoming Association of Elementary and Middle School Principals  
W-APT - WIDA ACCESS Placement Test  
WASA - Wyoming Association of School Administrators  
WASSP - Wyoming Association of Secondary School Principals  
WDE - Wyoming Department of Education  
WDH - Wyoming Department of Health  
WEA - Wyoming Education Association  
WIDA - no definition ([www.wida.us/aboutus/mission.aspx](http://www.wida.us/aboutus/mission.aspx))  
WIN - Wyoming Instructional Network  
WIOA - Workforce Innovation and Opportunity Act  
WYAA - Wyoming Afterschool Alliance



## APPENDIX D

OMB Control No. 1894-0005 (Exp. 03/31/2017)

### NOTICE TO ALL APPLICANTS

The purpose of this enclosure is to inform you about a new provision in the Department of Education's General Education Provisions Act (GEPA) that applies to applicants for new grant awards under Department programs. This provision is Section 427 of GEPA, enacted as part of the Improving America's Schools Act of 1994 (Public Law (P.L.) 103-382).

#### **To Whom Does This Provision Apply?**

Section 427 of GEPA affects applicants for new grant awards under this program. **ALL APPLICANTS FOR NEW AWARDS MUST INCLUDE INFORMATION IN THEIR APPLICATIONS TO ADDRESS THIS NEW PROVISION IN ORDER TO RECEIVE FUNDING UNDER THIS PROGRAM.**

(If this program is a State-formula grant program, a State needs to provide this description only for projects or activities that it carries out with funds reserved for State-level uses. In addition, local school districts or other eligible applicants that apply to the State for funding need to provide this description in their applications to the State for funding. The State would be responsible for ensuring that the school district or other local entity has submitted a sufficient section 427 statement as described below.)

#### **What Does This Provision Require?**

Section 427 requires each applicant for funds (other than an individual person) to include in its application a description of the steps the applicant proposes to take to ensure equitable access to, and participation in, its Federally-assisted program for students, teachers, and other program beneficiaries with special needs. This provision allows applicants discretion in developing the required description. The statute highlights six types of barriers that can impede equitable access or participation: gender, race, national origin, color, disability, or age. Based on local circumstances, you should determine whether these or other barriers may prevent your students, teachers, etc. from such access or participation in, the Federally-funded project or activity. The description in your application of steps to be taken to overcome these barriers need not be lengthy; you may provide a clear and succinct description of how you plan to address those barriers that are applicable to your circumstances. In addition, the information may be provided in a single narrative,

or, if appropriate, may be discussed in connection with related topics in the application.

Section 427 is not intended to duplicate the requirements of civil rights statutes, but rather to ensure that, in designing their projects, applicants for Federal funds address equity concerns that may affect the ability of certain potential beneficiaries to fully participate in the project and to achieve to high standards. Consistent with program requirements and its approved application, an applicant may use the Federal funds awarded to it to eliminate barriers it identifies.

#### **What are Examples of How an Applicant Might Satisfy the Requirement of This Provision?**

The following examples may help illustrate how an applicant may comply with Section 427.

- (1) An applicant that proposes to carry out an adult literacy project serving, among others, adults with limited English proficiency, might describe in its application how it intends to distribute a brochure about the proposed project to such potential participants in their native language.
- (2) An applicant that proposes to develop instructional materials for classroom use might describe how it will make the materials available on audio tape or in braille for students who are blind.
- (3) An applicant that proposes to carry out a model science program for secondary students and is concerned that girls may be less likely than boys to enroll in the course, might indicate how it intends to conduct "outreach" efforts to girls, to encourage their enrollment.
- (4) An applicant that proposes a project to increase school safety might describe the special efforts it will take to address concern of lesbian, gay, bisexual, and transgender students, and efforts to reach out to and involve the families of LGBT students

We recognize that many applicants may already be implementing effective steps to ensure equity of access and participation in their grant programs, and we appreciate your cooperation in responding to the requirements of this provision.

### **Estimated Burden Statement for GEPA Requirements**

According to the Paperwork Reduction Act of 1995, no persons are required to respond to a collection of information unless such collection displays a valid OMB control number. Public reporting burden for this collection of information is estimated to average 1.5 hours per response, including time for reviewing instructions, searching existing data sources, gathering and maintaining the data needed, and completing and reviewing the collection of information. The obligation to respond to this collection is required to obtain or retain benefit (Public Law 103-382. Send comments regarding the burden estimate or any other aspect of this collection of information, including suggestions for reducing this burden, to the U.S. Department of Education, 400 Maryland Ave., SW, Washington, DC 20210-4537 or email [ICDocketMgr@ed.gov](mailto:ICDocketMgr@ed.gov) and reference the OMB Control Number 1894-0005.