



WYOMING STATE BOARD OF EDUCATION

Wyoming education partners support a student-centered learning system in which all Wyoming students graduate prepared and empowered to create and own their futures.

November 18 th , 2016 1:00 p.m. – 3:30 p.m. GoToMeeting		
1:00 p.m. – 1:10 p.m.	State Board of Education	
	• Call to order	
	• Approval of agenda	Tab A
	• Minutes from October 13-14, 2016	Tab B
	• Treasurer’s Report	Tab C
1:10 p.m. – 1:25 p.m.	State Superintendent Update	Tab D
1:25 p.m. – 2:25 p.m.	Board Reports from SBE Coordinator and WDE Liaison to include:	
	• Legislative Agenda	Tab E
	• Long-Term and Interim Goals	Tab F
	• SBE Policy Manual	Tab G
	• Chapter 31 Technical Correction	Tab H
	• Update on Chapter 6 and 10	
• Assessment Update	Tab I	
2:25 p.m. – 2:45 p.m.	Discussion Items:	
	• SBE Committee Reports	
	○ Communications Committee	Tab J
	(a) SBE 100 th Anniversary	
	○ Administration Committee	Tab K
○ Advisory Committee	Tab L	
• Next Meeting		
2:45 p.m. – 2:55 p.m.	Bob Jensen on Civic Education	Tab M
2:55 p.m.- 3:15 p.m.	Action Items:	
	• Hot Springs BOCES	Tab N
	• Chapter 31 Revision	Tab O
	• SBE Policies	Tab P
3:15 p.m.- 3:30 p.m.	Public Comment, other issues, concerns and discussion	
3:30 p.m.	Adjournment	



ACTION SUMMARY SHEET

DATE: November 18, 2016

ISSUE: Approval of Agenda

BACKGROUND:

SUGGESTED MOTION/RECOMMENDATION:

To approve the Agenda for the November 18, 2016 State Board of Education meeting.

SUPPORTING INFORMATION ATTACHED:

- Agenda

PREPARED BY: Chelsie Oaks
Executive Assistant

ACTION TAKEN BY STATE BOARD: _____ **DATE:** _____

COMMENTS:



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ACTION SUMMARY SHEET

DATE: November 18, 2016

ISSUE: Approval of Minutes

BACKGROUND:

SUGGESTED MOTION/RECOMMENDATION:

To approve the minutes from the State Board of Education meeting on October 13-14, 2016.

SUPPORTING INFORMATION ATTACHED:

- Minutes of October 13-14, 2016

PREPARED BY: Chelsie Oaks

Chelsie Oaks, Executive Assistant

ACTION TAKEN BY STATE BOARD: _____ **DATE:** _____

COMMENTS:

WYOMING STATE BOARD OF EDUCATION
October 13-14, 2016
Fremont CSD #1 Boardroom
Lander, Wyoming

Wyoming State Board of Education members present: Pete Gosar, Ken Rathbun, Dicky Shanor, proxy for Jillian Balow, Nate Breen, Scotty Ratliff, Jim Rose (by phone), Robin Schamber (by phone 10/14), Kathryn Sessions, Walt Wilcox and Belenda Willson (by phone 10/14)

Members absent: Kathy Coon, Sue Belish and Hugh Hageman

Also present: Chelsie Oaks, WDE; Lisa Weigel, WDE; Tom Sachse, SBE Coordinator; Katherine Leuschel, Attorney General's Office (AG); Shelly Andrews, WDE; Laurie Hernandez, WDE; Joel Dvorak, WDE; Jo Ann Numoto, WDE; and Kathy Scheurman, WEA

October 13, 2016

CALL TO ORDER

Chairman Pete Gosar called the meeting to order at 12:20 p.m.

Chelsie Oaks conducted roll call and established that a quorum was present.

Superintendent of Fremont County School District #1, Dave Barker, presented highlights from his district to the board.

APPROVAL OF AGENDA

Proxy for Superintendent Balow, Dicky Shanor, moved to approve the agenda as presented, seconded by Ken Rathbun; the motion carried.

APPROVAL OF MINUTES

Minutes from the August 18, 2016 and September 22-23, 2016 State Board of Education meetings were presented for approval.

Walt Wilcox moved to approve the minutes as presented, seconded by Belenda Willson; the motion carried.

TREASURER'S REPORT

SBE Treasurer, Ken Rathbun, presented the summary review and expenditures report for board's budgets, and went over the remaining balances and time left in the current biennium.

Walt Wilcox moved to approve the presented Treasurer's Report, Nate Breen seconded; the motion carried.

WYOMING STATE SUPERINTENDENT UPDATE

Dicky Shanor, proxy for State Superintendent, invited the SBE to attend a community round table on the Every Student Succeeds Act (ESSA) on October 26 at Casper College. Also, Dicky added that WDE will be giving the board a dashboard presentation at the next SBE meeting or in January.

WDE DIVISION UPDATE AND HOMELESS EDUCATION IN ESSA

Kenya Haynes, WDE, updated the board on the School Support division at the WDE.

Additionally, Kenya gave a presentation on the general overview of the statutory requirements of the McKinney-Vento Homeless Assistance Act, the face of child and youth homelessness in Wyoming, and discussed the implementation of the homeless education amendments in the Every Student Succeeds Act.

Leslie Shakespeare, tribal liaison for the Shoshone tribe, was introduced to the Board by Scotty Ratliff. Mr. Shakespeare spoke with the board about issues that take place on the reservation.

BOARD REPORTS AND UPDATES

October 15th Report

SBE Coordinator Tom Sachse gave an overview of what the October 15th report contains and notified the board that the report will be submitted to the Legislative Services Office on October 17, 2016.

Draft Legislation

Tom Sachse updated the board that he is aware of three bills, that are about to come forward. The bills will pertain to Phase II in the Wyoming Accountability in Education Act and the SBE Coordinator position.

Pete Gosar, chairman for the board, wanted to stress that without the SBE Coordinator position he is not sure how this board would be able to complete the legislatively mandated work.

The board continued to discuss the need for the coordinator position and the possible changes to Phase II.

SBE Policies

SBE Coordinator, Tom Sachse, presented the recommended revisions to Sections 14, 17, and 18 of the Board's Policy and Governance Manual.

The board had a brief discussion around Section 14 on the budget guidelines and general policies for reimbursement, specifically around the budget authority aspect.

Next SBE Meeting

Lisa Weigel, WDE Liaison, notified the board that the next meeting on November 18-19, 2016 will be in conflict with a conference that all WDE leadership will be attending. Lisa suggested making the meeting a teleconference if there are no pressing topics for the board to address.

Nate Breen agreed that the board should consider a teleconference for the November meeting if the agenda will only contain housekeeping items.

Walt Wilcox noted that the board will need to be updated on the Joint Education Committee and Select Committee meeting in November and that update could be provided in a teleconference but that the board might need to come together in December.

ESSA Update

Lisa Weigel, discussed the upcoming listening tours that will offer another chance for meaningful input to be given on the development of Wyoming state plan for the implementation of ESSA. The dates and locations for the tour will be:

- November 3, 2016 at Central Wyoming College in Riverton, Wyo.
- November 10, 2016 at Gillette College in Gillette, Wyo.
- December 1, 2016 at Western Wyoming Community College in Rock Springs, Wyo.
- December 7, 2016 at Northwest College in Powell, Wyo.
- December 8, 2016 at Laramie County Community College in Cheyenne, Wyo.

Additionally, Lisa extended an invite to these listening tours and to the Community Round table at Casper College that Dicky mentioned earlier in the meeting.

Statewide Assessment

WDE Liaison, Lisa Weigel, introduced Laurie Hernandez as the interim director of the Assessment Division at the WDE. Lisa added that the department will be doing a national search for the assessment director position.

Laurie Hernandez gave an update on the status of the request for proposals (RFP) for the statewide assessments. She stated that the RFP was submitted to LSO on September 30th and that it will be going to the Attorney General's Office for review shortly. Laurie was hoping that the RFPs would be released in early December.

Laurie asked board members to consider sitting on the RFP review committees. The committees will have three meetings. If a member is interested in being on one of the two committees they need to contact Chelsie and to let her know as soon as possible. Also, if a member would like to review the RFP, which is confidential, they need to contact Chelsie.

Kathryn Sessions asked to be on one of the review committees.

Pete Gosar thanked Laurie for allowing the board to be a part of this very important process.

Mike Flicek, WDE, added that the Center for Assessment recommended that a crosswalk be completed between the Assessment Task Force Recommendations and the RFP. Mike

presented the crosswalk with the board, however, he noted that the crosswalk was completed by HumRO. Mike also added that he felt that the RFP was faithful to the recommendations of the Assessment Task Force.

Kathryn Sessions thanked the department and staff for being so diligent in protecting the confidential information.

Statewide System of Support

Lisa Weigel, reviewed the memo provided in the SBE packet on the Statewide System of Support and the Collaborative Council meeting. Additionally, Lisa discussed the success of the data retreats.

Shelly Andrews, WDE, talked about the assessment literacy trainings that are taking place and that they are currently on the third tier.

Joel Dvorak, WDE, added more detail to the work that has been done by the Collaborative Council.

Accountability Update

Mile Flicek, WDE, presented the 2016 Wyoming School Accountability Report and noted one correction. On the tables where it says "Not Meeting" and it should say "Exceeds".

Dr. Flicek added that next year we will be able to compare data and then after that we will have a new baseline. Also he noted that there are a lot of things we can do for the transition of the new assessment, but we will need to comply with ESSA.

Kathryn Sessions said that she thinks we finally have a way to show growth and achievement of our students.

COMPLETE COLLEGE WYOMING

Jackie Freeze, Complete College Wyoming, gave information on Complete College America.

Representative John Freeman spoke to the success of Complete College Wyoming and some of the challenges that are faced as well.

Jackie also presented the College and Career Readiness Statement for Wyoming to the Board.

The board recessed at 4:46 p.m.

October 14, 2016

State Board of Education meeting resumed at 8:03 a.m.

SBE COMMITTEE REPORTS

Administration Committee

Walt Wilcox reported on the last Administration Committee meeting. They discussed SBE meeting prep and the next SBE meetings and how to streamline processes.

Communication Committee

Kelly Pascal Gould, Pascal PR, updated the board on the work that has been done with Tom Sachse and Kari Eakins at the WDE. Kelly will be assisting the board in creating the legislative packet. If any board members have questions on the communication aspects to please contact her.

Kenny Rathbun thanked Kelly for the update.

STRATEGIC PLAN SESSION UPDATE

Tom Sachse, presented a complete list of the Board's Goals and Aspirations that was compiled in the State Board of Education's September 2016 planning meeting.

Scotty Ratliff felt that the goals needed to mean something to the board, not just a piecemeal document.

The board discussed that all items listed were good, but that it needed to get the list down to top priorities.

Chairman, Pete Gosar, asked that each board member choose two goals and aspirations to send to Tom before the next meeting.

RULES DISCUSSION

Amy Starzynski, Foresight Law+ Policy, reviewed the PowerPoint provided in the packet and gave recommendations on the Chapter 31 Rules.

Walt Wilcox asked the board to consider moving forward with Amy's recommendations but that the work still continue on Chapter 6 and 10. Walt noted that he feels like these revisions will still be denied but that the board has to keep moving and he expressed his frustrations that we cannot hit a target.

SBE Coordinator, Tom Sachse, will try to set up a meeting with the co-chairs to find out the intent. If a meeting is not possible he will craft a memo.

RECOMMENDATION OF COURT ORDERED PLACEMENT OF STUDENTS

Jo Ann Numoto, WDE, presented the Compass Intervention Center, Hermitage Hall, Oak Plains Academy, and Pathway Family Services/Pathways Learning Center as approved facilities for court ordered placement of students.

Kenny Rathbun moved that the State Board of Education (SBE) designate Pathway Family Services/Pathways Learning Center as an approved facility for court ordered placement of students, medically necessary placed to PRTFs, and subsequent educational payments

pursuant to Section 4 and 5 of Chapter 14, SBE Emergency Rules and Regulations and completion of the review, seconded by Nate Breen. The motion carried.

Kathryn Sessions moved that the State Board of Education (SBE) designate Compass Intervention Center as an approved facility for court ordered placement of students, medically necessarily placed to PRTFs, and subsequent educational payments pursuant to Section 4 and 5 of Chapter 14, SBE Emergency Rules and Regulations and completion of the review. Seconded by Kenny Rathbun; the motion carried.

Walt Wilcox moved that the State Board of Education (SBE) designate Hermitage Hall as an approved facility for court ordered placement of students, medically necessarily placed to PRTFs, and subsequent educational payments pursuant to Section 4 and 5 of Chapter 14, SBE Emergency Rules and Regulations and completion of the review. Seconded by Dicky Shanor; the motion carried.

Kenny Rathbun moved that the State Board of Education (SBE) designate Oak Plains Academy as an approved facility for court ordered placement of students or students placed into approved PRTFs for medical necessity and subsequent educational payments pursuant to Section 4 and 5 of Chapter 14, SBE Emergency Rules and Regulations and completion of the review. Seconded by Kathryn Sessions; the motion carried.

SBE POLICIES

Kathryn Sessions moved to approve sections 14, 17, and 18 of the State Board Policy and Governance Manual as proposed in the meeting packet, Kenny Rathbun seconded.

Dicky Shanor, proxy for State Superintendent, stated that the budget policy in Section 14 was against the Governor's policy. The board does not have the authority to tell the department if it can and cannot use the budget.

Dicky Shanor opposed.

The motion carried.

OCTOBER 15TH REPORT

SBE Coordinator, Tom Sachse, stated that he felt that the report needed more work; indicating that all the components of the report would remain the same but some wording might change.

Walt Wilcox moved for the State Board to move forward with the report and to submit the report with Tom's changes to the Joint Education Committee. Scotty Ratliff seconded, proxy, Dicky Shanor opposed. The motion carried.

CHAPTER 31 RULES REVISIONS

Walt Wilcox moved to resubmit the Chapter 31 rules as presented in the meeting and that work will continue on Chapter 6 & 10; Scotty Ratliff seconded; the motion carried.

NEXT MEETING

Pete Gosar moved to move the next SBE Meeting to November 18, 2016 via teleconference, Scotty Ratliff seconded; the motion carried.

The Board's next meeting will take place via teleconference on November 18, 2016.

PUBLIC COMMENT

No public comment was given

The meeting adjourned at 10:23 a.m.

DRAFT



ACTION SUMMARY SHEET

DATE: November 18, 2016

ISSUE: Approval of Treasurer's Report

BACKGROUND: The State Board of Education budget for the period ending November 10, 2016 shows a balance of \$318,632.97

SUGGESTED MOTION/RECOMMENDATION:

To approve the Treasurer's Reports as submitted.

SUPPORTING INFORMATION ATTACHED:

- State Board Budget Summary ending November 10, 2016

PREPARED BY: Chelsie Oaks

Chelsie Oaks, Executive Assistant

ACTION TAKEN BY STATE BOARD: _____ **DATE:** _____

COMMENTS:

WYOMING DEPARTMENT OF EDUCATION

SUMMARY REPORT

State Board of Education

FY15 Budget

30 June 2016 thru 10 November 2016

<i>DESCRIPTION</i>	<i>BUDGETED</i>	<i>EXPENDED</i>	<i>ENCUMBERED</i>	<i>REMAINING BALANCE</i>	<i>Percentage</i>
Personal Services (0100 series)					
[App Unit 001]	60,000.00	7,120.77		52,879.23	88.13%
Supportive Services (0200 series)					
[App Unit 001]	127,275.00	22,630.42		104,644.58	82.22%
Data Processing Charges (0400 series)					
[App Unit 001]	5,737.00	714.84		5,022.16	87.54%
Professional Services (0900 series)					
[App Unit 001]	50,794.00	555.00		50,239.00	98.91%
	243,806.00	31,021.03	0.00	212,784.97	87.28%
<hr/>					
<i>DESCRIPTION</i>	<i>BUDGETED</i>	<i>EXPENDED</i>	<i>ENCUMBERED</i>	<i>REMAINING BALANCE</i>	<i>Percentage</i>
Professional Services (0900 series)					
[App Unit 009]	145,848.00	11,251.50	28,748.50	105,848.00	72.57%
	145,848.00	11,251.50	28,748.50	105,848.00	72.57%
TOTAL	389,654.00	22,503.00	28,748.50	318,632.97	81.77%

State Board of Education Reporting Period of September 28- November 10, 2016 Expenditures

Date	Object	Amount	Vendor Name	Description	App Unit
SBE Salaries (0100 series)					
2016-10-12	0104	\$ 300.00		Salaries	001
2016-10-25	0104	\$ 3,300.00		Salaries	001
2016-10-12	0105	\$ 22.95		Employer Paid Benefits	001
2016-10-25	0105	\$ 252.45		Employer Paid Benefits	001
		3,875.40			
Supportive Services (0200 series)					
2016-10-10	0207	\$ 700.00	UMB BANK NA CARD CENTER	PAYPAL *NATIONALASS-NASBE for nate breen	001
2016-11-04	0207	\$ 700.00	NATIONAL ASSN OF STATE BOARD	Registration for NASBE 2016 Annual Meeting (N Breen)	001
2016-11-04	0207	\$ 700.00	NATIONAL ASSN OF STATE BOARD	Registration for NASBE 2016 Annual Meeting (N Breen)	001
2016-10-10	0207	\$ 220.50	UMB BANK NA CARD CENTER	REI*MATTHEW BENDER &CO-LAW BOOK ORDER	001
2016-10-10	0208	\$ 643.12	UMB BANK NA CARD CENTER	WPY*JN Creative-designing logo	001
2016-10-06	0221	\$ 1,000.00	UMB BANK NA CARD CENTER	EATON BROTHERS RANCH- block rms for sbe meeting	001
2016-11-03	0221	\$ 3,657.50	UMB BANK NA CARD CENTER	EATON BROTHERS RANCH-Lodging-SBE	001
2016-11-09	0221	\$ 292.12	CHELSIE OAKS	Lodging / Lander, WY	001
2016-10-12	0221	\$ 129.60	SCOTT J RATLIFF	Mileage for 8/18/16 SBE Meeting	001
2016-10-12	0221	\$ 159.84	PETER T GOSAR	Mileage for 8/18/16 SBE Meeting	001
2016-10-20	0221	\$ 159.84	BELEND A WILLSON	Mileage for the September 22 - 23, 2016 SBE Meeting	001
2016-10-20	0221	\$ 388.80	ROBIN A SCHAMBER	Mileage for the September 21 - 23, 2016 SBE Meeting	001
2016-10-20	0221	\$ 179.28	WALT WILCOX	Mileage for the September 22 - 23, 2016 SBE Meeting	001
2016-10-20	0221	\$ 289.44	KATHY E COON	Mileage for the September 21 - 23, 2016 SBE Meeting	001
2016-10-20	0221	\$ 219.24	SCOTT J RATLIFF	Mileage for the September 22 - 23, 2016 SBE Meeting	001
2016-10-20	0221	\$ 196.56	KENNETH C RATHBUN	Mileage for the September 21- 23, 2016 SBE Meeting	001
2016-11-04	0221	\$ 156.60	WALT WILCOX	SBE Committee Meeting Mileage	001
2016-11-04	0221	\$ 54.00	SCOTT J RATLIFF	SBE Committee Meeting Mileage	001
2016-11-04	0221	\$ 360.72	KENNETH C RATHBUN	SBE Committee Meeting Mileage	001
2016-11-04	0221	\$ 163.08	PETER T GOSAR	SBE Committee Meeting Mileage	001
2016-11-04	0221	\$ 370.44	KATHRYN L SESSIONS	SBE Committee Meeting Mileage	001
2016-11-04	0221	\$ 239.76	PETER T GOSAR	SBE Committee Meeting Mileage	001
2016-11-04	0221	\$ 156.60	WALT WILCOX	SBE Committee Meeting Mileage	001
2016-11-04	0221	\$ 54.00	SCOTT J RATLIFF	SBE Committee Meeting Mileage	001
2016-11-04	0221	\$ 360.72	KENNETH C RATHBUN	SBE Committee Meeting Mileage	001
2016-11-04	0221	\$ 163.08	PETER T GOSAR	SBE Committee Meeting Mileage	001
2016-11-04	0221	\$ 370.44	KATHRYN L SESSIONS	SBE Committee Meeting Mileage	001
2016-11-04	0221	\$ 239.76	PETER T GOSAR	SBE Committee Meeting Mileage	001
2016-11-09	0221	\$ 184.96	CHELSIE OAKS	Mileage / Lander, WY	001
2016-10-12	0221	\$ 109.00	SCOTT J RATLIFF	Per Diem for 8/18/16 SBE Meeting	001
2016-10-12	0221	\$ 109.00	Nathan Breen	Per Diem for 8/18/16 SBE Meeting	001
2016-10-12	0221	\$ 109.00	PETER T GOSAR	Per Diem for 8/18/16 SBE Meeting	001
2016-10-12	0221	\$ 109.00	KATHRYN L SESSIONS	Per Diem for 8/18/16 SBE Meeting	001
2016-10-12	0221	\$ 27.25	WALT WILCOX	Per Diem for August 18, 2016 SBE Meeting	001

