

ESEA Flexibility

Wyoming Request for Window 4

June 7, 2012

U.S. Department of Education

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INTRODUCTION

The U.S. Department of Education (Department) is offering each State educational agency (SEA) the opportunity to request flexibility on behalf of itself, its local educational agencies (LEAs), and its schools, in order to better focus on improving student learning and increasing the quality of instruction. This voluntary opportunity will provide educators and State and local leaders with flexibility regarding specific requirements of the No Child Left Behind Act of 2001 (NCLB) in exchange for rigorous and comprehensive State-developed plans designed to improve educational outcomes for all students, close achievement gaps, increase equity, and improve the quality of instruction. This flexibility is intended to build on and support the significant State and local reform efforts already underway in critical areas such as transitioning to college- and career-ready standards and assessments; developing systems of differentiated recognition, accountability, and support; and evaluating and supporting teacher and principal effectiveness.

The Department invites interested SEAs to request this flexibility pursuant to the authority in section 9401 of the Elementary and Secondary Education Act of 1965 (ESEA), which allows the Secretary to waive, with certain exceptions, any statutory or regulatory requirement of the ESEA for an SEA that receives funds under a program authorized by the ESEA and requests a waiver. Under this flexibility, the Department would grant waivers through the 2014–2015 school year.

REVIEW AND EVALUATION OF REQUESTS

The Department will use a review process that will include both external peer reviewers and staff reviewers to evaluate SEA requests for this flexibility. This review process will help ensure that each request for this flexibility approved by the Department is consistent with the principles described in the document titled *ESEA Flexibility*, which are designed to support State efforts to improve student academic achievement and increase the quality of instruction, and is both educationally and technically sound. Reviewers will evaluate whether and how each request for this flexibility will support a comprehensive and coherent set of improvements in the areas of standards and assessments, accountability, and teacher and principal effectiveness that will lead to improved student outcomes. Each SEA will have an opportunity, if necessary, to clarify its plans for peer and staff reviewers and to answer any questions reviewers may have. The peer reviewers will then provide comments to the Department. Taking those comments into consideration, the Secretary will make a decision regarding each SEA's request for this flexibility. If an SEA's request for this flexibility is not granted, reviewers and the Department will provide feedback to the SEA about the components of the SEA's request that need additional development in order for the request to be approved.

GENERAL INSTRUCTIONS

An SEA seeking approval to implement this flexibility must submit a high-quality request that addresses all aspects of the principles and waivers and, in each place where a plan is required, includes a high-quality plan. Consistent with ESEA section 9401(d)(1), the Secretary intends to grant waivers that are included in this flexibility through the end of the 2014–2015 school year for SEAs that request the flexibility in “Window 3” (*i.e.*, the September 2012 submission window for peer review in October 2012). The Department is asking SEAs to submit requests that include plans through the 2014–2015 school year in order to provide a complete picture of the SEA’s reform efforts. The Department will not accept a request that meets only some of the principles of this flexibility.

This *ESEA Flexibility Request for Window 3* is intended for use by SEAs requesting ESEA flexibility in September 2012 for peer review in October 2012. The timelines incorporated into this request reflect the timelines for the waivers, key principles, and action items of ESEA flexibility for an SEA that is requesting flexibility in this third window.

High-Quality Request: A high-quality request for this flexibility is one that is comprehensive and coherent in its approach, and that clearly indicates how this flexibility will help an SEA and its LEAs improve student achievement and the quality of instruction for students.

A high-quality request will (1) if an SEA has already met a principle, provide a description of how it has done so, including evidence as required; and (2) if an SEA has not yet met a principle, describe how it will meet the principle on the required timelines, including any progress to date. For example, an SEA that has not adopted minimum guidelines for local teacher and principal evaluation and support systems consistent with Principle 3 by the time it submits its request for the flexibility will need to provide a plan demonstrating that it will do so by the end of the 2012–2013 school year. In each such case, an SEA’s plan must include, at a minimum, the following elements for each principle that the SEA has not yet met:

1. **Key milestones and activities:** Significant milestones to be achieved in order to meet a given principle, and essential activities to be accomplished in order to reach the key milestones. The SEA should also include any essential activities that have already been completed or key milestones that have already been reached so that reviewers can understand the context for and fully evaluate the SEA’s plan to meet a given principle.
2. **Detailed timeline:** A specific schedule setting forth the dates on which key activities will begin and be completed and milestones will be achieved so that the SEA can meet the principle by the required date.
3. **Party or parties responsible:** Identification of the SEA staff (*e.g.*, position, title, or office) and, as appropriate, others who will be responsible for ensuring that each key activity is accomplished.
4. **Evidence:** Where required, documentation to support the plan and demonstrate the SEA’s progress in implementing the plan. This *ESEA Flexibility Request for Window 3* indicates the specific evidence that the SEA must either include in its request or provide at a future reporting date.

5. **Resources:** Resources necessary to complete the key activities, including staff time and additional funding.
6. **Significant obstacles:** Any major obstacles that may hinder completion of key milestones and activities (*e.g.*, State laws that need to be changed) and a plan to overcome them.

Included on page 19 of this document is an example of a format for a table that an SEA may use to submit a plan that is required for any principle of this flexibility that the SEA has not already met. An SEA that elects to use this format may also supplement the table with text that provides an overview of the plan.

An SEA should keep in mind the required timelines for meeting each principle and develop credible plans that allow for completion of the activities necessary to meet each principle. Although the plan for each principle will reflect that particular principle, as discussed above, an SEA should look across all plans to make sure that it puts forward a comprehensive and coherent request for this flexibility.

Preparing the Request: To prepare a high-quality request, it is extremely important that an SEA refer to all of the provided resources, including the document titled *ESEA Flexibility*, which includes the principles, definitions, and timelines; the document titled *ESEA Flexibility Review Guidance for Window 3*, which includes the criteria that will be used by the peer reviewers to determine if the request meets the principles of this flexibility; and the document titled *ESEA Flexibility Frequently Asked Questions*, which provides additional guidance for SEAs in preparing their requests.

As used in this request form, the following terms have the definitions set forth in the document titled *ESEA Flexibility*: (1) college- and career-ready standards, (2) focus school, (3) high-quality assessment, (4) priority school, (5) reward school, (6) standards that are common to a significant number of States, (7) State network of institutions of higher education, (8) student growth, and (9) turnaround principles.

Each request must include:

- A table of contents and a list of attachments, using the forms on pages 1 and 2.
- The cover sheet (p. 3), waivers requested (p. 4-6), and assurances (p. 7-8).
- A description of how the SEA has met the consultation requirements (p. 9).
- Evidence and plans to meet the principles (p. 10-18). An SEA will enter narrative text in the text boxes provided, complete the required tables, and provide other required evidence. An SEA may supplement the narrative text in a text box with attachments, which will be included in an appendix. Any supplemental attachments that are included in an appendix must be referenced in the related narrative text.

Requests should not include personally identifiable information.

Process for Submitting the Request: An SEA must submit a request to the Department to receive the flexibility. This request form and other pertinent documents are available on the Department's Web site at: <http://www.ed.gov/esea/flexibility>.

Electronic Submission: The Department strongly prefers to receive an SEA’s request for the flexibility electronically. The SEA should submit it to the following address: ESEAFlexibility@ed.gov.

Paper Submission: In the alternative, an SEA may submit the original and two copies of its request for the flexibility to the following address:

Patricia McKee, Acting Director
Student Achievement and School Accountability Programs
U.S. Department of Education
400 Maryland Avenue, SW, Room 3W320
Washington, DC 20202-6132

Due to potential delays in processing mail sent through the U.S. Postal Service, SEAs are encouraged to use alternate carriers for paper submissions.

REQUEST SUBMISSION DEADLINE

The submission due date for Window 3 is September 6, 2012.

TECHNICAL ASSISTANCE FOR SEAS

The Department has conducted a number of webinars to assist SEAs in preparing their requests and to respond to questions. Please visit the Department’s Web site at: <http://www.ed.gov/esea/flexibility> for copies of previously conducted webinars and information on upcoming webinars.

FOR FURTHER INFORMATION

If you have any questions, please contact the Department by e-mail at ESEAFlexibility@ed.gov.

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Insert page numbers prior to submitting the request, and place the table of contents in front of the SEA’s flexibility request.

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For each attachment included in the *ESEA Flexibility Request for Window 3*, label the attachment with the corresponding number from the list of attachments below and indicate the page number where the attachment is located. If an attachment is not applicable to the SEA’s request, indicate “N/A” instead of a page number. Reference relevant attachments in the narrative portions of the request.

LABEL	LIST OF ATTACHMENTS	PAGE
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3	Notice and information provided to the public regarding the request	106
4	Evidence that the State has formally adopted college- and career-ready content standards consistent with the State’s standards adoption process	110
5	Memorandum of understanding or letter from a State network of institutions of higher education (IHEs) certifying that meeting the State’s standards corresponds to being college- and career-ready without the need for remedial coursework at the postsecondary level (if applicable)	230
6	State’s Race to the Top Assessment Memorandum of Understanding (MOU) (if applicable)	234
7	Evidence that the SEA has submitted high-quality assessments and academic achievement standards to the Department for peer review, or a timeline of when the SEA will submit the assessments and academic achievement standards to the Department for peer review (if applicable)	N/A
8	A copy of the average statewide proficiency based on assessments administered in the 2011–2012 school year in reading/language arts and mathematics for the “all students” group and all subgroups (if applicable)	N/A
9	Table 23: Reward, Priority, and Focus Schools	70
10	A copy of the guidelines that the SEA has developed and adopted for local teacher and principal evaluation and support systems (if applicable)	N/A
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Cover Sheet for ESEA Flexibility Request

Legal Name of Requester: Wyoming Department of Education	Requester's Mailing Address: 2300 Capitol Avenue, 2 nd floor Hathaway Building Cheyenne, WY 82002
State Contact for the ESEA Flexibility Request Name: Dr. David J. Holbrook Position and Office: Federal Programs Division Director Contact's Mailing Address: 2300 Capitol Avenue, 2 nd floor Hathaway Building Cheyenne, WY 82002 Telephone: (307) 777-6260 Fax: (307) 777-6234 Email address: David.Holbrook@wyo.gov	
Chief State School Officer (Printed Name): Dr. Jim Rose	Telephone: (307) 777-7675
Signature of the Chief State School Officer:  X _____	Date: April 15, 2013
The State, through its authorized representative, agrees to meet all principles of the ESEA Flexibility.	

Waivers

By submitting this flexibility request, the SEA requests flexibility through waivers of the ten ESEA requirements listed below and their associated regulatory, administrative, and reporting requirements by checking each of the boxes below. The provisions below represent the general areas of flexibility requested; a chart appended to the document titled *ESEA Flexibility Frequently Asked Questions* enumerates each specific provision of which the SEA requests a waiver, which the SEA incorporates into its request by reference.

- 1. The requirements in ESEA section 1111(b)(2)(E)-(H) that prescribe how an SEA must establish annual measurable objectives (AMOs) for determining adequate yearly progress (AYP) to ensure that all students meet or exceed the State’s proficient level of academic achievement on the State’s assessments in reading/language arts and mathematics no later than the end of the 2013–2014 school year. The SEA requests this waiver to develop new ambitious but achievable AMOs in reading/language arts and mathematics in order to provide meaningful goals that are used to guide support and improvement efforts for the State, LEAs, schools, and student subgroups.
- 2. The requirements in ESEA section 1116(b) for an LEA to identify for improvement, corrective action, or restructuring, as appropriate, a Title I school that fails, for two consecutive years or more, to make AYP, and for a school so identified and its LEA to take certain improvement actions. The SEA requests this waiver so that an LEA and its Title I schools need not comply with these requirements.
- 3. The requirements in ESEA section 1116(c) for an SEA to identify for improvement or corrective action, as appropriate, an LEA that, for two consecutive years or more, fails to make AYP, and for an LEA so identified and its SEA to take certain improvement actions. The SEA requests this waiver so that it need not comply with these requirements with respect to its LEAs.
- 4. The requirements in ESEA sections 6213(b) and 6224(e) that limit participation in, and use of funds under the Small, Rural School Achievement (SRSA) and Rural and Low-Income School (RLIS) programs based on whether an LEA has made AYP and is complying with the requirements in ESEA section 1116. The SEA requests this waiver so that an LEA that receives SRSA or RLIS funds may use those funds for any authorized purpose regardless of whether the LEA makes AYP.
- 5. The requirement in ESEA section 1114(a)(1) that a school have a poverty percentage of 40 percent or more in order to operate a schoolwide program. The SEA requests this waiver so that an LEA may implement interventions consistent with the turnaround principles or interventions that are based on the needs of the students in the school and designed to enhance the entire educational program in a school in any of its priority and focus schools that meet the definitions of “priority schools” and “focus schools,” respectively, set forth in the document titled *ESEA Flexibility*, as appropriate, even if those schools do not have a poverty percentage of 40 percent or more.
- 6. The requirement in ESEA section 1003(a) for an SEA to distribute funds reserved under that section only to LEAs with schools identified for improvement, corrective action, or

restructuring. The SEA requests this waiver so that it may allocate section 1003(a) funds to its LEAs in order to serve any of the State’s priority and focus schools that meet the definitions of “priority schools” and “focus schools,” respectively, set forth in the document titled *ESEA Flexibility*.

7. The provision in ESEA section 1117(c)(2)(A) that authorizes an SEA to reserve Title I, Part A funds to reward a Title I school that (1) significantly closed the achievement gap between subgroups in the school; or (2) has exceeded AYP for two or more consecutive years. The SEA requests this waiver so that it may use funds reserved under ESEA section 1117(c)(2)(A) for any of the State’s reward schools that meet the definition of “reward schools” set forth in the document titled *ESEA Flexibility*.
8. The requirements in ESEA section 2141(a), (b), and (c) for an LEA and SEA to comply with certain requirements for improvement plans regarding highly qualified teachers. The SEA requests this waiver to allow the SEA and its LEAs to focus on developing and implementing more meaningful evaluation and support systems.
9. The limitations in ESEA section 6123 that limit the amount of funds an SEA or LEA may transfer from certain ESEA programs to other ESEA programs. The SEA requests this waiver so that it and its LEAs may transfer up to 100 percent of the funds it receives under the authorized programs among those programs and into Title I, Part A.
10. The requirements in ESEA section 1003(g)(4) and the definition of a Tier I school in Section I.A.3 of the School Improvement Grants (SIG) final requirements. The SEA requests this waiver so that it may award SIG funds to an LEA to implement one of the four SIG models in any of the State’s priority schools that meet the definition of “priority schools” set forth in the document titled *ESEA Flexibility*.

Optional Flexibilities:

If an SEA chooses to request waivers of any of the following requirements, it should check the corresponding box(es) below:

11. The requirements in ESEA sections 4201(b)(1)(A) and 4204(b)(2)(A) that restrict the activities provided by a community learning center under the Twenty-First Century Community Learning Centers (21st CCLC) program to activities provided only during non-school hours or periods when school is not in session (*i.e.*, before and after school or during summer recess). The SEA requests this waiver so that 21st CCLC funds may be used to support expanded learning time during the school day in addition to activities during non-school hours or periods when school is not in session.
12. The requirements in ESEA sections 1116(a)(1)(A)-(B) and 1116(c)(1)(A) that require LEAs and SEAs to make determinations of adequate yearly progress (AYP) for schools and LEAs, respectively. The SEA requests this waiver because continuing to determine whether an LEA and its schools make AYP is inconsistent with the SEA’s State-developed differentiated recognition, accountability, and support system included in its ESEA flexibility request. The SEA and its LEAs must report on their report cards performance against the AMOs for all subgroups identified in ESEA section 1111(b)(2)(C)(v), and use performance against the AMOs

to support continuous improvement in Title I schools.

13. The requirements in ESEA section 1113(a)(3)-(4) and (c)(1) that require an LEA to serve eligible schools under Title I in rank order of poverty and to allocate Title I, Part A funds based on that rank ordering. The SEA requests this waiver in order to permit its LEAs to serve a Title I-eligible high school with a graduation rate below 60 percent that the SEA has identified as a priority school even if that school does not otherwise rank sufficiently high to be served under ESEA section 1113.

Assurances

By submitting this request, the SEA assures that:

- 1. It requests waivers of the above-referenced requirements based on its agreement to meet Principles 1 through 4 of the flexibility, as described throughout the remainder of this request.
- 2. It will adopt English language proficiency (ELP) standards that correspond to the State's college- and career-ready standards, consistent with the requirement in ESEA section 3113(b)(2), and that reflect the academic language skills necessary to access and meet the new college- and career-ready standards, no later than the 2013–2014 school year. (Principle 1)
- 3. It will develop and administer no later than the 2014–2015 school year alternate assessments based on grade-level academic achievement standards or alternate assessments based on alternate academic achievement standards for students with the most significant cognitive disabilities that are consistent with 34 C.F.R. § 200.6(a)(2) and are aligned with the State's college- and career-ready standards. (Principle 1)
- 4. It will develop and administer ELP assessments aligned with the State's ELP standards, consistent with the requirements in ESEA sections 1111(b)(7), 3113(b)(2), and 3122(a)(3)(A)(ii). (Principle 1)
- 5. It will report annually to the public on college-going and college credit-accumulation rates for all students and subgroups of students in each LEA and each public high school in the State. (Principle 1)
- 6. If the SEA includes student achievement on assessments in addition to reading/language arts and mathematics in its differentiated recognition, accountability, and support system and uses achievement on those assessments to identify priority and focus schools, it has technical documentation, which can be made available to the Department upon request, demonstrating that the assessments are administered statewide; include all students, including by providing appropriate accommodations for English Learners and students with disabilities, as well as alternate assessments based on grade-level academic achievement standards or alternate assessments based on alternate academic achievement standards for students with the most significant cognitive disabilities, consistent with 34 C.F.R. § 200.6(a)(2); and are valid and reliable for use in the SEA's differentiated recognition, accountability, and support system. (Principle 2)
- 7. It will report to the public its lists of reward schools, priority schools, and focus schools at the time the SEA is approved to implement the flexibility, and annually thereafter, it will publicly recognize its reward schools as well as make public its lists of priority and focus schools if it chooses to update those lists. (Principle 2)
- 8. Prior to submitting this request, it provided student growth data on their current students and the students they taught in the previous year to, at a minimum, all 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 instructional programs, or it will do so no later than the deadline required under the State Fiscal Stabilization Fund. (Principle 3)

- 9. It will evaluate and, based on that evaluation, revise its own administrative requirements to reduce duplication and unnecessary burden on LEAs and schools. (Principle 4)
- 10. It has consulted with its Committee of Practitioners regarding the information set forth in its request.
- 11. Prior to submitting this request, it provided all LEAs with notice and a reasonable opportunity to comment on the request and has attached a copy of that notice (Attachment 1) as well as copies of any comments it received from LEAs (Attachment 2).
- 12. Prior to submitting this request, it provided notice and information regarding the request to the public in the manner in which the State customarily provides such notice and information to the public (*e.g.*, by publishing a notice in the newspaper; by posting information on its website) and has attached a copy of, or link to, that notice (Attachment 3).
- 13. It will provide to the Department, in a timely manner, all required reports, data, and evidence regarding its progress in implementing the plans contained throughout this request.
- 14. It will report annually on its State report card, and will ensure that its LEAs annually report on their local report cards, for the “all students” group and for each subgroup described in ESEA section 1111(b)(2)(C)(v)(II): information on student achievement at each proficiency level; data comparing actual achievement levels to the State’s annual measurable objectives; the percentage of students not tested; performance on the other academic indicator for elementary and middle schools; and graduation rates for high schools. It will also annually report, and will ensure that its LEAs annually report, all other information and data required by ESEA section 1111(h)(1)(C) and 1111(h)(2)(B), respectively.

If the SEA selects Option A in section 3.A of its request, indicating that it has not yet developed and adopted all the guidelines for teacher and principal evaluation and support systems, it must also assure that:

- 15. It will submit to the Department for peer review and approval a copy of the guidelines that it will adopt by the end of the 2012–2013 school year. (Principle 3)

Consultation

An SEA must meaningfully engage and solicit input from diverse stakeholders and communities in the development of its request. To demonstrate that an SEA has done so, the SEA must provide an assurance that it has consulted with the State’s Committee of Practitioners regarding the information set forth in the request and provide the following:

1. A description of how the SEA meaningfully engaged and solicited input on its request from teachers and their representatives.

The decision for Wyoming to apply for ESEA Flexibility during Window 4 was made on February 26th, 2013, only two days prior to the deadline for submission. We immediately crafted an email with relevant information that was sent to LEA superintendents, Title I Directors, Title II Directors, Title III Directors, the Title I Committee of Practitioners, Special Education Directors and our State – Tribal Education Partnership called the Wyoming Tribal Children’s Triad. This notification was sent out on February 26th. A press release was also crafted and these documents have been posted to the Wyoming Department of Education (WDE) web site (See attachment 3). Wyoming’s submission is based largely on legislation that has been passed into law over the past three years. While the decision to request ESEA Flexibility was officially made on February 26, 2013, the legislation upon which this submission is based has been an ongoing effort within Wyoming over the past three years. Significant input was received in the crafting and development of the legislation from not only teachers and their representatives, but from a multitude of other stakeholders and community members through regional meetings, testimony to the Wyoming State Board of Education, the Advisory Committee to the Select Committee on Education Accountability (which includes teachers), and to the Select Committee itself. The Wyoming legislature also hired education consultants to help inform the development of this legislation. Wyoming plans to continue to receive input on its ESEA Flexibility submission and has amended its original submission to incorporate comments and input from stakeholders. With the extension that was granted, allowing Wyoming to submit its application on April 15th, further efforts were made to meaningfully engage and solicit input on our request from teachers and their representatives, as well as other stakeholders. Wyoming initially did not choose to apply for optional waiver #12, but based on feedback from educators, and through phone calls and discussions, as well as a clarifying call with USED to help WDE understand this waiver, Wyoming changed its submission to include seeking optional waiver #12.

A memorandum to LEA superintendents and others was distributed on March 13, 2013 announcing the extension of the deadline for waiver submissions and requesting further comments. This memorandum was forwarded to the constituents above (Title I Directors, Title II Directors, Title III Directors, the Title I Committee of Practitioners, Special Education Directors and our State – Tribal Education Partnership called the Wyoming Tribal Children’s Triad).

This ESEA Flexibility Waiver application will be posted for comment to the WDE web site on or before April 15, 2013. All stakeholders, including teachers will be notified that this is

available for comment and feedback may be incorporated into future updates of this application.

Outreach activities and communications to school districts and local communities is a requirement of Enrolled Act 116 (Attachment 13, pages 15-16) of the 2013 Wyoming Legislative Session. Outreach activities and communications will continue after this submission as required by this state law. Aspects of the Wyoming Accountability in Education Act's accountability system will be developed during the 2013-2014 school year with the help of a Professional Judgment Panel that is made up of groups prescribed by statute that include teachers (Wyoming 2012 Session Laws, Chapter 101, page 343). These groups are:

- (A) Three (3) members of the state board;
- (B) Three (3) public school teachers, one (1) from an elementary school, one (1) from a middle or junior high school and one (1) from a high school;
- (C) Three (3) public school principals, one (1) from an elementary school, one (1) from a middle or junior high school and one (1) from a high school;
- (D) Three (3) school district superintendents, one (1) representing a small district, one (1) a medium district and one (1) a large district;
- (E) Three (3) members of the business community and the community at-large;
- (F) Three (3) parents of children attending Wyoming public schools;
- (G) Three (3) members of school district central office administration;
- (H) Three (3) members of Wyoming school district boards of trustees;
- (J) Three (3) representatives of Wyoming post secondary education institutions

2. A description of how the SEA meaningfully engaged and solicited input on its request from other diverse communities, such as students, parents, community-based organizations, civil rights organizations, organizations representing students with disabilities and English Learners, business organizations, and Indian tribes.

Given the timeframe for Wyoming's initial ESEA Flexibility submission, the SEA at that time, was not able to meaningfully engage and solicit input on its request from the diverse communities described above. With the extension to April 15th, efforts were made to engage these stakeholders. A press release and a Memorandum to District Superintendents (WDE vehicle of communication with districts) were issued February 28th and again on March 13th announcing WDE's intention to apply for these waivers and requesting public comment. Interviews with local newspapers were granted to discuss the ESEA Flexibility submission and to request feedback.

Based on initial feedback from the February 26th request for feedback, WDE was asked not to apply for the optional waiver (#11) related to Twenty-First Century Community Learning Centers (21st CCLC) program. Wyoming has chosen not to apply for that waiver based on this feedback.

Meetings were held with various stakeholders concerning specific aspects of Wyoming's ESEA Flexibility submission. Wyoming initially intended to craft new AMOs with the goal of having 100% proficiency for all students by 2020. This is option B in section 2.B of this

document. Upon consultation with Title I Directors, Title III Directors and the Title I Committee of Practitioners, WDE was asked to consider using option A, cut in half the number of students below proficiency in six (6) years using 2011-2012 assessment data as the baseline. Based on this input, WDE changed its submission and has included new AMOs based on option A.

During the time that Wyoming was preparing its ESEA Flexibility submission, WDE staff working on drafting the submission met three times with the Title I Committee of Practitioners. The first meeting was on March 25, 2013. This was a regularly scheduled meeting, but the opportunity was taken to discuss the Flexibility waiver, the need for input at a later time, and the potential to schedule other meetings when necessary. After Wyoming's ESEA Flexibility submission was further fleshed out, two other meetings of the Title I Committee of Practitioners were held specifically to review aspects of the ESEA Flexibility Waiver. In addition, as sections of this document were drafted, they were emailed to the Title I Committee of Practitioners and others (including one member of the Advisory Committee to the Select Committee on Educational Accountability and the principal of one of our most recent Blue Ribbon Schools). These documents were reviewed and feedback to WDE was provided.

On April 4th, the Interim Director of the Wyoming Department of Education met with the University of Wyoming School / University Partnership. Part of the discussions was a review and feedback of the WDE ESEA Flexibility application. This group included five (5) district superintendents.

Also on April 4th, the Federal Programs Division Director (person responsible for coordination of this submission) met with the federal programs manager for the largest school district in the state and reviewed the entire ESEA Flexibility submission that was available at the time. Feedback from this program manager was very positive.

On April 12, 2013, a presentation was made to review with stakeholders the details of Wyoming's ESEA Flexibility Waiver application (see attachment 3 for power point). The presentation was given twice that day, once at 10:00 am and once at 1:00 pm. Invitations for these presentations were sent to LEA superintendents, Title I Directors, Title II Directors, Title III Directors, the Title I Committee of Practitioners, Special Education Directors and our State – Tribal Education Partnership called the Wyoming Tribal Children's Triad. In addition, an invitation to the other diverse communities described under point 2 was made via a press release, was included as a news article in local newspapers, and was posted to the WDE web site. The presentation was made using a medium where anyone with a computer would be able to participate and provide feedback (Blackboard Collaborate). The power point from that presentation was posted to the WDE web site on April 12th. The presentation was recorded and made available on the WDE web site as well as through a Memorandum to District Superintendents and a press release.

This ESEA Flexibility Waiver Application will be posted on WDE's website on April 15th or sooner for continued feedback after submission.

A meeting is scheduled to discuss Wyoming’s ESEA Flexibility Application with the Joint Tribal Business Council of the Eastern Shoshone and Northern Arapaho for April 17th and with the Wyoming Tribal Children’s Triad on April 18th. As feedback is received, this submission may be amended based on that feedback before final approval.

Evaluation

The Department encourages an SEA that receives approval to implement the flexibility to collaborate with the Department to evaluate at least one program, practice, or strategy the SEA or its LEAs implement under principle 1, 2, or 3. Upon receipt of approval of the flexibility, an interested SEA will need to nominate for evaluation a program, practice, or strategy the SEA or its LEAs will implement under principles 1, 2, or 3. The Department will work with the SEA to determine the feasibility and design of the evaluation and, if it is determined to be feasible and appropriate, will fund and conduct the evaluation in partnership with the SEA, ensuring that the implementation of the chosen program, practice, or strategy is consistent with the evaluation design.

Check here if you are interested in collaborating with the Department in this evaluation, if your request for the flexibility is approved.

Overview of SEA’s Request for the ESEA Flexibility

Provide an overview (about 500 words) of the SEA’s request for the flexibility that:

1. explains the SEA’s comprehensive approach to implement the waivers and principles and describes the SEA’s strategy to ensure this approach is coherent within and across the principles; and
2. describes how the implementation of the waivers and principles will enhance the SEA’s and its LEAs’ ability to increase the quality of instruction for students and improve student achievement

Outside of any pressures associated with seeking ESEA Flexibility waivers, the Wyoming Legislature has, for the past three years, been working on legislation that is in line with federal policy priorities. This legislation enacts a statewide accountability system that includes teacher and principal evaluations and addresses the principles outlined in the ESEA Flexibility. Specifically, Wyoming has adopted the Common Core State Standards (CCSS) in language arts and mathematics. The CCSS was adopted and signed into law by Governor Matt Mead on July 11, 2012. This endorsement of the CCSS includes the endorsement of assessments connected to college readiness and assessments aligned to the CCSS. Wyoming is an advisory member of the Smarter-Balanced Assessment Consortium. This legislation also includes a system of differentiated recognition, accountability and support along with reporting of disaggregated data, an examination of achievement gaps and a commitment to quality instruction bolstered by an educator evaluation system informed by student achievement. The Wyoming Department of Education has for several years, included processes for a cyclical evaluation to reduce the burden of reporting for its LEAs.

These waivers will allow Wyoming to further reduce the burden to schools districts by allowing them to use the same data and same reporting to meet both state and federal requirements in many cases. In addition, having a system that is based on the educational environment that is specific to Wyoming will greatly improve WDE’s and the districts’ ability to increase the quality of instruction

for students and help to provide an environment that is conducive to improving student achievement. In addition, using an accountability system that identifies high and low performing schools based on a more balanced measure of school performance, which uses a subgroup analysis that is more appropriate for Wyoming’s small / rural school environment, will result in resources and interventions being focus where they are most needed in Wyoming.

Principle 1: College- and Career-Ready Expectations for All Students

1.A Adopt College- and Career-Ready Standards

Select the option that pertains to the SEA and provide evidence corresponding to the option selected.

Option A

The State has adopted college- and career-ready standards in at least reading/language arts and mathematics that are common to a significant number of States, consistent with part (1) of the definition of college- and career-ready standards.

- i. Attach evidence that the State has adopted the standards, consistent with the State’s standards adoption process. (Attachment 4)

Option B

The State has adopted college- and career-ready standards in at least reading/language arts and mathematics that have been approved and certified by a State network of institutions of higher education (IHEs), consistent with part (2) of the definition of college- and career-ready standards.

- i. Attach evidence that the State has adopted the standards, consistent with the State’s standards adoption process. (Attachment 4)
- ii. Attach a copy of the memorandum of understanding or letter from a State network of IHEs certifying that students who meet these standards will not need remedial coursework at the postsecondary level. (Attachment 5)

1.B Transition to College- and Career-Ready Standards

Provide the SEA’s plan to transition to and implement no later than the 2013–2014 school year college- and career-ready standards statewide in at least reading/language arts and mathematics for all students and schools and include an explanation of how this transition plan is likely to lead to all students, including English Learners, students with disabilities, and low-achieving students, gaining access to and learning content aligned with such standards. The Department encourages an SEA to include in its plan activities related to each of the italicized questions in the corresponding section of the document titled *ESEA Flexibility Review Guidance for Window 3*, or to explain why one or more of those activities is not necessary to its plan.

Key Milestone or Activity	Detailed Timeline	Party or Parties Responsible	Evidence (Attachments, Links)	Resources (e.g. staff time, additional funding)	Significant Obstacles
Crosswalk to assess gaps between 2008 Wyoming Content & Performance Standards for math and ELA and CCSS for math and ELA	2010 and 2012 (2012 is a condensed version of what was done in 2010 in order to make shifts between 2008 standards and CCSS more accessible and understandable for the general public).	McREL; Wyoming Department of Education	Link to 2010 Crosswalks: http://edu.wyoming.gov/Programs/standards/standards_review.aspx (see Common Core Standards Crosswalk box and McREL GAP Analysis box on this page) See documents: <i>Language Arts Standards Crosswalk</i> and <i>Math Standards Crosswalk</i> in Attachment 4	N/A (already completed)	N/A (already completed)
Common Core State Standards adopted for math and language arts	July 11, 2012	Wyoming Department of Education, Wyoming State Board of Education	Link to Chapter 31 Rules (Section 8): http://sos.wy.state.wy.us/Rules/RULES/8666.pdf Link to math standards:	N/A (already completed)	N/A (already completed)

			http://edu.wyoming.gov/sf-docs/standards/final-2012-math-standards.pdf?fvrnsn=2 Link to language arts standards: http://edu.wyoming.gov/sf-docs/standards/final-2012-ela-standards.pdf?fvrnsn=2		
Develop professional development plan for school districts focused on implementation of CCSS related to content shifts and assessment	Development began in the fall of 2012 and continues to be developed and refined to meet the needs of the school districts. WDE personnel meet monthly and will begin to meet bimonthly throughout the summer to develop a comprehensive PD plan for CCSS implementation	Wyoming Department of Education: Assessment Division, Standards Division, Special Programs Division, and EL Team	See: <i>WDE PD Opportunities for CCSS</i> . Following this plan. This is the beginning of a comprehensive PD plan the WDE is putting together.	Two members from the Assessment Division (representing state assessment and alternate assessment); two members from the Special Programs Division (representing special education); two members from the Standards Division (representing the content areas of math and language arts); one member from the EL Team (representing English Language Learners)	Finding common time to meet and plan can be a challenge since all of the players have multiple responsibilities and commitments.
Present CCSS implementation plan/practices to local school districts (focus on standards <u>and</u> the state)	January 29/30, 2013; April 11, 2013; April 12, 2013; July 30/31, 2013; Fall School Improvement	Wyoming Department of Education: Assessment Division, Standards Division,	See attachment 4 documents: <i>Assessing CCSS Language Arts, Assessing CCSS</i>	The specific aforementioned staff from WDE have and will continue to provide regional trainings for local	Wyoming is a rural state with many miles between communities, and bad

<p>assessment)</p>	<p>Conference; ongoing</p>	<p>Special Programs Division, and EL Team</p>	<p><i>Mathematics, and Assessment Blueprint for CCSS</i>; see also attached <i>Director’s Memo – PD for CCSS_031813</i></p>	<p>school districts targeting different educator groups such as curriculum directors, principals, EL instructors, regular education teachers, and special education teachers. Expenses include materials and travel costs for these WDE staff.</p>	<p>weather can impact the ability of participants to travel to these regional trainings. However, Wyoming has technology that can allow participants to attend these trainings from a distance.</p>
<p>Development of extended standards for students with severe cognitive disabilities</p>	<p>June 11-14, 2013 for 2013-2014 school year and beyond</p>	<p>Wyoming Department of Education, Standards, Assessment, and Special Programs Divisions; Wyoming teachers</p>	<p>See attachment 4: <i>Director’s memo – Extended CCSS_032513</i></p>	<p>Staff from the WDE will organize and facilitate the development of the extended CCSS. Expenses include materials and travel costs for the WDE staff.</p>	<p>This process will be unfamiliar to many if not all of the participating teachers and even some of the WDE staff. There may be a steep learning curve and a week may not be sufficient time to complete this project.</p>
<p>Additional outreach and resources surrounding CCSS have been and will continue to be developed for school districts, parents, and general public.</p>	<p>Development began in the fall of 2012 and continues to be developed and refined to meet the needs of the school districts.</p>	<p>WDE Standards, Assessment, and Special Programs Divisions</p>	<p>Visit the following links: http://edu.wyoming.gov/Programs/standards/common-core-state-standards.aspx http://edu.wyoming.gov/Programs/standards/common-core-state-standards.aspx</p>	<p>Two members from the Assessment Division (representing state assessment and alternate assessment); two members from the Special Programs Division (representing</p>	<p>Finding common time to meet and plan can be a challenge since all of the players have multiple responsibilities and commitment</p>

			rams/standards/standards_revisions.aspx http://edu.wyoming.gov/Programs/statewide_assessments/system/paws.aspx (see “Assessment Related Links” box)	special education); two members from the Standards Division (representing the content areas of math and language arts); one member from the EL Team (representing English Language Learners)	s.
Revisions to state assessments in math and ELA to ensure alignment to CCSS	Alignment began in spring 2012 for the 2013 assessment. Revisions currently being done to further align state assessment for 2014 and will continue for 2015 school year (fully operational).	WDE: Assessment and Standards Divisions, including math and language arts content specialists.	See attachment 4 document: <i>PAWS Design Changes</i>	The Assessment and Standards Divisions work together with educators in the state and testing vendor (ETS) to develop and review items for the state assessment. Costs associated with aligning the state assessment to CCSS include the contract with ETS plus stipends for educators and travel for WDE personnel employees.	This work began over a year ago and is going smoothly so far. However, as the assessment continues to shift more and more to CCSS, teachers may have a hard time with the adjustment initially, especially as scores may tend to drop as new baselines are established.

WDE Professional Development Opportunities for the Common Core State Standards

<u>TITLE</u>	<u>DESCRIPTION</u>	<u>AUDIENCE</u>	<u>DATES*</u>
<u>PHASE 1: Teaching & Assessing the Common Core State Standards (CCSS)</u>	<u>This workshop is intended to help teachers tie the CCSS to the state assessment.</u>	<u>Curriculum Directors, Teachers</u>	<ul style="list-style-type: none"> • <u>April 11 – WCDA meeting (informational only)</u> • <u>April 12 (two sessions) – Teacher workshop in Casper</u> • <u>Fall 2013 – School Improvement</u>

			<u>Conference</u>
<u>PHASE 2: Common Core Shifts</u>	<u>This workshop addresses the content shifts between the 2008 ELA and math standards and the 2012 CCSS.</u>	<u>Curriculum Directors, Teachers</u>	<ul style="list-style-type: none"> • <u>July 30/31 – STAR Camp</u> • <u>Fall 2013 – School Improvement Conference</u>
<u>Data Interpretive Workshops</u>	<u>This workshop is intended to help educators use data from the state assessment to guide instruction.</u>	<u>Principals, Teachers, School Improvement Teams, PLCs</u>	<ul style="list-style-type: none"> • <u>Fall 2013 – School Improvement Conference</u> • <u>Every fall</u>

*The Standards and Assessment teams will develop a full implementation plan over the summer to launch during the 2013-2014 school year.

Assessing the Gap

A crosswalk between the 2008 Wyoming Content & Performance Standards in math and language arts and the newly adopted CCSS in math and language arts was done in 2010 and again in 2012. The following link shows the crosswalk work done in 2010:

http://edu.wyoming.gov/Programs/standards/standards_review.aspx (see Common Core Standards Crosswalk box and McREL GAP Analysis box on this page)

The attached documents entitled “Language Arts Standards Crosswalk” and “Math Standards Crosswalk” show a condensed version of the crosswalk done in 2012 between the 2008 Wyoming Content & Performance Standards in math and language arts and the CCSS.

Both the 2010 and 2012 crosswalks will be used to develop professional development identifying shifts between the 2008 Wyoming Content & Performance Standards and the CCSS in language arts and math. The Standards Division at the Wyoming Department of Education will present *Common Core Shifts for Math and Language Arts* for the first time in July 2013 (7/30 and 7/31).

Progress toward Professional Development & Outreach

The Standards and Assessment divisions are collaborating to provide outreach opportunities about the CCSS to educators and administrators throughout Wyoming. In January 2013, school districts

were invited to two presentations: *Teaching & Assessing the CCSS in ELA and Math* (presentation documents attached: “Assessing CCSS Language Arts”, “Assessing CCSS Mathematics”, and “Assessment Blueprints for CCSS”). On April 12, 2013, this presentation will be shared in two different sessions (one morning and one afternoon session) in order to provide this outreach to a greater number of participants (there are currently 95 registered to attend as of 4/9/13 (see attached notification memo: “Director's Memo - PD for CCSS_031813”). The purpose of this particular presentation is to help teachers tie the CCSS to the state assessment. This presentation will also be offered during the fall School Improvement Conference sponsored by AdvancED, our regional accrediting agency.

Additionally, a professional development opportunity entitled *Common Core Shifts for Math and Language Arts* is currently being developed by the Standards Division (90% complete as of 4/9/13) and will be presented during the Wyoming Department of Education’s Summer Technical Assistance Retreat (STAR) in July 2013 and again during the aforementioned fall School Improvement Conference. The purpose of this workshop is to address the content shifts between the 2008 ELA and math standards and the 2012 CCSS.

Data Interpretive Workshops will also be provided by the Assessment division to help educators use data from the state assessment to guide instruction related to the CCSS. The first session will be offered during the fall School Improvement Conference and every fall thereafter when teachers have their assessment data.

On April 11, 2013, the Standards and Assessment divisions will present information related to the CCSS and assessment to the Wyoming Curriculum Directors Association, which is comprised of superintendents, assistant superintendents, and/or principals. This particular presentation will be an opportunity for the Wyoming Department of Education to receive input from district administrators regarding their perceived professional development needs related to the CCSS and the state assessment. This feedback will be used to further design professional development opportunities for district administrators, including principals.

Addressing the Needs of ALL Students

The Standards and Assessment divisions are also working with the Special Programs division and the English Learners team to develop additional outreach opportunities geared toward increasing awareness and ensuring access to the CCSS for students with disabilities and EL students. Although these are in the process of being developed, special education and EL teachers are invited and encouraged to attend the existing outreach opportunities related to CCSS. In the meantime, these divisions will work together over the summer 2013 to develop a comprehensive CCSS implementation plan to launch during the 2013-2014 school year.

Wyoming is part of the World-Class Instructional Design & Assessment (WIDA) consortium. As such, the state English Language Development (ELD) standards do correspond with the CCSS. The *WIDA 2012 Amplification of the English Language Development Standards K-12* contain an explicit connection to state content standards. These connections include the CCSS. Wyoming's ELD standards allow English learners to access the CCSS along with general education students. The ELD standards address academic language, cognitive function, and language functions.

Wyoming is a recipient of the State Personnel Development Grant (SPDG) which is used to provide professional development geared to special education. Implementation coaches will assess the needs of students with disabilities in Wyoming based on district- and school-level data. It is anticipated that the needs assessment may identify achievement gaps between students with disabilities and general education students with regard to the CCSS. In this event, professional development opportunities will be designed to address this gap and support students with disabilities in accessing the CCSS along with general education students.

Currently, the Standards division meets with the Special Programs and EL team at least once a month to develop professional development that specifically addresses students with disabilities, EL students, other at-risk students designed to help all educators (general education, special education, and EL teachers) to support these students in accessing the CCSS within the same timeframe as general education students. Throughout this spring and summer, these divisions/teams will collaborate more often (approximately every two to three weeks) to develop professional development opportunities that can be delivered during the 2013-14 school year. The first anticipated session(s) will be presented at the fall School Improvement Conference.

It should be noted that as a local control state, Wyoming has no authority over curriculum. Those decisions reside at the district level. Therefore, any instructional materials developed for general education, special education, and EL teachers will be related to standards and assessment frameworks, strategies, and alignment. No curriculum will be developed or suggested for implementation. Previous sections have described collaboration efforts between divisions within our agency to develop professional development and outreach opportunities that will serve *all* students.

Access to Resources

In addition to professional development/workshop opportunities, the state's Standards website has a multitude of CCSS resources for educators, community members and parents. (Please see <http://edu.wyoming.gov/Programs/standards/common-core-state-standards.aspx>). The link previously shared also resources related to the CCSS: http://edu.wyoming.gov/Programs/standards/standards_review.aspx). Both of these links are easily accessible to the public by visiting the Wyoming Department of Education homepage (edu.wyoming.gov) and selecting the Standards link from the horizontal menu at the top of the page.

As previously mentioned, the Standards link on our state's external website (edu.wyoming.gov) has a variety of resources related to the CCSS for educators and community members. The Standards division will continue to develop (or borrow best practices from other states) resources to share on the website. The state assessment link also contains blueprints for our state assessment which are in the first phase of alignment to the CCSS (visit http://edu.wyoming.gov/Programs/statewide_assessment_system/paws.aspx and see the "Assessment Related Links" box for these blueprints).

Access to College-Level Courses

College-level courses are already offered in 25 out of 48 school districts in Wyoming via dual or concurrent enrollment. Additionally, high schools throughout the state offer AP or IB programs of

study. A recent state statute (W.S. 21-20-201) speaks to the partnership between secondary and post-secondary institutions in offering college-level courses to high school students (see attached document entitled “Statute_Dual-Concurrent Enrollment”).

Teacher/Leader Preparation

At this time, there is not a specific plan in place between the Wyoming Department of Education (WDE) and the state’s IHEs related to teacher/principal preparation programs. However, the state university’s (University of Wyoming – UW) college of education department is very aware of the state’s adoption of the CCSS and is involved in other projects led by the WDE related to these standards. As such, it is assumed this awareness is leading to a shift in teacher/principal preparation programs at the university.

Aligning Wyoming’s State Assessment to CCSS

Revisions to the state assessment to ensure alignment to the CCSS began with the 2013 administration of the test. Items aligned to standards common to both the 2008 Wyoming Content & Performance Standards and the CCSS were developed for this iteration of the exam. The 2014 and 2015 iterations will continue with a “detachment” from the 2008 standards and full alignment with the CCSS (see attached “PAWS Design Changes” document”).

Aligning the state assessment to the CCSS will be quite a shift in rigor from the 2008 Wyoming Content & Performance Standards. This alignment will drive instruction focused on the CCSS for *all* Wyoming students. Each year, teachers are and will continue be invited to participate in item and data review for the state assessment in order to help them become more familiar with a more rigorous assessment.

A workshop for educators aimed at developing extended standards for our state alternate assessment aligned to the CCSS will take place from June 11-14, 2013 (see attached notification memo: “Director's Memo - Extended CCSS_032513”).

Summary

The details shared in this document outlines a comprehensive collaboration and outreach plan from various divisions within the Wyoming Department of Education (WDE). This plan could be described in three basic phases:

1. Awareness – began in 2010 when Wyoming first considered adopting the Common CCSS. A crosswalk between the 2008 Wyoming Content & Performance Standards and the CCSS was articulated and shared with school districts. After the State Board of Education voted to adopt the CCSS in April 2012, the WDE collected public comment related to the adoption of these standards. Once the CCSS were signed into law (7/11/2012), a press release and a memo to all district superintendents was disseminated throughout the state. Awareness about the CCSS and its impact on the state assessment is promoted through a weekly newsletter from the Assessment division.
2. Capacity-Building – resources have and continue to be created to assist school districts with the shift to the CCSS (posted on the WDE website). Additionally, professional development opportunities related to CCSS alignment to the state assessment, CCSS

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- shifts from the 2008 standards, and assessment literacy (data interpretive workshops) have been or are currently being developed and delivered to school districts. These opportunities are developed and delivered in partnership with the Special Programs division and EL team at WDE to ensure *all* Wyoming students have access to the CCSS within the same timeframe. Professional development opportunities are and will continue to be offered regionally and locally throughout the state.
3. Assessment – The state assessment will be 100% aligned to the CCSS in 2014 with 100% operational CCSS items on the assessment beginning in 2015. Assessment blueprints are and will continue to be provided to educators to help them align their instructional practices to the CCSS which will now be assessed. Additionally, teachers are invited to participate in item, bias, and data review each year for the state assessment.

1.C Develop and Administer Annual, Statewide, Aligned, High-Quality Assessments that Measure Student Growth

Select the option that pertains to the SEA and provide evidence corresponding to the option selected.

<p>Option A</p> <p><input checked="" type="checkbox"/> The SEA is participating in one of the two State consortia that received a grant under the Race to the Top Assessment competition.</p> <p>i. Attach the State’s Memorandum of Understanding (MOU) under that competition. (Attachment 6)</p>	<p>Option B</p> <p><input type="checkbox"/> The SEA is not participating in either one of the two State consortia that received a grant under the Race to the Top Assessment competition, and has not yet developed or administered statewide aligned, high-quality assessments that measure student growth in reading/language arts and in mathematics in at least grades 3-8 and at least once in high school in all LEAs.</p> <p>i. Provide the SEA’s plan to develop and administer annually, beginning no later than the 2014–2015 school year, statewide aligned, high-quality assessments that measure student growth in reading/language arts and in mathematics in at least grades 3-8 and at least once in high school in all LEAs, as well as set academic achievement standards for those assessments.</p>	<p>Option C</p> <p><input type="checkbox"/> The SEA has developed and begun annually administering statewide aligned, high-quality assessments that measure student growth in reading/language arts and in mathematics in at least grades 3-8 and at least once in high school in all LEAs.</p> <p>i. Attach evidence that the SEA has submitted these assessments and academic achievement standards to the Department for peer review or attach a timeline of when the SEA will submit the assessments and academic achievement standards to the Department for peer review. (Attachment 7)</p>
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For Option B, insert plan here

Principle 2: State-Developed Differentiated Recognition, Accountability, and Support

2.A Develop and Implement a State-Based System of Differentiated Recognition, Accountability, and Support

- 2.A.i Provide a description of the SEA’s differentiated recognition, accountability, and support system that includes all the components listed in Principle 2, the SEA’s plan for implementation of the differentiated recognition, accountability, and support system no later than the 2013–2014 school year, and an explanation of how the SEA’s differentiated recognition, accountability, and support system is designed to improve student achievement and school performance, close achievement gaps, and increase the quality of instruction for students.

Wyoming’s differentiated recognition, accountability, and support system is described in two pieces of legislation. The two pieces of legislation are WS 21-2-204, the Wyoming Accountability in Education Act (WAEA - attachment 12); this can also be accessed through the education link at <http://legisweb.state.wy.us/statutes/dlstatutes.htm>; and Enrolled Act 116 (EA116, pages 1-4) from the 2013 legislative session (attachment 13). This system is designed to improve student achievement and school performance, close achievement gaps, and increase the quality of instruction for all students by including, as part of its system, reporting performance of schools and students, measures of growth for students, a progressive multi-tiered system of support, intervention and consequences to assist schools, mandatory school improvement plans for all but the highest performing schools (those highest performing schools are required to document and disseminate effective practices to other schools in the state) as well as representatives appointed by the Wyoming Department of Education (WDE) and school districts to serve as liaisons between school district leadership and WDE. The duties of these liaisons include the review and approval of school improvement plans, the identification of resources for school improvement, ensuring the appropriate implementation of interventions to ensure improved school performance, and the provision of technical assistance in the development and implementation of these school improvement plans.

The timeline for the implementation is as follows. During the 2013-2014 school year the WAEA system will be piloted with full implementation and identification of schools in 2014-2015. A transitional system that takes advantage of the current structures that are in place will be used during the 2013-2014 school year while the system outlined in legislation is being piloted.

Wyoming Transitional System for the 2013-2014 School Year

Wyoming’s Accountability in Education Act (WAEA), WS § 21-2-204, includes a system to identify schools in four categories based on performance and growth. Those WAEA categories are based on the expectations of high performing and high progress schools as set through a methodology described later in this document. WS § 21-2-204(b)(vi) requires that the WAEA system “recognize student achievement and minimize achievement gaps.” In addition, WS § 21-2-204(h) and WS § 21-2-204(h)(ii) requires that the “statewide accountability system shall include a process for consolidating, coordinating and analyzing existing performance data and reports” and “in a manner to maintain student confidentiality” data should “be disaggregated as appropriate by content level,

target level, grade level and appropriate subgroups of students” and “reported subgroups of students shall include at minimum, economically disadvantaged students, English language learners, identified racial and ethnic groups and students with disabilities.” The categories of schools designated under WAEA are Exceeds Expectations, Meets Expectations, Partially Meets Expectations, and Does Not Meet Expectations. The analysis of data that is prescribed in WAEA will be used to identify schools in these categories and is being developed during the 2013-2014 school year. In order to meet the conditions to receive the ESEA Flexibility Waivers Wyoming has requested, Wyoming will be implementing a transitional system to identify schools for ESEA Flexibility purposes based on the definitions of Reward, Focus and Priority schools from the ESEA Flexibility guidance. This system will be used during the 2013-2014 school year to identify Reward, Focus, and Priority schools and will be based on the data that is outlined to make WAEA category schools determinations. This system includes resetting AMOs to cut in half the percent of students below proficient in six years, the creation of a recognition program for high performing and high progress schools called Wyoming’s Title I Schools of Excellence program (described in section 2.C), and a continuation of the supports for schools and districts through WDE’s current State System of Support (SSOS) while Wyoming transfers to the system outlined in WAEA.

The implementation of this transitional system will help inform the development of the Wyoming system to identify schools in the categories of Exceeds Expectations, Meets Expectations, Partially Meets Expectations, and Does Not Meet Expectations and provide support for those schools that most need it. It is anticipated that Priority schools and Focus schools, as defined per the ESEA Flexibility guidance, will fall into the categories of Partially Meets Expectations and Does Not Meet Expectations and that Reward schools will fall in the categories of Exceeds Expectations and potentially high ranking Meets Expectations.

The goal of Wyoming’s differentiated recognition, accountability, and support system is to provide meaningful information about school performance that guides initiatives to effectively improve student achievement and graduation rates, promote capacity for sustained progress over time, identify the resources needed to help improve student, teacher, and school performance / achievement, close achievement gaps for all schools across the state, and target interventions at those schools with greatest need.

In its proposed plan, the Wyoming Department of Education (WDE) is requesting changes to the current Elementary and Secondary Education Act (ESEA) consequence and reward structure that will be implemented during the 2013-2014 year and used to transition to the WAEA system that will be used in the 2014-2015 school year and beyond. Wyoming will identify Priority, Focus, and Reward schools during the transitional year using the following definitions and methodology. As part of this waiver request, Wyoming is only required to identify detailed subgroup information for Title I schools, but the same detailed information will be provided to all schools in the state and be used to inform school improvement plans and processes.

Beginning in 2013-2014, WDE will identify and provide support through its SSOS to two categories of Title I schools to address the need to raise student achievement, close achievement gaps, increase graduation rates and promote continual progress toward full proficiency for all of the students and all subgroups in Wyoming. Wyoming will use state content assessment data over a number of years using data from the 2011-2012 school year as the baseline to create the list of Reward, Focus and Priority schools for this ESEA Flexibility Waiver request, but will include state content assessment

data from the 2012-2013 school year to recalculate Reward, Focus and Priority schools for use during the 2013-2014 school year. The list of schools identified using the 2011-2012 baseline data and previous year's data as Reward, Focus and Priority schools by WDE will remain on the list. Due to the updating of this list using the most recent data available, the actual list of schools may increase with the addition of other schools newly identified using 2013-2014 data. Districts that have schools that are near the cut for determining Focus and Priority schools will be notified that they need to be prepared to potentially have these schools included in these categories if the 2013-2014 data merits this designation. These schools will implement the interventions required of all schools in those categories.

Schools identified for support will fall into two categories following the ESEA Flexibility guidance definitions, Priority Schools and Focus Schools.

Priority Schools: A Priority School is:

Definition:

- A school among the lowest five percent of Title I schools in the state based on the achievement of the “all students” group in terms of proficiency on statewide assessments and has demonstrated a lack of progress on those assessments over a number of years in the “all students” group;
- A Title I-participating or Title I-eligible high school with a graduation rate less than 60 percent over a number of years; or
- A Tier I or Tier II school under the School Improvement Grants (SIG) program that is using SIG funds to implement a school intervention model.

According to ESEA Flexibility guidance, a state receiving flexibility is required to identify at least the equivalent of five (5) percent of its Title I schools as Priority schools. Wyoming currently has 174 Title I participating schools. With the requirement to identify at least five percent of Title I participating schools as Priority schools. This means that Wyoming will have at least nine (9) Priority schools in the 2013-2014 school year, but may have more if necessary. Given the three categories in which a school may be identified as a Priority school, Wyoming will first identify as Priority schools, Tier I and Tier II schools that will continue to implement a Title I 1003(g) SIG school intervention model in the 2013-2014 school year. There are currently two (2) schools in Wyoming that meet this criterion. So, for the 2013-2014 school year list of Priority schools, at least seven (7) more schools need to come from one of the other two categories. Next, Wyoming will look at the Title I funded and eligible high schools with a graduation rate below 60 percent over three years (using graduation rates data from 2009-2010, 2010-2011, and 2011-2012). Any Tier I or Tier II SIG schools in Wyoming's Cohort 1, with SIG grants ending prior to the 2013-2014 school year, that are identified as potentially qualifying as Priority schools because of graduation rates, will automatically be included as Focus schools. Wyoming identified six (6) of these schools to include in the 2013-2014 list of Priority schools. In order to reach the required equivalent of five (5) percent of Title I schools, Wyoming identified one (1) school as a Priority schools from among the lowest performing five (5) percent of Title I schools. This brought the number of identified Priority schools up to the required amount, nine (9), for the 2013-2014 school year based on 2011-2012 data. In Table 1. below, a description of each category of Priority schools is provided below the thick line. In creating the list of Priority schools, WDE went down this list from top to bottom until it reached the total number of schools needing to be identified.

A more detailed description of the methodology used to identify Priority schools is described later in this document, under section 2.D.

Table 1. Priority School Category Identification

Category of Priority Schools	Number of Schools
Total number of Title I schools	174
Total number of Priority schools required to be identified	9
Total number of Priority schools based on category of being among the lowest 5% achievement of the “all students” group for Title I schools that are currently Tier I or Tier II SIG schools	2
Total number of Priority schools based on being a Title I-participating or Title I-eligible high school with a graduation rate less than 60 percent over a number of years	6
Total number of Priority schools from the list generated based on the category of being among the lowest 5% achievement of the “all students” group for Title I schools	1

In order to ensure that the appropriate number of schools receive specified services and supports to ensure improved student achievement and school improvement, Priority status will supersede Focus status. In the instance that a school would fall into both categories, Priority schools will be calculated first and those schools will not be eligible for Focus status; however, the issues regarding achievement gaps for Priority schools will subsequently be addressed in the school’s school improvement plan.

Focus Schools: A Focus School is:

Definition:

- A Title I school that has the largest gaps in achievement between subgroup or subgroups and the state average of the “all students” subgroup or, at the high school level, has the largest gaps in graduation rates between subgroup or subgroups and the state average of the “all students” group over a number of years;
- A Title I high school with a graduation rate less than 60 percent over a number of years that is not identified as a priority school.

According to ESEA Flexibility guidance, a state receiving flexibility is required to identify at least the equivalent of ten (10) percent of its Title I schools as Focus schools. This means that Wyoming needed to identify at least 18 schools as Focus schools. As mentioned earlier, Wyoming automatically includes Tier I and Tier II SIG schools that are part of Wyoming’s Cohort 1, with SIG grants ending prior to the 2013-2014 school year, that are identified as potentially qualifying as Priority schools because of graduation rates, in its list of Focus schools. Two schools were identified as Focus Schools for this reason. Wyoming looked at the Title I funded schools that have a graduation rate below 60 percent over the past three years (using graduation rates data from 2009-2010, 2010-2011, and 2011-2012). Any Title I funded schools that have a graduation rate over the past three years that is less than 60 percent, which were not identified as Priority schools, would have been included as Focus schools. Only the Cohort 1 SIG schools fit this category. Since there

were fewer than 10 percent, or 18 schools identified as Focus schools for the 2013-2014 school year based on low graduation rates, Wyoming identified as Focus schools, those schools with the largest gaps in achievement between subgroup or subgroups and the state average of the “all students” subgroup over the previous two years. Wyoming identified the remaining 16 Focus schools based on this criteria, eight (8) schools with achievement gaps for the all students subgroup and eight (8) schools with achievement gaps for other subgroups. If, after both these groups of schools had been examined, there were still more schools needed to reach the minimum of 18 Focus schools, then the high schools with the largest gaps in graduation rates between the subgroup or subgroups and the state average of the “all students” group over two years would have been examined to fill out the remainder of Focus schools needed. In Table 2. below, a description of each category of Focus schools is provided below the thick line. In creating the list of Focus schools, WDE went down this list from top to bottom – until it reached the total number of schools needing to be identified.

A detailed description of the methodology used to identify Focus schools is described later in this document, under section 2.E.

Table 2. Focus School Category Identification

Category of Focus Schools	Number of Schools
Total number of Title I schools	174
Total number of Focus schools required to be identified	18
Total number of Focus schools based on category of being a Title I high school with a graduation rate less than 60 percent over a number of years that is not identified as a Priority school (including Cohort 1 SIG schools that meet this criteria)	2
Total number of Focus schools from the list generated based on being a Title I school that has the largest gaps in achievement between subgroup or subgroups and the state average of the “all students” subgroup	16
Total number of Focus schools from the list generated based on being a Title I school at the high school level, has the largest gaps in graduation rates between the subgroup or subgroups and the state average of the “all students” group	0

A third category of schools that are either high performing or high progress schools have been identified using the same system and same data used to identify Focus and Priority schools. These schools are the Title I Reward schools and will be included as the first group (2013-2014 school year) of Wyoming’s Title I Schools of Excellence program, which is a program of recognition for these high performing and high progress schools that provides public acknowledgement of the accomplishments of these schools.

Reward School: The proposed system would reward schools based on exceptional performance on similar criteria specified for identifying Priority and Focus Schools. Schools identified as Title I Schools of Excellence would fall into two categories following the ESEA Flexibility guidance definitions.

Definition:

- A “**Highest-Performing School**” is a Title I school among the ten percent of Title I schools in the State that have the highest absolute performance over a number of years for the “all students” group and for all subgroups based on statewide assessments, and, at the high school level, is also among the Title I schools with the highest graduation rates. A school may not be classified as a highest-performing school if there are significant achievement gaps across subgroups that are not closing in the school.
- A “**High-Progress School**” is a Title I school among the ten percent of Title I schools in the State that are making the most progress in improving the performance of the “all students” group over a number of years on the statewide assessments, and, at the high school level, is also among the Title I schools in the State that are making the most progress in increasing graduation rates. A school may not be classified as a high-progress school if there are significant achievement gaps across subgroups that are not closing in the school.

According to ESEA Flexibility guidance, a state receiving flexibility is required to identify at least the equivalent of ten (10) percent of its Title I schools as Reward schools. This means that Wyoming needed to identify at least 18 schools as Reward schools. Wyoming identified nine (9) schools that fit into the category of high progress schools. Wyoming strives to identify approximately half of the Reward schools in this category, and approximately half in the highest performing schools category. If there are fewer than half of schools that can be identified as high progress schools, then the remainder will come from the highest performing schools category and vice versa. Wyoming also identified nine (9) schools that fit into the highest performing schools category.

Table 3. Reward School Category Identification

Category of Reward Schools	Number of Schools
Total number of Title I schools	174
Total number of Reward schools required to be identified	18
Total number of Reward schools based on category of being a high progress Title I high school	9
Total number of Reward schools from the list generated based on being a highest performing Title I school.	9

The methodology that was used to identify Reward, Focus, and Priority schools during the transition year (2013-2014) to the system outlined in Wyoming’s Accountability in Education Act is based on the definitions included above. Assessment performance data and graduation rates for all subgroups within schools in Wyoming were examined. All schools in Wyoming were ranked based on performance data from the state’s content assessments, Proficiency Assessment for Wyoming Students (PAWS) for grades 3-8 and 11 for 2011-2012 and prior years (two years, 2010-2011 and 2011-2012 assessment data was used to identify Reward, Focus, and Priority schools included in Table 3), as well as three years of graduation rates (2009-2010, 2010-2011, and 2011-2012) and moving forward schools will be ranked using, PAWS for grades 3-8 and ACT for grade 11 for 2012-2013 assessment data and beyond (assessment data used beyond the 2013-2014 school year is contingent upon decisions made concerning assessments by the Wyoming legislature). In addition, subgroup comparisons for students in a subgroup against the state average of the “all students” were made. So, for example, students with disabilities were compared to state average of the “all students” group.

As WDE moves to transition to the system being developed for the WAEA, there may be adjustments to the way that Wyoming identifies Focus and Priority as well as Reward schools. Since the WAEA system will be developed during the 2013-2014 school year, the exact nature of these changes is uncertain. Provided over the next few pages is the current version of the WAEA school performance rating model. Due to the fact that work on the WAEA differentiated recognition, accountability and support system is still ongoing, it is possible that changes to this system are likely.

WYOMING ACCOUNTABILITY IN EDUCATION ACT

SCHOOL PERFORMANCE RATING MODEL

(Draft version 1.1 – April 5, 2013)

SCHOOL TYPES

Indicators are a function of grade in school.

- Grade Nine through Twelve Indicators
 - Achievement
 - Readiness
 - Equity (not measured by growth)
- Grade Three through Grade Eight School Indicators
 - Achievement
 - Growth
 - Equity (measured by growth)

The readiness indicators for grade nine through 12 will only be applied to those schools from which students may earn a high school diploma. Some junior high schools have a grade nine. The grade nine readiness indicators will not be used for school performance ratings at these schools. Some high schools have grades ten through 12. The grade nine readiness indicators will not be used for school performance ratings at these schools.

Some schools have grade configurations that include both grades nine through 12 and grades eight and lower (e.g., schools with grades K-12). These schools will have two school performance levels computed initially; one for grades nine through 12 and another for grades eight and below. The school will be assigned to the performance level that is the lower of the two computed performance levels.

INDICATORS AND INDICATOR SCORES

ACHIEVEMENT

There will be one overall *school achievement score* for each school that includes the performance in all tested grades and content areas at each school. The score will be the percent of tested students who scored proficient or above on the achievement tests used in Wyoming. The current achievement tests include:

- The Proficiency Assessment for Wyoming Students (PAWS)
 - Reading in grades 3 through 8
 - Math in grades 3 through 8
 - Science in grades 4 and 8
- Student Assessment of Writing Skills (SAWS) in grades 3, 5, and 7
- ACT
 - Reading test in grade 11
 - Mathematics test in grade 11
 - Science test in grade 11
 - Writing Test in grade 11

Content area by the number of students tested in each content area. This weighting reflects the policy maker decisions about which grade-by-content areas to test. For example, NCLB requires testing in reading and math in grades three through eight and 11. Wyoming statute 21-2-204(c)(ii)(A)(III) requires writing to be assessed in grades three, five, and seven. This means that reading and math will be weighted more than writing in an elementary school that has grades three through six because reading and math will be tested in four grades and writing will be tested in two grades. This weighting is consistent with policy maker decisions about which grades to test in each content area.

An illustration of how achievement scores will be computed is presented in Table 1. Assume the hypothetical school represented in Table 4 was an elementary school with grades kindergarten through six with 20 students per grade level. Science would only be tested in grade 4 at this school. Because fewer students were tested in science, exceptionally high or low performance on the science test would have less impact on the school achievement score than would exceptionally high or low performance on either the reading or the math tests.

Table 4. Illustration of Computation of a School Achievement Score

Content	Count of Students Tested	Count of Students Proficient	School Achievement Score
Math	80	65	
Reading	80	60	
Writing	40	25	
Science	20	12	
Column Totals	220	162	$162/220 = 73.6\%$

School achievement scores will be used for assigning schools to one of three categories on the achievement indicator: (a) exceeding targets, (b) meeting targets, or (c) below targets. A professional judgment panel (PJP) of education stakeholders will establish school achievement score cut points that will be used to assign schools to these three categories. Separate cut points will be established for each of three grade level bands:

- Grade Band One = Grades 3 through 6

- Grade Band Two = Grades 7 and 8
- Grade Band Three = Grade 11 (Grades 9 through 12 for the readiness indicator)

Cut points may differ for each grade band. Some schools will have students in both grade band one and grade band two. When this happens cut points will be adjusted to accurately reflect the number of students in each of the grade bands at the school using the procedure illustrated in Table 5. The school represented in Table 2 is a hypothetical middle school with grades six, seven, and eight.

Table 5. Illustration of Method of Adjusting a Cut Point when a School Includes Two Grade Bands

	Grade Band 1	Grade Band 2	Steps 1 & 2	Step 3	Step 4
Hypothetical Cut Points for Meeting Target	75	65	$75 - 65 = 10$		
Number of Students	100	200	$100 / (100 + 200) = .333$	$10 * 0.333 = 3.3$	$65 + 3.3 = 68.3$

Step 1 in Table 5 involves simple subtraction to determine the magnitude of the difference in the cut-points from each grade band. The difference between 75 and 65 is 10. Step 2 in Table 5 involves determining the percentage of total students in grade band 1. Grade band 1 included 33.3% of the total student count at the school. In step 3 the result of step 1 is multiplied by the result of step 2. The result, 3.3 is 33.3% of the 10 point difference in the cut-points for grade band one versus grade band two. In step 4, the final step, 3.3 is added to the lower of the two cut-points (i.e., the cut-point for grade band two). The adjusted cut-point for this hypothetical school would be 68.3.

GROWTH

Growth refers to a change in the achievement within students as they progress from year to year. Growth will be measured in reading and math on the state test in Wyoming for students in grades four through eight. 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 will first be measured in grade four. The method used to measure growth will produce student growth percentiles¹ (SGPs) that indicate how an individual student's growth compared with that of all Wyoming students in the same grade that had similar scores in previous years. SGPs range from 1 to 99 with lower scores indicating lower growth and higher scores indicating higher growth. This measure of growth is independent of the achievement level performance of students. Students with low achievement may have low or high growth. Likewise, students with high achievement may have low or high growth. Regardless of how high a student's test scores in past years were, they still may earn any of the SGPs from 1 to 99.

Each school with students in grades four through eight will receive one overall score that represents the combined reading and math growth of all students at the school with SPG scores. That score will be the median SPG for the school. The median SPG at a school is the SPG that half of the students at the school scored above and half scored below. Growth at each school will further be

¹ See Betebenner, D. W. (2008). *Norm- and criterion-referenced student growth*. Available at <http://www.nciea.org>.

placed into one of three categories: (a) exceeding target, (b) meeting target and (c) not meeting target. A professional judgment panel will determine cut points for the median SGPs that separate these three categories from one another. The professional judgment panel will be informed in their work by the distribution of the SPGs of students who scored below proficient in a previous year but who scored proficient or above in the current year. In addition, the professional judgment panel will be informed in their work by the distribution of SPGs of students who scored proficient or above in a previous year but who scored below proficient in the current year.

EQUITY

An important goal of WAEA is to “minimize achievement gaps” (Wyoming Statute 21-2-204(b)(vi). During the 2013 session of the Wyoming legislature more specificity was added to the definition of equity for the purpose of accountability (Wyoming Statute 21-2-204(c)(vii). As a result there will be two methods used to measure equity in Wyoming schools. The method used for a particular school will depend upon whether there are measures of student growth available to the school. Measures of student growth will be available to schools with students in grades four through eight. An alternative measure of equity will be required in schools that do not have a measure of growth. Currently there are a number of schools that serve students in grade three but do not have students in grades four or higher. These schools will use the alternative measure of equity. In addition, high schools that serve students in the grades nine through 12 do not, at this time, have measures that permit the measurement of growth.

Consolidated Subgroup. A consolidated subgroup consisting of all students who were below proficient during the previous year on the state test in math and/or reading will be used in the measurement of equity. Because the previous year’s test performance defines this group, educator will know who is in this group at the beginning of each new school year. This will permit educators to be strategic about planning to improve outcomes for students in this subgroup.

Schools with Growth Scores. For schools that have growth scores (i.e., SGPs) on the state test, a *growth to standard* approach will be used for the measurement of equity. Specifically adequate growth percentiles (AGPs) are computed for all students. For students in the consolidated subgroup, an AGP represents the minimum SGP that the students needs for the current year in order to be considered to be *on track* to reach proficiency within three years. The equity indicator, therefore, for schools with growth scores will be the percent of students in the consolidated subgroup who obtain SGP scores that are at or above their AGP score.

Schools without Growth Scores. Since subgroup membership is based upon student assessment performance during the previous year, some students in this consolidated subgroup may be proficient on the current year’s assessment. To the extent this happens, the school is having a positive impact on equity. The equity measure at these schools will be an effect size representing the gap in reading and math achievement on the current year’s assessment for those students who were not proficient reading or math on the previous year’s assessment. The effect size will be computed as follows.

Step 1. State average scale scores and standard deviations will be computed for each grade in reading and math.

Step 2. A z score will be computed for current test results in reading and math for each student in the consolidated subgroup in the content area(s) where they were not proficient on the previous year's state assessment. Table 6 presents an illustration of the z score computation.

Table 6. Illustration of Student z Score Computation.

Grade 5				
Student Scale Score Mean	State Scale Score Mean	State Scale Score		Student z Score
		Standard Deviation	Student z Score Computation	
656	680	59	$\frac{(656 - 680)}{59}$	-0.41

Step 3. Compute the mean of student z scores for reading and math for all students in the consolidated subgroup at each school. This average score is identical to an effect size that could be computed in an alternative way for the consolidated subgroup². This effect size score will be the equity indicator for schools that do not have measures of student growth in reading and math.

READINESS

Readiness will be measured at all schools from which students may earn a high school diploma. There are four subindicators for readiness. The subindicators fall within two categories of subindicators. Two of the subindicators are leading indicators and two of the subindicators are lagging indicators. Improvement on the leading indicators would be expected to lead to improvement on the lagging indicators over time.

- Leading Indicators
 - Readiness as measured on tests in the ACT suite of tests (i.e., ACT Explore in grade 9, ACT Plan in grade 10 and the ACT in grade 11)
 - Readiness defined as the percent of students earning enough grade nine credits to be on track for graduation
- Lagging Indicators
 - Actual Graduation Rate
 - Hathaway Scholarship Eligibility Level (i.e., of all graduates)

There will be a score range from zero to 100 on each subindicator. The subindicator scores will be combined into one overall readiness score for each school. Table 7 provides an illustration of possible weights for each subindicator and for each category of subindicators.

² Because each grade and content area tested has a unique mean and standard deviation effect sizes would first need to be computed for the consolidated subgroup in each grade and content area at a school. These effect sizes could then be averaged after weighting for the number of students in the consolidated subgroup in each grade-by-content area at the school. This weighted mean effect size from the school would be identical to the mean of the student level z scores. The formula for effect size is identical to the formula for z score except the consolidated subgroup mean scale score would be substituted for the student scale score.

Table 7. Illustration of Possible Weights for Readiness Subindicators and Categories of Subindicators*.

Leading Indicators		Lagging Indicators	
Tested Readiness	Grade 9 Credits	Graduation Rate	Hathaway Eligibility
30%	10%	30%	30%
40%		60%	

*Final weights will be established by the professional judgment panel.

ACT Suite of Readiness Tests. Research conducted by ACT³ identified ACT Benchmark scores for the subject area tests of English, mathematics, reading and science. The benchmarks were set at a level where there was a .50 probability of obtaining a course grade of B or higher in a first-year college course that was closely related to the content of the ACT subtest. A more recent longitudinal study by ACT⁴ provided additional support for the association of these benchmark scores with success in college. The latter study also provided support for the association of similar benchmarks on the Explore and Plan tests with later success in college. Table 8 presents the benchmark scores identified by and used in these ACT studies.

Table 8. ACT College Readiness Benchmark Scores.

ACT Subject-Area Test	Benchmark Score		
	ACT Explore Grade 9	ACT Plan Grade 10	ACT Test Grade 11
English	14	15	18
Reading	16	17	21
Mathematics	18	19	22
Science	20	21	24

According to the ACT research, the number of the subject-area test benchmarks that a student meets or exceeds is associated with differential levels of success in college. Meeting more of the benchmarks is associated with more success on the college performance measures. The strongest performance in college was demonstrated by those students who met the ACT test benchmarks on all four subject-area tests. The least success on college performance measures was experienced by students who did not meet any of the four benchmarks on subject-area tests. Table 9 shows the percentage of grade 11 Wyoming students who met the benchmarks on different numbers of the ACT subject-area tests in 2012.

³ Allen, J. & Scoring, J. (2005). Using ACT Assessment scores to set benchmarks for college readiness. *ACT Research Report Series 2005-3*.

⁴ Radunzel, J. & Noble, J. (2012). Tracking 2003 ACT-tested high school graduates: College readiness, enrollment, and long-term success. *ACT Research Report Series 2012 (2)*.

Table 9. Percent of Grade Eleven Wyoming Students by Number of ACT Subtest Benchmarks Met ($n = 5,588$).

Number of Benchmarks Met	Percent of Sample	Cumulative Percentage
0	40	40
1	17	57
2	16	73
3	12	85
4	15	100

The readiness indicator on the ACT Suite of tests was established in a manner that aligns with ACT research findings about the association of ACT Suite subject-area test benchmarks with success in college. As such, five levels of student readiness will be based upon student attainment of the benchmark scores on each test from the ACT suite of tests. Table 10 presents the levels of readiness and the index values associated with each readiness level.

Table 10. Levels of Readiness on the Explore, Plan and ACT Tests.

Readiness Levels	Number of Subject-Area Test Benchmarks Met	Student Level Index Value
Level 1	0	0
Level 2	1	25
Level 3	2	50
Level 4	3	75
Level 5	4	100

Each student at a school who performs at level 1 will be assigned 0 points, each student who performs at level 2 will be assigned 25 points and each student who performs at level 3 will be assigned 50 points, each student who performs at level 4 will be assigned 75 points and each student who performs at level 5 will be assigned 100 points. A school will receive one overall readiness score for student performance on all tests from the ACT suite that are administered at the school. The school's score will be the mean index score for all students across all tests from this suite that are administered at the school. As such, school scores on this subindicator will range from the lowest possible score of 0 to the highest possible score of 100.

Grade Nine Credits Earned. Grade nine may or may not be part of the grade configuration for all Wyoming schools from which students may receive a diploma. Some high schools serve students in grades ten through 12 while others serve students in grades nine through 12. Grade nine credits earned will be an indicator for all schools from which students may receive a diploma, regardless of the grade configuration of the school. The number of credits a student has when entering grade ten is a leading indicator for success in high school regardless of where the student attended school for grade nine. Therefore, high schools have an interest in and can choose to have some role in how well students are performing in grade nine even when grade nine is housed in a feeder school rather than in the high school itself.

Some students earn grade nine credits during a summer session. In order to be able to credit schools for ninth grade credits earned in the summer, the grade nine credits earned indicator will lag one

year. In this respect it will be similar to the long standing practice in Wyoming of lagging the reporting of graduation rate for accountability purposes by one year so that students who graduate following the successful completion of required courses during the summer session are included in a school's graduation rate. When grade nine is housed at the high school, grade nine credits earned will be computed for all students who were enrolled in that school at the end of grade nine. When grade nine is housed in feeder schools, grade nine credits will be computed for all students enrolled at the high school on October 1st of the year after they first attended grade nine⁵.

The school level score for grade nine credits earned will be the percentage of students who earned one fourth of the credits required to graduate from the high school by the end of their first year in grade nine.

Graduation Rate. Graduation rate will be measured using a graduation rate index that is applied at the student level. Table 11 illustrates the graduation rate index. The point values in Table 11 are for illustration only. The professional judgment panel will assign the actual point values for the index. The index points are assigned to the students who meet the criteria for each student result in Table 11. The school's score for graduation rate will be the mean of student index points.

Table 11. Graduation Rate Index.

Criteria Number	Student Result	Points*
1	Diploma Earned in Four Years	100
2	Diploma Earned in More than Four Years	85
3	Certificate of Completion**	85
4	Continued Enrollment***	25
5	Dropout	0

*Points are for illustrative purpose only. The professional judgment panel will assign the points.

**For students on individual education plans who worked on alternate standards.

***Continued enrollment after the student's grade nine cohort had been in school for four years.

Students meet criterion one from Table 11 when they receive their high school diploma four years after they first entered grade nine. These students are assigned 100 points each. Any student who receives a high school diploma but who first entered grade nine more than four years earlier is awarded the points for criterion two in Table 6. Students meeting criterion three will be those students who are on an individual education plan (IEP) that stipulate they are working on alternate standards. These students are not eligible for a diploma since their IEP teams had determined that their disability made working on alternate standard more appropriate than working on regular state standards. Criterion four from Table 11 applies to students who first entered grade nine more than four years ago but remain enrolled in school on October 1st of a following school year. When computing the school index score the drop-outs will be assigned zero points and they will be included in the computation of the mean student index score for the school. Students who will

⁵ A potential negative unintended consequence could be associated with this particular business rule. Specifically, a district may choose to retain students in grade nine in a junior high if they do not have all credits needed to be considered to be "on-track" for high school completion. An additional unintended consequence would be a practice of becoming more lenient about awarding credits in grade nine. A choice by the professional judgment panel to place less weight on this readiness indicator compared to the other readiness indicators could mitigate the likelihood of the potentially negative changes in practice.

count as drop-outs will be those who were the grade nine drop-outs three years ago, the grade ten drop-outs two years ago, the grade eleven drop-outs one year ago and the current year grade 12 drop-outs.

Hathaway Scholarship Level. There are four Hathaway scholarship levels in Wyoming. Eligibility for each level is based upon three criteria: (a) high school grade point average, (b) a minimum ACT or Work Keys score and (c) successful completion of the success curriculum. The scholarship levels and the eligibility criteria are presented in Table 12.

Table 12. Hathaway Scholarship Eligibility Levels and Criteria.

Criteria	Scholarship Level			
	Provisional	Opportunity	Performance	Honors
High School Minimum GPA	2.5	2.5	3.0	3.5
Minimum ACT*	17**	19	21	25
High School Curriculum	Success***	Success	Success	Success

*ACT can be the student's best ACT score which may not be from the census administration in grade 11.

**Or a WorkKeys score of 12.

***Successful completion of a success curriculum defined by the Wyoming Department of Education.

Hathaway scholarship eligibility will be measured using an index for the purpose of computing school performance levels under WAEA. The index is presented in Table 13.

Table 13. Hathaway Scholarship Eligibility Index.

Student Eligibility Level	Points
Not Eligible	0
Provisional	25
Opportunity	50
Performance	75
Honors	100

The school's score will be the mean of student points for the graduating class at the school. The possible scores for a school will range from 0 to 100.

Combining Readiness Indicators into One School Score. The minimum possible score on each of the four readiness subindicators will be zero. The maximum possible score on each of the four subindicators will be 100. The subindicator scores for each school will be multiplied by the weights established by the professional judgment panel that are illustrated in Table 7 above. Table 14 illustrates the computation of a school total readiness score for a hypothetical school.

Table 14. Illustration of Computation of Total School Readiness Score.

SubIndicators	Hypothetical Scores for a School	Example Subindicator Weight	School Score * Weight
ACT Suite Index	55	0.30	16.5
Grade Nine Percent On Track	72	0.10	7.2
Graduation Rate Index	67	0.30	20.1
Hathaway Eligibility Index	58	0.30	17.4
School Readiness Score (Sum of Subindicator Weighted Scores) =			61.2

SCHOOL PERFORMANCE LEVEL ASSIGNMENT

The indicator category scores will be combined to arrive at a school performance level designation for each school in Wyoming with the use of decision tables. Table 15 presents the decision table for grade bands one and two.

Table 15. Decision Table for Assigning School Performance Levels for Grade Bands One (i.e., Grades Three through Six) and Two (i.e., Grades Seven and Eight) for Performance Indicators.

		Achievement Below	Achievement Meeting	Achievement Exceeding
Equity Below	Growth Below			
	Growth Meeting			
	Growth Exceeding			
Equity Meeting	Growth Below			
	Growth Meeting			
	Growth Exceeding			
Equity Exceeding	Growth Below			
	Growth Meeting			
	Growth Exceeding			

Note. The professional judgment panel will determine which of the four school performance levels (e.g., *not meeting*, *partially meeting*, *meeting*, and *exceeding expectations*) will be assigned to schools with each pattern of indicator performance.

Table 16 presents the decision table for grade band three.

		Achievement Below	Achievement Meeting	Achievement Exceeding
Equity Below	Readiness Below			
	Readiness Meeting			
	Readiness Exceeding			
Equity Meeting	Readiness Below			
	Readiness Meeting			
	Readiness Exceeding			
Equity Exceeding	Readiness Below			
	Readiness Meeting			
	Readiness Exceeding			

Note. The professional judgment panel will determine which of the four school performance levels (e.g., *not meeting*, *partially meeting*, *meeting*, and *exceeding expectations*) will be assigned to schools with each pattern of indicator performance.

Table 17 presents the decision table for special circumstance schools.

	Achievement Below	Achievement Meeting	Achievement Exceeding
Equity Below			
Equity Meeting			
Equity Exceeding			

Note. The professional judgment panel will determine which of the four school performance levels (e.g., *not meeting*, *partially meeting*, *meeting*, and *exceeding expectations*) will be assigned to schools with each pattern of indicator performance.

*Special circumstance schools will be those with just two performance levels (e.g., schools that have a grade three but no grade four will have achievement and equity indicators but will not have growth indicators).

This ends the outline of the WAEA school performance rating model.

Support for Schools

As part of the accreditation process for Wyoming Schools, all schools are required to develop and implement improvement plans that address areas where performance of groups and/or subgroups of students are not meeting targets. The categorizations of Priority and Focus schools will impact both the types of supports and interventions initiated for both students and staff and the students that will be targeted as part of a school’s school improvement plan. Under this system of identifying Focus and Priority schools, the WDE will be able to serve Wyoming’s overall lowest achieving schools as well as lowest achieving, high needs students in schools that are not traditionally captured in the lowest tier of schools based on all students’ achievement. This system ensures that resources

are used efficiently and in an organized way that targets appropriate groups of students.

Currently, WDE provides support to schools and districts through its State System of Support (SSOS). The SSOS is made up of a team of school improvement specialists at WDE that work directly with schools and districts. This team reviews school improvement plans, helps schools and districts identify resources and interventions for school improvement, and provides technical assistance in the implementation of school improvement efforts. This team also includes contractors hired by WDE that act as coaches for school improvement, working with district and school staff. This system will remain in place during the 2013-2014 school year and begin transitioning to the WAEA system, which will be fully implemented in the 2014-2015 school year. The design for the system of support under the WAEA is still in progress. The most current draft is included in attachment 16.

Schools identified as Focus and Priority schools will minimally be required to implement turnaround principles discussed in this ESEA Flexibility Waiver application. The WAEA requires liaisons (WDE will use coaches in the 2013-2014 school year) that are assigned by WDE or districts to work with Priority and Focus schools in the development of an improvement plan. Page 5 of attachment 12 (WAEA) specifies that the improvement “plan shall be based upon an evaluation of the strengths and deficiencies of specific indicator scores that identifies appropriate improvement goals with an explanation of the measures and methods chosen for improvement, the processes to be implemented to deliver the improvement measures, identification of relevant timelines and benchmarks and an articulation of the process for measuring success of the methods chosen to increase performance.” It further goes on to say that the Director of WDE shall appoint a representative from WDE to serve as a liaison (page 6, attachment 12) “between the school district leadership and the department” to “review and approve improvement plans submitted by schools.” Resources requested in the improvement plan need to be for interventions that are based upon a comprehensive review of the available research and need to be commensurate with the level of intervention, support and consequences required to be administered under WAEA. The implementation of such strategies is designed to improve the academic achievement of students.

In order to ensure a school is effectively implementing the turnaround principles, and the implementation results in academic progress, it will be required of schools to report their results regularly to the WDE. The turnaround principles to be implemented are as follows:

1. Provide the school with strong leadership. Once the current leadership is reviewed, this will involve one of two processes: (1) replace the current principal; or (2) WDE will work with the LEA and school to provide training for the principal if needed, as well as determine what criteria should be met in order to provide flexibility for the current principal in the areas of scheduling, staff, curriculum, providing professional development to staff (including the principal), and budget;
2. Ensuring teachers are able to improve instruction and provide effective teaching methods by: (1) providing on-going professional development informed by the teacher evaluation process and support system, and tied to teacher and student needs ;(2) reviewing the quality of all staff; those positions maintained should be those who can demonstrate effective teaching methods and will be successful in the turnaround of the school; and (3) preventing ineffective teachers from transferring to these schools;
3. Redesigning the school day, week, or year to include additional learning services for students

- and/or teacher collaboration;
4. Strengthening the school’s instructional program based on student needs and ensuring that the instructional program is research-based, rigorous, and aligned with State academic content standards;
 5. Using data to inform instruction and for continuous improvement, including providing time for collaboration on the use of data
 6. Establishing a school environment that improves school safety and discipline and addressing other non-academic factors that impact student achievement, such as students’ social, emotional, and health needs; and
 7. Providing ongoing mechanisms for family and community engagement.

Title 1 Planning and Reporting for Priority and Focus Schools:

The WDE will utilize various methods in order to ensure Priority and Focus schools have effectively established the turnaround processes and are able to demonstrate progress.

First, the WDE realizes that each Priority and Focus school has unique needs and situations. Therefore, in order to prevent a “blanket approach” for the methods all Priority and Focus schools should follow, Priority and Focus schools will be required to conduct a self-assessment based on their needs according to the 10 Indicators of Effective Practice. The Indicators are defined in *The High Performing School-Benchmarking the 10 Indicators of Effectiveness*. These indicators and the associated characteristics are aligned to AdvacEd accreditation, Wyoming and Federal Statute, and the Wyoming Comprehensive Accountability Framework (see attachment 15). In addition, it should be noted that each of the turnaround principles are included in the ten indicators, either as an indicator or a characteristic. The ten indicators that the needs assessment will be based on are as follows:

1. Written Curriculum;
2. Instructional Program;
3. Student Assessment;
4. School Leadership;
5. Strategic Planning;
6. Professional Development;
7. Student Engagement, Connectedness and Readiness;
8. School Environment;
9. Family and Community Involvement;
10. District Support

In order to assist schools with determining weaknesses and assessing the areas in need of assistance, each Priority and Focus school will be assigned a school evaluation team and coach in the 2013-2014 school year (liaisons will be assigned according to WAEA during the 2014-2015 school year). The school evaluation team and coach or liaison will work together to determine the appropriate approaches to address the needs of each school.

In addition to providing a comprehensive needs assessment, the school will also be responsible for providing goals and its own evaluation process (to determine if school officials have made satisfactory progress). Once the school evaluation team and coach/liaison complete the needs assessment, goals, and evaluation, it will be submitted to the WDE for review. This will ensure the

plan meets all regulatory standards and provisions. Once the WDE has reviewed and approved the plan, the school evaluation team and coach/liaison will implement the changes deemed necessary. If, however, the changes are not deemed appropriate by the WDE, the State will work with the school, school evaluation team, and coach/liaison to ensure a satisfactory plan is executed. It should be noted that school improvement plans are required for accreditation and for all schools except Exceeds Expectations schools under WAEA. Exceeds Expectations schools are required to identify the best practices in their school to disseminate to other schools in the state.

In order to assist each school with tracking its improvement, the WDE is looking into an online tracking system. Providing the Academic Development Institute agrees and WDE can get permission to use this online system, the ten indicators listed above will be loaded into their online tracking system, Indistar. This system would support a tailored and unique plan for each school that allows the State to provide the framework for the processes (i.e. the turnaround principles and ten indicators), but allows each school to input their own processes to meet the framework. In addition to providing an online system for the school’s improvement plan, it also allows the school evaluation team and coach/liaison a place to monitor the advancements the school makes toward the plan set in place. Indistar also provides evaluators to assist the teams with coaching comments regarding the progress being made.

Monitoring Priority and Focus Schools Through Indistar:

As mentioned above, the WDE plans to utilize the online tracking system Indistar for use with Priority and Focus schools. Indistar will allow the coaches/liaisons and school evaluation team, as well as the WDE, to monitor the effectiveness of the procedures implemented by the teams via the progress entered into the system. The WDE will assign a member of the team to periodically check the status of the improvement plan in place, and if the school cannot provide verification that it successfully implemented the plan, changes will be made to the processes to ensure the school demonstrates success.

Financial Support for Priority and Focus Schools:

Funding for the implementation of the turnaround principles in Priority and Focus schools will be provided through either Title I funds WDE will require that districts with Priority and Focus schools set aside, or with Title I 1003(a) funds a school might receive, which are available through a competitive grant process. All Priority and/or Focus schools will be required to implement the turnaround principles discussed above.

Additionally, Priority schools may also, through a competitive grant process, apply for Title I 1003(g), school improvement grant (SIG) funds. Schools that receive SIG funds will be required to implement one of the four models (closure, restart, turnarounds, or transformation) associated with those funds and meet the requirements of those grants.

2.A.ii Select the option that pertains to the SEA and provide the corresponding information, if any.

<p>Option A <input type="checkbox"/> The SEA includes student achievement only</p>	<p>Option B <input checked="" type="checkbox"/> If the SEA includes student achievement on</p>
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<p>on reading/language arts and mathematics assessments in its differentiated recognition, accountability, and support system and to identify reward, priority, and focus schools.</p>	<p>assessments in addition to reading/language arts and mathematics in its differentiated recognition, accountability, and support system or to identify reward, priority, and focus schools, it must:</p> <ol style="list-style-type: none"> a. provide the percentage of students in the “all students” group that performed at the proficient level on the State’s most recent administration of each assessment for all grades assessed; and b. include an explanation of how the included assessments will be weighted in a manner that will result in holding schools accountable for ensuring all students achieve college- and career-ready standards.
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The associated legislation related to this indicator (attachments 12 and 13), at this time, includes science and writing as measures used in the differentiated recognition, accountability, and support system which can be used to identify the various categories of school performance. The science and writing assessments will be used with the WAEA system that will be implemented during the 2014-2015 school year. During the transition year, 2013-2014, current state legislation requires that only reading and math be used in accountability.

Wyoming is transitioning to next generation assessment systems through three assessment consortia:

- SMARTER Balanced – developing a balanced assessment system with summative and interim assessments along with formative tools/resources; adaptive differentiation and college and career readiness are hallmarks of the assessment; implementation in Spring 2015
- NCSC – developing core content connectors to the CCSS and an alternate assessment system; implementation in Spring 2015
- ASSETS Consortium – developing new English Language Proficiency standards, well-aligned to CCSS and an English language proficiency assessment; implementation in 2015-16.

These consortia, while developing assessments for different populations of students, share a common goal of developing innovative, informative, rigorous assessments to replace the current statewide assessment system. These assessments will provide students with opportunities to demonstrate what they know and can do through a combination of assessment types (formative strategies, benchmark, and summative) as well as item types (including performance tasks and technology enhanced items).

Given that the implementation dates for the new assessments are in the future, WDE has planned for the transition to signal our expectation of greater rigor in schools and classrooms across the state. Some of WDE’s plans to support the transition include the following:

- Increase Hathaway college scholarship eligibility requirements to reflect the changing

demands of college and career;

- Provide the EXPLORE, PLAN, ACT, and COMPASS assessments so that students, families, and educators can better understand a student’s progress toward college and career readiness;
- Modify the current statewide assessment system to prepare for upcoming transitions to the CCSS-based SMARTER Balanced Assessment System, ASSETS, and NCSC.

Funding is currently available to administer the EXPLORE, PLAN, ACT Plus Writing, and COMPASS assessments in grades 9 – 12, respectively. This assessment suite provides important information about college and career readiness for students. While the COMPASS is optional for seniors, the remaining assessments in the suite are required for all students in grades 9 – 11 at this time. Data from these assessments will be used in 2013 and 2014 to inform the school accountability ratings in the new state accountability system outlined in WAEA. Consistent with state statute, WDE and the State Board of Education will explore options for the state’s assessment system, including consortia assessments like SBAC, which would replace the existing suite of college/career readiness assessments.

Cut scores on the ACT Plus Writing have been set for 2013 following an equipercentile linking to the previous grade 11 PAWS in reading, math, and science. In 2014, standard-setting sessions will be held to set new, more rigorous cuts on both the ACT Plus Writing and the PAWS to reflect the higher expectations in the CCSS. WDE established this plan after consultation with district curriculum and assessment coordinators, who overwhelmingly indicated that it was important to continue to “push” for higher standards. This interim measure will provide districts a sense of where cut scores may fall on the more rigorous SBAC assessments in the spring of 2015.

WAEA outlines components for inclusion in the state’s school accountability system. These components are broader than performance in only reading and math, reflecting Wyoming’s commitment to a robust and reliable accountability system. Actual target levels of performance for each of the measures comprising the indicators have not yet been determined. However, once piloted in 2013, they will be subject to periodic review by the WDE, the legislature, and advisory committees, including a Professional Judgment Panel (PJP) that is specifically required by statute.

Performance in both science and writing for the most recent administration of those assessments is shown in the two tables below.

Table 18: 2012 PAWS Science Performance

2012 PAWS Science Performance, Percent of Students by Performance Level			
	Gr 4	Gr 8	Gr 11
Below Basic	5.5	12.1	15.3
Basic	31.2	36.8	33.7
Proficient	51.4	41	36
Advanced	11.9	10.2	15.1

Table 19: PAWS Writing Performance

2011 PAWS Writing Performance, Percent of Students by Performance Level				
	Gr 3	Gr 5	Gr 7	Gr 11
Below Basic	1.7	2.1	2	2.4
Basic	18.5	11.5	25.7	17.8
Proficient	53.6	74.9	41.7	55.4
Advanced	26.2	11.5	30.7	24.5

2.B Set Ambitious but Achievable Annual Measurable Objectives

Select the method the SEA will use to set new ambitious but achievable annual measurable objectives (AMOs) in at least reading/language arts and mathematics for the State and all LEAs, schools, and subgroups that provide meaningful goals and are used to guide support and improvement efforts. If the SEA sets AMOs that differ by LEA, school, or subgroup, the AMOs for LEAs, schools, or subgroups that are further behind must require greater rates of annual progress.

<p>Option A</p> <p><input checked="" type="checkbox"/> Set AMOs in annual equal increments toward a goal of reducing by half the percentage of students in the “all students” group and in each subgroup who are not proficient within six years. The SEA must use current proficiency rates based on assessments administered in the 2011–2012 school year as the starting point for setting its AMOs.</p> <p>i. Provide the new AMOs and an explanation of the method used to set these AMOs.</p>	<p>Option B</p> <p><input type="checkbox"/> Set AMOs that increase in annual equal increments and result in 100 percent of students achieving proficiency no later than the end of the 2019–2020 school year. The SEA must use the average statewide proficiency based on assessments administered in the 2011–2012 school year as the starting point for setting its AMOs.</p> <p>i. Provide the new AMOs and an explanation of the method used to set these AMOs.</p>	<p>Option C</p> <p><input type="checkbox"/> Use another method that is educationally sound and results in ambitious but achievable AMOs for all LEAs, schools, and subgroups.</p> <p>i. Provide the new AMOs and an explanation of the method used to set these AMOs.</p> <p>ii. Provide an educationally sound rationale for the pattern of academic progress reflected in the new AMOs in the text box below.</p> <p>iii. Provide a link to the State’s report card or attach a copy of the average statewide proficiency based on assessments administered in the 2011–2012 school year in reading/language arts and mathematics for the “all students” group and all subgroups. (Attachment 8)</p>
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AMO targets were established using 2011-2012 state content assessment, Proficiency Assessment for Wyoming Students (PAWS), data by computing the percentage of students who were proficient or advanced on the PAWS reading and math tests for all students in the state and for all students in the state in each of the required subgroups. The reported percentages included students who took the alternate assessment in each content area. The 2011-2012 PAWS data was used as a baseline. The percent gap between the baseline data and 100% was calculated. Annual Measurable Objective (AMO) targets were then set for the six years following 2011-2012 by adding equal

amounts each year to the baseline percent so that the AMO target after six years was equal to the baseline amount plus half of the percent gap. This was done for each subgroup for both reading and math.

The subgroups included are:

1. All students
2. Free/reduced lunch (economically disadvantaged)
3. American Indian/Alaskan Native
4. Hispanic/Latino
5. Asian
6. Native Hawaiian or Other Pacific Islander
7. Black/African American
8. White
9. Two or More Races
10. Individual Education Plan (IEP or students with disabilities)
11. English Learner (EL)

A description of how the IEP and EL subgroups are determined is important here because these are the only subgroups that have the potential for a student to move in and/or out of the subgroup not based on poverty. These groups are also the only group that may be allowed accommodations on PAWS.

Students with disabilities must participate in the Proficiency Assessments for Wyoming Students (PAWS) in one of three ways:

1. In the general assessment (PAWS or ACT Plus Writing) with no accommodations;
2. In the general assessment (PAWS or ACT Plus Writing) with standard accommodations; or
3. In the alternate assessment (PAWS-ALT).

In the general assessment (PAWS and ACT Plus Writing), students may participate with standard accommodations. Standard accommodations are documented in the Wyoming Accommodations Manual for Instruction and Assessment. Accommodations must be selected on the basis of the individual student's needs and are documented in a student's Individualized Educational Program (IEP), 504 Plan, or ELL Plan. These documented accommodations that are consistent with standard accommodations allowable on the general assessment facilitate the participation of students with disabilities, students with a 504 Plan, and eligible English language learners.

The Proficiency Assessment for Wyoming Students – Alternate, PAWS-ALT, is Wyoming's alternate assessment which is designed to measure grade-level linked academic skills in reading, writing, mathematics in grades 3-8 and 11, and science in grades 4, 8, and 11 of students with the most significant cognitive disabilities. The writing assessment was removed beginning in Spring 2012.

In accordance with USED regulations, as of the spring 2012 assessment administration, Wyoming uses its Alternative Achievement Standards in reading and mathematics to calculate AYP only for students with the most significant cognitive disabilities, who participate in the alternate assessment. These Alternate Achievement Standards reflect the professional judgment of the highest learning standards possible for this student. Wyoming includes up to 1 percent of students with disabilities

in the accountability system based on performance on the state’s alternate assessment at the LEA and state levels (with requests for LEA exceptions reviewed by the Wyoming Department of Education on a case-by-case basis per USED regulations; in 2007, 0.99 percent of Wyoming’s student population in the tested graded was assessed with the alternate assessment.)

Beginning in 2008 for AYP calculations, Wyoming includes in the IEP subgroup the scores of previously identified students with disabilities but who have been evaluated and determined to no longer be a child with a disability or eligible for services. These children have been exited from special education and returned to regular education programming. These students who were previously identified under section 602(3) of the IDEA but no longer receives special education services may be included in the IEP subgroup for AYP calculation purposes for two years after returning to the regular education program.

All students, including English learners (ELs), are included in Wyoming’s accountability system for calculating AYP. No students are fully exempted from participating in the statewide assessment system on the basis of EL status. Similar to the rules for students with disabilities, all EL students must participate in the PAWS and the ACT Plus Writing with accommodations as appropriate.

The majority of ELs participate in the PAWS or the ACT Plus Writing with standard accommodations. Although there is, in 2013, a Spanish audio version of PAWS, there are no other audio options and no written options are available. The ACT Plus Writing is available only in English. EL students are included in the statewide assessments in reading/language arts , mathematics, and science and must be assessed with standard accommodations when appropriate. Those EL students who have been enrolled in U.S. schools for less than one year are exempt from participation in the reading/language arts portion of the PAWS and ACT Plus Writing but must take the math (and science, if applicable) tests, but the exemption is only valid if the students have participated in the ACCESS for ELLs.

Per recent USED guidance, “States may, but are not required to, include results [of LEP (Limited English Proficient, a previous label for ELs) students in their first year in U.S. schools] from the mathematics and, if given, the reading language arts content assessments in Adequate Yearly Progress (AYP) calculations.” Therefore, Wyoming does not include the scores of first year EL students.

Wyoming uses the definition of EL contained in NCLB §9101 for purposes of determining which students are included in the EL subgroup for AYP accountability. Wyoming utilizes an identification process which includes an assessment to determine whether a student falls within that EL definition. For AYP calculations, per recent USED guidance, Wyoming includes in the EL subgroup the scores of students who have attained English proficiency within the last two years. English proficiency is determined by showing proficiency on the state EL assessment (ACCESS). Once these students attain a transitional or proficient level on the state EL assessment, the student enters the 2-year monitoring period for EL students. After the students are no longer in the monitoring period, the students are exited from the EL subgroup.

AMO baseline and targets for all subgroups:

Table 20: Annual Measurable Objectives for Wyoming for all subgroups

Baseline 2011-2012	All students		Asian		Black (not hispanic)		Hispanic	
	Math	Reading	Math	Reading	Math	Reading	Math	Reading
Grades 3-6	84.28%	78.80%	91.13%	84.50%	72.46%	72.13%	75.09%	68.17%
Grades 7-8	74.33%	76.23%	82.18%	83.00%	56.74%	66.67%	56.74%	56.74%
Grade 11	66.21%	76.52%	78.85%	80.77%	37.10%	61.90%	56.74%	56.74%
Gap between 2011-2012 baseline and 100% Proficient and Advanced	All students		Asian		Black (not hispanic)		Hispanic	
	Math	Reading	Math	Reading	Math	Reading	Math	Reading
Grades 3-6	15.72%	21.20%	17.82%	17.00%	27.54%	27.87%	24.91%	31.83%
Grades 7-8	25.67%	23.77%	8.87%	15.50%	43.26%	33.33%	43.26%	43.26%
Grade 11	33.79%	23.48%	21.15%	19.23%	62.90%	38.10%	43.26%	43.26%
2012-2013	All students		Asian		Black (not hispanic)		Hispanic	
	Math	Reading	Math	Reading	Math	Reading	Math	Reading
Grades 3-6	85.59%	80.57%	83.67%	84.42%	74.76%	74.45%	77.17%	70.82%
Grades 7-8	76.47%	78.21%	91.87%	85.79%	60.35%	69.45%	60.35%	60.35%
Grade 11	69.03%	78.48%	80.61%	82.37%	42.34%	65.08%	60.35%	60.35%
2013-2014	All students		Asian		Black (not hispanic)		Hispanic	
	Math	Reading	Math	Reading	Math	Reading	Math	Reading
Grades 3-6	86.90%	82.33%	85.15%	85.83%	77.05%	76.78%	79.24%	73.48%
Grades 7-8	78.61%	80.19%	92.61%	87.08%	63.95%	72.23%	63.95%	63.95%
Grade 11	71.84%	80.43%	82.38%	83.98%	47.58%	68.25%	63.95%	63.95%
2014-2015	All students		Asian		Black (not hispanic)		Hispanic	
	Math	Reading	Math	Reading	Math	Reading	Math	Reading
Grades 3-6	88.21%	84.10%	86.64%	87.25%	79.35%	79.10%	81.32%	76.13%
Grades 7-8	80.75%	82.17%	93.35%	88.38%	67.56%	75.00%	67.56%	67.56%
Grade 11	74.66%	82.39%	84.14%	85.58%	52.83%	71.43%	67.56%	67.56%

2015-2016	All students		Asian		Black (not hispanic)		Hispanic	
	Math	Reading	Math	Reading	Math	Reading	Math	Reading
Grades 3-6	89.52%	85.87%	88.12%	88.67%	81.64%	81.42%	83.39%	78.78%
Grades 7-8	82.89%	84.15%	94.09%	89.67%	71.16%	77.78%	71.16%	71.16%
Grade 11	77.47%	84.35%	85.90%	87.18%	58.07%	74.60%	71.16%	71.16%
2016-2017	All students		Asian		Black (not hispanic)		Hispanic	
	Math	Reading	Math	Reading	Math	Reading	Math	Reading
Grades 3-6	90.83%	87.63%	89.61%	90.08%	83.94%	83.74%	85.47%	81.43%
Grades 7-8	85.03%	86.13%	94.83%	90.96%	74.77%	80.56%	74.77%	74.77%
Grade 11	80.29%	86.30%	87.66%	88.78%	63.31%	77.78%	74.77%	74.77%
2017-2018	All students		Asian		Black (not hispanic)		Hispanic	
	Math	Reading	Math	Reading	Math	Reading	Math	Reading
Grades 3-6	92.14%	89.40%	91.09%	91.50%	86.23%	86.07%	87.55%	84.09%
Grades 7-8	87.17%	88.12%	95.57%	92.25%	78.37%	83.34%	78.37%	78.37%
Grade 11	83.11%	88.26%	89.43%	90.39%	68.55%	80.95%	78.37%	78.37%
Baseline 2011-2012	American Indian / Alaska Native		White (not Hispanic)		Pacific Islander		Two or more races	
	Math	Reading	Math	Reading	Math	Reading	Math	Reading
Grades 3-6	63.08%	52.98%	86.85%	81.69%	73.17%	65.85%	82.24%	77.76%
Grades 7-8	51.91%	58.23%	78.81%	78.53%	57.89%	63.16%	71.43%	71.88%
Grade 11	42.11%	65.79%	68.53%	77.87%	85.71%	85.71%	73.08%	85.90%
Gap between 2011-2012 baseline and 100% Proficient and Advanced	American Indian / Alaska Native		White (not Hispanic)		Pacific Islander		Two or more races	
	Math	Reading	Math	Reading	Math	Reading	Math	Reading
Grades 3-6	36.92%	47.02%	13.15%	18.31%	42.11%	36.84%	28.57%	28.12%
Grades 7-8	48.09%	41.77%	21.19%	21.47%	26.83%	34.15%	17.76%	22.24%
Grade 11	57.89%	34.21%	31.47%	22.13%	14.29%	14.29%	26.92%	14.10%

2012-2013	Native American / Alaska Native		White (not Hispanic)		Pacific Islander		Two or more races	
	Math	Reading	Math	Reading	Math	Reading	Math	Reading
Grades 3-6	66.16%	56.90%	87.95%	83.22%	61.40%	66.23%	73.81%	74.22%
Grades 7-8	55.92%	61.71%	80.58%	80.32%	75.41%	68.70%	83.72%	79.61%
Grade 11	46.93%	68.64%	71.15%	79.71%	86.90%	86.90%	75.32%	87.08%
2013-2014	Native American / Alaska Native		White (not Hispanic)		Pacific Islander		Two or more races	
	Math	Reading	Math	Reading	Math	Reading	Math	Reading
Grades 3-6	69.23%	60.82%	89.04%	84.74%	64.91%	69.30%	76.19%	76.57%
Grades 7-8	59.93%	65.19%	82.34%	82.11%	77.64%	71.54%	85.20%	81.47%
Grade 11	51.76%	71.49%	73.78%	81.56%	88.09%	88.09%	77.57%	88.25%
2014-2015	Native American / Alaska Native		White (not Hispanic)		Pacific Islander		Two or more races	
	Math	Reading	Math	Reading	Math	Reading	Math	Reading
Grades 3-6	72.31%	64.74%	90.14%	86.27%	68.42%	72.37%	78.57%	78.91%
Grades 7-8	63.93%	68.67%	84.11%	83.90%	79.88%	74.39%	86.68%	83.32%
Grade 11	56.58%	74.34%	76.40%	83.40%	89.28%	89.28%	79.81%	89.43%
2015-2016	Native American / Alaska Native		White (not Hispanic)		Pacific Islander		Two or more races	
	Math	Reading	Math	Reading	Math	Reading	Math	Reading
Grades 3-6	75.39%	68.65%	91.23%	87.79%	71.93%	75.44%	80.95%	81.25%
Grades 7-8	67.94%	72.15%	85.87%	85.69%	82.11%	77.23%	88.16%	85.17%
Grade 11	61.41%	77.19%	79.02%	85.25%	90.47%	90.47%	82.05%	90.60%
2016-2017	Native American / Alaska Native		White (not Hispanic)		Pacific Islander		Two or more races	
	Math	Reading	Math	Reading	Math	Reading	Math	Reading
Grades 3-6	78.46%	72.57%	92.33%	89.32%	75.44%	78.51%	83.33%	83.60%
Grades 7-8	71.95%	75.63%	87.64%	87.48%	84.35%	80.08%	89.64%	87.03%
Grade 11	66.23%	80.04%	81.64%	87.09%	91.66%	91.66%	84.30%	91.78%
2017-2018	Native American / Alaska Native		White (not Hispanic)		Pacific Islander		Two or more races	
	Math	Reading	Math	Reading	Math	Reading	Math	Reading
Grades 3-6	81.54%	76.49%	93.43%	90.85%	78.95%	81.58%	85.72%	85.94%
Grades 7-8	75.96%	79.12%	89.41%	89.27%	86.59%	82.93%	91.12%	88.88%
Grade 11	71.06%	82.90%	84.27%	88.94%	92.86%	92.86%	86.54%	92.95%

Baseline 2011-2012	English Learner		Free or Reduced Lunch		Individual Education Plan	
	Math	Reading	Math	Reading	Math	Reading
Grades 3-6	61.25%	48.70%	77.03%	69.54%	66.24%	53.59%
Grades 7-8	44.78%	44.41%	63.35%	65.48%	41.64%	43.92%
Grade 11	23.81%	37.35%	52.13%	64.17%	25.07%	38.28%
Gap between 2011-2012 baseline and 100% Proficient and Advanced	English Learner		Free or Reduced Lunch		Individual Education Plan	
	Math	Reading	Math	Reading	Math	Reading
Grades 3-6	38.75%	51.30%	22.97%	30.46%	33.76%	46.41%
Grades 7-8	55.22%	55.59%	36.65%	34.52%	58.36%	56.08%
Grade 11	76.19%	62.65%	47.87%	35.83%	74.93%	61.72%
2012-2013	English Learner		Free or Reduced Lunch		Individual Education Plan	
	Math	Reading	Math	Reading	Math	Reading
Grades 3-6	64.48%	52.98%	78.94%	72.08%	69.05%	57.46%
Grades 7-8	49.38%	49.04%	66.40%	68.36%	46.50%	48.59%
Grade 11	30.16%	42.57%	56.12%	67.16%	31.31%	43.42%
2013-2014	English Learner		Free or Reduced Lunch		Individual Education Plan	
	Math	Reading	Math	Reading	Math	Reading
Grades 3-6	67.71%	57.25%	80.86%	74.62%	71.87%	61.33%
Grades 7-8	53.98%	53.68%	69.46%	71.23%	51.37%	53.27%
Grade 11	36.51%	47.79%	60.11%	70.14%	37.56%	48.57%
2014-2015	English Learner		Free or Reduced Lunch		Individual Education Plan	
	Math	Reading	Math	Reading	Math	Reading
Grades 3-6	70.94%	61.53%	82.77%	77.16%	74.68%	65.19%
Grades 7-8	58.59%	58.31%	72.51%	74.11%	56.23%	57.94%
Grade 11	42.86%	53.01%	64.10%	73.13%	43.80%	53.71%

2015-2016	English Learner		Free or Reduced Lunch		Individual Education Plan	
	Math	Reading	Math	Reading	Math	Reading
Grades 3-6	74.17%	65.80%	84.69%	79.69%	77.49%	69.06%
Grades 7-8	63.19%	62.94%	75.57%	76.99%	61.09%	62.61%
Grade 11	49.21%	58.23%	68.09%	76.11%	50.05%	58.85%
2016-2017	English Learner		Free or Reduced Lunch		Individual Education Plan	
	Math	Reading	Math	Reading	Math	Reading
Grades 3-6	77.40%	70.08%	86.60%	82.23%	80.31%	72.93%
Grades 7-8	67.79%	67.57%	78.62%	79.86%	65.96%	67.29%
Grade 11	55.56%	63.45%	72.08%	79.10%	56.29%	64.00%
2017-2018	English Learner		Free or Reduced Lunch		Individual Education Plan	
	Math	Reading	Math	Reading	Math	Reading
Grades 3-6	80.63%	74.35%	88.52%	84.77%	83.12%	76.80%
Grades 7-8	72.39%	72.21%	81.68%	82.74%	70.82%	71.96%
Grade 11	61.91%	68.68%	76.07%	82.09%	62.54%	69.14%

2.C Reward Schools

2.C.i Describe the SEA’s methodology for identifying highest-performing and high-progress schools as reward schools . If the SEA’s methodology is not based on the definition of reward schools in *ESEA Flexibility* (but instead, e.g., based on school grades or ratings that take into account a number of factors), the SEA should also demonstrate that the list provided in Table 2 is consistent with the definition, per the Department’s “Demonstrating that an SEA’s Lists of Schools meet ESEA Flexibility Definitions” guidance.

In order to understand the detailed steps and criteria Wyoming used to identify Reward schools, an explanation of how Wyoming ranked all schools to determine Reward, Focus, and Priority status is provided.

Data Analysis Methodology for Ranking Schools to Determine Reward, Focus, and Priority Schools under ESEA Flexibility

Achievement Ranking and Achievement Gap Determinations

Wyoming will be using the data set that it has traditionally used to make accountability determinations in the past. This means that for determining Reward, Focus, and Priority schools under ESEA Flexibility, Wyoming will be using the data set from the Proficiency Assessment for

Wyoming Students (PAWS) assessment that include the students who meet the full-academic year definition only. Student data for students who do not meet the full academic year definition are not included in accountability determinations.

“Full academic year” will be defined for Wyoming accountability as being enrolled in the same school on October 1 and on the day that is the midpoint of the testing window for each test used in the computation of school performance levels. Students who were not at the school for the full academic year will be excluded from school performance level computations.

Methodology for Ranking of Schools

Data used is from the 2010-2011 and 2011-2012 school years. Once the 2012-2013 data is available, ranking will be done using that data as well to include in the identification of school categories during the 2013-2014 school year.

Controlling for Grade in School. The percentage of student’s proficient or above has varied as a function of school grade from the onset of PAWS testing. Focusing solely on the percentage of students proficient or above without somehow controlling for the number of students tested at each grade at the schools would likely result in some schools scoring better or worse simply as a function of how many tested students were in which grades. Therefore, steps were taken to control grade in school of tested students. Functionally this was accomplished by subtracting the percentage proficient and above within each grade at the school from the percentage proficient and above within the same grades statewide.

1. The statewide percentage of all students with proficient and above scores was computed for each grade in reading and in mathematics.
2. The percentage of all students with proficient and above scores at each school was computed for each grade in reading and in mathematics.
3. The percentage of tested students from each grade at each school was computed for reading and for mathematics.
4. A weighted average statewide percent proficient and above was computed to produce the percent proficient and above from which the school’s percent proficient and above would be subtracted. This difference is the school’s proficiency index for the content area (i.e., reading or mathematics) The proportion of students in each grade represented in the weighted average statewide percent proficient and above matches the proportion of students in each grade at the school. See the example below:

Table 21. Hypothetical Data for Single Content Area Example

Grade	School				Statewide Percent Proficient and Above
	Number of Students	Percent of Number of students	Number Proficient and Above	Percent Proficient and Above	
4	20	40%	15	75%	60%
5	30	60%	15	50%	50%
Total	50	100%	30	60%	

Example of Computing a School Proficiency Index for a Content Area

Step 1 – For Grade 4 the proficiency index for this content area would be the percent of the total number of tested students in the school (i.e., percent of total n) times the percent of those students that were proficient or above statewide in Grade 4 (i.e., $40\% * 60\% = 24\%$).

Step 2 – For Grade 5 the proficiency index for this content area would be the percent of the total number of students in the school (i.e., percent of total n) times the percent of those students that were proficient or above statewide in Grade 5 (i.e., $60\% * 50\% = 30\%$).

Step 3 – Compute statewide percent proficient and above to which the school will be compared. To do this, the results of step 1 and step 2 are summed (i.e., $24\% + 30\% = 54\%$).

Step 4 – Compute the school’s proficiency index for this content area. This is done by subtracting the results from Step 3, the statewide percent proficient and above to which the school will be compared, from the total percent proficient and above at the school (i.e., $60\% - 54\% = 6\%$). The school’s proficiency index for this content area would be 6%.

Percent proficient and above at the school – Result of step 3 ($60\% - 54\% = 6\%$)

5. **School PAWS Proficiency Index:** Schools will be ranked on the school PAWS proficiency index. This index is the average of the proficiency index for reading and the proficiency index for mathematics. The school with the largest proficiency index score would be considered the highest performing school and the school with the lowest proficiency index score would be the lowest performing school. Proficiency index scores for schools will be both positive and negative because they represent the difference between overall state performance and a school’s performance. This is because roughly half of the schools will perform above the statewide result and roughly half will perform below the statewide result.

In future years, when science and writing are included in accountability under WAEA, scores for these content areas will be included in this system to establish a school proficiency index.

Priority schools based on achievement

The ranking described above will be used to determine the Priority schools that are in the category of those schools that are among the lowest five percent of Title I schools in the state based on the achievement of the “all students” group in terms of proficiency on statewide assessments and has demonstrated a lack of progress on those assessments over a number of years in the “all students” group. Priority schools that are selected based on low achievement will be among the lowest five (5) percent of Title I schools in the ranking. In addition, comparison of ranking over two years will provide an indication of whether the school is appropriately identified. This can further be compared to the achievement gap / improvement frequency table being used to identify schools with significant achievement gaps. Priority schools should be included with those schools with high achievement gaps in the “all students” group as compared to the state average, that show little or no progress (Top left of table, see description below).

Focus schools based on achievement gaps

Achievement gap determinations will be done using the same data set as is used for ranking. Only students that meet the full academic year requirement will be included in achievement gap determinations. Wyoming will calculate achievement gaps by first determining the state average of proficient or advanced for the “all students” group. Then the average for each subgroup in each school, including the “all students” group in each school will be calculated. The average for each subgroup will be compared to the average for the “all students” group at the state level to determine the achievement gap for each subgroup.

NOTE: Wyoming has chosen not to use within school achievement gap comparisons for specific reasons.

First, the unique geography and demographics of Wyoming need to be considered. Geographically, Wyoming is approximately 400 miles long and 300 miles wide (actual size is 97,914 square miles). According to the 2010 census, the population of Wyoming is 563,626. That equates to 5.75 persons per square mile. There are only nine cities in Wyoming that have a population larger than 10,000. Demographically, there are approximately 87,000 students in Wyoming schools, spread over this vast area, which makes Wyoming a largely rural / small school state. There are 48 school districts and approximately 350 schools in Wyoming. Half of the school districts in Wyoming (24) have fewer than 1000 students and only two (2) have more than 10,000 students. Because of the rural, small nature of many school districts and schools, Wyoming has a significant number of schools where the all student group fits totally or almost totally into a single subgroup, or where subgroup sizes are too small for reporting because of FERPA reasons. For example, the elementary school in one of our reservation school districts has one white student and the rest of the student population is Native American. We cannot report out on the one student in the race/ethnicity category of white for this school and the Native American subgroup is basically equivalent to the “all students” group. This means that a within school achievement gap analysis would show that the Native American subgroup is performing as well as the “all students” group (the only two reportable groups) and there would be no achievement gap. When in actuality, when the all student group and the Native American subgroup are compared to the state average, an achievement gap can be established. In addition, at the state level, we have at least one subgroup for which we don’t have sufficient numbers to report results on because of FERPA reasons.

Second, if we did calculate within school achievement gaps, only schools with large student populations would have sufficient numbers in subgroups to report achievement gaps. This is because of the distribution of the population in Wyoming and the tendency for smaller school sizes in the more rural areas, as well as the lack of diversity in those smaller, rural communities. This would result in only schools in our largest school districts being identified as focus schools.

Third, comparing a school’s subgroup to the state average for the “all students” group avoids issues related to duplicate counts of students in subgroups (i.e. a single student may fit into the following subgroups: Hispanic, EL, Free and Reduced Lunch, and a student with disabilities) and comparisons subgroups that may not be relevant to school improvement efforts.

Wyoming will use a frequency distribution table that looks at both achievement and progress to

identify Focus schools based on achievement gaps, and whether or not those gaps have been closing over two years. The table will have five cells across and five cells down. The frequency distribution will include 12.5% of the total number of schools at each end (high or low gap/progress), 20% for the adjacent cells moving toward the middle, and 35% for the middle cells (see example chart below). The frequency distribution will be done in such a way that those outliers, the schools with the highest achievement gaps over a number of years, will be identified by being included in the “most negative gap, most negative progress” cells (top left). Because Wyoming has chosen to not do within school comparisons, these same cells should also correspond to the Priority schools based on achievement in the “all students” group.

Two tables will be created, one for the “all students” group and one that includes all subgroups.

Table 22. Decision Table for Relationship of Gap Size Versus Progress (performance gap-and-progress frequency distribution table)

		Gap Size Rank				
		Most Negative				Most Positive
Progress Rank	% of Schools	12.5%	20%	35%	20%	12.5%
Most Negative	12.5%					
	20%					
	35%					
	20%					
Most Positive	12.5%					

Reward schools - highest performing and high progress based on achievement

Wyoming will use the achievement ranking of the “all students” group and all subgroups as compared to the state average of the “all students” group to identify highest performing schools. Schools that are ranked among the top ten (10) percent of Title I schools may be included in the group of Reward schools. These schools will be cross-referenced with the frequency tables used in the achievement gap analysis to ensure that there are no significant achievement gaps across subgroups that are not closing.

Table 22 will be used for achievement gap analysis to determine high progress Reward schools. The “all students” group frequency table will be examined to determine which Title I schools are in the high achieving area and have made high progress as well. Those Title I schools that fall in the lower right cells (most positive gap – most positive progress) may be included in the high progress Reward school category. These schools will be cross-referenced with the frequency tables used in the achievement gap analysis to ensure that there are no significant achievement gaps across subgroups that are not closing.

In order to be sure to include schools in both categories of Reward schools, Wyoming will identify high progress schools first (since both highest performing and high progress schools might both qualify as highest performing, but not both as high progress). Highest performing schools will be identified second. If at all possible, an equal number of schools will be identified in each category.

Graduation Rate Analysis

Wyoming will be using graduation rate data from over a number of years to make determinations of Priority and Focus schools based on the definitions in this document. Graduation rates data from 2009-2010, 2010-2011, and 2011-2012 will be used when examining graduation rates over time.

Some schools may be identified as Priority schools if they are Title I funded or eligible and have graduation rates of less than 60 percent over the three years of data examined. Those that are not identified as Priority schools, that are Title I funded and have graduation rates of less than 60 percent over the three years of data, may be included in the list of Focus schools.

Some schools may also be identified as Focus schools at the high school level, if these schools have the largest gaps in graduation rates between subgroup or subgroups and the state average of the “all students” group over a number of years. To determine this, Wyoming will look at the graduation rates using the same type of system that is described for achievement gap analysis, but will use graduation rate data instead of achievement data. Those Title I high schools that show the highest gap/lowest progress in graduation rates between the state average of the “all students” group and subgroup or subgroups may be included in the list of Focus schools.

Methodology used to identify a school as a Reward school:

The total amount of Reward schools is to be at least equivalent to 10% of Title I funded schools. Approximately half the Reward schools will first be identified via positive progress criteria and then the second half will be identified via positive performance gap criteria

Step 1: Assessment Data, All Students Analysis for Positive Progress

Criteria for a school to be identified as a Reward school for Positive Progress:

- 1) School is Title I Funded in the current school year
- 2) In the performance gap-and-progress frequency distribution category table the school is:
 - a. In cell 5-5 (gap-progress) or
 - b. In cell 5-4 (gap-progress) or
 - c. In cell 4-5 (gap-progress) or
 - d. In cell 4-4 (gap-progress)
- 3) Schools falling in any of these gap-progress cells are then prioritized by actual performance gap percentage beginning with the most positive gap, to approximately the equivalent of 5% of Title I funded schools, and identified as Reward schools based on positive progress. Approximately half of the Reward schools will have been identified upon completion of this step.

Step 2: Assessment Data, All Students Analysis for Positive Performance Gap

Criteria for a school to be identified as a Reward school for Positive Performance Gap:

- 1) School was not already identified as a Reward school for positive progress
- 2) School is Title I Funded in the current school year

- 3) Schools are prioritized by the average of the prior and current years' performance gaps beginning with the most positive two year average, to approximately the to the equivalent of 5% of Title I funded schools and identified as Reward schools based on positive progress.
 - a. Enough schools must be identified as Reward schools based on positive progress to ensure at least the equivalent to 10% of Title I funded schools have been identified as Reward schools (combination of schools identified under positive progress and positive performance gap criteria)
 - b. The number of years averaged is subject to change once more than two years of data are available for consideration

The methodology described above has been used to identify the Reward schools included in this application. It must be noted, that as the WAEA system develops, it is possible that there may be changes to the way WDE identifies Reward schools.

2.C.ii Provide the SEA's list of reward schools in Table 23.

2.C.iii Describe how the SEA will publicly recognize and, if possible, reward highest-performing and high-progress schools.

Wyoming will identify, at minimum, ten percent of Title I schools as Reward or recognition schools. Wyoming's proposed reward and recognition system, called *Wyoming's Title I Schools of Excellence* program includes methods to properly recognize these schools. Upon identification, award letters will be sent to each school and district notifying them that their school(s) has been chosen as a Title I School of Excellence. These letters will come from WDE and be signed by the director of the department. These schools will also be recognized through a Memorandum to District Superintendents, a press release, and posting on the WDE web site. In addition, starting with the Spring 2014 NCA School Improvement Conference each year, during the awards banquet, the WDE will provide certificates or plaques to each Title I School of Excellence. The WAEA requires that schools that are in the category of Exceeds Expectations document effective practices and communicate these practices to other schools in the state. Something similar to this is already being done at the Spring NCA School Improvement Conference. The conference organizers choose a number of high performing schools and invite them to come and share effective practices. The WAEA Exceed Expectations schools and Wyoming's Title I Schools of Excellence will provide the NCA School Improvement Conference organizers a sufficient list of high performing or high progress schools to look at when selecting which schools to invite to share effective practices.

In addition, the Title I Schools of Excellence will qualify to apply to be one of the two National Title I Distinguished Schools that represent Wyoming at the National Title I Conference. Wyoming awards \$3000 to each National Title I Distinguished School to help cover travel costs to send a team to the National Title I meetings. Wyoming's Title I Schools of Excellence may also be able to qualify for the National Blue Ribbon Schools Program. In order to qualify for the National Blue Ribbon Schools Program, however, the schools would need to be among one of the top three schools in the state and meet the other requirements for qualification in this program. These programs are used to honor schools that make significant progress in closing the achievement gap or for the schools whose students achieve at high levels.

2.D Priority Schools

2.D.i Describe the SEA’s methodology for identifying a number of lowest-performing schools equal to at least five percent of the State’s Title I schools as priority schools. If the SEA’s methodology is not based on the definition of priority schools in *ESEA Flexibility* (but instead, e.g., based on school grades or ratings that take into account a number of factors), the SEA should also demonstrate that the list provided in Table 2 is consistent with the definition, per the Department’s “Demonstrating that an SEA’s Lists of Schools meet ESEA Flexibility Definitions” guidance.

A description of Data Analysis Methodology for Ranking Schools to Determine Reward, Focus, and Priority Schools under ESEA Flexibility is provided in sections 2.C.i. A description of the methodology used to identify both Focus and Priority schools is included here as there is some overlap in the steps.

Methodology used to identify as school as a Priority or Focus school in the following school year:

Step 1: Graduation Rate Analysis

Criteria for a school to be identified as a Priority or Focus school:

- 1) School is Title I Funded or Eligible in the current school year
- 2) School has at least 6 expected graduates in each of the last three years
- 3) School has graduation rates less than 60% for the "all students" group in each of the last three years
- 4) School is not already an active cohort 2 or 3 SIG school (these are schools that are already identified as Priority schools because they will continue to receive SIG funds in the 2013-2014 school year)

When the above criteria are met, status is assigned via the following additional consideration:

- 1) If the school is currently a cohort 1 SIG school, the school will not be identified as a Priority school, but will automatically be identified as a Focus school
- 2) Otherwise, the school is identified as a Priority school up to the equivalent of 5% of Title I funded schools
- 3) Title I funded schools not identified as Priority in the previous step will be identified as Focus schools up to the equivalent of 10% of Title I funded schools

Step 2: Assessment Data, All Students Analysis

Criteria for a school to be identified as a Priority or Focus school, if additional schools are required to be identified:

- 1) School is not already identified as a Priority or Focus school via the graduation rate analysis
- 2) School is Title I Funded in the current school year
- 3) In the performance gap-and-progress frequency distribution category table the school is:
 - a. In cell 1-1 (gap-progress) or

- b. In cell 1-2 (gap-progress) or
- c. In cell 2-1 (gap-progress)

When the above criteria are met, status is assigned via the following additional consideration:

- 1) If additional Priority schools need to be assigned following identification during the graduation rate analysis, they are prioritized by cell placement (1-1, 1-2, then 2-1) and then actual gap percentage beginning with the most negative gap up to the equivalent of 5% of Title I funded schools
- 2) Schools not identified as Priority in the previous step are identified as Focus schools up to the equivalent of 10% of Title I funded schools

Step 3: Assessment Data, Subgroup Analysis

Criteria for a school to be identified as a Focus school, if additional schools are required to be identified:

- 1) School is not already identified as a Priority or Focus school via the graduation rate analysis or the Assessment Data, All Students Analysis
- 2) School is Title I Funded in the current school year
- 3) In the performance gap-and-progress frequency distribution category table a subgroup in the school is:
 - a. In cell 1-1 (gap-progress) or
 - b. In cell 1-2 (gap-progress)

When the above criteria are met, status is assigned via the following additional consideration:

- 1) Only enough schools needed to meet the requirement are identified as Focus schools, prioritized on cell placement (1-1 then 1-2) and then actual gap percentage beginning with the most negative gap, up to the equivalent of 10% of Title I funded schools
- 2) If the preceding step does not result in identification of the required number of Focus schools, schools in cell placement 2-1 (gap-progress) are considered in the same manner

2.D.ii Provide the SEA’s list of priority schools in Table 23.

2.D.iii Describe the meaningful interventions aligned with the turnaround principles that an LEA with priority schools will implement.

This information is included in section 2.A.i, but is included here as well for ease of reference.

Schools identified as Focus and Priority schools will minimally be required to implement turnaround principles discussed in this ESEA Flexibility Waiver application. The WAEA requires liaisons (WDE will use coaches in the 2013-2014 school year) that are assigned by WDE or districts to work with Priority and Focus schools in the development of an improvement plan. Page 5 of attachment 12 (WAEA) specifies that the improvement “plan shall be based upon an evaluation of the strengths and deficiencies of specific indicator scores that identifies appropriate improvement goals with an explanation of the measures and methods chosen for improvement, the processes to be implemented to deliver the improvement measures, identification of relevant timelines and benchmarks and an articulation of the process for measuring success of the methods chosen to

increase performance.” It further goes on to say that the Director of WDE shall appoint a representative from WDE to serve as a liaison (page 6, attachment 12) “between the school district leadership and the department” to “review and approve improvement plans submitted by schools.” Resources requested in the improvement plan need to be for interventions that are based upon a comprehensive review of the available research and need to be commensurate with the level of intervention, support and consequences required to be administered under WAEA. The implementation of such strategies is designed to improve the academic achievement of students. In order to ensure a school is effectively implementing the turnaround principles, and the implementation results in academic progress, it will be required of schools to report their results regularly to the WDE. The turnaround principles to be implemented are as follows:

1. Provide the school with strong leadership. Once the current leadership is reviewed, this will involve one of two processes: (1) replace the current principal; or (2) WDE will work with the LEA and school to provide training for the principal if needed, as well as determine what criteria should be met in order to provide flexibility for the current principal in the areas of scheduling, staff, curriculum, providing professional development to staff, and budget;
2. Ensuring teachers are able to improve instruction and provide effective teaching methods by: (1) providing on-going professional development informed by the teacher evaluation process and support system, and tied to teacher and student needs ;(2) reviewing the quality of all staff; those positions maintained should be those who can demonstrate effective teaching methods and will be successful in the turnaround of the school; and (3) preventing ineffective teachers from transferring to these schools;
3. Redesigning the school day, week, or year to include additional learning services for students and/or teacher collaboration;
4. Strengthening the school’s instructional program based on student needs and ensuring that the instructional program is research-based, rigorous, and aligned with State academic content standards;
5. Using data to inform instruction and for continuous improvement, including providing time for collaboration on the use of data
6. Establishing a school environment that improves school safety and discipline and addressing other non-academic factors that impact student achievement, such as students’ social, emotional, and health needs; and
7. Providing ongoing mechanisms for family and community engagement.

Title 1 Planning and Reporting for Priority and Focus Schools:

The WDE will utilize various methods in order to ensure Priority and Focus schools have effectively established the turnaround processes and are able to demonstrate progress.

First, the WDE realizes that each Priority and Focus school has unique needs and situations. Therefore, in order to prevent a “blanket approach” for the methods all Priority and Focus schools should follow, Priority and Focus schools will be required to conduct a self-assessment based on their needs according to the 10 Indicators of Effective Practice. The Indicators are defined in *The High Performing School-Benchmarking the 10 Indicators of Effectiveness*. These indicators and the associated characteristics are aligned to AdvacEd accreditation, Wyoming and Federal Statute, and the Wyoming Comprehensive Accountability Framework. In addition, it should be noted that each of the turnaround principles are included in the ten indicators, either as an indicator or a characteristic.

The ten indicators that the needs assessment will be based on are as follows:

1. Written Curriculum;
2. Instructional Program;
3. Student Assessment;
4. School Leadership;
5. Strategic Planning;
6. Professional Development;
7. Student Engagement, Connectedness and Readiness;
8. School Environment;
9. Family and Community Involvement;
10. District Support

In order to assist schools with determining weaknesses and assessing the areas in need of assistance, each Priority and Focus school will be assigned a school evaluation team and coach in the 2013-2014 school year (liaisons will be assigned according to WAEA during the 2014-2015 school year). The school evaluation team and coach or liaison will work together to determine the appropriate approaches to address the needs of each school.

In addition to providing a comprehensive needs assessment, the school will also be responsible for providing goals and its own evaluation process (to determine if school officials have made satisfactory progress). Once the school evaluation team and coach/liaison complete the needs assessment, goals, and evaluation, it will be submitted to the WDE for review. This will ensure the plan meets all regulatory standards and provisions. Once the WDE has reviewed and approved the plan, the school evaluation team and coach/liaison will implement the changes deemed necessary. If, however, the changes are not deemed appropriate by the WDE, the State will work with the school, school evaluation team, and coach/liaison to ensure a satisfactory plan is executed. It should be noted that school improvement plans are required for accreditation and for all schools except Exceeds Expectations schools under WAEA. Exceeds Expectations schools are required to identify the best practices in their school to disseminate to other schools in the state.

In order to assist each school with tracking its improvement, the WDE is looking into an online tracking system. Providing the Academic Development Institute agrees, the ten indicators listed above will be loaded into their online tracking system, Indistar. This system would support a tailored and unique plan for each school that allows the State to provide the framework for the processes (i.e. the turnaround principles and ten indicators), but allows each school to input their own processes to meet the framework. In addition to providing an online system for the school's improvement plan, it also allows the school evaluation team and coach/liaison a place to monitor the advancements the school makes toward the plan set in place. Indistar also provides evaluators to assist the teams with coaching comments regarding the progress being made.

Monitoring Priority and Focus Schools Through Indistar:

As mentioned above, the WDE plans to utilize the online tracking system Indistar for use with Priority and Focus schools. Indistar will allow the coaches/liaisons and school evaluation team, as well as the WDE, to monitor the effectiveness of the procedures implemented by the teams via the progress entered into the system. The WDE will assign a member of the team to periodically check the status of the improvement plan in place, and if the school cannot provide verification that it

successfully implemented the plan, changes will be made to the processes to ensure the school demonstrates success.

Financial Support for Priority and Focus Schools:

Funding for the implementation of the turnaround principles in Priority and Focus schools will be provided through either funds WDE will require that districts with Priority and Focus schools set aside, or with Title I 1003(a) funds a school might receive, which are available through a competitive grant process. Priority and/or Focus schools that receive Title I 1003(a) funds will be required to implement the turnaround principles discussed above.

Additionally, Priority schools may also, through a competitive grant process, apply for Title I 1003(g), school improvement grant (SIG) funds. Schools that receive SIG funds will be required to implement one of the four models (closure, restart, turnarounds, or transformation) associated with those funds and meet the requirements of those grants.

2.D.iv Provide the timeline the SEA will use to ensure that its LEAs that have one or more priority schools implement meaningful interventions aligned with the turnaround principles in each priority school no later than the 2014–2015 school year and provide a justification for the SEA’s choice of timeline.

Upon identification of Priority schools, the WDE will work with each LEA to ensure the turnaround principles are implemented in each of the necessary schools starting with the 2013-2014 school year. Below are the timelines for the implementations of the turnaround principles in priority schools.

Projected Timeline for Implementation	
April 2013	Identification of Focus and Priority schools
May-July, 2013	Turnaround principles and interventions trainings (Initial trainings in May/June and we will provide a training at our Summer Technical Assistance Retreat in July, and additionally as needed)
Fall 2013	Implementation of turnaround principles in Priority schools and appropriate interventions in Focus schools. Schools may also apply for 1003(a) and 1003(g) funding.
School Year 2013-2014	Assign Priority schools coaches for 2013-2014 school year at the beginning of the year to coordinate/monitor implementation of procedures. Liaisons will be assigned beginning of school year 2014-2015. Make 1003 (a) and 1003(g) SIG awards for Priority schools for up-coming year as result of competition. Competition will open ASAP once Wyoming’s ESEA Flexibility Waiver is granted. Priority schools will be required to

	implement an improvement model at the beginning of the school year if receiving 1003(g) funds.
Ongoing	Provide support, technical assistance, and monitoring to Priority schools

The above processes will be repeated each year to ensure Priority schools implement the necessary turnaround principles. In addition, the WDE will be providing continuous support to all Priority schools to ensure trainings are up-to-date and accessible to all schools in need. Priority schools will be required to implement the turnaround principles for at least three years following identification.

2.D.v Provide the criteria the SEA will use to determine when a school that is making significant progress in improving student achievement exits priority status and a justification for the criteria selected.

Priority schools will remain in Priority school status for at least three years upon identification as a Priority school, except currently implementing SIG schools. Currently implementing SIG schools will exit Priority status after three years, but may be included in the list of Focus schools if the school qualifies for that status. After two years in Focus school status, a previous SIG school may again qualify to become a Priority school.

In order to exit Priority school status, low-achieving schools or schools with less than 60% of students graduating, must:

1. Increase the graduation rate to above 60% for two consecutive years; or
2. Remain out of the lowest-achieving schools’ category (bottom 5% of schools) for two consecutive years.

In essence, in order for a Priority school to exit Priority school status, for two consecutive years, the school needs to improve sufficiently so that it is no longer identified as a Priority school based on the methodology used to identify Priority schools.

The above indicators are achievable benchmarks for the schools to be working towards. Not only are the indicators achievable, we believe schools will strive to seek the improvement needed to be removed from the Priority schools category.

2.E Focus Schools

2.E.i Describe the SEA’s methodology for identifying a number of low-performing schools equal to at least 10 percent of the State’s Title I schools as “focus schools.” If the SEA’s methodology is not based on the definition of focus schools in *ESEA Flexibility* (but instead, e.g., based on school grades or ratings that take into account a number of factors), the SEA should also demonstrate that the list provided in Table 2 is consistent with the definition, per the Department’s “Demonstrating that an SEA’s Lists of Schools meet ESEA Flexibility Definitions” guidance.

A description of Data Analysis Methodology for Ranking Schools to Determine Reward, Focus, and Priority Schools under ESEA Flexibility is provided in sections 2.C.i. This same information

is also included in section 2.D.i. A description of the methodology used to identify both Focus and Priority schools is included here as there is some overlap in the steps.

Methodology used to identify as school as a Priority or Focus school in the following school year:

Step 1: Graduation Rate Analysis

Criteria for a school to be identified as a Priority or Focus school:

- 5) School is Title I Funded or Eligible in the current school year
- 6) School has at least 6 expected graduates in each of the last three years
- 7) School has graduation rates less than 60% for the "all students" group in each of the last three years
- 8) School is not already an active cohort 2 or 3 SIG school (these are schools that are already identified as Priority schools because they will continue to receive SIG funds in the 2013-2014 school year)

When the above criteria are met, status is assigned via the following additional consideration:

- 4) If the school is currently a cohort 1 SIG school, the school will not be identified as a Priority school, but will automatically be identified as a Focus school
- 5) Otherwise, the school is identified as a Priority school up to the equivalent of 5% of Title I funded schools
- 6) Title I funded schools not identified as Priority in the previous step will be identified as Focus schools up to the equivalent of 10% of Title I funded schools

Step 2: Assessment Data, All Students Analysis

Criteria for a school to be identified as a Priority or Focus school, if additional schools are required to be identified:

- 4) School is not already identified as a Priority or Focus school via the graduation rate analysis
- 5) School is Title I Funded in the current school year
- 6) In the performance gap-and-progress frequency distribution category table the school is:
 - a. In cell 1-1 (gap-progress) or
 - b. In cell 1-2 (gap-progress) or
 - c. In cell 2-1 (gap-progress)

When the above criteria are met, status is assigned via the following additional consideration:

- 3) If additional Priority schools need to be assigned following identification during the graduation rate analysis, they are prioritized by cell placement (1-1, 1-2, then 2-1) and then actual gap percentage beginning with the most negative gap up to the equivalent of 5% of Title I funded schools
- 4) Schools not identified as Priority in the previous step are identified as Focus schools up to the equivalent of 10% of Title I funded schools

Step 3: Assessment Data, Subgroup Analysis

Criteria for a school to be identified as a Focus school, if additional schools are required to be identified:

- 4) School is not already identified as a Priority or Focus school via the graduation rate analysis or the Assessment Data, All Students Analysis
- 5) School is Title I Funded in the current school year
- 6) In the performance gap-and-progress frequency distribution category table a subgroup in the school is:
 - a. In cell 1-1 (gap-progress) or
 - b. In cell 1-2 (gap-progress)

When the above criteria are met, status is assigned via the following additional consideration:

- 3) Only enough schools needed to meet the requirement are identified as Focus schools, prioritized on cell placement (1-1 then 1-2) and then actual gap percentage beginning with the most negative gap, up to the equivalent of 10% of Title I funded schools
- 4) If the preceding step does not result in identification of the required number of Focus schools, schools in cell placement 2-1 (gap-progress) are considered in the same manner

2.E.ii Provide the SEA’s list of focus schools in Table 23.

2.E.iii Describe the process and timeline the SEA will use to ensure that each LEA that has one or more focus schools will identify the specific needs of the LEA’s focus schools and their students. Provide examples of and justifications for the interventions focus schools will be required to implement to improve the performance of students who are the furthest behind.

Upon identification of Focus schools, the WDE will work with each LEA to ensure the turnaround principles are implemented in each of the necessary schools starting with the 2013-2014 school year. Below are the timelines for the implementations of the turnaround principles in Focus schools.

Projected Timeline for Implementation	
April 2013	Identification of Focus and Priority schools
May-July, 2013	Turnaround principles and interventions trainings (Initial trainings in May/June and we will provide a training at our Summer Technical Assistance Retreat in July, and additionally as needed)
Fall 2013	Implementation of appropriate interventions (which may include implementing the turnaround principles) in Focus schools. These schools may also apply for 1003(a) funding.
School Year 2013-2014	Assign Focus schools coaches for 2013-2014 school year at the beginning of the year to coordinate/monitor implementation of set procedures (liaisons will be assigned beginning

	of school year 2014-2015). Run the 1003(a) competitive grant, Focus schools may, but are not required to apply. Award as soon as the WDE committee reviews and approves each grant. Focus schools will be required to implement the turnaround principles at the beginning of the school year.
Ongoing	Provide support, technical assistance, and monitoring to Focus schools.

The above processes will be repeated each year to ensure Focus schools implement the necessary turnaround principles. In addition, the WDE will be providing continuous support to all Focus schools to ensure trainings are up-to-date and accessible to all schools in need.

2.E.iv Provide the criteria the SEA will use to determine when a school that is making significant progress in improving student achievement and narrowing achievement gaps exits focus status and a justification for the criteria selected.

In order to exit Focus school status, a school must make significant enough progress in closing achievement gaps or improving graduation rates so that it is not identified in the list of Focus or Priority schools for at least two consecutive years.

In essence, in order for a Focus school to exit Focus school status, for two consecutive years, the school needs to improve sufficiently so that it is no longer identified as a Focus school based on the methodology used to identify Focus schools.

The above indicators are achievable benchmarks for the schools to be working towards. Not only are the indicators achievable, schools will strive to seek the improvement needed to be removed from the Focus schools category.

Table 23: Reward, Priority, and Focus Schools

Provide the SEA's list of reward, priority, and focus schools using the Table 2 template. Use the key to indicate the criteria used to identify a school as a reward, priority, or focus school.

The WDE is exploring the development of a transitional system to identify schools by performance category for the 2013-2014 school year in order to meet the requirements of ESEA Flexibility. The list of schools is not available at this time.

TABLE 23: REWARD, PRIORITY, AND FOCUS SCHOOLS

LEA Name	School Name	School NCES ID #	REWARD SCHOOL	PRIORITY SCHOOL	FOCUS SCHOOL
<i>Albany County School District #1</i>	<i>Rock River Elementary</i>	<i>00453</i>	<i>B</i>		
<i>Big Horn County School District #1</i>	<i>Burlington Middle</i>	<i>00477</i>	<i>B</i>		
<i>Big Horn County School District #1</i>	<i>Burlington Elementary</i>	<i>00049</i>	<i>B</i>		
<i>Big Horn County School District #2</i>	<i>Lovell Elementary</i>	<i>00056</i>	<i>A</i>		
<i>Big Horn County School District #3</i>	<i>Greybull Middle</i>	<i>00378</i>	<i>A</i>		
<i>Campbell County School District #1</i>	<i>Meadowlark Elementary</i>	<i>00069</i>			<i>F</i>
<i>Carbon County School District #1</i>	<i>Cooperative High</i>	<i>00147</i>		<i>E</i>	
<i>Carbon County School District #1</i>	<i>Sinclair Elementary</i>	<i>00034</i>			<i>F</i>
<i>Carbon County School District #2</i>	<i>Hannah Elementary</i>	<i>00085</i>	<i>A</i>		
<i>Converse County School District #1</i>	<i>White Elementary</i>	<i>00135</i>			<i>F</i>
<i>Crook County School District #1</i>	<i>Hulett School</i>	<i>00407</i>			<i>F</i>
<i>Fremont County School District #1</i>	<i>Pathfinder High School</i>	<i>00154</i>		<i>D-1</i>	

<i>Fremont County School District #2</i>	<i>Dubois Elementary</i>	<i>00432</i>	<i>B</i>		
<i>Fremont County School District #6</i>	<i>Wind River Elementary</i>	<i>00160</i>	<i>A</i>		
<i>Fremont County School District #14</i>	<i>Wyoming Indian High</i>	<i>00441</i>		<i>D-1</i>	
<i>Fremont County School District #14</i>	<i>Wyoming Indian Elementary</i>	<i>00226</i>		<i>C</i>	
<i>Fremont County School District #21</i>	<i>Fort Washakie Middle</i>	<i>00370</i>			<i>F</i>
<i>Fremont County School District #21</i>	<i>Fort Washakie Elementary</i>	<i>00498</i>			<i>F</i>
<i>Fremont County School District #25</i>	<i>Rendezvous Elementary</i>	<i>00220</i>			<i>F</i>
<i>Fremont County School District #25</i>	<i>Jackson Elementary</i>	<i>00290</i>	<i>A</i>		
<i>Fremont County School District #38</i>	<i>Arapahoe Charter High School</i>	<i>00367</i>		<i>D-1</i>	
<i>Goshen County School District #1</i>	<i>La Grange Elementary</i>	<i>00475</i>	<i>B</i>		
<i>Laramie County School District #1</i>	<i>Triumph High</i>	<i>00092</i>			<i>H-2</i>
<i>Laramie County School District #1</i>	<i>Johnson Junior High</i>	<i>00094</i>			<i>F</i>
<i>Laramie County School District #1</i>	<i>Pioneer Park Elementary</i>	<i>00118</i>			<i>F</i>
<i>Laramie County School District #1</i>	<i>Fairview Elementary</i>	<i>00108</i>			<i>F</i>
<i>Laramie County School District #1</i>	<i>Rossman Elementary</i>	<i>00119</i>			<i>F</i>
<i>Lincoln County School District #1</i>	<i>Kemmerer Alternative</i>	<i>00358</i>		<i>E</i>	
<i>Lincoln County School District #2</i>	<i>Swift Creek High</i>	<i>00193</i>		<i>D-2</i>	

<i>Natrona County School District #1</i>	<i>Roosevelt High</i>	<i>00256</i>			<i>H-2</i>
<i>Natrona County School District #1</i>	<i>Grant Elementary</i>	<i>00242</i>			<i>F</i>
<i>Niobrara County School District #1</i>	<i>Niobrara County High</i>	<i>00214</i>		<i>D-2</i>	
<i>Park County School District #1</i>	<i>Parkside Elementary</i>	<i>00281</i>	<i>B</i>		
<i>Sheridan County School District #2</i>	<i>The Wright Place</i>	<i>00140</i>	<i>A</i>		
<i>Sheridan County School District #2</i>	<i>Henry A. Coffeen Elementary</i>	<i>00316</i>	<i>A</i>		
<i>Sheridan County School District #2</i>	<i>Highland Park Elementary</i>	<i>00317</i>	<i>B</i>		
<i>Sheridan County School District #2</i>	<i>Sagebrush Elementary</i>	<i>00474</i>	<i>B</i>		
<i>Sheridan County School District #2</i>	<i>Woodland Park Elementary</i>	<i>00322</i>	<i>B</i>		
<i>Sweetwater County School District #1</i>	<i>Desert View Elementary</i>	<i>00298</i>			<i>F</i>
<i>Sweetwater County School District #1</i>	<i>Overland Elementary</i>	<i>00301</i>			<i>F</i>
<i>Sweetwater County School District #2</i>	<i>Washington Elementary</i>	<i>00332</i>			<i>F</i>
<i>Uinta County School District #1</i>	<i>Horizon Alternative School</i>	<i>00376</i>		<i>D-2</i>	
<i>Uinta County School District #1</i>	<i>North Evanston Elementary</i>	<i>00433</i>			<i>F</i>
<i>Uinta County School District #1</i>	<i>Uinta Meadows Elementary</i>	<i>00414</i>	<i>A</i>		
<i>Washakie County School District #2</i>	<i>Ten Sleep K-12</i>	<i>00393</i>	<i>A</i>		
TOTAL # of Schools:			18	9	18

Total # of Title I schools in the State: 174

Total # of Title I-participating high schools in the State with graduation rates less than 60% for three years: 3

Key

<p><u>Reward School Criteria:</u></p> <ul style="list-style-type: none"> A. Highest-performing school B. High-progress school <p><u>Priority School Criteria:</u></p> <ul style="list-style-type: none"> C. Among the lowest five percent of Title I schools in the State based on the proficiency and lack of progress of the “all students” group D-1. Title I-participating high school with graduation rate less than 60% over a number of years D-2. Title I-eligible high school with graduation rate less than 60% over a number of years E. Cohort 2 or Cohort 3 Tier I or Tier II SIG school implementing a school intervention model 	<p><u>Focus School Criteria:</u></p> <ul style="list-style-type: none"> F. Has the largest within-school gaps between the highest-achieving subgroup(s) and the lowest-achieving subgroup(s) or, at the high school level, has the largest within-school gaps in the graduation rate G. Has a subgroup or subgroups with low achievement or, at the high school level, a low graduation rate H-1. A Title I-participating high school with graduation rate less than 60% over a number of years that is not identified as a priority school H-2. Cohort 1 Tier I or Tier II SIG school implementing a school intervention model
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2.F Provide Incentives and Supports for other Title I Schools

- 2.F Describe how the SEA’s differentiated recognition, accountability, and support system will provide incentives and supports to ensure continuous improvement in other Title I schools that, based on the SEA’s new AMOs and other measures, are not making progress in improving student achievement and narrowing achievement gaps, and an explanation of how these incentives and supports are likely to improve student achievement and school performance, close achievement gaps, and increase the quality of instruction for students.

Schools not identified as Priority or Focus schools that are not making progress in improving student achievement and narrowing achievement gaps will be required to develop a school improvement plan and implement school improvement interventions appropriate to the needs of the students and teachers. All schools are required to develop and implement school improvement plans for accreditation and under the Wyoming Accountability in Education Act (WAEA) all schools, except Exceed Expectations schools, are required to develop improvement plans. These plans and their implementation have been discussed already.

The WAEA requires the liaisons (WDE will use coaches in the 2013-2014 school year) that are assigned by WDE or districts to work with all schools, except Exceeds Expectations schools, in the development of an improvement plan. Page 5 of WAEA (attachment 12) specifies that the improvement “plan shall be based upon an evaluation of the strengths and deficiencies of specific indicator scores that identifies appropriate improvement goals with an explanation of the measures and methods chosen for improvement, the processes to be implemented to deliver the improvement measures, identification of relevant timelines and benchmarks and an articulation of the process for measuring success of the methods chosen to increase performance.” It further goes on to say that the Director of WDE shall appoint a representative from WDE to serve as a liaison (page 6, attachment 12) “between the school district leadership and the department” to “review and approve improvement plans submitted by schools.” Resources requested in the improvement plan need to be for interventions that are based upon a comprehensive review of the available research and need to be commensurate with the level of intervention, support and consequences required to be administered under WAEA. The work that will be done with these schools is similar to the work done with Priority and Focus schools, but because of the nature of these schools being in a better state of performance, will not be as intensive.

The implementation of strategies associated with a school’s improvement plan is designed to improve the academic achievement of students. In order to ensure a school is effectively implementing the turnaround principles necessary to improve achievement, it will be required of schools to report their results regularly to the WDE through the coaches or liaisons. The turnaround principles to be implemented are as follows:

1. Provide the school with strong leadership. Once the current leadership is reviewed, this will involve one of two processes: (1) replace the current principal; or (2) WDE will work with the LEA and school to provide training for the principal if needed, as well as determine what criteria should be met in order to provide flexibility for the current principal in the areas of scheduling, staff, curriculum, providing professional development to staff, and budget;
2. Ensuring teachers are able to improve instruction and provide effective teaching methods by: (1) providing on-going professional development informed by the teacher evaluation

process and support system, and tied to teacher and student needs ;(2) reviewing the quality of all staff; those positions maintained should be those who can demonstrate effective teaching methods and will be successful in the turnaround of the school; and (3) preventing ineffective teachers from transferring to these schools;

3. Redesigning the school day, week, or year to include additional learning services for students and/or teacher collaboration;
4. Strengthening the school’s instructional program based on student needs and ensuring that the instructional program is research-based, rigorous, and aligned with State academic content standards;
5. Using data to inform instruction and for continuous improvement, including providing time for collaboration on the use of data
6. Establishing a school environment that improves school safety and discipline and addressing other non-academic factors that impact student achievement, such as students’ social, emotional, and health needs; and
7. Providing ongoing mechanisms for family and community engagement.

General Planning and Reporting for Schools:

The WDE will utilize various methods in order to ensure schools have effectively established the turnaround processes and are able to demonstrate progress.

First, the WDE realizes that each school has unique needs and situations. Therefore, in order to prevent a “blanket approach” for the methods all schools should follow, schools will be required to conduct a self-assessment based on their needs according to the 10 Indicators of Effective Practice.

The Indicators are defined in *The High Performing School-Benchmarking the 10 Indicators of Effectiveness*.

These indicators and the associated characteristics are aligned to AdvacEd accreditation, Wyoming and Federal Statute, and the Wyoming Comprehensive Accountability Framework. In addition, it should be noted that each of the turnaround principles are included in the ten indicators, either as an indicator or a characteristic. The ten indicators that the needs assessment will be based on are as follows:

1. Written Curriculum;
2. Instructional Program;
3. Student Assessment;
4. School Leadership;
5. Strategic Planning;
6. Professional Development;
7. Student Engagement, Connectedness and Readiness;
8. School Environment;
9. Family and Community Involvement;
10. District Support

In order to assist schools with determining weaknesses and assessing the areas in need of assistance, each school will be assigned a school evaluation team and coach in the 2013-2014 school year (liaisons will be assigned according to WAEA during the 2014-2015 school year). The school evaluation team and coach or liaison will work together to determine the appropriate approaches to address the needs of each school.

In addition to providing a comprehensive needs assessment, the school will also be responsible for providing goals and its own evaluation process (to determine if school officials have made satisfactory progress). Once the school evaluation team and coach/liaison complete the needs assessment, goals, and evaluation, it will be submitted to the WDE for review. This will ensure the plan meets all regulatory standards and provisions. Once the WDE has reviewed and approved the plan, the school evaluation team and coach/liaison will implement the changes deemed necessary. If, however, the changes are not deemed appropriate by the WDE, the State will work with the school, school evaluation team, and coach/liaison to ensure a satisfactory plan is executed. It should be noted that school improvement plans are required for accreditation and for all schools except Exceeds Expectations schools under WAEA. Exceeds Expectations schools are required to identify the best practices in their school to disseminate to other schools in the state.

2.G Build SEA, LEA, and School Capacity to Improve Student Learning

- 2.G Describe the SEA's process for building SEA, LEA, and school capacity to improve student learning in all schools and, in particular, in low-performing schools and schools with the largest achievement gaps, including through:
- i. timely and comprehensive monitoring of, and technical assistance for, LEA implementation of interventions in priority and focus schools;
 - ii. ensuring sufficient support for implementation of interventions in priority schools, focus schools, and other Title I schools identified under the SEA's differentiated recognition, accountability, and support system (including through leveraging funds the LEA was previously required to reserve under ESEA section 1116(b)(10), SIG funds, and other Federal funds, as permitted, along with State and local resources); and
 - iii. holding LEAs accountable for improving school and student performance, particularly for turning around their priority schools.

Explain how this process is likely to succeed in improving SEA, LEA, and school capacity.

Monitoring

The timely and comprehensive monitoring of the implementation of interventions in Priority and Focus schools will be incorporated into the Wyoming Department of Education's already existing Consolidated Grant Monitoring Process.

The WDE is required to monitor the programs and uses of funds of all federal programs under the Elementary and Secondary Education Act (ESEA). The Citation for this requirement is Education Department of General Administration (EDGAR) Section 80.40, NCLB Section 9304(a), and McKinney-Vento statute Section 722(g)(2).

Districts complete a Programmatic and Fiscal Desk Audit for their Consolidated Grant (CG) funds on a 3-year, rotating cycle – 16 districts are reviewed each year. The Programmatic and Fiscal Desk Audits will be conducted annually for the implementation of interventions in Priority and Focus schools in a similar manner to how school improvement interventions are currently monitored. The Desk Audit is due to the WDE by the week of November 15 each year for the 16

districts on rotation. Priority and Focus schools being monitored in addition to districts are expected to provide documentation, either in paper or electronic format, on all highlighted sections within the Desk Audit. (The WDE will develop the Desk Audit Review Form for the Priority and Focus schools during the 2013-2014 school year to be used in monitoring the implementation of interventions during that school year.) The Desk Audit is then reviewed by the respective WDE Federal Program Manager by the second week in December. Program Managers evaluate all indicators that relate to their specific program and record whether the district is in compliance or not for each indicator on the WDE Desk Audit Review Form. All notes throughout the monitoring process are recorded on this form by each Program Manager, and used to produce follow up documentation and a Corrective Action Plan information when appropriate.

After this review, all WDE Program Managers meet as a group to discuss the documentation that was sent in, their individual concerns or issues, and then determine, as a group, which districts should be scheduled for an on-site follow-up visit for a more in depth review of Desk Audit indicators. Reasons for a on-site follow-up may include, but are not limited to, missing or incomplete documentation, compliance issues, fiscal or programmatic concerns, reporting errors, failure to submit their CG Application on time, new staff and/or the need for fiscal or programmatic technical assistance, or other fiscal or programmatic issues that the each Program Manager has noted.

Districts that will be receiving an onsite follow-up visit will be notified by the WDE Consolidated Grant Manager before the districts winter break. Dates will be discussed and set-up so both the district and the WDE can plan for the upcoming on-site follow-up visit. Dates of the visits will occur during the spring semester.

By the end of January, detailed letters are sent out to the selected districts by the WDE Consolidated Grant Manager explaining what areas need further review and the on-site follow-up visits are then scheduled. Teams of Programs Managers then visit these selected districts and further review district documentation and programs. While on-site, Program Managers will review the additional indicators contained within the Desk Audit; these are the indicators for documentation that was not initially required to be sent in. Indicators of the Desk Audit for Focus and Priority schools related to making improvements in the areas for which the school was identified as a Focus or Priority school will be closely monitored. Further Actions Required for failing to make progress in the areas for which a school was identified may be to the extent of replacing the principal and other staff associated with the failure to make progress, modifying the curriculum, or other researched based interventions as identified by the liaison assigned to the school by WDE.

Upon completion of the monitoring visit, WDE Program Managers will meet with the district staff and discuss the initial summary of the monitoring results. The results of the review will be communicated in one of three ways:

- Commendations** - areas in which the district demonstrated an outstanding effort;
- Further Actions Required** - areas in which the district is required to produce follow-up evidence in order to be in compliance with NCLB;
- Recommendations** - areas in which the district has met the NCLB requirements for

compliance, but could be improved.

Within thirty business days after the visit is completed, the district will receive a Monitoring Review letter from the WDE Consolidated Grant Manager. This letter details the findings of the visit and explains what further steps, if any, the district must take. If there are further actions required after the on-site visit, the school and/or district must submit a Corrective Action Plan specifying the actions it will take to bring the indicators into compliance. Upon receipt of the Monitoring Review, the district will have 45 business days to complete and submit to the WDE Consolidated Grant Manager a completed Corrective Action Plan. This plan will then be reviewed by the WDE Program Manager responsible for the program in which the non-compliance issue occurred. That Program Manager will then contact the district concerning the completion of the Corrective Action Plan. Once the program manager determines the district is in compliance, they then submit to the Consolidated Grant Manager that the district has completed their corrective action(s), and the district then receives a Corrective Action Completion Notification stating that they are no longer in Corrective Action Status.

Effective May 1, 2007, the WDE will not approve the district's Consolidated Grant application until the district's Corrective Actions are completed. This process will apply annually to all monitored districts for their Consolidated Grant. In addition, individual program managers may determine if it is necessary to approve the monthly request for funds (WDE 118) of a particular federal program based on the district's Desk Audit, the results of the on-site visits, and progress on the Corrective Action Plan. The program managers will conduct Technical Assistance every three (3) months with the district to assist in the Corrective Action and other federal program requirements.

Districts not receiving an on-site visit will receive a detailed letter by February requesting any further documentation Program Managers might need. The WDE will also conduct a brief follow-up video-meeting via the Wyoming Equality Network (WEN) or Blackboard Collaborative to answer any questions or to provide explanation as to the further documentation needed. Any further documentation needed will need to be sent to the WDE by April 15, and will then be reviewed by WDE Program Managers. A Monitoring Review letter will be sent the district no later than May 31st as appropriate, detailing the WDE's monitoring results. If further actions required is warranted, the process will be as is stated above.

Technical Assistance and Support

In addition to the technical assistance provided as part of the monitoring process, the WDE provides technical assistance and support to schools and districts in a number of ways. The WAEA requires the liaisons (WDE will use coaches in the 2013-2014 school year) that are assigned by WDE or districts to work with all schools, except Exceeds Expectations schools, in the development of an improvement plan. Page 5 of WAEA (attachment 12) specifies that the improvement "plan shall be based upon an evaluation of the strengths and deficiencies of specific indicator scores that identifies appropriate improvement goals with an explanation of the measures and methods chosen for improvement, the processes to be implemented to deliver the improvement measures, identification of relevant timelines and benchmarks and an articulation of the process for measuring success of the methods chosen to increase performance." It further goes on to say that the Director of WDE shall appoint a representative from WDE to serve as a

liaison (page 6, attachment 12) “between the school district leadership and the department” to “review and approve improvement plans submitted by schools.” Resources requested in the improvement plan need to be for interventions that are based upon a comprehensive review of the available research and need to be commensurate with the level of intervention, support and consequences required to be administered under WAEA.

The implementation of strategies associated with a school’s improvement plan is designed to improve the academic achievement of students. In order to ensure a school is effectively implementing the turnaround principles necessary to improve achievement, it will be required of schools to report their results regularly to the WDE through the coaches or liaisons. The turnaround principles to be implemented are described in other sections of this document.

In addition to the state and local level resources available to all districts and the requirement to use those resources to provide research supported interventions to help improve student achievement in low performing and high achievement schools, the WDE will also require districts with Priority and/or Focus schools to set aside a portion of their Title I-A funds prior to distribution to schools, in order to support the implementation of the turnaround principles in those Priority and Focus schools.

Contingent upon approval of Wyoming’s request for these Flexibility waivers, districts will be required to offer public school choice for either Title I Priority or Focus schools, but will no longer be required to provide Supplemental Educational Services (SES). District can choose to offer SES and pay for the services using Title I funds, but they will not be required to do so.

Under current accountability measures, districts are required to set aside a percentage of their Title I allocation for SES and public school choice (20%); and professional development at identified schools (10%). Wyoming seeks to have these set asides eliminated and replaced with the following set aside.

Districts will be required to set aside between five (5) and fifteen (15) percent of their Title I funds to implement the turnaround principles in their Focus and Priority schools. The amount of funding required to be set aside will be commensurate with the percent of students in the district in Focus and Priority schools.

Principle 3: Supporting Effective Instruction and Leadership

3.A Develop and Adopt Guidelines for Local Teacher and Principal Evaluation and Support Systems

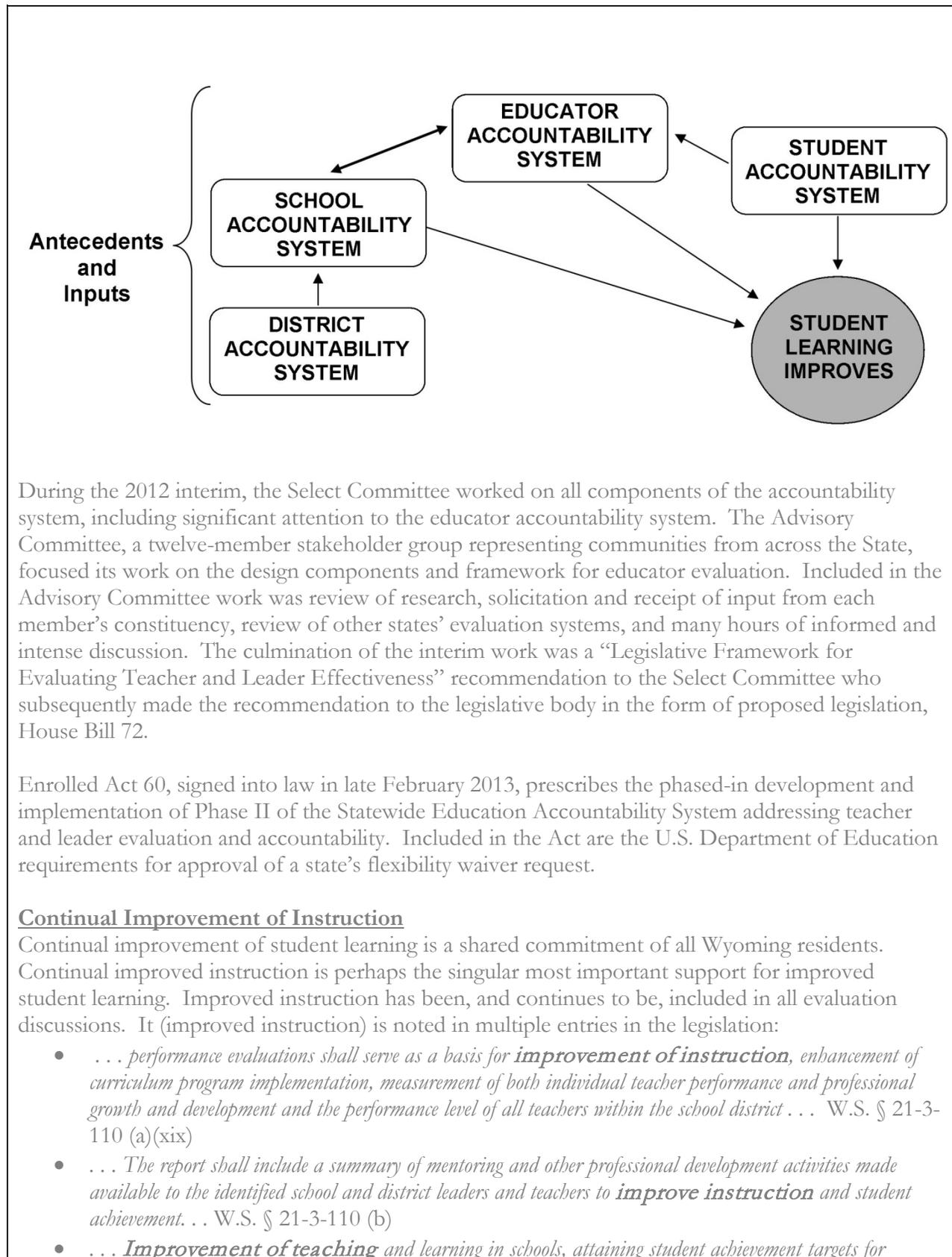
Select the option that pertains to the SEA and provide the corresponding description and evidence, as appropriate, for the option selected.

<p>Option A</p> <p><input checked="" type="checkbox"/> If the SEA has not already developed and adopted all of the guidelines consistent with Principle 3, provide:</p> <ul style="list-style-type: none"> i. the SEA’s plan to develop and adopt guidelines for local teacher and principal evaluation and support systems by the end of the 2012–2013 school year; ii. a description of the process the SEA will use to involve teachers and principals in the development of these guidelines; and iii. an assurance that the SEA will submit to the Department a copy of the guidelines that it will adopt by the end of the 2012–2013 school year (see Assurance 14). 	<p>Option B</p> <p><input type="checkbox"/> If the SEA has developed and adopted all of the guidelines consistent with Principle 3, provide:</p> <ul style="list-style-type: none"> i. a copy of the guidelines the SEA has adopted (Attachment 10) and an explanation of how these guidelines are likely to lead to the development of evaluation and support systems that improve student achievement and the quality of instruction for students; ii. evidence of the adoption of the guidelines (Attachment 11); and iii. a description of the process the SEA used to involve teachers and principals in the development of these guidelines.
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The Wyoming Accountability in Education Act of 2012 charged the Advisory Committee to the Wyoming Select Committee on Education Accountability with designing a framework for educator evaluation in Wyoming. A team of consultants from the Center for Assessment was contracted to inform and facilitate the work.

The Wyoming Select Committee on Education Accountability in conjunction with its Advisory Committee, understanding the need for a coherent accountability system, made a commitment to design a system of accountability in which all components utilize information from the other components in order to ensure a more reliable accountability determination. Specific to teacher and leader evaluation, the legislation states that *Recommendations on the design framework for the teacher and leader evaluation and accountability system developed by the advisory committee pursuant to this section shall focus on creating coherence among school, leader and teacher evaluation systems.* . . . W.S. § 21-2-304 (c)

The systematic development of an accountability system required the development and adoption of a theory of action to guide the work. As depicted in the following graph, the adopted theory of action is the design of multiple, interrelated systems with the focus on improved student learning.



performance indicators established under W.S. 21-2-204 and fostering school program improvement shall be the primary purposes of state wide assessment of student performance in Wyoming. . . W.S. § 21-2-304 (a)(v)

Meaningfully Differentiate Performance

W.S. § 21-2-304 (b)(xv) states that . . . *The evaluation system shall clearly prescribe standards for **highly effective performance, effective performance, performance in need of improvement and ineffective performance.** . . .*

W.S. § 21-2-304 (c) states that *Recommendations on the design framework for the teacher and leader evaluation and accountability system developed by the advisory committee pursuant to this section shall focus on creating coherence among school, leader and teacher evaluation systems. In addition recommendations by the advisory committee shall establish design documents to effectively communicate requirements to school districts, to create guidance and provide training to districts in implementing evaluation systems with fidelity and to design systems and structures for professional learning opportunities. The design framework shall expand the three (3) levels of performance descriptors prescribed under 2012 Wyoming Session Laws, Chapter 101, Section 6(v), to four (4) levels of performance descriptors, specified as follows:*

- (i) **Highly effective performance***
- (ii) **Effective performance***
- (iii) **Performance in need of improvement, and***
- (iv) **Ineffective performance”***

As noted in this reference, and previously, the importance of a coherent accountability system cannot be overstated. With that in mind, discussions attempting to define the levels of educator performance have enlightened and informed, but cannot be determined until school accountability factors and the measures of professional practice, including evidence of student learning, have been refined.

Use Multiple Valid Measures, Including Student Growth

. . . the select committee on statewide education accountability, . . . shall continue a study of a teacher and school district leader evaluation and accountability system. This system shall comprise phase II of the statewide education accountability system as initiated by 2011 Wyoming Session Laws. . . The design framework for the teacher and school district leader evaluation and accountability system shall:

- (i) Support and promote improvement in student learning in Wyoming schools;*
- (ii) Be designed coherently to support a system of continuous school improvement, working seamlessly with phase I of the school accountability system . . . and fostering collaboration among teachers, administrators and other public education stakeholders;*
- (iii) Be designed and implemented with integrity and incorporate transparency necessary for all relevant participants to clearly understand expectations, including identification of an appropriate methodology to link student performance to the performance of teachers and school and district leaders as necessary for creation and implementation of an accountability system . . . ;*
- (iv) Be designed to promote opportunities for meaningful professional growth of teachers and school district leaders;*
- (v) Allow for flexibility to fit local district and community contexts and needs. W.S. § 21-2-304, Section 3(a)*

. . . the select committee, through the advisory committee . . . shall develop recommendations for the phase II teacher

and school district leader evaluation and accountability system based upon evidence of student learning as well as measures of professional educator practice organized according to five (5) domains, each weighted relatively equally, and specified as follows:

- (i) Learner development and learning differences and environments;
- (ii) Content knowledge and application of content;
- (iii) Instructional practice including assessment, planning for instruction and instructional strategies;
- (iv) Professional responsibility including professional learning and ethical practice and leadership and collaboration;
- (v) Evidence of student learning. W.S. § 21-2-304, Section 3 (b)

Regular Evaluation of Teachers and Principals

The legislation (Enrolled Act 60) requires that all educators be evaluated regularly:

- *Not later than school year 2016-2017 and each school year thereafter, require the performance of each initial contract teacher to be evaluated summatively . . . W.S. § 21-3-110 (a)(xvii)*
- *Not later than school year 2016-2017 and each school year thereafter, establish a teacher performance evaluation system and require the performance of each continuing contract teacher to be evaluated summatively . . . W.S. § 21-3-110 (a)(xvii)*
- *Not later than school year 2015-2016 and each school year thereafter, . . . require the performance of each school district leader, including superintendents and principals and other district or school leaders serving in a similar capacity to be evaluated in accordance with the statewide education accountability system . . . W.S. § 21-3-110 (a)(xxx)*

Clear and Timely Feedback

Feedback regarding educator evaluation is addressed in the legislation:

. . . The performance evaluation system shall also include reasonable opportunity for state and district provision of mentoring and other professional development activities . . . This reference in W.S. § 21-2-304 (b)(xv) is addressing the teacher evaluation system. An identical statement addressing the evaluation of leaders is made in W.S. § 21-2-304 (b)(xvi). Rules under which the districts are currently administering educator evaluation require that regular feedback is included in each district's evaluation process. Although the legislation does not specifically require feedback, language in W.S. § 21-2-304(b)(xv) *allows districts the opportunity to refine the system to meet the individual needs of the district.* Regular feedback relative to educator evaluation is present in all Wyoming school districts' evaluation systems, and that feedback is valued by all educators. It is reasonable to expect districts to include that component in their evaluation systems with or without the requirement from the state, although the requirement will undoubtedly be included in the Rules that must be written and implemented not later than July 1, 2015 for leaders and July 1, 2016 for teachers.

Inform Personnel Decisions

The legislation requires that teacher and leader evaluation and accountability systems inform personnel decisions:

- *. . . performance evaluations shall serve as a basis for improvement of instruction, enhancement of curriculum program implementation, measurement of both individual teacher performance and professional growth and development and the performance level of all teachers within the school district, and as documentation for unsatisfactory performance that may lead to dismissal, suspension and termination proceedings . . . W.S. §21-3-110(a)(xix)*
- *. . .the district board (board of trustees) shall also provide the state board written reports verifying school*

district leader performance and providing performance scores necessary for continued employment. W.S. § 21-3-110 (a)(xxx)

- *. . . each school district superintendent shall provide a report to the board of trustees identifying all teachers . . . and. . . all school and district leaders within the district whose performance, through evaluations . . . has been determined in need of improvement or ineffective for that school year. W.S. § 21-3-110(b)*
- *The board (board of trustees) may suspend or dismiss any teachers, or terminate any continuing contract teacher for . . . Beginning school year 2016-2017 and each school year thereafter, inadequate performance as determined through performance evaluation tied to student academic growth for at least two (2) consecutive years. . . W.S. § 21-7-110 (a)(vii).*

Personnel decisions based on the evaluation process are and will continue to be the responsibility of each school district, and that requirement will be written into the Rules for educator evaluation. During the 2013 interim, the Select Committee and the Advisory Committee shall continue a study of a teacher and school district leader evaluation and accountability system. W.S. § 21-2-304, Section 3(a) and Section 4(d).

On or before October 15, 2013, the advisory committee shall report to the select committee on statewide education accountability recommendations on the design of a teacher and leader evaluation and accountability system. System recommendations shall be designed such that the leader evaluation and accountability system is completed prior to finalization of the teacher evaluation and accountability system to enable effective participation by school leaders in the final design of the teacher evaluation and accountability system. W.S. § 21-2-304, Section 4 (d).

Timelines for the development, required training, professional learning, piloting, and implementation of teacher and leader evaluations are articulated in the legislation:

- *During school year 2013-2014, the design shall enable provision of required training and professional learning opportunities to leaders, school board members and teachers, enable communication of system requirements to key stakeholders and shall pilot data collection methods and pilot selected accountability and evaluation system components based upon a sample of volunteer districts;*
- *During school year 2014-2015, the design shall continue provision of professional learning opportunities for key stakeholders, allow for system design revision based upon results of the voluntary pilot implemented during school year 2013-2014 and shall pilot all components of the leader evaluation and accountability system in all school districts, and components of the teacher evaluation and accountability system in all school districts which may be structured in a manner that requires each school district to implement only a partial system comprised of selected components, but allows all teacher system components to be piloted through a collection of partial assessments in all school districts. . .*
- *During school year 2015-2016, the design shall be reviewed and may be revised as necessary based upon the school year 2014-2015 pilot, continue provision of professional learning opportunities based on needs identified through the school year 2014-2015 pilot, conduct initial peer review of school district evaluation models according to guidelines for the peer review process . . . disseminate to school districts best practices based upon peer review results and require all school district to implement leader evaluation and accountability systems and to pilot all teacher system components;*
- *During school year 2016-2017, the system design shall be reviewed and may be revised based upon the school year 2015-2016 pilot, continue provision of professional learning opportunities based upon needs identified in the school year 2015-2016 pilot, conduct a second peer review of school district evaluation models. . . , disseminate to school district best practices based upon peer review results and require all school districts to implement teacher evaluation and accountability systems and continue implementation of leader evaluation and accountability systems subject to system revisions based upon review of the 2015-2016 initial*

implementation year. W.S. § 21-2-304, Section 4 (d)(i), (ii), (iii), and (iv). . . . recommendations by the advisory committee shall establish design documents to effectively communicate requirements to school districts, to create guidance and provide training to districts in implementing evaluation systems with fidelity and to design systems and structures for professional learning opportunities. . . . W.S. § 21-2-304, Section 4 (c)

The Wyoming Department of Education, the Advisory Committee to the Select Committee on Education Accountability, the State Board of Education, and the Center for Assessment consultants will be collaboratively developing a specific plan for evaluation design frameworks, required trainings, professional learning, involvement of teachers and principals in educator evaluation and accountability design frameworks, communication with all stakeholders, pilot processes and data collections, and evaluation and adjustment procedures.

The Wyoming Department of Education will submit a copy of the guidelines that it will adopt as soon as the specifics of those guidelines have been completed.

3.B Ensure LEAs Implement Teacher and Principal Evaluation and Support Systems

- 3.B Provide the SEA’s process for ensuring that each LEA develops, adopts, pilots, and implements, with the involvement of teachers and principals, including mechanisms to review, revise, and improve, high-quality teacher and principal evaluation and support systems consistent with the SEA’s adopted guidelines.

As detailed in the timeline description previously provided, the teacher and leader accountability system legislation has been carefully developed with attention to significant involvement of all stakeholders, training, professional learning, pilot processes, review and adjustment of processes.

The Advisory Committee has had significant responsibility, with input from regional constituents, for the design components written into the law. That group’s responsibility will continue and will include additional collaboration and support from the Wyoming Department of Education and the State Board of Education. A thoroughly developed plan for the inclusion of teachers and principals in all phases of the educator evaluation and accountability system will be developed. The plan will include regional focus groups, virtual participation, written input, and other communication/collaboration activities to support a system that will support improved student learning in Wyoming schools.