



UNITED STATES DEPARTMENT OF EDUCATION
OFFICE OF ELEMENTARY AND SECONDARY EDUCATION

June 14, 2022

The Honorable Brian Schroeder
Superintendent of Public Instruction
Wyoming Department of Education
2300 Capitol Avenue, Second Floor
Cheyenne, WY 82002-0050

Dear Superintendent Schroeder:

I am writing in response to Wyoming's request to the U.S. Department of Education (Department) on February 14, 2022 to amend its approved consolidated State plan under the Elementary and Secondary Education Act of 1965 (ESEA), as amended by the Every Student Succeeds Act. Prior to implementing any revisions to its approved consolidated State plan, a State must submit its proposed amendments to the U.S. Department of Education (the Department) for review and approval.

I have determined that the amended request meets the requirements in the ESEA and, for this reason, I am approving Wyoming's amended State plan. A summary of Wyoming's amendment is enclosed. This letter, as well as Wyoming's revised ESEA consolidated State plan, will be posted on the Department's website. Any further requests to amend Wyoming's ESEA consolidated State plan must be submitted to the Department for review and approval.

Please be aware that approval of this amendment to Wyoming's consolidated State plan is not a determination that all the information and data included in the amended State plan comply with Federal civil rights requirements, including Title VI of the Civil Rights Act of 1964, Title IX of the Education Amendments of 1972, Section 504 of the Rehabilitation Act of 1973, Title II of the Americans with Disabilities Act, and requirements under the Individuals with Disabilities Education Act. It is Wyoming's responsibility to comply with these civil rights requirements.

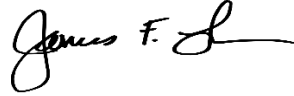
Thank you for all of the work that the Wyoming Department of Education has put into its consolidated State plan under the ESEA.

400 MARYLAND AVE., SW, WASHINGTON, DC 20202
<http://www.ed.gov/>

The Department of Education's mission is to promote student achievement and preparation for global competitiveness by fostering educational excellence and ensuring equal access.

If you need any assistance regarding the implementation of your ESEA consolidated State plan, please contact the Office of School Support and Accountability at: OESE.TitleI-a@ed.gov.

Sincerely,

A handwritten signature in black ink, appearing to read "James F. Lane". The signature is fluid and cursive, with the first name "James" being the most prominent.

James F. Lane, Ed.D.
Senior Advisor, Office of the Secretary
Delegated the Authority to Perform the
Functions and Duties of the Assistant Secretary
Office of Elementary and Secondary Education

Enclosure

cc: Wanda Maloney, Chief Policy Officer, Wyoming Department of Education (WDE)
Shelley Hamel, Chief Academic Officer, WDE
Jess Binning, ESSA Team Supervisor, School Support Division, WDE

Amendment to the Wyoming Consolidated State Plan

The following is a summary of Wyoming’s amendment request. Please refer to the Department’s website <https://oese.ed.gov/offices/office-of-formula-grants/school-support-and-accountability/essa-consolidated-state-plans/> for Wyoming’s complete consolidated State plan.

Title I, Part A

- *Progress in Achieving English Language Proficiency Indicator*
Wyoming Department of Education (WDE) specified that it includes, for purposes of calculating its indicator and progress toward long-term goals and measure of interim progress, students with the most significant cognitive disabilities who take an alternate English language proficiency (ELP) assessment. WDE also provided a definition for proficiency and progress on the alternate ELP assessment.
- *School Quality or Student Success (SQSS) Indicator*
WDE revised one of the ways in which a school may earn points toward the High School: Post-Secondary Readiness School Quality or Student Success (SQSS) indicator. Specifically, to meet the CTE option within the indicator, a student must have completed a career and technical education program of study by passing a minimum of two concentrator equivalent courses and one or more of the following: a passing score on a state-approved CTE exam or industry-recognized certification. Previously, students were required to complete a three-course CTE sequence.
- *Frequency of Identification for Comprehensive Support and Improvement (CSI) and Additional Targeted Support and Improvement (ATSI)*
WDE updated the start date for its next three-year cycle for the identification of schools for comprehensive support and improvement (CSI) and additional targeted support and improvement (ATSI) to the 2022-2023 school year using 2021-2022 data..
- *Identification Criteria for Targeted Support and Improvement (TSI)*
WDE revised the criteria and methodology for the identification of schools for targeted support and improvement (TSI). WDE will identify any school with an overall accountability score of 1.0 for a respective subgroup for two consecutive years. If more than 10 percent of all schools (meeting the minimum n-size) meet this criteria, WDE will average the scores on the Academic Achievement and Other Academic indicator (growth) for schools with an overall score of 1.0 for a respective subgroup and identify the lowest-performing 10 percent of schools for the respective subgroup.
- *Identification Criteria for ATSI*
WDE revised its identification criterion to identify ATSI schools from among those schools that are already identified for TSI rather than among all schools.

Title III, Part A

- *Standardized Entrance and Exit Procedures for Identification of English Learners*
WDE changed its entrance procedures to add a family interview to the English learner identification process.

WDE also added to its current exit requirements to include a literacy component, whereby the student must score 4.3 on a composite score on the reading and writing domains on the ELP assessment in addition to achieving a composite score of 4.6 across all four domains.

Title IV, Part B (21st Century Community Learning Centers)

- *Use of Funds for Title IV, Part B*
WDE proposed changes to provide flexibility in the amount of funds it reserves for State activities (from 3 percent to 3-5 percent). WDE revised its description of how it will use the State reservation, based upon the results of a needs assessment, to support State and local activities.