



# Wyoming Department of Education

## PRESS RELEASE

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**For Immediate Release:**

**July 8, 2013**

**Contact:**

**Tom Lacock**

**(307) 777-5399**

**[tom.lacock@wyo.gov](mailto:tom.lacock@wyo.gov)**

**[edu.wyoming.gov](http://edu.wyoming.gov)**

### **WDE postpones ESEA Waiver request; will submit request to maintain current Annual Measurable Objectives**

**CHEYENNE** - The Wyoming Department of Education (WDE) has postponed, until the 2014-2015 school year, its request for a flexibility waiver from certain provisions of the Elementary and Secondary Education Act (ESEA), commonly known as No Child Left Behind.

In order to provide some relief to schools and Local Education Agencies (LEAs) related to the escalating Annual Measurable Objectives (AMOs), the WDE is today submitting a waiver request to the US Department of Education to maintain the current levels of AMOs for one year. This would allow WDE to make Adequate Yearly Progress (AYP) determinations for the 2012-2013 assessment data using the same AMO targets from 2011-2012.

The WDE submitted its flexibility waiver request to the US Department of Education on Feb. 28. The US Department of Education granted the WDE an extension until April 15 and the WDE re-filed its waiver request at that time. The flexibility waiver requested relief from provisions of the ESEA, specifically escalating AMO targets set for the calculation of AYP. Without the flexibility waiver, the AYP targets set for 2014 require all students in Wyoming be proficient or advanced, as measured by the state assessment, PAWS in grades 3-8, and the ACT in grade 11.

“The WAEA timeline is important because our Legislators and the consultants our Legislators have hired have put a lot of time and effort into designing a system that is high-quality,” said Dr. David Holbrook, WDE Division Administrator of Federal Programs. “If we try to meet the federal timeline the way they are stated, we could potentially compromise the quality of the WAEA accountability system and we are unwilling to do that.”

Wyoming statute outlines the timelines for the implementation of the Wyoming Accountability in Education Act (WAEA); these timelines did not fully align with the timelines for ESEA flexibility for the 2013-2014 school year. Instead of potentially compromising the quality of the

WAEA accountability system, Wyoming has chosen to delay for one year its application for ESEA Flexibility. This will allow Wyoming to stay on the Wyoming timeline instead of the Federal timeline.

In order to provide some relief to all LEAs related to the escalating AMO targets, the WDE is requesting a waiver of the ESEA as amended, section 1111(b)(2)(H), to freeze AMO targets at the 2011-2012 level to be used for AYP determinations for the 2012-2013 school year assessment data. The 2012-2013 AYP determinations will establish the ESEA Title I improvement status of schools for the 2013-2014 school year. When a school does not meet AYP for two or more consecutive years, it enters into improvement status and loses the ability to spend some of its federal money as the district sees fit.

A copy of the letter to be submitted to the US Department of Education requesting the AMO freeze waiver is attached.

Comments may be submitted on or before July 31, 2013, via email to Dr. David Holbrook at: [david.holbrook@wyo.gov](mailto:david.holbrook@wyo.gov) or 307-777-6260.



# Wyoming Department of Education

Jim Rose, Interim Director

Hathaway Building, 2nd Floor, 2300 Capitol Avenue

Cheyenne, WY 82002-0050

Phone: 307-777-7675 Fax: 307-777-6234 Website: [edu.wyoming.gov](http://edu.wyoming.gov)

July 8, 2013

Deborah S. Delisle  
 Assistant Secretary  
 United State Department of Education  
 400 Maryland Avenue, SW  
 Washington, DC 20202

Dear Assistant Secretary Delisle:

I am writing on behalf of the Wyoming Department of Education to request a waiver of Section 1111(b)(2)(H) of the Elementary and Secondary Education Act of 1965 (ESEA), as amended, to permit Wyoming to use the same annual measurable objectives (AMOs) that Wyoming used for AYP determinations based on assessments administered in the 2011–2012 school year to make such determinations for the 2012–2013 school year. The Wyoming Department of Education believes that allowing Wyoming to use the same AMOs for AYP determinations based on assessments administered in the 2012–2013 school year as it used for the 2011–2012 school year will help increase the quality of instruction for students and improve the academic achievement of students by removing the pressure of meeting escalating AMOs so that the Wyoming Department of Education and other stakeholders within the state can devote necessary time and resources to planning for the implementation of ESEA flexibility, which the Wyoming Department of Education needs additional time to do.

Set forth below in Table 1, 2, and 3 are Wyoming’s current AMOs in reading/language arts and mathematics and the AMOs Wyoming will use if approved for the One-Year AMO Flexibility.

**Table 1 Wyoming’s Elementary School AMOs for Reading/Language Arts & Mathematics**

School Year	Reading/Language Arts		Mathematics	
	<i>AMOs in Accountability Workbook</i>	<i>AMOs under One-Year AMO Flexibility</i>	<i>AMOs in Accountability Workbook</i>	<i>AMOs under One-Year AMO Flexibility</i>
2011 – 2012	85.40	85.40	83.30	83.30
2012 – 2013	92.70	85.40	91.70	83.30
2013 – 2014	100.00	100.00	100.00	100.00

**Table 2 Wyoming’s Middle School AMOs for Reading/Language Arts and Mathematics**

School Year	Reading/Language Arts		Mathematics	
	<i>AMOs in Accountability Workbook</i>	<i>AMOs under One-Year AMO Flexibility</i>	<i>AMOs in Accountability Workbook</i>	<i>AMOs under One-Year AMO Flexibility</i>
2011 – 2012	79.70	79.70	75.20	75.20
2012 – 2013	89.90	79.70	87.60	75.20
2013 – 2014	100.00	100.00	100.00	100.00

**Table 3 Wyoming’s High School AMOs for Reading/Language Arts and Mathematics**

School Year	Reading/Language Arts		Mathematics	
	<i>AMOs in Accountability Workbook</i>	<i>AMOs under One-Year AMO Flexibility</i>	<i>AMOs in Accountability Workbook</i>	<i>AMOs under One-Year AMO Flexibility</i>
2011 – 2012	75.40	75.40	69.50	69.50
2012 – 2013	87.70	75.40	84.70	69.50
2013 – 2014	100.00	100.00	100.00	100.00

Prior to submitting this request, Wyoming adopted college- and career-ready content standards in reading/language arts and mathematics that meet the definition of “college- and career-ready standards” in the document titled *ESEA Flexibility*, as Wyoming has adopted content standards that are common to a significant number of states. Evidence that Wyoming has formally adopted those standards consistent with the state’s standards adoption process is found in Wyoming Rules, Chapter 31. These standards were signed into law on July 11, 2012 by Governor Matt Mead.

Link to Chapter 31 Rules (Section 8): <http://soswy.state.wy.us/Rules/RULES/8666.pdf>

Link to math standards:  
<http://edu.wyoming.gov/sf-docs/standards/final-2012-math-standards.pdf?sfvrsn=2>

Link to language arts standards:  
<http://edu.wyoming.gov/sf-docs/standards/final-2012-ela-standards.pdf?sfvrsn=2>

The Wyoming Department of Education hereby assures that it will provide student growth data on current students and students taught in the previous year to, at a minimum, teachers of reading/language arts and mathematics in grades in which the state administers assessments in those subjects in a manner that is timely and informs instruction consistent with the timelines and definitions required under State Fiscal Stabilization Fund (SFSF) Indicator (b)(2).

Further, Wyoming Department of Education has identified persistent achievement and graduation rate gaps within the state that need to be closed. As evidence of this identification, attached to this letter is a table that sets forth statewide achievement data, including proficiency rates and achievement gaps, for the “all students” group and identified student subgroups based on the most recent three years of data.<sup>1</sup> The Wyoming Department of Education hereby assures that it has reported these data publicly by posting the data, in a format that is easily understandable, on its

<sup>1</sup> The Department encourages each SEA to provide this information in the format set forth in the attachment to this template letter.

website on a page that is easily accessible by the public (found at Source: <https://portals.edu.wyoming.gov/Reports/Public/wde-reports-2012/public-reports/gradrates/fedfouryearadjustedstate> and <http://fusion.edu.wyoming.gov/ART>). In addition, this letter with the attached table is available at the Wyoming Department of Education's website home page at [www.edu.wyoming.gov](http://www.edu.wyoming.gov).

The Wyoming Department of Education further assures that it will take all steps necessary to plan for the implementation of ESEA flexibility and will submit a request for ESEA flexibility. The Wyoming Department of Education understands that if it fails to submit a request for ESEA flexibility or if its request is not approved prior to the time it must make AYP determinations based on assessments administered in the 2013–2014 school year, the Wyoming Department of Education will revert to using its currently approved AMOs for the 2013–2014 school year, meaning that all schools and local educational agencies (LEAs) in the state will be held accountable for reaching 100 percent proficiency by 2014.

Also attached is the notice the Wyoming Department of Education has sent to LEAs in our state regarding this waiver request. Because of the short time before the start of the 2013-2014 school year, Wyoming will submit comments received by August 1, 2013 in order to give LEAs and the public sufficient time to comment. Further, we have attached the notice provided to the public through press release and posting to the Wyoming Department of Education's website.

Please feel free to contact me by phone or e-mail at (307)-777-6260 [david.holbrook@wyo.gov](mailto:david.holbrook@wyo.gov) if you have any questions regarding this request. Thank you for your consideration.

Sincerely,



Dr. David J. Holbrook  
Wyoming Department of Education  
Federal Programs Division Administrator / Title I Director  
2300 Capitol Ave, 2<sup>nd</sup> floor Hathaway Building  
Cheyenne, WY82002

Attachments: Notice provided to LEAs, notice for public comment, and LEA comments received

## **Guidance on Attachment: Identifying Achievement and Graduation Rate Gaps**

The Department recommends that each SEA submit its data on identified achievement and graduation rate gaps using the chart below. In the chart, an SEA would indicate the statewide percentage of students who are proficient in reading/language arts and mathematics and the statewide graduation rate for the “all students” group and for each subgroup as required by ESEA section 1111(b)(2)(C)(v)(II) for the specified year. For each year, an SEA would also indicate the achievement and graduation rate gaps by calculating the difference between the percentage of students who are proficient or graduating for a specific subgroup and the percentage of students proficient or graduating in the “all students” group. A negative gap indicates that the subgroup is performing below the “all students” group; a positive gap indicates that the subgroup is performing above the “all students” group. For example, if 80 percent of the “all students” group is proficient in mathematics based on assessments administered in the 2009–2010 school year and 65 percent of students with disabilities is proficient in math for the same year, the SEA would indicate a gap of -15.

All achievement and graduation rate gap information indicated below must be included in an SEA’s request, except where the results would reveal personally identifiable information about an individual student.



	All Students	Hispanic				Asian**		Two or More Races		Native Hawaiian/Pacific Islander		American Indian/Alaska Native	
		% Proficient	% Proficient	Gap	% Graduating	Gap	% Proficient	Gap	% Proficient	Gap	% Proficient	Gap	
READING/ LANGUAGE ARTS	9	62.36%	49.20%	-13.15%	71.63%	9.28%	**	**	**	40.78%	-21.58%		
	10	75.95%	63.88%	-12.07%	82.26%	6.31%	75.11%	-0.84%	56.36%	-19.59%	53.31%	-22.64%	
	11	78.39%	68.42%	-9.97%	83.82%	5.43%	77.29%	-1.10%	69.23%	-9.16%	56.04%	-22.35%	
	12	72.55%	59.44%	-13.11%	83.09%	10.55%	**	**	**	49.75%	-22.80%		
	9	77.71%	66.69%	-11.02%	87.94%	10.23%	76.22%	-1.49%	67.86%	-9.85%	56.38%	-21.33%	
	10	79.79%	69.75%	-10.05%	87.46%	7.67%	78.80%	-1.00%	72.31%	-7.49%	59.10%	-20.69%	
	11	80.42%	67.77%	-12.65%	90.57%	10.15%	74.19%	-6.23%	100.00%	19.58%	44.89%	-35.53%	
	12	79.74%	73.90%	-5.84%	90.91%	11.17%	76.67%	-3.07%	73.33%	-6.41%	51.44%	-28.30%	
	9	78.89%	66.62%	-12.27%	84.31%	5.42%	73.56%	-5.33%	100.00%	21.11%	50.26%	-28.63%	
	10												
	11												
	12												
GRADUATION RATE*		% Graduating	% Graduating	Gap	% Graduating	Gap	% Graduating	Gap	% Graduating	Gap	% Graduating	Gap	
	9	80.42%	67.77%	-12.65%	90.57%	10.15%	74.19%	-6.23%	100.00%	19.58%	44.89%	-35.53%	
	10	79.74%	73.90%	-5.84%	90.91%	11.17%	76.67%	-3.07%	73.33%	-6.41%	51.44%	-28.30%	
	11	78.89%	66.62%	-12.27%	84.31%	5.42%	73.56%	-5.33%	100.00%	21.11%	50.26%	-28.63%	
	12												
	9												
	10												
	11												
	12												
	9												
	10												
	11												
12													

\*\* AYP 2009-10 was calculated using the old race/ethnicity designations.