Wyoming Department of Education

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July 8, 2013

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

Dear Assistant Secretary Delisle:

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

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

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

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

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

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

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

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

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

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

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

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

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

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

[1] The Department encourages each SEA to provide this information in the format set forth in the attachment to this template letter.

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

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

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

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

Sincerely,

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

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

Guidance on Attachment: Identifying Achievement and Graduation Rate Gaps

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

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

Statewide Achievement Gaps in Reading/Language Arts, Mathematics, and Graduation Rates by Subgroup

Graduation rate data beginning school year 2010-2011 is based on the four-year adjusted cohort graduation rate calculations.

Note: A gap for a particular year is the difference between the percentage of students proficient in the particular subject or graduating in the "all students" group and the percentage of students proficient in the subject or graduating in the indicated subgroup. A negative gap indicates that the subgroup is performing below the "all students" group; a positive gap indicates that the subgroup is performing above the all students group.

		All Students	Economically Disadvantaged		Students with Disabilities		English Learners		White		African American	
		% Proficient	% Proficient	Gap	% Proficient	Gap	% Proficient	Gap	% Proficient	Gap	% Proficient	Gap
READING/ LANGUAGE ARTS	9 - 10	62.36%	49.96%	-12.40%	34.83%	-27.53%	30.51%	-31.85%	64.84%	2.48%	51.83%	-10.52%
	10 - 11	75.95%	66.03%	-9.92%	46.55%	-29.40%	42.77%	-33.18%	78.73%	2.78%	64.42%	-11.53%
	11 - 12	78.39%	68.53%	-9.86%	50.33%	-28.06%	47.90%	-30.49%	80.83%	2.44%	71.22%	-7.17%
MATHEMATICS	9 - 10	72.55%	62.68%	-9.86%	49.23%	-23.32%	48.12%	-24.43%	75.11%	2.56%	59.44%	-13.11%
	10 - 11	77.71%	69.56%	-8.15%	54.61%	-23.10%	55.13%	-22.58%	80.31%	2.60%	61.68%	-16.03%
	11 - 12	79.79%	71.64%	-8.15%	56.85%	-22.94%	56.82%	-22.97%	82.26%	2.47%	64.89%	-14.90%
GRADUATION RATE*		% Graduating	% Graduating	Gap	% Graduating	Gap	% Graduating	Gap	% Graduating	Gap	% Graduating	Gap
	9 - 10	80.42%	65.31%	-15.11%	62.89%	-17.53%	54.59%	-25.83%	83.27%	2.85%	80.00%	-0.42%
	10 - 11	79.74%	66.19%	-13.55%	57.20%	-22.54%	62.07%	-17.67%	81.79%	2.05%	58.02%	-21.72%
	11 - 12	78.89%	64.81%	-14.08%	58.68%	-20.21%	55.91%	-22.98%	81.88%	2.99%	66.22%	-12.67%

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

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