2016-10-27	0221	\$	81.50	CHELSIE OAKS	M&IE / Eaton's Ranch/Wolf, WY	001
2016-11-04	0221	\$	327.00	WALT WILCOX	SBE Committee Meeting Per Diem	001
2016-11-04	0221	\$	327.00	Nathan Breen	SBE Committee Meeting Per Diem	001
2016-11-04	0221	\$	218.00	KENNETH C RATHBUN	SBE Committee Meeting Per Diem	001
2016-11-04	0221	\$	81.75	WALT WILCOX	JEC Committee Meeting Per Diem	001
2016-11-04	0221	\$	109.00	SCOTT J RATLIFF	SBE Committee Meeting Per Diem	001
2016-11-04	0221	\$	218.00	PETER T GOSAR	SBE Committee Meeting Per Diem	001
2016-11-04	0221	\$	327.00	KATHRYN L SESSIONS	SBE Committee Meeting Per Diem	001
2016-11-04	0221	\$	327.00	WALT WILCOX	SBE Committee Meeting Per Diem	001
2016-11-04	0221	\$	327.00	Nathan Breen	SBE Committee Meeting Per Diem	001
2016-11-04	0221	\$	218.00	KENNETH C RATHBUN	SBE Committee Meeting Per Diem	001
2016-11-04	0221	\$	81.75	WALT WILCOX	JEC Committee Meeting Per Diem	001
2016-11-04	0221	\$	109.00	SCOTT J RATLIFF	SBE Committee Meeting Per Diem	001
2016-11-04	0221	\$	218.00	PETER T GOSAR	SBE Committee Meeting Per Diem	001
2016-11-04	0221	\$	327.00	KATHRYN L SESSIONS	SBE Committee Meeting Per Diem	001
2016-11-09	0221	\$	115.50	CHELSIE OAKS	M&IE / Lander, WY	001
2016-09-28	0221	\$	180.00		206MV9571	001
2016-10-31	0221	\$	135.00		206MV9571	001
2016-10-31	0221	\$	240.00		206MV9571	001
2016-11-03	0222	\$	56.20	UMB BANK NA CARD CENTER	UNITED AIRLINES-N. Breen-SBE	001
2016-10-10	0231	\$	7.47	UMB BANK NA CARD CENTER	OFFICE DEPOT- office supplies	001
2016-10-14	0231	\$	9.95	UMB BANK NA CARD CENTER	AMAZON MKTPLACE - case, ipad 2 - t. sachse	001
2016-11-03	0231	\$	15.47	UMB BANK NA CARD CENTER	OFFICE DEPOT-Office Supplies	001
2016-11-03	0234	\$	86.67	UMB BANK NA CARD CENTER	WALMART-Food for SBE Meeting	001
2016-11-03	0234	\$	260.00	UMB BANK NA CARD CENTER	LANDER CATERING-Food for SBE Meeting	001
2016-11-03	0234	\$	3.33	UMB BANK NA CARD CENTER	WAL-MART-Food For SBE Meeting	001
2016-10-10	0240	\$	178.56	UMB BANK NA CARD CENTER	GOTOCITRIX.COM - subscription	001
2016-11-03	0240	\$	138.00	UMB BANK NA CARD CENTER	GOTOCITRIX.COM-Online Subscription	001
2016-10-10	0251	\$	250.00	UMB BANK NA CARD CENTER	WYOMING CONTRACTORS - meeting space on 9 Sep '16	001
2016-11-03	0251	\$	300.00	UMB BANK NA CARD CENTER	EATON BROTHERS RANCH-Meeting Room-SBE	001
2016-09-30	0420	\$	238.23		206TC5125	001
2016-10-31	0420	\$	238.56		206TC5125	001
		\$	18,723.19			
Professional Services (0900 series)						
2016-09-29	0901	\$	1,562.50	Pascal Public Relations	July 2016 Web Site Services & Media Services Invoice #553004	009
2016-09-29	0901	\$	2,375.00	Pascal Public Relations	August 2016 Web Site Services & Media Services Invoice #5530	009
2016-09-29	0901	\$	4,314.00	Pascal Public Relations	May 31-June 30, 2016 Web Site Services & Media Services Invo	009
2016-11-03	0901	\$	3,000.00	Pascal Public Relations	September 2016 Guidance on Future-Focused Communication Plan	009
2016-10-10	0901	\$	255.00	UMB BANK NA CARD CENTER	WYOMING CONTRACTORS - meeting catering on 9 Sep '16	001
		\$	11,506.50			

	Total	34,105.09
<i>App Unit 009</i>	Total	\$11,251.50
<i>App Unit 001</i>	Total	\$22,853.59



WYOMING
DEPARTMENT OF EDUCATION

*Creating Opportunities
for Students to Keep
Wyoming Strong*

Jillian Balow

Superintendent of Public Instruction

Dicky Shanor

Chief of Staff

Brent Bacon

Chief Academic Officer

Lisa Weigel

Chief Policy Officer

Dianne Bailey

Chief Operations Officer

Cheyenne Office

Hathaway Building, 2nd Floor
2300 Capitol Avenue
Cheyenne WY 82002-2060
Phone: (307) 777-7675
Fax: (307) 777-6234

Riverton Office

320 West Main
Riverton, WY 82501
Phone: (307) 857-9250
Fax: (307) 857-9256

On the Web

edu.wyoming.gov
wyomingmeasuresup.com

November 18, 2016
Update from Superintendent Balow

Dear Chairman Gosar and Members of the State Board (SBE):

I am pleased to share the following information with you:

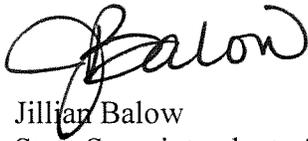
- We are gearing up for another Superintendent's Summit in 2017. The dates are confirmed for January 12-13 at Little America in Cheyenne. All state board members and Coordinator Sachse are invited and encouraged to attend. We may be asking some of you to participate on a panel.
- The ESSA roundtable discussion, in partnership with Senator Enzi and the U.S.D.O.E., took place on October 26 in Casper. It was an excellent discussion. Participants and facilitators left with insight and thoughts about next steps.
- The WDE is encouraging statewide participation in the upcoming event, "Hour of Code." If you are interested in promoting this event as an SBE member in your community, please contact Kari Eakins at kari.eakins@wyo.gov
- The Governor will sign a proclamation to commemorate November 16 as "Hathaway Scholarship Day." This, and other events, are planned to celebrate the tenth year of operation for the Hathaway Scholarship Program.
- WDE is conducting another round of ESSA meetings statewide. As always, members of the SBE are encouraged to attend meetings in your area as a valued stakeholder voice locally and statewide. Here is the schedule:
 - Nov. 3: Central Wyoming College, Student Center 103, Riverton
 - Nov. 9: Gillette College, GCMN 120 Presentation Hall, Gillette
 - Dec. 1: Western Wyoming Community College, RSC 3650 A and B Meeting Rooms, Rock Springs
 - Dec. 7: Northwest College, Fagerberg Bldg. Room 70, Powell
 - Dec. 8: Laramie County Community College, Center for Conferences and Institutes Room 121, Cheyenne

Lastly, I'll reiterate my encouragement for the State Board to engage in a public discussion about the "triggers" and process that would open up state standards in off-cycle years. The risk of misinterpreting our goals as a board increases in the absence of a

predicable and transparent process. As I understand, Bob Jensen will address the board during this meeting to discuss draft legislation that would require Wyoming students to pass the U.S. Citizenship Civics Test prior to high school graduation. I support the effort and believe that demonstration of knowledge about the U.S. Constitution is one action to ensure Wyoming graduates are prepared for citizenship. Alignment of the assessment with rigorous standards is another. A significant concern I have is that, without a board process to open standards, stakeholders and WDE are unsure how to contemplate implementation of this potential statute.

Again, I hope to see many of you at upcoming virtual, local, and state events.

My best,

A handwritten signature in black ink, appearing to read "J. Balow". The signature is fluid and cursive, with a large initial "J" and "B".

Jillian Balow
State Superintendent of Public Instruction



**WYOMING
STATE BOARD
OF EDUCATION**

November 10, 2016

To: Wyoming State Board of Education

From: Thomas Sachse, Ph.D.

RE: Legislative Agenda

To date, there are four draft bills we should plan to review at our upcoming meeting, these include: Education Accountability (17LSO--0157); American Indian Education Program (17LSO-0055); Education-state board of education membership (17LSO-0230); and Education-state board of education budget (17LSO-0231). These are included in your packet for review. Of course, legislative actions are quite fluid right now, and we will keep abreast of new legislation as it becomes available.

Pete Gosar, Chair
Kathy Coon, Vice Chair
Ken Rathbun, Treasurer
Jillian Balow, State Superintendent
Sue Belish
Nate Breen
Hugh Hageman

Wyoming State Board of Education
2300 Capitol Ave, Hathaway Building
Cheyenne, Wyoming 82002
307-777-6213
<http://edu.wyoming.gov/board/>

Scotty Ratliff
Robin Schamber
Kathryn Sessions
Walt Wilcox
Belenda Willson
Jim Rose

**DRAFT ONLY
NOT APPROVED FOR
INTRODUCTION**

HOUSE BILL NO. [BILL NUMBER]

Education accountability.

Sponsored by: Select Committee on Statewide Education
Accountability

A BILL

for

1 AN ACT relating to education accountability; modifying the
2 Wyoming Accountability in Education Act as specified;
3 modifying provisions to comply with the federal Every
4 Student Succeeds Act; conforming provisions; continuing the
5 operation of the advisory committee to the select committee
6 on statewide education accountability; requiring reporting;
7 and providing for effective dates.

8

9 *Be It Enacted by the Legislature of the State of Wyoming:*

10

11 **Section 1.** W.S. 21-2-202(a)(xiv) and (xxxvi),
12 21-2-204(c) by creating a new paragraph (viii), by creating

1 a new subsection (e), by amending and renumbering (e) as
2 (f), by amending and renumbering (f) as (h), by renumbering
3 (h) and (j) as (j) and (k) and by amending and renumbering
4 (k) as (m), 21-2-304(a)(vi) and 21-13-307(a)(iv) are
5 amended to read:

6

7 **21-2-202. Duties of the state superintendent.**

8

9 (a) In addition to any other duties assigned by law,
10 the state superintendent shall:

11

12 (xiv) For purposes of the statewide assessment
13 of students and reporting student performance under W.S.
14 21-2-304(a)(v), have authority to assess and collect
15 student educational assessment data from school districts,
16 community colleges and the University of Wyoming. All data
17 shall be consolidated, combined and analyzed in accordance
18 with W.S. ~~21-2-204(h)~~ 21-2-204(j) and shall be provided
19 within a reasonable time in accordance with rules and
20 regulations of the state board;

21

1 (xxxvi) Commencing school year 2015-2016, in
2 conjunction with the school district accreditation process
3 required under W.S. 21-2-304(a)(ii) and as a component of
4 the statewide education accountability system created under
5 W.S. 21-2-204, conduct a review of each school district's
6 assessment system once every five (5) years to ensure
7 alignment with the uniform state education standards
8 promulgated by the state board, and to ensure district
9 adherence to the uniform graduation standards prescribed by
10 the state board under W.S. 21-2-304(a)(iii). Reviews
11 undertaken pursuant to this paragraph, together with
12 findings, shall be reported to the state board and any
13 deficiencies determined by the review shall be addressed
14 through the statewide system of support established under
15 W.S. ~~21-2-204(f)~~ 21-2-204(h).

16

17 **21-2-204. Wyoming Accountability in Education Act;**
18 **statewide education accountability system created.**

19

20 (c) School level performance shall be determined by
21 measurement of performance indicators and attainment of
22 student performance as specified by this section. To the

1 extent applicable, each measure shall be aggregated to the
2 school level based upon those grades served inclusive to
3 each school as reported by the respective school district
4 to the department of education. The indicators of school
5 level performance shall be:

6
7 (viii) English language proficiency as measured
8 by student longitudinal progress on the Wyoming English
9 language proficiency assessments used to evaluate and
10 monitor the English language proficiency of students
11 identified as English language learners.

12
13 (e) The state board, through the department of
14 education, shall establish long term and interim
15 performance targets for all Wyoming schools for the
16 indicators measured pursuant to subsection (c) of this
17 section. The performance targets shall conform to the
18 January 2012 education accountability report, revised by
19 the December 2016 report, as defined by subsection (m) of
20 this section. The state board shall utilize the performance
21 targets in carrying out the duties and the deliberative
22 process required under subsection (f) of this section.

1

2 ~~(e)~~(f) The state board, through the department of
3 education, shall compile, evaluate and determine the target
4 levels for an overall school performance rating and for
5 ~~content~~indicator level performance. The board shall
6 execute this determination when a significant aspect of the
7 school accountability system changes or based upon periodic
8 review of the system that requires evaluation of the target
9 and indicator levels for school performance ratings through
10 a prescribed deliberative process informed by a panel
11 comprised of broad based representation from both public
12 education and the community at-large. The target levels for
13 school performance on all performance indicators measured
14 under subsection (c) of this section shall conform to the
15 January 2012 education accountability report, revised by
16 the December 2016 report, as defined by subsection ~~(k)~~(m)
17 of this section and shall be used by the state board
18 through the department to:

19

20 (i) Identify four (4) levels of school
21 performance tied to the overall school performance rating
22 that demonstrate a range of performance levels as follows:

1

2 (A) Exceeding expectations including those
3 schools performing above standards in all measured areas;

4

5 (B) Meeting expectations;

6

7 (C) Partially meeting expectations; and

8

9 (D) Not meeting expectations.

10

11 (ii) Further measure performance specified under
12 paragraph (i) of this subsection by identifying content
13 indicator level performance in all areas specified by
14 subsection (c) of this section and from this analysis
15 determine schools that are exceeding, meeting or are below
16 targets in each content area;

17

18 (iii) Coordinate the target levels, school and
19 content—indicator level determinations with the
20 availability of the system of support, including
21 comprehensive and targeted support, interventions and

1 consequences administered in accordance with subsection ~~(f)~~
2 (h) of this section.

3
4 ~~(f)~~(h) A progressive multi-tiered system of support,
5 intervention and consequences to assist schools shall be
6 established by the state board, and shall conform to the
7 January 2012 education accountability report, revised by
8 the December 2016 report, as defined by subsection ~~(k)~~(m)
9 of this section. The system shall clearly identify and
10 prescribe the actions for each level of support, including
11 comprehensive and targeted support, intervention and
12 consequence. Commencing with school year 2014-2015, and
13 each school year thereafter, the state superintendent shall
14 take action based upon system results according to the
15 following:

16

17 (i) Repealed By Laws 2012, Ch. 101, § 2.

18

19 (ii) Repealed By Laws 2012, Ch. 101, § 2.

20

21 (iii) ~~Schools designated as exceeding~~
22 ~~expectations shall file a communication plan with the~~

1 ~~school district superintendent and the department to~~
2 ~~document effective practices and to communicate effective~~
3 ~~practices with other schools in the state;~~

4
5 (iv) ~~Schools designated as meeting expectations~~
6 ~~shall file an improvement plan with the school district~~
7 ~~superintendent and the department. The plan shall be based~~
8 ~~upon an evaluation of the strengths and deficiencies of~~
9 ~~specific indicator scores that identifies appropriate~~
10 ~~improvement goals with an explanation of the measures and~~
11 ~~methods chosen for improvement, the processes to be~~
12 ~~implemented to deliver the improvement measures,~~
13 ~~identification of relevant timelines and benchmarks and an~~
14 ~~articulation of the process for measuring success of the~~
15 ~~methods chosen to increase performance. The state~~
16 ~~superintendent shall appoint a representative in accordance~~
17 ~~with paragraph (vii) of this subsection to monitor the~~
18 ~~school's progress towards meeting the specified goals and~~
19 ~~implementation of the processes, measures and methods as~~
20 ~~contained in the school's plan. The representative shall~~
21 ~~assist the district, if requested, in identifying and~~

1 ~~securing the necessary resources to support the goals as~~
2 ~~stated by the school and the district;~~

3
4 (v) Schools designated as partially meeting
5 expectations shall file an improvement plan ~~in accordance~~
6 ~~with paragraph (iv) of this subsection~~ with the school
7 district superintendent and the department that identifies
8 and addresses all content and indicator areas where
9 performance is below target levels. The plan shall be based
10 upon an evaluation of the strengths and deficiencies of
11 specific indicator scores that identifies appropriate
12 improvement goals with an explanation of the measures and
13 methods chosen for improvement, the processes to be
14 implemented to deliver the improvement measures,
15 identification of relevant timelines and benchmarks and an
16 articulation of the process for measuring success of the
17 methods chosen to increase performance. The state
18 superintendent shall appoint a representative in accordance
19 with paragraph (vii) of this subsection to monitor the
20 school's progress towards meeting the specified goals and
21 implementation of the processes, measures and methods as
22 contained in the school's plan. The representative shall

1 assist the district in identifying and securing the
2 necessary resources to support the goals as stated by the
3 school and the district. Failure to meet improvement goals
4 as specified in the plan for two (2) consecutive years may
5 require that the school be subject to paragraph (vi) of
6 this subsection;

7
8 (vi) Schools designated as not meeting
9 expectations shall file an improvement plan in accordance
10 with paragraph ~~(iv)~~ (v) of this subsection that identifies
11 and addresses all content and indicator areas where
12 performance is below target levels. In addition, the
13 evaluation of a district's student assessment system as
14 provided by paragraph (vii) of this subsection may be
15 undertaken in that school year immediately following any
16 school year in which a school within the district has been
17 designated as not meeting expectations. The state
18 superintendent shall appoint a representative in accordance
19 with paragraph (vii) of this subsection to assist in
20 drafting the improvement plan, including the selection of
21 programs and interventions to improve student performance.
22 The representative shall perform duties as required by

1 paragraph (v) of this subsection. The plan shall be
2 recommended by the school district superintendent and
3 approved by the local board of trustees prior to submission
4 to the department. The plan shall describe the personnel
5 and financial resources within the education resource block
6 grant model as defined by W.S. 21-13-101(a)(xiv) necessary
7 for implementation of the measures and methods chosen for
8 improvement and shall specify how resources shall be
9 reallocated, if necessary, to improve student performance;

10

11 (vii) A representative shall be appointed by the
12 state superintendent, in consultation with the local board
13 of trustees, for all schools designated under paragraphs
14 ~~(iv) through~~ (v) and (vi) of this subsection to serve as a
15 liaison between the school district leadership and the
16 department. The representative shall be an employee of the
17 department, an employee of a Wyoming school district or any
18 combination, and may require more than one (1) individual
19 for schools requiring substantial intervention and support.
20 Additionally, one (1) representative may be assigned to
21 more than one (1) school. Among other duties as may be
22 requested by the district or department, the representative

1 shall review and provide suggestions on the improvement
2 plans submitted by schools in accordance with paragraphs
3 ~~(iv) through~~ (v) and (vi) of this subsection, and may
4 review and evaluate district student assessment systems
5 implemented under W.S. 21-3-110(a)(xxiv) to ensure
6 alignment with the uniform state education standards.
7 After one (1) year of a school not meeting expectations
8 under paragraph (vi) of this subsection, approval of the
9 improvement plan by the representative appointed under this
10 subsection shall be required. Requested resources for
11 improvement plan implementation, or the reallocation of
12 existing resources for plan implementation, shall be based
13 upon a comprehensive review of the available research.
14 Justification for resource allocation or reallocation shall
15 be incorporated within the written improvement plan. The
16 representative shall possess expertise appropriate to
17 particular strategies incorporated within improvement plans
18 to enable necessary plan evaluation, and shall be
19 commensurate with the level of intervention, support and
20 consequences to be administered under this subsection. The
21 state superintendent shall annually report to the state
22 board on the progress of each school in meeting annual

1 goals and overall improvement targets, fully describing the
2 effectiveness and deficiencies of efforts to improve school
3 performance in performance categories prescribed by this
4 section;

5
6 (viii) To the extent permitted by law and rule
7 and regulation, plans submitted in compliance with
8 paragraphs ~~(iii) through~~ (v) and (vi) of this subsection
9 shall serve to comply with similar requirements
10 administered by the state superintendent and the
11 department, and the state board shall ensure the plans
12 minimize submission of duplicative information, material
13 and the administrative burdens placed upon schools. In
14 addition, the following shall apply to the plans submitted
15 under this subsection:

16
17 (A) All plans submitted under this
18 subsection shall be made available for public inspection
19 through internet access as defined by W.S.
20 9-2-1035(a)(iii);

21

1 (B) Schools designated as partially meeting
2 expectations under paragraph (v) of this subsection or
3 designated as not meeting expectations under paragraph (vi)
4 of this subsection shall file the required improvement plan
5 the first year of designation and submit yearly updates on
6 the progress towards the goals and strategies outlined in
7 the improvement plan so long as the school maintains the
8 same performance designation.

9
10 (ix) In addition to paragraphs ~~(iii)~~(v) through
11 (viii) of this subsection, the state board shall administer
12 this subsection as part of school district accreditation
13 required under W.S. 21-2-304(a)(ii), through appropriate
14 administrative action taken in accordance with W.S.
15 21-2-304(b)(ii).

16
17 ~~(h)~~(j) Measured performance results obtained and
18 collected pursuant to this section, together with
19 subsequent actions responding to results, shall be combined
20 with other information and measures maintained and acquired
21 under W.S. 21-2-202(a)(xxi), 21-2-304(a)(v)(H),
22 21-3-110(a)(xxiv) and otherwise by law, to be used as the

1 basis of a statewide system for providing periodic and
2 uniform reporting on the progress of state public education
3 achievement compared to established targets. The statewide
4 accountability system shall include a process for
5 consolidating, coordinating and analyzing existing
6 performance data and reports for purposes of aligning with
7 the requirements of this section and for determinations of
8 student achievement incorporated into the statewide system.
9 In establishing a reporting system under this subsection,
10 the department shall describe the performance of each
11 public school in Wyoming. The performance report shall:

12

13 (i) Include an overall school performance rating
14 along with ratings for each of the indicators and content
15 levels in the accountability system that:

16

17 (A) Supports the overall school performance
18 rating; and

19

20 (B) Provides detailed information for
21 analysis of school performance on the various components of
22 the system.

1

2 (ii) In a manner to maintain student
3 confidentiality, be disaggregated as appropriate by content
4 level, target level, grade level and appropriate subgroups
5 of students. For purposes of this paragraph, reported
6 subgroups of students shall include at minimum,
7 economically disadvantaged students, English language
8 learners, identified racial and ethnic groups and students
9 with disabilities;

10

11 (iii) Provide longitudinal information to track
12 student performance on a school, district and statewide
13 basis;

14

15 (iv) Include, through the use of data
16 visualization techniques, the development of longitudinal
17 student-level reports of assessment and other relevant
18 readiness indicators that provide information to parents,
19 teachers and other school personnel regarding student
20 progress toward college and career readiness and other
21 relevant outcomes. These reports shall be maintained by

1 the district in each student's permanent record within the
2 district's student data system; and

3

4 (v) Provide valid and reliable data on the
5 operation and impact of the accountability system
6 established under this section for use by the legislature
7 to analyze system effectiveness and to identify system
8 improvements that may be necessary.

9

10 ~~(j)~~ (k) Beginning school year 2014-2015, and each
11 school year thereafter, the state board shall through the
12 state superintendent, annually review the statewide
13 education accountability system, including but not limited
14 to a review of the appropriateness of the performance
15 indicators, the measures used to demonstrate performance,
16 the methods used to calculate school performance, the
17 target levels and statewide, district and school attainment
18 of those levels and the system of support, intervention and
19 consequences. Not later than September 1, 2015, and each
20 September 1 thereafter, the state board shall report to the
21 joint education interim committee on the information

1 required under this subsection and the results of the
2 accountability system for each school in the state.

3
4 ~~(k)~~ (m) As used in this section, the "January 2012
5 education accountability report" means the report prepared
6 by legislative consultants submitted to and approved by the
7 legislature that addresses phase one of the statewide
8 accountability in education system and establishes the
9 design framework for this system. The January 2012
10 education accountability report includes the additional
11 guidance and further refinement as provided in the December
12 2016 report submitted to the legislature. The ~~report is~~
13 reports are on file with and available for public
14 inspection from the legislative service office.

15

16 **21-2-304. Duties of the state board of education.**

17

18 (a) The state board of education shall:

19

20 (vi) Subject to and in accordance with W.S.
21 21-2-204, through the state superintendent and in
22 consultation and coordination with local school districts,

1 by rule and regulation implement a statewide accountability
2 system. The accountability system shall include a
3 technically defensible approach to calculate achievement,
4 growth, readiness and equity as required by W.S. 21-2-204.
5 The state board shall establish performance targets as
6 required by W.S. ~~21-2-204(e)~~21-2-204(f), establish a
7 progressive multi-tiered system of supports, interventions
8 and consequences as required by W.S. ~~21-2-204(f)~~
9 21-2-204(h) and shall establish a statewide reporting
10 system pursuant to W.S. ~~21-2-204(h)~~21-2-204(j). The
11 system created shall conform to the January 2012 education
12 accountability report as defined by W.S. ~~21-2-204(k)~~
13 21-2-204(m). ~~In addition~~ As part of the statewide
14 accountability system, and for purposes of complying with
15 requirements under the federal ~~No Child Left Behind Act of~~
16 ~~2001~~ Every Student Succeeds Act, the board shall by rule
17 and regulation provide for annual accountability
18 determinations based upon ~~adequate yearly progress~~ measures
19 imposed by federal law for all schools and school districts
20 imposing a range of educational consequences and supports
21 resulting from accountability determinations;

22

1 **21-13-307. Eligibility to share in distribution of**
2 **money from foundation account; mandatory financial**
3 **reporting.**

4

5 (a) Each district which meets the following
6 requirements is eligible to share in the distribution of
7 funds from the foundation account:

8

9 (iv) The district shall provide evidence to the
10 state superintendent that the district has maintained an
11 average student-teacher ratio of not greater than sixteen
12 (16) to one (1) for the aggregate of all classes in
13 kindergarten through grade three (3) in the district in the
14 preceding school year. The requirement of this paragraph
15 may be waived by the department of education for any
16 district that demonstrates insufficient school facility
17 capacity, positive school performance, positive student
18 achievement or for other reasons related to the delivery of
19 the education program to students. This paragraph shall
20 not apply to charter schools established under W.S.
21 21-3-301 through 21-3-314 or schools designated as
22 exceeding expectations pursuant to W.S. ~~21-2-204(e)(i)(A)~~

1 21-2-204(f)(i)(A). Schools designated as exceeding
2 expectations pursuant to W.S. ~~21-2-204(e)(i)(A)~~
3 21-2-204(f)(i)(A) shall notify the department annually of
4 the student teacher ratios for the aggregate of all classes
5 in kindergarten through grade three (3) in the district in
6 the preceding year. The department shall compute the
7 student-teacher ratio and report it to each district not
8 later than March 1 of each year. To obtain a waiver under
9 this paragraph, a school district shall apply to the
10 department not later than March 15 of each year. The
11 application shall be based on the student-teacher ratio
12 reported by the department of education, together with any
13 other information required by the department. The
14 department shall approve or deny an application for a
15 waiver under this paragraph not later than April 10 of that
16 year. A waiver approved under this paragraph shall be
17 effective for the school year immediately following the
18 application and approval.

19

20 **Section 2.** 2016 Wyoming Session Laws, Chapter 113,
21 Section 1 is amended to read:

22

1 **21-2-204. Wyoming Accountability in**
2 **Education Act; statewide education accountability**
3 **system created.**

4
5 (c) School level performance shall be
6 determined by measurement of performance
7 indicators and attainment of student performance
8 as specified by this section. To the extent
9 applicable, each measure shall be aggregated to
10 the school level based upon those grades served
11 inclusive to each school as reported by the
12 respective school district to the department of
13 education. The indicators of school level
14 performance shall be:

15
16 (i) Student longitudinal academic
17 growth in English language arts and mathematics
18 as measured by assessments administered under
19 paragraph (ii) of this subsection, beginning in
20 grade four (4) and for all subsequent grades for
21 which a state summative achievement assessment is
22 administered in the immediately preceding grade,

1 including a standardized college readiness test
2 in grade eleven (11);

3
4 (iv) Post secondary readiness, as
5 defined by ~~a standardized college entrance~~
6 ~~examination administered pursuant to W.S.~~
7 ~~21-2-202(a)(xxx) in grade eleven (11), together~~
8 ~~with a readiness indicator defined by a series of~~
9 ~~student eligibility data reports generated under~~
10 ~~the Hathaway student scholarship program~~
11 ~~established by W.S. 21-16-1301 through 21-16-1310~~
12 the state board of education, with ~~school level~~
13 results aggregated at the school level according
14 to ~~a procedure in which values and weights~~
15 ~~determined by a deliberate method are tied to~~
16 ~~specified definitions of post secondary~~
17 ~~readiness;~~ deliberative methods, shall include:

18
19 (A) College readiness as measured
20 by a standardized college entrance examination
21 administered pursuant to W.S. 21-2-202(a)(xxx) in
22 grade eleven (11), together with a college

1 readiness indicator defined by a series of
2 student eligibility data reports generated under
3 the Hathaway student scholarship program
4 established by W.S. 21-16-1301 through 21-16-1310
5 and other college readiness indicators as
6 determined by the state board of education; and

7
8 (B) Career readiness, as measured
9 by validated career readiness assessments,
10 certification of concentrator status in a career
11 technical educator course of study and other
12 measures as determined by the state board of
13 education.

14
15 (vii) Equity as defined by a measure
16 of academic student growth for ~~nonproficient~~
17 students that score below the proficient standard
18 in English language arts and mathematics, subject
19 to a standard for academic progress that is
20 linked to attainment of proficiency within a
21 reasonable period of time. If a school is
22 without a sufficient sequence of assessment

1 scores to support growth computations, another
2 approach to equity may be used subject to
3 approval of the state superintendent; ~~:-~~

4

5 **Section 3.** W.S. 21-2-204(c)(ii)(B) is repealed.

6

7 **Section 4.** W.S. 21-2-204(f)(iii) and (iv) renumbered
8 in Section 1 of this act as (h)(iii) and (iv) is repealed.

9

10 **Section 5.** Notwithstanding 2016 Wyoming Session Laws,
11 Chapter 113, Section 3(b), the advisory committee to the
12 select committee on statewide education accountability
13 shall continue to exist and shall assist the select
14 committee as the select committee deems necessary through
15 December 31, 2018. The members appointed under 2011
16 Wyoming Session Laws, Chapter 184, Section 4(d), as amended
17 by 2013 Wyoming Session Laws, Chapter 195, Section 3 and
18 2015 Wyoming Session Laws, Chapter 30, Section 5, shall
19 continue to serve on the advisory committee. The
20 appointing authority for any member who vacates membership
21 shall fill the vacancy. Any member appointed or serving on
22 the advisory committee who is not an employee of a

1 governmental subdivision or a member of a political
2 subdivision, board or commission shall receive per diem and
3 travel expenses in the manner and amount provided to state
4 employees under W.S. 9-3-103. Payment shall be from amounts
5 appropriated under 2016 Wyoming Session Laws, Chapter 113,
6 Section 6(b). The legislative service office shall continue
7 to staff the advisory committee.

8

9 **Section 6.**

10

11 (a) The advisory committee to the select committee on
12 statewide education accountability shall consider
13 development of an additional indicator or indicators to
14 measure school quality or student success as part of the
15 Wyoming Accountability in Education Act. Not later than
16 August 15, 2017, the advisory committee shall report to the
17 select committee on statewide education accountability
18 recommendations for the additional indicator or indicators.
19 The report shall include identification of any enabling
20 legislation that may be necessary.

21

1 (b) The state board of education shall identify the
2 measures and method to determine post secondary readiness
3 as required under W.S. 21-2-204(c)(iv) as amended by
4 section 1 of this act. Not later than August 15, 2017, the
5 state board shall report to the select committee on
6 statewide education accountability the methods and process
7 recommended to determine post secondary readiness. The
8 methods and process shall conform to recommendations
9 provided by the advisory committee to the select committee
10 on statewide education accountability. The report shall
11 include identification of any enabling legislation that may
12 be necessary.

13

14 (c) The state board, through the department of
15 education, shall conduct the deliberative process required
16 under W.S. 21-2-204(f) as amended by section 1 of this act
17 to set the target and indicator levels to determine the
18 overall school performance ratings for school year
19 2017-2018. The state board shall include documentation and
20 explanation of the deliberative process and benchmarks
21 established in the September 1, 2018 report required under
22 W.S. 21-2-204(j) as amended by section 1 of this act.

1

2 **Section 7.**

3

4 (a) Sections 5 and 6 of this act are effective
5 immediately upon completion of all acts necessary for a
6 bill to become law as provided by Article 4, Section 8 of
7 the Wyoming Constitution.

8

9 (b) Except as provided in subsection (a) of this
10 section, this act is effective July 1, 2017.

11

12

(END)

**DRAFT ONLY
NOT APPROVED FOR
INTRODUCTION**

HOUSE BILL NO. [BILL NUMBER]

American Indian education program.

Sponsored by: HDraft Committee

A BILL

for

1 AN ACT relating to public education; recognizing the
2 importance of preserving the heritage and contributions of
3 American Indian tribes through education; providing
4 legislative findings in relation to this education;
5 requiring school districts to provide an educational
6 program to students on American Indian tribes; imposing
7 requirements on the state board of education and the
8 department of education; and providing for an effective
9 date.

10

11 *Be It Enacted by the Legislature of the State of Wyoming:*

12

13 **Section 1.** W.S. 21-4-602 is created to read:

1

2

ARTICLE 6 - AMERICAN INDIAN EDUCATION PROGRAMS

3

4

21-4-602. American Indian educational program.

5

6 (a) The legislature recognizes the cultural heritage
7 and contemporary contributions of American Indians and
8 declares it is the state's policy to preserve that heritage
9 and contributions through education. It is therefore the
10 intent of the legislature that all teachers and other
11 school personnel have an understanding and awareness of
12 American Indian tribes, with particular emphasis on the
13 Eastern Shoshone and the Northern Arapaho Indian Tribes,
14 to gain an understanding of and appreciation for American
15 Indians and to help relate effectively with American Indian
16 students and parents.

17

18 (b) The state board through the department of
19 education shall, in cooperation with the Eastern Shoshone
20 and the Northern Arapaho Indian Tribes, develop a model
21 educational program addressing the cultural heritage and
22 contemporary contributions of American Indians, with

1 particular emphasis on the Eastern Shoshone and the
2 Northern Arapaho Indian Tribes.

3

4 **Section 2.** W.S. 21-9-101 by creating a new subsection
5 (h) is amended to read:

6

7 (h) Beginning school year 2017-2018 and in addition
8 to subsections (b) through (d) of this section, each school
9 district within this state shall provide an educational
10 program addressing the cultural heritage and contemporary
11 contributions of American Indian tribes. Programs under
12 this subsection may adhere to the model program established
13 by the state board under W.S. 21-4-602.

14

15 **Section 3.** This act is effective immediately upon
16 completion of all acts necessary for a bill to become law
17 as provided by Article 4, Section 8 of the Wyoming
18 Constitution.

19

20

(END)

**DRAFT ONLY
NOT APPROVED FOR
INTRODUCTION**

HOUSE BILL NO. [BILL NUMBER]

Education-state board of education membership.

Sponsored by: Joint Education Interim Committee

A BILL

for

1 AN ACT relating to membership of the state board of
2 education; modifying the membership to include the dean of
3 the college of education at the University of Wyoming as a
4 nonvoting ex-officio member; and providing for an effective
5 date.

6

7 *Be It Enacted by the Legislature of the State of Wyoming:*

8

9 **Section 1.** W.S. 21-2-301(a) is amended to read:

10

11 **21-2-301. Appointment; qualifications, terms and**
12 **removal of members; meetings; chairman.**

13

1 (a) There is created a state board of education
2 composed of ~~thirteen (13)~~ fourteen (14) members, eleven
3 (11) of whom shall be appointed members with at least one
4 (1) member appointed from each appointment district
5 pursuant to W.S. 9-1-218. Appointments from each
6 appointment district shall be rotated among the several
7 counties comprising the district. The remaining voting
8 member of the board shall be the state superintendent of
9 public instruction. The executive director of the Wyoming
10 community college commission and the dean of the college of
11 education at the University of Wyoming shall be ~~an~~
12 ex-officio ~~member~~ members and shall not have the right to
13 vote. One (1) appointed member shall be appointed at large
14 and shall be a certified classroom teacher at the time of
15 appointment. One (1) appointed member shall also be
16 appointed at large and shall be a certified school
17 administrator at the time of appointment. Two (2) appointed
18 members shall be appointed at large and shall be
19 representative of private business or industry in Wyoming.
20 On and after March 1, 2013 and upon expiration of their
21 respective terms, the appointments of the two (2) members
22 previously designated to be representative of business or

1 industry shall be at large, one (1) a representative of
2 Wyoming private business or industry and one (1) a member
3 of a school district board of trustees at the time of
4 appointment. The first appointment to the term of such
5 member which expires on or after March 1, 2013, shall be a
6 school district board member at the time of appointment.
7 The remaining seven (7) appointed members of the board
8 shall be appointed from among the lay citizens of the state
9 who are electors of the state, known for their public
10 spirit, business or professional ability and interest in
11 education. Not more than seventy-five percent (75%) of the
12 appointed members of the board shall be from one (1)
13 political party. Members shall be appointed for six (6)
14 year terms, except those who may be appointed to fill
15 unexpired terms. Members shall be appointed by the governor
16 with the approval of the senate. Vacancies shall be filled
17 by the governor without senate approval until the next
18 session of the legislature. No member is eligible to
19 reappointment, except any member appointed to fill an
20 unexpired term of less than six (6) years may be
21 reappointed for one (1) additional six (6) year term.

1 Appointed members of the board may be removed by the
2 governor as provided in W.S. 9-1-202.

3

4 **Section 2.** This act is effective July 1, 2017.

5

6

(END)

**DRAFT ONLY
NOT APPROVED FOR
INTRODUCTION**

HOUSE BILL NO. [BILL NUMBER]

Education-state board of education budget.

Sponsored by: Joint Education Interim Committee

A BILL

for

1 AN ACT relating to education; designating the state board
2 of education as a separate operating agency; requiring the
3 state superintendent and the department of education to
4 provide fiscal, administrative and clerical services;
5 making conforming amendments; transferring funds;
6 appropriating funds; and providing for an effective date.

7

8 *Be It Enacted by the Legislature of the State of Wyoming:*

9

10 **Section 1.** W.S. 9-2-1704(d) by creating a new
11 paragraph (xvii), 21-2-202(b) and 21-2-303 are amended to
12 read:

13

1 **9-2-1704. Reorganization plan; structure; time frame.**

2

3 (d) The entities of state government specified in
4 this subsection are designated as separate operating
5 agencies, which are separate and distinct from the
6 departments and offices specified in subsection (a) of this
7 section because of their quasi-judicial responsibility or
8 because of their unique, specialized function which
9 precludes their inclusion in another department. This act
10 does not otherwise apply to separate operating agencies.
11 Separate operating agencies are as follows:

12

13 (xvii) State board of education.

14

15 **21-2-202. Duties of the state superintendent.**

16

17 (b) The state superintendent shall provide budget,
18 fiscal, administrative and clerical services to the state
19 board of education, but shall not affect the state board's
20 authority with respect to statutory duties. The positions,
21 personnel, property and appropriated funds of the state
22 board of education shall not be transferred to the state

1 superintendent except as provided by law. In addition to
2 providing the services required in this subsection, the
3 state superintendent shall:

4
5 (i) Provide administrative oversight of the
6 state board of education procedures to assure that the
7 state board of education, the state superintendent and the
8 department of education are in compliance with the statutes
9 that created each agency and that govern each agency's
10 functions;

11
12 (ii) Provide guidance to the state board of
13 education in matters pertaining to budget preparation,
14 administration, personnel and other functions in accordance
15 with rules and regulations promulgated by the state
16 superintendent and the state board of education;

17
18 (iii) Designate an employee of the department of
19 education to serve as liaison to the state board through
20 which requests for staff assistance shall be directed;

21

1 (iv) Review the practices of the state board of
2 education and make recommendations to the state board which
3 might improve the efficiency of the state board.

4
5 **21-2-303. Expenses; preparation of budget request.**

6
7 (a) All appointed members of the state board shall
8 receive compensation, per diem, and mileage for actual time
9 spent in performance of their duties and traveling expenses
10 while in attendance, and going to and from board meetings
11 in the same manner and amount as members of the Wyoming
12 legislature.

13
14 (b) Pursuant to W.S. 9-2-1012, not later than
15 September 1 of each odd numbered year, the state board
16 shall prepare a biennial budget request and submit the
17 request to the governor, through the budget division of the
18 department of administration and information.

19
20 **Section 2.**

21

1 (a) Of the funds appropriated by 2016 Wyoming Session
2 Laws, Chapter 31, Section 2, Section 206, to unit 1001, up
3 to four hundred twelve thousand two hundred forty dollars
4 (\$412,240.00), or as much thereof, shall immediately be
5 transferred to the state board of education as a separate
6 operating agency as provided by section 1 of this act. The
7 state superintendent shall provide the services required by
8 W.S. 21-2-202(b) as amended by section 1 of this act and
9 expenditure of the funds appropriated by this section shall
10 be at the sole discretion of the state board.

11

12 (b) There is appropriated one hundred thirty-five
13 thousand nine hundred twenty-five dollars (\$135,925.00)
14 from the school foundation program account and one (1)
15 full-time position authorized for the state board of
16 education to be expended only for the state board
17 coordinator position for the period beginning July 1, 2017
18 through June 30, 2018. The appropriation and one (1)
19 full-time position associated with this subsection shall be
20 included in the state board's 2019-2020 standard budget
21 request.

22

1 (c) In preparing the 2019-2020 standard budget
2 request and thereafter, the state board shall submit a
3 budget request separate from the department of education
4 and the state superintendent as provided under W.S.
5 21-2-303(b) created by section 1 of this act.

6

7 **Section 3.** This act is effective immediately upon
8 completion of all acts necessary for a bill to become law
9 as provided by Article 4, Section 8 of the Wyoming
10 Constitution.

11

12

(END)



**WYOMING
STATE BOARD
OF EDUCATION**

November 10, 2016

To: Wyoming State Board of Education

From: Thomas Sachse, Ph.D.

RE: Long Term and Interim Goals

The state statutory authority for setting state goals for education rests with the state board, while the federal authority for setting long-term and interim goals for ESSA resides with the Wyoming Department of Education (WDE). In recent talks, Lisa Weigel and I have discussed slowing down the state board work on this task to allow the developing state plan for ESSA to get more fully fledged. The WDE statewide “listening tour” is still occurring, and we believe these discussions will inform the department’s internal working group on ESSA, and ultimately, their final ESSA state plan.

We would like the board to discuss their process and timeframe for developing long-term and interim goals in order to allow the state board goals to align with the ESSA state plan.

Pete Gosar, Chair
Kathy Coon, Vice Chair
Ken Rathbun, Treasurer
Jillian Balow, State Superintendent
Sue Belish
Nate Breen
Hugh Hageman

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Scotty Ratliff
Robin Schamber
Kathryn Sessions
Walt Wilcox
Belenda Willson
Jim Rose



**WYOMING
STATE BOARD
OF EDUCATION**

November 10, 2016

To: Wyoming State Board of Education

From: Thomas Sachse, Ph.D.

RE: Policy Review

We have just three more policies to review to complete our revision of all state board operational policies. At this meeting, we will discuss proposed revisions to policies 23 and 24. I recommend that we delay discussion about policy 25 regarding the state board budget until we see how the LSO draft bill fares in the state legislature.

Pete Gosar, Chair
Kathy Coon, Vice Chair
Ken Rathbun, Treasurer
Jillian Balow, State Superintendent
Sue Belish
Nate Breen
Hugh Hageman

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Scotty Ratliff
Robin Schamber
Kathryn Sessions
Walt Wilcox
Belenda Willson
Jim Rose

Section 23
VOTING METHOD

Constitutional and Statutory Provisions:

State Board Policy:

Votes of the Board shall be by voice vote. The Chair may call for a show of hands in cases where it cannot be determined whether a motion has carried. Any member of the Board may request a verification of the voice vote by requesting a roll call vote. Votes may be cast by board members in person only.

Section 24 **ETHICS**

Constitutional and Statutory Provisions:

Interim Executive Order 1997-4 adopting the Executive Branch Code of Ethics

State Board Policy:

Each board member is responsible for both integrity and the consequences of his/her own actions. Each and every board member must follow the highest standards of honesty, integrity, and fairness when engaging in any activity particularly with customers, the public, and other board members.

No member of the Board is entitled, nor should s/he expect to receive any preferential treatment in service or status beyond that of any taxpayer in Wyoming.

Board members may not knowingly take advantage or benefit from information obtained from their official duties and responsibilities as a member of the Board of Education.

The Chair of the Board of Education is responsible for immediate interpretation, application and enforcement of policies related to Board membership. All complaints concerning a possible ethical violation shall be made to the Chair who shall make an initial determination of the issue. If further action is warranted, the Chair will pursue an appropriate course of action.

**Wyoming Department of Education
Chapter 31
High School Diploma Requirements**

STATEMENT OF REASONS

2015 SEA No. 87 (2015 Session Laws, Chapter 179) eliminates the requirement that the State Board of Education (SBE) rules require that a high school diploma provide an endorsement level (tiered diploma) on the student’s transcript and eliminates the district assessment system (DAS) annual review and reporting requirement. During the past ten months, emergency rules eliminating the tiered diploma endorsement requirement and the district assessment system annual reporting and review requirement have been approved by the Governor. However, through consultation with members of the Governor’s staff, the Attorney General’s Office staff, and the Legislative Services Offices staff, we recognized that more comprehensive revisions were necessary to address the requirements in the law.

The Department used the expertise of outside advisors to consult with the SBE liaison, WDE staff, and district leadership including superintendents, curriculum and assessment directors, and high school principals to revise Chapter 31 Graduation Requirement rules. The purpose of this consultative process was to develop revised rules, comporting with the plain language of the law, to establish minimum requirements for receipt of a high school diploma and a process for SBE consultation with school districts on the establishment of high school diploma policies. Emergency rule review documents published by the Legislative Service Office (ERR15-025 and ERR16-008) including relevant statutory language were used to guide comprehensive revisions to Chapter 31. Draft documents were developed and presented to stakeholders for consideration and feedback. The District Assessment System Steering Committee, a twelve member committee of district, University, and Department administrators was established in 2012 to provide leadership, expertise, and guidance related district assessment system development. This steering committee served as the primary consultative group.

This rule has two primary substantive sections:

Section 4 – High School Diploma Requirements

The proposed revisions outline the SBE-defined minimum requirements for any student to receive a high school diploma from any Wyoming school district. These minimum requirements are to be incorporated within each district’s high school diploma policy. The proposed rules address the elimination of the tiered diploma system. The revisions include a list of district policy requirements which, at a minimum, must be in place, as well as specific actions districts must take with regard to the establishment and implementation of high school diploma requirements.

The statutory requirement for course completion as measured by the district assessment system has been addressed by providing districts with four (4) choices in measurement approaches that represent widely-established methods for using assessment data in determining when a student should be awarded course credit: 1) course-based, 2) course-based with common assessments, 3) common assessments – stand alone, and 4) a mixed model approach for measurement through the district assessment system. These options support the SBE’s objective of providing flexibility at the district level in order to demonstrate adherence to this statutory requirement. This menu of options was developed by the Department with significant input from district representatives more than eight (8) years ago, and were codified in the District Assessment System Handbook (2008). Because these approaches have been recognized by the Department, detailed in Department guidance and related materials on district assessments, and used by

local school districts for some time, the level of detail provided in this rule is sufficient to guide district policy.

The minimum requirements for district high school diploma policies include a requirement that students meet the Standards for Graduation, including satisfaction of the Component Completion Requirement. Both terms are defined in these rules. The Uniform Student Content and Performance Standards establish what students are expected to know and be able to do by the time they graduate in mathematics, science, language arts, social studies, and in any other content areas as the SBE may undertake to define such expectations. These expectations are provided as frameworks that support a *progression of learning* from the time early learners enter Wyoming public schools until they complete high school and earn a diploma.

It is important to note that not every set of standards that currently make up the Uniform Student Content and Performance Standards is written to reflect a progression of learning from kindergarten to college- and career-readiness; this is intentional for certain content areas. Fine and Performing Arts (FPA) is an example of such a content area. As stated in the most recent FPA standards document, the FPA standards reflect the desire for all Wyoming students to receive a uniform and consistent art education in order to prepare them for success in and out of the classroom; however, they do not presume that the standards will be implemented at every grade level. Instead, they are organized by grade bands to provide specific guidance about what students need to know and be able to do in each discipline at the end of 4th, 8th and 11th grades ([2013 Wyoming Fine and Performing Arts Content and Performance Standards](#), p. 2). This does not negate the responsibility of school districts to provide students with opportunities and access to FPA courses, but students are not required to participate in FPA programs in order to progress from one grade level to the next or to graduate from high school.

The Standards for Graduation are not just the standards enumerated for the high school grades or high school grade spans. They are based, in part, on the acquisition of knowledge and skills that logically rely upon the foundations for learning acquired throughout a student's entire K-12 experience, including high school. In order to provide such foundations and to ensure an educational program is in compliance with W.S. 21-3-110(a)(xv), it is incumbent upon local school boards to align curriculum, assessment, and instruction to the Uniform Student Content and Performance Standards. The requirements for receipt of a high school diploma set out in this rule compel local boards of trustees and district leaders to develop a strong working knowledge of the Uniform Student Content and Performance Standards and the expectations established therein for what students should know and be able to do at the end of each grade level, where applicable, including by the time they graduate. Additionally, W.S. 21-2-304(a)(iii) directs school districts to identify and provide courses which students must complete to earn a high school diploma, develop and implement assessments to measure student learning, and establish minimum thresholds for student performance as evidence that the standards have been met.

Performance level descriptors provided in the Uniform Student Content and Performance Standards help teachers determine where students are performing in relation to the standards. The following excerpts from the Uniform Student Content and Performance Standards, which can be found [here](#), are examples of how they incorporate expectations of what students should know and be able to do by the time they graduate:

1. [2012 Wyoming Mathematics Content and Performance Standards](#)

- The Standards for Mathematical Practice are embedded at every grade level to establish habits of mind which will empower students to become mathematically literate. (p. 3)
- The Standards for Mathematical Content are grade-level specific kindergarten through grade eight and conceptual category specific in high school. They provide a scaffold that allows students to become increasingly more proficient in understanding and using mathematics with

a steady progression leading to college and career readiness by the time students graduate from high school. (p. 3) The mathematical standards for high school are provided on pp. 58-83.

- Performance Level Descriptors help teachers judge where students are performing in relation to the standards. They describe student performance at various levels of proficiency. To consider a standard as “met”, students are required to perform at the “proficient” level. (p. 3) Performance Level Descriptors are provided on p. 5.
- Each grade level in the K – 8 standards is prefaced with an explanation of instructional focus areas for that grade level. Each conceptual category in the high school standards is prefaced with an explanation of the implication of that category to a student’s mastery of mathematics. Making mathematical models is a Standard for Mathematical Practice, and specific modeling standards appear throughout the high school standards indicated by a star symbol (★).

2. 2008 Wyoming Science Content and Performance Standards¹

- The science standards specify the essential learning that students must master. They provide a K-12 framework to assist school districts, schools, and communities in developing and strengthening curriculum rather than prescribing courses, materials, or instructional methodology. Teachers ensure that students achieve standards by using a range of instructional strategies that they select based on their students' needs. Content and performance standards are identified for grade spans K-4, 5-8, and 9-12.
- Content Standards: These statements define what students are expected to know and be able to do by the time they graduate... (p. 6) Content Standards for grade 11 are provided on p. 23 – Content Standard 1; p. 27 – Content Standard 2; and p. 28 – Content Standard 3.
- Performance Level Descriptors: These statements describe how well students must perform the benchmarks. The “proficient” level is required in order to demonstrate mastery of the standards. Descriptors help teachers judge where students are performing in relation to the benchmarks, and ultimately, the content standards. (p. 6) Performance Level Descriptors for grade 11 are provided on p. 25 – Content Standard 1; p. 27 – Content Standard 2; and p. 29 – Content Standard 3.
- Benchmarks: Benchmarks (also called “performance expectations” in this document) specify what students are expected to know and be able to do at the end of each of the benchmark grade levels. These benchmarks specify the skills and content students must master along the way in order to demonstrate proficiency of the content standard by the time they graduate. In this standards document, you will find these are broken out into individual grades for Kindergarten through 5th grade and then banded by grade bands for middle school/junior high school and high school grade levels (6-8 and 9-12). (2016 revised standards p. 3)
- Students in high school continue their learning from the middle school grades to develop more complete understanding of these four areas: Physical Science, Life Science, Earth and Space Science, and Engineering, Technology, and Applications of Science. These standards and benchmarks include the most fundamental concepts of science, but are intended to leave room for expanded study in upper-level high school courses. The high school performance expectations allow high school students to explain more in-depth phenomena across the science disciplines,.... (2016 revised standards p. 172)

¹ The 2016 revision of the 2008 science standards is currently being promulgated. Excerpts from the revised standards are included for reference.

3. 2012 Wyoming Language Arts Content and Performance Standards

- The Language Arts standards reflect the culmination of an extended, broad-based effort to fulfill the charge issued by the states to create the next generation of K–12 standards in order to help ensure that all students are college and career ready in literacy no later than the end of high school. (p. 13)
- They are written to individual grade levels in kindergarten through grade 8, and two-year bands in grades 9–12. Ninth grade students work toward the achievement of the tenth grade standards; eleventh grade students work toward the achievement of the twelfth grade standards... (p. 4)
- The CCR standards anchor the document and define general, cross-disciplinary literacy expectations that must be met for students to be prepared to enter college and workforce training programs ready to succeed. The K–12 grade-specific standards define end-of-year expectations and a cumulative progression designed to enable students to meet college and career readiness expectations no later than the end of high school. The CCR and high school (grades 9–12) standards work in tandem to define the college and career readiness line—the former providing broad standards, the latter providing additional specificity. Hence, both should be considered when developing college and career readiness assessments. Students advancing through the grades are expected to meet each year’s grade specific standards, retain or further develop skills and understandings mastered in preceding grades, and work steadily toward meeting the more general expectations described by the CCR standards. (p. 14) The CCR and high school standards for grade spans 9-10 and 11-12 are provided on pp. 38, 45, 50, 54-55, 61- 62, and 64-66.
- Performance Level Descriptors are statements that describe how well students must perform the standards. (p. 5) Grade 12 Performance Level Descriptors are provided on pp. 8-9.

4. 2014 Wyoming Social Studies Content and Performance Standards

- The social studies standards specify the essential learning that students must master providing a K-12 framework to assist school districts, schools, and communities in developing and strengthening curriculum. It is not intended to prescribe courses, materials, or instructional methodology. Content and performance standards are identified for grade spans K-2, 3-5, 6-8, and 9-12 with benchmarks at grades two, five, eight, and twelve. Teachers, parents, and students work toward the achievement of the benchmarks at the completion of each grade band level. (p. 4)
- Content Standards: what students are expected to know and be able to do by the time they graduate. (p. 4)
- Benchmarks: specify the skills and content students must master in order to meet the content standards by the time they graduate. (p. 4) Benchmarks for the 9-12 grade span are provided on pp. 6-7 for Content Standard 1; p. 10 for Content Standard 2; p. 13 for Content Standard 3; pp. 16-17 for Content Standard 4; pp. 20-21 for Content Standard 5; and p. 26 for Content Standard 6.
- Performance Level Descriptors: determine student performance of the benchmarks. (p. 4) Performance Level Descriptors for the 9-12 grade span are provided on p. 9 for Content Standard 1; p. 12 for Content Standard 2; p. 15 for Content Standard 3; p. 19 for Content Standard 4; p. 25 for Content Standard 5; and p. 29 for Content Standard 6.
- Descriptors help teachers assess where students are performing in relation to the benchmarks, and ultimately, the content standards.

District leadership, during consultation, emphasized local control in designating courses meeting these requirements, with alignment to the Uniform Student Content and Performance Standards and a logical

sequence and progression of instruction included in the definition of Component Completion Requirement.

Section 5 – Consultation with Local School Districts

Section 5 establishes the requirement for SBE consultation with local school districts and details the review process that will take place to support districts as they develop and implement the new requirements of these revised rules. The SBE recognizes the November 1 statutory reporting requirement to provide evidence that the district is compliant with high school graduation standards (W.S. 21-3-110 (a)(xxv)). The requirement within these rules for the SBE to offer feedback applies as of November 1, 2017 and takes into consideration the timing of the rules promulgation process and provides a reasonable timeframe for implementation.

In summary, the proposed revisions to Chapter 31 provide guidance to districts related to the minimum high school diploma requirements, the SBE consultative process with local boards of trustees in establishing graduation requirements, and meet the plain language requirements of the law and legislative intent. There is merit in combining Chapters 10 (Wyoming Content and Performance Standards) and 31 (High School Diploma Requirements) in the future. However, given the revisions to Chapter 10 currently taking place, this is not the appropriate time to consider this change.

Wyoming Department of Education
Chapter 31
Wyoming Graduation High School Diploma Requirements

Chapter 31

Section 1. Authority.

(a) ~~These rules and regulations are promulgated under pursuant to the Wyoming Education Code of 1969 (as amended—2002) [W.S. 21-2-304 (a)-(i)-(ii)-(iii) and (iv)].~~

Section 2. Applicability. (a) ~~—~~These rules and regulations pertain to the minimum requirements for graduation students to earn a high school diploma from any public high school within any school district of this sState of Wyoming. ~~It is the intention of the state board of education to prescribe uniform student content and performance standards for the common core of knowledge and the common core of skills specified under W.S. 21-9-101(b) and to establish requirements for students to earning a high school diploma, with which public schools (K-12) must comply and the process for Wyoming State Board of Education to consult with local districts on the establishment of high school diploma requirements.~~

Section 3. Promulgation, Amendment, or Repeal of Rules.

(a) ~~These rules and any amendments thereof shall become effective as provided by the Wyoming Administrative Procedures Act. (W.S. 16-3-101 through 16-3-115)~~

Section 4. Definitions.

(a) ~~Advanced Performance. The level of performance as defined in the performance standards level descriptors contained in the sets of uniform student content and performance standards established for the Common Core of Knowledge and Common Core of Skills. [W.S. 21-2-304 (a)-(iii) and W.S. 21-9-101 (b)]~~ Competency-Based Equivalency Examination. One or more assessments used to evaluate the degree to which a student has achieved explicit, measurable, transferable learning objectives that are aligned with the Uniform Student Content and Performance Standards. Such assessments may allow a student to demonstrate competency, aligned to the standards, in a variety of ways, including through performance-based assessments. Pursuant to W.S. 21-2-304(a)(iii), successful performance on a district-approved competency-based assessment may be used in lieu of a passing grade in order for a district to determine that a student has successfully completed one or more of the components that are included within the state-established Standards for Graduation.

(b) ~~Common Core of Knowledge. Areas of knowledge each student is expected to acquire at levels established by the state board of education. [W.S. 21-9-101~~

~~(b)(i)~~ Component Completion Requirement. An element of the Standards for Graduation requiring that any student graduating from any high school within any school district of this state shall have first earned a passing grade, as defined by the district, or demonstrated successful performance on a competency-based equivalency exam, for courses designated by the local school district in which the student is enrolled to satisfy each of the following components: four (4) school years of English; three (3) school years of mathematics; three (3) school years of science; and three (3) school years of social studies, including history, American government and economic systems and institutions. The courses designated by any local school district that may be used to satisfy the Component Completion Requirement shall be aligned with the Uniform Student Content and Performance Standards established for the high school grades, which may be written for individual grades (i.e., grade 9, 10, 11, or 12) or grade span (i.e., grades 9-12, 9-10, 11-12, or high school), and require a logical sequence and the progression of instruction aligned with content and benchmark standards from one school year to the next. [W.S. 21-2-304(a)(iii)]

~~(e) — Common Core of Skills. Skills each student is expected to demonstrate at levels established by the state board of education. [W.S. 21-9-101 (b)(iii)]. These skills may be integrated into the uniform student content and performance standards for the Common Core of Knowledge.~~

~~(d) Compensatory Approach. A compensatory approach for combining information allows higher scores on some measures (or standards) to offset (i.e., compensate for) lower scores on other measures. The most common example of the compensatory approach is the simple average. Within a single common core content area, students can use higher performance on a particular standard, for example, to offset lesser performance on another standard and still be considered proficient in that content area (e.g., mathematics).~~

~~(e) Conjunctive Approach. A conjunctive approach requires that scores on all measures used must be above the criterion point (cut score) for the student to have met the overall standard. Students must be above the cut score in all common core content areas to meet the graduation requirement.~~

~~(f) Proficient Performance. The level of performance as defined in the performance standards level descriptors contained in the sets of uniform student content and performance standards established for the Common Core of Knowledge and Common Core of Skills. [W.S. 21-2-304 (a)(iii) and W.S. 21-9-101 (b)]~~

~~(g) School Years of English/Mathematics/Science/and Social Studies. With reference to Chapter 31, “school years” is defined as the credit earned during a school year which is synonymous with a Carnegie Unit of study that reflects the instructional time provided in a class calculated by multiplying the number of minutes a district uses for a class by the number of pupil teacher contact days in the district calendar as~~

approved by the State Board of Education. This instructional time is usually between 125 and 150 hours in a calendar school year.

~~(hc)~~ Standards for Graduation. The ~~K-12 content~~ standards contained within the Uniform Student Content and Performance Standards establishing a progression of student learning leading to college and career readiness by the time students graduate from high school, which include the content standards for mathematics, science, language arts, and social studies required to be covered within courses any district offers to satisfy the Component Completion Requirement in the uniform student content and performance standards established for the Common Core of Knowledge and Common Core of Skills. They define what students are expected to know and be able to do by the time they graduate. [W.S. 21-2-304 (a)(iii)]

(d) Uniform Student Content and Performance Standards. The standards adopted by the Wyoming State Board of Education in the areas required by W.S. 21-9-101(b) which include the Standards for Graduation as required by W.S. 21-2-304(a)(iii).

~~Section 5. Wyoming Statutes.~~

~~(a) All public school districts, and the schools and personnel within those districts, must comply with the applicable statutes of the State of Wyoming.~~

~~Section 6. Wyoming State Board of Education Policies and Regulations.~~

~~(a) All public school districts, and the schools and personnel within those districts, must comply with applicable state board policies and regulations. (W.S. 21-2-304)~~

~~Section 7. Common Core of Knowledge and Common Core of Skills.~~

~~(a) All public school students shall be proficient in the uniform student content and performance standards at the level set by the state board of education in the following areas of knowledge and skills, emphasizing reading, writing and mathematics in grades one (1) through eight (8) (W.S. 21-9-101):~~

~~Common core of knowledge:~~

~~Reading/Language Arts;~~

~~Social Studies;~~

~~Mathematics;~~

~~Science;~~

~~Fine Arts and Performing Arts;~~

~~Physical Education;~~

~~Health and safety;~~

~~Humanities;~~

~~Career/vocational education;~~

~~Foreign cultures and languages;~~

~~Applied technology;~~

~~Government and civics including state and federal constitutions pursuant to W.S. 21-9-102.~~

~~Common core of skills:~~

~~Problem solving;~~

~~Interpersonal communications;~~

~~Keyboarding and computer applications;~~

~~Critical thinking;~~

~~Creativity;~~

~~Life skills, including personal financial management skills.~~

Section 84. High School Diploma Requirements.

(a) Each local school district shall establish Requirements for earning a high school diploma requirements, which shall be reflected in policy and related documents, as appropriate. from any high school within any school district of this state The district's policy shall include, at a minimum:

The successful completion of the following components in grades nine (9) through twelve (12), as evidenced by passing grades or by the successful performance on competency-based equivalency examinations:

(i) A requirement that students achieve the Component Completion Requirement and the corresponding Standards for Graduation, which shall be satisfied by receipt of a passing grade, as defined by the district, or successful performance on competency-based equivalency examinations, for courses or course sequences that the

district offers and identifies for credit to satisfy each of the subject area components required by W.S. 21-2-304(a)(iii), as follows:

(iA) Four (4) school years of English;

(iiB) Three (3) school years of mathematics;

(iiiC) Three (3) school years of science;

(ivD) Three (3) school years of social studies, including history, American government and economic systems and institutions, provided business instructors may instruct classes on economic systems and institutions. [W.S. 21-2-304 (a)(iii)]

(ii) A description of the district's definition of course credit, which may be synonymous with a Carnegie Unit of study, for any course which may be taken to satisfy the Component Completion Requirement;

(iii) A description of the process by which successful performance on a competency-based equivalency examination may evidence attainment of one or more of the courses used to satisfy the Component Completion Requirement, along with information on the level of performance needed in order for course credit to be awarded;

(iv) A description of any additional requirements that a student must successfully complete at the discretion of the local school district;

(v) A description of the way in which student performance on assessments that are part of the district's assessment system, designed to measure student performance relative to the Uniform Student Content and Performance Standards will be used as a factor in awarding course credit for receipt of a high school diploma;

(vi) A requirement that students demonstrate satisfactory performance on an examination of the principles of the Constitutions of the United States and the State of Wyoming as required by W.S. 21-9-102;

(vii) An assurance that academic credit toward the district's high school diploma requirements will be awarded for successful completion of any course offered under a qualifying postsecondary education enrollment options program as required by W.S. 21-20-201;

(viii) An assurance that no diploma or credit for a course which has been successfully completed shall be denied to a pupil who has earned it; provided, such diploma or credit shall not be deemed earned until payment has been made for any and all indebtedness due to the school district as required by W.S. 21-4-308.

(b) ~~Satisfactorily passing an examination on the principles of the constitution of the United States and the state of Wyoming. (W.S. 21-9-102)~~ The district shall maintain and publish a list of courses deemed eligible to satisfy the Component Completion Requirement. All such courses shall be aligned with the Uniform Student Content and Performance Standards established for the high school grades, which may be written for individual grades (i.e., grade 9, 10, 11, or 12) or grade span (i.e., grades 9-12, 9-10, 11-12, or high school), and require a logical sequence and the progression of instruction aligned with content and benchmark standards from one school year to the next. Such list shall not be required to specifically list postsecondary education enrollment options courses for which academic credit may be awarded, consistent with Section 3(a)(vii).

(c) ~~Evidence of proficient performance, at a minimum, on the uniform student content and performance standards for the common core of knowledge and skills specified under W.S. 21-9-101(a). A high school diploma shall provide for one (1) of the following endorsements which shall be stated on the transcript of each student~~ In order to meet the requirements of Section 3(a), a district shall use one of the following approaches to demonstrate adherence to the state Standards for Graduation, which, in accordance with W.S. 21-2-304(a)(iv), are required to be evidenced by course completion and as measured by each district's assessment system:

(i) ~~Advanced endorsement which requires a student to demonstrate advanced performance in a majority of the areas of the common core of knowledge and skills and proficient performance in the remaining areas of the specified common core of knowledge and skills, which include language arts, mathematics, science, social studies, health, physical education, foreign language, fine and performing arts, and career/vocational education, as defined by the uniform student content and performance standards~~ Course-Based. The curriculum and instruction for required courses are tied to the appropriate content and performance standards for the high school grades, which may be written for individual grades (i.e., grade 9, 10, 11, or 12) or grade span (i.e., grades 9-12, 9-10, 11-12, or high school). Course grades are based on achievement of the standards and include student performance on district assessments at a weight determined by the district;

(ii) ~~Comprehensive endorsement which requires a student to demonstrate proficient performance in all areas of the common core of knowledge and skills, which include language arts, mathematics, science, social studies, health, physical education, foreign language, fine and performing arts, and career/vocational education, as defined by the uniform student content and performance standards~~ Course-Based with Common Assessments. The assessments used to gauge student mastery of standards for a particular course include one or more assessments that are common across all such courses taught in the district. Common assessments are assigned a weight by the district and factored into the course grade;

(iii) General endorsement which requires a student to demonstrate proficient performance in a majority of the areas of the common core of knowledge and skills, which include language arts, mathematics, science, social studies, health, physical education, foreign language, fine and performing arts, and career/vocational education, as defined by the uniform student content and performance standards Common Assessments – Stand-Alone (Not Factored Into Course Grade). Common assessments are administered at key checkpoints, in addition to or in lieu of receipt of a passing grade, for successful completion of a course. At the discretion of the district, such assessments may also be used as a competency-based equivalency examination in lieu of course completion;

(iv) Mixed Model. The district assessment system utilizes a combination of approaches that, taken as a whole, meet the state Standards for Graduation. The approach used may differ by content area and/or grade.

(d) A district assessment system, which shall be used, in part, to measure student achievement, shall be aligned with the Uniform Student Content and Performance Standards and shall be designed to determine the various levels of student performance.-This system will be subject to Wyoming State Board of Education review and approval once every five (5) years, as required by W.S. 21-2-304(a)(iv). The Wyoming State Board of Education’s review and approval of district assessment systems shall be based on the consideration of information gathered through the accreditation process or any other comprehensive district assessment system review as may be required by the State Superintendent pursuant to W.S. 21-2-204(f)(vi), including an evaluation of the degree to which district assessments are aligned with the Uniform Student Content and Performance Standards, as well as district adherence to other procedural criteria which may be established by the Wyoming State Board of Education, such as consistency and fairness. A similar Wyoming State Board of Education process and criteria shall be used to ensure district assessment systems are modified, as needed, to achieve full alignment within three (3) full school years following the Wyoming State Board of Education’s adoption of revisions to any component of the Uniform Student Content and Performance Standards.

(e) At the discretion of the local board of trustees, a minimum threshold of student performance on district assessments may be set and required for a student to earn a passing grade on any course used to meet the Component Completion Requirement. In no instance shall a district revise its requirements for receipt of a high school diploma unless all students are given an opportunity to plan for and satisfy any additional requirements.

(f) Each local school district shall give students and parents timely notice of any changes made to requirements for receipt of a high school diploma, including all of the information in Section 3(a)(i) through (viii). Notice shall be provided in the manner generally used by the district for communicating important educational information to parents. In addition, the district’s current high school diploma requirements should be

included in school handbooks and policies, as applicable, as well as on the official website of the district.

Section 95. ~~District Assessment System~~ Consultation with Local School Districts.

(a) ~~Determination of proficient performance shall be demonstrated by the district and approved by the district board of trustees. [W.S. 21-2-304 (a)(iii) and (iv)].~~

~~The assessment system shall be designed to best meet the needs of individual Wyoming school districts for certifying whether or not students have mastered the common core of knowledge and skills as embedded in the uniform student content and performance standards as specified in W.S. 21-9-101 (b). The assessment system described in this section shall be designed for grades nine (9) through twelve (12) and evaluated according to the following criteria: alignment, consistency, fairness, and standard-setting. On or before November 1, 2017, each local district shall submit to the Wyoming State Board of Education and Wyoming Department of Education for review and consultation its revised policy establishing high school diploma requirements that fully adhere to Section 3 of this rule and W.S. 21-2-304(a)(iii) and (iv). Within one hundred and twenty (120) days of receipt of a local district's requirements for receipt of a high school diploma, the Wyoming State Board of Education, working through the Wyoming Department of Education, will identify any areas in which compliance with state-established requirements is in question, as well as suggestions for revisions of the local district's requirements, and shall consult with the local district on any such findings and suggestions. At its discretion, the Wyoming State Board of Education may request that any local district resubmit policy revisions for further consultation.~~

(i) ~~Guidelines for each criterion shall be determined by the State Board of Education.~~

(b) ~~Beginning school year 2014-2015, each district's assessment system shall include a measure or multiple measures for purposes of determining completion high school graduation requirements. On or before November 1 of each subsequent school year, each local district shall report to the Wyoming Department of Education evidence that the district is in compliance with the requirements of Section 3 of this rule and W.S. 21-2-304(a)(iii) and (iv). In addition, following any modification of the district's requirements for receipt of a high school diploma, the district's report to the Wyoming Department of Education shall include an explanation of the changes made, and a copy of the revised requirements for Wyoming State Board of Education and Wyoming Department of Education review and consultation with the district. District adherence to Section 3 of this rule and W.S. 21-2-304(a)(iii) and (iv) will also be evaluated through the accreditation process.~~

~~(c) — At a minimum, districts shall use a compensatory approach for combining assessment information at the benchmark and standard level when determining whether students have met the performance requirements for each common core content area.~~

~~(d) — Districts shall use a conjunctive approach for combining assessment information across common core of knowledge and skills content areas to determine whether students have met the graduation requirements.~~

~~(e) — The district shall report to the state board in accordance with W.S. 21-2-304(a)(iv) on its assessment system on or before August 1, 2015, and each August thereafter.~~

~~(f) All Wyoming school districts with a high school shall submit their assessment system documentation to the Wyoming Department of Education according to the following schedule:~~

~~(i) For the 2003-2004 school year and all following years, districts shall submit yearly updates to their documentation to the Wyoming Department of Education. For the 2004-2005 school year and all following years, this documentation shall include the student performance results relative to the district's assessment system including disaggregation of passing rates. Each school district shall submit the documentation required by this paragraph no later than August 1 of each year.~~

~~(g) For special needs students include accommodations in accordance with their individualized educational programs or 504 plans, and the policies described in the Policies for the Participation of All Students in District and Statewide Assessment and Accountability Systems, which is available from the Wyoming Department of Education, 2300 Capitol Avenue, Hathaway Building, 2nd Floor, Cheyenne, Wyoming 2002-0050. These accommodations shall not substantially alter the character of the assessments used to measure student performance.~~

Section 10. ~~Effective Date for Graduation Requirements.~~

~~(a) Beginning with the graduating class of 2003, each student who successfully completes the requirements set forth in Section 8(a) of this chapter will be eligible for a high school diploma. (W.S. 21-2-304(a)(iii) and (iv) and W.S. 21-9-102.) Thereafter, each student who demonstrates proficient performance on the uniform student content and performance standards for the common core of knowledge and skills listed in W.S. 21-9-101(a) of this chapter as set forth in Section 9 of this chapter and who also completes the requirements set forth in Section 8 of this chapter will be eligible for a high school diploma in accordance with the following timeline: (W.S. 21-2-304(a)(iii) and (iv) and W.S. 21-9-102.)~~

~~(b) Students graduating in 2006 and thereafter shall demonstrate proficient performance on the uniform student content and performance standards for language arts;~~

mathematics, science, social studies, health, physical education, foreign language, career/vocational education and fine and performing arts as set forth in Section 8(c) of this chapter.

Wyoming Department of Education
High School Diploma Requirements

Chapter 31

Section 1. **Authority.** These rules and regulations are promulgated under W.S. 21-2-304 (a) (iii) and (iv).

Section 2. **Applicability.** These rules and regulations pertain to the minimum requirements for students to earn a high school diploma from any public high school within any school district of the State of Wyoming, and the process for Wyoming State Board of Education to consult with local districts on the establishment of high school diploma requirements.

Section 3. **Definitions.**

(a) **Competency-Based Equivalency Examination.** One or more assessments used to evaluate the degree to which a student has achieved explicit, measurable, transferable learning objectives that are aligned with the Uniform Student Content and Performance Standards. Such assessments may allow a student to demonstrate competency, aligned to the standards, in a variety of ways, including through performance-based assessments. Pursuant to W.S. 21-2-304(a)(iii), successful performance on a district-approved competency-based assessment may be used in lieu of a passing grade in order for a district to determine that a student has successfully completed one or more of the components that are included within the state-established Standards for Graduation.

(b) **Component Completion Requirement.** An element of the Standards for Graduation requiring that any student graduating from any high school within any school district of this state shall have first earned a passing grade, as defined by the district, or demonstrated successful performance on a competency-based equivalency exam, for courses designated by the local school district in which the student is enrolled to satisfy each of the following components: four (4) school years of English; three (3) school years of mathematics; three (3) school years of science; and three (3) school years of social studies, including history, American government and economic systems and institutions. The courses designated by any local school district that may be used to satisfy the Component Completion Requirement shall be aligned with the Uniform Student Content and Performance Standards established for the high school grades, which may be written for individual grades (i.e., grade 9, 10, 11, or 12) or grade span (i.e., grades 9-12, 9-10, 11-12, or high school), and require a logical sequence and the progression of instruction aligned with content and benchmark standards from one school year to the next. [W.S. 21-2-304(a)(iii)]

(c) Standards for Graduation. The standards contained within the Uniform Student Content and Performance Standards establishing a progression of student learning leading to college and career readiness by the time students graduate from high school, which include the content standards for mathematics, science, language arts, and social studies required to be covered within courses any district offers to satisfy the Component Completion Requirement. [W.S. 21-2-304 (a)(iii)]

(d) Uniform Student Content and Performance Standards. The standards adopted by the Wyoming State Board of Education in the areas required by W.S. 21-9-101(b) which include the Standards for Graduation as required by W.S. 21-2-304(a)(iii).

Section 4. High School Diploma Requirements.

(a) Each local school district shall establish high school diploma requirements, which shall be reflected in policy and related documents, as appropriate. The district's policy shall include, at a minimum:

(i) A requirement that students achieve the Component Completion Requirement and the corresponding Standards for Graduation, which shall be satisfied by receipt of a passing grade, as defined by the district, or successful performance on competency-based equivalency examinations, for courses or course sequences that the district offers and identifies for credit to satisfy each of the subject area components required by W.S. 21-2-304(a)(iii), as follows:

(A) Four (4) school years of English;

(B) Three (3) school years of mathematics;

(C) Three (3) school years of science;

(D) Three (3) school years of social studies, including history, American government and economic systems and institutions, provided business instructors may instruct classes on economic systems and institutions.

(ii) A description of the district's definition of course credit, which may be synonymous with a Carnegie Unit of study, for any course which may be taken to satisfy the Component Completion Requirement;

(iii) A description of the process by which successful performance on a competency-based equivalency examination may evidence attainment of one or more of the courses used to satisfy the Component Completion Requirement, along with information on the level of performance needed in order for course credit to be awarded;

(iv) A description of any additional requirements that a student must successfully complete at the discretion of the local school district;

(v) A description of the way in which student performance on assessments that are part of the district's assessment system, designed to measure student performance relative to the Uniform Student Content and Performance Standards will be used as a factor in awarding course credit for receipt of a high school diploma;

(vi) A requirement that students demonstrate satisfactory performance on an examination of the principles of the Constitutions of the United States and the State of Wyoming as required by W.S. 21-9-102;

(vii) An assurance that academic credit toward the district's high school diploma requirements will be awarded for successful completion of any course offered under a qualifying postsecondary education enrollment options program as required by W.S. 21-20-201;

(viii) An assurance that no diploma or credit for a course which has been successfully completed shall be denied to a pupil who has earned it; provided, such diploma or credit shall not be deemed earned until payment has been made for any and all indebtedness due to the school district as required by W.S. 21-4-308.

(b) The district shall maintain and publish a list of courses deemed eligible to satisfy the Component Completion Requirement. All such courses shall be aligned with the Uniform Student Content and Performance Standards established for the high school grades, which may be written for individual grades (i.e., grade 9, 10, 11, or 12) or grade span (i.e., grades 9-12, 9-10, 11-12, or high school), and require a logical sequence and the progression of instruction aligned with content and benchmark standards from one school year to the next. Such list shall not be required to specifically list postsecondary education enrollment options courses for which academic credit may be awarded, consistent with Section 3(a)(vii).

(c) In order to meet the requirements of Section 3(a), a district shall use one of the following approaches to demonstrate adherence to the state Standards for Graduation, which, in accordance with W.S. 21-2-304(a)(iv), are required to be evidenced by course completion and as measured by each district's assessment system:

(i) Course-Based. The curriculum and instruction for required courses are tied to the appropriate content and performance standards for the high school grades, which may be written for individual grades (i.e., grade 9, 10, 11, or 12) or grade span (i.e., grades 9-12, 9-10, 11-12, or high school). Course grades are based on achievement of the standards and include student performance on district assessments at a weight determined by the district;

(ii) Course-Based with Common Assessments. The assessments used to gauge student mastery of standards for a particular course include one or more

assessments that are common across all such courses taught in the district. Common assessments are assigned a weight by the district and factored into the course grade;

(iii) Common Assessments – Stand-Alone (Not Factored Into Course Grade). Common assessments are administered at key checkpoints, in addition to or in lieu of receipt of a passing grade, for successful completion of a course. At the discretion of the district, such assessments may also be used as a competency-based equivalency examination in lieu of course completion;

(iv) Mixed Model. The district assessment system utilizes a combination of approaches that, taken as a whole, meet the state Standards for Graduation. The approach used may differ by content area and/or grade.

(d) A district assessment system, which shall be used, in part, to measure student achievement, shall be aligned with the Uniform Student Content and Performance Standards and shall be designed to determine the various levels of student performance.-This system will be subject to Wyoming State Board of Education review and approval once every five (5) years, as required by W.S. 21-2-304(a)(iv). The Wyoming State Board of Education’s review and approval of district assessment systems shall be based on the consideration of information gathered through the accreditation process or any other comprehensive district assessment system review as may be required by the State Superintendent pursuant to W.S. 21-2-204(f)(vi), including an evaluation of the degree to which district assessments are aligned with the Uniform Student Content and Performance Standards, as well as district adherence to other procedural criteria which may be established by the Wyoming State Board of Education, such as consistency and fairness. A similar Wyoming State Board of Education process and criteria shall be used to ensure district assessment systems are modified, as needed, to achieve full alignment within three (3) full school years following the Wyoming State Board of Education’s adoption of revisions to any component of the Uniform Student Content and Performance Standards.

(e) At the discretion of the local board of trustees, a minimum threshold of student performance on district assessments may be set and required for a student to earn a passing grade on any course used to meet the Component Completion Requirement. In no instance shall a district revise its requirements for receipt of a high school diploma unless all students are given an opportunity to plan for and satisfy any additional requirements.

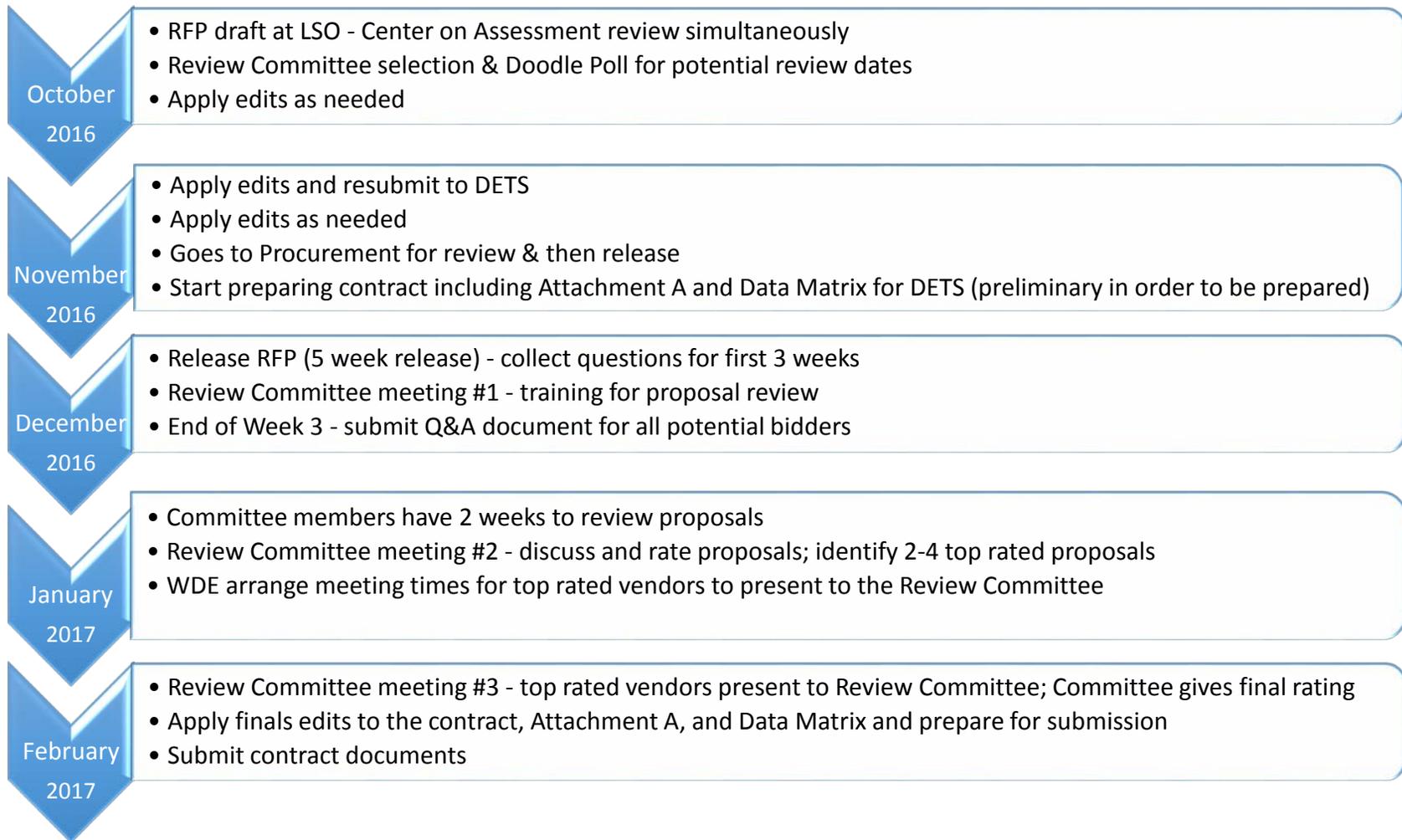
(f) Each local school district shall give students and parents timely notice of any changes made to requirements for receipt of a high school diploma, including all of the information in Section 3(a)(i) through (viii). Notice shall be provided in the manner generally used by the district for communicating important educational information to parents. In addition, the district’s current high school diploma requirements should be included in school handbooks and policies, as applicable, as well as on the official website of the district.

Section 5. Consultation with Local School Districts.

(a) On or before November 1, 2017, each local district shall submit to the Wyoming State Board of Education and Wyoming Department of Education for review and consultation its revised policy establishing high school diploma requirements that fully adhere to Section 3 of this rule and W.S. 21-2-304(a)(iii) and (iv). Within one hundred and twenty (120) days of receipt of a local district's requirements for receipt of a high school diploma, the Wyoming State Board of Education, working through the Wyoming Department of Education, will identify any areas in which compliance with state-established requirements is in question, as well as suggestions for revisions of the local district's requirements, and shall consult with the local district on any such findings and suggestions. At its discretion, the Wyoming State Board of Education may request that any local district resubmit policy revisions for further consultation.

(b) On or before November 1 of each subsequent school year, each local district shall report to the Wyoming Department of Education evidence that the district is in compliance with the requirements of Section 3 of this rule and W.S. 21-2-304(a)(iii) and (iv). In addition, following any modification of the district's requirements for receipt of a high school diploma, the district's report to the Wyoming Department of Education shall include an explanation of the changes made, and a copy of the revised requirements for Wyoming State Board of Education and Wyoming Department of Education review and consultation with the district. District adherence to Section 3 of this rule and W.S. 21-2-304(a)(iii) and (iv) will also be evaluated through the accreditation process.

STATE ASSESSMENT RFP TIMELINE – 2016-2017





**WYOMING
STATE BOARD
OF EDUCATION**

November 10, 2016

To: Wyoming State Board of Education

From: Thomas Sachse, Ph.D.

RE: Committee Reports

Attached are reports for each of our three standing committees:

Please note that the Advisory Committee to the Select Committee on Education Accountability is attended by both Sue Belish and myself. Her summary of the last meeting is attached, as is my written testimony for the Select Committee meeting on November 15th.

Pete Gosar, Chair
Kathy Coon, Vice Chair
Ken Rathbun, Treasurer
Jillian Balow, State Superintendent
Sue Belish
Nate Breen
Hugh Hageman

Wyoming State Board of Education
2300 Capitol Ave, Hathaway Building
Cheyenne, Wyoming 82002
307-777-6213
<http://edu.wyoming.gov/board/>

Scotty Ratliff
Robin Schamber
Kathryn Sessions
Walt Wilcox
Belenda Willson
Jim Rose



**WYOMING
STATE BOARD
OF EDUCATION**

To: State Board of Education

From: Tom Sachse, Coordinator

Date: November 10, 2016

Re: Communications Committee Report

The Communications Committee met on November 11 to discuss the attached agenda and preliminary thoughts on the celebration of the 100th anniversary of the Wyoming State Board of Education. The meeting was attended by Scotty Ratliff, Chelsie Oaks, McKenzie Williams, Kelly Pascal, and Tom Sachse.

Kelly began by reviewing the regular press relations work she does for the State Board, especially press releases and ongoing media relations. She was particularly interested in meeting the new education reporter for Wyoming Public Radio. She asked whether there were any particularly big stories that she should anticipate before the end of the calendar year, other than the Governor's likely approval of the science standards. I mentioned that the "due date" for the Governor's approval was estimated to be December 13. Scotty added that it would be big news if the legislature passed the American Indian Education for All bill that recently came out of the Select Committee on Tribal Relations.

Kelly went on to describe the work she's been doing regularly on the website maintenance. She said that the web links often fail every once in a while and she had to have about a dozen links repaired in the past couple of weeks. She is also working with me to develop timely blog posts, including one on the approval of the new science standards. She said this is all part of the regular and routine maintenance the Website and that Chelsie was good doing a good job in learning some of those repair functions.

She went on to review the transition process for communications from the contractor to coordinator. She touched on each of the four bullet points in the attached agenda. The last bullet point on the 2017 communications road map was primarily directed towards leveraging the state board's 100th anniversary.

During her presentation on the outline of the 100th anniversary planning, Scotty made several valuable contributions including: inviting past members of the State Board to participate in the celebration; partnering with WEA for a celebration during the legislative session; turning the report of major State Board accomplishments and issues into a booklet format; and, describing how the State Board looked over the past 100 years. These ideas were edited into the revised outline in your packet.

It would be useful to have a broader discussion of celebration possibilities with the entire board at our November meeting.



WYOMING STATE BOARD OF EDUCATION

November 18, 2016 Communications Report

Ongoing press relations

- Press releases
- Media relations

Web site updates

Transition from communications contractor to coordinator

- Introduction to key media
- Collaboration on media relations: news release and story development
- Collaboration on web site content development
- 2017 communications roadmap

Other communications issues and opportunities

100th State Board of Education Anniversary Celebration (see planning outline p.2-3)

2017 100th Anniversary Planning Outline for Discussion

Objective

- To build relationships with stakeholders across the state

Strategy

- Communicate the board's essential functions and key milestones over the last 100 years, and how its work has positively influenced K-12 education in Wyoming.
- Tie in a look to the future and continued importance of the board's contribution to a healthy, thriving education system.

Target Audiences

- Governor
- Legislature
- Leaders and trustees in K-12 and higher education across state
- Wyoming citizens, business leaders and community leaders

Recommendation Highlights

- Schedule celebratory event, possibly with WEA during legislative session, featuring key speakers
- Request Gubernatorial declaration, Senate recognition and State of the State address inclusion
- Develop booklet/report commemorating this 100-year milestone, honoring past members, sharing key milestones and importance of the board for the future of education. Distribute in physical and digital format to all partners in education, including Governor, legislature, local K-12 boards, and partners in higher education.
- Work with media to tell our story.
- Update web site in variety of ways, produce monthly content connected with this milestone.
- Leverage 100-year anniversary as an opportunity to better engage partners in education across the state.

Details

Events

- Schedule a celebratory event during legislative session, perhaps piggy-backing on the WEA reception in late January/early February where Governor Mead, Chairman Gosar and Superintendent Balow speak about the significance of this milestone and the ways in which the board has enhanced education throughout the last 100 years. Ensure key media and dignitaries are present.
- Align the late January/early February board meeting with this event and develop an agenda that honors the work of the board throughout the years. Add 100-year anniversary "module" to each meeting throughout the rest of the year, perhaps recognizing specific board members and their contributions.
- Develop a booklet/report commemorating key accomplishments of the board over the years, and honoring all board members who have served. Distribute in digital and printed format at events, to the Governor, legislature, media, local K-12 trustees, our partners in higher education and others as appropriate.

Governor's Office

- Work with the Governor's office to request a declaration to commemorate the 100-year anniversary – on the same date as the above celebratory event.
- Make an official request for recognition of the 100-year anniversary in the Governor's State of the State address.

Legislature

- Request recognition on the Senate floor on the same date as the celebratory event.
- Share report/booklet with the legislature, JEC and JAC.

Web Site

- Develop monthly blog posts about top milestones and essential functions, and how they relate to a high functioning, always improving K-12 system. Share these by email with WSBA and other GovDelivery members.
- Post 100-year anniversary booklet/report on web site.
- Update home page of the web site with imagery and content celebrating this milestone.

Media Relations

- Develop a news release and several story ideas to garner coverage with top outlets in the state. Key focus would be a piece with Wyoming Public Radio and Casper Star Tribune. Supplement this effort with local pitches across the state, offering local SBE members for interview. Consider develop an Op-Ed from Chairman Gosar to be shared with key media outlets across the state.

Local Community Outreach/Connection with K-12 district trustees across state

- Schedule time at school district trustee meetings across the state where SBE members speak briefly about the work of the board and its contributions over the last 100 years. Use this as an opportunity to build rapport and gather greater input from local boards on an ongoing basis.
- Work closely with WSBA to communicate this milestone and find other ways to build relationships with boards.
- Seek out speaking opportunities at top education events throughout the year.
- Work with UW and Wyoming Community College leadership to share 100-year milestones, and develop opportunities for greater ongoing two-way engagement.

Graphic Support

- Develop a graphic mark for the 100th anniversary that can be used in various communications.

Next Steps

- Gather board feedback
- Schedule celebratory event
- Work with Governor's office
- Begin developing booklet/report

November 2016 Administrative Committee Meeting

- ✓ Legislative Priorities
 - Tom reviewed the testimony that he will provide to the Select Committee on Accountability concerning Chapter 31 rules, the RFP for the state assessment, and the specialty assessment report. We discussed the need to determine who is responsible for making a recommendation about the specialty assessments – is it the SBE, the Advisory Committee, the WDE? We asked Mackenzie and Katherine to provide us with their interpretation of legislative intent. We also discussed some lingering concerns about the recommendations from the Task Force on specialty assessments. There may be a need for us to have a discussion about these recommendations at a future SBE meeting.
- ✓ Advisory Committee to the Select Committee on Accountability Report
 - We reviewed the report from the Advisory Committee focusing on the impact to the SBE should the recommendations be accepted. They include Chapter 29 revisions, Professional Judgement Panel workload, alignment of the State System of Support to accountability, and adoption of teacher and leader standards.
- ✓ November 18th SBE Agenda
 - We reviewed the draft agenda, asked for additional items, and suggested a few revisions to the order. Tom will pass these along to Chelsie.
- ✓ Chapter 31
 - We discussed the need to revisit Chapter 31 at the November meeting. There is a technical issue that needs to be resolved.
- ✓ 100th Anniversary Planning
 - Tom discussed some of the preliminary thoughts about the anniversary celebration.
- ✓ SBE Workplans
 - Tom asked for input on planning his work for the next several months. Some of the suggestions included: develop a plan for providing weekly updates to the Board during the legislative session, consider convening a Chapter 29 task force to begin working on the revision to those rules, begin planning for an expanded workload for the PJP, and develop a mechanism for tracking legislation that would impact the work of the SBE. Tom is also working on some blogs that will deal with topics such as Science Standards.
- ✓ ESSA and Long-term and Interim Goals
 - Tom discussed the need to collaborate with WDE on the establishment of long-term and interim goals as required by ESSA. This could be another part of Tom's work with the department and the Board in the coming months.
- ✓ Outreach to UW and Community Colleges
 - Tom shared the work he is doing to collaborate with the community colleges and UW. He has met with several key players from those arenas.
- ✓ WDE Liaison
 - Lisa thanked those Board members who had attended the department's ESSA discussion sessions and invited us to attend a future session if possible. She also expressed appreciation for Tom's work in collaborating with the department.

Advisory Committee on Accountability Report - November 2016
Submitted by Sue Belish, SBE representative on the Advisory Committee

Recommendations to the Select Committee on Accountability

1. There was a consensus that Wyoming should have a single, coherent school accountability system that can support school improvement in Wyoming, while meeting both federal and state requirements. There was a desire to keep the accountability system as consistent with the current system as possible.
2. There was consensus to use the current equity indicator as the additional indicator of school quality and student success (aka, the 5th indicator) at the elementary and middle school levels. This means that except for adding an indicator for English Learners (EL), which is required by ESSA, the elementary and middle school accountability systems will remain virtually the same as they are right now. This allows for continuity. The Advisory Committee requested additional time to consider adding a new indicator such as student engagement or school climate as the 5th indicator. The committee would need to explore the impact a new indicator would have on schools and school improvement.
3. The Advisory Committee agreed to rely on the World Class Instructional Design and Assessment (WIDA) recommendations for documenting progress for EL students, but will direct the Wyoming Department of Education (WDE), along with its technical consultants, to provide oversight on the proposed approach and closely monitor data from Wyoming students. Wyoming already uses the WIDA assessment for English Learners so this is not a change. Relying on this group's recommendations is valuable because Wyoming has a relatively small EL population and WIDA is a consortium of many states. Adding EL results to the accountability system is a new requirement of ESSA.
4. The Advisory Committee agreed with the approach for establishing long-term and interim goals for English learners (EL) students, achievement, sub-groups that are behind, and graduation. This is an ESSA requirement and the process recommended attempts to balance attainability and ambitiousness. It would require the Professional Judgement Panel (PJP) or another PJP-like panel to set those goals once there is sufficient data.
5. There was a consensus to forward to the Select Committee a memo concerning the use of the 11th grade ACT as part of the achievement indicator. The recommendation from the Advisory Committee is to use the ACT (or whatever college readiness test is selected) as part of our readiness indicator and not as achievement. Many of the Advisory Committee members expressed a preference for not requiring the ACT of all students, even though they recognized that such an outcome would be unlikely. The memo to the Select Committee outlines 5 reasons why a college readiness test should not be used as part of the achievement indicator.
6. Phase II of the accountability system was designed to focus on teacher and leader evaluations. The original legislation included very specific statutory language about these evaluation systems. The majority of the Advisory Committee felt that the details of these evaluation systems should not be in

legislation. The Advisory Committee felt that Chapter 29 rules (SBE is responsible for them) provide enough direction to districts on what they should be doing in terms of teacher and leader evaluation, but most acknowledged that there was essentially nothing known at the state level about the quality of implementation of these systems in schools and districts. The Advisory Committee was reluctant to add more requirements to Chapter 29, other than to add expectations (models) for the evaluation of district superintendents. That said, the committee did not want to back away from leader evaluation and supported considering leader (and educator) evaluation and support systems in the context of school and district accountability systems.

- a. The Advisory Committee recommended the Select Committee revise 17LSO-0157 to direct districts with schools designated as not meeting and partially meeting expectations be required, in collaboration with their WDE liaison to provide evidence regarding the design, implementation, and results of their leader and educator evaluation systems. There was not consensus by the Advisory Committee on how this would play out within the framework of the Wyoming Accountability in Education Act.
 - b. The Advisory Committee discussed requesting that when the Wyoming State Board reviews its requirements of district accreditation (Chapter 6), that it strongly consider adding requirements that districts provide evidence of the design, implementation (including training), and results of its leader and educator evaluation and support systems.
 - c. There was a recommendation that the SBE adopt common standards for superintendents, school leaders, and teachers.
7. The Advisory Committee voted on the following four recommendations about indicators for high schools. The results of those votes will be given to the Select Committee on Nov. 15th.
- a. Should the Advisory Committee recommend that graduation rate be pulled out as a separate indicator at least at the lowest levels of aggregation? If you would like to vote no, please keep in mind the potential problem of double-counting graduation rate as both the graduation rate indicator and as part of the readiness indicator.
 - i. Committee members voted not to separate out graduation as a stand- alone indicator. We recommend that it remain part of readiness.
 - b. Should the Advisory Committee recommend eliminating the “tested readiness” indicator if the full Hathaway Scholarship eligibility determinations are maintained in the accountability system?
 - i. 73% of Committee members voted to eliminate tested readiness. This means that student ACT scores will count towards readiness as reflected in the Hathaway Scholarship eligibility determinations, but those scores will not be counted as another separate part of readiness. So yes the ACT will continue to be given to students and students who choose to take ACT several times can use their highest score.
 - c. If credits earned is kept as a component for readiness, would the committee recommend adding the 10th grade?

- i. The vote was split almost evenly on this recommendation. Committee members want to look at data models to see what impact and information might be gained by including 10th grade credits earned.
- d. What is your preferred option for the postsecondary readiness indicator? Option 1: Current Hathaway eligibility; Option 2: Hathaway eligibility plus “bonus points” for career preparation; Option 3: College or career readiness evaluated for each student
 - i. 73% voted to include adding career readiness to the system. The majority of those voting in favor of adding career readiness favored Option 3. The Committee requested additional time to consider the impact of gathering this data.

What the Committee is still working on:

- ✓ Developing the English Learner accountability indicator that is as fair as possible to all schools.
- ✓ Describing the process for identifying schools for comprehensive and targeted support. While ESSA requires that the “lowest 5% of schools” be identified for comprehensive support, it is not clear that the 5% threshold be defined on the full accountability determination. Targeted support was defined in the draft regulations in a way that the committee believes will identify too many schools. We expect to receive more clarification when the final rules are released.
- ✓ Connecting the requirements of targeted and comprehensive support with the provisions in the existing law for the Statewide System of Support (SSOS).

What does all this mean to SBE should the recommendations be accepted?

1. The SBE will need to revise Chapter 29 rules about leader and teacher evaluations. This could potentially require a task force to develop recommendations.
2. The SBE will need to determine common standards for teachers and leaders and figure out where these standards would “live”. There are already two reports from the Advisory Committee on these common standards which could help in the process.
3. The SBE will need to determine how the implementation of a district’s evaluation system, as well as the results of school accountability would fit in Chapter 6 Accreditation Rules
4. The PJP will have another task – to set long and interim goals for achievement, graduation, sub-groups who are behind, and EL students.
5. There will be a need to further define the State System of Support and work with the Collaborative Council to ensure alignment of the support that is given to schools.

The full report to the Select Committee on Accountability can be found on the LSO website under materials for the November 15, 2016 meeting.



**WYOMING
STATE BOARD
OF EDUCATION**

To: Select Committee on Education Accountability

From: Tom Sachse, Ph.D.
Coordinator, Wyoming State Board of Education

Date: November 4, 2016

Re: Chapter 31

On October 15 during its regularly scheduled October meeting in Lander, the Wyoming State Board of Education heard a presentation from Amy Starzynski from Foresight Law and Policy on proposed changes to the Chapter 31 (Graduation Requirements) Rules. Ms. Starzynski listed eight areas in which the Legislative Services Office (LSO) raised issues with the previous set of rules. She also presented the remediation proposed to address each of those eight shortcomings.

The state board discussed the proposed refinements and ultimately elected to approve them for submission to the attorney general's office, the governor's office and ultimately, the LSO.

Since then, I have met with Ms. Starzynski and the Wyoming Department of Education (WDE) staff twice to discuss how the proposed changes to Chapter 31 will affect Chapter 10 (Standards) and Chapter 6 (Accreditation). It is important for the committee to be aware that these rules also relate to Every Student Succeeds Act (ESSA) planning, currently underway by the WDE in consultation with many other groups throughout the state. The WDE and state board are intentionally staging the next rules revisions to take advantage of stakeholder input .

While parsimony considerations might suggest the merger of Chapter 10 with 31 or Chapter 6 with 31, the core message in each set of rules suggest these may best be left as single-standing sets of rules. However, the state board is willing to consider opportunities for consolidation. For example, it may be that Chapter 6 could be merged with Chapter 26 (Institutional Accreditation). The state board will be discussing each of these sets of rules in the next few months.



WYOMING STATE BOARD OF EDUCATION

To: Select Committee on Education Accountability

From: Tom Sachse, Ph.D.
Coordinator, Wyoming State Board of Education

Date: November 4, 2016

Re: Statewide Assessment Request for Proposals

Two members of the Wyoming State Board of Education (SBE) and I have reviewed the nearly final drafts of the two Requests for Proposals (RFPs) to procure new statewide assessments for grades one through 10 and grades 11 and 12. Because these documents are highly confidential, they are only available for review at the Wyoming Department of Education (WDE) office. We applaud the WDE for inviting SBE participation while maintaining strict security. As the procurement process proceeds, it will be essential to maintain fairness for all potential bidders.

In an effort to underscore standards alignment, several members of the SBE and I participated in some early discussions with the Human Resources Research Organization (HumRRO), the contractor providing RFP development assistance.

As staff to the state board, I reviewed both RFPs with three criteria in mind: 1) alignment to the state standards; 2) correspondence to the assessment task force report; and, 3) coherence in the entire assessment system. In reviewing both RFPs for alignment to the state standards, I looked at areas related to mathematics, language arts, and science, with specific attention to content, rigor, and thinking skills. In reviewing the RFPs for correspondence to the Wyoming Assessment Task Force Report, I reviewed the Martineau “crosswalk” documents and also used a matrix of task force recommendations I created for the review process. In terms of assessment system coherence, I reviewed these assessment designs and related state-mandated assessments.

Regrettably, I cannot provide any detailed comments on the results of my review due to confidentiality constraints imposed by the embargo period. I can report that my review found the RFPs to be comprehensive in terms of legal, technical, procedural and substantive matters. I believe that the statewide assessment procurement process will generate significant interest among potential bidders. I would also like to again acknowledge the WDE’s professionalism in managing the bidding process.



WYOMING STATE BOARD OF EDUCATION

To: Select Committee on Education Accountability

From: Tom Sachse, Ph.D.
Coordinator, Wyoming State Board of Education

Date: November 4, 2016

Re: Specialty Assessment Report

At its regularly scheduled meeting on September 22 in Wolf, the Wyoming State Board of Education (WDE) received a detailed report from Deb Lindsey, then assessment administrator for the WDE, about specialty assessment committees,. The board accepted and approved this report at that meeting and forwarded it to the LSO in advance of the September 30 due date. Ms. Lindsey commended these specialty assessment committees as extensions of the Wyoming Assessment Task Force in four key areas: alternative assessments, English language proficiency, career and technical education, and early literacy/K-2 assessments.

The alternative assessment committee made several recommendations, including that the WDE should conduct a Spring 2017 study about the time it takes staff to administer and follow up on this assessment process. They noted that the current alternative assessment system was far less burdensome than the previous system and recommended maintaining it for the foreseeable future. This committee also suggested that the alternative assessment process be maintained as a paper assessment, rather than online. They also recommended keeping the reporting at the content area instead of offering specific scores by domain. Finally, citing alternative interim assessments as unnecessary, they recommended against adding them to the new statewide assessment system.

The English language proficiency committee recommended keeping the current WIDA ACCESS assessment system for gauging the process of English Learners. They noted that this assessment is conducted during a time when no other state assessments take place, in January and February, and recommended that this continue.

The career and technical education committee developed definitions clarifying the difference between career readiness and career and technical education. This committee also recommended career readiness testing for all students, and suggested that this issue be considered by the Advisory Committee to the Select Committee on Educational Accountability.

This committee specifically recommended the use of technical skill assessments for determining career readiness, as well as counting students as career ready if they receive industry recognized certifications. They suggested that the state consider paying for career and technical education assessments as is done for the college readiness measure (ACT). It is important to note that the state board chose not to discuss the matter of career readiness assessments for all students, as this should be discussed by the Advisory Committee to the Select Committee on Educational Accountability.

The Early Literacy/K-2 Assessment Committee recommended against the addition of summative assessments for students in grades K through 2. However, they did recommend the addition of K-2 interim assessments directly linked to the grades three through 10 statewide assessments. This committee also offered recommendations on refining assessments of kindergarten readiness and also made recommendations regarding legislation on reading assessment and intervention (W.S. 21-3-401).

These four assessment committees made valuable recommendations about how specialty assessments would help to develop a more coherent state assessment system. In receiving and approving this specialty statewide assessment report, the state board acknowledged the work of committee members, Deb Lindsey, and other WDE staff.



**WYOMING
STATE BOARD
OF EDUCATION**

November 10, 2016

To: Wyoming State Board of Education

From: Thomas Sachse, Ph.D.

RE: Civics Testing Proposal

Bob Jensen will join us by phone at our Nov. 18 meeting to present a possible bill to add a new graduation requirement for Wyoming students. His proposal, which he has discussed with Superintendent Balow and Chairman Gosar, is to test students on their knowledge of national civics and history, using the U.S. citizenship civics test that all immigrants must pass. Recent studies have shown that a high percentage of high school graduates do not have a basic grasp of national civics.

Wyoming statute 21-9-102 already requires instruction and assessment of both the Wyoming and US Constitutions as a condition of high school graduation; these assessments are developed at the local level.

We look forward to discussing this proposal with Mr. Jensen.

Pete Gosar, Chair
Kathy Coon, Vice Chair
Ken Rathbun, Treasurer
Jillian Balow, State Superintendent
Sue Belish
Nate Breen
Hugh Hageman

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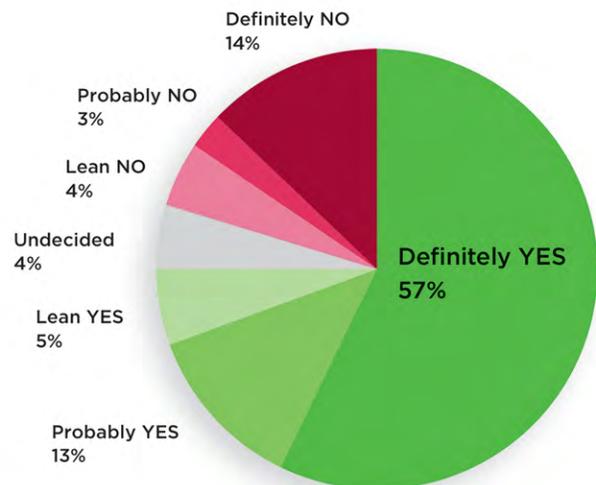
Scotty Ratliff
Robin Schamber
Kathryn Sessions
Walt Wilcox
Belenda Willson
Jim Rose

Restoring civics education and ensuring that all high school graduates are ready for active, engaged citizenship.

The **Civics Education Initiative** is simple in concept. It requires high school students, as a condition for graduation, to pass a test on 100 basic facts of U.S. history and civics taken from the United States Citizenship Civics Test – *the test all immigrants applying for U.S. citizenship must pass*. Yet, according to the National Assessment of Educational Progress, only 24 percent of U.S. high school students are proficient in civics, and studies by the Annenberg Foundation show that a third of U.S. citizens can't name even one branch of our federal government. That's why the Joe Foss Insitute created the Civics Education Initiative.

The **Civics Education Initiative** legislation allows individual schools to administer the test in a way the school deems as adequate to ensure the requirements are followed. Students may take the test any time during their high school careers and may take the test as many times as necessary to pass. By using this well-established test and the study materials that are already easily available online and for free, CEI legislation has next to no implementation costs.

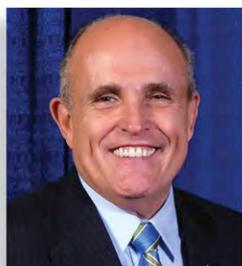
Support for the Civics Education Initiative (2014)



	YES	NO	+/- Difference
ALL	74%	21%	+53
Men	78%	19%	+59
Women	71%	24%	+47
Republican	84%	13%	+71
Independent	75%	21%	+54
Democrat	68%	27%	+41
White	76%	20%	+56
Hispanic	76%	22%	+54
African American	60%	32%	+28

The **Civics Education Initiative** is a first step to ensure all students are taught basic civics about how our government works, and who we are as a nation...things every student should know to be ready for active, engaged citizenship.

The Civics Education Initiative National Board of Advisors



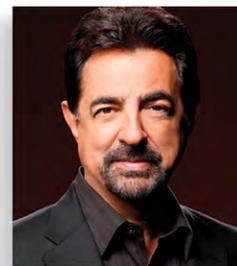
The Hon. Rudolph W. Giuliani
Former Mayor of New York City



Carl Bernstein
Pulitzer Prize-Winning Journalist and Author



Richard Riley
Former U.S. Secretary of Education

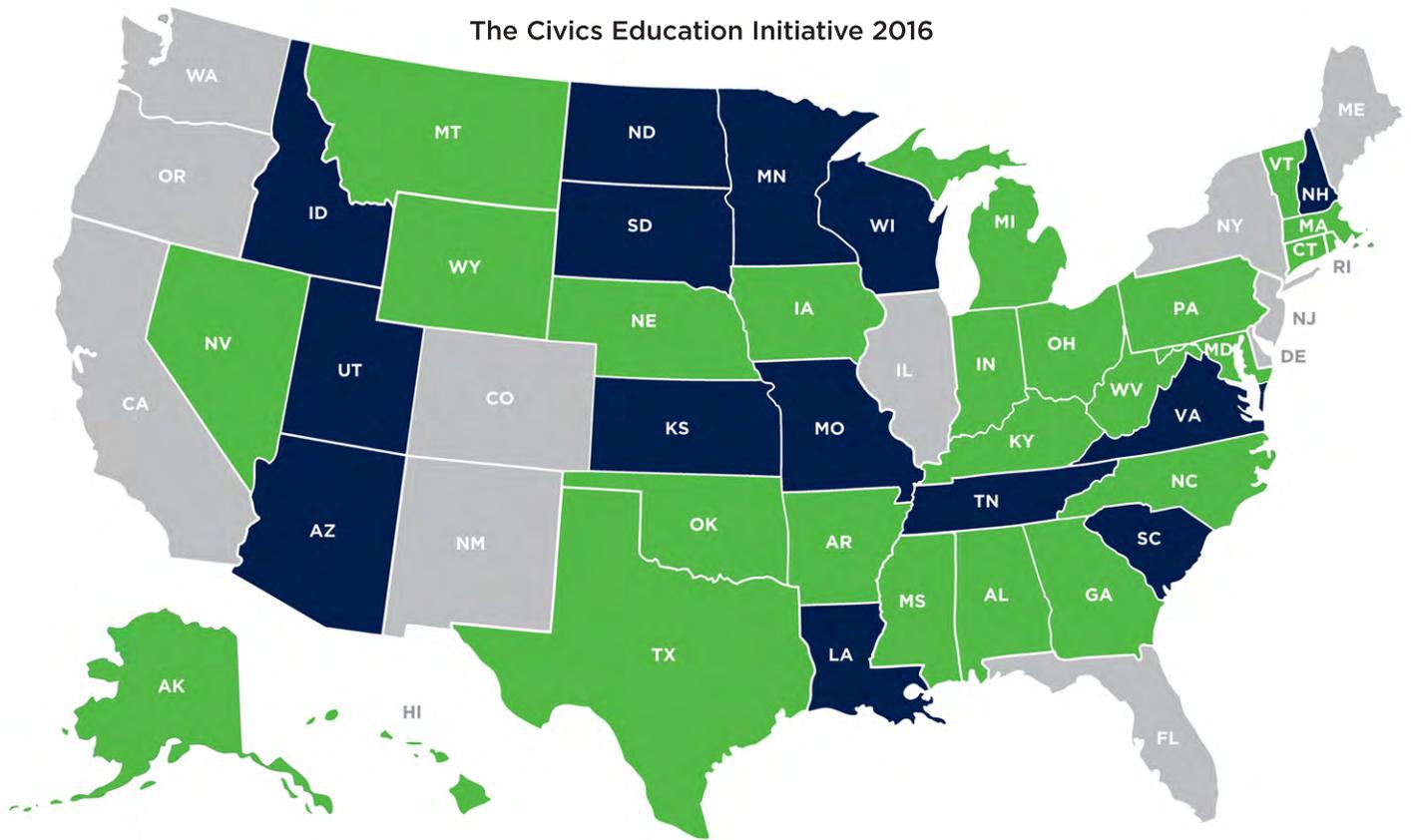


Joe Mantegna
Award-Winning Actor



Kirsten Baesler
North Dakota Superintendent of Public Instruction

The Civics Education Initiative 2016



The **Civics Education Initiative** is sponsored by the Civics Proficiency Institute, an affiliate of the Joe Foss Institute. The goal is to pass legislation in all 50 states by September 17, 2017 - the 230th anniversary of the U.S. Constitution.



For more information, please contact:

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CIVICS EDUCATION INITIATIVE

100 Facts Every High School Student Should Know

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CivicsEducationInitiative.com | JoeFossInstitute.org



JOE FOSS INSTITUTE™
Advancing Civics Education

HOUSE BILL NO. HB0196

Civics proficiency examination.

Sponsored by: Representative(s) Clem, Halverson, Jaggi and
Miller and Senator(s) Meier

A BILL

for

1 AN ACT relating to high school graduation; requiring
2 passage of an examination as specified; and providing for
3 an effective date.

4

5 *Be It Enacted by the Legislature of the State of Wyoming:*

6

7 **Section 1.** W.S. 21-2-304(a)(iv)(intro) and 21-9-102
8 are amended to read:

9

10 **21-2-304. Duties of the state board of education.**

11

12 (a) The state board of education shall:

13

14 (iv) Effective school year 2013-2014, and each
15 school year thereafter, require district administration of

1 common benchmark adaptive assessments statewide in reading
2 and mathematics for grades one (1) through eight (8) in
3 accordance with W.S. 21-3-110(a)(xxiv). The board shall
4 also establish, in consultation with local school
5 districts, requirements for students to earn a high school
6 diploma as measured by each district's assessment system
7 prescribed by rule and regulation of the state board and
8 required under W.S. 21-3-110(a)(xxiv). Beginning school
9 year 2016-2017, and each school year thereafter, the
10 requirements to earn a high school diploma shall include
11 completion of the examination required under W.S. 21-9-102.
12 Beginning school year 2014-2015, and each school year
13 thereafter, each district's assessment system shall include
14 a measure or multiple measures for purposes of determining
15 completion of high school graduation requirements. The
16 state board shall by rule and regulation establish
17 guidelines for district development of this measure or
18 measures, and shall through the department of education,
19 provide support to districts in developing each district's
20 measure or measures. The state board shall through the
21 department, annually review and approve each district's
22 assessment system designed to determine the various levels
23 of student performance and the attainment of high school

1 graduation requirements. A high school diploma shall
2 provide for one (1) of the following endorsements which
3 shall be stated on the transcript of each student:
4

5 **21-9-102. Instruction in state and federal**
6 **constitutions required; satisfactory examination a**
7 **prerequisite to graduation.**
8

9 (a) All schools and colleges in this state that are
10 supported in any manner by public funds shall give
11 instruction in the essentials of the United States
12 constitution and the constitution of the state of Wyoming,
13 including the study of and devotion to American institution
14 and ideals, and no student shall receive a high school
15 diploma, associate degree or baccalaureate degree without
16 satisfactorily passing an examination on the principles of
17 the constitution of the United States and the state of
18 Wyoming. The instruction shall be given for at least three
19 (3) years in kindergarten through grade eight (8) and for
20 one (1) year each in the secondary and college grades.
21

22 (b) Beginning school year 2016-2017 and each school
23 year thereafter, the examination required to receive a high

1 school diploma under subsection (a) of this section on the
2 essentials of the United States constitution, hereby known
3 as "civics test", shall consist of the one hundred (100)
4 questions that, as of January 1, 2015, officers of the
5 United States citizenship and immigration services use to
6 demonstrate applicants possess a knowledge and
7 understanding of the fundamentals of the history,
8 principles and form of government of the United States
9 under 8 U.S.C. Section 1423. Every student shall answer at
10 least sixty percent (60%) of the questions correctly to
11 receive a Wyoming high school diploma. This requirement
12 applies to each student enrolled in a public school
13 district or pursuing a general equivalency diploma. Each
14 student in grades nine (9) through twelve (12) must be
15 provided with an opportunity to take the civics test at
16 least one (1) time per school calendar. A student may take
17 the test at any time after enrolling in the grade nine (9)
18 and may repeat the test as often as necessary to
19 demonstrate proficiency. This requirement shall not apply
20 to students exempted pursuant to an individualized
21 education plan under the federal Individuals with
22 Disabilities Act.

23

1 **Section 2.** This act is effective July 1, 2015.

2

3

(END)



CIVICS EDUCATION INITIATIVE

100 Facts Every High School Student Should Know

The Civics Proficiency Initiative will set as a requirement for High School graduation that students must pass the United States Citizenship Civics Test. Passage of this test – *in English* – is required for all new American Citizens. A score of 60% or greater is required for passage.

As of December 2013, 92% of immigrants applying for United States citizenship passed the test.

For native-born citizens the results are less than stellar. According to the 2014 National Assessment of Educational Progress (NAPE), only 23 percent of 8th graders are proficient in civics, and only 14 percent of High School Seniors can identify Thomas Jefferson as the author of the Declaration of Independence.

Shouldn't our High School graduates know as much about basic American civics as we require immigrants applying for United States citizenship to know about America?

Can you pass the test?

United States Citizenship Civics Test

100 Questions in Three Parts

PART ONE: AMERICAN GOVERNMENT

A: Principles of American Democracy

1. What is the supreme law of the land?
2. What does the Constitution do?
3. The idea of self-government is in the first three words of the Constitution. What are these words?
4. What is an amendment?
5. What do we call the first ten amendments to the Constitution?
6. What is one right or freedom from the First Amendment?
7. How many amendments does the Constitution have?
8. What did the Declaration of Independence do?
9. What are two rights in the Declaration of Independence?
10. What is freedom of religion?
11. What is the economic system in the United States?
12. What is the "rule of law"?

B: System of Government

13. Name one branch or part of the government.
14. What stops one branch of government from becoming too powerful?
15. Who is in charge of the executive branch?
16. Who makes federal laws?
17. What are the two parts of the U.S. Congress?

18. How many U.S. Senators are there?
19. We elect a U.S. Senator for how many years?
20. Who is one of your state's U.S. Senators now?
21. The House of Representatives has how many voting members?
22. We elect a U.S. Representative for how many years?
23. Name your U.S. Representative.
24. Who does a U.S. Senator represent?
25. Why do some states have more Representatives than other states?
26. We elect a President for how many years?
27. In what month do we vote for President?
28. What is the name of the President of the United States now?
29. What is the name of the Vice President of the United States now?
30. If the President can no longer serve, who becomes President?
31. If both the President and the Vice President can no longer serve, who becomes President?
32. Who is the Commander in Chief of the military?
33. Who signs bills to become laws?
34. Who vetoes bills?
35. What does the President's Cabinet do?
36. What are two Cabinet level positions?
37. What does the judicial branch do?
38. What is the highest court in the United States?
39. How many justices are on the Supreme Court?
40. Who is the Chief Justice of the United States now?
41. Under our Constitution, some powers belong to

- the federal government. What is one power of the federal government?
42. Under our Constitution, some powers belong to the states. What is one power of the states?
 43. Who is the Governor of your state now?
 44. What is the capital of your state?
 45. What are the two major political parties in the United States?
 46. What is the political party of the President now?
 47. What is the name of the Speaker of the House of Representatives now?

C: Rights and Responsibilities

48. There are four amendments to the Constitution about who can vote. Describe one of them.
49. What is one responsibility that is only for United States citizens?
50. Name one right only for United States citizens.
51. What are two rights of everyone living in the United States?
52. What do we show loyalty to when we say the Pledge of Allegiance?
53. What is one promise you make when you become a United States citizen?
54. How old do citizens have to be to vote for President?
55. What are two ways that Americans can participate in their democracy?
56. When is the last day you can send in federal income tax forms?
57. When must all men register for the Selective Service?

PART TWO: AMERICAN HISTORY

A: Colonial Period and Independence

58. What is one reason colonists came to America?
59. Who lived in America before the Europeans arrived?
60. What group of people was taken to America and sold as slaves?
61. Why did the colonists fight the British?
62. Who wrote the Declaration of Independence?
63. When was the Declaration of Independence adopted?
64. There were 13 original states. Name three.
65. What happened at the Constitutional Convention?
66. When was the Constitution written?
67. The Federalist Papers supported the passage of the U.S. Constitution. Name one of the writers.
68. What is one thing Benjamin Franklin is famous for?
69. Who is the "Father of Our Country?"
70. Who was the first President?

B. The 1800's

71. What territory did the United States buy from

- France in 1803?
72. Name one war fought by the United States in the 1800s.
73. Name the U.S. war between the North and the South.
74. Name one problem that led to the Civil War.
75. What was one important thing that Abraham Lincoln did?
76. What did the Emancipation Proclamation do?
77. What did Susan B. Anthony do?

C: Recent American History and Other Important Historical Information

78. Name one war fought by the United States in the 1900s.
79. Who was President during World War I?
80. Who was President during the Great Depression and World War II?
81. Who did the United States fight in World War II?
82. Before he was President, Eisenhower was a general. What war was he in?
83. During the Cold War, what was the main concern of the United States?
84. What movement tried to end racial discrimination?
85. What did Martin Luther King, Jr. do?
86. What major event happened on September 11, 2001, in the United States?
87. Name one American Indian tribe in the United States.

PART THREE: INTEGRATED CIVICS

A: Geography

88. Name one of the two longest rivers in the United States.
89. What ocean is on the West Coast of the United States?
90. What ocean is on the East Coast of the United States?
91. Name one U.S. territory.
92. Name one state that borders Canada.
93. Name one state that borders Mexico.
94. What is the capital of the United States?
95. Where is the Statue of Liberty?

B: Symbols

96. Why does the flag have 13 stripes?
97. Why does the flag have 50 stars?
98. What is the name of the national anthem?

C: Holidays

99. When do we celebrate Independence Day?
100. Name two national U.S. holidays.

CONSTITUTION AND BY-LAWS
HOT SPRINGS EARLY CHILDHOOD BOARD OF COOPERATIVE EDUCATIONAL SERVICES

ARTICLE I

General

Section 1. Name. The name of this organization shall be Hot Springs Early Childhood Board of Educational Cooperative Services a/k/a Hot Springs EC BOCES.

Section 2. Location. The Hot Springs EC Board of Cooperative Educational Services shall be located at 415 Springview Street, Thermopolis, WY 82443.

ARTICLE II

Definitions

As used in this Constitution and the By-Laws appended hereto, unless otherwise specifically noted, the following terms shall have the meaning given herein.

A. "Administrative Director" means the individual hired by the Board to fulfill the administrative and executive functions necessary in the day-to-day operation of the Hot Springs EC board of Cooperative Educational Services.

B. "Board" shall mean the Hot Springs EC Board of Cooperative Educational Services composed of Directors representing each member District.

C. "Director" shall mean the member selected by the member District to serve on the Hot Springs EC Board of Cooperative Educational Services.

D. "Member" shall mean any member of a Board of Trustees of a member district.

E. "Member Districts" shall mean those individual School Districts who are original member districts or who are subsequently approved and become member districts participating in the Hot Springs Early Childhood Board of Cooperative Educational Services.

ARTICLE III

Participation

Section 1. Voluntariness. The decision to participate in the Hot Springs EC Board of Cooperative Educational Services is a voluntary one.

Section 2. Participation. Any Wyoming school district may elect to participate in the Hot Springs EC BOCES. Each member district shall pay their proportionate share of the administrative costs to operate the Hot Springs EC BOCES as determined by the Board. Unless otherwise agreed, the pro rata share of administrative costs shall be based upon the ADM of each Member District.

Each Member District agrees to initially levy a one-half mil for the Hot Springs EC BOCES. Funds received by the Hot Springs EC BOCES resulting from the half mil levy from each Member District which exceed the portion of administrative costs to be paid by the Member District will be utilized to provide early childhood programs for the benefit of the Member District contributing to the BOCES. If at any time the Board determines that a Member District has contributed sufficient funds and has reserves available to pay for any and all early childhood programs that Member District elects to participate in, the Board may agree that the Member District with excess funds available for EC programs over and above the administrative costs may agree to allow the Member District to skip the BOCES mil levy or reduce the BOCES mil levy for one (1) or more years. Each Member District may elect to participate in and pay for only those programs and services deemed necessary by the Member District.

Section 3. Voting. Each Director shall have one (1) vote in determining policies, the scope of cooperative activities to be conducted by the Hot Springs EC Board of Cooperative Educational Services, and all other matters coming before the Board of Cooperative Educational Services.

ARTICLE IV

Powers

The Board shall have all the powers and duties granted by the provisions of the Board of Cooperative Educational Services Act.

ARTICLE V

Purposes

The purpose of the Hot Springs EC Board of Cooperative Educational Services shall be to promote and support Early Literacy programs, Early Numeracy programs, Transition to School programs and other programs aimed at preparing pre-school age children for a successful academic career. If and when a majority of the entire Board votes to do so, additional services may be offered through the Hot Springs EC Board of Cooperative Educational Services or other facilities by the Hot Springs EC Board of Cooperative Educational Services.

ARTICLE VI

Membership

Membership in the Hot Springs EC Board of Cooperative Educational Services shall be in accordance with the provisions of the Board of Cooperative Educational Services Act as amended from time to time and shall be open to public school districts. Each Member District shall be entitled to at least one Director. Member Districts at this time are Hot Springs County No. 1, Park County School District No. 16 and Uinta County School District No. 6.

Section 1. Term of Office. Terms of office of all Directors shall be coterminous with their respective terms of office on their local Boards of Trustees. As the Director's term of office expire, new Directors of the Board shall be elected from the membership of the participating Board of Trustees at the next regular meeting of such Board of Trustees.

Section 2. Termination of Membership. The Board of Cooperative Educational Services by affirmative vote of two-thirds (2/3) of all Directors of the Board may suspend or expel any

Member District who shall be in default of contractual obligations.

Section 3. Resignation. Any Member District may resign by filing a written resignation with the Clerk but such resignation shall not relieve the Member so resigning of the obligations to pay its share of encumbrances, assessments or other charges therefore assumed and unpaid. In the event that all of the Member Districts are participating in the funding of cooperative educational services, then any Member desiring to resign shall give one (1) year advance notice before withdrawing from funding any cooperative educational services; provided, however, should there only be two (2) Member Districts in the BOCES, neither of the Member Districts shall be permitted to resign without the consent of the other remaining Member District, in which event the BOCES shall be dissolved in accordance with the provisions set forth in these Bylaws.

Section 4. Reinstatement. The Board of Cooperative Educational Services may by affirmative vote of two-thirds (2/3) of the Board reinstate a former Member District to membership upon such terms as the Board of Cooperative Educational Services may deem appropriate.

Section 5. New Membership. Any school district which has not joined the Hot Springs EC Board of Cooperative Educational Services prior to **January 1, 2017** may submit an application for membership with the Clerk of the Board and by an affirmative vote of two-thirds (2/3) of the Directors of the Board shall be granted membership to the Hot Springs EC Board of Cooperative Educational Services. Membership shall be upon such terms as the Hot Springs EC Board of Cooperative Educational Services may deem appropriate and all such Boards of Trustees shall fulfill all contractual and other obligations imposed by the Board.

ARTICLE VII

Directors

Section 1. Election. Directors shall be selected by the Board of Trustees of the Member District that they represent. In the event of a vacancy, the Board of Trustees of the Member District from which the Director position which is vacant was elected, shall fill the vacancy.

Section 2. Voting Rights. Each Member District shall be entitled to at least one (1) Director and each Director shall have one (1) vote on all issues coming before the Hot Springs EC Board of Cooperative Educational Services. In the event there are less than five (5) Member Districts, the number of Directors per Member District will be determined by awarding the extra Director to the Member District making the greatest financial contribution to the BOCES. Any change among the Member Districts as to the number of Directors they may appoint shall only occur at the end of a Director's term of office. After three (3) years, financial contributions shall be calculated utilizing a three (3) year average.

Members of the Board of Cooperative Educational Services may participate in board meetings by telephone or other electronic methods whereby the absent member can hear the discussion and comments of all other persons attending the meeting and all other persons attending the meeting can likewise hear the comments of the absent board member. Participation in person is the desired method of conducting board meetings and participation by phone or other electronic means should be used sparingly, if possible.

ARTICLE VIII

Operation

Only the Hot Springs EC Board of Cooperative Educational Services shall have the power to decrease, change, or add the services and programs presently offered by the Hot Springs EC Board of Cooperative Services.

ARTICLE IX

Amendment or Repeal

This constitution may be amended with the agreement and consent of each participating member district. No such amendment may be enacted which would violate the provisions of the Board of Cooperative Educational Services Act.

Article X

Duration and Dissolution

The Hot Springs EC Board of Cooperative Educational Services shall have perpetual existence unless dissolved upon the mutual consent of the member districts. In the event of dissolution of the Hot Springs EC Board of Cooperative Educational Services, all assets shall be divided among member districts on a pro rata basis utilizing the total financial contribution of each member district in comparison to the total financial contribution of all members districts. Only those member districts actively participating in the Hot Springs EC BOCES at the time of dissolution shall participate. Contributions from prior member districts who are no longer participating will not be included in the calculation to determine the pro rata distribution.

By-Laws of Hot Springs EC Board of Cooperative Educational Services

ARTICLE I

Officers

In accordance with the Board of Cooperative Educational Services Act and as thereafter amended, Officers of the Board shall be Chairman, Vice Chairman, Clerk and Treasurer, elected from the Board membership to serve terms of one (1) year, or until their successor takes office, unless their terms of office as school board members expire earlier; in which case, the officership shall similarly expire. The Officers of the Board of Cooperative Educational Services shall be elected at the regular meeting of the Board of Cooperative Service held in December of each year, or in the event there is not a meeting, then at the first meeting thereafter.

Powers and Duties

The duties of the Chairman, Vice Chairman, Clerk and Treasurer shall be the same as those set forth for similar officers of the Board of Trustees in Chapter III of the Wyoming Education Code. In the absence or inability of the Clerk to act, any Officer of the Board designated by the Chairman shall perform the duties of the Clerk. In the absence or inability of the Treasurer to act, any Officer of the Board designated by the Chairman shall perform the duties of the Treasurer.

Vacancies

Any vacancy in the position of Chairman, Vice Chairman, Clerk or Treasurer of the Board shall be filled by a vote of the Directors of the Board occurring at the first meeting after the vacancy is declared.

ARTICLE II

Meetings

Meetings of the Board shall be called, held and conducted as provided by law for the meetings of the Boards of Trustees of school districts within this state. Regular meetings shall be held on the 4th Wednesday of each month. Special meetings may be called upon the request of the Chairman of the Board. The Clerk of the Board shall cause written notice of any special meeting to be mailed or delivered to each Director of the Board, stating the time, place and purpose of the meeting. If the notice is hand delivered, it shall be in the hands of the Director no later than twenty-four (24) hours prior to the hour set for the meeting, and if it be mailed, it shall be mailed no later than seventy-two (72) hours prior to the hour set for the meeting. The Board may agree that notices may be emailed, in which event they shall be emailed at least 72 hours prior to the meeting.

Directors of the Board may participate in board meetings by telephone or other electronic methods whereby the absent member can hear the discussion and comments of all other persons attending the meeting and all other persons attending the meeting can likewise hear the comments of the absent board member. Participation in person is the desired method of conducting board meetings and participation by phone or other electronic means should be used sparingly, if possible.

Quorum

A quorum of Directors for the purposes of the transaction of business at a regular or special meeting of the Board shall be five (5) Directors and no resolution shall be deemed to have passed unless it receives the affirmative vote of the majority of Directors present and constituting a quorum. If there are less than nine (9) Directors on the board, a majority of the directors constituting the Board shall be a quorum.

Minutes

The Clerk, or some person designated by him, shall send out, following each meeting, a copy of the minutes of said meeting to each Director and to the Superintendent of schools of each member District.

ARTICLE III

Operations

Policies

The Board shall adopt policies and procedures for all programs and for the general operation of Hot Springs EC Board of Cooperative Educational Services.

Administration

The Board may select and hire an Administrative Director of the Hot Springs EC BOCES and any other personnel that are necessary to provide the desired services. The Administrative Director shall be responsible directly to the Board.

Finance

Each Member District shall initially levy the one-half mil available for a BOCES. Funds received by the BOCES resulting from the one-half mil levy of each Member District shall initially be used to pay administrative costs and overhead to operate the BOCES, with each Member District paying their proportionate share of administrative costs and overhead based upon each Member District's ADM. The Board, by vote of not less than two-thirds (2/3) of all Directors appointed to the Board may agree to change the manner in which administrative costs are apportioned. Excess funds remaining over and above the Member District's proportionate share of administrative costs and overhead shall be utilized to fund such early childhood programs as that Member District desires to provide or participate in. Should any Member District have excess funds over and above its share of administrative costs reserved which exceed amounts which that Member District desires to utilize for its early childhood programs, the Board may agree to suspend or reduce the amount of mil levy for any participating Member District. The Board shall authorize expenditures of money for the actual and necessary expenses of the Hot Springs EC BOCES for administration of its programs, acquisition of equipment and facilities, employment of personnel, and such other activities as may be consistent with the purpose of the Board. All accounts of the Hot Springs EC BOCES shall be paid on vouchers signed by the Chairman or Vice Chairman in the Chairman's absence, and Treasurer except to the extent the Board may specifically authorize the Administrative Director to pay expenses of the Hot Springs EC BOCES. The Board shall determine the appropriate amount to be included in the administrative costs and overhead for the BOCES and will annually adopt a budget for the Hot Springs EC BOCES.

Contracts

The Board may authorize any designated Officer or Officers, or Administrative Director, in addition to the Officers so authorized by these By-Laws, to execute or deliver any instrument in the name of and on behalf of the Board and such authority may be general or confined to specific instances.

ARTICLE IV

Amendment or Repeal

These By-Laws may be amended or repealed with the consent of all participating member districts.

KNOW ALL MEN BY THESE PRESENTS:

That the undersigned, being all Members of the Hot Springs EC Board of Cooperative Educational Services, hereby consent to the foregoing Constitution and By-Laws of the Hot Springs EC Board of Cooperative Educational Services.

The Constitution and Bylaws of the Hot Springs Early Childhood Board of Cooperative Educational Services as set forth above are hereby approved by the Member Districts and/or State Board of Education on the date set forth next to their signature.

Hot Springs County
School District No. 1
Date _____

Park County
School District No. 16
Date _____

By: _____
Board Chairman

By: _____
Board Chairman

Uinta County
School District No. 6
Date _____

By: _____
Board Chairman

Wyoming State Board of Education
Date _____

By: _____
Chairman

KNOW ALL MEN BY THESE PRESENTS:

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The Constitution and Bylaws of the Hot Springs Early Childhood Board of Cooperative Educational Services as set forth above are hereby approved by the Member Districts and/or State Board of Education on the date set forth next to their signature.

Hot Springs County
School District No. 1
Date 10/6/2016
By: [Signature]
Board Chairman

Park County
School District No. 16
Date 8-16-2016
By: [Signature]
Board Chairman

Uinta County
School District No. 6
Date _____
By: _____
Board Chairman

Wyoming State Board of Education
Date _____
By: _____
Chairman

KNOW ALL MEN BY THESE PRESENTS:

That the undersigned, being all Members of the Hot Springs EC Board of Cooperative Educational Services, hereby consent to the foregoing Constitution and By-Laws of the Hot Springs EC Board of Cooperative Educational Services.

The Constitution and Bylaws of the Hot Springs Early Childhood Board of Cooperative Educational Services as set forth above are hereby approved by the Member Districts and/or State Board of Education on the date set forth next to their signature.

Hot Springs County
School District No. 1
Date _____

Park County
School District No. 16
Date _____

By: _____
Board Chairman

By: _____
Board Chairman

Uinta County
School District No. 6
Date 9/14/16

By: Sherril Bluemel
Board Chairman

Wyoming State Board of Education
Date _____

By: _____
Chairman



WYOMING
DEPARTMENT OF EDUCATION

*Creating Opportunities
for Students to Keep
Wyoming Strong*

Jillian Balow

Superintendent of Public Instruction

Dicky Shanor

Chief of Staff

Brent Bacon

Chief Academic Officer

Lisa Weigel

Chief Policy Officer

Dianne Bailey

Chief Operations Officer

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Hathaway Building, 2nd Floor
2300 Capitol Avenue
Cheyenne WY 82002-2060
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Fax: (307) 777-6234

Riverton Office

320 West Main
Riverton, WY 82501
Phone: (307) 857-9250
Fax: (307) 857-9256

On the Web

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November 18, 2016

Action Summary Sheet

ISSUE:

Education Rules: Chapter 31 – High School Diploma Requirements

BACKGROUND:

The State Board of Education will be taking action on the Chapter 31 Rules, to address a substantive change that was made since the Board voted to promulgate these rules on October 14, 2016. Based on advice from the AG's office, the Department restored the authority section (Section 1) that was previously stricken.

Additionally, some changes were made to the Statement of Reasons to further clarify how the Standards for Graduation include the progression of learning described in the Uniform Student Content and Performance Standards for K-12.

SUGGESTED MOTION/RECOMMENDATION:

I move to promulgate the proposed revisions to the Chapter 31 Rules.



ACTION SUMMARY SHEET

DATE: November 18, 2016

ISSUE: Draft Policies for State Board of Education Operations

AUTHORITY: 21-2-304(a)

BACKGROUND/HISTORY: The board is charged with establishing policies for the on-going maintenance and operations of the board, so as to effectively implement the legislative responsibilities as established under state law. The board will promulgate the policies once they are approved.

FUNDING: NA

IMPLEMENTATION AND SUSTAINABILITY: Once these policies are promulgated and implemented, they will not change unless practice, input, or law provides an impetus for review, revision, or repeal.

SUGGESTED MOTION(S)/RECOMMENDATION(S):

I move that we take action to adopt each policy, as presented.

SUPPORTING INFORMATION ATTACHED: Draft policies, included in the packet.

PREPARED BY: Thomas Sachse, Ph.D.

Thomas Sachse, Coordinator

ACTION TAKEN BY STATE BOARD: _____ **DATE:** _____

COMMENTS: