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.

February 13, 2017 2300 Capitol Ave, Hathaway Building Basement Conference Room Cheyenne, Wyoming		
8:00 a.m.- 8:15 a.m.	**State Board of Education** • Pledge of Allegiance • Call to order	
	• Approval of agenda	Tab A
	• Minutes - January 12-13, 2017	Tab B
	• Treasurer's report	Tab C
8:15 a.m.- 8:30 a.m.	Wyoming State Superintendent Update	Tab D
8:30 a.m.- 11:30 a.m.	Wyoming State Assessment Proposals Discussion and Action	Tab E
11:30 a.m.- 12:30 p.m.	Lunch	
12:30 p.m.- 4:30 p.m.	Board Reports and Updates- • Legislative Update • SBE Duties Timeline/Calendar • New SBE Members Training and Policy 28 • SBE Meeting Schedule • Chapters 6 & 10 • ESSA Update • Math Standards Review Process Follow-Up • Digital Learning Plan • Student Board Member	 Tab F Tab G Tab H Tab I Tab J Tab K Tab L Tab M
	Recess the State Board of Education	
February 14, 2017 2300 Capitol Ave, Hathaway Building Basement Conference Room Cheyenne, Wyoming		
8:00 a.m.-9:00 a.m.	**State Board of Vocational Education** • Pledge of Allegiance	

	• Call to Order • Approval of Agenda • Minutes - August 18th, 2016	Tab N Tab O
	Discussion Items: • Perkins IV Secondary and Postsecondary State Reports	Tab P
	Reconvene the State Board of Education	
	Remaining Board Report and Updates	
9:00 a.m.-9:30 a.m.	SBE Committee Reports: • Discussion around future SBE Committee(s) • Communications Committee • Administrative Committee	 Tab Q Tab R
9:30 a.m. – 10:30 a.m.	Action Items: • SBE Policy 28 • Court Order Placement of Students Facilities • Election of Officers	 Tab S Tab T Tab U
10:30 a.m.- 10:45 a.m.	Other issues, concerns, discussion, public comment:	
	Adjourn	

WYOMING
STATE BOARD
OF EDUCATION

ACTION SUMMARY SHEET

DATE: February 13, 2017

ISSUE: Approval of Agenda

BACKGROUND:

SUGGESTED MOTION/RECOMMENDATION:

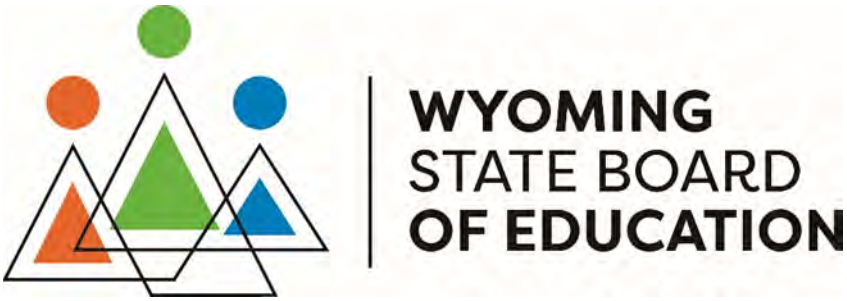
To approve the Agenda for the February 13, 2017 State Board of Education meeting. **SUPPORTING INFORMATION ATTACHED:**

- Agenda

PREPARED BY: Chelsie Oaks
Executive Assistant

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

COMMENTS:



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	Adjourn	

WYOMING
STATE BOARD
OF EDUCATION

ACTION SUMMARY SHEET

DATE: February 13, 2017

ISSUE: Approval of Minutes

BACKGROUND:

SUGGESTED MOTION/RECOMMENDATION:

To approve the minutes from the State Board of Education meeting on January 12-13, 2017

SUPPORTING INFORMATION ATTACHED:

- Minutes of January 12-13, 2017

PREPARED BY: Chelsie Oaks
Chelsie Oaks, Executive Assistant

ACTION TAKEN BY STATE BOARD:_____DATE:_____

COMMENTS:

WYOMING STATE BOARD OF EDUCATION
January 12-13, 2017
Laramie CSD #1 Training Center
316 South Lexington Ave
Cheyenne, Wyoming

Wyoming State Board of Education members present: Pete Gosar, Kathy Coon, Ken Rathbun, Proxy for State Superintendent, Dicky Shanor (1/12), Jillian Balow (1/13), Sue Belish, Scotty Ratliff (via GoToMeeting), Robin Schamber (via GoToMeeting), Kathryn Sessions, Jim Rose (1/12), Walt Wilcox, and Belenda Willson (via GoToMeeting)

Members absent: Hugh Hageman and Jim Rose (1/13)

Also present: Chelsie Oaks, WDE; Lisa Weigel, WDE; Thomas Sachse, SBE Coordinator; Mackenzie Williams, Attorney General's Office (AG); Julie Magee, WDE; Laurie Hernandez, WDE; Laurel Ballard, WDE; Kathy Schuerman, WEA;

January 12, 2017

CALL TO ORDER

Chairman, Pete Gosar, called the meeting to order at 1:48 p.m.

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

APPROVAL OF AGENDA

Kathryn Sessions moved to approve the agenda as presented, seconded by Nate Breen; the motion carried.

APPROVAL OF MINUTES

Minutes from the November 18th State Board of Education (SBE) meeting were presented for approval.

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

TREASURER'S REPORT

SBE Treasurer, Ken Rathbun, presented the summary review and expenditures report for board's budgets. Ken stated that there is 79% of the budget left with 75% of the biennium remaining. Sue Belish moved to approve the Treasurer's Report, seconded by Kathryn Sessions; the motion carried.

DRAFT

WYOMING STATE SUPERINTENDENT UPDATE

Proxy for State Superintendent, Dicky Shanor, reviewed the memo provided in the meeting packet on the updates around the WDE and the budget cuts surrounding the University of Wyoming.

WDE DIVISION HIGHLIGHT AND DISTRICT EVALUATION SYSTEM

Laurel Ballard, WDE supervisor, reviewed that two schools districts have submitted their evaluation systems for approval. Laurel noted that currently there is a legislative bill that would remove this requirement, but both districts would like to proceed in getting their system approved.

Kathy Coon requested that a check-off sheet be provided that would show that the district has met all requirements for the board. Laurel Ballard will provide that to the members before the request for action.

Laurel Ballard reported that her team on Student and Teacher Resources has been working on a part of ESSA, section 5, on excellent educator work and building up that section and subsections. Her team has been gathering stakeholder feedback and is hearing that districts do not want two accountability systems. They would prefer one in order to achieve overarching collaboration.

BOARD REPORTS AND UPDATES

Legislative Priorities
Tom Sachse SBE Coordinator, reviewed the memo provided in the meeting packet and asked that the board have a discussion around its legislative priorities. Members discussed the priorities from the previous year and whether or not they related to the boards current stance. After an in-depth discussion pertaining to the board's previous priorities, members decided that the board's number one priorities should be the retention of the SBE coordinator position.

Sue Belish requested that the board establish its priorities in the August/September board meeting, to allow for more time to discuss and prepare.

Jim Rose reminded the board members to be cognizant of not lobbying. SBE attorney, Mackenzie Williams, reviewed the Attorney General's memo on lobbying with the members.

The board recessed at 5:57 p.m.

January 13, 3017

The board reconvened at 8:03 a.m.

CONTINUATION OF BOARD REPORTS AND UPDATES

The board continued its work on a legislative priorities memo to the legislature. The SBE administration committee will assist Tom in drafting the memo. Once the draft is complete it will be forward to the whole board and then to the 64th Wyoming State Legislature.

SBE Duties
Tom Sachse presented the information in the packet to the board.

Pete Gosar asked that these duties be linked to a visual calendar with specific dates. Nate Breen added that a document will all due dates would be very helpful to new members, and should be apart of new member training.

Policies
The board reviewed the proposed policy provided in the packet around the annual operating budget of the board.

Sue Belish recommended that a sentence be included that the board will present its own budget to the Joint Accountability Committee (JAC).

Jillian Balow stated that presenting to the JAC has always been an option to the board and that the department's fiscal staff is always there to assist with any budgetary questions.

Ken Rathbun agreed with Sue on including a sentence that the board would present its own budget. He also stated that last year he worked with Trent Carroll at the department to prepare the budget for the JAC review. Ken felt it was a good idea for the board to advocate for its budget.

Sue Belish thought that some additional policies around board operations might be needed, specifically around the monitoring of contracts. Mackenzie Williams, SBE attorney, will provide information on what the State uses for both personnel and service contracts.

Pete Gosar agreed that the board needs more operational policies and suggested a policy be created around the correct way to respond to emails. Makenzie Williams will help the board in creating a policy around this.

Every Student Succeeds Act (ESSA)
Lisa Weigel, WDE Liaison, provided an update on the last of the listening tours, the department heard great conversations and received great input. The next phase will be putting together external work groups. Also, there might be some adjustments to the plan with the new administration at the federal level and to account for those changes. The WDE will be submitting the plan in September 2017.

Sue Belish and Kathy Coon requested to participate in the external work groups.

Jillian Balow stated that she appreciated the board's input, but wanted to clarify the authority of ESSA is with the state education agency. But there is a strong requirement to get meaningful input from state boards of education and legislators.

Assessment RFP
Lisa Weigel introduced Laurie Hernandez as the new director of standards and assessment.

Laurie Hernandez reviewed the assessment request for proposals review timeline.

Sue Belish requested that when a recommendation is brought to the board, she would like to see the top rated vendors and the advantages and disadvantages.

Makenzie Williams, SBE attorney, will look into how this information can be provided and will get back to the board.

The board agreed that it would like the process to be as open as possible.

Trigger of Off-Cycle Review of Standards Options
Laurie Hernandez reviewed a petition of rules draft template with the board.

Jillian Balow stated that she appreciated the discussion around this potential issues and adopting a process like this would be a preventative mechanism.

Sue Belish commented that she really liked the form and that it allowed for petitions to be reviewed on a case by case circumstance.

Pete Gosar noted that he felt an SBE policy could be created around this and asked that the document be shared with the board members for further review.

Walt Wilcox suggested that the amount of acronyms should be limited and would like to include "stakeholders" listed in the "internal use only" box.

Math Standards
Laurie Hernandez introduced Jill Stringer, WDE Math Consultant, and reviewed the timeline provided in the meeting packet. Laurie reminded the board that previously when the board adopted a 9 year review cycle from a 5 year review that one content area would need to go earlier to stagger the years of review and it was determined that math would be that content area. Also, The WDE Standards Team created and released a survey to collect educator feedback on the current 2012 Wyoming Mathematics Standards.

Walt Wilcox requested that the six standards committee options and the overall themes of the surveys be presented at the next SBE meeting.

Statewide System of Support (SSoS)
WDE Liaison, Lisa Weigel, updated the board on the Statewide System of Support and all the work that has been accomplished around data retreats, district assessment systems, Phase III, and project ECHO.

Walt Wilcox noted that he felt the data retreats were very well done, and was wondering how close the team was to meeting with all the priority schools in the state.

Lisa Weigel responded that by the end of spring 2017 all priority schools will have had a data retreat.

Joel Dvorak, SSoS contractor, gave kudos to the work that Lisa and the WDE have done. Joel stated that the next question is when will follow-up be given, behaviors change with follow-up not just awareness. To continue the work, Joel will be meeting with superintendents in different regions of the State.

Chapter 31 Rules

Julie Magee, WDE, updated the board on the Chapter 31 Rules. On December 14, 2016, the governor's office gave the State Board of Education, through the WDE, permission to proceed with collecting public comment on Chapter 31: Graduation Requirements. Public comment on the Chapter 31 rules will be accepted through March 3, 2017. Comments may be emailed or mailed to Julie Magee or submitted online.

SBE COMMITTEE REPORTS

Administrative Committee

Sue Belish updated the board that the committee had met and has monitored the SBE Coordinator contractor, Tom Sachse. Feedback has been provided and additional goals have been assigned to Tom.

Communication Committee

Ken Rathbun updated that this committee had met earlier in the week and reviewed Kelly Pascal Gould's invoice with the board.

Tom Sachse, brought to the board's attention that if it considered moving the February meeting up a week it could coincide with 100th Anniversary Celebration with the Wyoming School Boards Association.

Sue Belish moved to move the February 23-24, 2017 SBE meeting to February 13-14, 2017, seconded by Kathryn Sessions.

Walt Wilcox requested that the timeline go through Laurie Hernandez pertaining to the assessment vendors before the board officially moves the meeting date.

Sue Belish amended her motion to add Walt's request, seconded by Kathryn Sessions; the motion carried.

Nominating Committee

Kathy Coon presented the list of members that have been nominated to serve as an officer.

Chair: Walt Wilcox
Vice-Chair: Sue Belish, Walt Wilcox, Nate Breen and Ken Rathbun
Treasurer: Ken Rathbun and Sue Belish

Kathy Coon requested that ballots be prepared for the next meeting.

DISTRICT EVALUATION SYSTEMS

Sue Belish moved to approve the revised Certified Personnel Evaluation Systems for Big Horn CSD #2 and Sublette CSD #1. Seconded by Nate Breen; the motion carried.

SBE POLICIES

Sue Belish moved to add "The board will be prepared to present biennium state board budget requests to the appropriate legislative committee" to the end of the annual operating budget policy of the board. Seconded by Kathy Coon; the motion carried.

PUBLIC COMMENT

Kathy Schuerman, reminded the board that the WEA will be hosting the 1st 100th Anniversary Celebration for the board on January 29th. Chairman Gosar is scheduled to speak around 6:30 p.m. and if a member wishes to attend to follow the link on the WEA website to register.

Pete Gosar reviewed all the items for the next meeting or those that required immediate follow-up.

The meeting adjourned at 12:36 p.m.

DRAFT

WYOMING STATE BOARD OF EDUCATION

ACTION SUMMARY SHEET

DATE: February 13, 2017

ISSUE: Approval of Treasurer's Report

BACKGROUND: The State Board of Education budget summary.

SUGGESTED MOTION/RECOMMENDATION:

To approve the Treasurer's Reports as submitted.

SUPPORTING INFORMATION ATTACHED:

- State Board Budget Summary attached

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

FY17 Budget

30 June 2016 thru 31 January 2017

DESCRIPTION	BUDGETED	EXPENDED	ENCUMBERED	REMAINING BALANCE	Percentage
Personal Services (0100 series)					
[App Unit 001]	60,000.00	16,658.14		43,341.86	72.24%
Supportive Services (0200 series)					
[App Unit 001]	127,275.00	29,974.76		97,300.24	76.45%
Data Processing Charges (0400 series)					
[App Unit 001]	5,737.00	1,191.48		4,545.52	79.23%
Professional Services (0900 series)					
[App Unit 001]	50,794.00	555.00		50,239.00	98.91%
	243,806.00	48,379.38	0.00	195,426.62	80.16%

DESCRIPTION	BUDGETED	EXPENDED	ENCUMBERED	REMAINING BALANCE	Percentage
Professional Services (0900 series)					
[App Unit 009]	145,848.00	19,689.00	20,311.00	105,848.00	72.57%
	145,848.00	19,689.00	20,311.00	105,848.00	72.57%
TOTAL	**389,654.00**	**68,068.38**	**20,311.00**	**301,274.62**	77.32%

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

Date: February 3, 2017

To: State Board of Education

From: Lisa Weigel, Chief Policy Officer
Laurie Hernandez, Director
Standards and Assessment Division

Subject: Statewide Student Assessments – RFPs

The RFPs for both the Comprehensive Statewide Assessment System (Grade 1-10) and the College Entrance and Career/Work Readiness Assessments (CCR) were released on November 29, 2016. Vendor bids for the Grade 1-10 Assessment System were due by 2:00 pm on January 4, 2017 and for the CCR Assessments by 2:00 pm on January 5th.

The review committee members attended a training meeting on December 13, 2016. They reviewed the RFP(s) and the Rating Rubric(s), as well as received information on the key elements of high-quality assessments. The committee members had at least two weeks to independently review and evaluate the technical proposals and then attended Evaluation Meetings in January 2017. February 7-8, the top-rated vendors will present at the third committee meeting, and the committee will finalize scores and make recommendations for the State Board's consideration.

The vendors making presentations February 7-8 are as follows:

- ACT
- AIR – American Institute for Research
- College Board
- Pacific Metrics
- Questar

If you have any questions, please contact me at laurie.hernandez@wyo.gov or (307)777-3469.

WYOMING
STATE BOARD
OF EDUCATION

February 3, 2017

To: State Board Members

From: Tom Sachse, Ph.D.

RE: Legislative Update

I would like to take time to review each of these bills and determine the state board's level of understanding and support for these bills. At the legislature, I will keep this attachment updated with regard to the status of each bill of interest as it moves forward in the process. Please feel free to contact me by text or email if you have any further comments, you would like me to share with the committees or sponsors.

2017 Legislative Session
Education Bills of Interest
(Discussion Draft 2/3/17)

Bill #/Sponsor	Title	Summary	SBE Issues
HB 08/JEIC	Student Privacy	Requires districts to adopt policy providing for the collection, access, privacy, and security of student data.	Considerations: Requires WDE and ETS to create a data privacy plan. Minimal impact on districts; amended date by which districts need policies in place 1/1/18. (see bill SF 35) Now in Senate; referred to Senate Ed.
HB 09/JEIC	Student Privacy	Does not convey ownership of a student's intellectual property rights to university, when originally written or stored on university technology	Considerations: Legislation based on a single incident at UW. Now in Senate; referred to Senate Ed.
HB 37/ St. Ed.	State Ed. Acct.	Updates (and removes) teacher accountability from Phase II accountability under rules to be promulgated by the state board	Considerations: Reinstates teacher accountability to the original Chapter 29 requirements of initial and continuing contract status. Now in Senate; referred to Senate Ed.
HB 39/JEIC	Tuition Reimb.	Provides reimbursement to a school district in a situation where an out-of-state school can provide services more efficiently than the local district.	Considerations: Very few cases of this occur, mostly for students near the borders (e.g. Powell kids going to Gardiner, MT). Now

			in Senate; referred to Senate Ed.
HB 40/St. Ed.	Ed. Acct.	Refines the Wyoming accountability system to be ESSA compliant, with the state board setting interim and long-term performance targets for schools. SSoS to provide comprehensive and targeted support interventions. Amended to make the State Supt (in collaboration with the SBE) responsible for setting the indicators as required by ESSA.	Considerations: The board will want to link Chapter 6 revisions to the district assessment system reviews, WAEA Ratings, and Chapter 29 revisions. Also, requires the board to periodically reevaluate the accountability system (and in cases where significant changes occur). Received by the Senate.
HB 41/Educ.	COPS	Limits age of Court-Ordered Placed Students to 5-21.	Considerations: Limited impact on special education budgets. Referred to House Ed,
HB42/Educ.	SBE membership	Add's UW as ex-officio, non-voting member. Two amendments were offered, but both were rejected	Considerations: Adds UW input to the state board, that may be helpful in Chapter 29 revisions as well as State System of Support planning. Now in Senate; referred to Senate Ed.
HB 76/ Allen et. al.	Indian Education	Requires SBE to reopen Chapter 10 content areas for review of tribal contributions. Requires districts to offer Indian Ed for All programs. Amended to reopening Chapter 10 limited to social studies.	Considerations: Requiring new programs to districts may not be well timed or accepted. Received by the Senate.

HB 108/Madden	Class Sizes	Raises all class sizes to 24:1.	Considerations: Fiscal Impact could be significant. Many new buildings were built for much smaller class sizes. Appears to have been set aside by the speaker.
HB 110/Winter et. al.	Continuing Contract	Removes length of service as a condition of granting continuing contract status.	Considerations: Effectively moves continuing contract status to the judgement of the hiring district, with no guarantee after three years. In House; not referred.
HB 126/Piiparinen	K-2 Foreign Language	Makes program permissive, rather than mandatory.	Considerations: Many districts will applaud this bill. Received by the Senate.
HB 133/Clem et. al. Failed to get out of House Ed Committee. See SF 171.	Civics Testing	Replaces local civics tests with a federal version (taken by immigrants) and adds a graduation requirement.	Considerations: Imposes a new graduation requirement that may require SBE to reopen Chapter 31 (again). Includes exclusions for students with IEPs.
HB 136/Biteman et. al.	Campus Carry	Allows concealed carry (of weapons) on college campuses, including athletic events	Considerations: Remember, some high school sporting events (like football finals) occur on college campuses.
HB 138/Northrup et. al.	Class Size	Raises K-5 Class Sizes to 18; raises 6-12 to 22, then adds one the next two years till it reaches 24.	Considerations: May be unnecessary if Northrup's Omnibus education funding

			bill gets traction.
HB 139/Northrup et. al.	COPS	Allows districts to collect ADM, if they are providing services or if they are contracting with another district to provide services.	Considerations: Minimal impact. (See also HB 41). Received by the Senate.
HB 153/Jennings et. al.	Parental Rights	Prohibits government agencies from infringing on parental rights; carries exclusion for parents whose rights are terminated by the courts.	Considerations: Minimal impact. Passed 3rd reading in House.
HB 159/Zwonitzer et. al.	Homeless Minors	Allows homeless, unemancipated youth (at least 16 years) to enter into contracts, like housing leases.	Considerations: Minimal impact. Passed 3rd reading in House.
HB 189/Harshman, et. al.	Higher Ed. Non-resident Tuition	Encourages students from NE and CO to attend UW at 175% tuition break.	Considerations: Minimal impact. Received by the Senate.
HB 225/Harshman et. al.	Select Committee on Funding	Establishes a Select Committee on Funding, if the Omnibus (HB 236) bill does not succeed.	Considerations: Back up maneuver favored by the Governor. Referred by House Ed to House App.
HB 236/Northrup et. al.	Omnibus Ed. Funding	Portfolio of cuts and revenues designed to bring education funding in balance; amended to add 2 cents sales tax. On 2/3/17, the additional 2 cent sales tax increase was amended out.	Considerations: Likely to be the model for the Senate version (SF 165) that does not add revenues. Passed House Ed on 7-2 vote.
SF 20/ Educ./Coe Failed	Digital Privacy	Prohibits district staff from requiring students to show digital information, with the exception of district-provided technology resources.	Considerations: High school principals raise safety concerns and prefer adding an emergency (suicide) investigation option.
SF 34/Educ.	Digital Privacy	Prohibits education software vendors from using student	Considerations: Minimal impact.

		information for marketing purposes. Amended to allow vendors to use data to identify students that meet specific criteria for higher ed scholarships and/or placements	Received in House.
SF 35/Educ.	Virtual Education	Provides for the WDE to establish a statewide system for virtual education, including a common learning management system. Requires the state board to disaggregate data for students enrolled in full-time virtual education programs. Now passed 2nd Reading.	Considerations: It is unclear whether the "sending district" has a right to deny virtual education services and expenses. Received in House.
SF 36 /St.Ed.Acct.	Leader Acct.	Links underperforming schools' improvement plans to leader accountability system. Requires the state board to identify professional standards prescribed by board regulation. The board, through the department, shall evaluate alternative leader evaluation systems. Amended to limit SBE responsibilities to standards, at the policy level; eliminated language on "competencies and expectations… and research-based principles." Maintained district as well as school leaders. Passed Committee of the Whole.	Considerations: This requires the SBE to reopen Chapter 29 to set rules for leader accountability, but does offer districts the opportunity to try innovative evaluation systems. Heard in House Ed today.
SF 37/ JEIC	Hathaway Schol.	Adds a measure (to GPA) to account for academic rigor of high school courses.	Considerations: It is currently unclear what measure of academic rigor would be used and what weight it might have. Received in House.
SF 50/Jt. App.	Civics Ed	(Conditionally) requires State Parks Dept. to establish and support WY civics, history, and	Considerations: There is no budget allocation in this bill

		culture programs.	and no requirement on districts to implement such programs. The Civics testing mandate in the house bill (see HB 133). Received in House.
SF 73/Coe et. al. Failed	4th Year of Math	Requires all students to take a 4th year of math (or 3 and a year of computer science) as a condition of high school graduation.	Considerations: Curious timing given the likely budget cuts and efforts to improve graduation rate. SBE will have to reopen Chapter 31 (again). One wonders about the impact on special populations.
SF 82/Landen et. al. Failed	CPR & Heimlich	Creates a graduation requirement for all students to "master" CPR. No certification requirement. No IEP exclusion. Amended to exclude "mastery," also adds Heimlich Maneuver.	Considerations: May require the SBE to reopen Chapter 31; clarification request into Mackenzie.
SF 114/Scott et. al.	Ed. Reform	Increases 3rd Grade Reading mastery to 90% (from 85%). Raises Class size by one student per year for three consecutive years.	Considerations: Requires K-3 longitudinal testing post MAP testing. Referred to Senate Ed.
SF 134/ Wasserburger & Bebout	Class Size Waivers	Does away with 16:1 waiver requirement.	Considerations: Districts will like this. Senate Passed the COW.
SF 171/Pappas	Civics Testing	Brings back HB 133 with same testing mandate and graduation requirement.	Considerations: Establishes civics testing mandate, as a graduation requirement. May require SBE to reopen Chapter 31. Passed Senate Ed on

			a 3-2 vote.

WYOMING
STATE BOARD
OF EDUCATION

February 3, 2017

To: State Board Members

From: Thomas Sachse, Ph.D.

RE: State Board Duties

Attached is a current and prospective list of State Board duties. The purpose of this document, which intentionally overlaps with the legislative update, is to assemble in one location the extant and proposed State Board statutory mandates. I will continue to update this during the legislative session and will share it with key legislators, if the board sees some benefit in a broader audience beyond the board itself.

Duties of the Wyoming State Board of Education
(Discussion Draft: 2/3/17)

Statutory Authority	SBE Responsibility	SBE Commentary	Effective Date
21-2-304(ii)	Evaluation and accreditation of school districts	Currently, through the Wyoming Department of Education, which contracts for external accreditation with AdvancEd	Ongoing
21-2-304(ii)	Require school district adherence to statewide education accountability system	Chapter 6 needs revision, especially with regard to the district assessment system and sanctions for non-accreditation	Revision target: 6/15/17
21-2-304(iii)	Prescribe uniform student content and performance standards	Chapter 10 needs revision, especially with regard to graduation "expectations"	Revision target: 6/15/17
21-2-304(iii)	Promulgate standards for programs addressing the special needs of student populations	Unsure about whether these standards have been promulgated	
21-2-304(iv)	Establish … requirements for students to earn a high school diploma	Chapter 10 and Chapter 31 require revision as noted above	Revision target: 6/15/17

21-2-304(iv)	Every five years … review and approve each district assessment system	Chapter 6 needs revision with regard to district assessment system review criteria	Revision target: 6/15/17
21-2-304(iv)	Establish a process to ensure district assessment systems are aligned with revised standards within three years following adoption	Chapter 6 needs revision as noted above	Revision target: 6/15/17
21-2-304(v)	Implement a statewide assessment system	Chapter 6 would require revision of section 9 addressing student assessment	Revision target: 6/15/17
21-2-304(v)(D)	Link student performance to school and district leaders	Chapter 29 would require revision to add this new requirement for leader accountability; this would require the State Board of Education to identify district leaders by job category (e.g., special education directors)	Revision target: 6/15/18
21-2-304(v)(H)	Provide a measure of accountability to enhance learning in Wyoming	Chapter 6 would require revision regarding rewards and sanctions associated with various levels of accountability ratings	Revision target: 6/15/17

21-2-304(vi)	Implement a statewide assessment system	This requirement is undertaken through the state superintendent and in consultation with local school districts and would require revising Chapter 6 as noted above	Revision target: 6/15/18
21-2-304(xiv)	Establish improvement goals for public schools	This requirement is undertaken through the Professional Judgment Panel (PFP), but the National Assessment of Educational Progress does not provide school level data	Revision target: 6/15/18
21-2-304(xv)	Implement … comprehensive school district teacher performance evaluation systems based in part upon defined student academic performance measures	Chapter 29 would need to be revised in regard to the district assessment systems	Revision target: 6/15/18
21-2-304(xvi)	Implement a leader accountability system	This could best be done by gathering stakeholder input	Revision target: 6/15/18

Potentially New Duties of the State Board, as Proposed

Draft Statutory Language	Proposed SBE Responsibility	Possible SBE Commentary	Effective Date
HB 37	Promulgate rules for teacher performance evaluation	The SBE shall "establish criteria for teacher evaluation systems that provide districts flexibility"	Revision target: 7/1/19
HB 40	Establish interim and long-term targets	This phrasing, from ESSA, would require the state board (through the PJP process) to identify targets relative to graduation rate, academic achievement, English learners' performance, and underperforming students	Revision target: 8/15/17
HB 40	Report to the JEIC	This would also require the state board to annually report to the JEIC on the "appropriateness" of the indicators, measures, methods and results of the WAEA system	Revision target: 9/1/17
HB 40	Coordinate both comprehensive and targeted levels of assistance with the State System of Support	This would require the state board to establish incentives and sanctions for schools that do not adequately raise student achievement, including targeted sub-groups of students	Revision target: 6/15/18
HB 40	Implement the accountability system through rules and regulations	This bill may require the revision of Section 9 of Chapter 6 or may require an entirely new set of rules	Revision target: 6/15/18

HB 42	Add University of Wyoming (UW) President or designee as an *ex-officio* member of the state board	No additional budget is required, as UW has agreed to pay its own travel expenses	Revision target: 6/15/17
HB 76	Identify relevant standards that could be customized for the Indian Education for All proposal	Some advocates for this bill suggest the revision of all curriculum standards, not just those for social studies. Bill amended to reconsider only social studies standards	Revision target: 9/15/20
SF 36	Report on the status of leader accountability rules	The annual time frame for this review may be best, if moved to October	Revision target: 7/1/17
SF 36	Promulgate rules for the leader accountability system	This bill would likely require the revision of chapter 29; this system would best be undertaken with extensive consultation with affected stakeholder groups; positive connection to the State System of Support	Revision target: 7/1/18

WYOMING
STATE BOARD
OF EDUCATION

February 3, 2017

To: State Board Members

From: Tom Sachse, Ph.D.

RE: New Board Members Training

Per your direction last meeting, I surveyed the most recent additions to the state board regarding their priorities and preferences for topics for training the three to four new members that will be joining the board later this spring. I have asked several individuals to help provide training assistance for the new members. The draft policy is “global” highlighting the general categories. The training we are planning will be more specific.

WYOMING
STATE BOARD
OF EDUCATION

February 3, 2017

To: State Board Members

From: Tom Sachse, Ph.D.

RE: Draft Agenda for New Member Board Training

New Board Members Training Agenda

History and Purpose of the State Board

Chairman Priorities

Legal and Ethical Issues for State Board members

Processes and Procedures of the State Board

Technology Uses of the State Board

Current Issues before the State Board

Duties, Legislative Priorities, Strategic Goals of the State Board

Common Education Acronyms

Board Committees

Roles and Responsibilities of the Coordinator, Liaison, and Program Specialist

Section 28
New Board Member Training

_Constitutional and Statutory Provisions:

State Board Policy:

It is the policy of the Wyoming State Board of Education that new members receive training in the history, purpose, processes, procedures, and expectations of the state board. In addition, new members will be briefed on the technology uses and legal/ethical issues that may come before the board.

WYOMING
STATE BOARD
OF EDUCATION

February 3, 2017

To: State Board Members

From: Tom Sachse, Ph.D.

RE: Attached Calendar

Chelsie developed the attached calendar to begin thinking about next year's state board meeting dates. She started by using the design parameters from this past year. We would like the board to discuss this proposal and offer comments on the number and timing of these dates. Our next step will be to add duties and reporting requirements, so the board can optimize its impact and meet its mandated responsibilities.

2017

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Federal holidays 2017

Calendarpedia
Your source for calendars

Jan 1	New Year's Day	**May 29**	Memorial Day	**Nov 10**	Veterans Day (obs.)
Jan 2	New Year's Day (obs.)	**Jul 4**	Independence Day	**Nov 11**	Veterans Day
Jan 16	Martin Luther King Day	**Sep 4**	Labor Day	**Nov 23**	Thanksgiving Day
Feb 20	Presidents' Day	**Oct 9**	Columbus Day	**Dec 25**	Christmas Day

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2018

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October

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May 28	Memorial Day	**Nov 11**	Veterans Day		

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WYOMING
DEPARTMENT OF EDUCATION

Creating Opportunities for Students to Keep Wyoming Strong

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Superintendent of Public Instruction

Dicky Shanor
Chief of Staff

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On the Web
edu.wyoming.gov
wyomingmeasuresup.com

To: State Board of Education Members

From: Lisa Weigel, Chief Policy Officer

Date: February 6, 2017

Subject: Chapter 6- Accreditation

Several conversations have taken place surrounding Chapter 6 involving team members Bill Pannel, Shelly Andrews, Laurie Hernandez, Tom Sachse and Amy Starzinksy from Foresight Law and Policy. We will be working to put together a comprehensive look at what we will need to start from in terms of the statutory responsibilities and authorities established with regard to enforcement of the uniform educational standards, accreditation, and revisions to the accountability system. We will be meeting with Amy by phone mid-February and I will include an overview of our work during the March Board meeting.

WYOMING
DEPARTMENT OF EDUCATION

Creating Opportunities for Students to Keep Wyoming Strong

MSRC Update

SBE Meeting

February 13, 2017

Jill Stringer, M.A., M.Ed.

Math/STEM Consultant

jill.stringer@wyo.gov

(307) 777-5036

Laurie Hernandez, M.Ed.

Director of Standards & Assessment

Math Standards Review 2016-2018

WYOMING DEPARTMENT OF EDUCATION

Oct. 2016 - Apr. 2017

- Gather input from the educator's survey on the 2012 Wyoming Mathematics Standards (currently have 219 responses)

Jan.-Mar. 2017

- Call for participants for the Math Standards Review Committee (MSRC)
- Gather input from the general public's survey on the 2012 Wyoming Mathematics Standards

March 2017

- Select MSRC
- Set up MSRC contracts
- Coordinate and communicate meeting logistics

Apr.-May 2017

- Gather community input through survey (for MSRC consideration)
- Host 5 regional community input meetings around Wyoming
- MSRC webinar meeting - understand common standards terminology and discuss upcoming meeting logistics and homework

June-Aug. 2017

- Face-to-face meetings with MSRC

Standards Review Process
Goals & Objectives

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- Review Standards Definitions (standards, benchmarks)
- Review the Current Content Standards (WyCPS)
- Consider any Revisions (Applying up-to-date Research)
- Consider Aligning/Integrating to other Wyoming Content Standards (WyCPS)
- Consider National Content Standards
- Consider Other Exemplary States' Standards

Standards Committee Options

WYOMING DEPARTMENT OF EDUCATION

1. Keep the Current (2012) Wyoming Math Content & Performance Standards (WyCPS) as is
2. Revise the Current WyCPS for Math
3. Adopt an already created set of Math Standards (nationally or another state's)
4. Revise/borrow from other created Math Standards
5. Create a set of Math Standards from multiple documents
6. Create a brand new set of Math Standards

Survey Data Results
(Oct. 2016 – Jan. 2017)
219 Responses

WYOMING
DEPARTMENT OF EDUCATION

Educator Input on 2012 Math Standards 2016-17					
Grades	# Responses	# Comments	% No Change	% Minor Changes	% Major Changes
K	31	19	15.8	47.4	36.8
1	12	7	14.2	42.9	42.9
2	20	6	0	33.3	66.7
3	33	29	13.8	44.8	41.4
4	27	9	55.6	44.4	0
5	26	6	33.3	33.3	33.3
6	30	25	8	44	48
7	13	6	16.7	33.3	50
8	20	7	0	28.6	71.4

Survey Data Results
(Oct. 2016 – Jan. 2017)

219 Responses

WYOMING
DEPARTMENT OF EDUCATION

Educator Input on 2012 Math Standards 2016-17					
High School Standards	# Responses	# Comments	% No Change	% Minor Changes	% Major Changes
N&Q	31	5	20	60	20
Algebra	9	8	0	62.5	37.5
Functions	7	1	0	100	0
Geometry	7	3	0	33.3	67.3
Stat & Prob	14	12	25	33.3	41.7
Math Practices	53	14	50	42.9	7.1

Examples of Change

WYOMING DEPARTMENT OF EDUCATION

No Change: Standard would stay the same.

- Example: Overall, I'd like to say that our standards need to stay where they are. There has not been enough time to really evaluate the impact they have had or may have. Please DO NOT CHANGE THEM.

Major Change: This would require moving, deleting, or rewriting standard(s).

- Example: 5.NF.4, 4a, 4b: none of these standards are even close to being at a developmental level of 5th graders. Their basic knowledge of addition and subtraction of fractions is at the basic level of understanding; then to ask students to multiply and understand that the pieces would get smaller is wayyyy beyond them.

Examples of Change

Minor Change: This would consist of minor changes involving clarity, descriptions, and minor tweaks.

- Example: 4.NF.1- My only concern with this standard is the description. With several of the standards, and this one in particular, the concern is that they are not clear. Although the standard is strong and important, I do not feel like the description makes it overly accessible. Simplifying the language and making them more user friendly may allow for more educators to use them more comfortably. After working to decompose the standards and dig deeply into them, I feel that I am comfortable and truly understand them. However, my concern is that without more clarity within their descriptions, other educators may not be using them in the way intended.

Major Clusters within Data

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- Include Visual Examples at all difficulty levels
- Integrate Math Practices in all grade levels
- Remove Standard Algorithm language
- Statistics are at a very high level
  - Mean Absolute Deviation not relatable
- Need clarity for understanding of standards
- Too many standards to teach in one year
- Fraction Progression

College Readiness
ACT Profile 2016

WYOMING
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Average ACT Score for Mathematics Course Pattern

Alg 1, Alg 2, Geom	17.0
Alg 1, Alg 2, Geom, Trig	19.9
Alg 1, Alg 2, Trig, Adv. Math	22.2
Alg 1, Alg 2, Geom, Trig, Calc	23.5

- 33% met ACT Math CR Benchmarks (50% chance of earning a B or higher)

Survey Data Results

- 93% surveyed teach Alg 1, Geom, Alg 2
- 72.1% Traditional Math

WY College ACT Pre-Requisites

- College Algebra (22-24)
- PreCalculus/Trig (25-26)
- Calculus (27 or higher)

WYOMING
DEPARTMENT OF EDUCATION

Creating Opportunities for Students to Keep Wyoming Strong

QUESTIONS

Jill Stringer, M.A., M.Ed.
Math/STEM Consultant
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(307) 777-5036

Wyoming
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DEPARTMENT OF EDUCATION

2017-2021
Digital Learning Plan

Written on behalf of the Wyoming Digital Learning Plan Advisory Panel
By Adena Miller, Ph.D. | North Central Comprehensive Center

Wyoming Digital Learning Plan Advisory Panel

Special thanks to members of the Digital Learning Plan Advisory Panel, who contributed their expertise, gave their time generously, and collaborated effectively to guide the development of this plan, ensuring that Wyoming's students were always at the forefront of each decision.

JON ABRAMS, *Superintendent, Laramie County School District #2*

TROY BABBITT, *Broadband Enterprise Architect, Department of Enterprise Technology Services*

LES BALSIGER, *Director, LCCC Center for Learning Technologies, WYDEC Representative*

CHRISTI BOGGS, *Distance and Campus Instructional Technology, University of Wyoming*

ANDY CORBIN, *Business Analytics and Support Section Manager, Wyoming Community College Commission*

JARAUN DENNIS, *Technology Director, Uinta County School District #1*

TONIA DOUSAY, *Instructional Technology Professor, University of Wyoming College of Education*

BRIAN FARMER, *Executive Director, Wyoming School Boards Association*

GEORGE GALIDA, *School Facilities Department*

BRIAN GREENE, WYLD *Program Manager, Wyoming Public Libraries*

PAIGE FENTON HUGHES, *State Board of Education*

DUSTIN HUNT, *Superintendent, Hot Springs County School District #1*

JOSHUA JEROME, *Technology Director, Carbon County School District #1*

JAMES KAPPTIE, *Technology Director, Park County School District #6*

R.J. KOST, *Curriculum Director, Park County School District #1*

JAMIE MARKUS, *Interim State Librarian, Wyoming Public Libraries*

JENNIFER MARKUS, *School Librarian, Laramie County School District #1*

SCOTT MECCA, *Technology Integration Specialist, Albany County School District #1*

JEFF MILLER, *Lead Instructional Designer, Distance and Campus, University of Wyoming*

MELISSA SIPE, *School Librarian, Laramie County School District #1*

BRUCE THOREN, *Superintendent, Fremont County School District #24*

TOM WILSON, *Rate Analyst, Public Service Commission*

DARRELL ZLOMKE, *Executive Director, Public Service Commission*

Ex Officio Members

LAUREL BALLARD, *Student & Teacher Resources Team Supervisor, WDE*

ALICIA KERNS, *Digital Learning Consultant, WDE*

LORI KIMBROUGH, *Digital Learning Consultant, WDE*

AARON ROBERTS, *Director, Information Management Division, WDE*

Executive Summary

By state statute, the Wyoming Department of Education (WDE) is required to develop and implement a statewide education technology plan ensuring equitable access to Digital Learning opportunities. A representative Digital Learning Plan (DLP) Advisory Panel was convened to guide this effort and ensure the plan not only meets the statutory- and court-mandated requirements, but also delves deeper into what is needed to ensure every Wyoming student has high quality Digital Learning experiences.

In order to assist in the development of this plan, the WDE collaborated with several existing groups on initiatives to ensure that the state's DLP was cohesive and inclusive. In addition, stakeholder feedback was gathered from district and school administrators, teachers, students, business owners, and various other education stakeholder groups to ensure that the plan addressed the specific needs and concerns of a broad spectrum of individuals across Wyoming. This included coordinating a listening tour, conducting surveys, facilitating focus groups, synthesizing feedback from stakeholders. Having sufficient broadband capacity coming into the school along with enough wiring and wireless capacity inside the building are foundational in making digital learning possible. Information from every school and district across the state was gathered to determine infrastructure strengths and needs, including having enough infrastructure to allow for technology usage in the classroom, for online assessment, and assistive technologies for students with disabilities.

To address the Digital Learning priorities Wyoming's stakeholders identified, the DL Advisory Panel adopted the Future Ready Framework as a structure for organizing and communicating Wyoming's DLP. The Future Ready Framework provides "a robust structure for Digital Learning visioning, planning, and implementation focused on Personalized Student Learning."[1] The research-based Framework includes seven key areas, or gears, that are critical to address during a comprehensive planning process. The DLP includes sections that describe the current state of each of the gears and goals and recommendations for the next five years that will move the state toward the vision of The Future Ready Framework, and, more importantly, ensuring all Wyoming students graduate college, career, and military ready.

The State Digital Learning Plan Advisory Panel will continue to have a crucial role in this work. While the WDE will serve as a hub, coordinating the work across organizations and creating more detailed action plans with objectives, timelines, and accountability measures, the Advisory Panel will meet quarterly in order to assist with prioritization and monitor implementation.

1 Alliance for Excellent Education and the U.S. Department of Education Office Educational Technology. *Future Ready Schools: A Systemic Approach to Implementation.* Web. Accessed 13 July 2016. Used with permission. <http://futureready.org/about-the-effort/framework>

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Section 1: Introduction

Defining Education in a Digital World

A Vision for the Future

Imagine a student arriving at school in the year 2021. From the outside, the building looks like a typical brick and mortar school with windows, classrooms, athletic fields and even a playground. When the student walks in, however, the experience is far from traditional.

Our student begins her first class in a study carrel in the librar . There she is, engaged in an online course, learning computer programming. The student is afforded the opportunity to work together with other students across the country, learning together and working collaboratively to problem-solve the course content. While no teachers at her school have the content expertise to teach the course, she has access to an excellent online instructor who ensures she's demonstrating mastery of the content, answers questions, and addresses any misconceptions. The school librarian is also available to our student, on whom she can call, if needed.

For her second period, our student attends a more traditional course in a classroom, where the teacher delivers a lecture utilizing an interactive whiteboard to highlight key learnings and to illustrate complicated concepts. Students raise their hands to ask and answer questions, and are engaged in critical thinking around the course content.

For yet another course, the student engages in a blended environment, where the teacher leverages technology in different ways to ensure mastery of the content. Students are in centers throughout the classroom, some on computers and tablets, some working collaboratively in small groups, and still others working with the teacher. The teacher utilizes formative assessments to determine what each student needs, and assigns projects and activities based on those needs. Students engage digitally with experts from around the country, watch informative videos, play educational games, write blogs, and develop creative projects to demonstrate competency with the content for the course. Looking around, one sees all of the students are deeply engaged with the work they've been assigned.

At this school, every student can explain what their learning goals are, how the work they are engaged in helps them to achieve those goals, and what they need to do to show the teacher they've accomplished their goals. The teachers in this school leverage technology and effective instructional practices to provide personalized learning experiences for every student. Students work toward their strengths, receive targeted instruction designed to address their specific needs, and are excited to come to school each day. The four C's: communication, collaboration, creativity, and critical thinking, are practiced by students while both consuming and producing content that connects them with their world in ways that are relevant and meaningful.[2]

2 Watson, Angela. "What Does 21st Century Learning Look Like in an Elementary School?" *The Cornerstone for Teachers*. May 2012. <http://thecornerstoneforteachers.com/2012/05/what-does-21st-century-learning-look-like-in-an-elementary-school.html>

The students who graduate from this school system leave confident that they have the skills and knowledge necessary to enter college, a career, or the military prepared for what the future holds.

Need for the Wyoming Digital Learning Plan

Wyoming has a powerful opportunity to harness technology, as an extraordinary resource, to our advantage. Information technology can help Wyoming grow an economy that overcomes the obstacles of distance and time. It has the potential to engage students and promote deeper understanding of concepts and skills. The proposed goals of the 2017–2021 Statewide Digital Learning Plan are intended to leverage Wyoming's great strengths toward even greater gains for students across our state.[3]

By state statute, the Wyoming Department of Education (WDE) is required to develop and implement a statewide education technology plan ensuring equitable access to Digital Learning opportunities. A representative advisory panel was convened to guide this effort and ensure the plan not only meets the statutory- and court-mandated requirements, but also delves deeper into what is needed to ensure every Wyoming student has high quality Digital Learning experiences. To understand the historical requirements, a brief overview of the court cases and legislative mandates is provided below.

The Wyoming Supreme Court's ruling in *Campbell County School District, et al., vs. State of Wyoming, et al.*, in 1995, was a landmark case that laid the foundation for a need for a State Digital Learning Plan. As a result of the ruling, the Wyoming State Legislature created a funding mechanism for the K–12 education system that provided opportunities for equitable education for all children attending Wyoming's public schools. Subsequently, the State Superintendent of Public Instruction was directed to oversee the development and implementation of a statewide educational technology plan, distance education programs, and the development of the education network, which became known as the Wyoming Equality Network (WEN). In recent years, this education broadband network has been redesigned, modernized, and is now overseen by the Department of Enterprise Technology as a part of the Unified Network.

The WEN Video component was developed to provide interactive two-way video capability to each high school in the state in an effort to deliver the education "basket of goods" equitably through distance learning. Unfortunately, the WEN Video was not able to deliver the variety of supplemental courses to students in remote areas, as was originally intended. The downfall of the WEN Video was due to a number of problems, which included the lack of incentives for educators to teach courses in that fashion, bell scheduling issues (because very few high schools run classes on the same daily schedule), and the struggles related to poor broadband connectivity in many locations.

Since the initial implementation of distance education in our state, education technology has evolved; the needs of educators and students are not the same as they were more than twenty

3 Utah State Board of Education. *Utah's Master Plan: Essential Elements for Technology Powered Learning.* Utah State Office of Education. Salt Lake City, Utah. Web. 2015. <http://schoolboard.utah.gov/wp-content/uploads/Utah_Essential_Elements_Technology_Powered_Learning.pdf>

years ago. Technology has advanced to the point that with currently available equipment, students are able to access learning opportunities from around the globe; examples include virtual field trips, Q& sessions with experts who visit classrooms virtually, and collaborative work with peers located in classrooms across the state, across the country, or around the world. For these reasons and more, the need for a better platform than the WEN Video equipment has become increasingly apparent.

Fully online courses have also become increasingly common as a replacement for videoconferencing courses, due to better viability of web-based curriculum as a distance delivery method. In spite of this, a more robust offering of supplemental online courses for secondary students could better meet the intent of the law, providing equitable access to education opportunities across the state. When polled in September of 2015, 93% of the district respondents (194) indicated they thought their district would utilize part-time online courses available statewide. Since synchronous delivery is not required in online courses, scheduling conflicts are not an issue. With online courses, bandwidth issues are also minimized by the ability to download video content rather than livestream it.

The requirements of the statewide education technology plan are captured in W.S. 21-2-202 (a) (xx). The statute sets forth a wide breadth of stakeholders required to support the development of the plan, and provides key areas to address including: staff training; curriculum integration; and network connectivity in and between schools, communities, and between the state and the world. It shall have as its goal the provision of equal access to educational instruction and information.

The last five-year state education technology plan was developed in 2007 and ran through 2013. In January 2016, the Wyoming Department of Education released a Statewide Education Technology Plan[4] documenting the need to develop a five-year plan. ver the last year, significant e fort and input has been provided to develop a plan for addressing education technology and Digital Learning for the next five years.

In the fall of 2015, a representative advisory panel was convened to guide this effort. In order to achieve the vision described above, the advisory panel made the decision to broaden the scope of the plan, developing a more comprehensive Digital Learning Plan (DLP) for education. The focus of the DLP going forward will be on the continued advancement of broadband connectivity for every classroom, along with increased awareness of the free Digital Learning resources that are available, and how educators can implement them effectively to the advantage of every student, no matter where they reside in our state.

The world is changing whether we want it to or not; technology is a central part of our lives whether we embrace it or not. Failing to support the integration of technology in our schools and classrooms means failing to prepare our students for the future. Embracing technology—and making Wyoming's schools and students the most innovative in using it—can establish Wyoming

4 Wyoming Department of Education. *Wyoming Department of Education Statewide Education Technology Plan*. Cheyenne, Wyoming, Web. 2016. <https://edu.wyoming.gov/downloads/distance-ed/2016/sdlp-report.pdf>

as a leader in the country. If Wyoming has the most technologically talented workforce, and the most technology-powered schools, we are confident economic growth will result [5]

Definition of Digital Learning

Digital Learning is any instructional practice that effectively uses technology to strengthen the student learning experience. It encompasses a wide spectrum of tools and practices, including:

- increased focus and quality of teaching resources,
- creative use of time and space,
- online and blended content and courses,
- online classroom assessments,
- applications of technology in classrooms and school buildings,
- adaptive software for students with special needs,
- learning platforms,
- high-level and challenging content and instruction,

and many other technology advancements related to teaching and learning. Additionally, Digital Learning provides a platform for collaboration within professional communities of practice for educators and students alike.[6]

Vision for the Plan

The Wyoming Digital Learning Plan is designed to provide a roadmap with recommendations for action that focuses on Digital Learning, which empowers all stakeholders to provide and expand learning opportunities, to be adaptable, and to evolve with the ever-changing learning environment to meet the needs of all Wyoming students.

Guiding Principles

The Advisory Panel recommends that the statewide work to advance the DLP be guided by the following core principles:

- Focus on equity of educational opportunity for all students throughout the state.
- Plan and prepare thoughtfully to maximize success of this complex and significant change management process.
- Gain support from leadership, which is crucial for meaningful technology integration
- Engage teachers, administrators, students, parents, and other stakeholders.

5 Utah State Board of Education. *Utah's Master Plan: Essential Elements for Technology Powered Learning.* Utah State Office of Education. Salt Lake City, Utah. Web. 2015. <http://www.uen.org/digital-learning/downloads/Utah_Essential_Elements_Technology_Powered_Learning.pdf>

6 Alliance for Excellent Education. *Digital Learning Day.* Washington, D.C. Web. Accessed 27 July 2016. <http://www.digitallearningday.org/domain/54>

- Focus on the teacher as the key to quality instruction with support from technology.
- Support effective and ongoing professional development as an essential element for success.
- Acknowledge public schools are managed by elected local school boards with their own policies, priorities, and constituents who prefer local control of the education system for their students.
- Leverage the infrastructure investments, economies of scale, and planning teams in districts and across the state.
- Provide flexible guiding principles for school districts to craft and implement their technology vision for teaching and learning.
- Identify and share existing innovations, expertise, and resources throughout Wyoming, while also building upon national and international promising practices, models, and research.
- Plan for long term sustainability, continuous improvement, and educational return on investment.

Process and Outreach in Developing this Plan

In order to assist in the development of this plan, the WDE collaborated with several existing groups on initiatives to ensure that the state's DLP was cohesive and inclusive. This included the DLP Advisory Panel, the Broadband and Digital Learning Policy Academy, the Infrastructure Steering Team, EducationSuperHighway, and the National Governors Association.

The DLP Advisory Panel sought to collect stakeholder feedback from district staff, school administrators, teachers, students, and various other education stakeholder groups to ensure that the plan addressed the specific needs and concerns of a broad spectrum of stakeholders across Wyoming. This included coordinating a listening tour, conducting surveys, facilitating focus groups, synthesizing feedback from stakeholders, and using the synthesis to inform the writing and editing of the plan.

More than 185 people representing 39 school districts attended listening tour sessions or responded to questions online to share their insights and ideas about Digital Learning. Participants included parents, students, school board members, superintendents, technology directors, directors of curriculum and instruction, teachers, higher education representatives, business owners, and state legislators.

In addition, three surveys were developed to assess district staff, school administrator, and teacher perspectives on Digital Learning in their districts and schools. The surveys focused on district and school strategic planning for Digital Learning and technology use, interest in networking with others on student Digital Learning, online learning needs, barriers to implementing Digital Learning, and current and desired technology integration. Seven percent of the state's teachers representing 71% of the districts participated in the surveys. 35% of school administrators completed their survey, representing 90% of districts. 37% of district administrators completed a district-specific survey representing 98% of districts in Wyoming.

Focus groups were also conducted, with 30 teachers and 24 students participating. A representative sample of nine schools, including five elementary and two secondary schools, were selected.

Another key component of Digital Learning is sufficient infrastructure to support its usage. This includes having enough infrastructure to allow for technology usage in the classroom, for online assessment, and assistive technologies for students with disabilities. Having sufficient broadband capacity coming into the school along with enough wiring and wireless capacity inside the building are foundational in making digital learning possible. As of July 29, 2016, 38 out of 48 school districts participated in an infrastructure survey. Detailed information from 249 schools and 5,343 classrooms have been gathered to determine the current capacity of school and district infrastructures. Districts are continuing to add and update information on their schools and classrooms.

All of the data were assembled and analyzed for common themes, which were then compiled into a report. One key finding was that all stakeholders—community members, parents, students, and educators alike—believed that it is imperative to provide our students with the best Digital Learning experiences possible to increase their engagement in learning and to ensure they are prepared for college, career, and the military. With these findings in mind, the DL Advisory Panel made recommendations grounded in the research regarding what should be included in the plan. What follows are the detailed findings and specific recommendations for state practices an policy to best leverage the power of technology for learning.

It Takes a Community

To make this Digital Learning Plan Vision a reality by 2021, Wyoming will need to harness the power of numerous stakeholder groups. It will take time, resources, and partnerships among a variety of organizations and individuals working together—from the state level to the local level; from Pre-K through post-secondary; from classrooms to libraries; we will all need to work side-by-side in each of our areas of strength and expertise. Empowered leaders will need to communicate the vision, provide resources and support for implementation, and monitor practices to ensure educators across the state have what they need to provide robust digital learning opportunities for students. While we may be at various stages of implementation, we must all move forward as partners, supporting the best possible outcomes for our students.

The State Digital Learning Plan Advisory Panel will continue to have a crucial role in this work. While the WDE will serve as a hub, coordinating the work across organizations, creating more detailed action plans with objectives, timelines, and accountability measures, the Advisory Panel will meet quarterly in order to assist with prioritization and monitor implementation.

Section 2: Findings and Recommendations

The 7 Gears of the Future Ready Framework[7]

To address the Digital Learning priorities Wyoming's stakeholders identified, the DL State Advisory Panel decided to adopt the Future Ready Framework as a structure for organizing and communicating Wyoming's Digital Learning Plan. In September 2016, the WDE signed the state level Future Ready Pledge. The Future Ready Framework provides "a robust structure for Digital Learning visioning, planning, and implementation focused on Personalized Student Learning."[8] The research-based Framework includes seven key areas, or gears, that are critical to address during a comprehensive planning process. The seven gears are as follows:

- Curriculum, Instruction, and Assessment
- Use of Space and Time
- Robust Infrastructure
- Data and Privacy
- Community Partnerships
- Personalized Professional Learning
- Budget and Resources

There is also a strong emphasis on collaborative leadership where state, district, and school leadership vision, plan, implement, and assess continually to create an innovative school culture of continuous improvement. Leaders must provide the vision, resources, and accountability to ensure digital learning is implemented, while empowering educators across the system to take risks, to learn, and to implement the emerging and promising practices digital learning affords. The roadmap defined through the Framework requires a systemic approach to change, with students graduating from our school system future-ready as the ultimate goal.

Following are a brief definition of each of the seven gears and detailed findings from the dat gathering process, as well as recommendations for action to be taken by the WDE.

Curriculum, Instruction, and Assessment

Description

To engage students in 21st century, personalized, technology-enabled, deeper learning, it is critical for schools and districts to ensure curriculum, instruction, and assessment are tightly

7 Alliance for Excellent Education and the U.S. Department of Education Office Educational Technology. *Future Ready Schools*. Web. Accessed 13 July 2016. Used with permission. <http://futureready.org>

8 Alliance for Excellent Education and the U.S. Department of Education Office Educational Technology. *Future Ready Schools: A Systemic Approach to Implementation*. Web. Accessed 13 July 2016. Used with permission. <http://futureready.org/about-the-effort/framework>

aligned. Curricula and instruction are standards-aligned, research-based, and enriched through authentic, real-world problem solving. Students and teachers have robust and adaptive tools to customize the learning, teaching, and assessment, ensuring that it is student-centered and emphasizing deep understanding of complex issues. Assessments are shifting to be online, embedded, and performance-based. Data and associated analysis serve as building blocks for learning that is personalized, individualized, and differentiated to ensure all learners succeed.

The elements that comprise this gear are as follows:

- 21st Century Skills/Deeper Learning
- Personalized Learning
- Collaborative, Relevant, and Applied Learning
- Leveraging Technology
- Assessment—Analytics Inform Instruction

A foundation for each of these elements is the increased use of digital content and providing learners with a range of high quality media, accessible 24-hours-a-day, 7-days-a-week. This provides all students many more opportunities to personalize learning, reflect on their own work, think criticall , and engage frequently in deeper understanding of complex topics. This necessitates equitable access to devices and high-speed networks and broadband both at school and beyond, into the community and homes.[9]

Findings

- The majority of district administrators, school administrators, and teachers indicated that Digital Learning guidelines and recommendations would be helpful for their district or school (74%, 69%, and 70%, respectively).
- Teachers believed that Digital Learning is important for student success in a K–12 setting.
- Teachers reportedly used a variety of devices (e.g., tablets, laptops, SMART Boards, 3-D printers, etc.) and programs (e.g., IXL, PowerPoint, Google Docs, Kahoot!) for Digital Learning.
- Teachers talked of a digital divide among students, where students from disadvantaged backgrounds struggled to use technology in the classroom as compared to their peers. This divide has led to inequity for these disadvantaged students.
- Students expressed that they enjoyed using tablets, SMART Boards, laptops and computers. However, at times, they did want breaks from technology to have hands-on activities that do not involve devices.
- Students reported that technology skills are not well-defined in their school or classrooms, and they stated that teachers typically teach them about technology specific to an assignment or device used during class.

9 Alliance for Excellent Education and the U.S. Department of Education Office Educational Technology. *The Future Ready Framework: Curriculum, Instruction and Assessment*. Web. Accessed 13 July 2016. Used with permission. <https://dashboard.futurereadyschools.org/framework/curriculum-instruction-and-assessment>

- Students generally felt confident in their abilities to use technology to complete assignments, work with other students, and learn new content. Students indicated that their teachers worked with them to improve their typing speed, mathematical proficiency and use of programs for class assignments.

> *"We need common tools, along with collaboration. There's so much limitation, because my piece of software does something that your piece of software doesn't, and you want it to do mine, the way that we did it. Having a common guidance in the tool set is important."*
>
> *"We use the technology we have available in the best way we can. And we use different programs like Kahoot! and ClassDojo for behavior, but Kahoot is also for formative assessments. And then we always can use our computer lab for our research projects we do, and we use a kid-based search engine called Kiddle. Students use Google Docs to create their documents or their research projects. And that's pretty much what we do in second grade."*
>
> Comments from focus groups and listening tour

Goals and Recommendations

Goal	Recommendations
Provide a common understanding of what students should know, understand, and be able to do, specifi to Digital Learning and digital citizenship.	Develop K–12/16 Digital Learning and Computer Science Education standards, guidelines, and a scope and sequence that educators can access and utilize to understand and engage in best practices at each grade level to meet the legislative requirements outlined in W.S. 21-2-202(a)(xx).
Technology is used to gather and utilize data to inform educators and students with personalizing instruction.	Establish collaborative procurement for Digital Learning resources and processes.
	Provide guidelines for evaluating and selecting Digital Learning resources that enable educators and students to use student data to improve teaching and learning.
Educators use instructional practices that shift their role to be facilitators of learning.	Provide a menu of differentiated professional development offerings for educators that includes face-to-face, online, and blended options that can be personalized and tailored to educators' needs and assist with understanding the changing role of educators.

Use of Space and Time

Description

Student-centric learning requires changes in the way instructional time is used and the learning space is designed. Many schools are shifting away from Carnegie units to competency-based learning. This type of system adapts learning to meet the needs, pace, interests, and preferences of the learner.

The elements that comprise this gear are as follows:

- Flexible Learning; Anytime, Anywhere
- New Pedagogy, Schedules, and Learning Environment for Personalized Learning
- Competency-Based Learning
- Strategies for Providing Extended Time for Projects and Collaboration

This transition is made possible through innovative uses of technology for diagnostic, formative and summative assessments, for managing learning, for engaging students in learning, and for providing anywhere, anytime learning. Such transitions require districts to rethink and more effectively leverage the use of instructional time.[10]

Findings

- District and school leaders are required to make critical decisions about dedicating time and space to various learning opportunities.
- Two-thirds of district staff (67%) believed there are distance education programs that would benefit students in their district, if such opportunities were o fered.
- The majority of district staff chose courses related to gifted and talented (70%), Advanced Placement (69%), foreign language (59%), and technical training (59%)
- Listening Tour Participants expressed that Digital Learning provides the opportunity to re-engage students at risk of dropping out by offering a system for credit recovery and online courses that are more relevant to career opportunities.

> *"If the state plan could get rid of that red tape in there, I mean the network is there, the schools are there, the colleges are all on the network. Kids could be taking college classes in high school. The network that is there between all the school districts is ready to go. It's the red legislative tape that is in the way of learning taking place. Why do we have to have X number of minutes of seat time for a kid to get a credit? And, again, that's back to the regulations that tell us that we have to have certain things that we [have] to do in order for a kid to get a credit."*
>
> Comments from focus groups and listening tour

10 Alliance for Excellent Education and the U.S. Department of Education Office Educational Technology. *The Future Ready Framework: Use of Time and Space*. Web. Accessed 13 July 2016. Used with permission. <http://dashboard.futurereadyschools.org/framework/use-of-space-and-time>

> *"My student, your student, they're taking classes together. And it could be – you know, it's infinite. You could be learning French from a teacher in France. You know, I think those opportunities are endless for kids."*
>
> Comments from focus groups and listening tour

Goals and Recommendations

Goal	Recommendations
Students will be provided with a continuum of high quality learning opportunities that can be easily identified personalized, and accessed.	Facilitate the reduction of barriers to implementation such as 'seat time' requirements that focus on time in class rather than competency based learning, Carnegie unit requirements, or the ability to take classes from more than one district.
Educators across the state will have access to models of effective Digital Learning across time and space.	Develop a clearinghouse with models of effective Digital Learning across time and space.
Offer quality online and blended courses for students that include opportunities for students to demonstrate mastery of content in a variety of ways.	Develop a best practices guide for teaching online and blended courses.
	Incentivize the development and teaching of high quality online and blended courses.

Robust Infrastructure

Description

When employed as part of a comprehensive educational strategy, the effective use of technology provides tools, resources, data, and supportive systems that increase teaching opportunities and promote efficienc .

The elements that comprise this gear are as follows:

- Adequacy of Devices; Quality and Availability
- Robust Network Infrastructure
- Adequate and Responsive Support
- Formal Cycle for Review and Replacement

Such environments enable anytime, anywhere learning based on competency and mastery with empowered caring adults who are guiding the way for each student to succeed. High quality, high speed technology and infrastructure systems within a school district are essential to the advancement of Digital Learning.[11]

11 Alliance for Excellent Education and the U.S. Department of Education Office Educational Technology. *The Future Ready Framework: Robust Infrastructure*. Web. Accessed 13 July 2016. Used with permission. <http://dashboard.futurereadyschools.org/framework/technology-networks-and-hardware>

Findings

- Barrier to Digital Learning implementation: Equipment needs and problematic internet connection.
- Teachers reported a lack of devices.
- Administrators reported lack of technical staff.
- Wyoming's districts are purchasing 0.92 AP's per classroom, on average
- A majority of school buildings in Wyoming are constructed of brick or cinder block – these materials might drive up cabling costs
- 62% of schools have a "moderate" digital learning environment, 15% have a 1:1 environment and 23% have a media rich environment.

> *"We've got some elementary schools in town that even struggle to do maintenance and upkeep on the machines they have, schools that have ten or twelve kids and don't have any funding to go towards that. We used to have some distance classes and we had to shut them down because of the rules about who's going to pay for what."*
>
> Comments from focus groups and listening tour

Goals and Recommendations

Goal	Recommendations
Every school has the capability to meet the LAN/Wi-Fi standards.	Adopt LAN/Wi-Fi infrastructure standards.
Support a technology infrastructure providing opportunities for equitable education for all children attending Wyoming's K–12 public schools.	All school sites are on fibe optic and all districts can provision at least 1 Mbps of internet access per student.
	Report annually through the DLP on school connectivity and utilization and support schools with improving connectivity.
Every school has the capacity to successfully plan, procure, and manage their LAN/Wi-Fi networks.	Across state agencies, schools, and partners, work to leverage all available resources and support to identify which schools need support and engage the resources to support them and achieve sustainability.
Every school has the capacity to provide sufficien funding, staff, and expertise to manage LAN/Wi-Fi networks.	Across state agencies, schools, and partners, work to leverage all available resources and support to identify which schools need support and engage the resources to support them and achieve sustainability.
Technology directors, superintendents, curriculum directors, and other stakeholders consistently collaborate to support a common vision for supporting teaching and learning.	Align the planning process across infrastructure, devices, curriculum, facilities, and professional development.
All schools have the capacity to sustainably provide the devices needed for learning.	Provide guidance and framework for considering best practices for device implementation, evaluation, criteria, evaluating funding options.

Data and Privacy

Description

Data privacy and security are foundational elements of Digital Learning. The district ensures that sound data governance policies are enacted and enforced to ensure the privacy, safety, and security of confidential data sets. Such policies and procedures ensure that access to authorized persons is secure. Education professionals have a range of resources, trainings, and services available to build their awareness and capacity to implement such policies and procedures with precision.

The elements that comprise this gear are as follows:

- Data and Data Systems
- Data Policies, Procedures, and Practices
- Data Informed Decision Making
- Data Literate Education Professionals

A personalized, learner-centered environment uses technology to collect, analyze, and organize data to provide continuous cycles of feedback to students, teachers, and other education professionals, with the intent of increasing the depth, breadth, complexity, and efficiency of learning.[12]

Findings

- The Taskforce on Digital Information Privacy is a legislative committee drafting legislation specific to protecting student data and privac .
- Collaborating on and reviewing data on student performance has become an essential component of education for educators. The WDE has received significant positive feedback requesting to continue providing professional development to districts and schools on data analysis and use.

> *"Just to think about this, why is it that kids like gaming so much? They get that instant gratification. They know their score. They know what level they're on. They know what badge they've earned. The same thing is true with technology within a classroom. If we're using it correctly and, you know, you might be using this app here, you might be using this digital tool here, all of a sudden students see where they're at. They see their progression. They see how many questions they got right according to this, or they see their level of understanding here and how powerful it is when we start to use that data, when we start to use those reports to continue to encourage students in their learning and in their capacity."*
>
> Comments from focus groups and listening tour

12 Alliance for Excellent Education and the U.S. Department of Education Office Educational Technology. *The Future Ready Framework: Data and Privacy.* Web. Accessed 13 July 2016. Used with permission. <http://dashboard.futurereadyschools.org/framework/community-partnerships>

> *"Teachers can look at students' work and the feedback is almost instant, whereas when it was paper and pencil students turned assignments in and had to wait a week. So I think the application has increased the feedback loop, and made it faster, and have allowed kids to apply the feedback to the problem at hand, versus waiting until it's too late."*
>
> Comments from focus groups and listening tour

Goals and Recommendations

Goal	Recommendations
Student and educator data will be protected, with privacy maintained in accordance with state and federal mandates.	Provide guidelines and support for the mechanisms, safeguards, processes, and standards for protecting and maintaining student and educator data.
	Provide professional development and support to ensure district and vendor personnel understand student data privacy laws once they are in place and when they change to maximize both safety and learning opportunities for Wyoming Students.
	Provide guidelines and professional learning opportunities for educators to build skills toward data-based decision making and including students in the process.
All teachers will use assessment data that enables them to personalize instruction and increase student achievement	Provide guidelines for evaluating and selecting Digital Learning resources that enable educators and students to use student data to improve teaching and learning.
All students will use data to understand their progression through the learning standards.	Provide guidelines and professional learning opportunities for educators to build skills toward data-based decision making and including students in the process.

Community Partnerships

Description

Community partnerships include the formal and informal local and global community connections, collaborative projects, and relationships that advance the school's learning goals.

The elements that comprise this gear are as follows:

- Local Community Engagement and Outreach
- Global and Cultural Awareness
- Digital Learning Environments as Connectors to Local/Global Communities
- Parental Communication and Engagement
- District Brand

Community partnerships include the formal and informal local and global community connections, collaborative projects, and relationships that advance the school's learning goals. Digital communications, online communities, social media, and Digital Learning environments often serve as connectors for these partnerships.[13]

Findings

- Teachers talked of a digital divide among students, where students from disadvantaged backgrounds struggled to use technology in the classroom as compared to their peers. This divide has led to inequity for these disadvantaged students.
- Teachers, and school and district administrators often use technology to communicate with parents.

> *"With our Infinite Campus system, we have several parents that are logging in and viewing their students' grades. They have access to teacher emails. But, the other thing that we're able to do with the Infinite Campus system is, push out text messages, emails that we have going on here in the school, so that allows us to mass communicate with parents, if we've got certain issues."*
>
> *"I've worked the last year-and-a-half with our local Makers' Space, and I've taken students down there, and to use their laser cutter, vinyl cutter, 3-D printer, and we actually just got a grant to get all of that equipment in our school, so we demolished the old darkroom."*
>
> Comments from focus groups and listening tour

Goals and Recommendations

Goal	Recommendations
Develop learning spaces in local communities that engage all learners (K–12, postsecondary, businesses, parents, etc.).	Develop a communication plan so all community members know what learning resources are available.
Develop partnerships between K–12 systems, postsecondary institutions, and libraries that enable opportunities to learn from each other and leverage resources together.	Convene a workgroup to identify and coordinate the utilization of education resources available statewide and across institutions.
	Partner with postsecondary institutions to integrate Digital Learning best practices into pre-service coursework and to increase digital learning pedagogy course offerings for pre-service educators.
Students have access to learning opportunities beyond the school walls by connecting to local community, national, and global partners.	Develop a clearinghouse of resources to support districts with providing students with opportunities to connect with global communities and projects to ensure college, career, and military readiness.

13 Alliance for Excellent Education and the U.S. Department of Education Office Educational Technology. *The Future Ready Framework: Community Partnerships*. Web. Accessed 13 July 2016. Used with permission. <http://dashboard.futurereadyschools.org/framework/community-partnerships>

Personalized Professional Learning

Description

In districts and schools that prepare students for the digital age, technology and Digital Learning expand access to high-quality, ongoing, job-embedded opportunities for professional learning for teachers, administrators, and other education professionals. Such opportunities ultimately lead to improvements in student success and create broader understanding of the skills that comprise success in a digital age.

The elements that comprise this gear are as follows:

- Shared Ownership and Responsibility for Professional Growth
- 21st Century Skill Set
- Diverse Opportunities for Professional Learning Through Technology
- Broad-Based, Participative Evaluation

Digital professional learning communities, peer-to-peer lesson sharing, and better use of data and formative assessment, combined with less emphasis on "sit and get" professional development sessions eliminate the confines of geography and time. These ever-increasing resources offer teachers and administrators vast new opportunities to collaborate, learn, share, and produce best practices with colleagues in school buildings across the country. Digital leaders establish this type of collaborative culture. They model and are transparent with their own learning. In addition, educators must be engaged in more collaborative, goal-oriented approaches to the evaluation of their own teaching to serve as a personal model for the experiences that they might bring to students.[14]

Findings

- Teachers indicated that professional development slightly increased the use of technology resources, gave them confidence to implement student Digital Learning, and helped them understand differentiated instructional strategies.
- District staff, administrators, and teachers reported that professional development on Digital Learning strategies for differentiated instruction, integrating technology resources, implementing blended learning, and understanding the importance of Digital Learning implementation would be beneficial for educators.
- District staff, administrators, and school staff are interested in networking (e.g., face-to-face meetings or events, online professional learning communities, district-hosted webinars).

14 Alliance for Excellent Education and the U.S. Department of Education Office Educational Technology. *The Future Ready Framework: Personalized Professional Learning.* Web. Accessed 13 July 2016. Used with permission. <http://dashboard.futurereadyschools.org/framework/professional-learning>

- Barrier to Digital Learning implementation: Availability of Digital Learning professional development opportunities.
- The survey results suggest that 98% of survey respondents perceived their computer skills to be "intermediate" or better, whereas findings from the listening tour suggested that participants had a lower level of skill in using technology.
- The majority of district staff (63%) stated they may have some interest in learning how to develop online courses, while 29% of respondents stated they are, in fact, interested in online course development.
- A little more than half of teacher respondents indicated they are not interested in teaching online courses (51%). However, the remaining respondents indicated having some interest (maybe, 31%) or full interest in teaching courses online through their school (yes, 18%). There were 32 districts represented by the teachers interested in online courses.

> *"I worry that technology training for teachers is more of just a check. It's more of a static, "Yes, every teacher has been trained." It really takes individual focus and returning to what is the purpose of technology, what are we using it in our classroom for, what are we trying to get out of it, and looking at the data coming out to redefine the process and doing that continually over and over and over, and personalizing the professional development for teachers. That needs to be revamped and changed and continually refined in order to be really effective."*
>
> *"Teachers need to be taught over time to implement online learning. They need professional development about how to manage the devices, how to use them as tools, how to collaborate and communicate with parents, how to collaborate and communicate with students."*
>
> Comments from focus groups and listening tour

Goals and Recommendations

Goal	Recommendations
Ensure all educators across Wyoming know what personalized professional learning opportunities are available.	Develop a communication plan so all community members know what personalized professional learning opportunities are available.
	Provide a professional development repository that is easily accessed where educators can pick and choose from offerings that result in micro credentials, University of Wyoming, Professional Teaching Standards Board (PTSB) credit to complete a personalized learning path.
Provide educators with a continuum of professional development choices that can be easily identified personalized, and accessed.	Provide a menu of differentiated professional development offerings for educators that includes face-to-face, online, and blended options and that can be personalized and tailored to educators' needs and assist with understanding the changing role of educators.
	Utilize existing data regarding effective Digital Learning practices to pair high performing schools with novice or lower performing schools to increase capacity and improve Digital Learning practices.
	Incorporate and model Digital Learning within all professional learning opportunities.
Provide recognition (e.g. micro-credentialing, credit, higher degrees) for educators to continue their professional growth toward implementing effective Digital Learning practices.	Work with University of Wyoming Professional Studies and Outreach School to develop certificate from different disciplines.
	Develop guidance for districts to incentivize educators to engage in badging or micro-credentialing (e.g., bump on pay scale, recertificatio credit).
Statewide network of educators and organizations focused on sharing Digital Learning best practices, implementation strategies, and successful outcomes.	Form a professional learning network among the education technology organizations that already exist in Wyoming to include WyTECC, WyDEC, e-Volution, Information Power Institute, and others coming together for a shared annual conference and a variety of other peer-to-peer learning opportunities.

Budget and Resources

Description

The transition to Digital Learning will require strategic short-term and long-term budgeting and leveraging of resources. All budgets at the district and the school should be aligned to the new vision, with consistent funding streams for both recurring and non-recurring costs to ensure sustainability. During the transition, district leaders should strive for cost-savings and efficiencies through effective uses of technology.

The elements that comprise this gear are as follows:

- Efficiency and Cost Sa ings
- Alignment to District and School Plans
- Consistent Funding Streams
- Learning Return on Investment

The financial model should include the metrics and processes to ensure not only sustainability, but also accountability for learning returns on investments.[15]

Findings

- Teachers, school and district administrators all reported that significant barrier to Digital Learning implementation is the financial challenge
- Administrators indicated they did not have financial resources (22%) or only had some of the necessary financial resources (40%) to accomplish goals for Digital Learning
- Administrators stated that they experience difficulties in maintaining their current technology should anything need repaired or replaced in their buildings due to budgetary restrictions.
- Administrators and teachers felt that the financial barriers they faced were due to statewide budget cuts or limited availability of funding specific to technolog .
- Administrators provided a variety of goals they would achieve with sufficient financia resources. Many aim to supply teachers with devices for all of their students or provide a bank of extra tablets or computers when technological difficulties arise. Administrators believed the state or districts should develop a one-to-one initiative for technology integration in classrooms. They also added that technology could support communication with and needs of parents and students outside of the classroom. In addition to equipment needs, administrators felt they could increase the amount and quality of professional development opportunities specific to Digital Learning strategies
- A third of the teachers (33%) indicated that their school had the financial resources to meet their goals around Digital Learning. Approximately 38% of respondents felt their schools had some of the resources to meet their goals, whereas 29% reported their school did not have adequate financial resources
- Teachers identified specific areas where financial resources could improve Digital Learni implementation. Respondents indicated that their school or district did not have sufficient funds to provide computer labs or provide tablets to all students, nor did their school or district have funds to support specific programs they would like to implement in their classrooms. Teachers reported that schools lack technology altogether, or that updates or additional devices are needed to fully meet their implementation goals. Some teachers noted that the state does not support the schools in maintaining current technology due to the expensive nature of products and restrictions on financial distributions. Respondents reported that students would benefit from exposure to multiple platforms and online resources to develop content and technical skills.

15 Alliance for Excellent Education and the U.S. Department of Education Office Educational Technology. *The Future Ready Framework: Budget and Resources*. Web. Accessed 13 July 2016. Used with permission. <http://dashboard.futurereadyschools.org/framework/budget-and-resources>

"We've got some elementary schools in town that even struggle to do maintenance and upkeep on the machines they have, schools that have ten or twelve kids and don't have any funding to go towards that. We used to have some distance classes and we had to shut them down because of the rules about who's going to pay for what."

"In our district, we had kids that were alternative high school students taking classes from our teacher at a regular high school. And so many rules came into play there, just, 'Oh, nope; they can't do that. Nope, we don't count that as a class. No, that's not ADM.' It's not my student then. It's just ridiculous so they stopped doing it. And they were doing it at a time when we didn't have the broadband and the access to the internet that we do now. And now there's more than ever, and it's not used at all. Regulations have become a very big hindrance."

Comments from focus groups and listening tour

Goals and Recommendations

Goal	Recommendations
Increase cost savings and reduce costs when appropriate for Digital Learning.	Maximize funding opportunities like E-Rate (develop a statewide E-Rate strategy, repurpose existing funds for more effective opportunities).
	Coordinate purchasing opportunities to increase efficiencies—includin partnering with higher education for economies of scale.
	Use of free, open source, and open education resources.
Develop innovative use of funds to incentivize work on Digital Learning.	Repurpose existing funds to incentivize Digital Learning.
	Promote collaboration between district technology leaders with other district leaders to understand how technology/Digital Learning can be funded.
Leverage partnerships with businesses to increase funding opportunities.	Build partnerships with industries across the state and nationally to support education and create new funding opportunities.
Provide guidance for developing sustainable technology and Digital Learning procurement plans.	Develop guidance for developing replacement cycles and budgetary requirements.
Provide guidance for prioritizing investments.	Develop return on investment analyses to assist in prioritizing efforts around Digital Learning.

Empowered, Innovative Leadership

Description

The Future Ready framework provides a roadmap toward Digital Learning; success within a district is dependent on innovative leadership at all levels. First and foremost, leaders within a district must be empowered to create cultures of innovation, must believe in the district's shared, forward-thinking vision for deeper learning through effective uses of digital, 21st century technologies.

The elements that comprise this are as follows:

- A Shared, Forward-Thinking Vision for Digital Learning
- A Culture of Collaboration, Innovation, Capacity Building, and Empowerment
- High Expectations for Evidence-Based Transformations to Digital Learning
- Transformative, Coherent Thinking, Planning, Policies, and Implementation

Critical to their success will be a culture of innovation that builds the capacity of students, teachers, administrators, parents, and community to work collaboratively toward that preferred future. The policy foundation that results must be coherent with that vision. Unleashed in a culture of vision and empowerment, leaders will have the flexibility and adaptability they require to prepare their students to thrive in the 21st century.[16]

Findings

- Overall, district administrators somewhat agreed or agreed that the district has a strategic plan for student Digital Learning that is being implemented and that there is a process through which stakeholders formulate a shared vision that clearly defines expectations for technology use.
- Overall, school administrators and teachers somewhat agreed that the district has a strategic plan for student Digital Learning that is being implemented and that there is a process through which stakeholders formulate a shared vision that clearly defines expectations for technology use.
- Administrators at larger schools were more likely to agree to the questions "My school has implemented its strategic plan for student Digital Learning" and "My school offers professional development to school staff to use student Digital Learning."
- Overall, the majority of the district staff and administrators indicated interest in networking with others (75% and 79%, respectively).

16 Alliance for Excellent Education and the U.S. Department of Education Office Educational Technology. *The Future Ready Framework: Collaborative Leadership.* Web. Accessed 13 July 2016. Used with permission. <http://dashboard.futurereadyschools.org/framework/empowered-innovative-leadership>

- Half of teachers indicated they may be interested in such opportunities (50%). An additional 33% of teachers stated they are interested in networking with other educators on Digital Learning topics.
- Listening tour participants reported greater success and innovation when the interactivity of students' Digital Learning experience was increased, allowing them to work collaboratively with peers.
- Listening tour participants indicated that students' access to online programs, courses, and resources has allowed for them to connect and collaborate with one another from across the state, receiving opportunities to participate in classes and trainings that would not otherwise be available, particularly for remote students.

> *"Students are doing a lot more collaborative work. They're spending a lot less time just sitting there in class writing on a piece of paper. They're working together across classrooms on all kinds of things in just about every subject area."*
>
> Comments from focus groups and listening tour

Goals and Recommendations

Goal	Recommendations
District Digital Learning Plans align and integrate with school improvement, professional development and other plans within the district while aligning with the Statewide Digital Learning Plan.	Integrate Digital Learning into the state consolidated comprehensive plan.
	Provide templates, recommended protocols, and opportunities to develop Digital Learning Plans with consultation from state or other district personnel.
Innovative teachers, principals, and district administrators are recognized for effective Digital Learning practices that achieve improved student outcomes.	Develop a Teacher, Principal, Student, Local School Board Member, Business/Community Member, Legislator, Future Ready School, and District Administrator of the Year program to honor and recognize innovators in Digital Learning.
	Develop a clearinghouse with examples of innovative Digital Learning practices.
Educators can access opportunities to collaborate and problem-solve in innovative ways.	Provide networking opportunities for educators to learn from and problem-solve with one another.

Section 3: Policy Coherence

The Statewide DLP Advisory Panel took great care in ensuring that the recommendations proposed in this plan are aligned with the needs and desire of stakeholders from across the state, are research-based, affordable, and practical. The Advisory Panel was aware of and concerned that some of the recommendations will require amendments or repeal of some pieces of existing statute and current state procurement policies, which, together, may lead to problems with implementing the recommendations of this plan. In this section, we identify the specific statutes that will need to be amended or repealed in the next year in order begin implementing the Advisory Panel's recommendations. This section does not contain an exhaustive list of those statutes that require adjustment, and it is possible amendments to other statutes will be identified in future DLP annual reports.

1. *W.S. 21-2-202(a)(xx) In cooperation with the state board, the Wyoming community college commission, University of Wyoming, public service commission, department of transportation, department of enterprise technology services, public libraries, school district boards of trustees, classroom teachers and other appropriate groups identified by the superintendent, develop and implement a statewide education technology plan which shall address staff training, curriculum integration and network connectivity in and between schools, communities and between the state and the world, and which shall have as its goal the provision of equal access to educational instruction and information. The statewide technology education plan may include telecommunications services provided by the department of enterprise technology services pursuant to W.S. 9-2-2906(g). Not later than January 10 of each year and with the assistance of participating agencies, an annual report on the status of the statewide education technology plan shall be prepared and issued by the state superintendent.* This clause requires an annual report be developed and submitted to the legislature by January 10 each year describing the status of the statewide educational technology plan. The Statewide DLP Advisory Panel recommends adjusting the date the plan is due to be September 1 of each year. This will allow for more timely recommendations if changes to legislation or budgets are required. In addition, the Advisory Panel recommends that, as part of the reporting requirements specific to "network connectivity in and between schools, communities and between the state and world," a reporting requirement be added reflecting broadband utilization by schools and districts.
2. A number of legislative recommendations were made by the Distance Education Task Force in 2015. The DLP State Advisory Panel concurs with those recommendations, and believes they are in alignment with the recommendations of this plan. As explained in Section 1 of this report, the provision of supplemental online courses allows for equitable access to courses that may not be available to students located in area where staff may not be available to offer a broad curriculum. For more information, please see Appendix D of the Distance Education Task Force Report: http://edu.wyoming.gov/downloads/distance-ed/2015/detf-report.pdf.

Section 4: Promising Practices

While it is helpful to understand the current state of each of the gears of the *Future Ready Framework* individually, none can be implemented in isolation. The more a teacher, librarian, school, library, or school district considers how to implement the gears in conjunction with one another, the better the coherence and outcomes. This section provides a few examples from Wyoming where attention to multiple gears of the Framework has occurred, and Digital Learning implementation is gaining traction. More importantly, these examples reflect promising Digital Learning Practices that are producing improved results for student.

Blended Learning Classroom

Black Butte High School, Sweetwater County School District No. 1

Sharon Seaton is a science teacher at Black Butte High School, an Alternative High School. Ms. Seaton developed ten online courses and offers a variety of others that have captured students' interests. Physical science and biology, along with a third elective science course are required for graduation. Seaton was inspired to develop a wide variety of course options for the elective science because she believed that if students were able to choose a science topic that interested them, they would be more likely to succeed in the class.

The typical class size at this alternative high school in Rock Springs is 10-12 students with Seaton's largest class being 18 students. Freshman are grouped mainly into physical science and sophomores mainly into biology, but there may be students taking a variety of science courses in the same physical location one class period. In each course, students are allowed to work at their own pace knowing they are responsible for meeting the deadlines for assignments and labs outlined in their specific course.

While Seaton reminds students of deadlines, one of the goals for allowing students to work at their individual pace is to teach them to be more self-directed learners. This helps prepare students for the expectation they will encounter with college professors and employers is to meet deadlines without someone guiding them through every step. If students fall behind, it hurts their grade, but if they work ahead, they are able to spend time working on a variety of enrichment activities available in the classroom.

The enrichment activities include robotics, flight simulations, and Google Expeditions to name a few. With Google Expeditions, students can go anywhere in the world and outer space to look at the surface of other planets or the moon. Google Hangouts are used to consult with local or national experts and are arranged for a group or individual students depending on the science course topic(s) they are studying. Students are motivated to work ahead in their courses in order to access the engaging, hands-on learning available to them. True to the enrichment description, the hands-on activities take students to deeper levels of learning the topic and content.

With the information that would typically be delivered through lectures available online, Seaton has more time to provide individual instruction and assistance when students need it. She is able to see how each student is progressing through their course through the school's online learning management system and is able to adapt each unit of instruction as needed. With students working at different paces and on different courses, they aren't all completing the same lab projects at the same time. Since Seaton is able to closely monitor the online work, she can prepare the lab materials and setup as students are ready for them. This means she may have seven different labs setup at the same time, but since the work isn't completed simultaneously, she is able to spend more time with those seven individual students than she would if the whole class was working together at the same pace.

Students access their online courses through a cart of laptops and a dozen tablets available in the science classrooms. The devices are only available during class period but the school has laptops available for check out to students who may not have computers at home. Since the coursework is all online, students have access to their science classes 24 hours a day, seven days a week and may chat or email their teacher outside of class. Again, even though their teacher is juggling more classes, by leveraging technology, she is able to spend more time with each individual and answer questions during her evening and weekend office hours

Students have been very responsive to the choices which include options not typically provided at a small, alternative high school, such as genetics and marine science. Seaton's students are deeply engaged by the science inquiry, project based, blended (online and face-to-face) format. In fact, this year's cohort of seniors originally celebrated completion of their science credits as juniors. However, when they found out about the new science classes Seaton developed over the summer, they enrolled in a fourth science course as seniors, even though it wasn't required for graduation.

School-Wide Personalized Learning

Upton High School, Weston County School District 7

After researching blended and personalized learning, the Upton High School principal and staff took on the task of implementing web-based instruction and curriculum for core content classes. The decision to change from the traditional classroom lecture model was largely based on the student success they witnessed while visiting schools in a neighboring state. They took the information gathered while exploring this student-driven method of teaching and learning, and figured out how to make it work within the school s existing resources and parameters. Over the summer of 2016, classrooms, computers, and schedules were rearranged and reconfigured while teachers were trained to use the selected personalized learning platform. Students returned to school in the fall to find they were now the main drivers of their own learning and their teachers were able to spend more time with them providing one-on-one and small group instruction targeted to their needs.

The Schedule

	1	2	3	4	5	6	7	Study Hall
Garcia	AD	Math	Math	Math	Math	Planning	Math	
Finn	English	English	English	English	Planning	English	English	
Johnson	Social Studies	Social Studies	Social Studies	Planning	Social Studies	Social Studies	Social Studies	
Booth	Forensic	Forensic	Planning	Science	Science	Science	Science	
Warbis	Alg I	Middle School	Middle School	Middle School	Middle School	Middle School	Middle School	
Sharkey	Span I	Span II	Span I	Planning	Eng II	Span II	Span III	
Gould	Child Develop	FACS	Planning	Cul III/IV	Guidance	Guidance	Hlth Crs	Guidance
Garland	Lifting / Fitness	Adv. PE	Middle School	Planning	Lifting	Outdoor Rec	Health/PE 9th	
Tonkel	Planning	Weld II	Welding III/IV	Drafting/ CAD	Woods II/III	Weld I	MS Fall	
Ludemann	Planning	Yearbook	Yearbook	Acct I / Acct II	Entrep. Or WWW	Finance Pers / Bus	Work Skills	
Buchholz	Planning	Plant Sc	Ag Ldrshp	Ag Mech	Ag I	Animal Sc	MS Sp	
Womack	Intro to Art	Intro to Art	Adv Art	Planning	Elem School	Ceramics	MS Fall	
Rushton	Middle School	Middle School	Middle School	Choir	Band	Middle School	Middle School	

During Math, Science, English, and Social Studies times, students have the flexibility to be in any of those classes in any of those rooms working. For example, in first period Social Studies, the teacher is with students taking Government, Advanced Placement World History, and World Perspectives. Students have the option of working on classes other than their social studies class if they feel the need or desire to work on a different course. This means a student who is ahead in work for Government, and would like to work on an English project, can choose to do that. Since the curriculum is online, the student also has the choice to do this work in the Social Studies room, or choose to go to the English room to work.

The Instruction

Instruction begins with a pretest that identifies areas that the student has already mastered and those he/she still needs to work on. The student then works through the online curriculum which includes doing activities, completing projects, writing papers, and watching videos. Formative assessments are done frequently providing the students with immediate feedback. At any point a teacher may pull a small group together to work on a specific area of concern; a student may ask the teacher for help/instruction/clarification; a group of students may collaborate to better

understand a concept; or the teacher may supplement students' learning with new resources (e.g., add a video or reading to that student's lessons). Students take a posttest when they believe they are ready. If they fail the test, they are given an intervention and can try the test again (different questions, same concepts).

Along with the academic classes, time is also dedicated in the schedule for character building/ mentoring, career development, and study hall. Bobcat Time is the first activity on Monday and Wednesday mornings. During this time, students meet with a mentor teacher who provides the students with support, and works with them on important elements of their education such as 8 Keys of Success and digital citizenship. Teachers also use this time to build and maintain connections with students. This can also be a time for occasional class or club meetings.

On Tuesday and Thursdays there is Opportunity for students who have not missed school or had any tardies in the previous five school days, and who are ahead in their school work, to leave school at 2:34 with parental permission. Those students who qualify to leave early are not REQUIRED to leave. They may remain at school and work in the library, commons, or computer lab if the student or parents want that. This allows teachers the opportunity to provide interventions for students who need that.

On Fridays, a shortened schedule is included in the morning during the first semeste , and the staff plans to have project based learning in place during the second semester. After lunch on Fridays, students meet with a teacher who is their mentor for career exploration. Teachers use a program called Naviance and are encouraged to supplement it with articles for discussion, videos, virtual field trips or speakers

	Mon–Wed		Tues–Thurs		Friday
8:00-8:27	Bobcat Time	8:00-8:49	1	8:00-8:30	1
8:30-9:18	1	8:52-9:41	2	8:33-9:03	2
9:21-10:09	2	9:46-10:35	3	9:06-9:36	3
10:14-11:02	3	10:38-11:27	4	9:39-10:09	4
11:05-11:53	4	11:30-12:19	5	10:14-10:44	5
11:53-12:23	Lunch	12:19 - 12:50	Lunch	10:47-11:17	6
12:26-1:14	5	12:53-1:42	6	11:20-11:50	7
1:19-2:07	6	1:45-2:34	7	11:50-12:25	Lunch
2:10-2:58	7	2:37-3:30	Opportunity Time	12:28-1:00	Career
3:01-3:30	Study Hall				

Twice a semester teachers have the opportunity to take students on field trips. The trips are open to all students who wish to attend. Recently, over a weekend, one group went to the Black Hills to do Geocaching and one group went to the Sanford Research Lab in Lead, South Dakota. Students who did not wish to go attended the regular Friday school day working on class work. Because their progress is personalized, students can continue working on classes even when teachers and their peers are absent.

The Technology

Incorporating digital learning to this level typically requires that students and teachers each have access to a personal device such as a tablet or laptop. Rather than making the one-to-one device investment, the school district technology director worked with the principal to equip four classrooms with desktops. The desktops were acquired by converting a former computer lab to a classroom. Also, computers from another school that were replaced by new equipment during the district's annual upgrade cycle, were re-imaged for use at the high school. A few inexpensive Chromebooks were purchased to ensure an adequate supply of computers and provide some flexibility as students elect to move from one classroom to another as described above.

While the investment in hardware was minimal, the district did purchase a personalized learning platform that allows for the program in place to even be possible. Teachers are able to customize each course as well as individual student course work. They are also able to assess how each student and the class is doing in any unit or lesson and make modifications as needed including to provide individualized instruction.

The Support

The work described above started when Weston County School District No. 7 Superintendent, Dr. Summer Stephens, recommended that the staff read *Inevitable: Mass Customized Learning: Learning in the Age of Empowerment* by Charles Schwahn & Beatrice McGarvey. Linda Crawford, the high school principal, conducted a book study with interested teachers to discuss the concepts in the book which describes the inevitable changes that schools need to make to ensure we are teaching for the Informational Age and the Age of Empowerment, and not stuck trying to meet the needs of these ages using an education system that was created for the Industrial Age. After starting through the book chapter by chapter and discussing how they might implement some of the concepts, teachers wanted to see examples of what they were discussing and considering "in action." At that point, Stephens arranged a trip to Utah where the group visited two schools with well ingrained project based and personalized learning practices.

In addition to observing the logistical aspects of creating an innovative learning environment, students at one of the schools captured their attention. Each of the students had come from other schools where they had been unsuccessful. Upon enrollment, student abilities covered the spectrum from students with learning disabilities to those with Gifts and Talents, and all levels in between. In the personalized learning structure, all of these students, regardless of ability, were succeeding and producing high quality, rigorous work. Seeing the student success and enthusiasm for learning was a turning point for the Upton High School staff; they were so

excited about the possibility of being able to provide what they saw for their students, their focus shifted to how to make it happen.

As they worked through figuring out how they could make personalized learning work in their school, Crawford's leverage as a principal allowed for the removal of some of the existing barriers. Changing the class schedule was one of the largest undertakings and was pivotal in making it possible. The teachers and Crawford collaborated to make this happen while Superintendent Stephens has supported the work from the district level. Some school board members are very excited about what's happening while some aren't yet sure it is a good idea. Essentially, the school is supported from the top down, and while they know what is in place isn't perfect, they are willing and able to work together to evaluate and adjust the program as they go.

The staff and administrators at Upton High School have short term plans to address any major adjustments that may be needed after the first semeste . Even though there is still a lot of work ahead to complete the goal of providing personalized learning one hundred percent of the time, they are willing to put in the work because they know their students are benefitting from their efforts.

District-Wide Blended Learning and Personalized Learning

Uinta County School District #1

Uinta 1 district administrators have been working towards a personalized learning experience for every student for seven years. They started with technology purchases but there was also a strong focus on the pedagogy and how to could personalize learning. In 2013 when Technology Director, Jaraun Dennis asked for more money to buy devices and software, Superintendent, James Bailey asked what difference using technology was making with students. That question spawned more research into implementing a district wide plan that would benefit all students

Not long after this conversation, district staff attended a conference focused on online and blended learning for K–12 students. There, a superintendent from another state described the positive impact blended learning made in his district. Impressed by the presentation and possibilities, the district began working with an education consulting service specializing in blended and personalized learning. In the spring of 2014, blended learning professional development was provided to staff. Teachers were offered the training on an opt-in basis with the understanding they would be teaching in a blended environment, with the expectation that part of the coursework be offered online starting the next fall.

Initially, 70 teachers volunteered to implement blended learning in their classrooms, although the district had to scale that number back to 50. The following fall, 60 more teachers opted-in to the program and for the 2016-17 school year, blended and personalized learning was implemented throughout the district. At each stage of implementation, a strategic professional development plan was followed, which included staff providing blended learning training to their peers and classroom observations. Initially the training focused on awareness and technical aspects and grew to include instructional practices.

In concert with the implementation of the blended learning initiative, the district used Google Apps for Education and then subsequently, Google Classroom, when it became available. This provided a free and easy-to-access platform that allowed for real time collaborative among students as well as between students and teachers. Teachers were able to provide feedback on student work much sooner than traditional paper grading allowed. And rather than feedback being a "red ink" experience, students saw the comments or suggested edits on a Google document as more collaborative prompting to improve, than compliance focused correction of mistakes.

The personalized learning initiative in Uinta 1 is supported by the School Board, the district administrators, building administrators and teachers. The Technology Director and staff play an active role in purchasing and maintaining equipment, as well as supporting the pedagogical aspects of blended and personalized learning. There is a Personalized Learning Representatives (PLR) team of educators in each school building to support the work of their peers and provide just in time training as needed.

Through the years of focusing on Digital Learning, the school district has purchased one-to-one devices for all 4th through 12th grade students. In the lower elementary grades, there are ten devices per classroom as it isn't necessary for each student to have a device. At this level, small groups of students receive instruction from their teacher based on the data from their online work as well as classroom observations. Before using the digital tools for small periods of time, the students receive instruction, including the purpose for using the digital content and how to use it. The content students receive digitally is customized to their needs, just as the small group or one-to-one instruction is, which allows students to advance through the material at their own pace. Students who need additional instruction on specific topics receive it from their teacher and through fundamental skills building software and programs that adapt to a student's learning level and needs.

What started as a blended learning initiative in the district expanded to personalized learning because the district administrators realized with tools such as Google Classroom, many teachers were already personalizing learning for students. They have also seen an increase in student engagement and the enthusiasm that comes from the responsibility of being able to make choices in their learning from elementary through high school.

Reflection on Promising Practices

Students having ownership over their own learning increases engagement and the desire to learn. Digital, blended, or personalized learning looks different in each district, school, and classroom. There are a multitude of ways to implement these practices and districts, schools, and teachers can and should adjust implementation practices to suit the needs of their students. These examples are robust and more advanced on the Digital Learning spectrum. Implementation took research, a willingness to take risks, and support from empowered, informed leaders. Individuals took informed risks, revised, and re-worked their efforts to arrive where they are today. They continue to refine implementation in order to be responsive to the students they teach. These innovators provide a vision for what teachers, principals and district personnel can strive for, though they are not the only options available. With Digital Learning, the sky is the limit for how we strive to meet the needs of every learner.

Section 5: Conclusion

We recognize that today's students must be prepared to flourish in a continually changing technological landscape. As noted in the 2016 World Economic Forum report, *New Vision for Education: Fostering Social and Emotional Learning Through Technology*, it is estimated that 65% of children entering elementary school will ultimately work in jobs that don't exist today.[17] To prepare our students for college, career, and the military, they will need access to infrastructure, devices, and applications that can be embedded seamlessly into learning environments.

This Digital Learning Plan represents the Statewide DLP Advisory Panel's recommendations for the course of the next five years. The recommendations are intended to be carried out over time, with progress reported annually to the Wyoming State Legislature. Ultimately, the goal of this plan is to provide every Wyoming student with the skills, understandings, and confidence she or he needs to enter college, a career, or the military successfully in the digital age. It is intentionally designed to meet the requirement for providing equitable access to educational opportunities. A collaborative effort from the entire community is essential to accomplish the goals and recommendations set forth in this plan—from Pre-K–12 to postsecondary, from classroom teachers to local and state policy-makers, from libraries to businesses, from students, to parents; it will take everyone partnering and working side-by-side.

Next Steps

Staff at the WDE will take the recommendations, partner with other state organizations such as the State Libraries, post-secondary institutions, ETS, and the Governor's Office, and develop more detailed action plans. The Statewide DLP Advisory Panel will assist with prioritization and monitoring of progress. The WDE and its partner organizations will report progress to the Wyoming State Legislature on an annual basis.

17 World Economic Forum. New Vision for Education: *Fostering Social and Emotional Learning Through Technology.* 10 March 2016. <http://www3.weforum.org/docs/WEF_New_Vision_for_Education.pdf>

WYOMING
STATE BOARD
OF EDUCATION

February 3, 2017

To: State Board Members

From: Tom Sachse, Ph.D.

RE: Student State Board Member Discussion

There appears to be some interest in discussing the potential for adding student members to the state board. In a recent survey of other state boards of education, four states have acknowledged that they have (non voting) input from high school students. The board may want to have a preliminary discussion of the mechanics (in terms of cost and chaperoning, among other issues) and the benefits of additional input from students. If the board wishes to pursue the matter, I will contact the four states that currently have student input and ask how they address issues raised by the board.

ACTION SUMMARY SHEET
STATE BOARD OF VOCATIONAL EDUCATION

DATE: February 14, 2017

ISSUE: Approval of Agenda

BACKGROUND:

SUGGESTED MOTION/RECOMMENDATION:

To approve the Agenda for the February 14, 2017 meeting.

SUPPORTING INFORMATION ATTACHED:

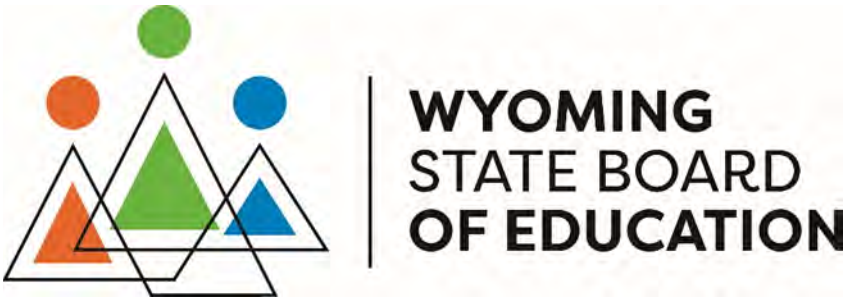
- Agenda

PREPARED BY: Chelsie Oaks
Chelsie Oaks, Executive Assistant

APPROVED BY: _____

ACTION TAKEN BY STATE BOARD: _____DATE:_____

COMMENTS:



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

February 13, 2017 2300 Capitol Ave, Hathaway Building Basement Conference Room Cheyenne, Wyoming		
8:00 a.m.- 8:15 a.m.	**State Board of Education** • Pledge of Allegiance • Call to order	
	• Approval of agenda	Tab A
	• Minutes - January 12-13, 2017	Tab B
	• Treasurer's report	Tab C
8:15 a.m.- 8:30 a.m.	Wyoming State Superintendent Update	Tab D
8:30 a.m.- 11:30 a.m.	Wyoming State Assessment Proposals Discussion and Action	Tab E
11:30 a.m.- 12:30 p.m.	Lunch	
12:30 p.m.- 4:30 p.m.	Board Reports and Updates- • Legislative Update • SBE Duties Timeline/Calendar • New SBE Members Training and Policy 28 • SBE Meeting Schedule • Chapters 6 & 10 • ESSA Update • Math Standards Review Process Follow-Up • Digital Learning Plan • Student Board Member	 Tab F Tab G Tab H Tab I Tab J Tab K Tab L Tab M
	Recess the State Board of Education	
February 14, 2017 2300 Capitol Ave, Hathaway Building Basement Conference Room Cheyenne, Wyoming		
8:00 a.m.-9:00 a.m.	**State Board of Vocational Education** • Pledge of Allegiance	

	• Call to Order • Approval of Agenda • Minutes - August 18th, 2016	Tab N Tab O
	Discussion Items: • Perkins IV Secondary and Postsecondary State Reports	Tab P
	Reconvene the State Board of Education	
	Remaining Board Report and Updates	
9:00 a.m.-9:30 a.m.	SBE Committee Reports: • Discussion around future SBE Committee(s) • Communications Committee • Administrative Committee	Tab Q Tab R
9:30 a.m. – 10:30 a.m.	Action Items: • SBE Policy 28 • Court Order Placement of Students Facilities • Election of Officers	Tab S Tab T Tab U
10:30 a.m.- 10:45 a.m.	Other issues, concerns, discussion, public comment:	
	Adjourn	

ACTION SUMMARY SHEET
STATE BOARD OF VOCATIONAL EDUCATION

DATE: February 14, 2017

ISSUE: Approval of Minutes

BACKGROUND:

SUGGESTED MOTION/RECOMMENDATION:

To approve the minutes from the August 18, 2016 meeting.

SUPPORTING INFORMATION ATTACHED:

- Minutes from August 18, 2016

PREPARED BY: Chelsie Oaks
Chelsie Oaks, Executive Assistant

APPROVED BY: _____

ACTION TAKEN BY STATE BOARD: _____DATE:_____

COMMENTS:

WYOMING STATE BOARD OF VOCATIONAL EDUCATION
August 18th, 2016
WCA Regional Training Center
2220 Bryan Stock Trail
Casper, Wyoming

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

Members absent: Hugh Hageman and Kathy Coon.

Also present: Chelsie Oaks, WDE; Lisa Weigel, WDE; Tom Sachse, SBE Coordinator; Mackenzie Williams, Attorney General's Office (AG); Katherine Leuschel, Attorney General's Office (AG);Guy Jackson, WDE; Tonya Gerharter, WDE; Loralyn O'Kief. WDE; Mark Bowers, WDE; Brent Bacon, WDE; and Kathy Scheurman, WEA

CALL TO ORDER

Chairman Pete Gosar called the meeting to order at 10:36 a.m.

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

APPROVAL OF AGENDA

Walt Wilcox, moved to approve the agenda, seconded by Nate Breen; the motion carried.

APPROVAL OF MINUTES

Minutes from the May 20, 2016 State Board of Vocational Education meeting were presented for approval.

Nate Breen moved to approve the minutes as presented, seconded by Scotty Ratliff; the motion carried.

DISCUSSION

Guy Jackson, CTE Supervisor, introduced the newest member to his team Mark Bowers.

2014-2015 PERKINS CAR REPORT UPDATE

Tonya Gerharter reviewed the 2014-2015 Perkins CAR report and noted that there had been a change to the report. During the query process an error occurred, so they pulled all the colleges together and fixed the issue. Tonya further discussed with the board how the data is calculated.

US ED-OFFICE OF CAREER, TECHNICAL AND ADULT EDUCATION PERKINS MONITORING VISIT, OCTOBER, 2016

Guy Jackson, report that a letter that was received by the United State Department of Education and that Wyoming will be under a full monitoring visit in October. In the letter they have noted four areas of Perkins,

but have since taken out program of study. Also provided in the meeting packet is the Perkins monitoring schedule and check sheet that they use. The department hasn't been monitored since 2008.

WYOMING STATE CTE DEMONSTRATION GRANTS

Loralyn O'Kief, WDE, discussed with the board the 2014-2016 Demonstration Project Grant, also the packet contained an overview of some of the outcomes of the grants. Loralyn reported the 5 schools that have received the grant for this biennium and that this year 15 applications were received but they could only fund 5 of them.

ROADMAP TO STEM CONFERENCE REPORT OUT

Mark Bowers, WDE, reviewed the stem conference summary in the packet and highlighted the theme was "Inspired Wonder". There were 152 participates and the conference had the integration of arts into STEM. Next year's conference will be August 2-4 in Gillette.

Brent Bacon introduced Shelley Hamal new director of School Support at the WDE.

The State Board of Vocational Education adjourned at 11:05 a.m.

DRAFT

Wyoming State Department of Education

Carl Perkins IV State Report

Post-Secondary Schools and Students
2015-16

For inquiries, please contact Christopher Gwerder:
christopher.gwerder@wyo.gov
(307) 777-8757

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Introduction to Carl Perkins IV

The Carl D. Perkins Vocational and Technical Education Act of 2006 (Perkins IV) is the principal source of federal funding to states for the improvement of secondary and postsecondary career and technical education programs. States are provided with funds for distribution to local educational agencies (LEAs) and postsecondary institutions for enhancing academic and technical knowledge and skills individuals need to prepare for further education or careers in current or emerging employment sectors.

A number of important themes resulted from the reauthorization of the Carl D. Perkins Career and Technical Education Improvement Act, including accountability for results and program improvement at all levels, an increased level of communication and coordination within the Career & Technical Education (CTE) system, better integration of academic and technical skill development, and a comprehensive effort for secondary and post-secondary institutions to align their programs with needs and demands of business and industry. One of the most prominent changes is the requirement for each state to develop new "programs of study", a unified program of academic and technical content connecting high school and post-secondary CTE programs leading to credentials or certificates recognized by industry.

The following report presents data collected during the 2015-2016 school year from Wyoming post-secondary schools under the guidelines set forth by the Perkins IV Act. The information contained in this report illustrates how CTE programs are working in the state of Wyoming and also provides invaluable data to inform future planning.

CTE Concentrators and Participants

Demographic information was collected from 7 Wyoming post-secondary schools with students participating in CTE programs during the 2015-16 school year. Specifically, this information was collected for both CTE Concentrators and CTE Participants. The charts and tables in this section summarize the demographic information available for these CTE students.

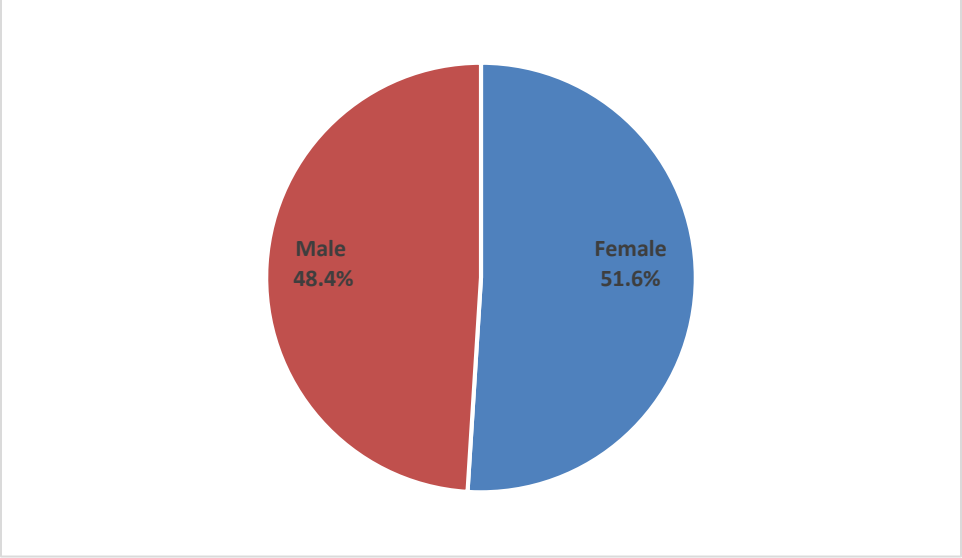
CTE Concentrators

At the post-secondary level, a **CTE concentrator** is defined as a student who (1) completes at least 12 technical or academic credits within a single program area or across multiple CTE program areas, or (2) completes a threshold level in a short-term CTE program of less than 12 credit units that terminates in an industry-recognized credential, certificate or degree.

There were 3,987 total students reported as CTE concentrators during the 2015-2016 school year. Concentrator enrollments are reported higher this year than last year (809 more concentrators).

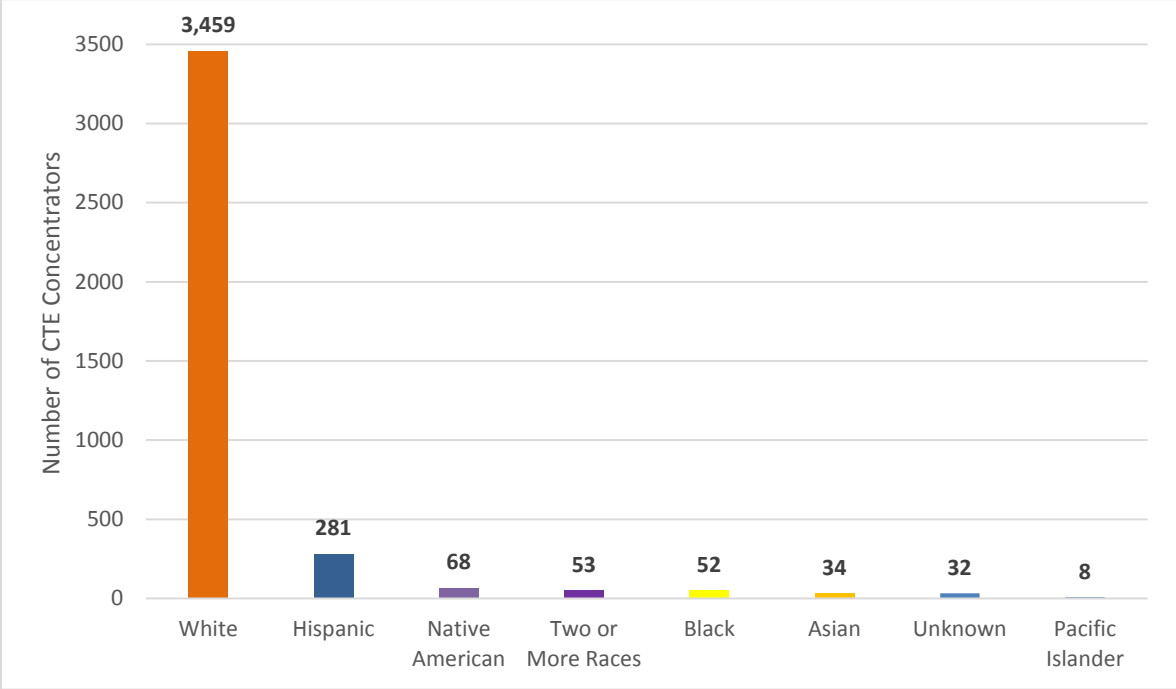
Gender. During the 2015-2016 year, it was reported that 1,930 (48.4%) CTE concentrators were male and 2,057 (51.6%) were female. The proportion of males to females is similar this year to last year (~49% males; ~51% females).

Figure 1. CTE Concentrator by Gender



Race/Ethnicity. Similar to the limited ethnic diversity statewide in Wyoming, the ethnic distribution of CTE participants consists of 87% White students and 13% minorities.

Figure 2. CTE Concentrators by Race/Ethnicity



Career cluster/program area. The Health Science cluster was again the most popular program area (30.1%). Manufacturing has been in the top three most popular programs over the past five years (17.6% in 2015-16). Education and Training has gone from being virtually unreported to being the second most reported program (20.9% in 2015-16).

Table 1. CTE Concentrator Enrollment by Program Area

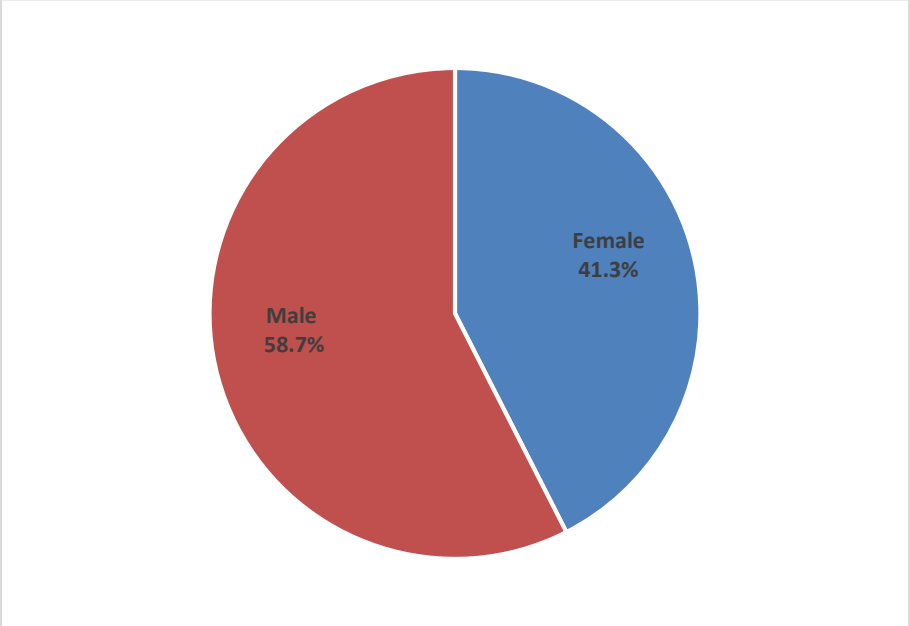
Program Area	Count	Percent
Health Science	1,200	30.1%
Education & Training	833	20.9%
Manufacturing	701	17.6%
Transportation, Distribution & Logistics	335	8.4%
Law, Public Safety, Corrections & Security	220	5.5%
Agriculture, Food & Natural Resources	189	4.7%
Arts, Audio/Video Technology & Communications	131	3.3%
Information Technology	107	2.7%
Business Management & Administration	91	2.3%
Architecture & Construction	62	1.6%
Science, Technology, Engineering & Mathematics	37	0.9%
Human Services	32	0.8%
Hospitality & Tourism	28	0.7%
Finance	20	0.5%
Marketing	1	0.0%
Government & Public Administration	0	0.0%

CTE Participants

At the post-secondary level, a **CTE participant** is defined as a student who has completed any units in a CTE course during the reporting year. Participant enrollments are reported slightly lower this year than last year. A total of 14,462 students were reported as CTE participants by colleges for the 2015-16 reporting year.

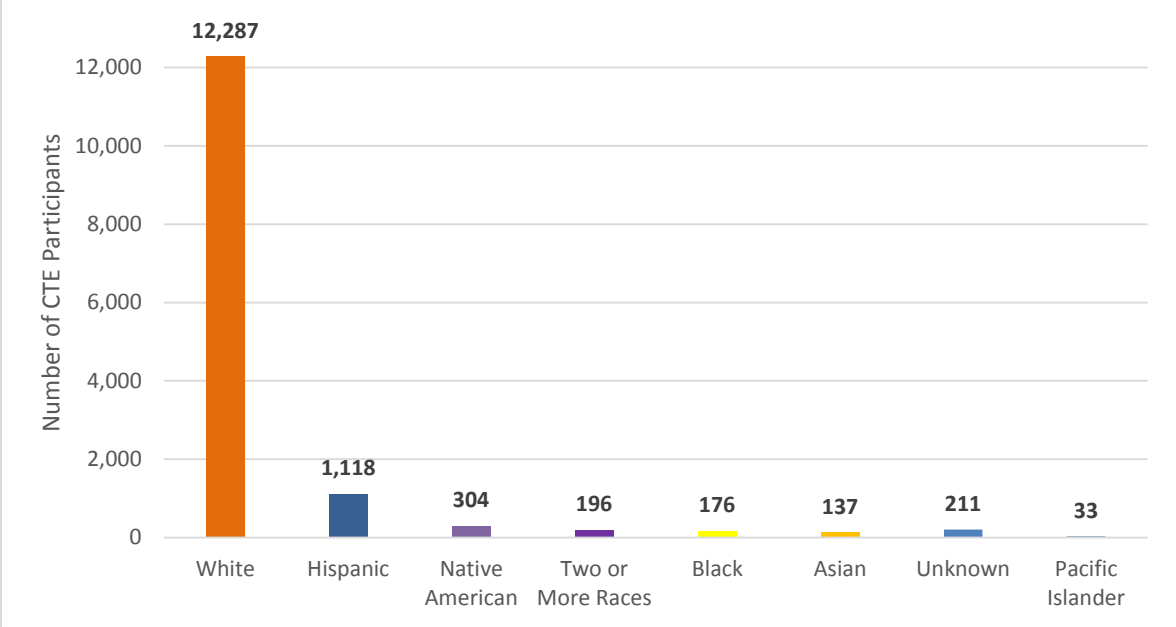
Gender. During the 2015-2016 school year, it was reported that 8,482 (58.7%) males and 5,980 (41.3%) females were CTE participants. This is a lower proportion of females compared to last year (42.5%).

Figure 3. CTE Participants by Gender



Race/Ethnicity. Similar to the limited ethnic diversity statewide in Wyoming, the ethnic distribution of CTE participants consists of 85% White students and 15% minorities.

Figure 4. CTE Participants by Race/Ethnicity



Eligibility Category. Most CTE participants in a special population were categorized as nontraditional enrollees (38.4% of special populations) followed by economically disadvantaged (36.2% of special populations).

Table 2. CTE Participants by Eligibility Category

Category*	Count	Percent of Special Pops
Nontraditional Enrollees	2,279	38.4%
Economically Disadvantaged	2,148	36.2%
Single Parents	857	14.4%
Displaced Homemakers	304	5.1%
Individuals With Disabilities (ADA)	310	5.2%
Limited English Proficient	40	0.7%
Total	5,938	100.0%

*Students may have been eligible under more than one category.

Federal Indicators

Summary of Results

The following table shows an overall summary of results statewide by each of the federal Perkins IV indicators. Targets that were met at 90% or greater are highlighted in yellow. The sections that follow describe results for each of these indicators in more detail and by subgroup.

Table 3. Summary of Federal Perkins IV Indicator Results: Statewide

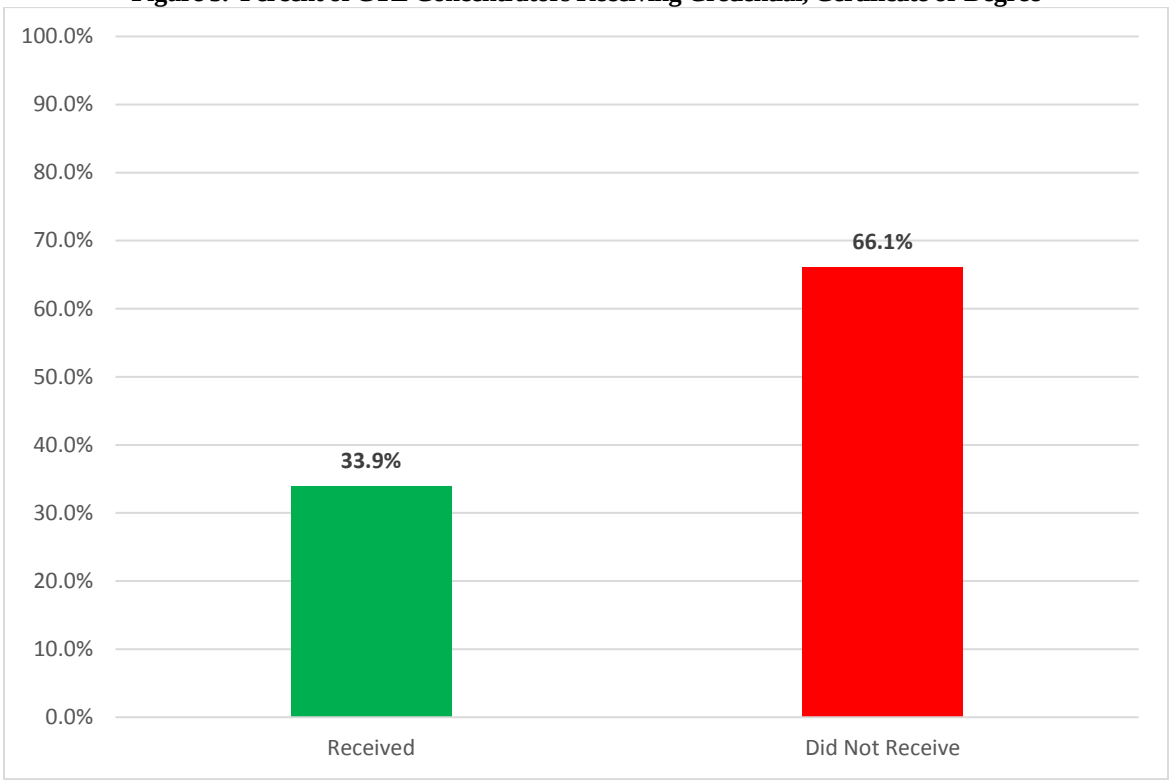
Indicators	Definitions	2015-16 Targets	2015-16 Results
(1P1) Technical Skill Attainment	Percent of CTE concentrators in the identified entry cohort who receive an industry-recognized credential, certificate, or degree at any point between when they were classified into the cohort and the current reporting period.	32.74%	33.85%
(2P1) Credential, Certificate or Degree	Percent of CTE concentrators in the identified entry cohort who receive or were eligible to receive an industry-recognized credential certificate, or degree at any point between when they were classified into the cohort and the current reporting period.	32.74%	33.85%
(3P1) Student Retention or Transfer	Percent of CTE concentrators who remained enrolled in their original postsecondary institution or transferred to another 2- or 4-year postsecondary institution during the reporting year and who were enrolled in postsecondary education in the fall of the previous reporting year.	65.15%	62.95%
(4P1) Student Placement	Percent of CTE concentrators who were placed or retained in employment, or placed in military service or apprenticeship programs in the 2nd quarter following the program year in which they left postsecondary education (i.e., unduplicated placement status for CTE concentrators who graduated by June 30, 2008 would be assessed between October 1, 2008 and December 31, 2008).	82.76%	77.69%
(5P1) Non-Traditional Participation	Percent of CTE participants from underrepresented gender groups who participated in a program that leads to employment in nontraditional fields during the reporting year.	26.42%	22.03%
(5P2) Non-Traditional Completion	Percent of CTE concentrators in the identified entry cohort from underrepresented gender groups who received or were eligible to receive a credential, certificate, or degree in a CTE program that prepares students for employment in an occupation identified as out-of-gender balance	12.87%	12.00%

1P1 Technical Skills Attainment & 2P1 Credential, Certificate or Degree

During the 2008-09 reporting year, indicator 1P1 was defined as the percent of non-returning CTE concentrators who passed a technical certification test. However, for the 2009-2010 reporting year, colleges convened to decide on a new measure of technical skill attainment due to the low number of concentrators who left postsecondary education and took a technical skill certification test during the prior year. The new definition consists of the percent of CTE concentrators who received a degree, credential, and/or certificate and was approved by OVAE. Of note is that the new definition is the same as 2P1. Hence, results for 1P1 and 2P1 are presented below.

Overall, **33.9% of CTE concentrators attained a Credential, Certificate or Degree** as compared to 66.1% that did not receive a credential, certificate or degree. This represents an increase from the prior year in which 33.1% reached technical skill attainment. For 2015-16, 543 concentrators were included in the numerator as completers, while 1,604 concentrators comprised the denominator.

Figure 5. Percent of CTE Concentrators Receiving Credential, Certificate or Degree



Indicator 1P1 & 2P1 by Subpopulations:

Results for indicator 1P1 & 2P1 by the subgroups of gender, race/ethnicity and special populations are reported in the following table. Highlights and key findings include:

- 29.8% of males and 37.9% of females received a credential, certificate or degree.
- Among race/ethnicity subgroups, Hispanic (35.1%) and Asian (35.7%) students had the highest percentage of students receiving a credential, certificate or degree.
- The highest proportion of special population students to meet this indicator were individuals with disabilities (63.6%).

Table 4. Indicator 1P1 & 2P1 Results by Subpopulations

(1P1) Technical Skill Attainment			
Gender	**# of Students in Numerator**	**# of Students in Denominator**	**Percent of Students Meeting Indicator**
Male	238	799	29.8%
Female	305	805	37.9%
Race/Ethnicity			
Native American	15	43	34.9%
Asian	5	14	35.7%
Pacific Islander	*	*	NA
Black	9	29	31.0%
Hispanic	39	111	35.1%
White	459	1,359	33.8%
Two or More Races	4	13	30.8%
Unknown	10	31	32.3%
Special Populations			
Individuals With Disabilities (ADA)	7	11	63.6%
Economically Disadvantaged	219	663	33.0%
Single Parents	*	*	NA
Displaced Homemakers	*	*	NA
Limited English Proficient	*	*	NA
Nontraditional Enrollees	54	171	31.6%

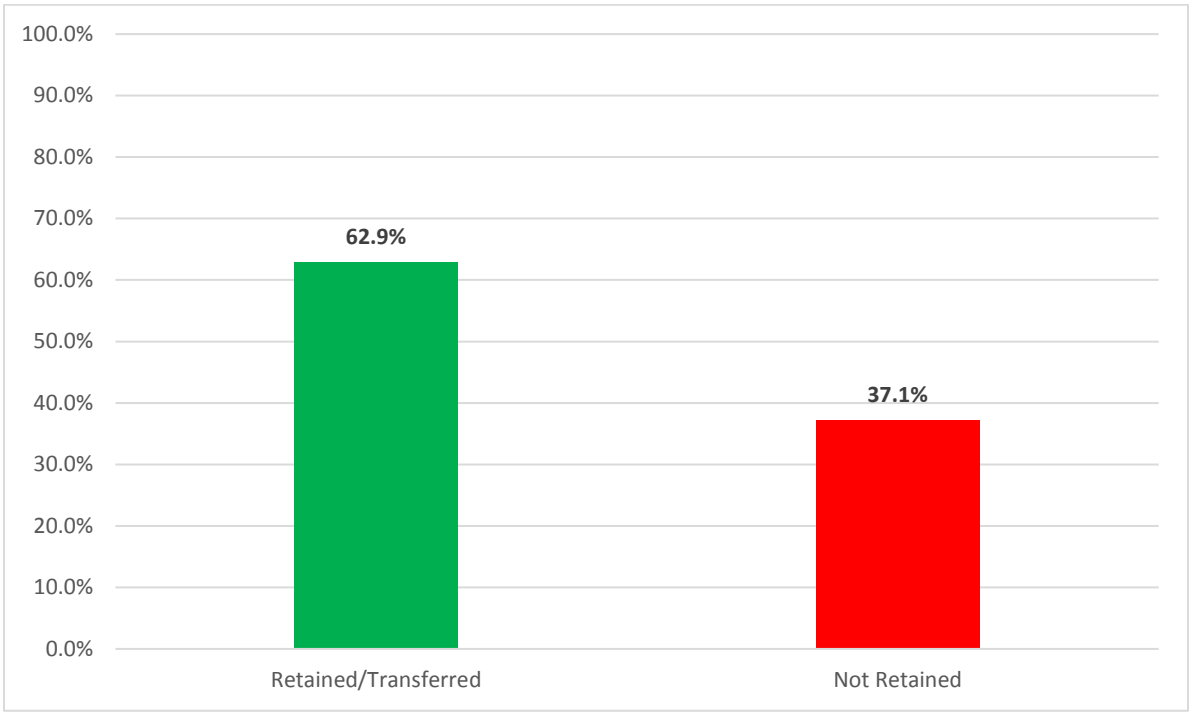
* Low counts (<10) and values >=95% or <=5% have been suppressed.

3P1 – Student Retention or Transfer

The Student Retention or Transfer indicator under Perkins IV is defined as the percentage of CTE concentrators who remained enrolled in their original postsecondary institution or transferred to another 2- or 4-year postsecondary institution during the reporting year and who were enrolled in postsecondary education in the fall of the previous reporting year. Thus, all concentrators enrolled at a post-secondary college in Fall 2014 and who had not completed their program as of Spring 2015 were identified. Of these students, those who remained at the reporting college (retained) or transferred to another post-secondary institution (transferred) between Summer 2015 and Spring 2016 were counted in the numerator. In this case, records from the National Student Clearinghouse were matched against concentrator records to identify transfers.

Overall, **62.9% of CTE concentrators remained** in their original postsecondary institution or **transferred** to another 2- or 4-year institution as compared to 37.1% that did not transfer or were not retained. This represents a decrease of approximately 18.1% as compared to 2014-15. For the 2015-16 academic year, 1,602 concentrators were included in the numerator as retained or transferred, while 2,545 total concentrators were in the denominator.

Figure 6. Percent of CTE Concentrators Retained or Transferred



Indicator 3P1 by Subpopulations:

Results for indicator 3P1 by the subgroups of gender, race/ethnicity and special populations are reported in the following table. Highlights and key findings include:

- A larger percentage of females (65.0%) than males (60.9%) were either retained or transferred to another post-secondary institution.
- Among race/ethnicity subgroups, Asian (66.7%) and Native American (68.4%) students had the highest percentage of students retained or transferred to another post-secondary institution.
- Single Parents had the highest rates of students retained or transferred (71.0%) among special populations.

Table 5. Indicator 3P1 Results by Subpopulations

(3P1) Student Retention or Transfer			
Gender	**# of Students in Numerator**	**# of Students in Denominator**	**Percent of Students Meeting Indicator**
Male	775	1,273	60.9%
Female	827	1,272	65.0%
Race/Ethnicity			
Native American	39	57	68.4%
Asian	20	30	66.7%
Pacific Islander	*	*	NA
Black	17	28	60.7%
Hispanic	110	178	61.8%
White	1,376	2,180	63.1%
Two or More Races	23	42	54.8%
Unknown	15	25	60.0%
Special Populations			
Individuals With Disabilities (ADA)	73	106	68.9%
Economically Disadvantaged	689	1,128	61.1%
Single Parents	198	279	71.0%
Displaced Homemakers	95	146	65.1%
Limited English Proficient	8	12	66.7%
Nontraditional Enrollees	174	256	68.0%

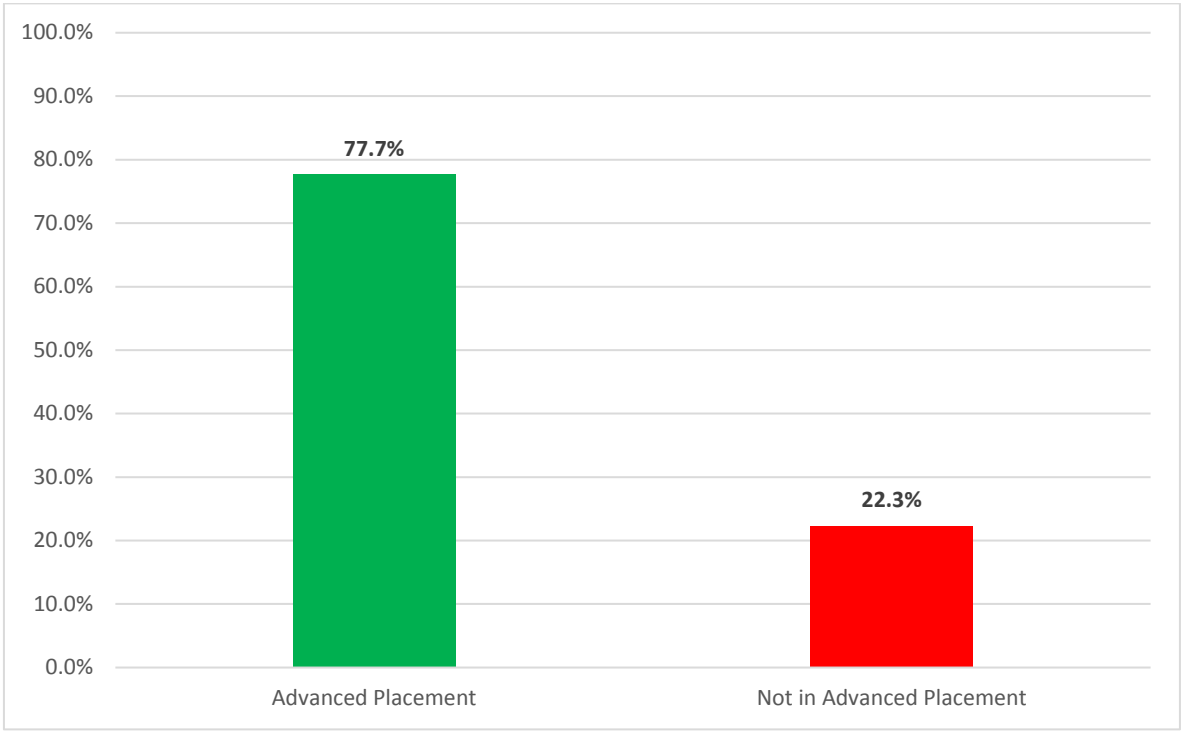
* Low counts (<10) and values >=95% or <=5% have been suppressed.

4P1 – Student Placement

The Student Placement Indicator 4P1 measures student placement in employment, military and apprenticeships during the second quarter following their departure from postsecondary education. Colleges are working on alternative methods to gather follow-up data to supplement and improve upon data collection.

Results showed that **77.7% of CTE concentrators who left postsecondary education were employed, in the military, and/or in apprenticeship** during the second quarter following their departure. This is decrease from the prior reporting year (85.0%).

Figure 7. Percent of CTE Concentrators Completers who were Employed, in Military, or Apprenticeship



Indicator 4P1 by Subpopulations:

Results for indicator 4P1 by the subgroups of gender, race/ethnicity and special populations are reported in the following table. Highlights and key findings include:

- 70.6% of males and 84.6% of females were employed, in the military, or in an apprenticeship following their exit from postsecondary education.
- Among race/ethnicity subgroups, White (78.4%) students had the highest percentage of students who were employed, in the military, or in an apprenticeship.
- Economically Disadvantaged (85.1%) subgroup had the highest percentage of special population students that were employed, in the military, or in an apprenticeship.

Table 6. Indicator 4P1 Results by Subpopulations

(4P1) Student Placement			
Gender	**# of Students in Numerator**	**# of Students in Denominator**	**Percent of Students Meeting Indicator**
Male	84	119	70.6%
Female	104	123	84.6%
Race/Ethnicity			
Native American	*	*	NA
Asian	*	*	NA
Pacific Islander	*	*	NA
Black	*	*	NA
Hispanic	6	11	54.5%
White	163	208	78.4%
Two or More Races	*	*	NA
Unknown	*	*	NA
Special Populations			
Individuals With Disabilities (ADA)	*	*	NA
Economically Disadvantaged	86	101	85.1%
Single Parents	8	10	80.0%
Displaced Homemakers	*	*	NA
Limited English Proficient	*	*	NA
Nontraditional Enrollees	19	22	86.4%
Sub-indicators			
Apprenticeship	9		
Employment	184		
Military	1		

*A student may be counted in more than one sub-indicator.
* Low counts (<10) and values >=95% or <=5% have been suppressed.

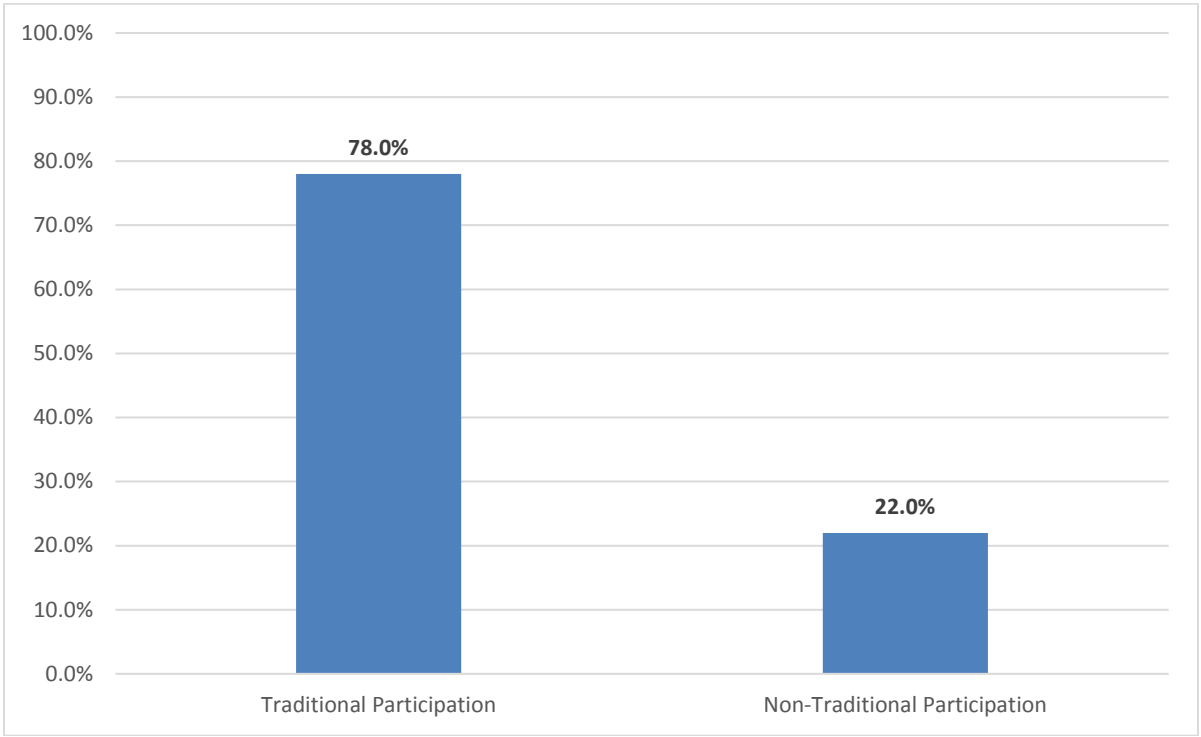
5P1 Non-Traditional Participation

The Non-Traditional Participation indicator under Perkins IV is defined as the percentage of CTE participants from underrepresented gender groups who participated in a program that leads to employment in nontraditional fields during the reporting year.

To calculate non-traditional programs, federal guidelines were used to determine fields that are considered non-traditional for each gender. For example, nursing is a non-traditional male profession while engineering is a non-traditional female profession. For this purpose, CIP codes were used to identify non-traditional fields by gender. Participants whose gender matches those in a non-traditional program (e.g. females pursuing an engineering field) are considered non-traditional participants whereas participants whose gender does not match a non-traditional program (e.g. a male pursuing an engineering field) are considered traditional participants.

For the 2015-16 reporting year, 22% of CTE participants in non-traditional programs were in under-represented gender groups**,** while 78% CTE participants participated in a program leading to employment in a traditional field. This represents a decrease (1.7%) as compared to 2014-15. For 2015-16 academic year, 2,279 participants from underrepresented gender groups participated in a program leading to employment in non-traditional fields, while 10,347 participants regardless of gender group, participated in a program leading to employment in traditional fields during the reporting year.

Figure 8. Percent of CTE Participants in Non-Traditional Programs



Indicator 5P1 by Subpopulations:

Results for indicator 5P1 are reported by subgroup in the table below. Data by gender, race/ethnicity and special populations is included. Key findings from these results include:

- A significant difference in results by gender was observed. While 54.3% of female students participated in a non-traditional program, only 5.7% of males did so.
- Among race/ethnicity groups, two or more races (40.7%) had the highest percentage of nontraditional participants.
- Students with disabilities (30.6%) had the highest rates of non-traditional participation followed closely by economically disadvantaged students (35.4%).

Table 7. Indicator 5P1 Results by Subpopulations

(5P1) Non Traditional Participation			
Gender	**# of Students in Numerator**	**# of Students in Denominator**	**Percent of Students**
Male	389	6,865	5.7%
Female	1,890	3,482	54.3%
Race/Ethnicity			
Native American	64	209	30.6%
Asian	19	73	26.0%
Pacific Islander	4	21	19.0%
Black	30	115	26.1%
Hispanic	201	777	25.9%
White	1,863	8,874	21.0%
Two or More Races	48	118	40.7%
Unknown	50	160	31.3%
Special Populations			
Individuals With Disabilities (ADA)	61	167	36.5%
Economically Disadvantaged	488	1,379	35.4%
Single Parents	191	560	34.1%
Displaced Homemakers	53	174	30.5%
Limited English Proficient	6	27	22.2%

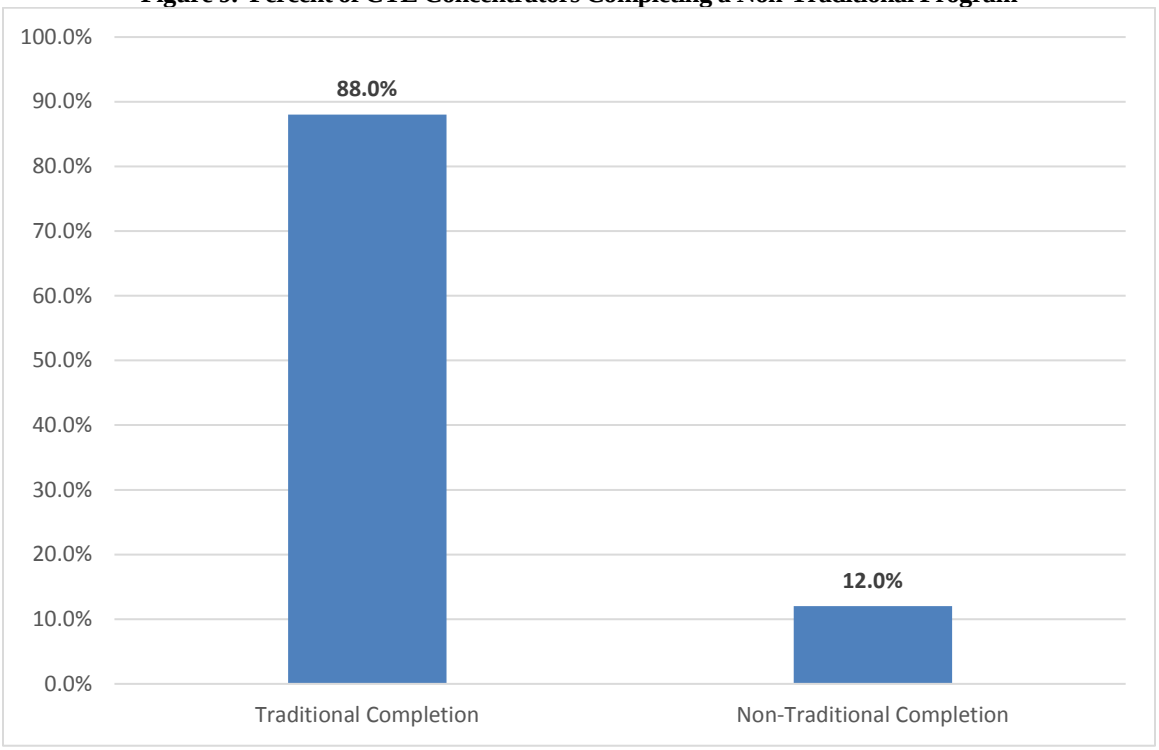
* Low counts (<10) and values >=95% or <=5% have been suppressed.

5P2 Non-traditional Completion

The Non-Traditional Completion indicator under Perkins IV is defined as the percentage of CTE concentrators, who receive or were eligible to receive a credential, certificate, or degree in a CTE program, that were from underrepresented gender groups in non-traditional programs. Non-traditional programs were identified in the same manner as they were for the 5P1 indicator. The cohort of students used for this indicator was identified in the same manner as in 2P1.

For the 2015-2016 reporting year, 12% of CTE concentrators from non-traditional programs that received or were eligible to receive a credential, certificate or degree were from underrepresented gender groups. The 12% of concentrators from underrepresented gender groups in non-traditional programs is lower than the 13.8% figure attained for the 2014-15 reporting year.

Figure 9. Percent of CTE Concentrators Completing a Non-Traditional Program



Indicator 5P2 by Subpopulations:

Overall results by subpopulations are reported in the following table. Highlights of these results include:

- The percentage of underrepresented male concentrators completing a non-traditional program (11.8%) was lower than the percentage of underrepresented females completing a similar program (12.2%).
- Among ethnic/racial subgroups, Hispanic students (13.9%) had the highest percent of underrepresented students who completed a non-traditional program.
- Economically disadvantaged students (17.2%) were the only special populations group that had enough students to avoid suppression.

Table 8. Indicator 5P2 Results by Subpopulations

(5P2) Non Traditional Completion			
Gender	**# of Students in Numerator**	**# of Students in Denominator**	**Percent of Students**
Male	24	204	11.8%
Female	30	246	12.2%
Race/Ethnicity			
Native American	1	13	7.7%
Asian	*	*	NA
Pacific Islander	*	*	NA
Black	*	*	NA
Hispanic	5	36	13.9%
White	44	377	11.7%
Two or More Races	*	*	NA
Unknown	*	*	NA
Special Populations			
Individuals With Disabilities (ADA)	*	*	NA
Economically Disadvantaged	32	186	17.2%
Single Parents	*	*	NA
Displaced Homemakers	*	*	NA
Limited English Proficient	*	*	NA

* Low counts (<10) and values >=95% or <=5% have been suppressed.

Summary

During the 2015-16 school year, postsecondary institutions instituted an updated and standardized digital data collection system established in 2014-15. The following provides a summary of results from the 2015-16 Perkins reporting year.

Information was collected from seven post-secondary schools with students participating in CTE programs in Wyoming. A total of 14,462 CTE participants and 3,987 CTE concentrators were reported across all of the post-secondary institutions. Concentrator counts are reported higher this year than in the past year, but participant counts are lower.

Table 9. CTE Concentrator and Participant Counts

Perkins IV Definitions	2010-11 Results	2011-12 Results	2012-13* Results	2013-14 Results	2014-15 Results	2015-16 Results
At the postsecondary level, a **CTE concentrator** is defined as a student who (1) completes at least 12 technical or academic credits within a single program area or across multiple CTE program areas, or (2) completes a threshold level in a short-term CTE program of less than 12 credit units that terminates in an industry-recognized credential, certificate or degree.	4,521	4,434	6,824	5,153	3,178	3,987
At the postsecondary level, a **CTE participant** is defined as a student who has earned one or more credits in any CTE program area.	9889	9,900	16,368	13,555	14,688	14,462

In the area of technical skills attainment (1P1), Perkins IV requires that students pass an assessment aligned with industry-recognized standards. As a reminder, during the 2009-10 reporting year, the definition of this indicator changed to reflect the percent of CTE concentrators in the identified entry cohort who received an industry-recognized credential, certificate, or degree at any point between when they were classified into the cohort and the current reporting period (same as 2P1). Results show that 33.85% of CTE Concentrators met the technical skills criteria, see Table 10. This represents a slight increase over the prior reporting year, and the target of 32.74% was fully met.

Table 10. Technical Skill Attainment Results

Indicators	Definitions	2010-11 Results[1]	2011-12 Results	2012-13 Results	2013-14 Results	2014-15 Results	2015-16 Results
(1P1) Technical Skill Attainment	Percent of CTE concentrators in the identified entry cohort who receive an industry-recognized credential, certificate, or degree at any point between when they were classified into the cohort and the current reporting period.	28.52%	32.09%	30.65%	35.47%	33.12%	33.85%

The 2P1 indicator for credential, certificate or degree attainment is the same as 1P1. As noted above (and below), during the 2015-16 reporting year, 33.85% of CTE concentrators earned a credential, certificate, or degree and the target of 32.74% was fully met.

Table 11. Credential, Certificate, or Degree Results

Indicators	Definitions	2010-11 Results[2]	2011-12 Results	2012-13 Results	2013-14 Results	2014-15 Results	2015-16 Results
(2P1) Credential, Certificate or Degree	Percent of CTE concentrators in the identified entry cohort who receive or were eligible to receive an industry-recognized credential certificate, or degree at any point between when they were classified into the cohort and the current reporting period.	28.52%	32.09%	30.65%	35.47%	33.12%	33.85%

The Student Retention or Transfer indicator (3P1) under Perkins IV is defined as the percentage of CTE concentrators who remained enrolled in their original postsecondary institution or transferred to another 2- or 4-year postsecondary institution during the reporting year and who were enrolled in postsecondary education in the Fall of the previous reporting year. Overall, 62.95% of CTE Concentrators remained or transferred to another post-secondary institution during the 2015-16 reporting year. This represents a decrease over the prior reporting year, and the target of 65.15% was met at the 90% threshold.

Table 12. Student Retention or Transfer Results

Indicators	Perkins IV Measurement Definitions	2010-11 Results	2011-12 Results	2012-13 Results	2013-14 Results	2014-15 Results	2015-16 Results
(3P1) Student Retention or Transfer	Percent of CTE concentrators who remained enrolled in their original postsecondary institution or transferred to another 2- or 4-year postsecondary institution during the reporting year and who were enrolled in postsecondary education in the fall of the previous reporting year.	71.66%	64.57%	67.60%	63.29%	80.99%	62.95%

The Student Placement Indicator, 4P1, measures student placement in employment, military and apprenticeships during the second quarter following their departure from postsecondary education. During the 2015-16 reporting year, data was obtained on 242 concentrators who exited postsecondary education, which represents a decrease from the prior year's total count (n=555). Wyoming will continue to work with colleges to increase response rates for this indicator. Results for the present year show that 77.69% of CTE concentrators who left postsecondary education were in advanced placement during the second quarter following their departure, and the target of 82.76% was met at the 90% threshold.

Table 13. Student Placement Results

Indicators	Perkins IV Measurement Definitions	2010-11 Results	2011-12 Results	2012-13 Results	2013-14 Results	2014-15 Results	2015-16 Results
(4P1) Student Placement	Percent of CTE concentrators who were placed or retained in employment, or placed in military service or apprenticeship programs in the 2nd quarter following the program year in which they left postsecondary education (i.e., unduplicated placement status for CTE concentrators who graduated by June 30, 2015 would be assessed between October 1, 2015 and December 31, 2015).	84.07%	85.75%	78.29%	84.23%	85.05%	77.69%

The Non-Traditional Participation (5P1) indicator under Perkins IV is defined as the percentage of CTE participants from underrepresented gender groups who participated in a program that leads to employment in nontraditional fields during the reporting year. During the current reporting period, 22.03% of CTE Participants in non-traditional programs were in under-represented gender groups. This value is lower than the prior year's result of 23.69%. The target of 26.42% was not met.

Table 14. Non-Traditional Participation Results

Indicators	Perkins IV Measurement Definitions	2010-11 Results	2011-12 Results	2012-13 Results	2013-14 Results	2014-15 Results	2015-16 Results
(5P1) Non-Traditional Participation	Percent of CTE participants from underrepresented gender groups who participated in a program that leads to employment in nontraditional fields during the reporting year.	25.85%	23.99%	27.89%	27.39%	23.69%	22.03%

Perkins IV defines Non-Traditional Completion (5P2) as the percentage of CTE concentrators who receive or were eligible to receive a credential, certificate, or degree in a non-traditional CTE program that are from underrepresented gender groups. Results for the present reporting year show that 12.0% of CTE Concentrators eligible to receive a credential, certificate or degree in a non-traditional field were from underrepresented gender groups. This figure is lower than the one obtained last year (13.76%), and the target of 12.87% was met at the 90% threshold.

Table 15. Non-Traditional Completion Results

Indicators	Perkins IV Measurement Definitions	2010-11 Results	2011-12 Results	2012-13 Results	2013-14 Results	2014-15 Results	2015-16 Results
(5P2) Non-Traditional Completion	Percent of CTE concentrators in the identified entry cohort from underrepresented gender groups who received or were eligible to receive a credential, certificate, or degree in a CTE program that prepares students for employment in an occupation identified as out-of-gender balance	13.28%	12.17%	12.65%	13.78%	13.76%	12.00%

In summary, results show that Wyoming fully met **two** Perkins IV indicators. Additionally, Wyoming met three Perkins IV indicators at the 90% threshold. One indicator (5P1) was not met. To improve on this, progress needs to be made by all postsecondary schools to meet locally negotiated targets. To this end, all postsecondary colleges will develop action plans to promote greater accountability and improvement among schools.

Wyoming State Department of Education

Carl Perkins IV State Report

Secondary Schools and Students
2015-2016

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Introduction to Carl Perkins IV

The Carl Perkins Act provides federal support for rigorous career and technical education (CTE) programs that provide students with knowledge and skills to keep the United States competitive. States are provided with funds which are in turn distributed to eligible recipients such as local educational agencies (LEAs) and postsecondary institutions. The funds are used to develop the academic and career technical education knowledge and skills of secondary and postsecondary students who elect to enroll in career and technical education programs.

In keeping with the evolving trends in career and technical education, the Perkins Act was revised in 2006. One of the notable provisions of the Carl D. Perkins Career and Technical Education Improvement Act (Perkins IV) is the call for "programs of study." The law requires states to offer high school students a new kind of career and technical education that helps prepare them for both college and career, not just for success in entry-level occupations. In addition to the programs of study, the Perkins Act of 2006 has several other features that have significantly impacted state and local recipients of Perkins funds. This includes, but is not limited to: a) an increased emphasis on local accountability; b) changes to federal performance measures and definitions of student populations; c) development and recognition of CTE Programs of Study[1]; d) an emphasis on increasing coordination between the different programs within CTE as well as integration with academics; and e) focusing CTE so that students are being prepared for future employment in high-demand, high-skill, and/or high-wage jobs.

The following report presents data collected during the 2015-16 school year from Wyoming high schools. The information contained in this report illustrates how CTE programs are working in the state of Wyoming and also provides invaluable data to inform future planning. It is important to mention that 2015-16 is the first year using the WDE's new data collection system. This system has greatly improved data quality. Any major deviations in metrics, between this year and previous years, are likely a direct result of the differences in data collection.

[1] Such Programs of Study should explicitly address: 1) connections between secondary and postsecondary education; and 2) integration of academic and technical skills.

CTE Concentrators and Participants

Demographic information was collected from 65 secondary schools with students participating in CTE programs in Wyoming during the 2015-16 school year. Specifically, this information was collected from CTE Concentrators and CTE Participants. The table below describes how these categories are defined under Perkins IV. The charts and tables in this section summarize the demographic information available for these CTE students.

Table 1. Perkins Student Definitions

Perkins IV Definitions
At the *secondary level*, a **CTE concentrator** is defined as a secondary student who has completed three or more courses in a CTE program, including those who may be currently enrolled in their third course.
At the *secondary level*, a **CTE participant** is defined as a secondary student who has *completed* one or more courses in a CTE program sequence.

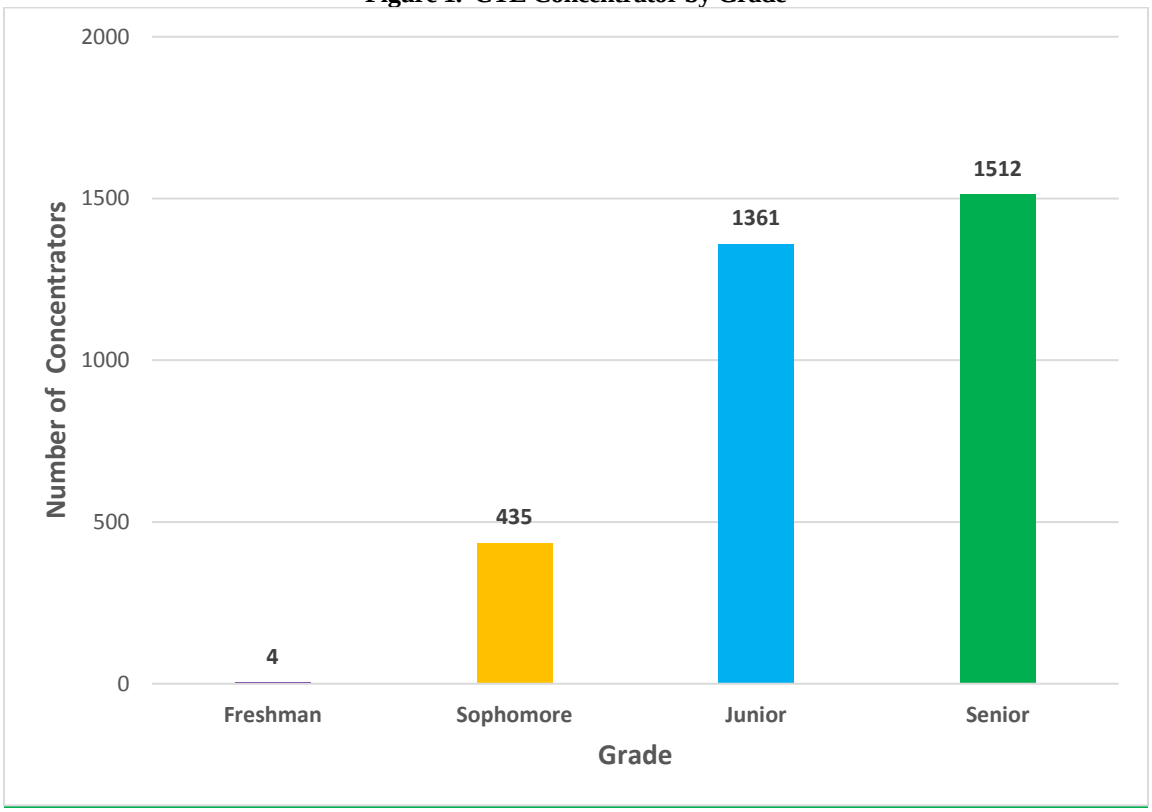
CTE Concentrators

At the secondary level, a **CTE concentrator** is defined as a secondary student who has completed three or more courses in a CTE program, including those who may be currently enrolled in their third course.

There were 3,312 total students reported as active CTE concentrators during the 2015-2016 school year. The charts and tables that follow show the demographic information reported on CTE concentrators by grade level, gender, race/ethnicity, eligibility category and career cluster/program area.

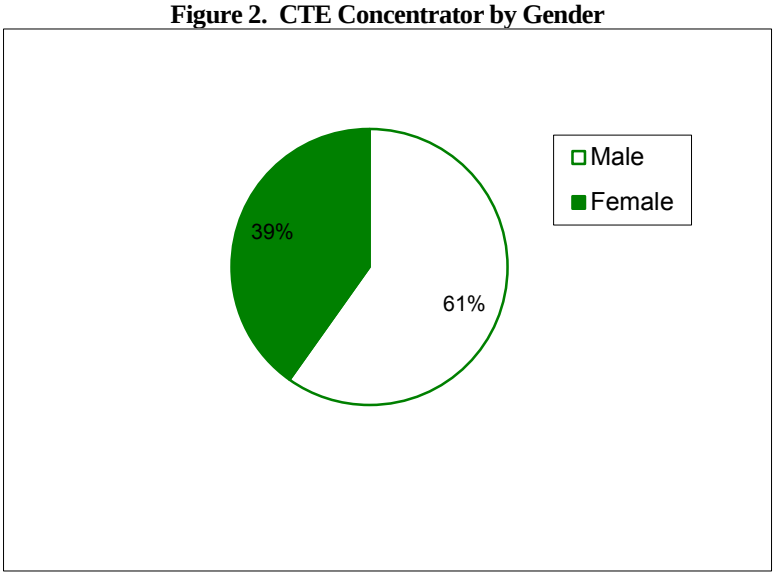
Grade Level. Among CTE concentrators, most students 46% were seniors, followed by 41% who were juniors. Only 13% of CTE concentrators were sophomores, and very few freshman students met the definition of a CTE concentrator. Such a grade level distribution is to be expected given that CTE concentrators must have at least completed 2 courses and currently enrolled in a 3rd course.

Figure 1. CTE Concentrator by Grade



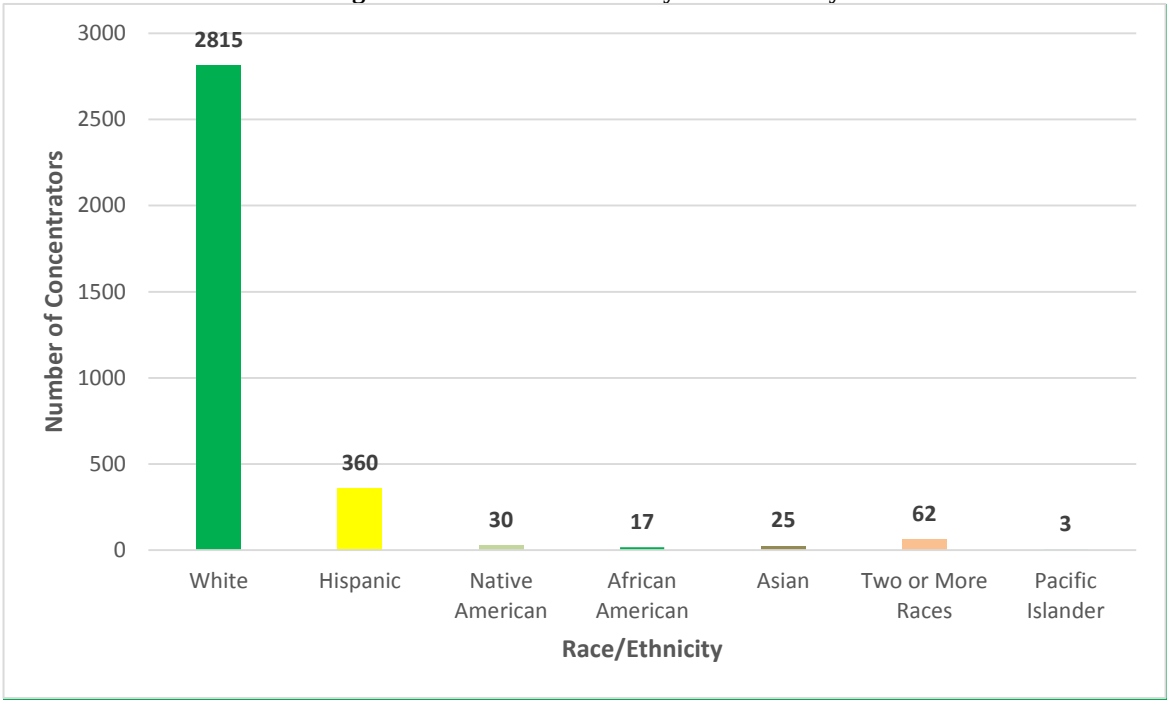
Gender. During the 2015-2016 year, it was reported that 2,017 (61%) CTE concentrators were male and 1,295 (39%) were female. The proportion of males to females was consistent with what was reported during 2014-15 (60% males; 40% females), 2013-14 (60% males; 40% females), 2012-2013 (60% males; 40% females) and 2011-2012 (61% males; 39% females) school years.

Figure 2. CTE Concentrator by Gender



Race/Ethnicity. The majority of CTE concentrators are White (85%), followed by Hispanics (11%). Note that these figures are consistent with the ethnic/racial distribution of the student population statewide. Thus, although there are relatively few minority CTE concentrators, this is consistent with the statewide composition and has remained stable over the years.

Figure 3. CTE Concentrator by Race/Ethnicity



Eligibility Category. Within the subpopulations, most concentrators fell into the economically disadvantaged category (21.4% of total concentrators). Compared to last year's eligibility category composition, the distribution of the subpopulations has remained stable. There is an increase in number of economically disadvantaged students, but this is due to changes in reporting.

Table 2. CTE Concentrator by Eligibility Category

Category*	Count	Percent of Total
Economically Disadvantaged	708	21.4
Disability	263	7.9
Single Parent	115	3.5
Limited English Proficiency	15	0.5
Other Educational Barriers	115	3.5
Corrections	5	0.2
Migrant	1	0.0
Displaced Homemaker	0	0.0

*Students may have been eligible under more than one category.

Career/cluster/program area. For the twelfth year in a row, Agriculture and Architecture and Construction were the program areas with the highest enrollment among CTE concentrators. Manufacturing has regained its place as the third most popular program and Hospitality and Tourism has become the fourth most popular program. Over half (59%) of all CTE concentrators were enrolled in these four program areas.

Table 3. CTE Concentrator by Gender and Program

Program Area	Male Count	Female Count	Percent of Males in Program	Percent of Females in Program	Total Count	Total Percent
Agriculture, Nat. Resources	380	315	18.8%	24.3%	695	21.0
Architecture & Construction	389	47	19.3%	3.6%	436	13.2
Manufacturing	384	39	19.0%	3.0%	423	12.8
Hosp. & Tourism	143	253	7.1%	19.5%	396	12.0
Health Science	55	211	2.7%	16.3%	266	8.0
Transportation, Distribution & Logistics	249	14	12.3%	1.1%	263	7.9
STEM	155	21	7.7%	1.6%	176	5.3
Info. Technology	85	42	4.2%	3.2%	127	3.8
Business Admin.	45	66	2.2%	5.1%	111	3.4
Human Services	5	103	0.2%	8.0%	108	3.3
Arts, AV Tech & Comm.	39	62	1.9%	4.8%	101	3.0
Marketing	43	42	2.1%	3.2%	85	2.6
Finance	35	49	1.7%	3.8%	84	2.5
Law & Public Safety	10	13	0.5%	1.0%	23	0.7
Education & Training	0	18	0.0%	1.4%	18	0.5
Gov. & Public Admin.	0	0	0.0%	0.0%	--	--

Results by CTE pathway show that the Restaurants & Food Services, Construction, Production, Facility & Mobile Equipment Maintenance, and Agribusiness Systems were the most popular pathways among CTE concentrators, with over 44% of concentrators being in these five pathways.

Table 4. CTE Concentrator by Pathway

Pathway	Frequency	Percent
Restaurants & Food/Beverage Services	394	11.9
Construction	324	9.8
Production	265	8
Facility & Mobile Equipment Maintenance	250	7.5
Agribusiness Systems	236	7.1
Engineering & Technology	176	5.3
Animal Systems	160	4.8
Power, Structural & Technical Systems	148	4.5
Support Services	133	4
Manufacturing Production Process Dev.	131	4
Design/Pre-Construction	112	3.4
Early Childhood Development & Services	103	3.1
Diagnostic Services	85	2.6
Accounting	70	2.1
Journalism & Broadcasting	69	2.1
Marketing Management	67	2.0
Business Information Management	59	1.8
Natural Resources Systems	53	1.6
Plant Systems	50	1.5
Food Products & Processing Systems	48	1.4
Therapeutic Services	48	1.4
Information Support & Services	35	1.1
Web & Digital Communications	34	1.0
Network Systems	32	1.0
Maintenance, Installation & Repair	27	0.8
Programming & Software Development	26	0.8
Visual Arts	24	0.7
Emergency & Fire Management Services	23	0.7
Administrative Support	21	0.6
General Management	21	0.6
Teaching/Training	18	0.5
Business Finance	15	0.5
Merchandising	13	0.4

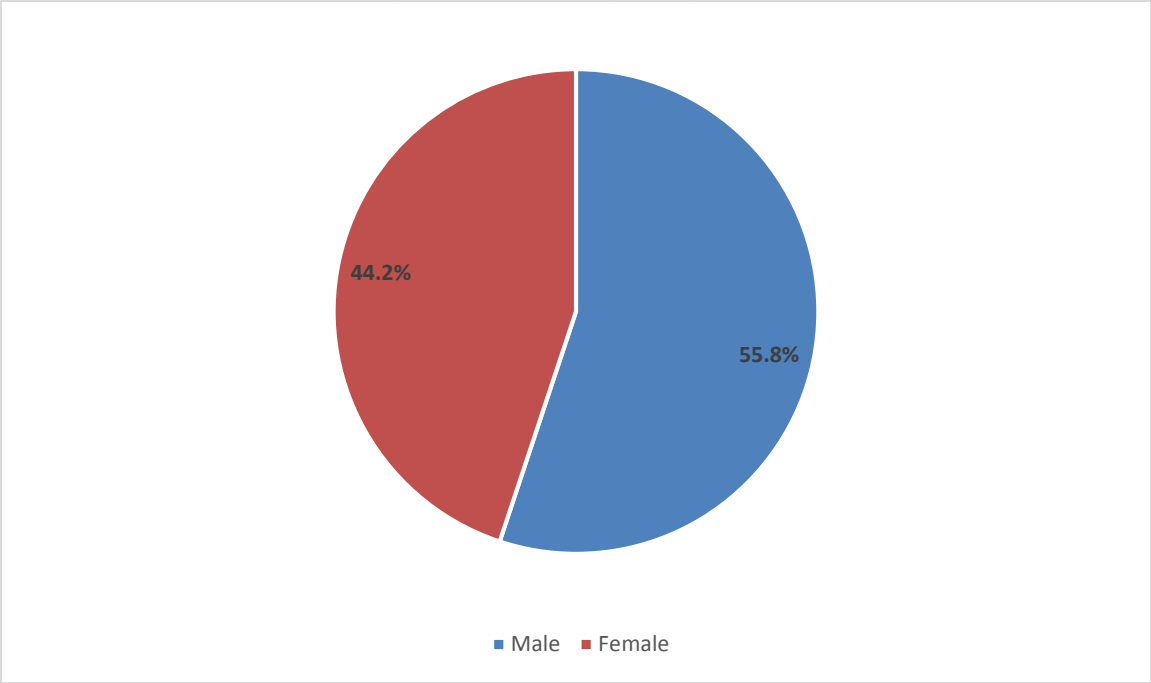
Transportation Operations	11	0.3
Operations Management	10	0.3
Family & Community Services	5	0.2
Marketing Communications	5	0.2
Printing Technology	4	0.1
Telecommunications	3	0.1
Lodging	2	0.1
Sales & Service	2	0.1

CTE Participants

At the secondary level, a **CTE participant** is defined as a secondary student who has *completed* one or more courses in a CTE program sequence.

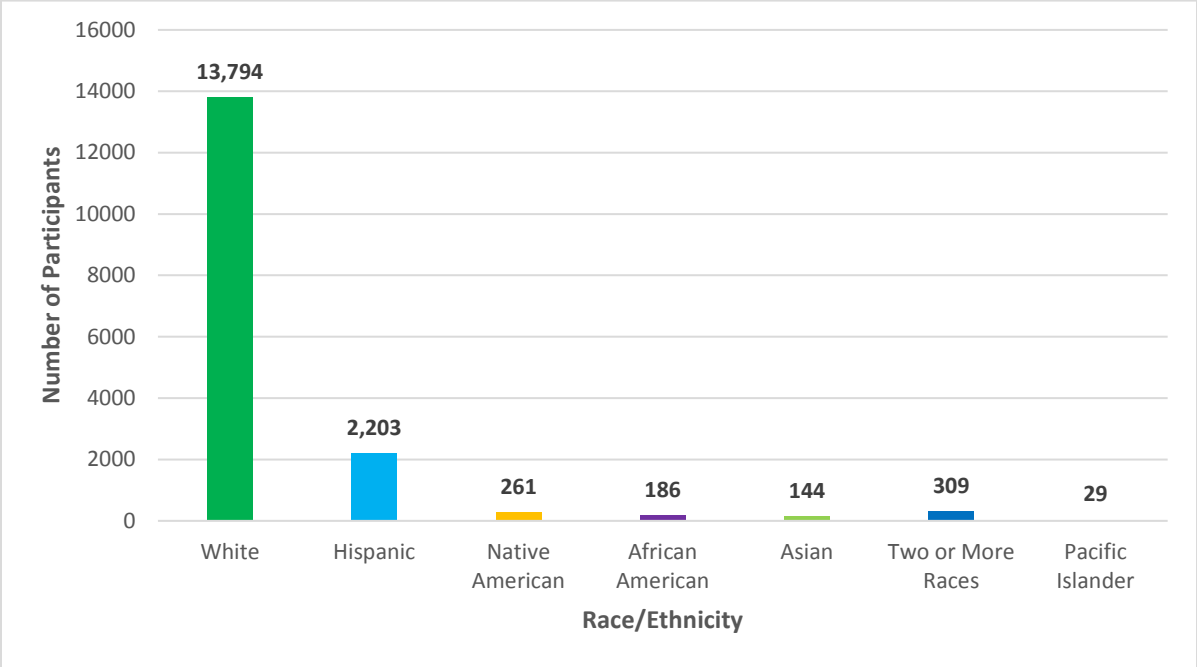
Gender. During the 2015-2016 school year, it was reported that 9,450 (55.8%) males and 7,476 (44.2%) females were CTE participants, for a total of 16,926 participants.

Figure 4. CTE Participants by Gender



Race/Ethnicity. As noted previously, due to limited ethnic diversity overall in Wyoming, the ethnic distribution of CTE participants consists of 81.5% White students.

Figure 5. CTE Participants by Race/Ethnicity



Eligibility Category. Most CTE participants in a special population were categorized as economically disadvantaged (28% of all participants).

Table 5. CTE Participants by Eligibility Category

Category*	Count	Percent of Total
Economically Disadvantaged	4,744	28.0
Disability	1,817	10.7
Other Educational Barrier	652	3.9
Single Parent	532	3.1
Limited English Proficiency	249	1.5
Corrections	59	0.4
Migrant Status	17	0.1
Displaced Homemakers	14	0.1

*Students may have been eligible under more than one category.

Federal Indicators

Summary of Results

The following table shows an overall summary of results statewide by each of the federal Perkins IV indicators. The sections that follow describe results for each of these indicators in more detail and by subgroup. Columns highlighted in yellow indicate that target goals were met at 90% or greater for the 2015-2016 school year.

Table 6. Summary of Federal Perkins IV Indicator Results: Statewide

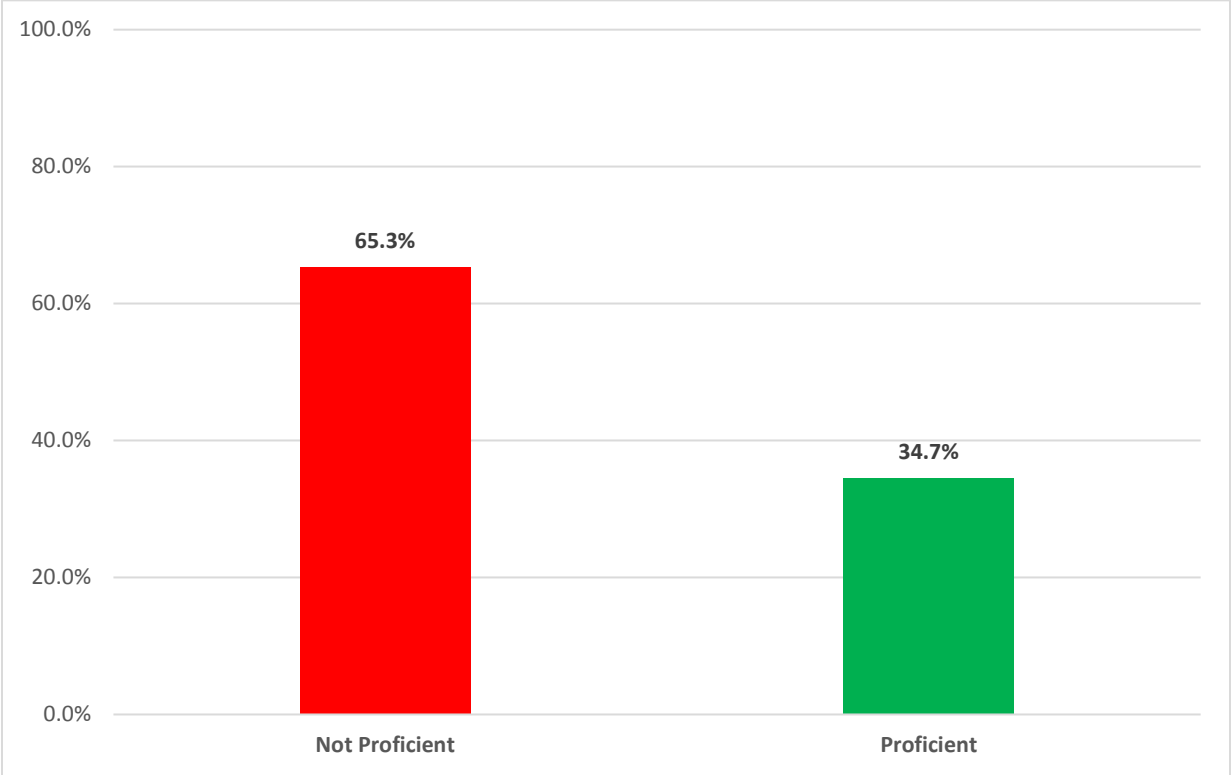
Indicators	Perkins IV Measurement Definitions	2015-2016 Results	2015-2016 Targets
(1S1) Academic Attainment: Reading	Percent of CTE concentrators who have met the proficient or advanced level on the ACT reading assessment administered by the State of Wyoming under Section 1111(b)(3) of the Elementary and Secondary Education Act (ESEA) as amended by the No Child Left Behind Act based on the scores that would be included in the State's computation of adequate yearly progress (AYP)	34.67	30.00
(1S2) Academic Attainment: Math	Percent of CTE concentrators who have met the proficient or advanced level on the ACT math assessment administered by the State of Wyoming under Section 1111(b)(3) of the Elementary and Secondary Education Act (ESEA) as amended by the No Child Left Behind Act based on the scores that would be included in the State's computation of adequate yearly progress (AYP)	41.85	38.00
(2S1) Technical Skill Attainment	Percent of CTE concentrators who passed technical skill assessments that are aligned with industry-recognized standards, if available and appropriate, during the reporting year.	73.33	70.72
(3S1) Completion	Percent of CTE concentrators who earned a regular secondary school diploma, earned a General Education Development (GED) credential as a State-recognized equivalent to a regular high school diploma (if offered by the State) *or* other State-recognized equivalent (including recognized alternative standards for individuals with disabilities), *or* earned a proficiency credential, certificate, or degree, in conjunction with a secondary school diploma (if offered by the State) during the reporting year.	99.40	95.00
(4S1) Graduation Rate	Percent of CTE concentrators who, in the reporting year, were included as graduated in the State's computation of its graduation rate as described in Section 1111(b)(2)(C)(vi) of the ESEA	92.88	94.00
(5S1) Placement	Percent of CTE concentrators who left secondary education and were placed in postsecondary education or advanced training, in the military service, or employment in the second quarter following the program year in which they left secondary education.	95.69	95.00
(6S1) Non-Traditional Participation	Percent of CTE participants from underrepresented gender groups who participated in a program that leads to employment in nontraditional fields during the reporting year.	28.53	33.31
(6S2) Non-Traditional Completion	Percent of CTE concentrators from underrepresented gender groups who completed a program that leads to employment in nontraditional fields during the reporting year.	23.05	29.40

1S1 – Academic Attainment: Reading

To compute academic attainment, CTE concentrators are matched with state assessment data (*NOTE:* Per Federal guidelines, only students whose scores would be included in statewide AYP computation are included). For the 2015-16 school year, CTE concentrators were matched with all 11th graders who took the ACT in spring 2016. The indicator was then calculated by the percent of CTE concentrators proficient on the reading portion of the ACT.

Overall, **34.7% of CTE concentrators were proficient on the ACT reading** subtest as compared to 65.3% not proficient. This represents a significant increase from the prior year when 29.5% of concentrators were proficient.

Figure 6. Percent of CTE Concentrators Proficient on Reading Subtest of ACT



Indicator 1S1 by Subpopulations:

Results for indicator 1S1 by the subgroups of gender, race/ethnicity and special populations are reported in the following table. Highlights and key finding include:

- Proficiency rates by gender show that the percent proficient was greater for females (38.4%) than males (32.3%).
- Students in the Asian race/ethnicity category had the highest percentage of students meeting reading proficiency targets for reading at 64.7%.
- The highest proportion of special population students to meet this indicator were non-traditional (40.6%).

Table 7. Indicator 1S1 Results by Subpopulations

(1S1) Academic Attainment: Reading			
Gender	**# of Students in Numerator**	**# of Students in Denominator**	**Percent of Students Meeting Indicator**
Male	263	814	**32.3%**
Female	201	524	**38.4%**
Race/Ethnicity			
American Indian	3	11	**27.3%**
Asian	11	17	**64.7%**
Pacific Islander	*	*	**NA**
Black	*	*	**NA**
Hispanic	34	139	**24.5%**
White	401	1,137	**35.3%**
Two or more races	14	27	**51.9%**
Special Populations			
Individuals With Disabilities	13	86	**15.1%**
Economically Disadvantaged	73	286	**25.5%**
Single Parents	11	40	**27.5%**
Displaced Homemakers	*	*	**NA**
Limited English Proficient	*	*	**NA**
Migrant	*	*	**NA**
Non-Traditional	103	254	**40.6%**
Corrections	*	*	**NA**

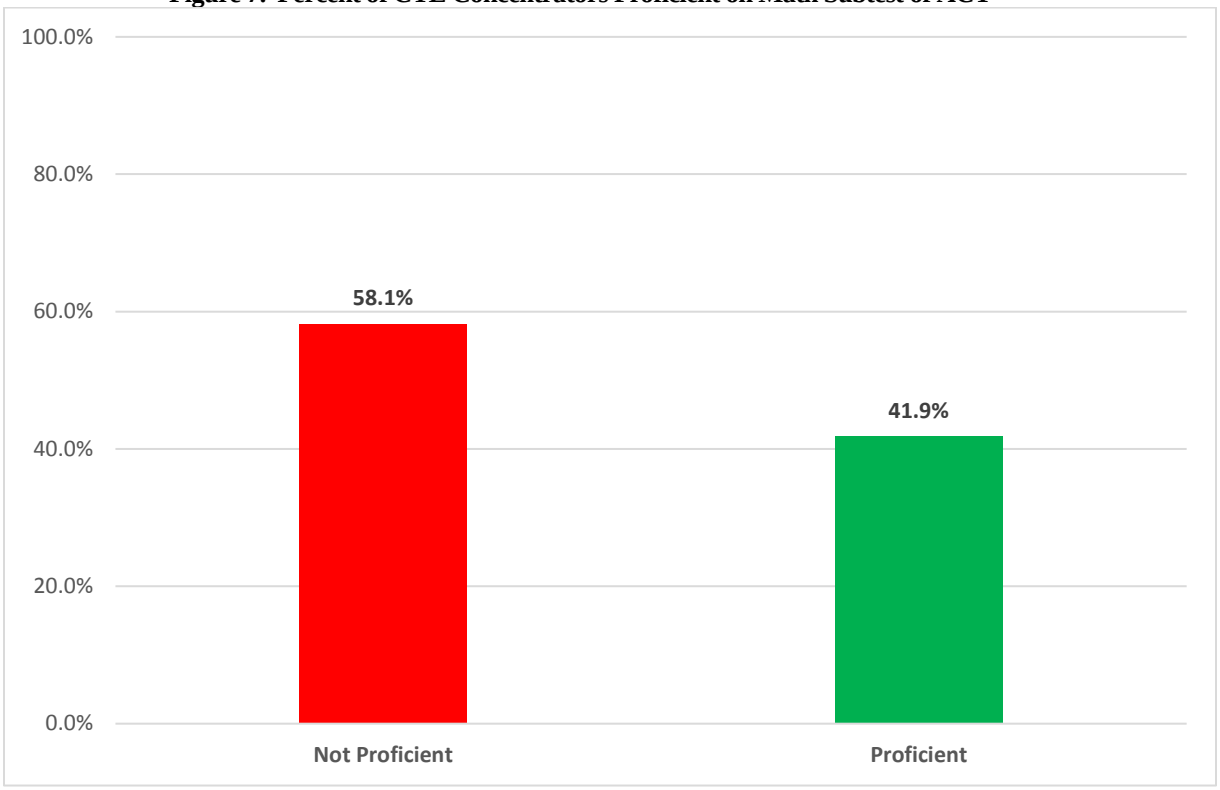
* Low counts (<10) and values >=95% or <=5% have been suppressed.

1S2 – Academic Attainment: Mathematics

To compute academic attainment, CTE concentrators are matched with state assessment data (*NOTE:* Per Federal guidelines, only students whose scores would be included in statewide AYP computation are included). For the 2015-16 school year, CTE concentrators were matched with all 11th graders who took the ACT in spring 2016. The indicator was then calculated by the percent of CTE concentrators proficient on the mathematics portion of the ACT.

Statewide results show that **41.9% of CTE concentrators were proficient in math** as compared to 58.1% who were not proficient. This represents an increase in proficiency as compared to last year (38.1%).

Figure 7. Percent of CTE Concentrators Proficient on Math Subtest of ACT



Indicator 1S2 by Subpopulations:

Results for indicator 1S2 by subgroups are shown in the table below. Highlights of these results include:

- Proficiency rates by gender show that the percent proficient was greater for males (44.2%) than females (38.2%).
- For race/ethnicity, Two or more races (51.9%) and Asian (47.1%) students were most likely to meet the math proficiency targets.
- For special populations, students in the Single Parent (45.0%) category had the highest proportion of students meeting the proficiency target, while students with disabilities had the lowest percentage of students meeting the target (11.6%).

Table 8. Indicator 1S2 Results by Subpopulations

(1S2) Academic Attainment: Mathematics			
Gender	**# of Students in Numerator**	**# of Students in Denominator**	**Percent of Students Meeting Indicator**
Male	360	814	**44.2%**
Female	200	524	**38.2%**
Race/Ethnicity			
American Indian	*	(10-19)	**<10.0%**
Asian	8	17	**47.1%**
Pacific Islander	*	*	**NA**
Black	*	*	**NA**
Hispanic	45	139	**32.4%**
White	493	1,137	**43.4%**
Two or more races	14	27	**51.9%**
Special Populations			
Individuals With Disabilities	10	86	**11.6%**
Economically Disadvantaged	97	286	**33.9%**
Single Parents	18	40	**45.0%**
Displaced Homemakers	*	*	**NA**
Limited English Proficient	*	*	**NA**
Migrant	*	*	**NA**
Non-Traditional	101	254	**39.8%**
Corrections	*	*	**NA**

* Low counts (denominator <10) and values >=95% or <=5% have been suppressed.

2S1 – Technical Skill Attainment

Indicator 2S1 reports on the percent of CTE concentrators who passed technical skill assessments that are aligned with industry-recognized standards, if available and appropriate, during the reporting year. In the past, the Wyoming Department of Education initiated and carried out efforts to develop and implement local assessments in partnership with subject matter experts from around the state. These assessments were the primary mechanisms utilized for technical skills attainment reporting at the local level, and include the following titles:

- Agriculture Mechanics
- General Agriculture (includes Agriculture Business, Animal Science, Plant Science)
- Cabinetmaking & Woodworking
- Residential & Commercial Carpentry
- Technical Drafting
- Architectural Drafting
- Welding
- Business:
    - Accounting
    - Finance
    - Business Technology & Operations
    - Marketing, Management & Entrepreneurship
- Tourism, Hospitality, Foods & Nutrition:
    - Foods, Nutrition & Wellness
    - Professional Foods
    - Tourism, Hospitality & Lodging Management
- Child Development
- Interior Design
- Textiles

These locally developed assessments, referred to as "Wyoming Pathway Assessments," will be available to local districts to be administered at their discretion, and will be reviewed and revised on a three-year cycle if local stakeholders continue to find value in their availability and use. Starting in the 2015-16 program year, however, the State shifted funding priority to technical skill assessments that align with national industry standards and competencies and lead to credentials, certificates, post-secondary credits or certifications. These include NOCTI Pathway and Job-Ready Assessments (options found at www.nocti.org) and the Automotive Service Excellence (ASE) assessments. The primary reasons for this shift in focus are: 1) to underscore the importance of student outcomes and program improvement reflective of national industry-specific skills and competencies; and 2) to encourage student engagement in the assessment process by providing them with increased opportunities to earn and stack credentials.

Section 113(b)(A)(ii)) of Perkins says that states must develop an indicator relating to "student attainment of career and technical skill proficiencies, including student achievement on technical assessments that **are aligned with industry-recognized standards**, if available and appropriate." By partnering with NOCTI and ASE to provide access to a wide range of assessments that align with national industry-recognized standards, Wyoming has increased its capacity to meet this requirement. In addition, local schools and programs have more choices, more comprehensive score report

feedback, and meaningful outcomes of the technical skills assessment process for students. Wyoming will continue to develop this assessment system to include the following:

- Digital badging;
- Articulations with post-secondary institutions in Wyoming for transcribing assessment proficiencies to college credit;
- Performance-based assessment options;
- Increased opportunities for certifications and credentials in all content areas.

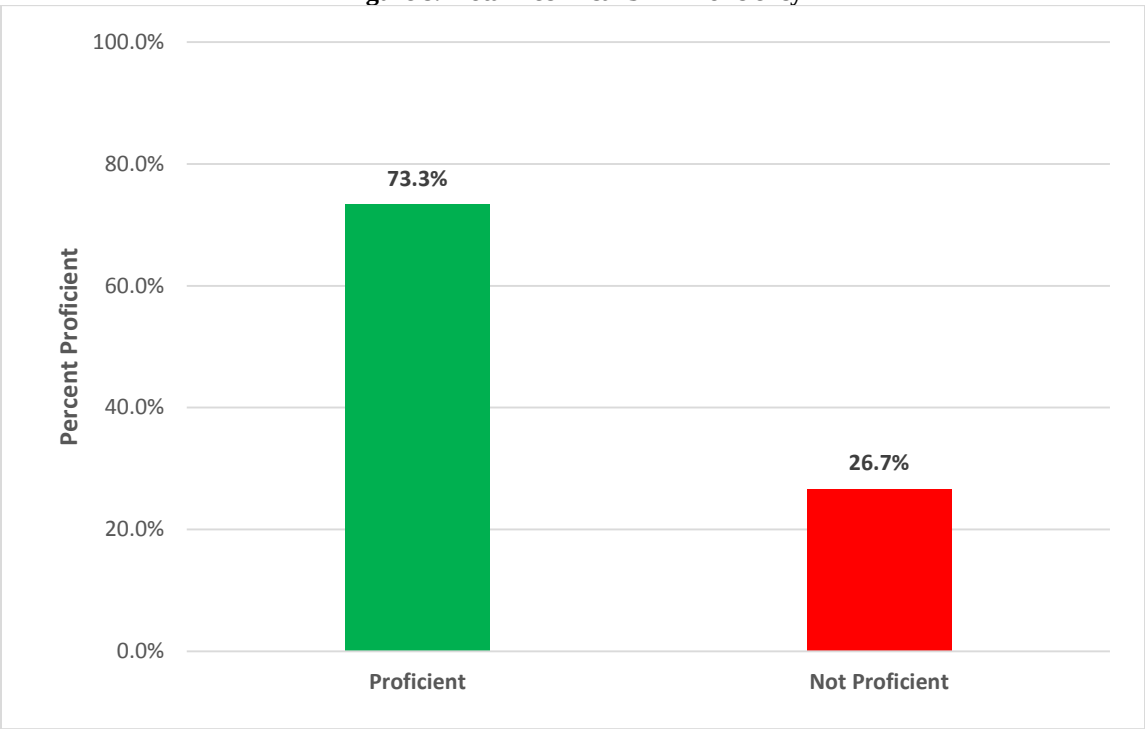
In addition to the Wyoming Pathway Assessments, NOCTI Pathway & Job-Ready Assessments, and ASE assessments, data was obtained on students within a pathway that has an industry-certified exam available (e.g., Culinary ProStart, CNA certification, etc.). Districts are required to seek approval of industry-certified exams that are not already on the "approved list" from the Wyoming Department of Education CTE team. For Pre-Engineering concentrators, data on their performance in "Project Lead the Way", a course sequence specific for Pre-Engineering students was also obtained.

The Wyoming Department of Education developed a state-specific assessment-to-pathway crosswalk that aligns appropriate technical skills assessment to all pathways and career clusters. Assessment results are collected via a data import web service between the Wyoming Department of Education and NOCTI. ASE assessment results are reported to the WDE by ASE. Industry-certified exams are self-reported by school districts, and only reflect pass/fail values. The assessment results are then matched with the CTE concentrator data reported by the districts and analyzed for pathway alignment.

Determination of technical skill attainment for the 2015-16 program year was made based on which CTE program area concentrators participated in and was calculated accordingly. Concentrators had the opportunity to take an assessment linked to their CTE program. Students in an engineering pathway had the opportunity to participate in Project Lead the Way. It should be noted that because of significant changes to the Wyoming CTE assessment system, the 2015-16 year will be considered a new "baseline year" for the 2S1 indicator.

Results showed that 73.3% of CTE concentrators were proficient in technical skills compared to 26.7% who were not proficient. This is a decrease in proficiency rate from the 2014-2015 school year where 74.5% of CTE concentrators were proficient in technical skill attainment.

Figure 8. Total Technical Skill Proficiency



The table below shows results for proficiency in the various assessment categories. CTE concentrators did well on the 21st Century Skills Assessment, and industry certified exams. In contrast, students had more difficulty on the ASE automotive assessments.

Table 9. Overall Proficiency by Type of Assessment

	# Who Passed	# Who Took	Percent Proficient
Wyoming Pathway Assessments	845	1,144	73.9%
NOCTI Assessments	321	468	68.6%
Industry-certified exam	271	337	80.4%
ASE Auto Assessment	76	139	54.7%
21st Century Skills Assessment	86	97	88.7%
Project Lead the Way Courses (Pre-Engineering)	51	65	78.5%
TOTAL	**1,650**	**2,250**	**73.3%**

The following table shows the number and percent of concentrators who were proficient in each CTE cluster. As shown, students in Health Science, Human Services, and STEM were the most proficient. Students in Arts, Transportation, and Manufacturing were the least proficient.

Table 10. Technical Proficiency by Program Area

Program Area	Passed Assessment	Took Assessment	Percent Proficient
Agriculture, Nat. Resources	351	407	86.2%
Manufacturing	183	313	58.5%
Architecture & Construction	213	302	70.5%
Hosp. & Tourism	167	281	59.4%
Health Science	178	196	90.8%
STEM	148	166	89.2%
Transportation, Distribution & Logistics	73	130	56.2%
Info. Technology	85	103	82.5%
Human Services	75	84	89.3%
Arts, AV Tech & Comm.	42	76	55.3%
Finance	44	68	64.7%
Business Admin.	45	67	67.2%
Marketing	34	43	79.1%
Education & Training	12	14	85.7%
Law & Public Safety	0	0	NA
Gov. & Public Admin.	0	0	NA
TOTAL	**1,650**	**2,250**	**73.3%**

Indicator 2S1 by Subpopulations:

Highlights of results for technical skill attainment by subpopulation include:

- Results by gender show that a higher percentage of females (77.2%) met the technical skill proficiency skill targets than males (70.9%).
- The racial categories with the highest percentage of students meeting technical skill proficiency targets were White (75.0%) and Asian (75.0%) students.
- Non-Traditional CTE concentrators (78.5%) and Single Parents (71.2%) showed the highest proficiency levels from special populations.

Table 11. Indicator 2S1 Results by Subpopulations

(2S1) Technical Skill Attainment			
Gender	**# of Students in Numerator**	**# of Students in Denominator**	**Percent of Students Meeting Indicator**
Male	978	1,380	**70.9%**
Female	672	870	**77.2%**
Race/Ethnicity			
American Indian	9	19	**47.4%**
Asian	12	16	**75.0%**
Pacific Islander	*	*	**NA**
Black	7	11	**63.6%**
Hispanic	160	254	**63.0%**
White	1,431	1,909	**75.0%**
Two or more races	29	39	**74.4%**
Special Populations			
Individuals With Disabilities	76	163	**46.6%**
Economically Disadvantaged	318	487	**65.3%**
Single Parents	47	66	**71.2%**
Displaced Homemakers	*	*	**NA**
Limited English Proficient	*	*	**NA**
Migrant	*	*	**NA**
Non-Traditional	332	423	**78.5%**
Corrections	*	*	**NA**

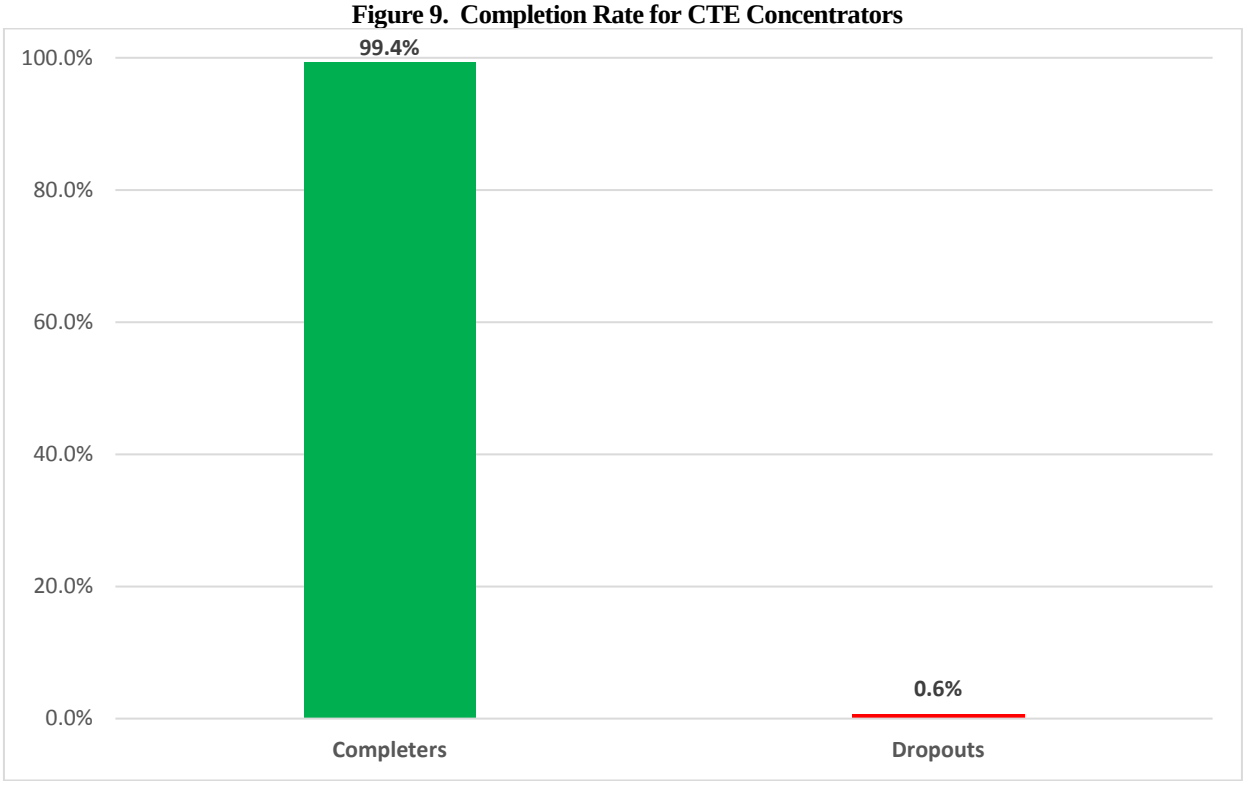
* Low counts (denominator <10) and values >=95% or <=5% have been suppressed.

3S1 – Secondary School Completion

The indicator is calculated by identifying CTE concentrators who were noted as earning a diploma or dropping out of secondary education during the reporting year (2015-16). Students noted as receiving a diploma are included in the numerator while all students noted as leaving secondary education are included in the denominator.

Results show that 1,499 CTE concentrators left secondary education during the 2015-2016 school year. This included 1,490 completers and 9 dropouts. Thus, 99.4% of CTE concentrators who left secondary education were reported as graduating during the 2015-2016 school year. This represents an increase of 2.6% as compared to the prior year (96.8%).

Figure 9. Completion Rate for CTE Concentrators



Indicator 3S1 by Subpopulations:

Results by subpopulations for indicator 3S1 show a similar percentage of students meeting the indicator. Highlights of the results shown in the table below include:

- A comparable percentage of females met indicator 3S1 compared to males.
- For race/ethnicity subgroups, all subgroups attained at or above 95.0% completion.
- For special populations, all subgroups attained at or above 95.0% completion.

Table 12. Indicator 3S1 Results by Subpopulations

(3S1) Secondary School Completion			
Gender	**# of Students in Numerator**	**# of Students in Denominator**	**Percent of Students Meeting Indicator**
Male	*	(900-909)	**>=95.0%**
Female	*	(500-599)	**>=95.0%**
Race/Ethnicity			
American Indian	*	*	**NA**
Asian	*	*	**NA**
Pacific Islander	*	*	**NA**
Black	*	*	**NA**
Hispanic	*	(170-179)	**>=95.0%**
White	*	(1,270-1,279)	**>=95.0%**
Two or more races	*	(20-29)	**>=95.0%**
Special Populations			
Individuals With Disabilities	*	(120-129)	**>=95.0%**
Economically Disadvantaged	*	(300-309)	**>=95.0%**
Single Parents	*	(50-59)	**>=95.0%**
Displaced Homemakers	*	*	**NA**
Limited English Proficient	*	*	**NA**
Migrant	*	*	**NA**
Non-Traditional	*	(300-309)	**>=95.0%**
Corrections	*	*	**NA**

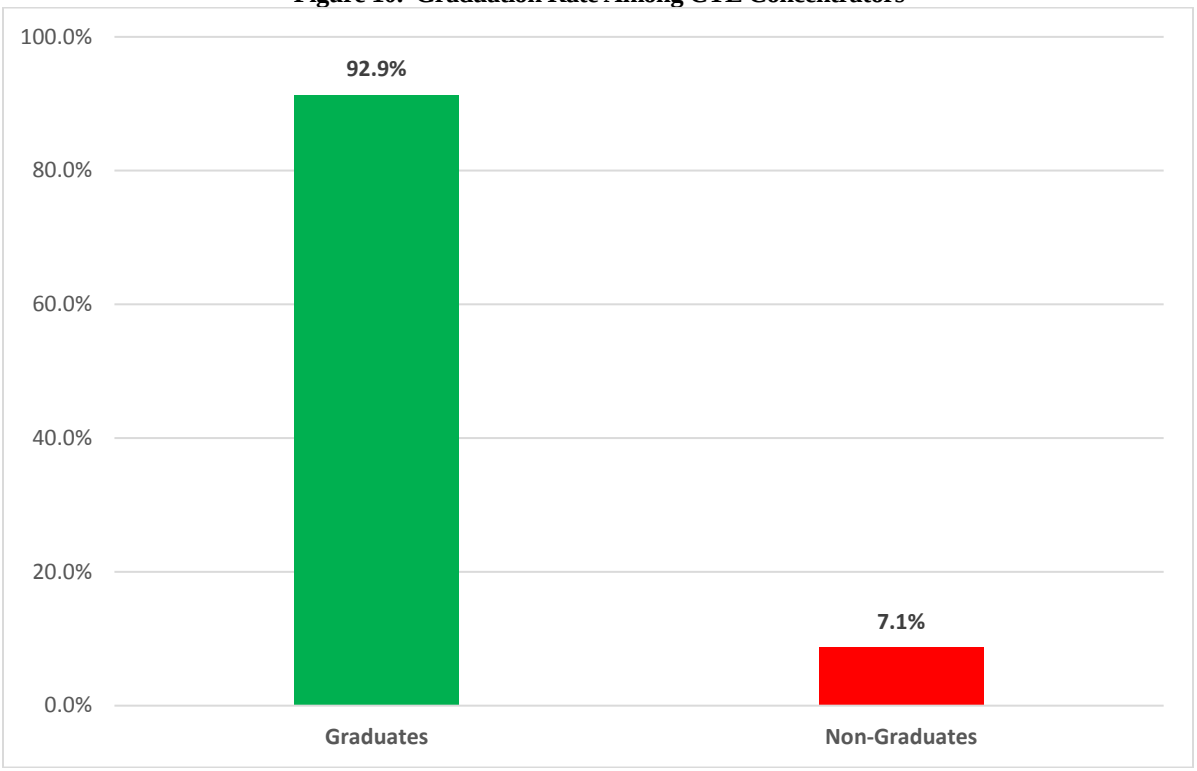
* Low counts (denominator <10) and values >=95% or <=5% have been suppressed.

4S1 – Student Graduation Rates

To calculate indicator 4S1, graduation data was matched with identified CTE concentrators, who in the reporting year, were included as graduated in the State's computation of its graduation rate as described in Section 1111(b)(2)(C)(vi) of the ESEA. This indicator varies from 3S1 in that the cohort of CTE concentrators used in the calculation of this indicator consists of last year's (2014-15) graduates. This is consistent with how the WDE calculated and reported graduation rates under NCLB.

Results show that 92.9% (2,164 out of 2,330) of eligible CTE concentrators were reported as graduating as compared to 7.1% who did not graduate. This represents a slight decrease from last year (93.1%).

Figure 10. Graduation Rate Among CTE Concentrators



Indicator 4S1 by Subpopulations:

Results for indicator 4S1 by subgroups of gender, race/ethnicity and special populations are shown in the table below. Highlights of these results include:

- Overall, females showed higher graduation rates (94.4%) than males (91.7%).
- Asian and White students were the racial groups with the highest graduation rates.
- Examination of special populations showed that non-traditional students had the highest proportion of concentrators who graduated (>=95.0%).

Table 13. Indicator 4S1 Results by Subpopulations

(4S1) Student Graduation Rates			
Gender	**# of Students in Numerator**	**# of Students in Denominator**	**Percent of Students Meeting Indicator**
Male	1,211	1,321	91.7%
Female	953	1,009	94.4%
Race/Ethnicity			
American Indian	15	23	**65.2%**
Asian	*	(10-19)	**>=95.0%**
Pacific Islander	*	*	**NA**
Black	23	25	**92.0%**
Hispanic	216	240	**90.0%**
White	1,857	1,986	**93.5%**
Two or more races	38	41	**92.7%**
Special Populations			
Individuals With Disabilities	181	217	**83.4%**
Economically Disadvantaged	644	730	**88.2%**
Single Parents	101	126	**80.2%**
Displaced Homemakers	*	*	**NA**
Limited English Proficient	28	32	**87.5%**
Migrant	*	*	**NA**
Non-Traditional	*	(350-359)	**>=95.0%**
Corrections	*	*	**NA**

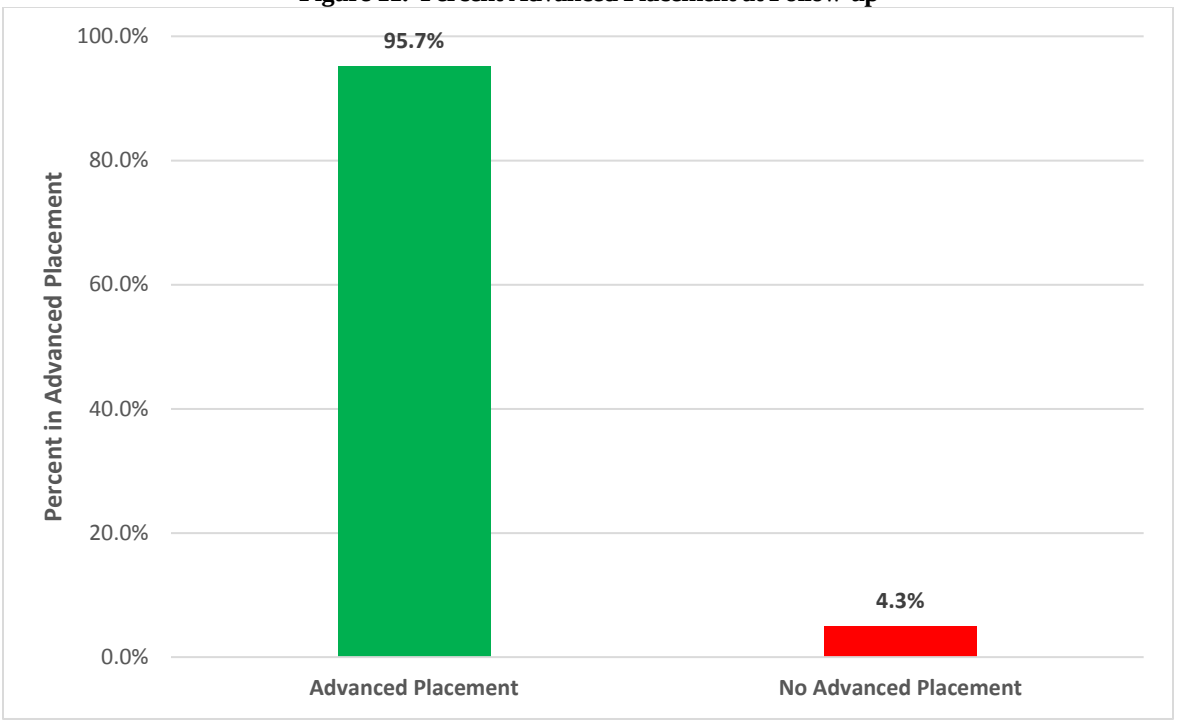
* Low counts (denominator <10) and values >=95% or <=5% have been suppressed.

5S1 – Secondary Placement in employment, post-secondary/advanced education, or the military at follow-up

Under Perkins IV guidelines, follow-up data was required to be collected during the second quarter of the year (e.g., between October 1, 2015 to December 31, 2015 for students leaving secondary education in the 2014-15 school year). Data was collected on all students who left secondary education, not only graduates. CTE concentrators who left secondary education during the prior year and were followed up with are included in the calculation of this indicator (students for which follow-up was not completed are excluded).

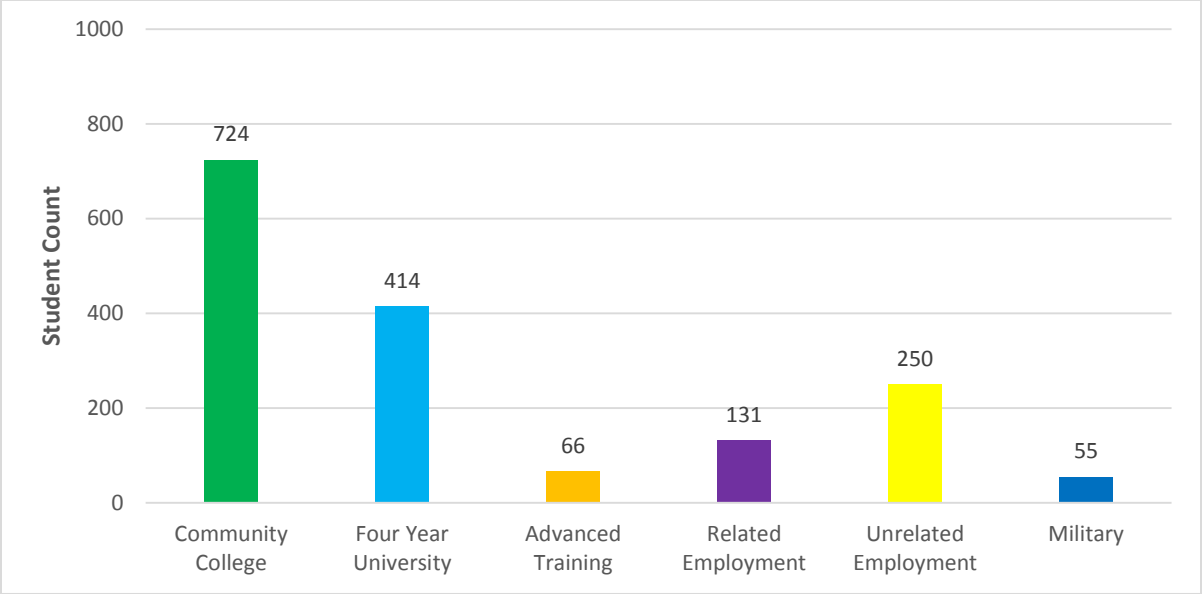
The following graph shows the percent of students in Advanced Placement (i.e. employment, post-secondary education, advanced training, or military) after leaving secondary education. Data was collected the second quarter of 2015 on 1,644 students who had left secondary education in 2014-2015. As shown, 95.7% of students were in advanced placement during the second quarter. This is lower than the prior year's placement result of 96.1%.

Figure 11. Percent Advanced Placement at Follow-up



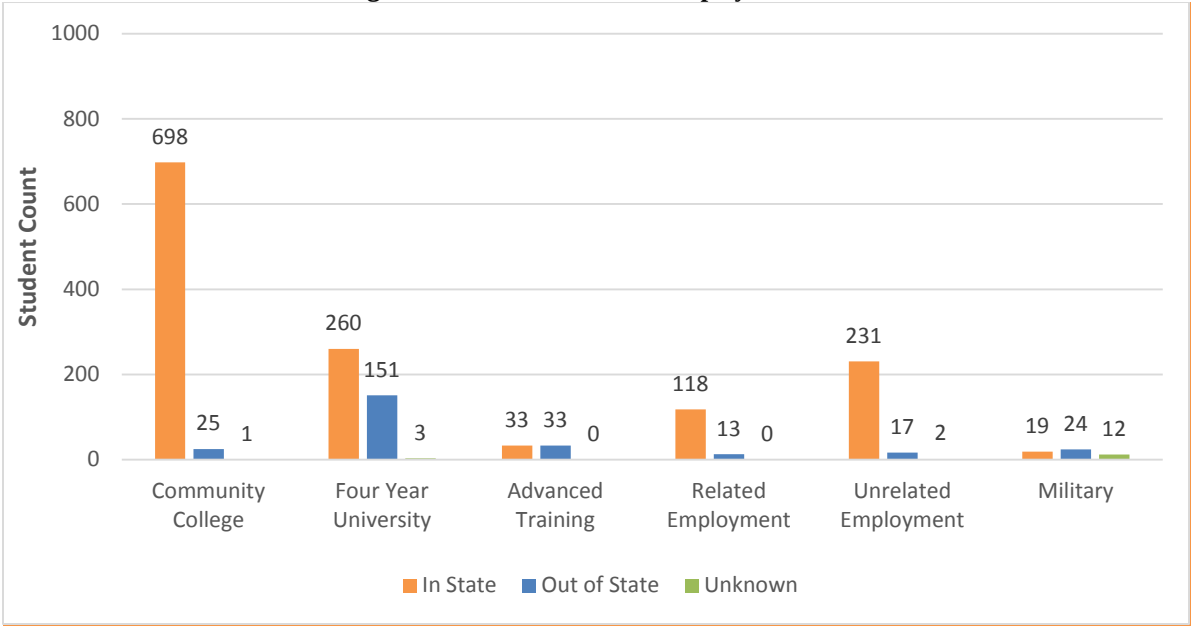
The largest group of students were enrolled in community college (44.0%) or in a four year university (25.2%) after leaving secondary education. Additionally, 15.2% were in employment unrelated to their CTE program. The fewest students were placed in employment related to their CTE (8.0%), the military (3.3%), or advanced training (4.0%). Additionally 4.3% of students had no advanced placement. Note that students can be reported in more than one category.

Figure 12. Type of Placement at Follow-up



Generally, students were located in Wyoming at follow-up. Follow-up students most likely to be located out of state were in advanced training, a four year university or in the military.

Figure 13. Placement at Follow-up by Location



There were 71 (4.3%) follow-up students that were not in advanced placement. 47.9% of those were serving religious missions. Several were also disabled, stay at home parents, or incarcerated.

Indicator 5S1 by Subpopulations:

Results by the subpopulations of gender, race/ethnicity and special populations are shown in the table below. Highlights of these results include:

- Females (>=95.0%) showed higher rates of advanced placement than males (94.3%).
- All racial subgroups did well on this indicator. The group with the lowest percentage of students placed was 'two or more races' (92.9%).
- Among special populations, non-traditional students had the highest placement rate at >=95.0%.

Table 14. Indicator 5S1 Results by Subpopulations

(5S1) Placement			
Gender	**# of Students in Numerator**	**# of Students in Denominator**	**Percent of Students Meeting Indicator**
Male	896	950	**94.3%**
Female	*	(690-699)	**>=95.0%**
Race/Ethnicity			
American Indian	*	(20-29)	**>=95.0%**
Asian	*	(10-19)	**>=95.0%**
Pacific Islander	*	*	**NA**
Black	*	(10-19)	**>=95.0%**
Hispanic	*	(130-139)	**>=95.0%**
White	*	(1,430-1,439)	**>=95.0%**
Two or more races	26	28	**92.9%**
Special Populations			
Individuals With Disabilities	101	108	**93.5%**
Economically Disadvantaged	283	300	**94.3%**
Single Parents	*	*	**NA**
Displaced Homemakers	*	*	**NA**
Limited English Proficient	*	*	**NA**
Migrant	*	*	**NA**
Non-Traditional	*	(290-299)	**>=95.0%**
Corrections	*	*	**NA**

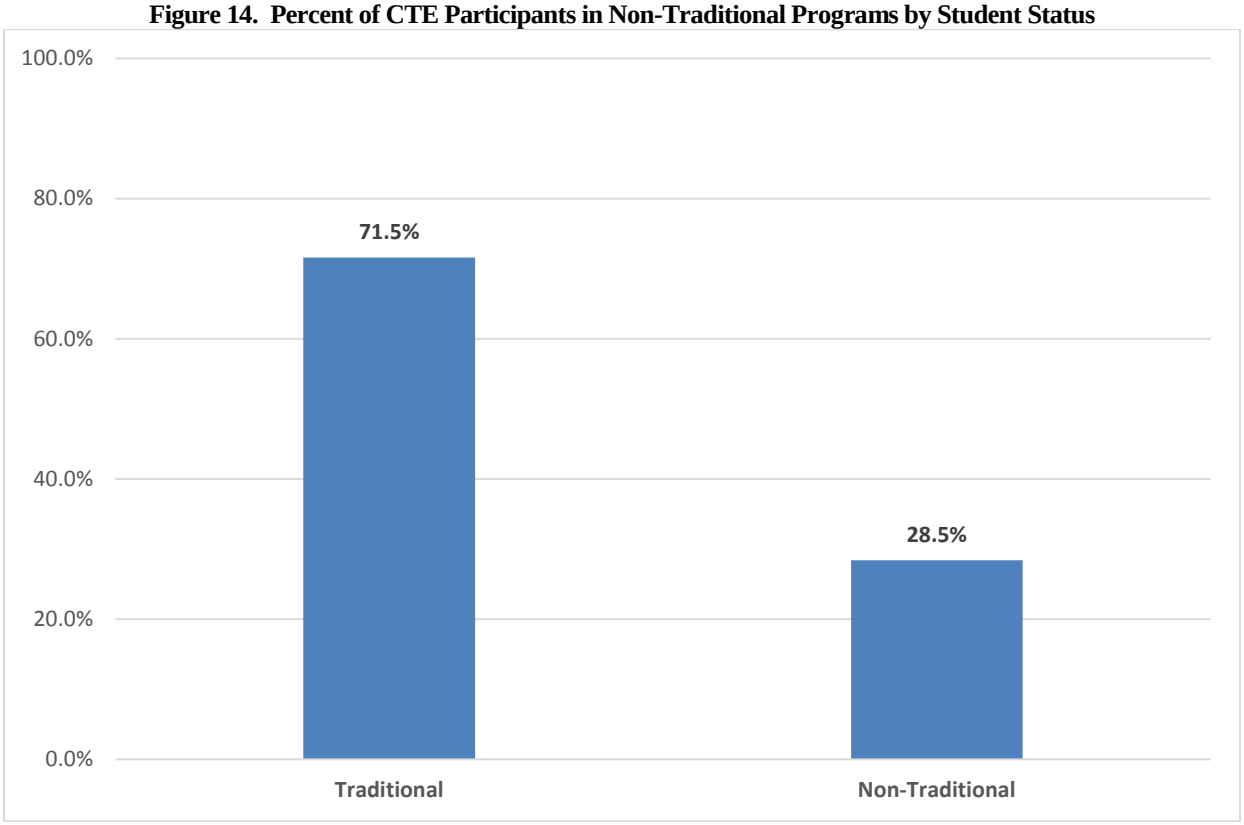
* Low counts (denominator <10) and values >=95% or <=5% have been suppressed.

6S1 – Non-Traditional Participation

To calculate non-traditional CTE participation rates, student level participant data was analyzed. The total number of participants who were in a non-traditional occupational field (as determined by CIP code provided) were counted. Note that the latest non-traditional guidelines were used to determine fields that are considered non-traditional for each gender. For example, nursing is a non-traditional male profession while engineering is a non-traditional female profession. Participants whose gender matches those in a non-traditional program (e.g. females pursuing an engineering field) are considered non-traditional participants whereas participants whose gender does not match a non-traditional program (e.g. a male pursuing an engineering field) are considered traditional participants.

For the 2015-2016 reporting year, approximately 28.5% of students in non-traditional programs were in under-represented gender groups. This figure is lower than last year's result of 34.9%.

Figure 14. Percent of CTE Participants in Non-Traditional Programs by Student Status



Indicator 6S1 by Subpopulations:

Results for indicator 6S1 are reported by subgroup in the table below. Data by gender, race/ethnicity and special populations is included. Key findings from these results include:

- A significant difference in results by gender was observed. While 65.1% of female students participated in a non-traditional program, <=5.0% of males did so.
- Results by race/ethnicity were fairly comparable, with the highest percent of students participating in a non-traditional program being Black (37.1%).
- Students in the Migrant sub-category had the highest rates of non-traditional participation (46.7%).

Table 15. Indicator 6S1 Results by Subpopulations

(6S1) Non Traditional Participation			
Gender	**# of Students in Numerator**	**# of Students in Denominator**	**Percent of Students**
Male	*	(7,090-7,099)	**<=5.0%**
Female	2,970	4,559	**65.1%**
Race/Ethnicity			
American Indian	53	171	**31.0%**
Asian	32	92	**34.8%**
Pacific Islander	6	22	**27.3%**
Black	43	116	**37.1%**
Hispanic	400	1,533	**26.1%**
White	2,724	9,511	**28.6%**
Two or more races	65	204	**31.9%**
Special Populations			
Individuals With Disabilities	288	1,337	**21.5%**
Economically Disadvantaged	906	3,244	**27.9%**
Single Parents	105	377	**27.9%**
Displaced Homemakers	4	11	**36.4%**
Limited English Proficient	46	160	**28.8%**
Migrant	7	15	**46.7%**
Corrections	8	43	**18.6%**

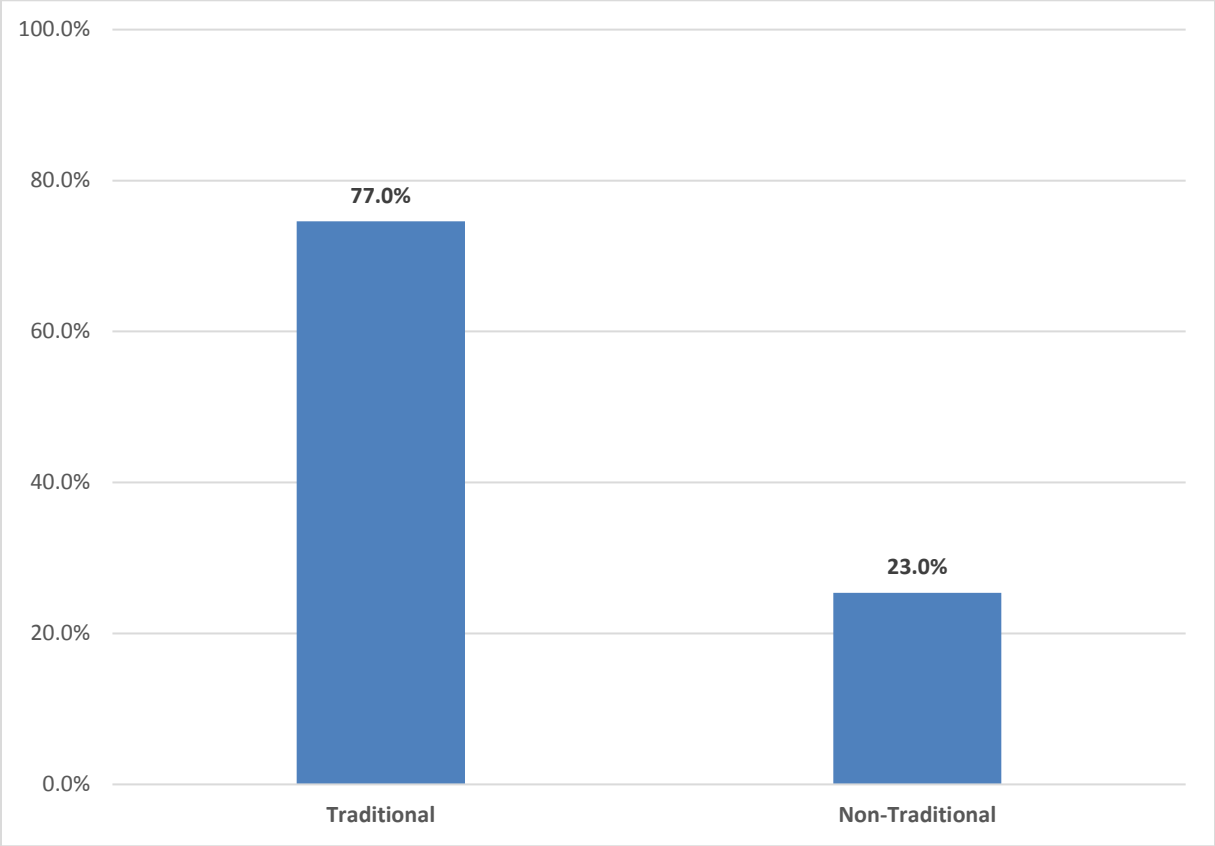
* Low counts (denominator <10) and values >=95% or <=5% have been suppressed.

6S2 – Non-traditional Completion

In order to calculate the non-traditional completion indicator, CTE concentrators who completed a non-traditional program during the reporting year were identified. The total number of concentrators in a non-traditional field (as determined by CIP code provided) was determined using the latest guidelines for occupational fields that are considered non-traditional for each gender. This is compared to each concentrator's gender to determine if a concentrator is a non-traditional student (see description of indicator 6S1 for examples).

Approximately 23.0% of students completing a non-traditional program were non-traditional students. This figure represents a decrease from the 2014-15 school year in which 30.1% of non-traditional students completed a non-traditional program.

Figure 15. Percent of Students Completing Non-Traditional Programs by Student Status



Indicator 6S2 by Subpopulations:

Overall results by subpopulations are reported in the following table. Highlights of these results include:

- Similar to indicator 6S1, a significant difference in results by gender is observed. While 57.4% of female concentrators completed a non-traditional program, <=5.0% of males did so.
- Results by race/ethnicity ranged from 8.3% among Asian students to 50.0% among Native American students.
- Among special populations, disabled students showed the lowest completion rates in non-traditional programs (16.2%) while economically disadvantaged students showed the highest completion rates (24.9%)

Table 16. Indicator 6S2 Results by Subpopulations

(6S2) Non Traditional Completion			
Gender	**# of Students in Numerator**	**# of Students in Denominator**	**Percent of Students**
Male	*	(970-979)	**<=5.0%**
Female	309	538	**57.4%**
Race/Ethnicity			
American Indian	9	18	**50.0%**
Asian	1	12	**8.3%**
Pacific Islander	*	*	**NA**
Black	*	*	**NA**
Hispanic	36	170	**21.2%**
White	289	1,272	**22.7%**
Two or more races	11	28	**39.3%**
Special Populations			
Individuals With Disabilities	19	117	**16.2%**
Economically Disadvantaged	75	301	**24.9%**
Single Parents	11	56	**19.6%**
Displaced Homemakers	*	*	**NA**
Limited English Proficient	*	*	**NA**
Migrant	*	*	**NA**
Corrections	*	*	**NA**

* Low counts (denominator <10) and values >=95% or <=5% have been suppressed.

CTSO Participation

Approximately 29.8% of CTE concentrators (unduplicated N=986) participated in a CTSO during the 2015-2016 school year. This represents a decrease in the percentage of students participating in CTSO as compared to 30.7% in 2014-15. The highest percent of concentrators participating in CTSO were members of FFA (61.4%), and this is consistent with past years. There was a decrease in FCCLA participation from 8.1% for 2014-2015 to 4.9% in 2015-2016.

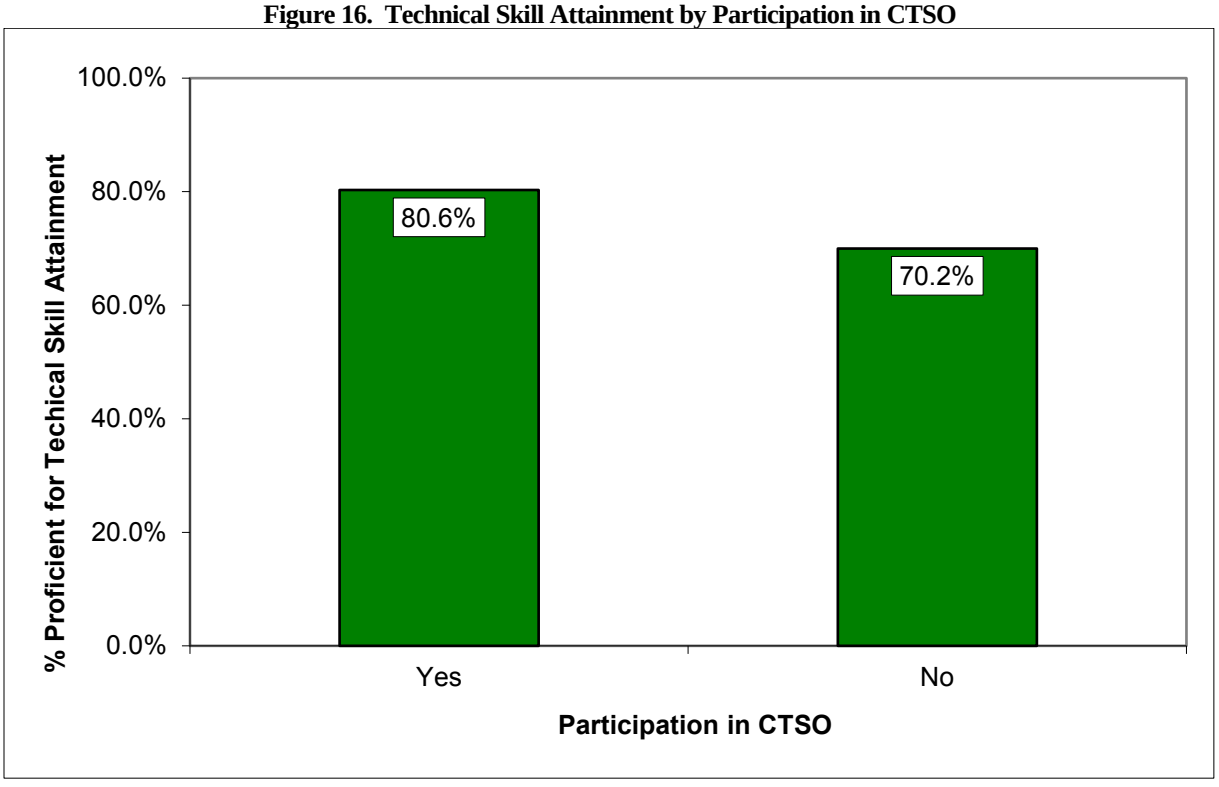
Table 17. CTSO Participation by Organization

Organization	Count*	Percent of CTSO
FFA	654	61.4%
SkillsUSA	182	17.1%
FBLA	131	12.3%
FCCLA	52	4.9%
DECA	46	4.3%
Total	**1,065**	**100.0%**

*Students may have participated in more than one CTSO.

The following graph shows the percent of students proficient in technical skill attainment during the 2015-2016 school year by CTSO participation. As shown, CTE concentrators who participated in CTSO had higher overall technical skill proficiency (80.6%) than those who did not participate in CTSO (70.2%).

Figure 16. Technical Skill Attainment by Participation in CTSO



CTE Programs at Wyoming Schools

Participation in Job Training & Work Based Learning

The table below shows results for the types of job training activities CTE concentrators participated in. Job shadowing was the most common form of work based learning (42.3%) followed by work-experience and community service internships (20.8%).

Table 18. Job Training by Type

Job Training Type	Count*	Percent of Programs
Job Shadowing	920	42.3%
Work-experience internship	453	20.8%
Community service learning	453	20.8%
School-based enterprises	123	5.7%
Mentorship	103	4.7%
Other**	96	4.4%
Cooperative Education	17	0.8%
Apprenticeship	8	0.4%

*Students may have participated in more than one activity.

**Other types of job training specified included:

Expert Project (88)
ProStart (1)
Flight Training (1)
Work Release (1)
Other (3)

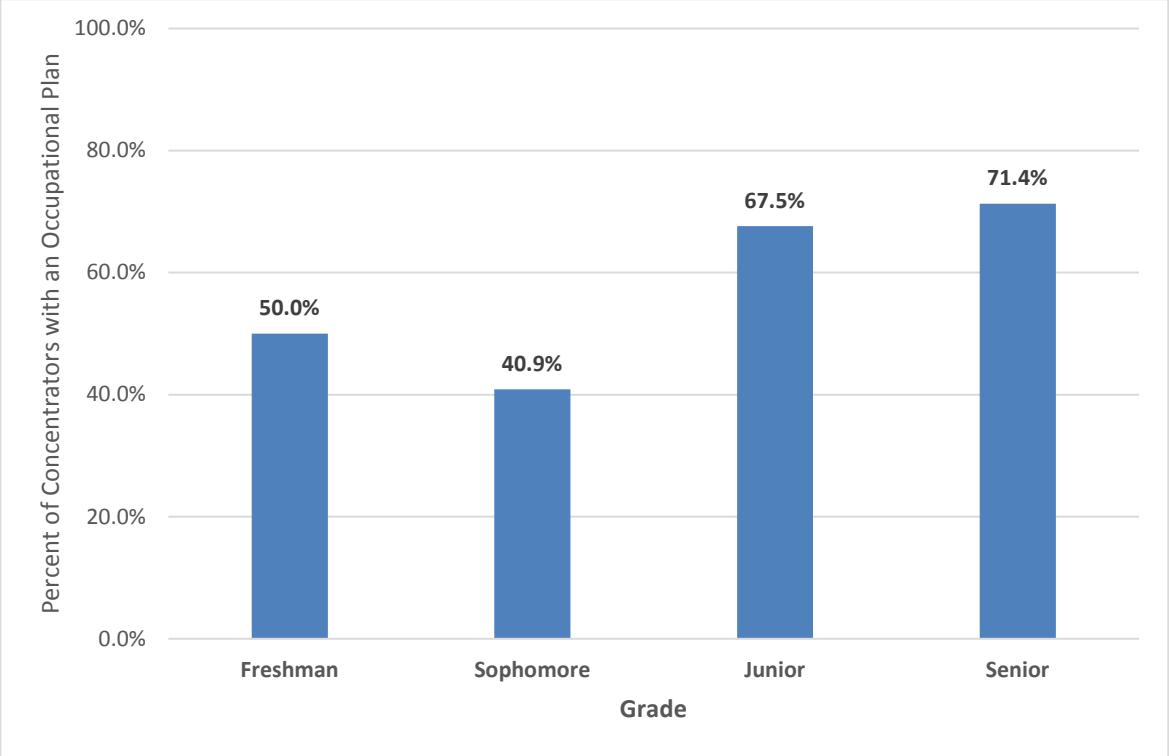
Occupational Plan

During 2015-2016, 2,178 reporting CTE concentrators (65.8%) had an occupational plan.

Occupational Plan by Grade

Senior CTE concentrators were most likely to have an occupational plan as compared to all other grade levels. This is expected as students have a greater opportunity to have an occupational plan as they progress in their schooling. Overall percentages of students at each grade level with occupational plans are similar with results from 2013-2014 and 2014-2015.

Figure 17. Occupational Plan by Grade



Integrated Instruction

Information on integrated instruction was also collected from secondary schools during the 2015-2016 school year. Schools were asked to describe the methods they use to provide integrated instruction to students. Schools reported a varied number of ways that they integrate CTE and academic instruction, however several themes emerged. In particular, as described in the following table, schools noted that they integrate instruction at multiple levels, including at the CTE level, Academic level and/or Teacher level. That said, it was also noted by several schools that academic teachers find it more difficult to incorporate career and technical aspects into their curriculum. Integration was much more likely to take place in CTE classes.

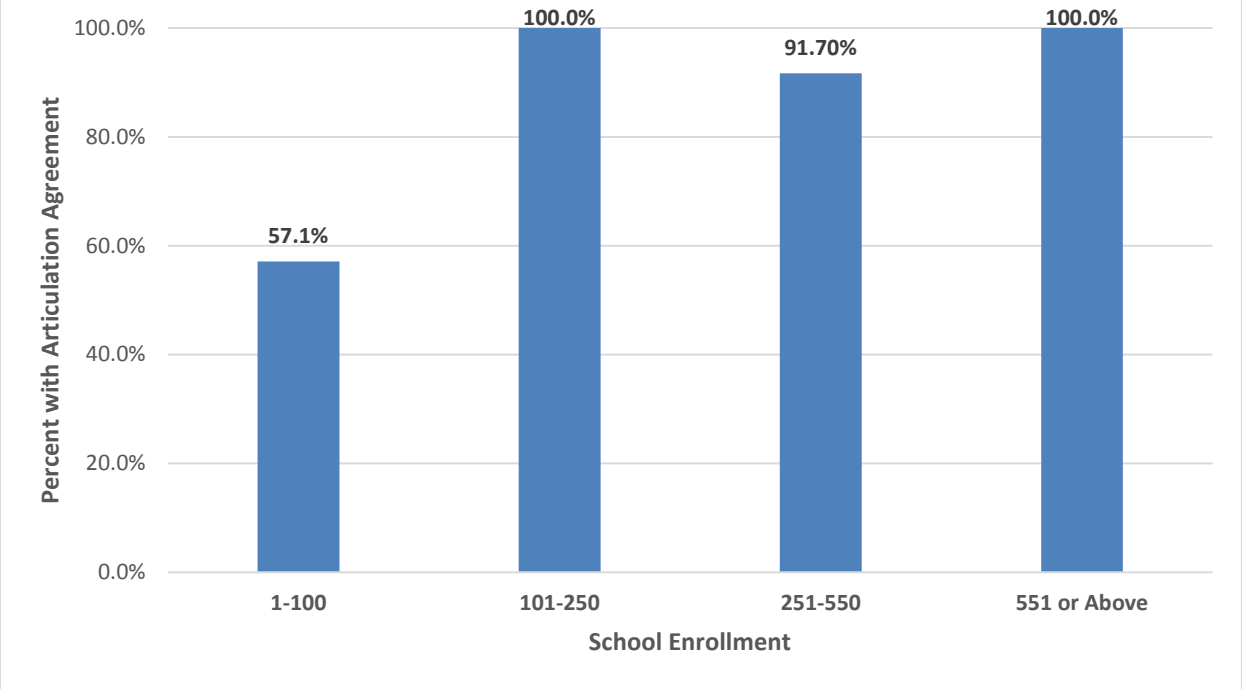
Table 19. Integrated Instruction Activities

CTE Level Integration	Academic Level Integration	Teacher Level Integration
o CTE classes incorporate reading and math in specific lessons. (examples included "profit projections, cash flow and loan payment schedule lessons in business classes, technical writing related to agriculture, etc). o Writing is required in a majority of CTE courses including journal keeping, report writing, and research writing. o Integrated through Professional Learning Communities and Individual projects. o CTE classes are aligned to the Common Core Standards.	o English classes incorporate resume writing and career writing opportunities. o Discussion and application of "real world" concepts in math and science classes. o Word processing and computer skills are incorporated in academic classes. o Integrate technology and multimedia to complete projects in academic classes.	o Teachers participate in groups that include a mix of CTE and academic teachers. They work together on various assessment and curriculum planning goals. o Team teaching of units between CTE and Academic teachers. o Collaboration on class assignments to provide cross curricular activities/lessons

Articulation Agreements and Coordination with Postsecondary Institutions

Data was collected on articulation agreements from 65 secondary schools. Of these schools, 89.2% (n=58) reported having an articulation agreement in place with one or more Wyoming community colleges. Schools with enrollment above 100 students had at or very near 100% existing articulation agreements, 57% schools with enrollment below 100 students had articulation agreements.

Figure 18. Articulation Agreement by School Size



Secondary schools had articulation agreements with a variety of Wyoming colleges. Sheridan College (17) and Western WY Community College (15) had the greatest number of articulation agreements with schools. All other community colleges had between 4 and 12 schools with articulation agreements.

Table 20. Number of High Schools with Articulation Agreements by College

Community College	# of High Schools with Articulation Agreements*
NWCCD	17
Western Wyoming College	15
Eastern Wyoming Community College	10
Laramie County Community College	11
Central Wyoming Community College	12
Northwest College	8
Casper Community College	4
University of Wyoming	3
Out of State	2

*Schools may have had articulation agreements with more than one community college

Schools reported brief descriptions of their articulation process for concurrent enrollment (also referred to by some schools as "dual enrollment") classes. Generally, the following activities take place to make courses available for dual credit:

- Once a course is selected, the syllabus is aligned by the high school to fit the requirements of both the high school and college.
- Teachers instruction of concurrent high school courses and course syllabi must be approved by the college.
- Teachers of concurrent high school courses are approved by the college as concurrent teachers.
- Teachers collaborate with the colleges (instructors and department heads) on curricula content, methods, and skills.
- Ongoing communication between the high schools and colleges take place. Types of communication include: 1) regular yearly or semester meetings between high school and college staff; 2) site visits to concurrent classrooms for observation and feedback; 3) regular phone and/or email communications between college and high school staff.

Summary

During the 2015-16 reporting year, the State of Wyoming met Perkins accountability and reporting requirements and continued to undertake activities designed to address the requirements of Perkins IV.

In addition to pathway-aligned assessments, data was obtained on students within a pathway that has an industry-certified exam available (e.g., Culinary ProStart, CNA certification, etc.). For Pre-Engineering concentrators, data on their performance in "Project Lead the Way", a course sequence specific for Pre-Engineering students was also obtained. Since 2012-13, Automotive Technology concentrators have been able to take Electrical Systems & Engine Performance industry-certified exams through National Institute for Automotive Service Excellence (ASE) Assessment.

In addition to these activities, the state has collected all required Perkins data and it has been submitted via the online CAR (postsecondary) and EDFacts (secondary). The following provides a summary of results as well as historical data.

Data was collected and reported for 3,312 CTE concentrators in 65 Wyoming secondary schools. The total number of concentrators was lower than the previous year, see Table 21 below. Among CTE concentrators, results showed that the program areas of Architecture and Construction, Agriculture, Manufacturing, and Hospitality and Tourism were the most popular CTE program areas. In general, over the past several years, CTE concentrator counts have steadily decreased.

Table 21. CTE Concentrator and Participant Counts

Perkins IV Definitions	2009-2010 Results	2010-11 Results	2011-12 Results	2012-13 Results	2013-14 Results	2014-15 Results	2015-16 Results
At the *secondary level*, a **CTE concentrator** is defined as a secondary student who has completed three or more courses in a CTE program, including those who may be currently enrolled in their third course.	4,511	4,508	4,377	4,169	4,180	3,491	3,312
At the *secondary level*, a **CTE participant** is defined as a secondary student who has *completed* one or more courses in a CTE program sequence.[2]	14,444	14,978	15,311	13,201	8,653	15,852	16,926

In the area of academic attainment (1S1 and 1S2), the Perkins IV indicator was divided into two separate indicators for reading and mathematics under Perkins IV. Results showed that 34.7% of CTE concentrators were proficient in reading and 41.9% were proficient in mathematics, see Table 22. Both proficiency rates met 100% of targets. These rates are higher than last year.

Table 22. Academic Attainment Results

Indicators	Perkins IV Measurement Definitions	2009-10 Results	2010-11 Results	2011-12 Results	2012-13 Results	2013-14 Results	2014-15 Results	2015-16 Results
(1S1) Academic Attainment: Reading	Percent of CTE concentrators who have met the proficient or advanced level on the ACT reading assessment administered by the State of Wyoming under Section 1111(b)(3) of the Elementary and Secondary Education Act (ESEA) as amended by the No Child Left Behind Act based on the scores that would be included in the State's computation of adequate yearly progress (AYP) in the reporting year.	66.37	74.50	78.50	74.85	30.0	29.5	34.7
(1S2) Academic Attainment: Math	Percent of CTE concentrators who have met the proficient or advanced level on the ACT math assessment administered by the State of Wyoming under Section 1111(b)(3) of the Elementary and Secondary Education Act (ESEA) as amended by the No Child Left Behind Act based on the scores that would be included in the State's computation of adequate yearly progress (AYP) in the reporting year.	65.99	66.65	68.78	68.02	38.0	38.1	41.9

For technical skill attainment (2S1), Wyoming concentrators were to given the opportunity to take an exam aligned with their program area. There are multiple different types of exams to include Wyoming Pathway Assessments, NOCTI assessments, ASE Automotive and other industry-certified exams, and the 21st Century Skills Assessment. Additionally, engineering students have the opportunity to participate in Project Lead the Way.

As shown in Table 23, 73.3% of CTE concentrators assessed for technical skills were proficient. This proficiency level exceeds the target of 70.72%.

Table 23. Technical Skill Attainment Results

Indicators	Perkins IV Measurement Definitions	2009-10 Results	2010-11 Results	2011-12 Results	2012-13 Results	2013-14 Results	2014-15 Results	2015-16 Results
(2S1) Technical Skill Attainment	Percent of CTE concentrators who passed technical skill assessments that are aligned with industry-recognized standards, if available and appropriate.	76.49	72.28	71.11	67.61	73.4	74.5	73.3

The completion rate (3S1) for 2015-16, i.e. the percent of CTE concentrator students who indicated that they would graduate or otherwise complete secondary education in 2015-16, was 99.4%. This represents an increase of 2.6% as compared to the prior year, and exceeds the target of 95.0%.

Table 24. Completion Results

Indicators	Perkins IV Measurement Definitions	2009-10 Results	2010-11 Results	2011-12 Results	2012-13 Results	2013-14 Results	2014-15 Results	2015-16 Results
(3S1) Completion	Percent of CTE concentrators who earned a regular secondary school diploma, earned a General Education Development (GED) credential as a State-recognized equivalent to a regular high school diploma (if offered by the State) *or* other State-recognized equivalent (including recognized alternative standards for individuals with disabilities), *or* earned a proficiency credential, certificate, or degree, in conjunction with a secondary school diploma (if offered by the State) during the reporting year.	95.57	98.10	95.75	96.41	96.7	96.8	99.4

Examination of the results for indicator (4S1-Student Graduation Rates) showed that 92.9% of eligible CTE concentrators were reported as graduating, meeting 90% of the target of 94%. This is a decrease from last year's figure of 93.1%. Note that this indicator is calculated using 2014-15 data for students who graduated during the prior school year.

Table 25. Graduation Rate Results

Indicators	Perkins IV Measurement Definitions	2009-10 Results	2010-11 Results	2011-12 Results	2012-13 Results	2013-14 Results	2014-15 Results	2015-16 Results
(4S1) Graduation Rate	Percent of CTE concentrators who, in the reporting year, were included as graduated in the State's computation of its graduation rate as described in Section 1111(b)(2)(C)(vi) of the ESEA	94.25	94.99	94.01	94.40	93.9	93.1	92.9

Follow-up information was obtained in the second quarter, (October 1 to December 31, 2015) for concentrators who left secondary education in the 2014-15 school year. Results for 5S1 showed that among concentrators who left, 95.7% were in an advanced placement, i.e. postsecondary education, military, advanced training or employment. This is similar to last year's figure of 96.1%, see Table 26. In addition, this exceeds the target of 95%. The majority of students (73.2%) in advanced placement are enrolled in a community college, 4-year university, or in advanced training; 23.2% are employed; and 3.3% are in the military. Additionally, 96.4% of students enrolled in a community college remained in-state. Students most likely to be out of state at time of follow-up were in advanced training/technical school, 4-year university, or in the military.

Table 26. Placement Results

Indicators	Perkins IV Measurement Definitions	2009-10 Results	2010-11 Results	2011-12 Results	2012-13 Results	2013-14 Results	2014-15 Results	2015-16 Results
(5S1) Placement	Percent of CTE concentrators who left secondary education and were placed in postsecondary education or advanced training, in the military service, or employment in the second quarter following the program year in which they left secondary education.	96.93	97.34	97.05	97.44	96.3	96.1	95.7

Examination of non-traditional participation (6S1) showed that 28.5% of students in nontraditional programs were in under-represented gender groups. This represents a decrease compared to last year's results, and it fails to meet the target of 33.31%. Similarly, 23.0% of concentrators completing a non-traditional program were in under-represented gender groups (6S2). This also fails to meet the target of 29.4% and is a decrease from the prior year.

Table 27. Non-Traditional Results

Indicators	Perkins IV Measurement Definitions	2009-10 Results	2010-11 Results	2011-12 Results	2012-13 Results	2013-14 Results	2014-15 Results	2015-16 Results
(6S1) Non-Traditional Participation	Percent of CTE participants from underrepresented gender groups who participated in a program that leads to employment in nontraditional fields during the reporting year.	35.55	33.15	34.88	33.47	31.6	34.9	28.5
(6S2) Non-Traditional Completion	Percent of CTE concentrators from underrepresented gender groups who completed a program that leads to employment in nontraditional fields during the reporting year.	33.12	31.61	28.75	28.83	30.6	30.1	23.0

With respect to other CTE activities occurring in the state, trends in CTSO participation were consistent with prior years with 29.8% of CTE concentrators reporting participation in CTSOs. Like last year, the highest proportions of concentrators participated in FFA (61.4%). In addition, a total of 65.8% of CTE concentrators had an occupational plan in place. Participation in job training remained similar to the prior year, with job shadowing being the most popular (42.3%), followed by work experience and community service internships (20.8% each). In terms of integrated instruction, schools reported a number of ways that integration is achieved. In particular, schools noted that they integrate instruction at multiple levels, including at the CTE level, Academic level and/or Teacher level: (a) at the teacher level, this typically includes cooperation between academic and CTE teachers on specific units of study; (b) at the CTE level, this typically includes reading and writing integrated into CTE courses; and (c) at the academic level; this typically includes "real world" application in academic math and science classes.

Wyoming met its secondary targets in the areas of academic attainment (reading and math), technical skill attainment, completion, graduation rate, and placement. Targets were not met for 6S1 and 6S2, nontraditional participation and completion. As a result of processes established for local Perkins negotiations and improvement plans, schools are being held accountable for results, which serves as an impetus for progress. Finally, the WDE's new data collection system is allowing for more accurate data collection which has led to more accurate results and reporting.

WYOMING
STATE BOARD
OF EDUCATION

February 3, 2017

To: State Board Members

From: Tom Sachse, Ph.D.

RE: Preliminary State Board Committee Discussions

In preparation for the newly configured state board membership, it seems prudent to begin discussions of the board's committees and whether the current committee structure advances the role and functions of the board. While it seems appropriate to continue the committees on administration and communications, the board may also want to consider adding a legislative and/or budget committee. The accountability committee did not meet regularly, principally because Sue and I attended the Advisory Committee to the Select Committee on Accountability meetings and reported on those to the full board. Of course, that committee could work with the WDE on Chapter 29 revisions, especially those on Leader Accountability. This discussion would be preliminary and may change depending on the backgrounds and interests of the new board members and new board officers.

Preparation for Wyoming Public Radio
10 a.m. UW, basement of Knight Hall
Reporter: Tennessee Watson
Interviewee: Pete Gosar

Founding of the State Board of Education
The Wyoming State Board of Education is an appointed, non-partisan policy making body, formed by the 14th legislature in 1917 following the findings of a statewide education survey performed by the 1916 School Code Committee. The Board's initial stated responsibility was to have advisory functions to the State Superintendent of Public Instruction.

In 1919, the 15th legislature updated the board's responsibilities to include: **general oversight of vocational or other special schools receiving State aid; prescription of standards regulating the general course of study for elementary and high schools, and for any other institution which receives State aid; regulation of sanitary and hygienic construction of school houses as well as the location and selection of grounds; supervision of the examination of superintendents and teachers for the public schools of this State; the board is entrusted with these and other important duties prescribed by law.**

QA
What does the State Board of Education do?
Wyoming's State Board of Education is a non-partisan, appointed body responsible for setting standards, accreditation, accountability, assessment policies and support strategies.. It's also responsible for Charter School Appeals and Vocational Education, among other things. As education reform has evolved, the legislature has added additional responsibilities, most recently related to ESSA and accountability. We work closely with the Department of Education to fulfill our statutory responsibilities.

When was it formed?
The State board of Education was formed in 1917 following a statewide survey of schools, facilities, programs and citizens. Its initial purpose was to have advisory functions to the State Superintendent of Public Instruction. In 1919, the 15th legislature updated the board's responsibilities to include: general oversight of vocational or other special schools receiving State aid; prescription of standards regulating the general course of study for elementary and high schools, and for any other institution which receives State aid; regulation of sanitary and hygienic construction of school houses as well as the location and selection of grounds; supervision of the examination of superintendents and teachers for the public schools of this State; the board is entrusted with these and other important duties prescribed by law, including special education.

Who does the state board serve?
It serves the citizens of Wyoming – educators, families, children, legislators, business and community leaders, and of course our partners in education, including school districts, the University of Wyoming, the Wyoming Community College Commission, among others.

How does the board represent the state?
The board is composed of 11, governor-appointed voting members and two ex-officio members: Superintendent Balow and Jim Rose, executive director of the Wyoming Community College Commission. Appointed members come from districts across the state, and the board must be politically balanced to remain non-partisan.

How does it differ in terms of responsibility to the Department of Education?
We work together—the State Board reviews and approves policies, the Department of Education works closely with our independent coordinator to ensure we have good policies to approve. The Board also creates policy objectives that are essential to moving education forward in the state. Right now we're focused on American Indian Education for All, improving Early Childhood Education and creating systems of support for educators and school leaders across the state.

Why do you operate independently from the Department of Education?
There has always been a necessary tension between the State Board of Education and the Department of Education. We provide checks and balances to ensure we produce the best outcomes for Wyoming students. This is also why we require an independent coordinator – a full-time, experienced professional to support and carry out the work of our all-volunteer board, one that is not swayed by political forces and creates policy that is evidence-based and best practice. Indeed, most state boards around the country are set up as a check and balance system for the statewide guidance of education policy.

What major education accomplishments in Wyoming can be attributed to the State Board of Education?
When the board was established, it was a tumultuous time in Wyoming – we were only 40 years old, but were falling behind other states in relation to our education system. The State Board moved quickly to improve standards, establish mandatory teacher certification, and school accreditation. While there are many examples, two additional important ones include the board's role in establishing community colleges in 19XX , and the recent passage of science standards.

What changes have occurred since ESSA was established?
ESSA was a bipartisan effort in Congress to move education decision-making back to the individual states while at the same time ensuring important educational foundations were not rolled back or eliminated entirely. State decision makers are given broad operational control as long as there is meaningful collaborative engagement between stakeholders and yearly progress is measured and reported.
What are the board's thoughts about the current funding crisis?

Our schools must be funded adequately in order to ensure an equal opportunity to a quality education. Our schools are not overfunded, and our state is not out of money. We have a rainy day fund for a reason – we also have a number of ways to ensure we continue to adequately fund one of our fundamental rights in this state. Our schools are also major employers, the heart of our communities, and one of the few tools we have here in Wyoming to drive innovation and economic diversity. Recently, the Wyoming public school system was rated seventh nationally and first in funding support. According to the National Assessment of Educational Progress, in 2015 Wyoming ranked fourth combining scores in Reading, Math and Science just behind three New England states that spend more on education than Wyoming.

How do you feel about some of the proposed bills, such as class size increases and consolidation? What about giving the legislature control over funding so that schools can no longer look to the courts for a remedy?

Again, our schools must be funded adequately. Our standards and expectations are rising, so we need high quality educators in classrooms and the proper tools to get the job done. As long as legislation is evidence-based and represents best-practice, there are many options available. However, those pieces that cut indiscriminately or without thought to unintended consequences are not helpful. It is my personal opinion that education funding challenges and opportunities should be deliberated with input from stakeholders representing educational stakeholders and would be more thoroughly addressed in the interim between legislative sessions.

What's coming in the next 100 years for education – and the State Board?

We will continue to fulfill our statutory responsibilities while doing our part to drive innovation and a love of learning in every school in Wyoming. I believe the board will also continue to focus on the importance of Early Childhood Education as well as American Indian Education. The addition of the University of Wyoming will soon make the board more likely to address issues that are K-16 in nature. While Wyoming has one of the highest high school graduation rates, it has one of the lowest college completion rates. The state board will be a major force to address transition issues from high school to college and beyond leading to economic diversification, that our state so desperately needs. These are exciting times in education throughout the United States and in the coming decades individualized learning, online higher education opportunities and competition around the world will become major drivers of educational innovation. The Wyoming SBE will play a pivotal role in crafting policy and aligning rule and procedure to move Wyoming to the forefront of these titanic shifts.

State Board of Education -- Historical Synopsis Draft, with Citations

Preterritorial era, 1850-1868
http://wyoshpo.state.wy.us/Schools/History/PreTerritorial.aspx

1852 First recorded school in Wyoming established for the children of officers and traders at Fort Laramie.

1860 Judge W. A. Carter established Wyoming's second school, a private school, at Fort Bridger.

1868 Wyoming Territory created on July 25, 1868 by the Organic Act, which stipulated that sections 16 and 36 in each township be reserved for purposes of public schools. The first “public” school – available to all students but paid for by subscription - opened in Cheyenne.

Early Statehood era, 1890-1915
http://wyoshpo.state.wy.us/Schools/History/EarlyStatehood.aspx
Despite this growth, the state remained relatively unsophisticated in the quality of its education well into the 20th century. It would not be until the Progressive Era that Wyoming would begin to catch up with the rest of the country in terms of the content of its education and the quality of its school buildings.

Progressive era, 1915-1930
http://wyoarchives.state.wy.us/pdf/WyomingBlueBookThree.pdf
Page 128

A great turning point for improvement of education resulted from the establishment of a School Code Committee in 1916. A committee of five which made a thorough investigation into the needs of the public schools reported to the Fourteenth Legislature. The investigation consisted of statewide surveys, questionnaires, personal trips of inspection, and school visitations focused on such topics as conditions of school buildings, premises and equipment; financial support of schools; qualifications, living conditions, and salaries of teachers; and quality of instruction. Public opinion was consulted through hundreds of letters. A. C. Monahon, specialist in rural school administration, and Mrs. Katherine M. Cook, assistant in rural education from the United States Bureau of Education, Washington, D. C., assisted in making a personal survey of the entire school system in the state.

Recommendations coming out of this survey included the following: establishment of a State Board of Education to have advisory functions to the State Superintendent of Public Instruction; maintenance of a State Teachers Employment Bureau with the Certification Division to assist local schools in getting teachers; reorganization of the State Department of Education and clarification of functions, powers, and duties of the State Superintendent by legislative enactment; addition of at least two field assistants whose work would be instructional, advisory, and supervisory to state normal schools, high schools, agricultural, and other vocational schools receiving state aid; making the position of State Superintendent of Public Instruction appointive instead of elective.

The federal survey and the School Code Committee brought about significant changes that laid a foundation for the educational system that the state has today. **The 1917 Legislature provided for a nonpartisan State Board of Education that was empowered to employ an executive secretary with professional qualifications to be the Commissioner of Education.**

State Board of Education established February 17, 1917, Governor signed bill on February 21, 1917. (Kelly to Confirm)

http://wyoarchives.state.wy.us/pdf/WyomingBlueBookTwo.pdf page 144:
The Fifteenth State Legislature, 1919, provided for a State Board of Education to be composed of seven members, six are appointed by the Superintendent of Public Instruction with the approval of the Governor. The Superintendent of Public Instruction is ex officio member of the board, and has no right to vote. The Board has general oversight of vocational or other special schools receiving State aid; prescribes standards regulating the general course of study for elementary and high schools, and for any other institution which receives State aid; may regulate sanitary and hygienic construction of school houses as well as the location and selection of grounds; supervise the examination of superintendents and teachers for the public schools of this State; the board is entrusted with these and other important duties prescribed by law.

http://wyoshpo.state.wy.us/Schools/History/Progressive.aspx
During the Progressive Era, the State of Wyoming began several initiatives to improve the quality of education and keep up with national trends, starting with the appointment of a School Code Committee, charged with studying the educational needs of the state and making specific recommendations for a complete revision of the existing code. **This committee requested the assistance of the federal Bureau of Education, which conducted a survey and made recommendations, organizing the results into a report entitled "Educational Survey of Wyoming," published in 1916.**

As a result of the bureau's findings, there was a complete revision of the existing school code. The legislature created a new State Department of Education run by a non-partisan Board of Education, which was empowered to hire a professional executive secretary with the title of Commissioner of Education. The new law also created several new boards and departments, and revised standards for curriculum, teacher certification, school attendance and school buildings.

A commissioner of education is appointed by the State Board of Education with the approval of the Governor; he acts as secretary to said Board, and under the supervision and general direction of the Superintendent of Public Instruction executes the educational policies of the State Board of Education.

The Fourteenth State Legislature, **1917, designated and conferred upon the State Board of Education all necessary powers** to cooperate with the Federal Board of Vocational Education in the administration of an act of Congress relating to the **promotion of education in agriculture, trades and industries; and in the preparation of teachers of vocational subjects.**

The **Fifteenth State Legislature, 1919,** conferred upon the State Board of Education the necessary powers to cooperate with the Department of Education of the United States in the administration of any bill or act of Congress relating to the examination and **instruction of defective children**.

http://wyoshpo.state.wy.us/Schools/History/Timeline.aspx
1916
Newspapers throughout the U.S. gave prominence to the "Wyoming Plan" high school military training program. U.S. Bureau of Education completed the Educational Survey of Wyoming that reported the state's lack of standards, inadequacy of school laws, and certain constitutional limitations.

1917
New State Department of Education and non-partisan Board of Education established by the legislature. Passage of the Smith-Hughes Act provided federal funds for vocational education; a Department of Vocational Education was established within the State Department of Education, and Lander began construction of the state's first vocational high school. The UW College of Education built a Rural Demonstration School on the Laramie campus to train teachers for rural schools.

http://wyoarchives.state.wy.us/pdf/WyomingBlueBookThree.pdf
Page 117
The Division of Vocational Education was established in the State Department of Education in 1917. It focused on agriculture, home economics, trades and industry, occupational information, guidance, and distributive education. The first courses in
agriculture were established in Lander, Sheridan, Wheatland, Torrington, and Lovell. An essential feature of the course was to give the boy actual experience on a farm through assuming the management of some part of the home farm.

https://babel.hathitrust.org/cgi/pt?id=mdp.39015076571846;view=1up;seq=37
1919-1921
Supt of Public Instruction – Katherine A. Morton
· Legislature designated $10,000 for special education, under the direction of the SBE
· SBE responsible for passing new standardization, teacher certification and accreditation requirements
· Supt. Request for more than doubling of monies for special education, $25,000, to be managed by SBE
· Supt. Request for budget for Americanization of adults, evening classes, to be overseen by SBE
· Division of civilian rehabilitation, to be overseen by SBE

1922

State Board of Education adopted first accreditation standards for high schools, and 38 schools were accredited. Sixty-four rural schools were classified as Standard Schools. University of Wyoming adopted its first campus plan which established a quadrangle of buildings on the perimeter of an open space, later known as Prexy's Pasture.

1925
Division of Rural Education created in the State Department of Education. UW's Knight Science Camp was established in the Medicine Bow Range west of Laramie. State Board of Education adopted standards for junior high schools. 220 out of the 1,226 rural schools were designated "Standard."

1928
Wyoming was third in the nation for percentage of students enrolled in high school.

1931
Standards for "Superior" rural schools were established by the SBE. Four schools achieve Superior designation.

1932
State Board of Education revised its standards for high schools and junior high schools. Commissioner of Education inspected 127 high schools to determine their classification and to decide which were entitled to state aid from the Government Oil Royalty Fund.

1941
The **Twenty-sixth State Legislature, 1941, provided for the State Board of Education to have general supervision of the deaf and blind,** and provided for the education of those so afflicted, who are residents of the State.

Wyoming Blue Book, Volume 3, 1974
http://wyoarchives.state.wy.us/pdf/WyomingBlueBookThree.pdf

Page 112-113
In the early 1950's, attention was again focused on the improvement of instruction. Evaluative criterion for classifying all types of elementary schools was developed in cooperation with teachers, administrators, and state sanitarians. The criterion was revised again to include standards for grades beginning with the kindergarten through grade 12 in high school. **The new standards focused on the community, school faculty, school boards, and State Department of Education working cooperatively, studying and evaluating the offerings of the school with the idea of making the curriculum and instructional program serve the needs of the community.**

Evaluations of all schools in the state were completed in the fall of 1970. They started with a self-evaluation by the local school. **This was followed by a visit by an accreditation team**

and a written report to the school board members. Areas evaluated included district organization, administration of the school, instructional program which included teacher qualifications, basic services, and school plant. 112 Recommendations given to more than one-third of the districts included reorganization and consolidation with other districts, keeping accurate and systematic records, providing more science equipment, raising salaries, developing in-service training programs, coordinating the curriculum throughout the district, and providing more audio-visual equipment. The school evaluation program of accreditation was again revised and new procedures were implemented in the fall of 1972. The new criterion focused in two areas — the one on statutes and State Board of Education regulations to be checked by the State Department of Education, and the other on the quality of the instructional program based on a needs assessment conducted at the local level.

Page 119
By 1970, the basic philosophy of vocational education had changed to one focused on a comprehensive career education in Wyoming schools as a part of the curriculum for all students from kindergarten through grade 14 in the junior colleges. The goal was to have every student leaving school develop the skills
necessary to give him a start in earning a living for himself and his family even if he left before completing high school.

Page 120
The 1969 Legislature brought about far-reaching educational changes by the passage of the new 1969 Code of Education. It was a revision of all statutes dealing with public elementary and secondary education. Chapter 6 of this code required that by 1972 all school districts in the state be organized into unified districts offering an educational program from kindergarten (or grade 1) through grade 12. This meant that districts had to have efficient administrative units considering primarily the education, convenience, and welfare of the children. The initial planning was to be done at the local level by county planning committees composed of one representative of every district in operation on December 1, 1968. **Approval or rejection of the county plans was to be done by the State Committee on School District Reorganization which was the State Board of Education.** The State Committee was authorized by law to reorganize any territory not covered by an approved county plan after December 1, 1971. Through several boundary
board actions and a few county plans, school district numbers were reduced from 165 in 1968 to 125 in the fall of 1970. On June 1, 1972, there were 44 unified school districts, four special high school districts, and one elementary district not supporting a high school, or 60 districts.

Wyoming Blue Book, Volume 4, 1991
http://wyoarchives.state.wy.us/pdf/WyomingBlueBookFour.pdf

Page 316

By 1988, the Elementary and Secondary Education Act had been revised at least twice and included designs for dropout prevention, preschool programs for disadvantaged students, 316 and summer programs for the children of migrant workers.

Page 319
In 1983, the Wyoming superintendent of public instruction appointed a **blue ribbon committee to assess the quality of education in the Equality State. After 15 months of study and hearings, the committee reported its recommendations. Among them were minimum requirements for high school graduation, more emphasis on the basic skills in the elementary grades, a clear definition and integration of K- 12 curricula, and evidence of in-depth knowledge of content teaching areas to earn a certificate to teach.** The most common response to the committee report was a reasoned one on the part of educators and the public throughout the state. It focused on looking at the quality of teaching faculties and the quality of the curricular offerings. School improvement programs in the state had a broad constituency and reflected a high degree of public interest and support. Citizens' groups in many communities worked closely with school personnel to clearly articulate improvements and needed changes in school policy, procedure, and curriculum.

Page 328
Wyoming's public schools are doing very well, as measured by most objective criteria. Class sizes are moderate, per-pupil dollar investments are high, teacher salaries are competitive, there is a balance between state and local government funding, the schools enjoy very high graduation rates (top 10 percent in nation), SAT scores are substantially above the national average, the schools have a high ratio of support personnel to instructional staff (second in the nation), and citizen support of public education is extremely positive.

Wyoming Blue Book, 2008
http://wyoarchives.state.wy.us/pdf/BlueBookFinal.pdf
Page 510 onward

1990s
The legislature, districts and the Wyoming Supreme Court were in an ongoing battle over school finance. Ultimately, in 1997 the legislature agreed on plan for education finance reform, only to have it challenged immediately by 31 school districts and the Wyoming Education Association. A state district judge approved part of the plan and rejected the remainder.

1999
First statewide standardized testing of 20,000 school students in Wyoming. The tests, criticized for errors, showed that two-thirds of students performed poorly in mathematics and from 40-60 percent, depending on grade level, failed to measure up in reading and writing.

2001
Wyoming Supreme Court ordered changes to K-12 funding formula. On February 23, the court ordered the legislature to devise a better system for paying for new school buildings and to come up with a statewide tax or similar method to fund $563 million in repairs. On October 2, the court backed away from the earlier ruling by saying that the legislature remained in charge of funding school building construction to standards it deemed fit.

2005
The Wyoming state legislature created the Hathaway scholarships, a $400 million trust fund to pay for scholarships for Wyoming high school graduates who attend Wyoming community colleges or the University of Wyoming. A special task force developed rules for implementing the program during the summer and fall.

WYOMING STATE BOARD OF EDUCATION

ACTION SUMMARY SHEET

DATE: January 13, 2017

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:

Section 28
New Board Member Training

_Constitutional and Statutory Provisions:

State Board Policy:

It is the policy of the Wyoming State Board of Education that new members receive training in the history, purpose, processes, procedures, and expectations of the state board. In addition, new members will be briefed on the technology uses and legal/ethical issues that may come before the board.

WYOMING
DEPARTMENT OF EDUCATION

Creating Opportunities for Students to Keep Wyoming Strong

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On the Web
edu.wyoming.gov
wyomingmeasuresup.com

MEMORANDUM OF INFORMATION

TO: Wyoming State Board of Education
FROM: Jo Ann Numoto, Program Manager
Court Ordered Placement of Students and Medically Necessary Placement of Students
DATE: January 31, 2017
RE: Update of Previously Approved Provider

Institution Name: Children's Home Society of South Dakota/Black Hills Children's Home/Owen School
Institution Address: 24100 S. Rockerville Road; Rapid City, South Dakota 57702

The Black Hills Children's Home was approved previous to 2008 by the Wyoming State Board of Education (SBE); however, several years have passed since they have had a Wyoming student placed at their facility. Black Hills Children's Home contacted the Wyoming Department of Education (WDE) and both the Black Hills Children's Home and WDE agreed to a modified review. A shortened review was conducted on July 28, 2016.

Black Hills Children's Home is a Psychiatric Residential Treatment Facility (PRTF) serving male and female children, ages 4-14 and has provided WDE its updated certifications, licenses, and accreditations. Black Hills Children's Home's Wyoming vendor number continues to be active.

Black Hills Children's Home/Owen School currently employs five (5) general/special education teachers, seven (7) teacher assistants, one behavior specialist, one recreation coordinator, and one cultural coordinator. Most of the students are placed due to emotional and behavioral difficulties—associated with trauma, abuse, or neglect.

The recommended request: The State Board of Education accepts this memorandum as submitted and the memorandum serves to confirm that the Black Hills Children's Home/Owen School continues to be a SBE/WDE approved facility.

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ACTION SUMMARY REVIEW
STATE BOARD of EDUCATION

November 2016

ISSUE:

Wyoming State Statutes 21-13-315 and 21-13-336 require the Wyoming Department of Education (WDE) to adopt reasonable rules prescribing minimum standards and allowable costs for educational program services in support of Court Ordered Placement of Students and medically necessary placed youth in Psychiatric Residential Treatment Facilities (PRTF). Chapter 14, State Board of Education Rules and Regulations, lists these minimum standards. For new facilities, written verification of information provided to the WDE and an on-site review are required. WDE representative Jo Ann Numoto reviewed Eastern Idaho Medical Center/Behavioral Health Center/Teton Peaks Academy on November 9, 2016. Documentation is on file at the WDE; the State Board of Education reviews this information, and either approves or denies the applicant.

BACKGROUND & KEY FACTS:

Eastern Idaho Medical Center/Behavioral Health Center/Teton Peaks Academy (Teton Peaks) is located at 2280 E. 25th Street, Idaho Falls, Idaho. The Behavioral Health Center holds accreditation from The Joint Commission on Accreditation of Healthcare Organizations (JCAHO, the Joint Commission), effective till June 2019. The Behavior Health Center is licensed as a Children's Residential Care Facility by the Idaho Department of Health and Welfare, effective till August 2017. The Teton Peaks Residential Treatment Center accepts co-ed adolescents between the ages of twelve to eighteen (12-18) who have emotional, mental, or behavioral issues that cannot be adequately treated in the existing home or school environment; including adolescents who have not responded to other intensive therapeutic interventions such as outpatient care or acute hospitalizations.

Teton Peaks Academy operates in partnership with the Bonneville Online High School, through a Memorandum of Agreement between the Behavioral Health Center and the Bonneville Joint School District 93, Idaho Falls, Idaho. As a part of the local school district, Teton Peaks Academy follows the District 93 school calendar, its curriculum, is accredited by the Northwest Accreditation Association/AdvancED, and employs a full-time teacher certified by the Idaho Department of Education in the Exceptional Child (Special Education) area.

SUGGESTED MOTION:

Recommend that the State Board of Education (SBE) designate the Eastern Idaho Medical Center/Behavioral Health Center/Teton Peaks Academy as an approved facility for court ordered placement of students, medically necessarily placed to PRTFs, and subsequent educational payments pursuant to Wyoming Statutes 21-13-315 and 21-13-336.

SUPPORTING DOCUMENTATION IS FOUND ON FILE AT THE WDE, HATHAWAY BUILDING, SECOND FLOOR.

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

COMMENTS:

_____

_____

_____

WYOMING
STATE BOARD
OF EDUCATION

ACTION SUMMARY SHEET

DATE: February 14, 2017

ISSUE: Election of Board Officers

BACKGROUND: In accordance with Wyoming Statute §21-2-301, a meeting shall be held in the first quarter of the calendar year at which a chairman will be elected.

SUGGESTED MOTION/RECOMMENDATION: It is recommended that the Wyoming State Board of Education offer vote for the positions of Chairman, Vice-Chairman and Treasurer.

SUPPORTING INFORMATION ATTACHED:

PREPARED BY: Chelsie Oaks

Chelsie Oaks, Executive Assistant

ACTION TAKEN BY STATE BOARD: _____DATE:_____

COMMENTS: