

# WYOMING

DEPARTMENT OF EDUCATION



## Public Comment on Draft ESSA Plan

# Every Student Succeeds Act

ESSA reauthorizes the Elementary and Secondary Education Act, the principal federal law affecting K-12 education, and replaces No Child Left Behind.

## Proposed Timeline

- Public comment thru June 8
- Submit to Governor's Office for 30-day review in July
- Submit to USED in August
- In effect for 2017-18 school year

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# Wyoming's Draft ESSA State Plan

To meet the requirements of the Every Student Succeeds Act, the plan proposes:

- Achievement and graduation rate goals for schools
- Measures for how well schools are doing
- Priorities for the use of federal funds
  - To support schools
  - To support students
  - To support educators



# Long-Term Goals for Schools

Aiming for the 65<sup>th</sup> percentile in 15 years

- 88% Graduation Rate
- 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
- Growth for students learning English

*Academic goals will be revisited with data from new assessment system for grades 3-10*





# School Ratings

Under the current state accountability model, one of four overall School Performance Levels is assigned to each school:

- Exceeding Expectations
- Meeting Expectations
- Partially Meeting Expectations
- Not Meeting Expectations

Under ESSA, schools will receive a report card. For both, each school's performance is measured by various indicators.



# Measuring Student Groups

## Minimum Number of Students for Public Reports

- Continue using a minimum n-size of 10 students
- Protecting student data is a high priority

## Student Participation Rate

- Maintains statewide assessments for math, reading or language arts, and science
- Continue 95% participation rate
- State needs waiver for more than 1% alternative assessment





# Elementary & Middle Schools

## Academic Indicators

- Achievement
- Growth
- *English Language Proficiency*

## School Quality Indicator

- Equity



# High Schools

## Academic Indicators

- Achievement
- Growth
- Graduation Rate
- *English Language Proficiency*

## School Quality Indicator

- *Post-Secondary Readiness*
  - College Ready Measures
  - *Career Ready Measures*





# Supports for Schools

## Identification

- **Comprehensive Support**

- All schools with grad rate below 67%
- Bottom 5% of Title I schools
- State-led supports may include: Data retreats, Multi-Tiered System of Support, Assessment Literacy Training, Project ECHO, Professional Learning Communities

- **Targeted Support**

- Bottom 10% of subgroups
- Supports and interventions determined by the local schools and districts



# Supports for Students

## Grant Funding Priorities

- Provide access to a well-rounded education
- Improve school conditions for student learning
- Improve the use of technology

## Afterschool and Summer Program Priorities

- STEM opportunities
- College, Career, Military Readiness
- Business Partnerships
- Arts, projects, social emotional learning
- Involvement of families





# Supports for Specific Student Groups

## Students Learning English

- Measures are included in accountability model
- Setting goals for schools
- Native language assessments & accommodations

## Students with Disabilities

- Accommodations and alternatives for assessments
- Recruit and retain effective special education teachers



# Supports for Specific Student Groups

## Homeless Students

- Ensure access to school and activities
- Assistance with school records, supplies, transportation
- Training and support for school staff

## Neglected, Delinquent, or At-Risk Students

- Assist students who have had contact with the juvenile justice system
- Ensure access to same academic support offered in school
- Facilitating transitions





# Supports for Educators

## Improve Skills

- Conduct needs assessment every three years
- Align with other Professional Development offered
- Teacher preparation

## School Leader Support

- Use optional 3% on state-coordinated activities to support principals, assistant principals, etc.
- Utilize PD needs assessment
- Align with other state supports



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**Submit comments at  
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# We want to hear from you!

- What defines a good school?
- When thinking about Wyoming's schools, what are the things that matter most to you? The least? Why?
- What kind of information do you want about schools?
- What do you think is the biggest issue facing students?
- What type of additional support do you think teachers need?
- What do you think should be done to support low-performing schools?



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