



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.

March 23, 2017 Platte CSD #1 Board Room 1350 Oak Street Wheatland		
11:00 a.m.	Lunch	
11:30 a.m.-12:00 p.m.	State Board of Vocational Education	
	<ul style="list-style-type: none"> • Call to order • Pledge of Allegiance 	
	<ul style="list-style-type: none"> • Approval of agenda 	Tab A
	<ul style="list-style-type: none"> • Minutes - February 14, 2017 	Tab B
	Discussion Items: <ul style="list-style-type: none"> • Perkins Grant Letter and Budget Review 	
	Adjourn the State Board of Vocation Education	
12:00 p.m.-12:15 p.m.	State Board of Education	
	<ul style="list-style-type: none"> • Call to Order 	
	<ul style="list-style-type: none"> • Approval of Agenda 	Tab C
	<ul style="list-style-type: none"> • Minutes - February 13-14, 2017 	Tab D
	<ul style="list-style-type: none"> • Treasurer's Report 	Tab E
12:15 p.m.- 12:30 p.m.	Wyoming State Superintendent Update	Tab F
12:30 p.m.- 5:30 p.m.	Board Reports and Updates-	
	<ul style="list-style-type: none"> • Math Standards Review Process 	Tab G
	<ul style="list-style-type: none"> • Off-Cycle Review of Standards Options 	Tab H
	<ul style="list-style-type: none"> • Chapter 31 Discussion 	Tab I
	<ul style="list-style-type: none"> • Equity Plan 	Tab J
	<ul style="list-style-type: none"> • WAEA Discussion 	Tab K
5:30 p.m.	Recess the State Board of Education	
March 24, 2017 Platte CSD #1 Board Room 1350 Oak Street		

Wheatland		
8:00 a.m.- 9:00 a.m.	Tour of Local High School	
9:00 a.m.	Reconvene the State Board of Education	
9:00 a.m.- 10:30 a.m.	Continuation of Board Reports and Updates <ul style="list-style-type: none"> • Legislative Update & Interim Topics • SBE Duties Timeline/Calendar • Phase II Leader Accountability • SBE Policies 26 & 27 • New SBE Member Training in April 	Tab L
		Tab M
		Tab N
		Tab O
		Tab P
10:30 a.m.- 10:45 a.m.	SBE Committee Reports: <ul style="list-style-type: none"> • Communications Committee • Administrative Committee 	Tab Q
		Tab R
10:45 a.m. - 12:00 a.m.	<u>Action Items:</u> <ul style="list-style-type: none"> • SBE Policies 26 & 27 • Chapter 31 Rules • Alternative Calendars 	Tab S
		Tab T
		Tab U
	Other issues, concerns, discussion, public comment:	
	Adjourn	

**ACTION SUMMARY SHEET
STATE BOARD OF VOCATIONAL EDUCATION**

DATE: March 23, 2017

ISSUE: Approval of Agenda

BACKGROUND:

SUGGESTED MOTION/RECOMMENDATION:

To approve the Agenda for the March 23, 2017 meeting.

SUPPORTING INFORMATION ATTACHED:

- Agenda

PREPARED BY: *Chelsie Oaks*
Chelsie Oaks, Executive Assistant

APPROVED BY: _____

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

COMMENTS:



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	Adjourn	

**ACTION SUMMARY SHEET
STATE BOARD OF VOCATIONAL EDUCATION**

DATE: March 23, 2017

ISSUE: Approval of Minutes

BACKGROUND:

SUGGESTED MOTION/RECOMMENDATION:

To approve the minutes from the February 14, 2017 meeting.

SUPPORTING INFORMATION ATTACHED:

- Minutes from February 14, 2017

PREPARED BY: *Chelsie Oaks*
Chelsie Oaks, Executive Assistant

APPROVED BY: _____

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

COMMENTS:

WYOMING STATE BOARD OF VOCATIONAL EDUCATION

February 14, 2017

2300 Capitol Ave, Hathaway Building

Basement Conference Room

Cheyenne, Wyoming

Wyoming State Board of Education members present: Pete Gosar, Ken Rathbun, State Superintendent Jillian Balow, Sue Belish, Nate Breen, Scotty Ratliff (via GoToMeeting), Robin Schamber, Kathryn Sessions, Jim Rose, Walt Wilcox and Belenda Willson

Members absent: Hugh Hageman, Kathy Coon,

Also present: Chelsie Oaks, WDE; Lisa Weigel, WDE; Thomas Sachse, SBE Coordinator; Mackenzie Williams, Attorney General's Office (AG); Katherine Leuschel, Attorney General's Office (AG); Kathy Schuerman, WEA;

CALL TO ORDER

Chairman Pete Gosar called the meeting to order at 8:02 a.m.

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

APPROVAL OF AGENDA

Nate Breen, moved to approve the agenda, seconded by Sue Belish; the motion carried.

APPROVAL OF MINUTES

Minutes from the August 18, 2016 State Board of Vocational Education meeting were presented for approval.

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

DISCUSSION

Guy Jackson, CTE Supervisor, congratulated the board on its 100th anniversary. Guy noted that the Governor will be signing a proclamation for February to be the official Career and Technical Education month.

PERKINS IV SECONDARY AND POST SECONDARY STATE REPORTS

Guy Jackson reviewed the Wyoming CTE fact sheet on secondary and postsecondary reports. He shared that there are eight districts that do not take Perkins funding. All of the eight districts are small and they do not feel the amount of accountability would be worth the amount of funds they would receive.

Lastly, Guy shared that the WDE has not received the final monitoring visit report but once they do he will bring it before the board to share.

The State Board of Vocational Education adjourned at 8:41 a.m.



ACTION SUMMARY SHEET

DATE: March 23, 2017

ISSUE: Approval of Agenda

BACKGROUND:

SUGGESTED MOTION/RECOMMENDATION:

To approve the Agenda for the March 23-24, 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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ACTION SUMMARY SHEET

DATE: March 23, 2017

ISSUE: Approval of Minutes

BACKGROUND:

SUGGESTED MOTION/RECOMMENDATION:

To approve the minutes from the State Board of Education meeting on February 13-14, 2017

SUPPORTING INFORMATION ATTACHED:

- Minutes of February 13-14, 2017

PREPARED BY: Chelsie Oaks

Chelsie Oaks, Executive Assistant

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

COMMENTS:

WYOMING STATE BOARD OF EDUCATION
February 13-14, 2017
2300 Capitol Ave, Hathaway Building
Basement Conference Room
Cheyenne, Wyoming

Wyoming State Board of Education members present: Pete Gosar, Ken Rathbun, State Superintendent Jillian Balow, Sue Belish, Nate Breen, Scotty Ratliff (via GoToMeeting), Robin Schamber, Kathryn Sessions, Jim Rose, Walt Wilcox (via GoToMeeting 2/13), and Belenda Willson

Members absent: Hugh Hageman, Kathy Coon,

Also present: Chelsie Oaks, WDE; Lisa Weigel, WDE; Thomas Sachse, SBE Coordinator; Mackenzie Williams, Attorney General's Office (AG); Katherine Leuschel, Attorney General's Office (AG); Jill Stringer, WDE; Jessica Steinbrenner, WDE; Laurie Hernandez, WDE; Laurel Ballard, WDE; Kathy Schuerman, WEA; Jo Ann Numoto, WDE.

February 13, 2017

CALL TO ORDER

Chairman Pete Gosar called the meeting to order at 8:09 a.m.

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

APPROVAL OF AGENDA

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

APPROVAL OF MINUTES

Minutes from the January 12-13, 2017 State Board of Education meeting were presented for approval.

Kathryn Sessions moved to approve the minutes as presented, seconded by Ken Rathbun; the motion carried.

TREASURER'S REPORT

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

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

WYOMING STATE SUPERINTENDENT UPDATE

State Superintendent, Jillian Balow, passed out information on Random Acts of Kindness Week which runs through February 19th.

WYOMING STATE ASSESSMENT PROPOSALS DISCUSSION AND ACTION

Laurie Hernandez and Jessica Steinbrenner, WDE, presented on the process that was used for the Wyoming State Assessment request for vendor proposal review and interviews, including the overall timeline, the committee meeting schedules. Laurie Hernandez made special mention that each committee meeting ended in a consensus check.

Kathryn Sessions testified to being on a committee and the processes that were used to come to a consensus recommendation.

Sue Belish moved for the Wyoming State Board of Education to enter into an executive session for the discussion of confidential materials, Jillian Balow seconded; the motion carried at 9:26 a.m.

The board returned from executive session at 12:14 p.m.

Jillian Balow commented that data security was very important when considering an assessment vendor and that the WDE feels very confident that any contracts it enters into it will keep technology and security in the forefront.

Sue Belish asked if and when the cost of vendors were assessed by the committees.

Laurie Hernandez responded that the committees did not see the cost proposals until after all the technical ratings were given. Cost was 20% of the rubric.

Belenda Willson thanked Laurie on how very thorough the process was and the WDE for keeping the proprietary information private and also incorporating the Wyoming Assessment Task Force Recommendations.

Laurie Hernandez requested the two recommendations through consensus from the request for proposals review committees be approved. The committees recommended to contract with AIR for the Grades 1-10 assessment system and a continued contract with ACT to provide both the ACT and WorkKeys assessments.

Sue Belish moved to approve AIR as the vendor for the grades 1-10 assessment system, Ken Rathbun seconded.

Board members briefly discussed their confidence in the process and the RFP committee's recommendations.

The motion carried.

Jillian Balow moved that the board approve a contract with ACT to provide both the ACT and WorkKeys assessments, Sue Belish seconded; the motion carried.

BOARD REPORTS AND UPDATES

Legislative Updates and Tasks

Tom Sachse SBE Coordinator, reviewed the memo provided in the meeting packet and gave additional detail that pertained to the SBE.

Board members discussed having a meeting with legislators this summer to review the process behind creating new standards from statute.

SBE Duties Timeline/Calendar

Tom Sachse presented the SBE duties in the updated document in the Google Docs. Tom will provide the board with a timeline in the March meeting.

New Member Training and Policies

SBE Coordinator, Tom Sachse, reviewed a draft agenda for a new member board training. Tom was hoping that the training would take place in April.

Lisa Weigel, WDE Liaison, suggested the WDE organization chart and a review of structure be included in the training.

Sue Belish requested that the training be held in Cheyenne and have Laurie Hernandez review all the different processes around standards to the new members.

Nate Breen suggested that Sue Belish be a part of the facilitation of the new member training.

Jillian Balow suggested that the Governors New Board Member Training guide be used with the new members as well.

Robin Schamber recommended that all new members receive everyone's contact information as soon as possible.

Tom Sachse then reviewed the proposed language for the new State Board Policy 28 around new member training.

Members discussed the benefits of having a member mentor for new members and the possibility of having the National Association of State Boards of Education to come and provide training as well.

SBE Meeting Schedule

A calendar of proposed dates for the next year was presented to the board by Tom Sachse. Tom noted that the same formula was used in the previous year.

Sue Belish mentioned that the November meeting is always a struggle for some board members to attend.

Walt Wilcox suggested that the board wait until the new members are appointed before they set the meeting schedule for the next year and also that the board offer a poll around the November meeting.

Chapter 6 & 10

Lisa Weigel, WDE Liaison, reported that an internal work session was held at the WDE around these chapters and there are some obvious things that need to be revised. Additionally, Lisa updated the board around the Chapter 31 Rules on graduation requirements and that all the comments will come before the board in the March SBE meeting.

Sue Belish asked if the legislative cuts at the department would affect accreditation.

Lisa Weigel responded that the department has had discussions around the cuts and that it is looking into contracts to see if they can cut back and do more work internally. Also, the department is hearing from districts that they would like more technical assistance around the District Assessment Systems and Shelly Andrews, WDE, has started that work. This work is in addition to the Statewide System of Support.

Every Student Succeeds Act (ESSA)

Brent Bacon, Chief Academic Officer WDE, presented the highlights around ESSA and reviewed the current draft ESSA state plan. In January the WDE notified the United State Department of Education (USDE) that it will be planning to submit the plan in July. The WDE is currently focused on making the plan as cohesive and coherent as possible.

Brent noted that last week the United State House repealed the ESSA requirements, the WDE is waiting to see how that will play out and will kept the board updated. Lastly, Brent added that information on sign up for the ESSA review committees will be shared.

Math Standards Review Process Follow-Up

Jill Stringer, WDE, reviewed the math standards review timeline and process that included the goals and objectives. Also, Jill shared the six standards committee options and the survey data results on educator input on the current 2012 math standards.

Jillian Balow requested that pulling some members from the science standards review committee onto the math standards committee be considered.

Digital Learning Plan

Laurel Ballard, WDE, presented the digital learning plan. The last plan expired in 2013, so getting an updated plan is a priority. Laurel noted that studies are finding that students do better with digital learning than with a regular textbook.

Lastly, Laurel added for the new digital learning plan there is a five year implementation timeline and districts will be able to use federal E-Rate funding.

Student Board Member

The board discussed the desire, logistics, and highlights of having a student board member.

Sue Belish liked the idea, but the board needs to make sure it's purposeful on what it expects of these students.

The board asked Tom Sachse to look into different states that have student board members and how having a student member is working for them.

Board recessed at 4:55 p.m.

FEBRUARY 14, 2017

State Board of Education reconvened at 8:41 a.m.

SBE COMMITTEE REPORTS

Communication Committee

Ken Rathbun updated that this committee had met earlier in the week and reviewed Kelly Pascal Gould's invoice with the board. Ken asked that the board begin thinking about the necessity of a new contract with Pascal Public Relations.

Tom Sachse and Ken Rathbun both testified to Kelly's work being beneficial to the board.

Administrative Committee

Sue Belish updated the board that the committee had met and that it has been consistently meeting once a month. Pete Gosar clarified that the administration committee is responsible for monitoring the SBE coordinator contract and that the communications committee is responsible for monitoring the Pascal Public Relations contract.

New Committees

Tom Sachse reviewed his memo that was provided in the meeting packet on the possible structures of five SBE committees. The board discussed the need of each committee. Tom will bring further descriptions on a budget, legislative, communications and administrative committees at the next meeting.

SBE POLICY 28

Sue Belish moved to approve the adoption of the proposed SBE policy 28 on new member training and that the policy be adopted as follows:

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 and that every effort will be made to pair new board members with experienced members.

Ken Rathbun seconded; the motion carried.

RECOMMENDATION OF COURT ORDERED PLACEMENT OF STUDENTS

Jo Ann Numoto, WDE, presented on the Black Hills Children's Home and that this facility 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.

Nate Breen moved that the State Board of Education accept the 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. Seconded by Kathryn Sessions; the motion carried.

Jo Ann Numoto, WDE, presented the Eastern Idaho Medical Center/Behavioral Health Center/Teton Peaks Academy as an approved facility for court ordered placement of students.

Kathryn Sessions moved 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. Seconded by Sue; the motion carried.

ELECTION OF OFFICERS

Pete Gosar called for any floor nominations from the board, hearing none, ballots were passed out for members to complete.

After ballots were collected and tallied Mackenzie Williams, SBE attorney, reported that by majority vote Walt Wilcox would serve as board chairman, Sue Belish as vice-chair and Ken Rathbun as treasurer.

The new officers were congratulated and took the oath of office administered by Pete Gosar.

Lastly, members reminisced about serving on the board with the outgoing members Pete Gosar, Kathy Coon, and Hugh Hageman.

PUBLIC COMMENT

Diana Clapp, Superintendent of Fremont CSD #6, thanked the members for their thoughtful approval for a vendor for the state assessment systems. Additionally, she will be in attendance to more State Board of Education meetings.

Kathy Schuerman, Wyoming Education Association, thanked that outgoing members for the many hours they had put into the board.

NEXT MEETING

The Board's next meeting will take place in Wheatland March 23-24, 2017

The meeting adjourned at 10:30 p.m.



ACTION SUMMARY SHEET

DATE: March 23, 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 14 March 2017

DESCRIPTION	BUDGETED	EXPENDED	ENCUMBERED	REMAINING BALANCE	Percentage
Personal Services (0100 series)					
[App Unit 001]	60,000.00	22,029.78		37,970.22	63.28%
Supportive Services (0200 series)					
[App Unit 001]	127,275.00	39,566.89		87,708.11	68.91%
Data Processing Charges (0400 series)					
[App Unit 001]	5,737.00	1,430.73		4,306.27	75.06%
Professional Services (0900 series)					
[App Unit 001]	50,794.00	555.00		50,239.00	98.91%
	243,806.00	63,582.40	0.00	180,223.60	73.92%
Professional Services (0900 series)					
[App Unit 009]	145,848.00	22,189.00	17,811.00	105,848.00	72.57%
	145,848.00	22,189.00	17,811.00	105,848.00	72.57%
TOTAL	389,654.00	85,771.40	17,811.00	286,071.60	73.42%



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: March 15, 2017

To: State Board of Education

From: Dicky Shanor, Chief of Staff
Kari Eakins, Communications Director

Subject: Education Accountability Survey

As part of the required stakeholder outreach and engagement for development of the consolidated State plan for the Every Student Succeeds Act, an online survey was conducted on education accountability on February 24, 2017. Stakeholder groups which received the survey included business and industry partners, cities, towns, and counties, the Wyoming Education Association, the Wyoming School Boards Association, the Wyoming Association of School Administrators, student organizations, Career and Technical educators, post-secondary educators, and Tribal business councils.

The survey had 550 responses. The data and comments from the survey are currently being analyzed so as to provide input to the State Board of Education and the Internal Design Team. The results will assist in the development of the plan.

If you have any questions, please contact me at kari.eakins@wyo.gov or 307-777-2053.



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DEPARTMENT OF EDUCATION

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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

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Riverton, WY 82501
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Fax: (307) 857-9256

On the Web

edu.wyoming.gov
wyomingmeasuresup.com

March 16, 2017

To: Chairman Wilcox and State Board of Education Members

From: Dicky Shanor, WDE Chief of Staff

Re: State Superintendent Update

Dear Chairman Wilcox and Board Members,

First, welcome to the new board members! I look forward to working with you all. And on the topic of work, we have a lot to get done this interim! Here are some thoughts I wanted to share with you for this meeting:

Legislative Session

This was a tough session by all accounts and as you are abundantly aware, education funding is at the heart of our state economic crisis. Aside from the funding discussions, there was a considerable amount of education legislation. Two big things we will be working on together in the near future are setting interim and long term accountability goals and creating a post-secondary readiness indicator and looking at state standards in an effort to enhance our educational programming around Native American history and culture. We will be having a robust discussion on the post-secondary readiness indicator this meeting as our timeline to turn that into the U.S. Department of Education is rapidly approaching.

ESSA State Plan

The new U.S. Secretary of Education kept the same timelines for each state department of education to submit its ESSA state plan. Ours will be submitted in mid-September. We will be asking a member of your board to start sitting in on our Internal Design Team meetings to finalize the plan in these coming months.

AdvancED CIC

Recently Superintendent Balow and I spoke at the AdvancED continuous improvement conference in Casper. The Superintendent shared comments about where we are headed with ESSA and legislative items, as well as some of the happenings at the department. I want to share with you the message I spoke about, and it is the role of public education in the future of Wyoming. When we talk about diversifying our economy, dealing with funding shortfalls, and just the future of our state in general, we must discuss the importance of a solid public education system to our economy. It is not only the pipeline for our future workforce and leaders and

the system that molds our children into adults, but a critical selling item when we try to recruit businesses and young professionals to reside in our state. The first thing every realtor is asked by a young family when they are looking at moving to a community is “what school will my children attend?” It is important that we as education leaders, when speaking to those outside of education, really send this message of the great economic import of a high functioning public school system.

WDE Division Update-Individual Learning and School Support

The Individual Learning division has recently submitted the Annual Performance Report to the Office of Special Education Programs. They are also in the draft stages of submitting the Part B application to request federal funds. Multi-tiered systems of support (MTSS) work is on-going and well received by the district teams that are participating. A small internal team is deploying a pilot project that we predict will directly impact third grade reading scores of students receiving reading instruction within the resource room. This project is part of the State Systemic Improvement Plan.

The School Support division’s nutrition team has their USDA Child Nutrition Programs in full swing. Currently the nutrition team is providing technical assistance and reviewing the lunch and breakfast programs that are in place within schools and the child care centers around the state. The Fresh Fruit and Vegetable program is active in many elementary schools, giving children an opportunity to try new fruits and vegetables and learn about them through nutrition education.

“Farm to School” is alive and well in Wyoming. From procuring local products to planting gardens, the Wyoming Department of Education supports this program and we are very excited about all of the local foods that are being served in the USDA Child Nutrition Programs. With snow outside, it might seem that the Summer Food Service Program is in hibernation, but plans are underway to explore additional sites and sponsors to feed children during the summer. Feeding a child nutritious food is the foundation to that child learning. The child nutrition programs reimbursed over 17 million meals and snacks last year in Wyoming alone and brought over 25 million federal dollars into the state to supplement schools and sponsors in their efforts to provide good nutrition to their children.

Open Range

The Wyoming Department of Education is partnering with the Wyoming State Libraries, University of Wyoming, Wyoming Community Colleges, Wyoming Curriculum Directors Association, and Wyoming public school district representatives to create and maintain a statewide repository of openly-licensed educational resources which will support Wyoming school districts and educators as they make the transition to the use of high-quality, openly-licensed educational resources in their schools.

See you next week.

Sincerely,
Dicky



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Jillian Balow

Superintendent of Public Instruction

Dicky Shanor

Chief of Staff

Brent Bacon

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On the Web

edu.wyoming.gov
wyomingmeasuresup.com

Date: March 15, 2017

To: State Board of Education

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

Subject: Mathematics Standards Review

The WDE Standards Team created and released a survey last October to collect educator feedback on the current 2012 Wyoming Mathematics Standards. To date, 221 responses have been collected. In this survey, educators are able to select specific grade levels, view the benchmarks for each grade level, and comment with any concerns or feedback. The WDE has also reached out to post-secondary educators to collect comments on the current standards, as well as the general public. The public is encouraged to complete the [Public Input Survey on 2012 Math Standards](#).

The WDE has announced a Call for Participants to form a Standards Review Committee to include parents, business members, and educators, both K-12 and post-secondary. Those interested in serving on this committee should complete the [Call for Participants Survey](#), which closes at 11:59 p.m. on April 11, 2017. The 40-45 members of this review committee will be contracted for work to begin late spring. Before the committee meets, the WDE will host regional community input meetings. Information from these meetings and from online input will be shared with the review committee as they start their review of the current standards and determine the direction of the committee work.

If you have any questions, please contact our Math Consultant at Jill.Stringer@wyo.gov or (307)777-5036.



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MSRC Update

**SBE Meeting
March 23, 2017**



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

Math/STEM Consultant

jill.stringer@wyo.gov

(307) 777-5036

Math Standards Review 2016-2018



Oct. 2016 -
Apr. 2017

- Gather input from educators (survey) on the 2012 Wyoming Mathematics Standards (currently have 221 responses)



Jan.-Mar.
2017

- Gather input from the general public (survey) on the 2012 Wyoming Mathematics Standards
- Call for participants for the Math Standards Review Committee (MSRC)
- Gather input from higher education (survey) on 2012 math standards
- Participation survey for higher education math standards review meeting



April
2017

- Select MSRC members and set up MOUs/contracts
- Coordinate and communicate meeting logistics
- Higher education meeting to review 2012 Math Standards and compile input for MSRC

Apr.-May
2017

- Gather community input through survey (for MSRC consideration)
- Host 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

Math Standards Review Updates

WYOMING
DEPARTMENT OF EDUCATION



- Information on Math Standards Review
<https://edu.wyoming.gov/educators/standards/standards-review/>
 - Survey for Public Input
 - Call for Participants for MSRC
 - Regular updates throughout process
- Supt's Memo - Call for Participants for MSRC
- Press Release - Call for Participants for MSRC
- Survey for higher education educators interested in meeting to review Math Standards
 - Survey for meeting members to provide information with concerns about math standards
 - Gap Analysis
 - Capture feedback for MSRC consideration about college readiness, remediation, and transition



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QUESTIONS



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Math/STEM Consultant

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Date: March 15, 2017

To: State Board of Education

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

Subject: Off-Cycle Standards Review & Petition of Rules

The State Board has had discussions around what requests would constitute the opening of the standards review process and has asked the WDE to assist with developing a process for the public to petition to promulgate, amend, or repeal rules per [W.S. 16-3-106](#).

A draft version was viewed by the Board members at their January meeting to gather feedback on the form and the process. Those edits were made and the new draft form can be found on the next page. The Board will be able to give additional feedback on this form and the process, and will be able to make determinations in consultation with WDE leadership related to W.S. 16-3-106.

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

Petition of Rules - Wyoming Department of Education and/or State Board of Education

NAME:

EMAIL:

DATE:

Authority: W.S. 16-3-106. Petition for promulgation, amendment or repeal of rules.

Any interested person may petition an agency requesting the promulgation, amendment or repeal of any rule and may accompany his petition with relevant data, views and arguments. Each agency may prescribe by rule the form of the petition and the procedure for its submission, consideration and disposition. Upon submission of a petition, the agency as soon as practicable either shall deny the petition in writing (stating its reasons for the denials) or initiate rulemaking proceedings in accordance with W.S. 16-3-103. The action of the agency in denying a petition is final and not subject to review.

Directions: Petitioning for the promulgation, amendment, or repeal of rules

This process is intended to petition rules, not state statute. Proposed rule changes that are in conflict with current Wyoming Statute (W.S.) cannot be approved through this process. If this is the case, please contact your local legislator(s). [Title 21 is Education]

Please choose the reason for your petition.

- | | | |
|---|--|--|
| <input checked="" type="checkbox"/> X
<input type="checkbox"/>
<input type="checkbox"/>
<input type="checkbox"/> | Promulgate new rules for W.S.
Amend rules for Chapter #
Repeal rules for Chapter # | W.S./Ch. #
<input type="text"/>
<input type="text"/>
<input type="text"/> |
|---|--|--|

[Link to Find Current Legislators](#)
[Link to Wyoming State Statutes](#)
[Link to Current Rules](#)

Promulgating rules means to put law into action and make known publicly.
 Amending rules means to improve or remove errors/defects and leads to promulgation.
 Repealing rules means to put an end to them.

Briefly describe your concern with the rules and/or statute if appropriate, including your reason for this petition and the desired change.

Clearly describe how this change will impact students, teachers, schools, and/or the community at large. Data, facts, and evidence to support your claims are required. Attach documents as needed.

[Processes and procedures are described on the next page.](#)

Process for Submitting Form:

[Education - Ch. 3 Section 5\(a\)](#)

1. Complete this petition form and attach evidence.
2. Submit form and documents online at <https://edu.wyoming.gov/XXX>

or mail/hand deliver to:

WDE - c/o Communication Team 2300 Capitol Avenue 2nd Floor, Hathaway Building Cheyenne, WY 82002

Process for Agency/SBE Review:

1. Petition will be shared with all appropriate WDE/SBE members within 30 calendar days of submission.
2. If the request falls under the purview of the SBE, this petition will be added to the agenda for the next available meeting.
3. The petitioner will be notified of next steps including information on any public meetings.
4. All appropriate members will review and discuss this petition within 60 days of receiving the petition and appropriate documents.

Process for Agency/SBE Reply to Petitioner:

The petitioner will be notified of the decision or the next steps being initiated for this request.

* If the petition is approved, the timeline of rules promulgation will commence within 30 days. The rules promulgation process includes a public comment period of at least 45 days before final determinations are made.

Internal Use Only:

This request requires additional information or discussion with appropriate stakeholders to determine the needs expressed.

- School districts
- General Public
- Legislators
- Other:

This petition is rejected due to:

- The request is in conflict with Wyoming State Statute.
- The request is not relevant to the Rules/W.S. referenced in the petition.
- The request is preferential only and was not based on relevant data/information.
- See the SBE motion below
- Other:

Signature Date

This petition is approved and the following action will be taken:

- Rules will be written and promulgated.
- Rules will be amended as requested and will go through the promulgation process.
- Rules will be amended with WDE edits and promulgated.
- Rules will be amended with SBE edits and promulgated. (see motion below)
- Rules will be repealed as requested.

Signature Date

SBE motion on _____
Date of meeting & motion

SBE Motion



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MEMORANDUM

To: State Board of Education

From: Lisa Weigel, Chief Policy Officer

Date: March 24, 2017

RE: Agenda Item Overview

Meeting Date: March 23-24, 2017

Agenda Item: Chapter 31 Rules

Item Type: Action: Informational:

Background:

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.

During the 60-day public comment period, which closed on March 3, 2017, a total of ninety (90) comments were received related to the proposed revisions to **these rules**. The comments and proposed responses have been grouped by theme and are attached for the State Board's review.

After taking the comments into consideration, the State Board of Education has the option to adopt the Chapter 31 rules as proposed, adopt the rules with non-substantive changes, or withdraw the proposed rules altogether.

Statutory Reference (if applicable):

2015 SEA No. 87 (2015 Session Laws, Chapter 179)

Fiscal Impact:

None noted

Supporting Documents/Attachments:

- Chapter 31 Statement of Reasons
- Chapter 31 Strike & Underscore
- Chapter 31 Clean
- Chapter 31 Public Comments w/Proposed Responses

For questions or additional information about Chapter 31 and the rules promulgation process, please contact Julie Magee at 307.777.8740 or julie.magee@wyo.gov.

(Proposed motions are on the next page)

Suggested Motion/Recommendation:

- Option 1: “I move to adopt the Chapter 31 rules as proposed.”
- Option 2: “I move to adopt the Chapter 31 rules with non-substantive changes.”
- Option 3: “I move to withdraw the Chapter 31 rules as proposed.”

Action taken by the State Board of Education:

Wyoming Graduation Requirements

Chapter 31

STATEMENT OF REASONS

2015 SEA No. 87 (2015 Session Laws, Chapter 179) eliminates the requirement that the State Board of Education (SBE) rules require that a high school diploma provide an endorsement level (tiered diploma) on the student’s transcript and eliminates the district assessment system (DAS) annual review and reporting requirement. During the past ten months, emergency rules eliminating the tiered diploma endorsement requirement and the district assessment system annual reporting and review requirement have been approved by the Governor. However, through consultation with members of the Governor’s staff, the Attorney General’s Office staff, and the Legislative Services Offices staff, we recognized that more comprehensive revisions were necessary to address the requirements in the law. The iteration of Chapter 31 presented here is intended to meet the will of the legislature to remove unnecessary complexity for the school districts, honor the requirement to provide students with an “equity of opportunity” during their educational experience, and recognize the authority of each school district to decide the method(s) through which the requirements herein are met.

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

This rule has two primary substantive sections:

Section 4 – High School Diploma Requirements

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

The statutory requirement for course completion as measured by the district assessment system has been addressed by providing districts with four (4) choices in measurement approaches that represent widely-established methods for using assessment data in determining when a student should be awarded course credit: 1) course-based, 2) course-based with common assessments, 3) common assessments – stand alone, and 4) a mixed model approach for measurement through the district assessment system. These options support the SBE’s objective of providing flexibility at the district level in order to demonstrate adherence to this statutory requirement. This menu of options was developed by the Department with

significant input from district representatives more than eight (8) years ago, and were codified in the District Assessment System Handbook (2008). Because these approaches have been recognized by the Department, detailed in Department guidance and related materials on district assessments, and used by local school districts for some time, the level of detail provided in this rule is sufficient to guide district policy.

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

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

Students entering high school are not initiating their education for the first time in a 9-12 system; instead, they are continuing their educational experience in a comprehensive K-12 system. Therefore, the Standards for Graduation are based, in part, on the acquisition of knowledge and skills that logically rely upon the foundations for learning acquired throughout a student's entire K-12 experience, including high school. In order to provide such foundations and to ensure an educational program is in compliance with W.S. 21-3-110(a)(xv), it is incumbent upon local school boards to align curriculum, assessment, and instruction to the Uniform Student Content and Performance Standards. The requirements for receipt of a high school diploma set out in this rule compel local boards of trustees and district leaders to develop a strong working knowledge of the Uniform Student Content and Performance Standards and the expectations established therein for what students should know and be able to do at the end of each grade level, where applicable, including by the time they graduate. Additionally, W.S. 21-2-304(a)(iii) directs school districts to identify and provide courses which students must complete to earn a high school diploma, develop and implement assessments to measure student learning, and establish minimum thresholds for student performance as evidence that the standards have been met.

Performance level descriptors provided in the Uniform Student Content and Performance Standards help teachers determine where students are performing in relation to the standards and include expectations through 12th grade. The following excerpts from the Uniform Student Content and Performance Standards, which can be found [here](#), are examples of how they incorporate expectations of what students should know and be able to do by the time they graduate high school:

1. 2012 Wyoming Mathematics Content and Performance Standards

- The Standards for Mathematical Practice are embedded at every grade level to establish habits of mind which will empower students to become mathematically literate (p. 3).
- The Standards for Mathematical Content are grade-level specific kindergarten through grade eight and conceptual category specific in high school. They provide a scaffold that allows students to become increasingly more proficient in understanding and using mathematics with a steady progression leading to college and career readiness by the time students graduate from high school (p. 3). The mathematical standards for high school are provided on pp. 58-83.
- Performance Level Descriptors help teachers judge where students are performing in relation to the standards. They describe student performance at various levels of proficiency. To consider a standard as “met”, students are required to perform at the “proficient” level (p. 3). Performance Level Descriptors are provided on page 5.
- Each grade level in the K – 8 standards is prefaced with an explanation of instructional focus areas for that grade level. Each conceptual category in the high school standards is prefaced with an explanation of the implication of that category to a student’s mastery of mathematics. Making mathematical models is a Standard for Mathematical Practice, and specific modeling standards appear throughout the high school standards indicated by a star symbol (★).

2. 2016 Wyoming Science Content and Performance Standards

- The standards . . . provide the necessary foundation for local school district decisions about curriculum, assessments, and instruction. Implementation of the new standards will better prepare Wyoming high school graduates for the rigors of college and/or careers. In turn, Wyoming employers will be able to hire workers with a strong science and engineering base – both in specific content areas and in critical thinking and inquiry-based problem solving. (p. 3)
- Content Standards: Content standards define what students are expected to know and be able to do by the time they graduate. They do not dictate what methodology or instructional materials should be used, nor how the material is delivered (p. 3).
- Benchmarks: Benchmarks (also called “performance expectations” in this document) specify what students are expected to know and be able to do at the end of each of the benchmark grade levels. These benchmarks specify the skills and content students must master along the way in order to demonstrate proficiency of the content standard by the time they graduate. In this standards document, you will find these are broken out into individual grades for Kindergarten through 5th grade and then banded by grade bands for middle school/junior high school and high school grade levels (6-8 and 9-12) (p. 3).
- Students in high school continue their learning from the middle school grades to develop more complete understanding of these four areas: Physical Science, Life Science, Earth and Space Science, and Engineering, Technology, and Applications of Science. These standards and benchmarks include the most fundamental concepts of science, but are intended to leave room for expanded study in upper-level high school courses. The high school performance expectations allow high school students to explain more in-depth phenomena across the science disciplines . . . (p. 172)

3. 2012 Wyoming Language Arts Content and Performance Standards

- The Language Arts standards reflect the culmination of an extended, broad-based effort to fulfill the charge issued by the states to create the next generation of K–12 standards in order to help ensure that all students are college and career ready in literacy no later than the end of high school (p. 13).

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

4. 2014 Wyoming Social Studies Content and Performance Standards

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

During consultation, district leadership emphasized local control in designating courses meeting these requirements, with alignment to the Uniform Student Content and Performance Standards and a logical sequence and progression of instruction included in the definition of Component Completion Requirement.

Section 5 – Consultation with Local School Districts

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

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

Wyoming Department of Education
Chapter 31
Wyoming Graduation Requirements
Chapter 31

Section 1. Authority.

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

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

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

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

Section 43. Definitions.

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

(b) Common Core of Knowledge. Areas of knowledge each student is expected to acquire at levels established by the state board of education. [W.S. 21-9-101 (b)(i)] Component Completion Requirement. An element of the Standards for

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

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

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

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

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

~~(g) — School Years of English/Mathematics/Science/and Social Studies. With reference to Chapter 31, “school years” is defined as the credit earned during a school year which is synonymous with a Carnegie Unit of study that reflects the instructional time provided in a class calculated by multiplying the number of minutes a district uses for a class by the number of pupil teacher contact days in the district calendar as approved by the State Board of Education. This instructional time is usually between 125 and 150 hours in a calendar school year.~~

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

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

~~Section 5. — Wyoming Statutes.~~

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

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

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

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

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

~~Common core of knowledge:~~

~~Reading/Language Arts;~~

~~Social Studies;~~

~~Mathematics;~~

~~Science;~~

~~Fine Arts and Performing Arts;~~

~~Physical Education;~~

~~Health and safety;~~

~~Humanities;~~

~~Career/vocational education;~~

~~Foreign cultures and languages;~~

~~Applied technology;~~

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

~~Common core of skills:~~

~~Problem solving;~~

~~Interpersonal communications;~~

~~Keyboarding and computer applications;~~

~~Critical thinking;~~

~~Creativity;~~

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

Section 84. High School Diploma Requirements.

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

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

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

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

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

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

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

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

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

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

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

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

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

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

(b) Satisfactorily passing an examination on the principles of the constitution of the United States and the state of Wyoming. (W.S. 21-9-102) The district shall maintain and publish a list of courses deemed eligible to satisfy the Component

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

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

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

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

(iii) ~~General endorsement which requires a student to demonstrate proficient performance in a majority of the areas of the common core of knowledge and skills, which include language arts, mathematics, science, social studies, health, physical education, foreign language, fine and performing arts, and career/vocational education, as~~

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Section 10. — Effective Date for Graduation Requirements.

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

~~(b) — Students graduating in 2006 and thereafter shall demonstrate proficient performance on the uniform student content and performance standards for language arts, mathematics, science, social studies, health, physical education, foreign language, career/vocational education and fine and performing arts as set forth in Section 8(e) of this chapter.~~

Wyoming Graduation Requirements Chapter 31

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

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

Section 3. Definitions.

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

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

(c) **Standards for Graduation.** The standards contained within the Uniform Student Content and Performance Standards establishing a progression of student learning leading to college and career readiness by the time students graduate from high school, which include the content standards for mathematics, science, language arts, and

social studies required to be covered within courses any district offers to satisfy the Component Completion Requirement. [W.S. 21-2-304 (a)(iii)]

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

Section 4. High School Diploma Requirements.

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

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

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

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

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

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

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

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

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

(v) A description of the way in which student performance on assessments that are part of the district's assessment system, designed to measure student

performance relative to the Uniform Student Content and Performance Standards will be used as a factor in awarding course credit for receipt of a high school diploma;

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

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

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

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

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

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

(ii) Course-Based with Common Assessments. The assessments used to gauge student mastery of standards for a particular course include one or more assessments that are common across all such courses taught in the district. Common assessments are assigned a weight by the district and factored into the course grade;

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

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

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

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

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

Section 5. Consultation with Local School Districts.

(a) Within 12 months of final promulgation of these rules, each local district shall submit to the Wyoming State Board of Education and Wyoming Department of Education for review and consultation its revised policy establishing high school diploma requirements that fully adhere to Section 3 of this rule and W.S. 21-2-304(a)(iii) and (iv). Within one hundred and twenty (120) days of receipt of a local district's requirements for receipt of a high school diploma, the Wyoming State Board of Education, working through the Wyoming Department of Education, will identify any areas in which compliance with state-established requirements is in question, as well as suggestions for revisions of the local district's requirements, and shall consult with the local district on any such findings and suggestions. At its discretion, the Wyoming State Board of Education may request that any local district resubmit policy revisions for further consultation.

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

THEME	SUMMARY	PROPOSED RESPONSE
Comments* related to additional graduation requirements	WDE Summary Notes	74 comments
<i>I think that math needs four credits. Our kids are not college and career ready for math. I also feel that we should look at civics as a requirement also. We need to focus kids on the important of citizenship and voting rights. How these two items are important to every citizen in America. Included in that is Wyoming Legislature and how their vote matters to our State!</i>	Commenter proposes 4 credits of math rather than 3. Additionally, commenter would like to revisit civics as a requirement.	<p><u>Option 1:</u> The State Board has chosen not to impose requirements above and beyond those required by statute. (No change)</p> <p><u>Option 2:</u> The State Board has chosen to add _____ to the current graduation requirements. (In this case, the proposed rules may need to be withdrawn, revised, and re-promulgated)</p>
<i>There are two things missing from the graduation requirements which I consider extremely important: 1. Physical Education 2. Health. These two areas are vital because of the lack of activity in our adolescences which continues to decline due to use of electronics. By not including these two area we support the inactivity in our youth and promote development of a very unhealthy population.</i>	Commenter proposes to add a PE and Health requirement for graduation.	
<i>One thing missing from the requirements is the ACT exam and those types of standardized exams should be counted toward final graduation requirements and individual grade point averages. This will help prevent students from playing the "Hathaway Game" by avoiding more difficult classes. It is just one more demonstration of competence, and everything a students does in high classes should count towards graduation.</i>	Commenter proposes that the ACT (and similar exam) should be required for graduation.	
<i>Graduation requirements should include a one-year interdisciplinary course which includes Wyoming History and Wyoming Literature.</i>	Commenter proposes an interdisciplinary course to include WY History and WY Literature as a requirement.	
<i>My husband taught Jr./Sr. High school for forty years. I worked as an Outreach Coordinator for Western Wyoming Community Outreach. I worked for WWCC for over twenty years. Both my husband and I still substitute teach today. I feel that we have an inside view of education today.</i> <i>It seems that we have good requirements in the core subjects of Math, English, History, and Science. We also see the need for Physical Education. But when it comes to the vocational and artistic side to education, we are short.</i> <i>Colleges use introductory courses to find areas that students might not have even considered but they discover a real love for the subject area. Introductions to Business, Home Ec., Music and Art are just as important to a well rounded education as core courses are. Once introduced, some students might find their real joy and desire to make a lifetime occupation from one of these areas.</i> <i>Please make these areas part of your graduation requirements.</i> <i>Thank you for the opportunity to comment on this subject.</i>	Commenter proposes to add FPA, PE, and CTE requirement.	
<i>Multiple comments related to adding Fine & Performing Arts as a graduation requirement, some citing research</i>	66 commenters propose to add Fine & Performing Arts as a requirement.	
Comments* related to calculation of graduation rate	WDE Summary Notes	2 comments
<i>On another note, the graduation rates published be the Department of Ed. should include 5th year rates. The data presented to the public is flawed, because it assumes everyone must graduate from high school in four years--an obvious misassumption. I taught for years, and our school consistently under-reported our rate because we did not count 5th year seniors who eventually earned a diploma.</i>	Commenter states that graduation rates should include 5th year seniors.	<p>These rules are intended to address the requirements for obtaining a high school diploma. They do not, nor are they intended, to address methods for calculating graduation rates. (No change)</p>
<i>The constantly changing rules regarding high school graduation places a significant burden on schools, and continues to erode the public trust in graduation data. For example, the current practice from WDE that counts these types of students as drop-out is not fair to schools, and does not report accurately to the public the actual graduation rate. These students are currently counted as drop-outs: special education students who do not receive a diploma due to their disability; homeschool students who choose this option during high school; and students who transfer to a non-accredited high school of their choice.</i>	Commenter does not like the way graduation/dropout rate is calculated at WDE and feels it's inaccurate.	
Comments* related to budget constraints	WDE Summary Notes	2 comments
<i>I think it would be wise to wait and observe the funding impacts; we may need to adjust program offering if the budget can no longer can support current curriculum offerings??</i> <i>Until we see what dollars are available and what we have to cut in terms of program, it is difficult for me as a school board member to talk much about graduation requirements.</i>	Commenters state budget constraints could impact curriculum offerings and educational programs.	No change requested. (No change)
Comments* related to Basket of Goods	WDE Summary Notes	2 comments
<i>These rules allow high schools to bypass the basket of goods requirements described in the Campbell County cases and in statutes 21-9-101 b (j). There is no reference in Section 4 of the rules that require the teaching of the basket of goods, merely that students must be assessed in the courses they do take according to the standards.</i> <i>Not all districts address the basket of goods. When the Governor line item vetoed the Body of Evidence portion of the rules during the change that brought common core into the standards, the requirements for proficiency in a majority of the basket of goods was removed. This change does not require proficiency in all of the basket of goods.</i>	Commenter states that proposed rules would remove Basket of Goods requirement and the associated proficiency requirements.	<p>The proposed rules do not, nor are they intended, to reduce or eliminate statutory requirements related to the common core of knowledge and skills (Basket of Goods) or the proficiency requirements. (No change)</p>

Comments* related to District Assessment System	WDE Summary Notes	3 comments
<p>I have concerns about the "District adherence to other procedural criteria such as consistency and fairness as determined by the State Board of Education" Districts do not want to be back in the business of meeting the 5 design components of the old BOE system.</p>	<p>Commenter states that s/he does not want to return to the Body of Evidence (BOE) system.</p>	
<p>A one size fits all district assessment system (body of evidence) is punitive and harmful to students. It's a wrongheaded solution to problems that are either misunderstood or else is politically motivated and morally wrong in harming kids and hindering their intellectual development. It deprives students of instructional time needed to foster individual student growth.</p> <p>For a variety of reasons, many students by high school may or may not be ready to demonstrate proficiency in the same way as others. Whatever system is developed should empower local districts to develop a teacher developed assessment system that is rigorous (but rigor for some high school students could mean writing a sentence, for others, a paragraph; for others it could mean aural retelling) and that can be adapted flexibly at the classroom and site/building level.</p> <p>Our most vulnerable, under-resourced students (special education, ESL, low SES/poverty students, unidentified special education) often reach us having grown significantly but who are still not yet capable of the sophisticated research and writing skills that were required by the body of evidence district assessments.</p> <p>As a teacher of at-risk, under-resourced students for twelve years and a board-certified teacher, I can attest the old body of evidence district assessment system meant that I had to spend at least a third of my instructional time in a semester remediating reading and writing skills on these stand-alone events for students to be able to produce something that could score as marginally proficient which meant their exposure to curriculum suffered. That's why local control and a dynamic flexible system needs to be developed by teachers in every district who know their students best and the state would be wise to ensure financial resources for Response to Intervention and Positive Behavior Intervention systems to remediate so that students can perform rather than creating an assessment system that deprives students of their education</p>	<p>Commenter states that the BOE system is punitive and harms kids.</p> <p>The commenter additionally states that the system should empower districts to create teacher-developed assessment system that is adaptable and flexible.</p>	<p><u>Option 1:</u> The proposed rules conform to the statutory requirement that each district's assessment system is aligned to the Uniform Student Content and Performance Standards. The proposed rules do not, nor are they intended, to limit a district to a single approach for evaluating what a student knows or is able to do. (No change)</p> <p><u>Option 2:</u> The proposed rules conform to the statutory requirement that each district's assessment system is aligned to the Uniform Student Content and Performance Standards. The proposed rules do not, nor are they intended, to impose requirements above and beyond those required by statute (No change)</p>
<p>As an educator, I support a dynamic and flexible heterogeneous assessment system controlled at the district level but developed by teachers in every district. I work at a title I elementary school, and I see first hand the effects poverty has on children and their ability to learn. I have found that the more I utilize and integrate multiple instructional strategies into my lessons and assessments, the better my students perform. This is due to their ability to learn in their preferred method, and it allows them to demonstrate proficiency or mastery of the content through multiple forms of assessments.</p>	<p>Commenter proposes a dynamic, flexible (multiple approaches) assessment system controlled locally and developed by teachers.</p>	
Comments* related to additional emphasis to specific areas	WDE Summary Notes	3 comments
<p>I would like to see us take a hard look at what we mean by college and career ready in relation to to our graduation requirements. As a parent I feel like we do a great job in Wyoming with college ready and completely drop the ball on career ready. If we were really honest with ourselves, what would graduation requirements look like for a student that is career ready? Do our minimum graduation requirements reflect this or are our hands tied to the point we are unable to make solid graduation paths to career readiness? Let's create certificate programs for ALL students across Wyoming. Why not a path to leave high school owning and operating a business? Please don't tell me this already exists, because it only exists for some schools and it is not equitable across the state.</p>	<p>Commenter proposes greater emphasis on career-ready (equal to emphasis we give to college-ready) through certificate programs for all students (not equitable across the state).</p>	
<p>I understand the rules, but I feel that a class or classes should be required on basic knowledge of banking, student loans, ethics, work place requirements (what is the requirements to hold a job) and also basic living skills like budgeting, minimal car maintenance, insurance and wellness. There are so many students who leave high school that might have excellent book knowledge, but lack the common understanding of what it takes to survive on a day to day basic. A well rounded student is one that can do the tasks that are listed above. Also, please do not forget the students who are taking FFA or career vocational classes as those classes should also help meet some of the graduation requirements in science and math.</p>	<p>Commenter proposes additional emphasis on skills such as banking, car maintenance, wellness, budgeting, ethics, and other "day-to-day basics". Commenter also proposes that FFA and Career/VocEd courses be allowed for meeting math and science requirements.</p>	<p><u>Option 1:</u> The State Board has chosen not to impose requirements above and beyond those required by statute. (No change)</p> <p><u>Option 2:</u> The State Board has chosen to add _____ to the current graduation requirements. (In this case, the proposed rules may need to be withdrawn, revised, and re-promulgated)</p>
<p>Chapter 31 graduation requirements seem to be designed by academia to meet requirements of academia.</p> <p>Would many of our students and communities be better served if high school graduation was defined as more specific career preparation? Could the use of blended and online instruction be used to expedite certifications in vo-tech and specialized next-level preparation, so that students could customize their own education plans and initiate the development of their specific acquisition of knowledge?</p> <p>We need to look for ways to expedite the efficient development of productive tax-paying citizens.</p>	<p>Commenter states that the rules are too focused on higher ed requirements and proposes more emphasis on preparing high school graduates specific careers rather than college. Commenter also proposes using blended and online learning to expedite certifications.</p>	

Other*	WDE Summary Notes	3 comments
<p>The term 1 year is not actually relevant if a student is capable of completing a course in less than a year. It may be more appropriate to say 1 credit.</p>	<p>Commenter proposes changing the term "year" to "credit".</p>	<p><u>Option 1:</u> The State Board has chosen to adopt the rules as proposed. (No change)</p> <p><u>Option 2:</u> The State Board has chosen to change the term from "year" to "credit". (In this case, the proposed rules may need to be withdrawn, revised, and re-promulgated)</p>
<p>I teach at Casper College and we have a large number of high school graduates who require remedial English and or Math classes even though they were awarded a high school diploma. It seems to me that the graduated diplomas should allow us to identify students who are college ready when they graduate. How can someone graduate high school in May and need remedial Math and English in August?</p>	<p>Commenter states that too many high school graduates are not college-ready and need remedial math and English.</p>	<p>The State Board has chosen to adopt the rules as proposed. (No change)</p>
<p>I feel that the requirements need all to be consistent with all districts. I do not feel the districts should make these decisions but only the representative for education or governor. These children are the future of Wyoming and they need consistency and often to many times school systems administrators and board member are short term.</p>	<p>Commenter states that graduation requirements should be consistent for all WY school districts and set by the state or the governor.</p>	<p>The authority to set graduation requirements beyond those set forth in statute rests with the local school boards. The State Board has chosen to adopt the rules as proposed. (No change)</p>
<p>*For brevity, all comments are represented in the document, but some that are duplicative in nature have been excluded. Additionally, some of the comments presented here have been truncated. There were 90 public comments received related to the proposed revisions to the Chapter 31 rules. All public comments, in their entirety, are available upon request. Contact Julie Magee at julie.magee@wyo.gov</p>		



Certification Page Regular and Emergency Rules

Revised September 2016

Emergency Rules *(After completing all of Sections 1 through 3, proceed to Section 5 below)*

Regular Rules

1. General Information

a. Agency/Board Name		
b. Agency/Board Address	c. City	d. Zip Code
e. Name of Agency Liaison	f. Agency Liaison Telephone Number	
g. Agency Liaison Email Address	h. Adoption Date	
i. Program		

2. Legislative Enactment

For purposes of this Section 2, "new" only applies to regular rules promulgated in response to a Wyoming legislative enactment not previously addressed in whole or in part by prior rulemaking and does not include rules adopted in response to a federal mandate.

a. Are these rules new as per the above description and the definition of "new" in Chapter 1 of the Rules on Rules?

No. Yes. Please provide the Enrolled Act Numbers and Years Enacted:

3. Rule Type and Information

a. Provide the Chapter Number, Title, and Proposed Action for Each Chapter.

(Please use the Additional Rule Information form for more than 10 chapters and attach it to this certification)

Chapter Number:	Chapter Name:	<input type="checkbox"/> New <input type="checkbox"/> Amended <input type="checkbox"/> Repealed
Chapter Number:	Chapter Name:	<input type="checkbox"/> New <input type="checkbox"/> Amended <input type="checkbox"/> Repealed
Chapter Number:	Chapter Name:	<input type="checkbox"/> New <input type="checkbox"/> Amended <input type="checkbox"/> Repealed
Chapter Number:	Chapter Name:	<input type="checkbox"/> New <input type="checkbox"/> Amended <input type="checkbox"/> Repealed
Chapter Number:	Chapter Name:	<input type="checkbox"/> New <input type="checkbox"/> Amended <input type="checkbox"/> Repealed
Chapter Number:	Chapter Name:	<input type="checkbox"/> New <input type="checkbox"/> Amended <input type="checkbox"/> Repealed
Chapter Number:	Chapter Name:	<input type="checkbox"/> New <input type="checkbox"/> Amended <input type="checkbox"/> Repealed
Chapter Number:	Chapter Name:	<input type="checkbox"/> New <input type="checkbox"/> Amended <input type="checkbox"/> Repealed
Chapter Number:	Chapter Name:	<input type="checkbox"/> New <input type="checkbox"/> Amended <input type="checkbox"/> Repealed
Chapter Number:	Chapter Name:	<input type="checkbox"/> New <input type="checkbox"/> Amended <input type="checkbox"/> Repealed

3. State Government Notice of Intended Rulemaking

a. Date on which the Proposed Rule Packet (consisting of the Notice of Intent as per W.S. 16-3-103(a), Statement of Principal Reasons, strike and underscore format and a clean copy of each chapter of rules were:

- approved as to form by the **Registrar of Rules**; and
- provided to the **Legislative Service Office** and **Attorney General**:

4. Public Notice of Intended Rulemaking

a. Notice was mailed 45 days in advance to all persons who made a timely request for advance notice. No. Yes. N/A

b. A public hearing was held on the proposed rules. No. Yes. **Please complete the boxes below.**

Date:	Time:	City:	Location:

c. If applicable, describe the **emergency** which requires promulgation of these rules without providing notice or an opportunity for a public hearing:

5. Final Filing of Rules

a. Date on which the Certification Page with original signatures and final rules were sent to the **Attorney General's Office for the Governor's signature**:

b. Date on which final rules were approved as to form by the **Secretary of State** and sent to the Legislative Service Office:

c. The Statement of Reasons is attached to this certification.

6. Agency/Board Certification

The undersigned certifies that the foregoing information is correct.

<i>Signature of Authorized Individual</i>	
<i>Printed Name of Signatory</i>	
<i>Signatory Title</i>	
<i>Date of Signature</i>	

7. Governor's Certification

I have reviewed these rules and determined that they:

1. Are within the scope of the statutory authority delegated to the adopting agency;
2. Appear to be within the scope of the legislative purpose of the statutory authority; and, if emergency rules,
3. Are necessary and that I concur in the finding that they are an emergency.

Therefore, I approve the same.

<i>Governor's Signature</i>	
<i>Date of Signature</i>	

WYOMING PLAN TO ENSURE EQUITABLE ACCESS TO EXCELLENT EDUCATORS

STATE OF WYOMING
DEPARTMENT OF EDUCATION

JILLIAN BALOW, STATE SUPERINTENDENT

2300 CAPITOL AVENUE
HATHAWAY BUILDING, 2ND FLOOR
CHEYENNE, WY 82002-2060

[HTTP://EDU.WYOMING.GOV/](http://edu.wyoming.gov/)

WYOMING
DEPARTMENT OF EDUCATION



REVISED AUGUST 3, 2015

INTRODUCTION

In July 2014, U.S. Secretary of Education Arne Duncan announced the *Excellent Educators for All* initiative, a commitment by the U.S. Department of Education (USDE) to ensure a high quality teacher in every classroom. As part of the initiative and in accordance with section 1111(b)(8)(C) of the Elementary and Secondary Education Act (ESEA) of 1965, each state educational agency (SEA) must submit a state equity plan to the USDE by June 1, 2015. It is required that state equity plans include ways in which SEAs will provide equitable access to high quality educators and ensure that “poor and minority children are not taught at higher rates than other children by inexperienced, unqualified, or out-of-field teachers” (USDE, 2005). The Wyoming Department of Education (WDE) submits this state equity plan to meet these ESEA requirements as outlined in the USDE *Frequently Asked Questions* guidance (USDE, 2015). This narrative and all annotated materials constitute the full Wyoming state plan for meeting the *Excellent Educators for All* initiative.

The WDE understands the importance of developing a state equity plan that ensures that Wyoming students are taught by highly qualified educators. The Wyoming Education Code of 1969, Wyo. Stat. § 21-2-102 (2014) signifies the local control nature of Wyoming districts. Specifically, “general supervision of public schools” is entrusted to the state superintendent as prescribed by Wyoming law¹. Given this, the WDE is unable to require that a Wyoming district adopt and implement programs, strategies, or policies that do not meet the local context of the district; the district authority lies with the local school boards.

With awareness of the state context that keeps local district control at the forefront, the WDE staff used a four-step process to develop the Wyoming state equity plan. First, education stakeholders from across Wyoming were identified and recruited to be members of the State Equity Planning Committee, which was a critical part of ensuring that the Wyoming equity plan is authentic and feasible for Wyoming public schools and districts. Second, data were gathered and reviewed to determine where equity strengths and gaps existed in Wyoming. Third, a root cause analysis process was conducted with the State Equity Planning Committee to identify the source of the equity gaps. Fourth, practical strategies to eliminate the equity gaps based on the causes were selected for implementation, including methods to provide ongoing monitoring and support. The remainder of this plan focuses on the details of each of these four steps.

¹ The Wyoming Education Code of 1969, Wyo. Stat. § 21-2-102 (2014) states the following responsibilities for the state superintendent: (b) providing a report on the status of all Wyoming public schools to the legislature; (c)(ii) implementing the teacher of the year program; (c)(iii) establishing requirements for the use of seclusion and restraint in schools; (c)(iv) developing protocols to address risks associated with concussions and other head injuries; (c)(v) establishing guidelines for the proper and safe storage and disposal of toxic chemicals; and (c)(vi) identifying professional development needs for Wyoming schools and teachers. Further, Wyo. Stat. § 21-2-102 (c)(i) (2014) indicates that the state superintendent does not have rulemaking power or authority in any area delegated to the state board, the state department of education, or the director.

STAKEHOLDER ENGAGEMENT

The WDE recognizes that participation of stakeholders—as part of the State Equity Planning Committee to inform the design, development, and implementation of the Wyoming equity plan—is essential to ensure representation of Wyoming education stakeholders. The Committee members were selected to represent all state education stakeholders and have demonstrated expertise, experience in education, and commitment to improving education in the state of Wyoming. Given this, the Committee is broad and authentic and meets the requirements of ESEA sections 1111(a)(1) as outlined in the USDE *Frequently Asked Questions* guidance under question A-1 (USDE, 2015, p. 7). The Committee comprises 24 stakeholders representing 14 stakeholder groups across Wyoming. Many of the stakeholders serve dual roles. They come from districts across the state and serve in the capacity of educational organization representatives as well as LEA representatives. The stakeholder group includes the following:

- Fremont County School District #21 Board Member – Native American Community Representative
- Parent Information Center
- Sweetwater County School District #2 – Director of Special Education Programs
- University of Wyoming, College of Education
- Park County School District #6, Middle School Principal/Wyoming Association of Elementary and Middle School Principals (WAEMSP)
- Crook County School District #1, Superintendent/Wyoming Association of School Administrators (WASA)
- Platte County School District #2/Wyoming Association of Secondary School Principals (WASSP)
- Wyoming Community College Commission
- Wyoming Department of Education
- Wyoming Department of Family Services
- Wyoming Education Association (WEA)
- Wyoming Professional Teaching Standards Board (PTSB)
- Wyoming School Boards Association
- Wyoming State Board of Education

STATE EQUITY PLANNING COMMITTEE MEETINGS

The State Equity Planning Committee convened four times between April and June 2015². Given the large geography of Wyoming and difficulty bringing stakeholders together in person, the Committee conducted meetings virtually, via online sessions. The North Central Comprehensive Center (NCCC) supported the online sessions through the use of Adobe Connect and meeting facilitation, allowing the WDE staff to fully participate in the planning discussions. Further, the NCCC developed a website to

² The state superintendent, Jillian Balow, was elected in November 2014, named the WDE leadership team in December 2014, and was sworn into the position in January 2015. Given these leadership changes within the WDE, the equity plan development began in February 2015 with the State Equity Planning Committee formed in March 2015. The WDE staff worked diligently to ensure that ample input and feedback was gathered from Committee members despite the short time frame.

provide stakeholders with information about the *Excellent Educators for All* initiative, resources, and data. The website also stored meeting agendas, materials, and minutes. (See Appendix A for meeting agendas.)

The Committee had its first meeting on April 7, 2015. During this meeting, WDE staff provided key background information about the *Excellent Educators for All* initiative, including the equity plan requirements, the process for developing the Wyoming state plan, key equity definitions used by the WDE, and the role of Committee members in the development of the Wyoming state plan. NCCC presented graphical representations of data to the Committee, which were used to identify equity gaps. Committee members raised questions about the possibility of disaggregating the data to ensure focus on the verified and appropriate equity gaps.

On April 15, 2015, the Committee had a second meeting. During this meeting, the WDE staff provided responses to Committee member questions raised during the first Committee meeting. Next, the NCCC staff presented additional graphs representing the disaggregated data by four district cohorts and used by the special education unit within the WDE. Districts within each of the four cohorts were determined by their size: small, medium small, medium large, and large. After these graphs were reviewed, the NCCC staff facilitated a root cause analysis process to identify the root causes of the top equity gaps. Committee members provided their input on what the root causes were for each of the high priority equity gaps.

On April 27, 2015, the Committee convened for a third meeting. During this meeting, the NCCC staff provided a summary of the top equity gaps and identified root causes. WDE staff then facilitated a discussion to select strategies to address the root causes. Additional stakeholders from the University of Wyoming we attended the meeting by special invitation, and included professional studies professors who had expertise in special education and educational leadership, and the associate dean of Undergraduate Programs. The university representatives provided information on strategies that could be implemented to address the equity gaps related to special education and leadership and described current university initiatives that were relevant to the equity gaps identified by the State Equity Planning Committee. Between the third and fourth meetings, the WDE provided the Committee members with draft sections of the equity plan (*Equity Gaps, Strategies for Eliminating Equity Gaps, and Ongoing Monitoring and Support*) for their review.

On May 19, 2015, the Committee had its fourth and final meeting. During the final meeting, the NCCC staff reviewed the top equity gaps, identified root causes, and selected improvement strategies. The WDE and NCCC staff facilitated an open discussion of the draft state equity plan. The purpose was to gather the Committee members' feedback on each section of the Wyoming equity plan.

STATE EQUITY PLANNING COMMITTEE INPUT

The WDE recognizes the importance of incorporating input and feedback from the State Equity Planning Committee into the Wyoming equity plan. Throughout development of the state equity plan, the WDE

encouraged Committee members to provide honest input and feedback, which was gathered during the four Committee meetings, as noted in the section above. Committee member feedback included adding context about why the Committee started meeting in April instead of earlier; inviting additional stakeholders to the third Committee meeting, given their educator roles in the state; revising the term “poor student” to “low income student”; clarifying the definition of the term “minority student”; providing additional detail on the audiences that received an online survey during the survey administration process (See *Data Sources* section for more information); adding sample sizes to the graphical representations of the data; and, including additional data regarding highly qualified special education teachers. Committee member feedback was integrated into this plan. The Committee input and feedback was vital in the development of the state equity plan and will continue to be so throughout the implementation of the state equity plan.

CONTINUED STATE EQUITY PLANNING COMMITTEE ENGAGEMENT

The WDE will continue to employ numerous methods to engage Committee members. This ensures that the state equity plan will be implemented as intended. WDE will involve various responsible parties (see *Strategies for Eliminating Equity Gaps* section for more information), most of which are represented by the Committee members, as strategies within the equity plan are implemented. The Committee members will also be included as a responsible part of the future communication planning, which will be developed in September 2015, to disseminate information about the state equity plan across Wyoming. The WDE will provide all districts the opportunity to participate in any of the listed strategies. However, some strategies may be more beneficial to certain districts depending on needs. The WDE is aware that district buy-in is important for the success of the plan. The Committee members will also share the state equity plan with staff within their organizations, as well as with their organizations’ stakeholders.

The WDE will also biannually convene the Committee members to discuss the ongoing status of the equity plan implementation. Monitoring data will be used during these discussions. The outcome of these meetings will be adjustments to strategy implementation based on the monitoring data and Committee member feedback.

EQUITY STRENGTH AND GAP DETERMINATION

In the state of Wyoming, a “teacher” is defined as “any person employed under contract by the board of trustees of a school district as a certified professional employee” (Wyoming Education Code of 1969, Wyo. Stat. § 21-7-102 (a)(vii), 2014).

KEY EQUITY TERMINOLOGY

The USDE *Frequently Asked Questions* guidance under question A-1 (USDE, 2015, p. 7) requires each state equity plan define key equity terminology used within that state. Wyoming defines the key equity terminology in the following manner:

- *Inexperienced teacher* – Any initial contract teacher who has *not* been employed by the same school district in the state of Wyoming for a period of three (3) consecutive school years (Wyoming Education Code of 1969, Wyo. Stat. § 21-7-102 (a)(ii)(A), 2014).
- *Unqualified teacher* – A teacher who does not have an educator license³ or an endorsement⁴; an out-of-field teacher is designated as an unqualified teacher.
- *Low income student* – Any student qualifying for free and reduced lunch⁵; “low income student” is used in the state of Wyoming rather than “poor student”.
- *Minority student* – Any student reported under one or more of the following race/ethnicity categories: *Hispanic/Latino Ethnicity, American Indian or Alaska Native, Asian, Black or African American, and Native Hawaiian or Other Pacific Islander*⁶; or, any student reported as non-White.

Wyoming considers out-of-field teachers as not highly qualified to teach in a Wyoming school. Thus, data regarding out-of-field teachers are included in the data related to teacher qualifications.

WYOMING BACKGROUND AND DEMOGRAPHICS

Wyoming is the 44th state and the 9th largest. At the same time it is the least populated state. The 2010 census records 563,626 residents. Famous for its mountains and wide open spaces, much of Wyoming is so sparsely populated it is categorized as frontier. Over 42% of Wyoming’s land mass is owned by the federal government. Over 91% of land in the state is considered rural. Two Wyoming communities are large enough to be classified as urban by the US Census Bureau. They are Cheyenne with a population in 2013 of 62,448 and Casper with a population of 59,628 for the same year. In addition, there are a few small cities. Most communities are towns and many are isolated or remote. There is one Native American reservation in Wyoming that is the home of two tribes: the Eastern Shoshone and the Northern Arapaho. The major industries in Wyoming are mineral extraction, travel and tourism, and agriculture. The unemployment rate is significantly lower than the national average.

Wyoming K-12 education consists of 48 school districts with a total of 92,218 students reported for the 2013-2014 academic year. The state is fairly homogeneous with the largest subgroup composed of white students totaling 73,245. Hispanic students, numbering 12,080 make up the next largest group followed by Native American at 3,045. All other ethnic groups in the state have less than 2,000 students. Pacific Islander is the smallest with 105 students. The spreadsheet below provides a breakdown of students statewide.

³ An educator license is “the document, issued by the Professional Teaching Standards Board, that verifies all certification requirements have been met for a Wyoming Educator License” (PTSB Chapter 1, Section 3(k), n.d.).

⁴ An endorsement is a “verification that licensure requirements have been met at the grade level(s) and in the specialization area(s) appropriate to the applicant’s preparation, training, and experience” (PTSB Chapter 1, Section 3(l), n.d.).

⁵ Wyoming districts provide data on low income students to the WDE.

⁶ Wyoming districts provide data on minority students to the WDE.

District Name	American Indian/Alaska Native		Asian		Black		Hispanic		Pacific Islander		Two Or More Races		White		All Races and Ethnicities Combined		Total
	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	
Albany #1	11	11	42	65	30	27	310	273	2	1	55	63	1,508	1,364	1,958	1,804	3,762
Big Horn #1	3	3	1	5	0	3	54	54	0	2	15	22	418	397	491	486	977
Big Horn #2	0	3	3	3	0	0	34	46	0	0	5	6	299	293	341	351	692
Big Horn #3	1	0	1	0	0	1	52	50	0	0	2	3	206	205	262	259	521
Big Horn #4	0	0	0	0	1	2	18	28	0	0	4	1	122	115	145	146	291
Campbell #1	72	63	35	33	46	34	416	393	2	8	11	14	4,036	3,663	4,618	4,208	8,826
Carbon #1	7	4	19	8	7	12	302	266	2	2	13	11	639	584	989	887	1,876
Carbon #2	1	1	0	1	0	4	22	19	1	0	14	8	309	272	347	305	652
Converse #1	19	8	8	5	10	4	72	75	0	0	3	4	809	725	921	821	1,742
Converse #2	6	6	0	0	1	0	23	28	1	0	2	4	333	286	366	324	690
Crook #1	6	6	1	0	1	0	10	9	2	1	7	15	563	493	590	524	1,114
Fremont #1	104	98	7	7	3	2	72	52	0	0	43	71	609	621	838	851	1,689
Fremont #2	5	4	0	0	0	0	2	0	0	0	2	0	66	72	75	76	151
Fremont #6	30	37	0	0	0	1	6	7	1	0	13	5	151	123	201	173	374
Fremont #14	322	292	0	0	0	0	2	0	0	0	0	0	2	1	326	293	619
Fremont #21	236	227	0	0	0	0	3	4	0	0	7	2	1	0	247	233	480
Fremont #24	7	3	0	0	2	2	25	18	0	0	5	2	152	134	191	159	350
Fremont #25	223	218	9	8	11	6	140	130	0	0	33	23	963	878	1,379	1,263	2,642
Fremont #38	198	212	0	0	0	0	6	6	0	0	0	1	6	2	210	221	431
Goshen #1	5	10	3	3	1	4	150	115	2	0	18	20	713	659	892	811	1,703
Hot Springs #1	5	4	0	4	2	5	6	13	0	0	0	0	312	265	325	291	616
Johnson #1	5	15	1	2	1	3	44	34	1	0	11	14	593	553	656	621	1,277
Laramie #1	75	70	125	118	247	224	1,380	1,345	2	5	195	198	4,904	4,747	6,928	6,707	13,635
Laramie #2	5	6	2	4	1	3	65	74	0	0	11	14	415	358	499	459	958
Lincoln #1	1	1	0	0	2	2	21	29	0	2	2	5	285	274	311	313	624
Lincoln #2	3	7	2	8	10	9	64	55	0	1	18	24	1,257	1,169	1,354	1,273	2,627
Natrona #1	66	42	54	54	111	116	697	687	7	7	144	123	5,552	5,136	6,631	6,165	12,796
Niobrara #1	9	10	5	6	2	3	29	34	1	0	3	3	447	449	496	505	1,001
Park #1	3	2	4	5	6	4	112	99	0	0	30	17	772	684	927	811	1,738
Park #6	7	5	8	12	5	4	48	52	0	1	12	15	1,001	949	1,081	1,038	2,119
Park #16	1	2	0	0	0	0	0	1	0	0	0	0	59	49	60	52	112
Platte #1	3	7	3	4	0	2	52	49	0	0	3	4	481	429	542	495	1,037
Platte #2	0	0	1	0	0	0	24	20	0	0	1	0	74	92	100	112	212
Sheridan #1	20	15	0	1	0	0	1	2	0	0	6	9	470	441	497	468	965
Sheridan #2	19	20	10	5	11	7	91	86	4	6	31	44	1,535	1,449	1,701	1,617	3,318
Sheridan #3	0	1	0	0	1	0	5	6	0	0	4	1	40	38	50	46	96
Sublette #1	8	4	6	5	2	1	50	53	0	0	2	447	456	513	521	1,034	
Sublette #9	7	5	0	1	2	1	49	39	1	0	14	3	278	250	351	299	650
Sweetwater #1	23	19	23	20	39	31	639	592	4	4	73	67	2,133	1,940	2,934	2,673	5,607
Sweetwater #2	11	6	3	4	5	4	253	255	10	6	30	28	1,084	1,030	1,396	1,333	2,729
Teton #1	3	3	19	19	3	1	399	392	0	0	22	16	887	833	1,333	1,264	2,597
Uinta #1	11	8	11	10	7	15	220	203	5	4	5	4	1,238	1,113	1,497	1,357	2,854
Uinta #4	0	0	0	0	1	0	9	9	1	1	1	3	372	378	384	391	775
Uinta #6	1	0	2	2	7	1	9	2	4	1	3	3	344	363	370	372	742
Washakie #1	4	3	1	0	0	0	171	184	0	0	8	11	498	506	682	704	1,386
Washakie #2	4	2	0	0	0	0	0	0	0	0	1	0	46	41	51	43	94
Weston #1	13	9	2	1	3	1	15	17	0	0	12	7	369	328	414	363	777
Weston #7	4	6	1	3	1	1	2	1	0	0	0	1	128	112	136	124	260
State of Wyoming	1,567	1,478	412	426	582	540	6,174	5,906	53	52	892	891	37,926	35,319	47,606	44,612	92,218

DATA SOURCES

Numerous data sources were provided by both WDE’s Data and Accountability unit and the Office of Civil Rights (OCR). Reviewing more than one data source allowed for increased confidence in the Committee’s analysis by providing a comprehensive depiction of the educational experience of a Wyoming student. The following data sources were used to determine the equity strengths and gaps in Wyoming:

- WDE Highly Qualified Teachers (HQT) report for the 2013–14 academic year (HQT Report);

- WDE K–12 Teacher Turnover Rates by District, 2008–09 to 2012–13 School Years report (Teacher Turnover Report); and,
- OCR Educator Equity Profile for Wyoming based on 2011–12 academic year (Educator Equity Profile) (USDE, 2014).

The HQT Report identifies teachers who are deemed highly qualified according to Wyoming’s rules and regulations, standardizing license and permit provisions of teachers as regulated by the Wyoming Professional Teaching Standards Board (PTSB) in accordance with the Wyoming Administrative Procedure Act (W.S. 16-3-101 through 16-3-115); W.S. 21-2-801 and W.S. 21-2-802 (PTSB, n.d.). The HQT Report provided district-level data teacher experience by poverty and minority quartile, and district-level data on HQT status by poverty and minority quartile. The Teacher Turnover Report provided five-year average teacher turnover rates for each district. The Educator Equity Profile provided comparisons of various Wyoming educator characteristics, such as teacher absences and teacher salary.

Perception data, also used to identify equity gaps, were gathered through an online survey, *Equity Survey*, which was developed and administered by WDE to stakeholders across the state of Wyoming, including district administrators, school administrators, classroom teachers, parents, and community members. The purpose of the survey was to garner feedback from stakeholders on whether or not they believed low-income and minority students were taught at a higher rate than other students by teachers who are inexperienced, unqualified, and out-of-field in Wyoming. The link to the online survey was posted to the WDE website and was provided to leaders within educational agencies across the state of Wyoming who then disseminated the survey link to the constituents of that agency. For example, the link to the online survey was sent out in a weekly WEA newsletter for teachers across Wyoming and distributed to WASA, WASSP, and WAEMSP contacts. Further, during the Wyoming Spring 2015 Continuous Improvement Conference, WDE staff provided the survey link to conference attendees. The online survey link was available for completion during the month of March 2015.

EQUITY STRENGTHS AND GAPS

As required in the USDE *Frequently Asked Questions* guidance under question A-1 (USDE, 2015, p.7–8), equity strengths and gaps were revealed as the HQT Report and Teacher Turnover Report data from the WDE, the Educator Equity Profile data from the OCR, and the survey findings were analyzed by the State Equity Planning Committee. Graphical representations of the equity strengths and gaps, including teacher experience, teacher qualifications, teacher turnover, teacher absence, and teacher salary are provided. For teacher experience, qualifications, and absence, the WDE considered a percentage difference of more than 5.0% an *equity gap*, while a percentage difference equal to or less than 5.0% was considered an *equity strength*. For teacher turnover, the Committee considered a percentage difference of more than 10.0% an *equity gap*, while a percentage difference equal to or less than 10.0% was considered an *equity strength*. The Survey Findings of stakeholder perceptions are presented last.

TEACHER EXPERIENCE

Figures 1 and 2 provide teacher experience data based on poverty quartile for elementary and secondary class assignments, respectively.

Figure 1. Teacher Experience Percentages by Poverty Quartile for Elementary Class Assignments

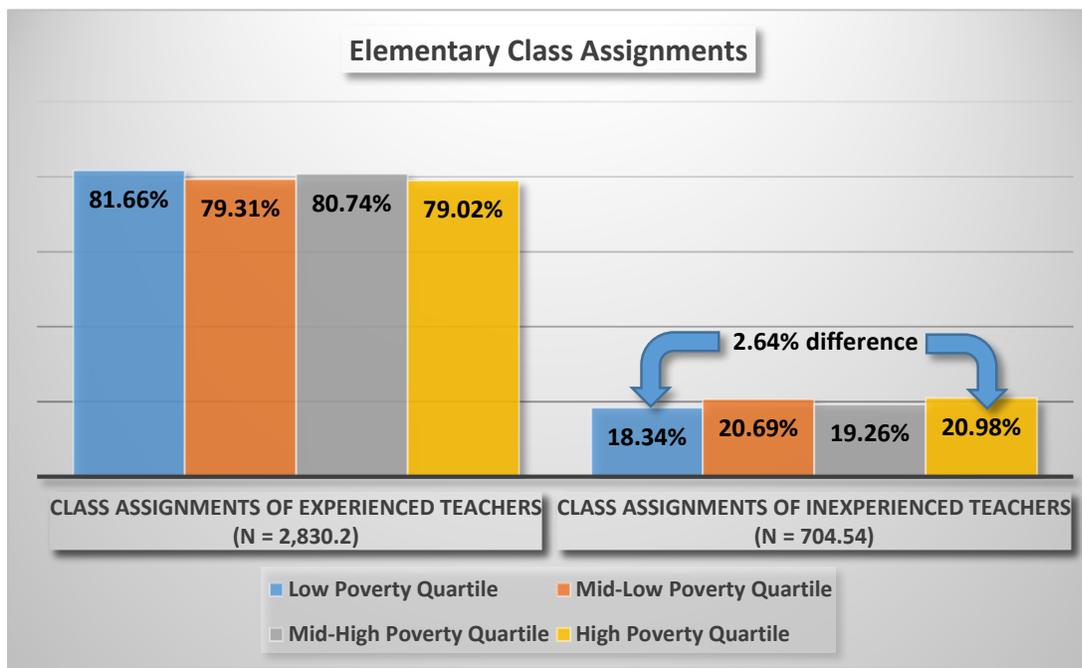
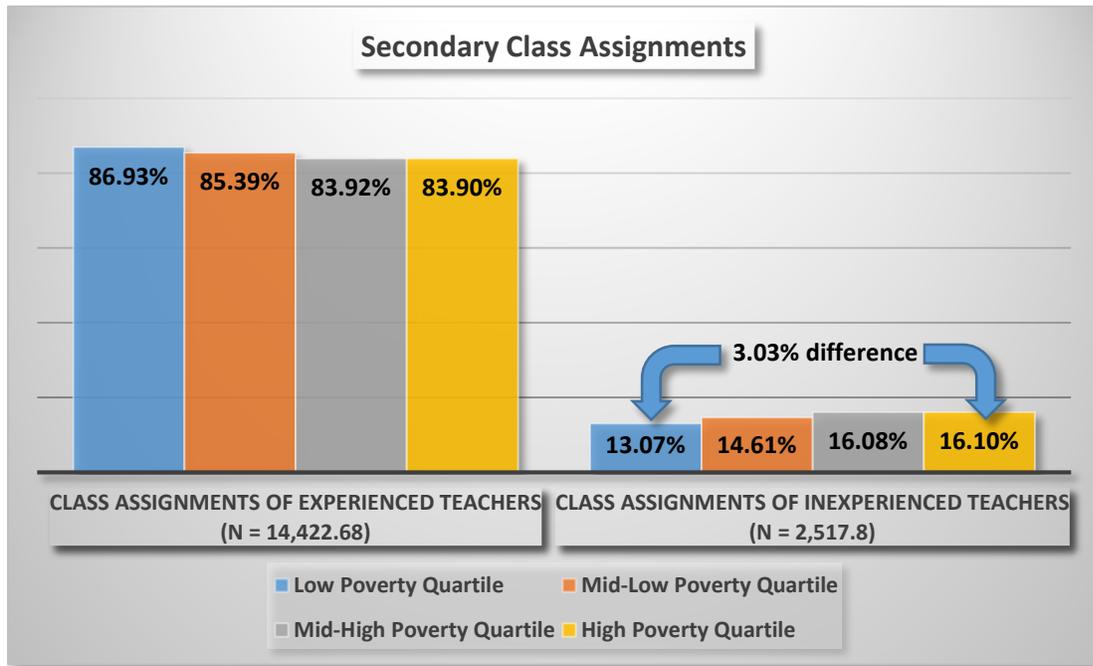


Figure 2. Teacher Experience Percentages by Poverty Quartile for Secondary Class Assignments



Summary of Teacher Experience Data by Student Poverty Status

Teacher experience varied slightly in classrooms across Wyoming as related to student poverty status. There is a greater percentage (2.64%) of inexperienced teachers in the high poverty elementary classrooms as compared to low poverty elementary classrooms. Similarly, the percentage of inexperienced teachers in high poverty secondary classrooms was 3.03% greater than in low poverty quartile secondary classrooms. Since these differences were less than 5% at the elementary and secondary levels, the State Equity Planning Committee members considered this an *equity strength*.

Figures 3 and 4 provide teacher experience data based on minority quartile for elementary and secondary class assignments, respectively.

Figure 3. Teacher Experience Percentages by Minority Quartile for Elementary Class Assignments

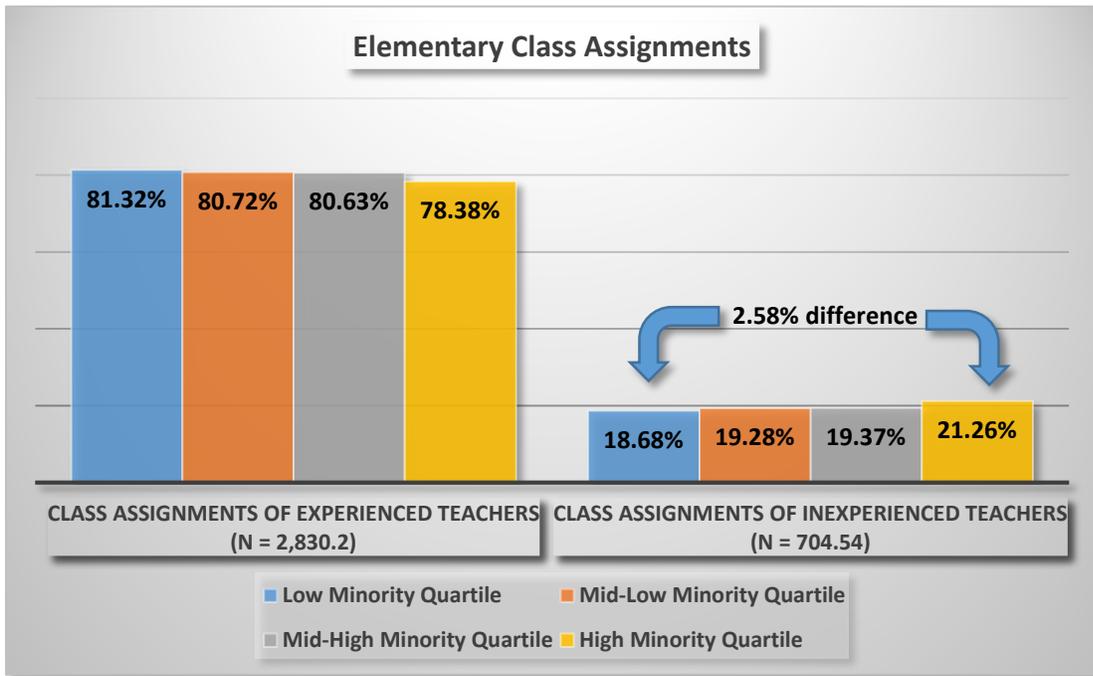
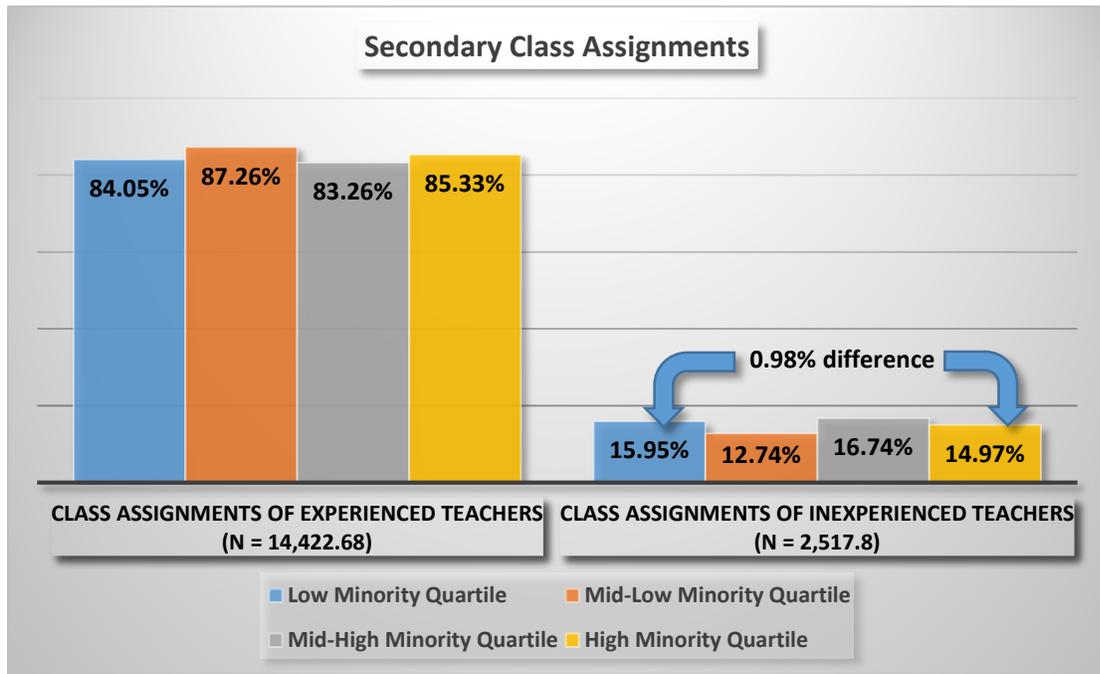


Figure 4. Teacher Experience Percentages by Minority Quartile for Secondary Class Assignments



Summary of Teacher Experience Data by Student Minority Status

Inexperienced teachers were assigned in high minority elementary classrooms more often than in low minority elementary classrooms (difference of 2.58%). However, at the secondary level, inexperienced teachers were assigned to high minority secondary classrooms at a lower rate than low minority secondary classrooms (difference of 0.98%). The State Equity Planning Committee members considered these differences an *equity strength* since these differences were less than 5% at the elementary and secondary levels.

TEACHER QUALIFICATIONS

Figures 5 and 6 provide teacher qualifications data based on poverty quartile for elementary and secondary class assignments, respectively.

Figure 5. Teacher Qualification Percentages by Poverty Quartile for Elementary Class Assignments

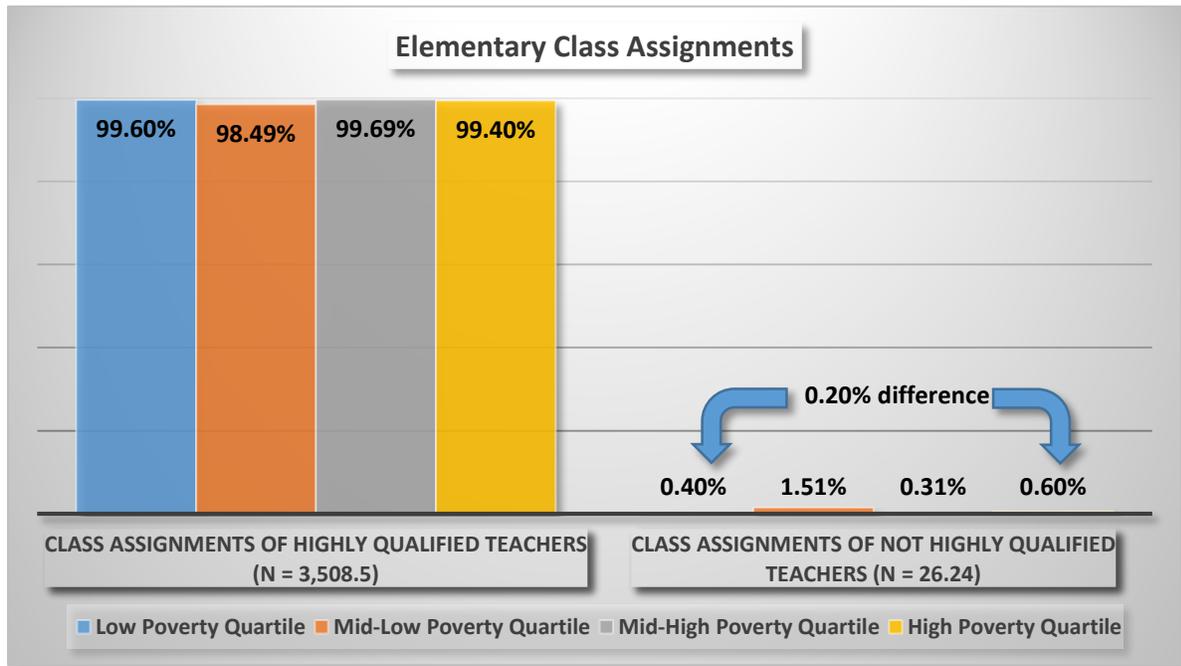
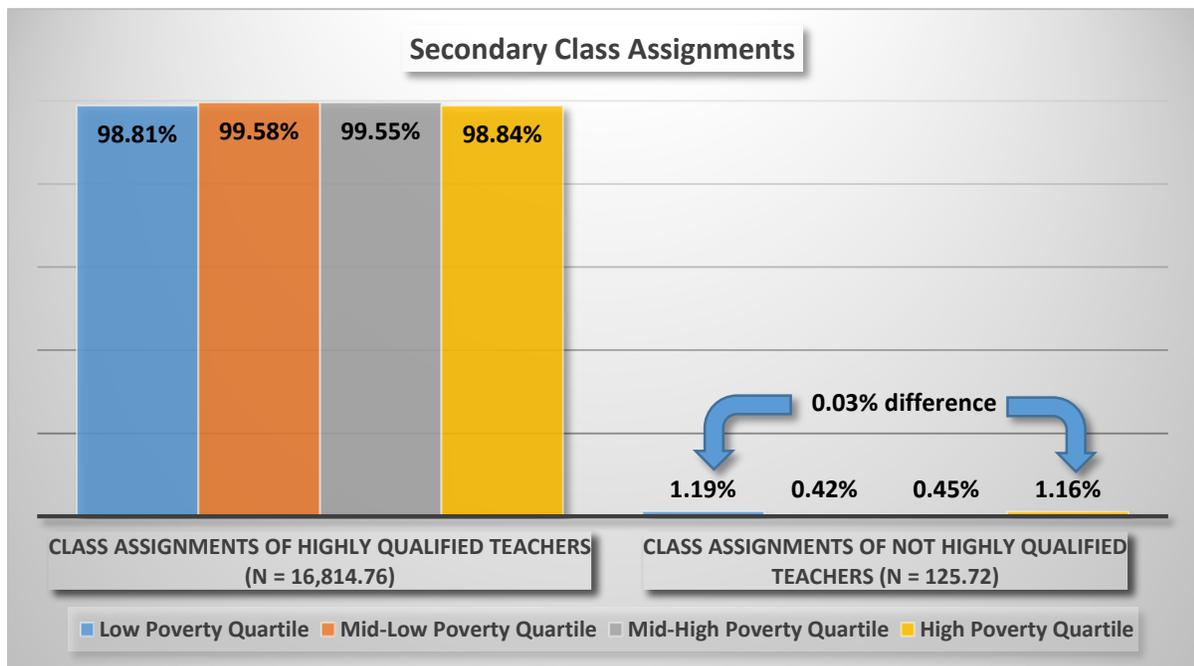


Figure 6. Teacher Qualification Percentages by Poverty Quartile for Secondary Class Assignments



Summary of Teacher Qualification Data by Student Poverty Status

Teacher qualifications varied minimally in classrooms across Wyoming, based on student poverty status. There is a slightly greater percentage (0.20%) of unqualified teachers in the high poverty elementary

classrooms as compared to low poverty elementary classrooms. However, at the secondary level, unqualified teachers were assigned to high poverty secondary classrooms at a slightly lower rate than low poverty secondary classrooms (difference of 0.03%). Since these differences were less than 5% at the elementary and secondary levels, the State Equity Planning Committee members considered this an *equity strength*.

Figures 7 and 8 provide teacher qualification data based on minority quartile for elementary and secondary class assignments, respectively.

Figure 7. Teacher Qualification Percentages by Minority Quartile for Elementary Class Assignments

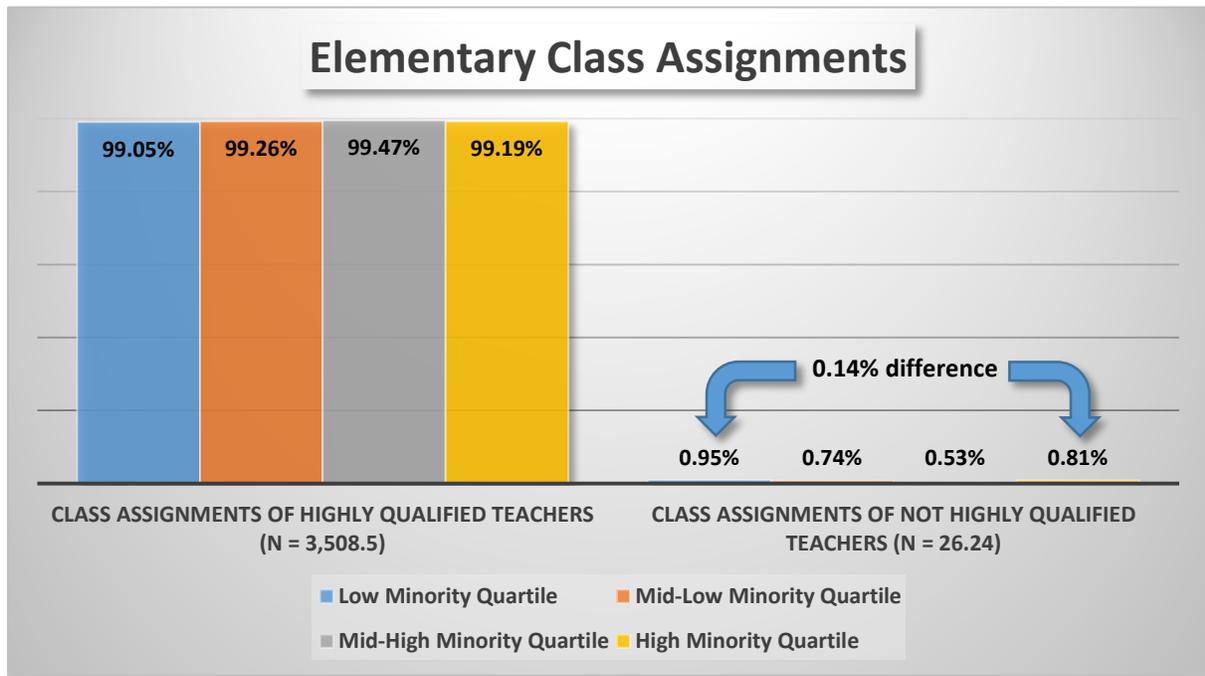
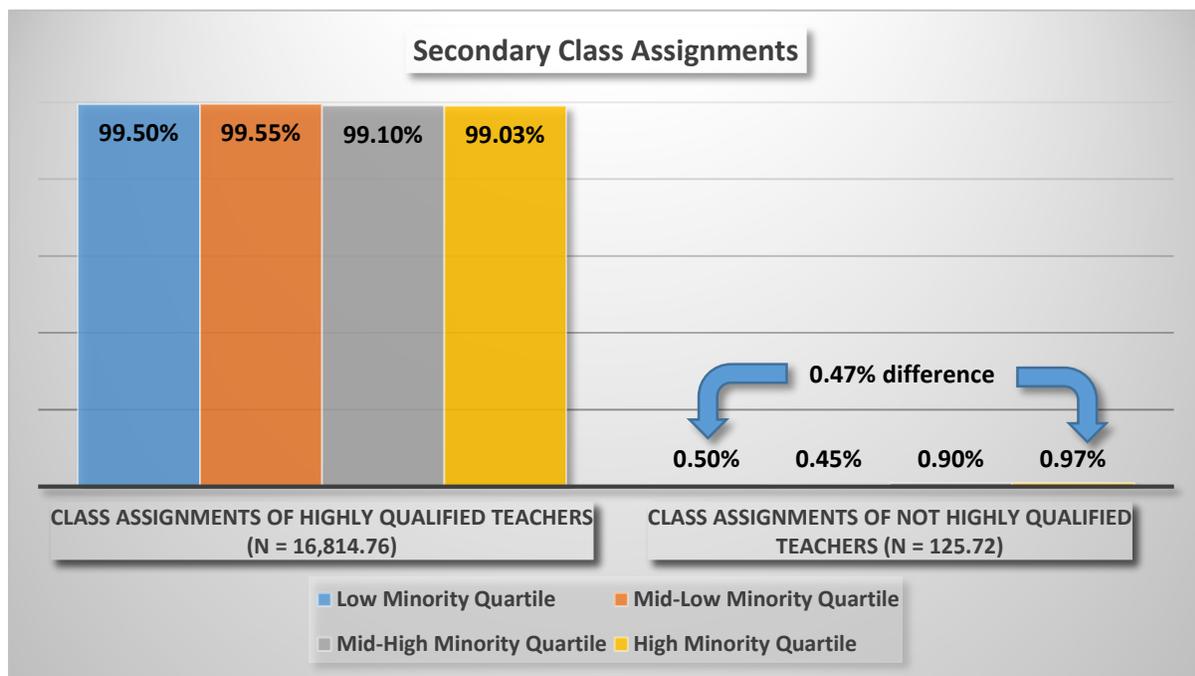


Figure 8. Teacher Qualification Percentages by Minority Quartile for Secondary Class Assignments



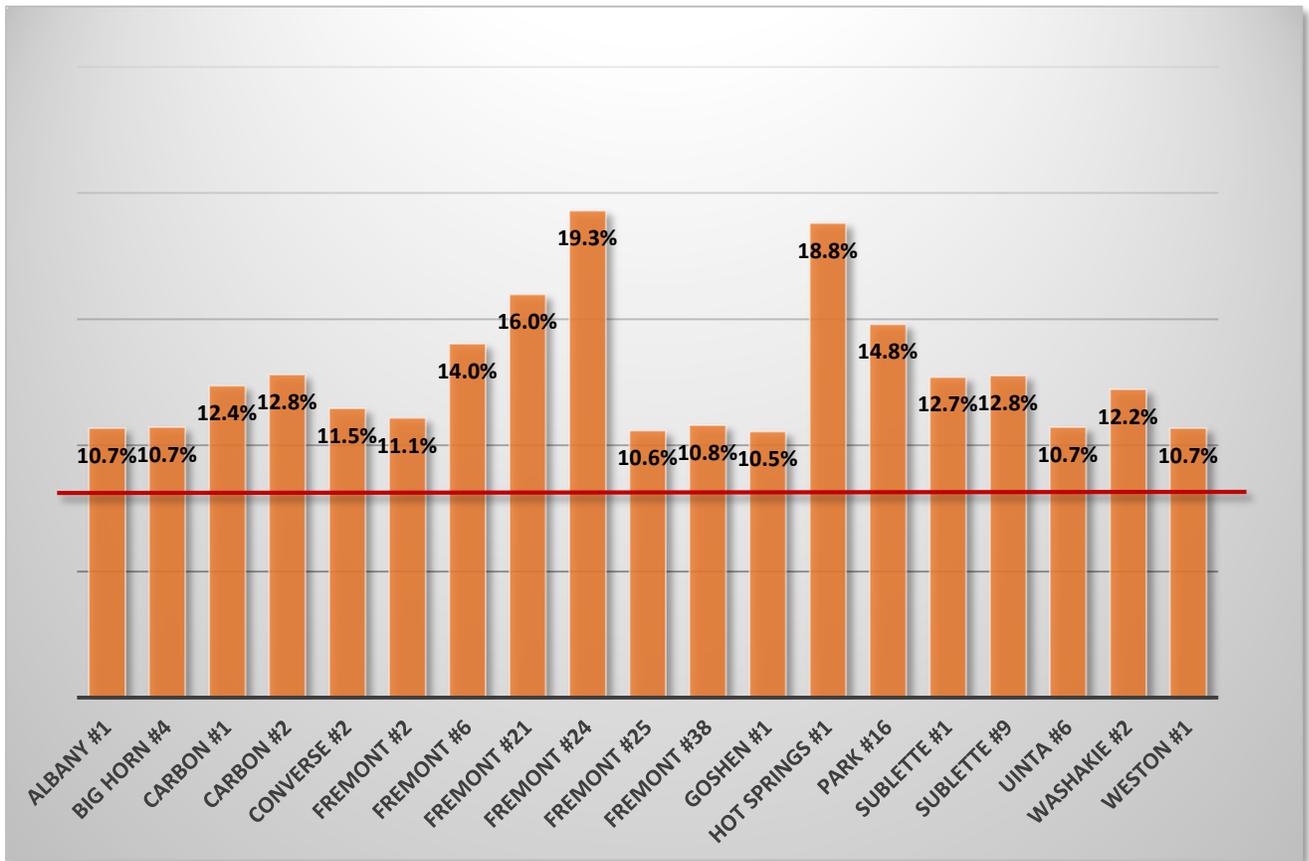
Summary of Teacher Qualification Data by Student Minority Status

A comparison of teacher qualification in high minority and low minority classrooms showed minor differences. There is a slightly greater percentage (0.14%) of unqualified teachers in the low minority elementary classrooms as compared to high minority elementary classrooms. At the secondary level, unqualified teachers were assigned to high minority secondary classrooms at a slightly higher rate than low minority secondary classrooms (difference of 0.47%). Since these differences were less than 5% at the elementary and secondary levels, the State Equity Planning Committee members considered this an *equity strength*.

TEACHER TURNOVER

Another indicator related to equitable access for all students is teacher turnover. Teacher turnover can have a substantial impact on student learning (Ronfeldt, Loeb, Wyckoff, 2013), particularly, if it occurs within a school year. Figure 9 displays the districts that had an average teacher turnover rate at equal to or higher than 10% for the 2008–09 to 2012–13 school years, or five school years. Although the statewide five-year average teacher turnover average is 8.1% as indicated by the red line.

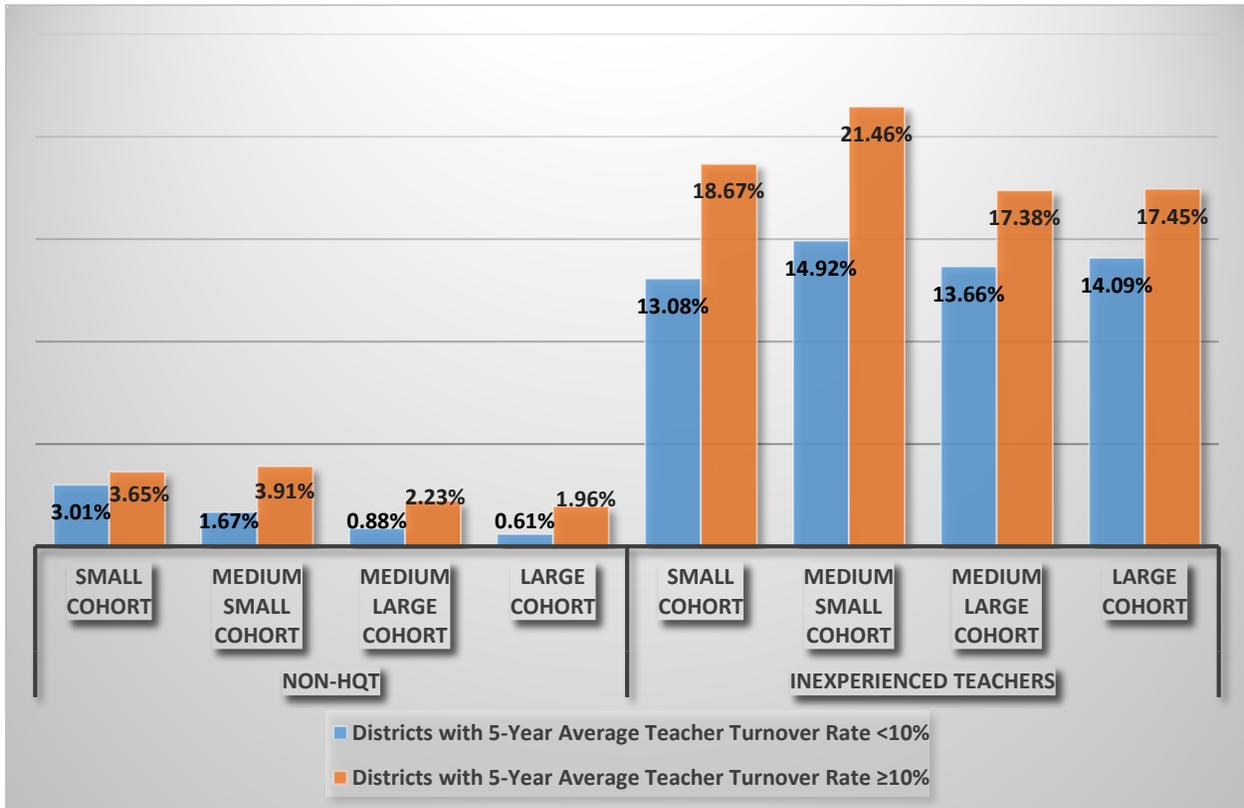
Figure 9. Districts with Teacher Turnover Rates of $\geq 10\%$ for 2008-09 to 2012-13 School Years



Of the 48 districts across the state, 19 districts (39.6%) had a five-year average teacher turnover rate of at least 10%. Since the five-year average teacher turnover rate was more than 10% for almost 40% of Wyoming districts, the State Equity Planning Committee members considered teacher turnover an *equity gap*.

To further understand this equity gap, the teacher turnover data were also disaggregated by teacher qualifications and teacher experience for each district cohort, which is illustrated below in Figure 10.

Figure 10. Percent Non-HQT and Inexperienced Teachers by District Cohort and Districts with 5-Year Average Teacher Turnover <10% and ≥10%



Summary of Teacher Turnover Data

Districts with a five-year teacher turnover rate of 10% or higher had more inexperienced teachers. Regardless of district cohort size, teacher turnover rate was significantly higher among inexperienced teachers. These data also unveiled slightly higher teacher turnover among teachers who were not highly qualified.

TEACHER ABSENCE

Highly qualified status and experience levels are generally not considered when granting substitute teacher licenses; therefore, it was critical to examine the frequency of teacher absences requiring a substitute teacher because it impacts student access to highly qualified and experienced teachers. The Wyoming Educator Equity Profile compiled by the OCR revealed differences in teacher absences between high and low poverty quartile schools (HPQ and LPQ, respectively) and high and low minority quartile schools (HMQ and LMQ, respectively). It is important to note that the OCR defined *teachers absent more than 10 days* as:

The total number of FTE teachers who were absent more than 10 days of the regular school year when the teacher would otherwise be expected to be teaching students in an assigned class. Absences include both days taken for sick leave and days taken for personal leave. Personal leave includes voluntary absences for reasons other than sick leave. Absences do not include

administratively approved leave for professional development, field trips, or other off-campus activities with students (USDE, 2014, p. 4).

This definition indicates that days on which the teacher is either participating in professional development or off-campus activities involving students are not considered teacher absences. Figures 11 and 12 present the percent of teachers absent more than 10 days during the 2011–12 school year.

Figure 11. Teacher Absence Percentages by Poverty Quartile

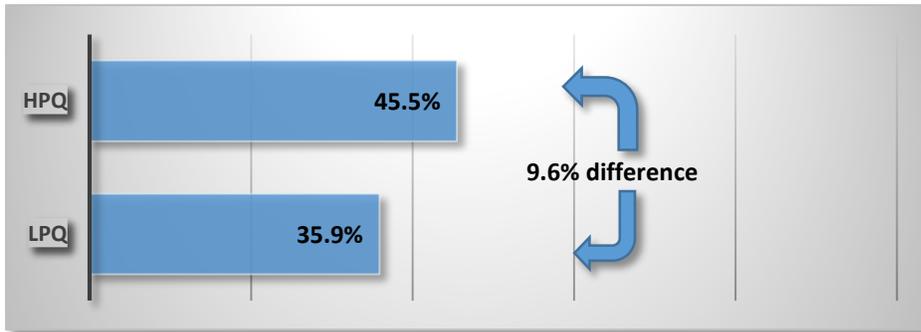
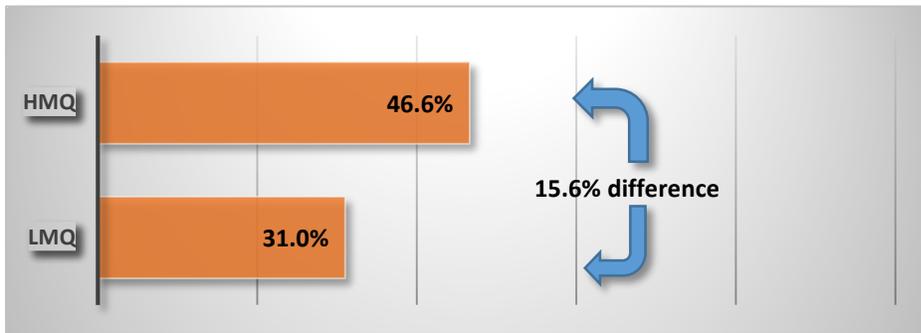


Figure 12. Teacher Absence Percentages by Minority Quartile



Summary of Teacher Absence Data

Teacher absences were significantly higher in schools that are defined as high poverty and high minority schools. The rate of teacher absence at high poverty schools was 9.6% higher than in low poverty schools. Similar results were noted in high minority schools with a 15.6% difference in teacher absences as compared to low minority schools. Due to the differences greater than 5%, the State Equity Planning Committee members considered this difference an *equity gap*.

TEACHER SALARY

Another key equity indicator is teacher recruitment and retention efforts for high poverty and high minority schools. Teacher salary is an effective means to incentivize teachers in high needs schools. The Wyoming Educator Equity Profile included data on adjusted average teacher salaries between HPQ and LPQ as well as between HMQ and LMQ. It is important to note that the OCR defined *adjusted average teacher salary* as:

Total school-level personnel expenditures from State and local funds for teachers divided by the total FTE teachers funded by those expenditures. Personnel expenditures for teachers include all types of

salary expenditures (i.e., base salaries, incentive pay, bonuses, and supplemental stipends for mentoring or other roles). Personnel expenditures for teachers exclude expenditures for employee benefits. Teacher salary is often dependent on the number of years of experience, education, and other credentials. Average teacher salary data are adjusted, using the Comparable Wage Index (CWI), to account for regional cost of living differences as measured by differences in salaries of other college graduates who are not educators (U.S. Department of Education, 2014, p. 4).

Figures 13 and 14 present the adjusted average teacher salaries in Wyoming for HPQ and LPQ as well as HMQ and LMQ, respectively, during the 2011–12 school year.

Figure 13. Adjusted Average Teacher Salary by Poverty Quartile

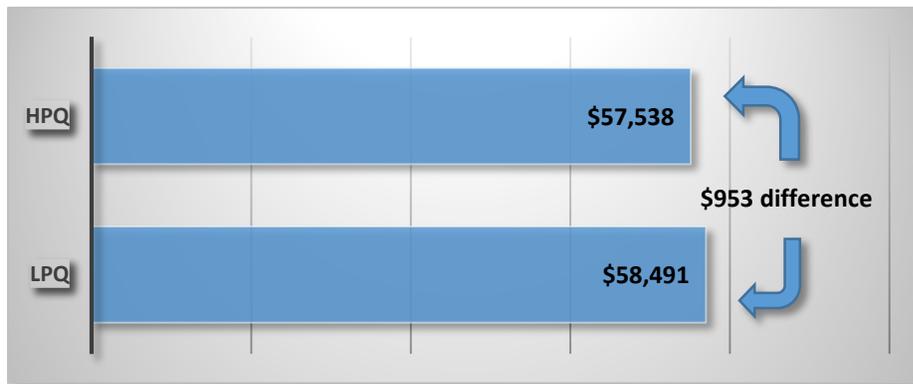
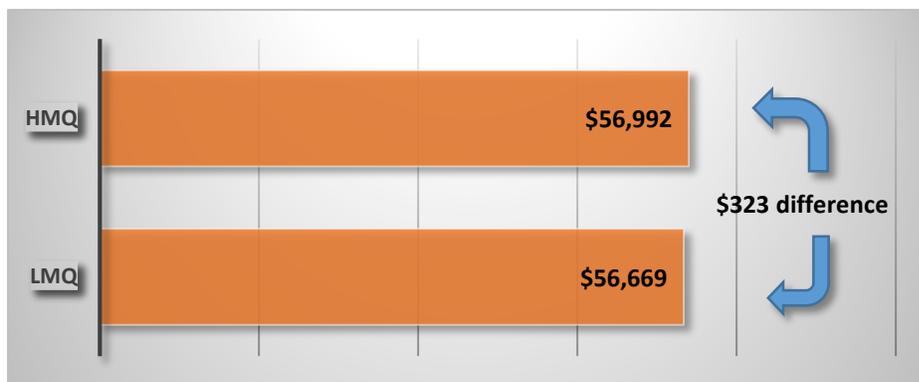


Figure 14. Adjusted Average Teacher Salary by Minority Quartile



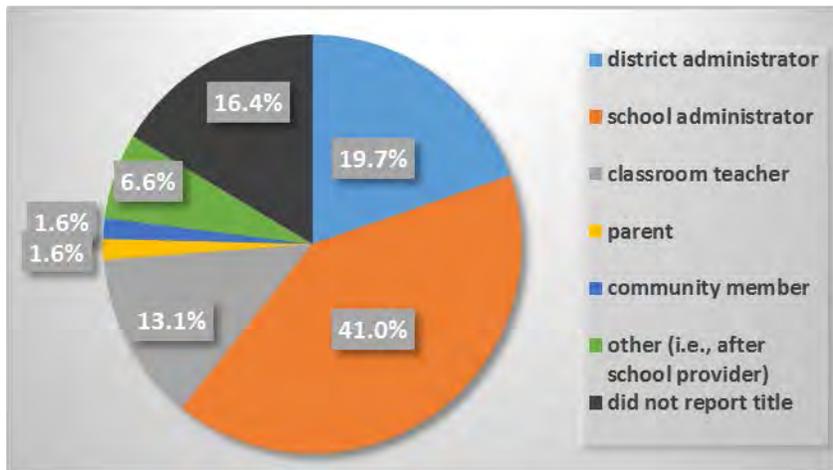
Summary of Teacher Salary Data

For both high poverty compared to low poverty schools and high minority compared to low minority schools, there was less than \$1,000 difference in teacher salary. Despite little teacher salary difference between high poverty and high minority schools compared to low poverty and low minority schools, the State Equity Planning Committee members considered this difference an *equity gap*. The Committee members believed that the data did not reflect the cost of living in certain areas of the state. For example, the cost of living index in Jackson Hole is 336.1 with over 19,000 people, in Thermopolis is 86.9 with over 3,000 people, and in Bedford is 169.6 with close to 200 people; comparatively, the average cost of living index in the United States is 100.

STAKEHOLDER PERCEPTIONS

As previously indicated, despite the wide-spread dissemination of the *Equity Survey*, only 61 completed surveys were obtained. Figure 15 shows the titles of survey respondents.

Figure 15. Titles of Survey Respondents



Survey respondents answered two dichotomous, yes/no questions. The first question asked if respondents felt that new or inexperienced teachers are overrepresented in Wyoming schools serving the highest populations of low-income and minority students. The second question asked if respondents felt teachers who are not highly qualified are overrepresented in Wyoming schools serving the highest populations of low-income and minority students. Figures 16 and 17 present the results for these two survey questions.

Figure 16. Results for *Equity Survey* Question 1

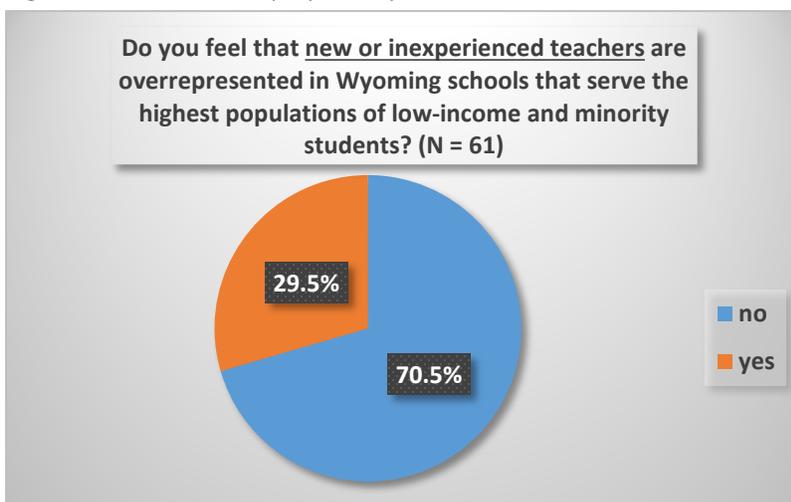
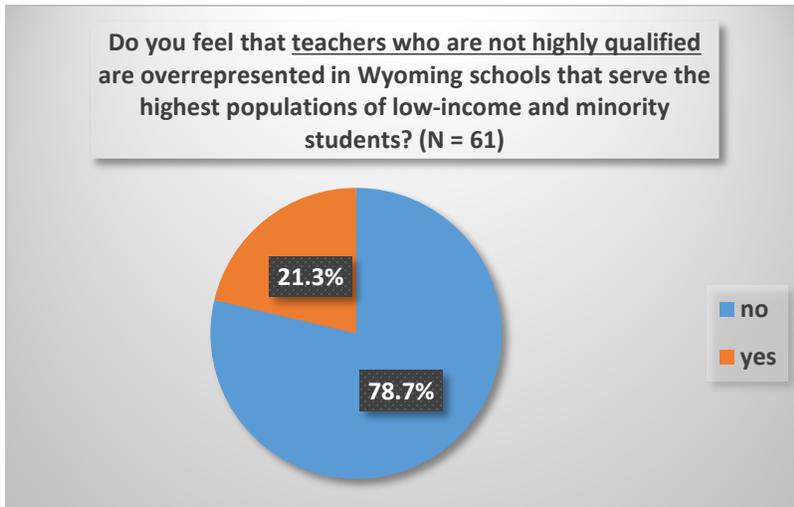
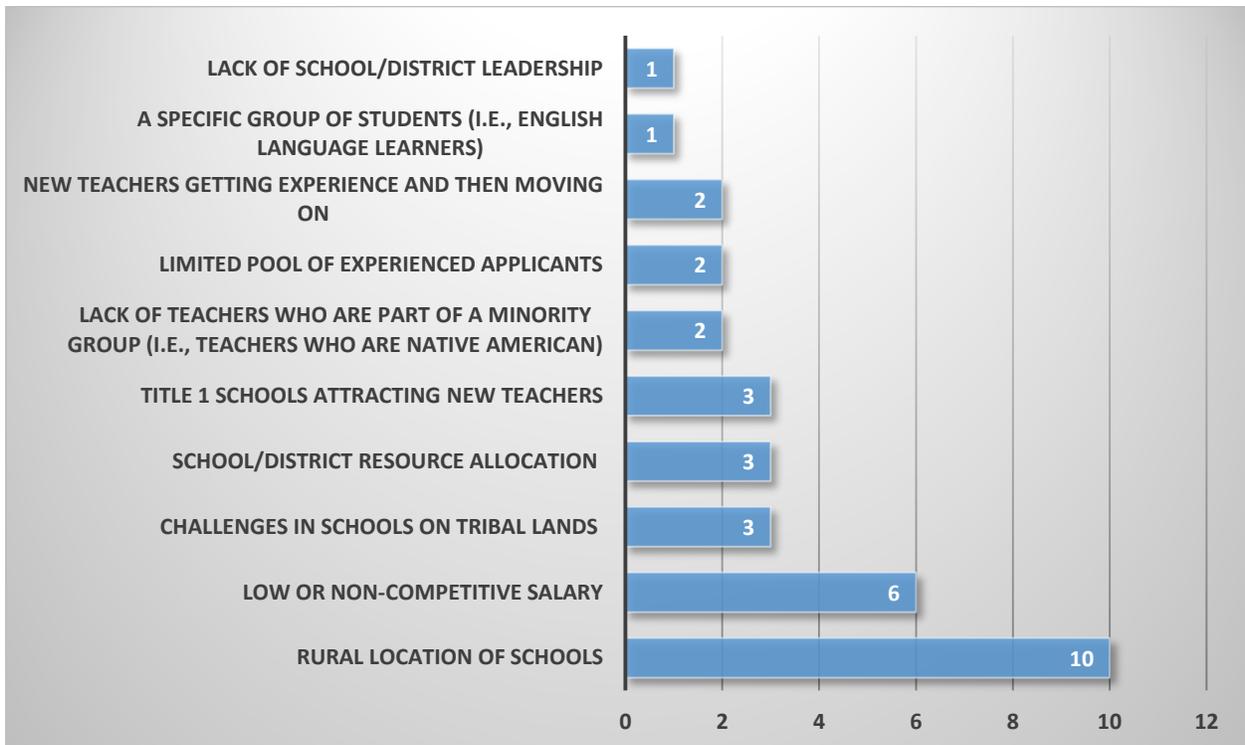


Figure 17. Results for *Equity Survey Question 2*



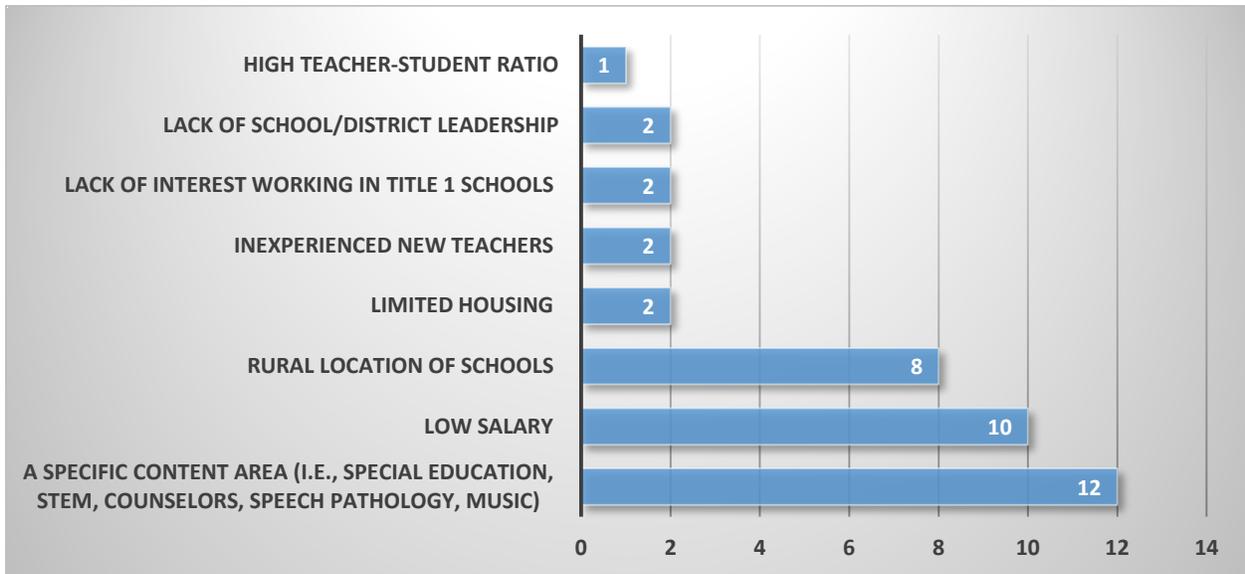
Survey respondents were also asked two open-ended questions. The first question asked respondents if they believed equity gaps exist in education across Wyoming and to explain their response. Sixteen respondents reported they did not believe equity gaps exist, while the remaining 45 respondents reported they believe that an equity gap exists. Respondents offered numerous reasons for potential gaps displayed in Figure 18.

Figure 18. Reasons for Potential Equity Gaps



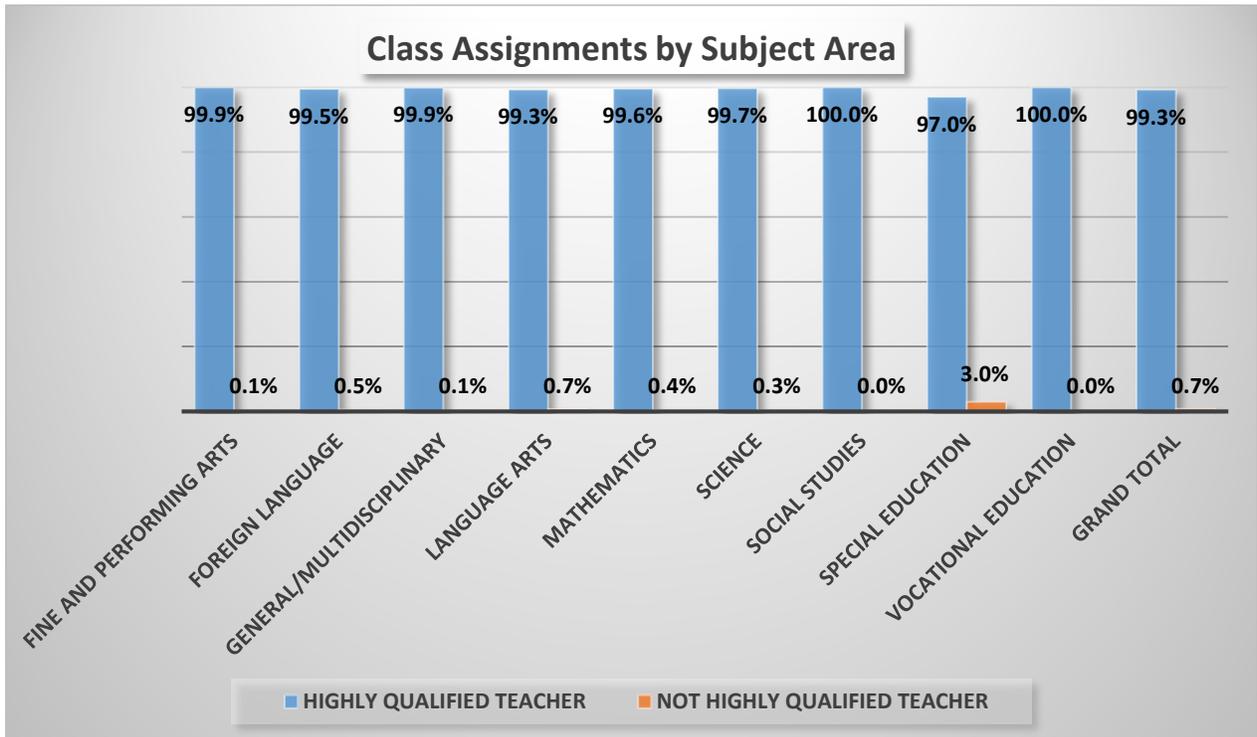
The second open-ended question asked respondents if their district experienced any difficulties in hiring and/or retaining highly effective/qualified teachers and to explain their response. Twenty-three respondents reported their district had not experienced difficulties while the remaining 38 respondents reported their district had experienced any difficulties. Respondents offered numerous reasons districts experienced difficulties in hiring and/or retaining highly effective/qualified teachers, which are presented in Figure 19.

Figure 19. Reasons for Hiring and/or Retaining Difficulty



Twelve survey respondents indicated difficulties in hiring and/or retaining highly qualified teachers in specific subject areas, such as special education and STEM (science, technology, engineering, and mathematics). Data from the WDE HQT Report confirm these survey findings for special education with 2.96% special education class assignments allocated to not highly qualified teachers. Figure 20 presents teacher qualification data for subject areas.

Figure 20. Teacher Qualification Percentages by Subject Area for Elementary and Secondary Class Assignments



Summary of Stakeholder Perception Data

A majority of the 61 survey respondents indicated they did not feel that inexperienced teachers or unqualified teachers were overrepresented in high poverty and high minority Wyoming schools. Further, many survey respondents did not believe equity gaps exist in Wyoming schools. For those who do believe equity gaps exist, the rural location of the schools was the primary reason why they believed this. Numerous survey respondents reported difficulty in hiring and/or retaining highly qualified teachers in specific content areas, such as special education. The WDE HQT Report confirmed there are more unqualified special education teachers than unqualified teachers in other subject areas.

DETERMINATION OF EQUITY GAPS

Based on the three data sources, equity gaps were determined, including:

- teacher absences,
- teacher turnover, and
- lack of highly qualified special education teachers.

Teacher salary was a focal topic of discussions to determine equity gaps and identify root causes during the first and second Committee meetings, respectively. However, it did not substantiate to the level of an equity gap that would be addressed in the Wyoming equity plan. This is due, in part, to the recent

passage of a bill (WY SF0010) approved by the Wyoming legislature to increase teacher salaries in the 2014–15 school year⁷.

STRATEGIES FOR ELIMINATING EQUITY GAPS

THEORY OF ACTION

The WDE is committed to ensuring every student in a Wyoming public school is taught by a highly qualified teacher. To accomplish this goal, the WDE will employ systemic strategies to eliminate the equity gaps, based on the following theory of action:

If an approach to prepare, hire, and support teachers, special education teachers in particular, is systematically and systemically implemented and implementation is monitored and modified over time,

Then Wyoming school districts will be better able to recruit, retain, and develop highly qualified teachers, special education teachers in particular, such that all students have equitable access to excellent teaching to help them achieve academically.

IDENTIFICATION OF ROOT CAUSES

As required in the USDE *Frequently Asked Questions* guidance under question A-1 (USDE, 2015, p.8), a root cause analysis was conducted to explain the likely causes of the identified equity gaps. The root cause analysis process employed by the State Equity Planning Committee was supported by NCCC staff through the WHY? Method. This Method includes three steps:

1. Identify plausible contributing factor(s).
2. Ask “Why?” of each equity gap and answer “Because...”
3. Stop asking “Why?” when a key contributing factor of the equity gap is revealed.

NCCC staff facilitated this root cause analysis method with the Committee members. Table 1 provides each equity gap as well as the root causes associated with it, based on responses from Committee members.

Table 1. Root Causes by Equity Gap

Equity Gap #1: Teacher Absenteeism
<p>WHY Level 1: Why is the percentage of teacher absenteeism higher in the larger cohort schools compared to the smaller cohort schools?</p> <p>Committee response:</p> <ul style="list-style-type: none"> • After stakeholder discussion, it was determined that this is <i>not</i> an equity gap due to districts’ negotiated contracts, district leave policies, and specific reasons for teacher absences (i.e., illness or other legitimate reasons). The WDE does not collect teacher absenteeism data. Included in these contracts may be an allotted number of sick/leave days awarded to teachers. The stakeholders agreed that this was not an area they wanted to pursue as district policies are distinctive.
Equity Gap #2: Teacher Turnover

⁷ WY SF0010 provides \$6 million to the WDE to distribute to districts for the sole purpose of salary increases. (See <http://legisweb.state.wy.us/2015/Chapter/SF0001.PDF>)

<p>WHY Level 1: Why is teacher turnover higher in districts that have more inexperienced teachers?</p> <p>Committee response:</p> <ul style="list-style-type: none"> • <i>Unstable, poor leadership</i> • <i>Challenging work place</i> • <i>District-level policies</i> • <i>Teacher recruitment is challenging</i>
<p>WHY Level 2: Why is leadership considered ineffective?</p> <p>Committee response:</p> <ul style="list-style-type: none"> • <i>Lack of school leadership training</i>
<p>WHY Level 2: Why is the workplace at these schools challenging for teachers?</p> <p>Committee response:</p> <ul style="list-style-type: none"> • <i>Negative media/press coverage</i> • <i>External pressure (i.e., federal accountability)</i> • <i>Lack of school leadership training</i>
<p>WHY Level 2: Why is teacher recruitment challenging?</p> <p>Committee response:</p> <ul style="list-style-type: none"> • <i>Fewer applicants to teacher colleges</i> • <i>There are more vacancies across Wyoming districts than the graduates of the University of Wyoming (UW) College of Education are able to fill</i>
<p>WHY Level 3: Why is there a challenge with graduating more UW students from their education program?</p> <p>Committee response:</p> <ul style="list-style-type: none"> ○ <i>They do not have capacity to handle more students in certain content areas or majors</i>
<p>Equity Gap #3: Highly Qualified Special Education Teachers</p>
<p>WHY Level 1: Why is there a higher percentage of unqualified special education teachers in the small cohort, high minority, high poverty districts?</p> <p>Committee response:</p> <ul style="list-style-type: none"> • <i>Hard to recruit</i> • <i>UW does not have an undergraduate special education program, only a Master’s program</i> • <i>More liability and paperwork</i>
<p>WHY Level 2: Why is it hard to recruit highly qualified special education teachers?</p> <p>Committee response:</p> <ul style="list-style-type: none"> • <i>Few applicants</i> • <i>Less desirable job</i> • <i>High number of behavioral disorders</i> • <i>Parents may not be as supportive with children with behavioral issues</i>

SELECTED STRATEGIES

As required in the USDE *Frequently Asked Questions* guidance under question A-1 (USDE, 2015, p. 8), strategies to eliminate the identified equity gaps were selected during the third meeting of the State Equity Planning Committee. The WDE will assume primary responsibility for initiating the implementation each strategy. Additional responsible parties may include stakeholder organizations that were part of the State Equity Planning Committee. Table 2 aligns the equity gaps with identified root causes, selected strategies, the possible responsible party/parties for each of the selected strategies, and the essential action steps to be taken for each strategy.

Table 2. Strategies, Action Steps, and Responsible Party for Equity Gaps based on Root Causes

Equity Gap	Root Causes	Strategy	Action Steps	Responsible Party
Equity Gap #2: Teacher turnover	Negative media/press coverage	2a: Disseminate monthly press releases on positive news in schools, districts, and teacher prep programs, especially in relation to special education	<ul style="list-style-type: none"> - Develop comprehensive communication plan coordinated across responsible parties - Execute communication plan 	<ul style="list-style-type: none"> • WDE • UW • WEA • Parent Information Center (PIC)
	Fewer applicants to teacher colleges	2b: Create a teaching profession program similar to Future Farmers of America and Future Business Leaders of America	<ul style="list-style-type: none"> - Develop and disseminate guidance to districts on how to create a teaching profession program for high school students - Provide support to districts implementing a teaching profession program 	<ul style="list-style-type: none"> • WDE
		2c: Provide positive information about the teaching profession to college and high school students	<ul style="list-style-type: none"> - Develop a plan with local and regional institutions of higher education (IHEs) and districts to provide teacher informational booths at Career Fairs - Implement plan with local and regional IHEs and districts to provide teacher informational booths at Career Fairs 	<ul style="list-style-type: none"> • WDE • Local and regional IHEs
Equity Gap #3: Lack of highly qualified special education (SPED) teachers	Few applicants	3a: Support paraprofessional staff to become highly qualified SPED teachers	<ul style="list-style-type: none"> - Develop and disseminate guidance to districts on how to recruit, support, and incentivize paraprofessional staff to become highly qualified SPED teachers - Provide support to districts on how to recruit, support, and incentivize paraprofessional staff 	<ul style="list-style-type: none"> • WDE
		Less desirable job	3b: Train principals on how to support SPED teachers when dealing with student behavioral issues and compliance with <i>Individuals with Disabilities Education Act</i> (IDEA)	<ul style="list-style-type: none"> - Develop and disseminate guidance to districts on how to train principals on how to support SPED teachers - Provide support to districts on how to train principals on how to support SPED teachers
	3c: Compensate SPED teacher for extra time spent holding case management meetings with adults		<ul style="list-style-type: none"> - Develop and disseminate guidance to districts on how to use funds to compensate SPED teachers - Provide support to districts on how to use funds to compensate SPED teachers 	<ul style="list-style-type: none"> • WDE

Equity Gap	Root Causes	Strategy	Action Steps	Responsible Party
	Parents may or may not be as supportive	3d: Train principals on how to support SPED teachers when dealing with parents	<ul style="list-style-type: none"> - Develop and disseminate guidance to districts on how to train principals on how to support SPED teachers - Provide support to districts on how to train principals on how to support SPED teachers 	<ul style="list-style-type: none"> • WDE • PIC
		3e: Provide parents and families with more information on what is going on in their child’s school and classroom and how to get involved	<ul style="list-style-type: none"> - Develop and disseminate guidance to districts on how to engage parents and families of SPED students - Provide support to districts on how to train principals on how to engage parents and families of SPED students 	<ul style="list-style-type: none"> • WDE • PIC

STRATEGY TIMELINES AND MILESTONES

The WDE understands the importance of executing the selected strategies in a timely fashion to ensure every Wyoming student is taught by a highly qualified teacher. The WDE proposes to implement the strategies during the 2015–16 and 2016–17 school years with completion by the end of the 2016–17 school year. Tables 3 and 4 provide the proposed strategy timelines and milestones for the teacher turnover and lack of highly qualified special education teacher equity gaps, respectively, as required in the USDE *Frequently Asked Questions* guidance under question A-1 (USDE, 2015, p. 8). Milestones may include the completion of a process, plan, or program; the number of participants who completed a program or attended a conference; or, an artifact in the form of a press release. During fall 2015, final strategy timelines and milestones will be confirmed in collaboration with stakeholder representatives from the identified responsible parties in Table 2.

Table 3. Timeline and Milestones for Teacher Turnover

Strategy and Steps	Fall	2015–16				Fall	2016–17			
		Q1	Q2	Q3	Q4		Q1	Q2	Q3	Q4
Disseminate monthly press releases										
Develop comprehensive communication plan		▲								
Execute comprehensive communication plan		—	—	—	—	—	—	—	—	—
		▲	▲	▲	▲	▲	▲	▲	▲	▲
Create a teaching profession program										
Develop and disseminate guidance to districts	—	—	—	—	▲					
Provide support to districts						—	—	—	—	▲
Provide positive information about the teaching profession										
Develop a plan with local and regional IHEs and districts to provide teacher informational booths at Career Fairs	—	—	▲			—	—	▲		
Implement plan with local and regional IHEs and districts				—	▲				—	▲

— = ongoing work; ▲ = milestone

Table 4. Timeline and Milestones for Lack of Highly Qualified Special Education Teachers

Strategy	Fall	2015–16				Fall	2016–17			
		Q1	Q2	Q3	Q4		Q1	Q2	Q3	Q4
Support paraprofessional staff to become highly qualified SPED teachers										
Develop and disseminate guidance to districts on how to recruit, support, and incentivize paraprofessional staff	—	—	—	—	▲					

Provide support to districts						—	—	—	—	▲
Train principals on how to support SPED teachers when dealing with student behavioral issues and compliance with IDEA										
Develop and disseminate guidance to districts on how to train principals on how to support SPED teachers	—	—	—	—	▲					
Provide support to districts						—	—	—	—	▲
Compensate SPED teacher for extra time spent holding case management meetings with adults										
Develop and disseminate guidance to districts on how to use funds to compensate SPED teachers	—	—	—	—	▲					
Provide support to districts						—	—	—	—	▲
Train principals on how to support SPED teachers when dealing with parents										
Develop and disseminate guidance to districts on how to train principals on how to support SPED teachers	—	—	—	—	▲					
Provide support to districts						—	—	—	—	▲
Provide parents and families with more information on what is going on in their child's school and classroom and how to get involved										
Develop and disseminate guidance to districts on how to engage parents and families of SPED students	—	—	—	—	▲					
Provide support to districts						—	—	—	—	▲

— = ongoing work; ▲ = milestone

CAPITAL TO SUPPORT STRATEGY IMPLEMENTATION

In order to address the root causes of the equity gaps, the WDE has financial capital, human capital, and social capital to ensure the strategies delineated are implemented as intended. Financial capital to assist with the implementation of the selected strategies will be provided through corresponding Federally Funded Programs. Therefore, responsible parties of the selected strategies can draw from the various title programs required to ensure compliance with equity provisions such as Title I, Title II Part A, Title II State Discretionary, and Title III.

The WDE also has the human capital necessary to lead and support the implementation of the strategies. Several key WDE staff are part of the State Equity Planning Committee and will also be integrally involved in strategy implementation. These WDE Committee members represent numerous units across WDE: Federal

Programs, Special Programs, Standards and Accountability, and Communication. They will operate under the direction of the WDE Chief Academic Officer for the purposes of the state equity plan implementation.

The WDE can use their social capital as the strategies are implemented. The State Equity Planning Committee members and the organizations that they represent provide social capital through the abundance of resources, expertise, and human capital that can be leveraged throughout the implementation of the selected strategies. Further, the WDE will receive continued support from the NCCC staff to build the WDE staff capacity to systemically and systematically implement the strategies.

ADDITIONAL WYOMING INITIATIVES

Specific root causes that were identified will be addressed through other initiatives occurring across Wyoming. Examples include school leadership training at the annual WASA conference, and principal training and mentorship through the Wyoming Center for Educational Leadership. These initiatives will assist school and district leaders to support teachers and, thus, help to address the high rate of teacher turnover. Further, UW College of Education staff are investigating a possible minor in special education for pre-service teachers. This effort will help to address the lack of highly qualified special education teachers.

WDE recognizes that strong partnerships with WASA and UW are essential to supporting these ongoing initiatives. Commitment to these partnerships is a high priority of the newly-appointed WDE leadership and will be fostered through greater collaboration on strategies related to Wyoming's Equity Plan.

ONGOING MONITORING AND SUPPORT

Given the local control nature of Wyoming education, the WDE is committed to supporting districts choosing to participate in and/or implement the strategies outlined in this equity plan (Table 2). Monitoring will occur through data collection conducted by the WDE and/or identified responsible parties. Data will be collected for three purposes: 1) ongoing monitoring of equity strengths and gaps; 2) monitoring of milestone completion identified in Tables 3 and 4; and, 3) informing the support provided to districts as they participate in and/or implement the strategies. Annual public reporting on the WDE website will be posted of progress made on closing each of the mentioned equity gaps. These elements are outlined in the USDE *Frequently Asked Questions* guidance under question A-1 (USDE, 2015, p. 8).

ONGOING MONITORING OF EQUITY STRENGTHS AND GAPS

The WDE Data Collection and Reporting unit will continue to collect data to generate the HQT report and the K–12 Teacher Turnover Rates by District report. These reports, which were used to identify equity strengths and gaps, provided baseline data to monitor the extent to which poor and minority students are being taught by unqualified, inexperienced, or out-of-field teachers. Monitoring differences between schools in the high and low poverty quartiles, as well as schools in the high and low minority quartiles, will provide evidence of progress made through the state equity plan or identify a need for modification of the state equity plan. In addition to teacher turnover data, WDE intends to collect school leader and superintendent turnover data in

2015–16 and 2016–17. These additional data will help to inform the next iteration of the equity plan. All data will be reviewed annually by the WDE and the State Equity Planning Committee members to determine what additional strategies may need to be implemented, and will be publicly provided on an annual basis on the WDE website.

MONITORING OF MILESTONE COMPLETION

As indicated previously, the WDE will assume primary responsibility for the strategies and completion of milestones for each strategy. Milestones can include the completion of a process, plan, or program; the number of participants who completed a program or attended a conference; or, an artifact in the form of a press release. The WDE will collaborate with the identified responsible parties to ensure data collection, detailed in Table 5, and milestones are completed in accordance with the finalized strategy timelines. These data will be reviewed on a bi-annual basis by the WDE and the identified responsible parties to assess strategy implementation, modification, and completion. The information will be made available to appropriate education stakeholders across Wyoming.

SUPPORT PROVIDED TO DISTRICTS

As mentioned above, districts within Wyoming have a choice in using the guidance provided by the WDE as part of local control, and the WDE is dedicated to supporting those districts. To ensure the support is meeting district needs, data will be collected by surveying districts as they employ the guidance documents. The surveys will include questions about the quality, relevancy, and utility of the WDE guidance. There will also be questions on how the district has used the guidance; what the challenges and successes have been; and, the kinds of support that were needed from the WDE. Table 5 identifies the data that will be collected to assess district utilization of WDE guidance to inform the any additional WDE support needed by districts.

These data will be reviewed on a regular basis by the WDE to ensure that the support provided by WDE is timely. WDE-provided support may include helping districts identify and allocate funds within the district's budget to compensate SPED teachers, developing a communication plan on methods to engage parents and families of SPED students, and determining an appropriate content and structure of a teaching profession program. If a district requires support from a WDE partner, the WDE will utilize its social capital and collaborate with its partners to ensure district needs are met.

Table 5. Data to Collect for Each Strategy and Step

Strategy	Steps	Data to Collect
2a: Disseminate monthly press releases on positive news in schools, districts, and teacher prep programs, especially in relation to special education	<ul style="list-style-type: none"> - Develop comprehensive communication plan coordinated across responsible parties - Execute communication plan 	<ul style="list-style-type: none"> • Document detailing the comprehensive communication plan • Number of press releases disseminated • Artifacts
2b: Create a teaching profession program similar to Future Farmers of America and Future Business Leaders of America	<ul style="list-style-type: none"> - Develop and disseminate guidance to districts on how to create a teaching profession program for high school students - Provide support to districts implementing a teaching profession program 	<ul style="list-style-type: none"> • Document detailing how to create a teaching profession program • Number of districts that received the guidance • Number of districts that indicate that they will use the guidance • Survey of districts using the guidance
2c: Provide positive information about the teaching profession to college and high school students	<ul style="list-style-type: none"> - Develop a plan with local and regional institutions of higher education (IHEs) and districts to provide teacher informational booths at Career Fairs - Implement plan with local and regional IHEs and districts to provide teacher informational booths at Career Fairs 	<ul style="list-style-type: none"> • Document detailing teacher informational booths at Career Fairs • Number of Career Fairs with teacher informational booths, including the participating local and regional IHEs and districts • Number of people who received information from the teacher informational booths
3a: Support paraprofessional staff to become highly qualified SPED teachers	<ul style="list-style-type: none"> - Develop and disseminate guidance to districts on how to recruit, support, and incentivize paraprofessional staff to become highly qualified SPED teachers - Provide support to districts on how to recruit, support, and incentivize paraprofessional staff 	<ul style="list-style-type: none"> • Document detailing how to recruit, support, and incentivize paraprofessional staff to become highly qualified SPED teachers • Number of districts that received the guidance • Number of districts that indicate that they will use the guidance • Survey of districts using the guidance
3b: Train principals on how to support SPED teachers when dealing with student behavioral issues and compliance with <i>Individuals with Disabilities Education Act (IDEA)</i>	<ul style="list-style-type: none"> - Develop and disseminate guidance to districts on how to train principals on how to support SPED teachers - Provide support to districts on how to train principals on how to support SPED teachers 	<ul style="list-style-type: none"> • Document detailing how to train principals on how to support SPED teachers • Number of districts that received the guidance • Number of districts that indicate that they will use the guidance • Survey of districts using the guidance

Strategy	Steps	Data to Collect
3c: Compensate SPED teacher for extra time having case management meetings with adults	<ul style="list-style-type: none"> - Develop and disseminate guidance to districts on how to use funds to compensate SPED teachers - Provide support to districts on how to use funds to compensate SPED teachers 	<ul style="list-style-type: none"> • Document detailing how to train principals on how to use funds to compensate SPED teachers • Number of districts that received the guidance • Number of districts that indicate that they will use the guidance • Survey of districts using the guidance
3d: Train principals on how to support SPED teachers when dealing with parents	<ul style="list-style-type: none"> - Develop and disseminate guidance to districts on how to train principals on how to support SPED teachers - Provide support to districts on how to train principals on how to support SPED teachers 	<ul style="list-style-type: none"> • Document detailing how to train principals on how to support SPED teachers • Number of districts that received the guidance • Number of districts that indicate that they will use the guidance • Survey of districts using the guidance
3e: Provide parents and families with more information on what is going on in their child’s school and classroom and how to get involved	<ul style="list-style-type: none"> - Develop and disseminate guidance to districts on how to engage parents and families of SPED students - Provide support to districts on how to train principals on how to engage parents and families of SPED students 	<ul style="list-style-type: none"> • Document detailing how to train principals on how to engage parents and families of SPED students • Number of districts that received the guidance • Number of districts that indicate that they will use the guidance • Survey of districts using the guidance

CONCLUSION

In consonance with the *Excellent Educators for All* initiative and section 1111(b)(8)(C) of the Elementary and Secondary Education Act (ESEA) of 1965, the WDE submits this equity plan to assure that poor and minority students are not taught at higher rates than their counterparts by unqualified, inexperienced, or out-of-field teachers. The Wyoming equity plan followed the guidelines outlined in the USDE *Frequently Asked Questions* (2015). The process used to create the Wyoming equity plan began with the formation of the State Equity Planning Committee. Committee members were deliberately selected to ensure broad representation from all education stakeholder groups across Wyoming. Further, the Committee members were knowledgeable of and experienced with the strong local-control nature of education in Wyoming.

During the review of the data, it was clear that Wyoming has minimal equity gaps statewide among schools, with regard to the extent that low income students are taught by inexperienced, unqualified, or out-of-field teachers. Based on the data review, equity gaps were determined by the State Equity Planning Committee members, including:

- teacher absences,
- teacher shortage, and
- lack of highly qualified special education teachers.

However, during the root cause analysis process, it was concluded that the rate of teacher absences could not be classified as an equity gap, due to the lack of information on districts' negotiated contracts, district leave policies, and specific reasons for teacher absences (i.e., illness or other legitimate reasons).

Next, the Committee members went through a root cause analysis process for teacher shortage and lack of highly qualified special education teachers. Root causes identified for teacher shortage included the lack of school leadership training, negative media/press coverage, and fewer applicants to teacher colleges. Root causes for the lack of highly qualified special education teachers consisted of too few applicants, its undesirability as a profession, and working with parents who may not be supportive.

Strategies to address each root cause and decrease the equity gaps were selected, and include disseminating monthly press releases; creating a teaching profession program; supporting paraprofessional staff to become highly qualified; training principals on how to support special education teachers; and providing parents and families of special education students with more information. The WDE will lead the collective effort to implement each strategy along with any additional responsible parties. The WDE will leverage its financial, human, and social capital resources to accomplish the milestones established for each strategy effectively and efficiently.

Additionally, methods to continuously monitor and provide support to districts that choose to implement the strategies are included. Monitoring methods include the collection of data appropriate for the strategy, such as surveys. These data will be reviewed on a regular basis by the WDE to inform

the support needed by districts. The WDE will provide individualized support to districts in a timely manner and may include plan development, technical assistance, or program development. If needed, the WDE will coordinate with partners to meet district needs.

The WDE is committed to ensuring every student in a Wyoming public school is taught by a highly qualified teacher, and recognizes the significant impact that inequity can have on student achievement, especially among low income and minority students as compared to their counterparts. Further, the WDE understands the impact that teacher turnover can have on student achievement. Consequently, the WDE is confident that this equity plan will ensure every Wyoming student is taught by an experienced, highly qualified teacher.

REFERENCES

- Professional Teaching Standards Board. (n.d.). *General Regulations*. Retrieved from <http://ptsb.state.wy.us/LinkClick.aspx?fileticket=tnl4cCT2dgg%3d&tabid=253>
- Ronfeldt, M., Loeb, S., Wyckoff, J. (2013). How teacher turnover harms student achievement. *American Educational Research Journal*, 50(1), 4-36.
- U.S. Department of Education. (2005). *Part A – Improving Basic Programs Operated by Local Educational Agencies, Subpart 1 – Basic Program Requirements*. Retrieved from <http://www2.ed.gov/policy/elsec/leg/esea02/pg2.html>
- U.S. Department of Education. (2014). *Educator Equity Profile – Wyoming*. Retrieved from <http://www2.ed.gov/programs/titleiparta/equitable/wyeep.pdf>
- U.S. Department of Education. (2015). *State Plans to Ensure Equitable Access to Excellent Educators: Frequently Asked Questions*. Retrieved from <http://www2.ed.gov/programs/titleiparta/equitable/eafaq2015.pdf>
- Wyoming Education Code of 1969, Wyo. Stat. § 21-2-102 (2014). Retrieved from <http://legisweb.state.wy.us/statutes/statutes.aspx?file=titles/Title21/Title21.htm>

APPENDIX A

EQUITY PLAN MEETING #1

Date | time 4/7/2015 1:00 PM | *Location* via Adobe Connect

Type of meeting	Stakeholder Meeting #1 Determine Equity Gaps	Attendees - Stakeholder Team, WDE Team, Shelby Maier, Cathi Johnson
Facilitator	Shelby Maier & Cathi Johnson - North Central Comprehensive Center (NCCC) at McREL	

Agenda Items

Topic	Presenter	Time allotted
<input type="checkbox"/> Welcome and Introductions	Brent Bacon	10 mins
<input type="checkbox"/> Purpose, Plan Requirements, Definitions, Data list	WDE Team	15 mins
<input type="checkbox"/> Data discussion	Shelby/Cathi	30 mins
<input type="checkbox"/> Determine Top Equity Gaps	Shelby/Cathi	15 mins
<input type="checkbox"/> Closing, Assign Small Groups	WDE Team	20 mins
<input type="checkbox"/> Questions?	Shelby/Cathi/WDE Team	5 mins

Other Information

Resources PowerPoint, Data (graphs, survey results)

Special notes – Small groups will be assigned and form will be provided for root cause determination

EQUITY PLAN MEETING #2

Date | time 4/15/2015 1:00 PM | *Location* via Adobe Connect

<p>Type of meeting</p> <p>Facilitator</p>	<p>Stakeholder Meeting #2</p> <p>Identify Root Causes</p> <p>Jona Fletcher & Scott Bullock - Wyoming Department of Education</p> <p>Shelby Maier & Cathi Johnson - North Central Comprehensive Center (NCCC) at McREL</p>	<p>Attendees - Stakeholder Team, WDE Team, NCCC Team</p>
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Agenda Items

Topic	Presenter	Time allotted
<input type="checkbox"/> Welcome and WDE Updates	Jona and Scott	15 mins
<input type="checkbox"/> Review Additional Data	Shelby	10 mins
<input type="checkbox"/> Overview of Root Cause Analysis	Cathi	15 mins
<input type="checkbox"/> Root Cause Analyses for Equity Gaps	Shelby	75 mins
<input type="checkbox"/> Next Steps and Questions	Jona/Scott/Shelby/Cathi	5 mins

Other Information

Resources: PowerPoint, Data (graphs)

EQUITY PLAN MEETING #3

Date | time 4/27/2015 1:00 PM | *Location* via Adobe Connect

Type of meeting	Stakeholder Meeting #3 Discuss Strategies to Address Root Causes	Attendees - Stakeholder Team, WDE Team, NCCC Team
Facilitator	Jona Fletcher, Scott Bullock, & Brent Bacon - Wyoming Department of Education (WDE) Shelby Maier & Cathi Johnson - North Central Comprehensive Center (NCCC) at McREL	

Agenda Items

Topic	Presenter	Time allotted
<input type="checkbox"/> Welcome, Objectives, WDE Updates	Jona and Scott	15 mins
<input type="checkbox"/> Process Overview	Cathi	5 mins
<input type="checkbox"/> Recap of Equity Gaps & Root Causes	Shelby	5 mins
<input type="checkbox"/> Discuss Strategies to Address Root Causes	Brent (WDE Team)	75 mins
<input type="checkbox"/> Next Steps and Questions	Jona and Scott	10 mins

Other Information

Resources: PowerPoint and Meeting #2 Notes

EQUITY PLAN MEETING #4

Date | time 5/19/2015 2:00 PM | *Location* via Adobe Connect

Attendees - Stakeholder Team, WDE Team, NCCC Team

Type of meeting Stakeholder Meeting #4 Gather
Equity Plan Feedback

Facilitator Jona Fletcher- Wyoming
Department of Education
(WDE)
Shelby Maier - North Central
Comprehensive Center (NCCC)
at McREL

Agenda Items

Topic	Presenter	Time allotted
<input type="checkbox"/> Welcome & Objectives	Jona	5 mins
<input type="checkbox"/> Review of Equity Gaps, Root Causes, & Strategies	Shelby	10 mins
<input type="checkbox"/> Gather Feedback on Wyoming Equity Plan	Jona/Shelby	40 mins
<input type="checkbox"/> Next Steps and Appreciation	Jona	5 mins

Other Information

Resources: Drafted Sections of Wyoming Equity Plan, PowerPoint slides

Wyoming Equity Plan Theory of Action - **DRAFT**

<i>If...</i>	<i>Then...</i>	<i>Addresses Root Cause...</i>	<i>Over time, reduces equity gap in _____ ...</i>	<i>Reducing these gaps will likely result in...</i>
Disseminate positive monthly press releases	Teachers feel their work is valued	Negative media decreasing value of teaching profession	Pride, honor in teaching fields restored	Reduces teacher turnover in high poverty, high minority schools
Create a high school “teaching program” similar to FBLA or FFA	Students receive early exposure to develop interest in education careers	A reduction in education degree college applications	Qualified teachers applying for jobs in high poverty, high minority schools	Reduces teacher turnover in high poverty, high minority schools
Partner with Tribal entities, community colleges and UW to address positive information/results of teaching to students	College level students increase interest & commitment to teaching fields	Fewer applicants to teacher fields & teacher colleges	Numbers of applicants to teaching fields or teacher colleges	Reduces teacher turnover in high poverty, high minority schools
Training building-level administrators in knowledge of IDEA and support for SpEd educators	SpEd educators would feel more support and understanding from their administrators	Educators’ perception of IDEA/SpEd fields being least desirable of teaching fields	Knowledge and support for SpEd teachers from administrators	Increases pool of highly qualified Special Education teachers
Create a “Grow Your Own” program to support SpEd paraprofessionals to become highly qualified	Commitment to remain in SpEd teaching field as well as remain in the community	Lessens the difficulty of recruiting & retaining qualified SpEd teachers in rural communities, high poverty, high	Recruitment and retention of teachers in SpEd teaching field	Increases pool of highly qualified Special Education teachers

SpEd teachers		minority communities		
<i>If...</i>	<i>Then...</i>	<i>Addresses Root Cause...</i>	<i>Over time, reduces equity gap in _____ ...</i>	<i>Reducing these gaps will likely result in...</i>
Address parental and family participation in clarifying and supporting their special needs children at home and in school	Increase of family & parental involvement at school because their special needs children are supported	Increases family & parental support of school and their SpEd teachers	Increases family & parental knowledge of services and support available to assist their child/ren to achieve and succeed	Increases pool of highly qualified Special Education teachers
Develop compensation programs for the additional mandated time to comply with meetings, forms, dealing with various factions of SpEd student's plans and transitions, and overall case management	SpEd teachers would feel support and understanding that their teacher specialities are valued and worthwhile for/to students, families, school, and community	Acknowledge locally, state, and federally IDEA mandated duties are in addition to duties of regular education teachers, thus decrease perception SpEd teaching is least desirable of teaching fields		Increases pool of highly qualified Special Education teachers
Develop a statewide strategy to support recruitment of highly qualified Special Education teachers	Districts would have access to additional supports in recruiting special education teachers	Difficult to recruit special education directors, especially in small and rural districts	Increases district's ability to find and recruit special education educators from places they could not recruit on their own.	Increases pool of highly qualified Special Education teachers



WYOMING
DEPARTMENT OF EDUCATION

*Creating Opportunities
for Students to Keep
Wyoming Strong*

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MEMORANDUM

To: State Board of Education

From: Lisa Weigel, Chief Policy Officer

Date: March 23, 2017

Subject: Agenda Item Overview

Meeting Date: March 23-24, 2017

Agenda Item: WAEA & ESSA Requirements

Item Type: Action: _____ Informational: X

Background:

During the 2017 legislative session, HB0040/HEA0061 provided revisions to the accountability requirements under WAEA. Since December 2015, state educational agencies have been receiving directives related accountability requirements under ESSA. The purpose of this presentation is to provide an overview of the crossover between WAEA and ESSA, and to articulate a plan to move forward in order to meet statutory requirements.

Statutory Reference (if applicable):

- 2017 HEA No. 61
- ESEA, Section 1111 as amended by ESSA

Fiscal Impact:

None noted

Supporting Documents/Attachments:

- HEA—61
- WDE Presentation
- WAEA & ESSA Crossover
- ESSA State Plan Template (as of March 13, 2017)
- Advisory Committee Recommendations (December 2016 report)
- Flicek Presentation

For questions or additional information:

Contact Julie Magee at 307.777.8740 or julie.magee@wyo.gov.

CREATING A SINGLE COHERENT ACCOUNTABILITY SYSTEM IN WYOMING
**Recommendations and a Progress Report from the Advisory Committee to the Select
Committee on Statewide Education Accountability**

Judy Catchpole, Chair¹

December 31, 2016

¹ Progress report drafted by Scott Marion, Joseph Martineau, & Thanos Patelis, Center for Assessment

ADVISORY COMMITTEE MEMBERS

Judy Catchpole, Chair of the Advisory Committee, National Assessment of Educational Progress consultant

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Sue Belish, State Board of Education

Diana Clapp, Superintendent, Fremont County School District #1

Kris Cundall, Principal, Walnut Elementary School, Sweetwater County School District #1

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Sean McInerney, Accountability Supervisor, Wyoming Department of Education

Terry Snyder Superintendent, Fremont County School District #25

Janine Bay-Teske, School Board Member, Teton County School District #1

Executive Summary

This report presents the recommendations from the Advisory Committee to the Select Committee on Statewide Education Accountability designed to improve the Wyoming Accountability in Education Act (WAEA) and to ensure WAEA can fulfill the requirements associated with the Every Student Succeeds Act (ESSA). The Advisory Committee used this opportunity to evaluate the degree to which WAEA is working as intended and to recommend minor changes to the current Wyoming school accountability system.

Compared to having two accountability systems under the previous federal law (the No Child Left Behind Act), the Advisory Committee is committed that Wyoming should have a **single, coherent school accountability system** that can support school improvement in Wyoming, while meeting both federal and state requirements.

The proposed WAEA System recommended by the Advisory Committee is built closely on the existing WAEA with some necessary changes. Both the high school and elementary systems include the ESSA-required indicator of evaluating the progress that English learners make in acquiring English language proficiency. That is the only change to the elementary system.

The proposed WAEA system for high schools includes the following noteworthy changes:

- ✓ An indicator of progress towards English language proficiency,
- ✓ An expansion of the readiness indicator to include career readiness as the “additional indicator of school quality or student success,”
- ✓ Eliminating tested readiness as a redundant metric, and
- ✓ Including goals for academic achievement, graduation rates, and English learners.

Additionally, the Advisory Committee had extensive discussions about the importance of evaluating longitudinal student growth at the high school level so that the accountability system can reflect a more complete picture of school effectiveness than a system based largely on student achievement and graduation rate. Therefore, the Advisory Committee strongly recommends maintaining the full high school assessment system that includes assessments in English language arts and mathematics in grades 9, 10, and 11 and science in grade 11.

The report that follows presents details on the Every Student Succeeds Act and the proposed revisions to the Wyoming Accountability in Education Act. Additionally, the report outlines the work that needs to be accomplished over the next year to ensure that the revised WAEA can be well-implemented and support school improvement efforts in Wyoming.

Introduction

This report presents the recommendations from the Advisory Committee to the Select Committee on Statewide Education Accountability, generated during the 2016 interim, designed to improve the Wyoming Accountability in Education Act (WAEA) and to ensure WAEA can fulfill the requirements associated with the Every Student Succeeds Act (ESSA). This document presents a very brief overview of the existing WAEA systems for both grades 3-8 and high schools, and then outlines the proposed changes for each of the two systems. The elementary/middle and high school systems require relatively minor changes in order to be compliant with ESSA. However, the Advisory Committee used this opportunity to recommend some changes to the high school system, largely as a way to incentivize support for career readiness in addition to college readiness. While ESSA was passed in December 2015, the “final” regulations from the United States Department of Education (USED) were just released on December 7, 2016. We use quotes around the word final, because both the incoming administration and Congress have the power to withdraw, rewrite, or selectively enforce these regulations and both have indicated a potential interest in doing so. Therefore, **the Advisory Committee will withhold some final recommendations until we see the “final” regulations.** Additionally, the Wyoming Department of Education (WDE) just released a Request for Proposals (RFP) to procure a new state assessment system that will first be operational in the spring of 2018, so WDE and its technical consultants will need time to model the system with data from the new assessment system.

Decisions by the Committee

We highlight the **key consensus recommendations** of the Advisory Committee here, but discuss each of these later in this document or in the appendices. The following four recommendations were a consensus among all voting members of the Advisory Committee.

1. **Wyoming should have a single, coherent school accountability system** that can support school improvement in Wyoming, while meeting both federal and state requirements.
2. **Wyoming’s system should use the current equity indicator as the additional indicator of school quality and student success (aka, the new 5th indicator required under ESSA) at the elementary and middle school levels.**
3. **The committee recommended relying on the work being done by the World-class Instructional Design and Assessment (WIDA) program for documenting the progress of English language learners, but to have WDE, along with its technical consultants, provide oversight on the proposed approach.**
4. **The committee recommended using the approach for establishing long-term and interim goals for graduation rate, achievement, and for EL students as discussed in Appendix E of this document.**

ESSA Requirements

The Elementary and Secondary Schools Education Act (ESEA) was reauthorized in December 2015 as the Every Student Succeeds Act (ESSA). The previous authorization, known as the No Child Left Behind Act (NCLB), was long overdue to be reauthorized, and ESSA offers some welcome changes to what many considered the onerous provisions of NCLB, particularly in terms of accountability. Our description of the ESSA accountability system focuses on the statutory requirements and regulations that we anticipate remaining stable. The ESSA-required accountability system must be operational in the 2017-2018 school year with the first identification of schools for comprehensive support and targeted improvement at the beginning of the 2018-2019 school year. ESSA requires two main components for each state's accountability system:

1. **Reporting requirements:** States must continue to report by all required subgroups specified under NCLB. Further, states have always and continue to have the option to report on many more indicators than are used for accountability determinations. This allows states to collect and report on indicators that might be precursors to the accountability indicators or perhaps the types of information for which indicators have not yet been validated or are potentially easily corruptible.
2. **School accountability determinations:** States must categorize schools based on state-determined goals and methodology. This is what we tend to think of as the "accountability system." The accountability system results must be able to support the identification of schools for comprehensive and targeted support and improvement.

Beyond these basic requirements, ESSA specifies a set of required indicators, establishment of goals, and the identification of schools for comprehensive and targeted support.

Accountability Indicators

The law describes five types of indicators to be included in a school accountability system. Most of these are fairly well-understood and well-specified in the law. However, the recently released "final" rules provide additional details and guidance regarding these indicators.

1. **Academic achievement** is also referred to as status or point-in-time indicators. Under NCLB, achievement was reported as the percentage of students scoring at the proficient level or higher. States are required to report the percentage of all students and by

subgroup scoring proficient or better for each school. Further, states are required² to establish long-term and interim goals for achievement using the percent proficient metric, but we remain convinced that states may rely on approaches that incorporate information throughout the achievement distribution such as an index system or average (i.e., mean) scale scores.

2. **Another valid and reliable academic indicator** must be included in the accountability system. The law offers **student growth** and **achievement gap closure** two potential examples, but it is not limited to those examples. Wyoming already uses a well-established method for documenting student growth such as student growth percentiles (SGP).
3. **Graduation rate** must be part of the accountability system for high schools. **Extended graduation rates such as five and six year rates can be included at the state's discretion.**
4. **Progress towards English language proficiency** is a new Title I accountability requirement under ESSA. This is largely because **Title III accountability has now been rolled into Title I.**
5. ESSA also requires the use of an **indicator of school quality or student success** that meaningfully differentiates and is valid, reliable, and comparable.

Goal-Setting

Goal setting is an important aspect of ESSA. Under NCLB, the goal of 100% proficiency by 2014 was established for all states uniformly, with a limited number of alternative approaches allowed under NCLB waivers. Under ESSA, **states are required to determine status (point-in-time) and improvement goals for at least three sets of indicators:**

- ✓ **Academic achievement (status or improvement),**
- ✓ **Graduation rate, and**
- ✓ **Sub-groups that are behind.**

Additionally, the **law requires goals for progress towards English language proficiency.**

Annual Determinations

ESSA requires that states produce an overall annual determination for each school. The December 7th regulations clarify that such an overall determination could be as simple as placing schools into three categories:

² This is the stance that the current U.S. Department of Education is taking, but as noted throughout the document, this could change with a new administration.

1. Identified for comprehensive support and improvement,
2. Identified for targeted support and improvement, or
3. Unidentified

Wyoming's current system of categorizing schools into four performance levels based on a deliberative standard setting process provides more meaningful designations than the minimally-required approach outlined in the regulations and therefore the WAEA approach should be retained. ESSA also requires categorizing school performance for each of the major indicators (e.g., achievement, growth) into at least three performance levels. This is already done for WAEA, so there is no need to change.

The Current WAEA System

The conceptual foundation for WAEA can be found in the Advisory Committee's 2012 report.³ Further, there is extensive information on implementation and technical quality of Wyoming's school accountability system on the WDE's website.⁴ Therefore, we simply highlight the key aspects of WAEA below.

The High School System

The current WAEA system for high schools is depicted in Appendix A. As is well-known by now, the high school system includes measures of academic achievement (currently using ACT and Aspire scores), academic growth (currently Aspire to ACT scores), equity (growth for the lowest 25%), and college readiness. College readiness is comprised of Hathaway Scholarship performance (ACT scores, course-taking patterns, and GPA), tested readiness (ACT scores), and 9th grade credits earned. One quickly notices that ACT scores are counted many times in the system and twice within the readiness indicator alone.

The Elementary/Middle School System

The current WAEA system for elementary and middle schools, as depicted in Appendix C, is much simpler than the high school system. WAEA at these levels is a fairly straightforward system comprised of academic achievement, academic growth, and equity.

³

http://legisweb.state.wy.us/InterimCommittee/2011/SelectAccountability/Comprehensive%20Accountability%20Framework%20FINAL_013112.pdf

⁴ <https://edu.wyoming.gov/educators/accountability/state-school-accountability/>

Proposed WAEA System

The High School System

The proposed WAEA system for high schools is depicted in Appendix B. Some noteworthy changes include the following:

- ✓ An indicator for progress towards English language proficiency (we discuss the details of this indicator later in this document),
- ✓ An expansion of the readiness indicator to include career readiness as the “additional indicator of school quality or student success,”
- ✓ Eliminating tested readiness as a redundant metric, and
- ✓ Including goals for academic achievement, graduation rates, and English learners (the goals are not depicted in the figure).

The Advisory Committee had extensive discussions about the importance of evaluating longitudinal student growth at the high school level so that the accountability system can reflect more than student achievement and graduation rate, both of which are highly correlated with socioeconomic status. Student growth, on the other hand, is slightly correlated with socioeconomic status at the school level, but tends to reflect the effectiveness of schools at moving student from where they come in to higher levels of learning much more so than point-in-time status or achievement measures. Additionally, having the ability to measure student growth at the high school level permits the use of the equity indicator that captures how well schools work with their lowest performing students to enhance their educational opportunities. Therefore, the Advisory Committee strongly recommends maintaining the full high school assessment system that includes assessments in English language arts and mathematics in grades 9, 10, and 11 and science in grade 11.

The Elementary/Middle School System

The proposed WAEA system for elementary and middle schools is depicted in Appendix D. The only noteworthy change is the inclusion of an indicator for progress towards English language proficiency. After extensive discussions, the Advisory Committee recommended using the equity indicator as the “additional indicator of school quality or student success.”

Other Indicator of School Quality or Student Success

The provision for including another indicator of school quality or student success, a.k.a., the “5th indicator” appeared to offer some promise for broadening the notion of characterizing school

quality or school effectiveness. The Advisory Committee began discussing an additional indicator or set of indicators by first articulating the rationale for including an additional indicator of school quality or student success within our accountability system. The committee needed to think about the role that the indicator or indicators will play in realizing the state educational vision. For example, do state leaders think this additional indicator will serve to broaden the “construct” of school quality because previous test-based accountability systems have missed important aspects of school effectiveness? On the other hand, do leaders consider these indicators useful for accountability systems because they serve as additional measures of student success beyond academic achievement and growth? For example, some might want to include an indicator of student engagement because they think it is a hallmark of a high quality school and a necessary precursor to higher levels of student achievement. Similarly, certain social-emotional learning indicators help broaden our characterizations of successful students and citizens. The Advisory Committee considered these issues as it wrestled with recommending additional indicators.

The Equity Indicator for Elementary and Middle Schools

The Advisory Committee discussed several potential additional indicators of school quality or student success at the elementary/middle school level including such things as school climate measures, chronic absenteeism, and early measures of readiness. However, the Advisory Committee recognized that they already had an “additional indicator” in the equity indicator that was working well in the existing system because it was incentivizing schools to focus on their lowest performing students and differentiating among schools (an ESSA requirement). As a reminder, the equity indicator is an evaluation of the median Student Growth Percentile for students in each school who scored below proficient on the previous year’s state assessment. The focus on the growth for the lowest performing students in the school is important because there is strong evidence that lower achieving students need to grow at accelerated rates in order to attain meaningful educational outcomes. The equity indicator helps schools focus on the growth of these students who struggled to reach proficiency in previous years. Therefore, the Advisory Committee strongly recommends using the current equity indicator as the additional indicator of school quality and student success for elementary and middle schools in Wyoming.

The Postsecondary Readiness Indicator for High Schools

The Advisory Committee meetings have included extensive discussion of the high school readiness indicator. However, before discussing the postsecondary readiness options, we review the Advisory Committee discussions of two other issues that potentially impact the system:

- ✓ Potentially eliminating “tested readiness” from the accountability system because it is already counted as part of the Hathaway Scholarship eligibility determinations, and

- ✓ Adding 10th grade credits earned to the 9th grade credits indicator.

Tested Readiness

The current WAEA system employs a readiness indicator comprised of Hathaway Scholarship eligibility (ACT and WorkKeys performance, course-taking patterns, and high school GPA), tested readiness (currently Aspire and ACT scores), and 9th grade credit accumulation. In this situation, the college readiness test (now the ACT) counts both as the tested readiness indicator and as a key part of Hathaway Scholarship eligibility. The Advisory Committee strongly recommended eliminating tested readiness as a separate indicator from the accountability system, but maintaining the tested college readiness as part of the Hathaway Scholarship or similar indicator.

Tenth Grade Credits

The Advisory Committee considered adding 10th grade credits earned to the 9th grade credits earned indicator. This would increase the number of schools that meet the minimum-n for this indicator by doubling the number of grades included in the indicator. The 10th grade credits earned score would be calculated by determining the percentage of students who earned half of the credits required to graduate from the high school. The school aggregate could be the average of the 9th and 10th grade percentages or the percentage of 9th and 10th graders who met the credit amounts out of all 9th and 10th grade students. However, the Advisory Committee recommended against including 10th grade credits at this time until the implications of this change could be empirically evaluated.

Proposed Postsecondary Readiness Indicator

The Advisory Committee considered multiple options for the postsecondary readiness indicator, but settled on determining for each student whether they meet college or career readiness indicators and then evaluating schools on the proportion of 12th graders meeting either college OR career readiness expectations.

This approach involves operationally defining both college and career ready and then for each student determining whether or not they have met one or both indicators. Schools would be evaluated on the proportion of their graduating class that has met **either** of these criteria. Examples of these operational definitions of college and career ready indicators follow. It is critical to note that the Advisory Committee is not yet ready to put forth specific indicators for college and career readiness, so we emphasize what follows are illustrations only.

- ✓ College readiness could be defined as:

- Completion of the Hathaway Scholarship Program’s “Success Curriculum,” and
 - A score of at or above a certain threshold on the college readiness assessment, and (perhaps)
 - Successful completion of at least one Advanced Placement (AP), International Baccalaureate (IB), dual, or concurrent enrollment class
- ✓ Career readiness could be defined as:
- Successful completion of a three course career sequence, and
 - Receiving passing scores on the relevant NOCTI or WyCTA or other relevant exam (e.g., Cisco, Microsoft),
- OR**
- Military readiness, which can be defined by documenting students that enlistment in a branch of the U.S. Military (this could be a lagging indicator like graduation rate, but the timing of including this sort of indicator may be challenging) or performance on a military readiness assessment. The Advisory Committee will still need time to evaluate the various ways of measuring this indicator.

Again, these are **potential** approaches for operationalizing career and college readiness. The school postsecondary readiness indicator would be defined as follows:

$$\frac{\text{Number of students meeting EITHER career OR college readiness criteria}}{\text{Total number of graduating students}} \times 100\%$$

We note that the proposed high school model purposefully decouples the college readiness indicators from the specific Hathaway Scholarship requirements and levels. This is not to say that the Advisory Committee is opposed to the Hathaway designations, but the committee is concerned that linking an accountability indicator too tightly to an external program leaves the accountability system at the mercy of another policy body. Therefore, the Advisory Committee recommends using the same individual indicators (e.g., Success Curriculum, ACT scores) as the Hathaway Scholarship program, but not using the specific Hathaway levels. This way WDE and the Advisory Committee can combine the indicators in the way that they think best reflects the values and intended aims of the accountability system.

This indicator sends a clear signal that career and college readiness are viewed equally in the accountability system. The Advisory Committee intends for this approach to be seen as both

ambitious and reasonable by school personnel so they will be incentivized to ensure that all students leave high school with legitimate postsecondary options. Additionally, it can be argued that such a system will be fairer to schools that serve large proportions of students who do not have postsecondary education aspirations, at least immediately after high school. Further, this system is so straightforward that it could be easily understood by essentially all stakeholders.

On the other hand, a potential unintended negative consequence could involve the “tracking” of students into career-technical pathways if the school leadership views such a decision as an easier way to get accountability system points compared with trying to have all students meet college readiness benchmarks. Some have suggested that another potential negative consequence would be the potential increase in testing for certain students, depending upon the actions of school leaders.

Long-term and interim goals

The key principle underlying the recommended processes for establishing long-term and interim goals is balancing dual criteria of *ambitiousness and reasonableness*. If the balance swings too far toward ambitiousness, they are likely to be unattainable. Likewise, if the balance swings too far toward reasonableness, the goals will not be credible. In either circumstance, the legitimacy of the accountability system will appropriately be called into question. Therefore, the Advisory Committee recommended an approach to “thread this needle” and put forth credible long-term and interim goals.

The Advisory Committee requested that the Select Committee recognize the need for flexibility at this point in the process in order to account for three sources of uncertainty:

- There could be changes to the ESSA regulations as a result of the incoming administration.
- Achievement goals will need to be set after spring 2017 based on assessments administered for the last time, which means that the goals will need to be revisited after the results of the spring 2018⁵ assessment are produced.
- We are still waiting on the results of the WIDA consortium analyses to evaluate the best approaches for setting goals for English learners in Wyoming. 

⁵ Given that the new assessment system will first be implemented in spring 2018, it might make sense to wait to establish goals after the 2018 assessment scores are released.

Therefore, rather than strictly specifying every step in each process of goal-setting, the committee recommendations are based on principles and broadly defined steps that will allow WDE to account for these issues in setting school accountability goals. **Additional details about the recommended processes are provided in the white paper attached as Appendix E.**

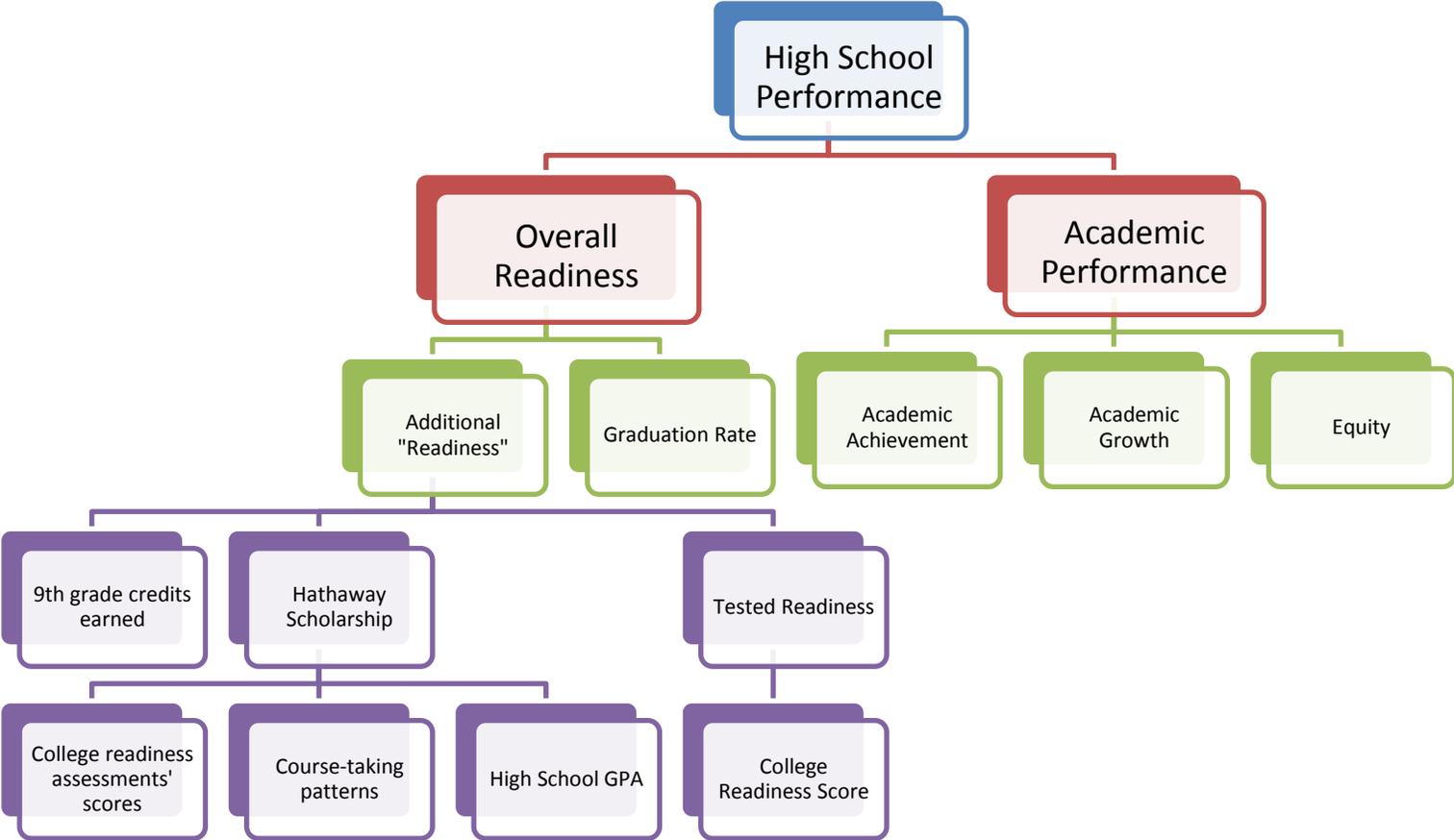
Remaining Work

The Advisory Committee has made exceptional progress during the 2016 interim in designing a second generation WAEA accountability system that is compliant with the requirements of ESSA. However, the committee needs time to model the various indicators recommended in this document to better understand how they work when included in the accountability system. Specifically, the Advisory Committee recommends that the State Board of Education and WDE, working closely with the Advisory Committee, needs time to:

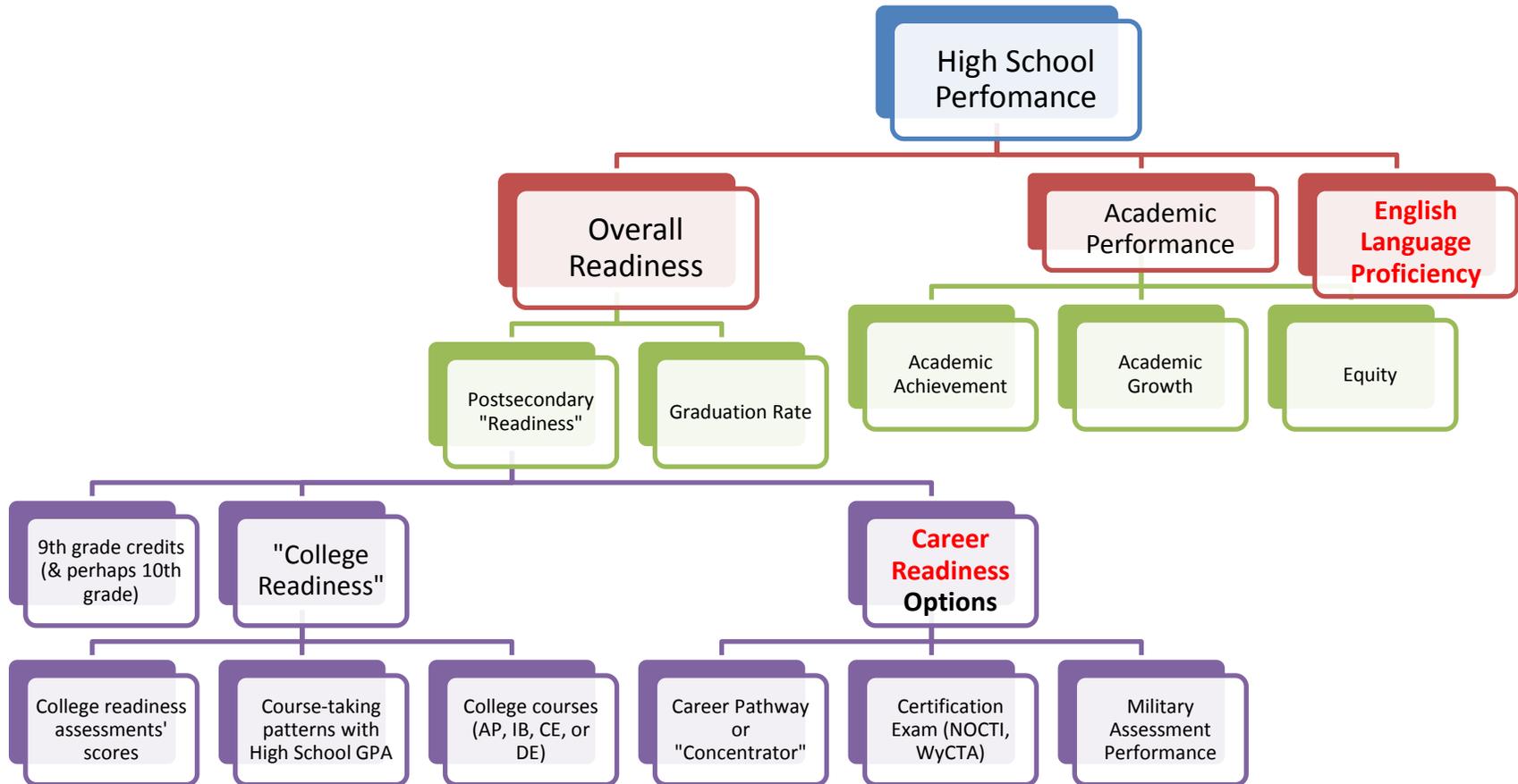
1. Continue to work on English learner accountability indicator that is as fair as possible to all schools;
2. Determine the specific set of indicators for determining students as college or career ready and to work out the details for how the data will be collected, evaluated, and applied;
3. Describe the process for identifying schools for comprehensive and targeted support. While ESSA requires that the “lowest 5% of schools” be identified for comprehensive support, the Advisory Committee recommends identifying schools for comprehensive support based on a combination of growth and achievement rather than on the full accountability system results;
4. Connect the requirements of targeted and comprehensive support with the provisions in the existing law for the Statewide System of Support (SSOS).

WDE, along with the Advisory Committee, needs time to model these changes to the existing WAEA models with current and historical data to evaluate the results against “ground truth” information about the schools. Additionally, the process for identifying schools for targeted support as well as the exit criteria for both targeted and comprehensive support schools still needs to be worked out and will need time to model various approaches using Wyoming data. In summary, the Advisory Committee has made impressive progress and is eager to continue these efforts through the winter and spring of 2017.

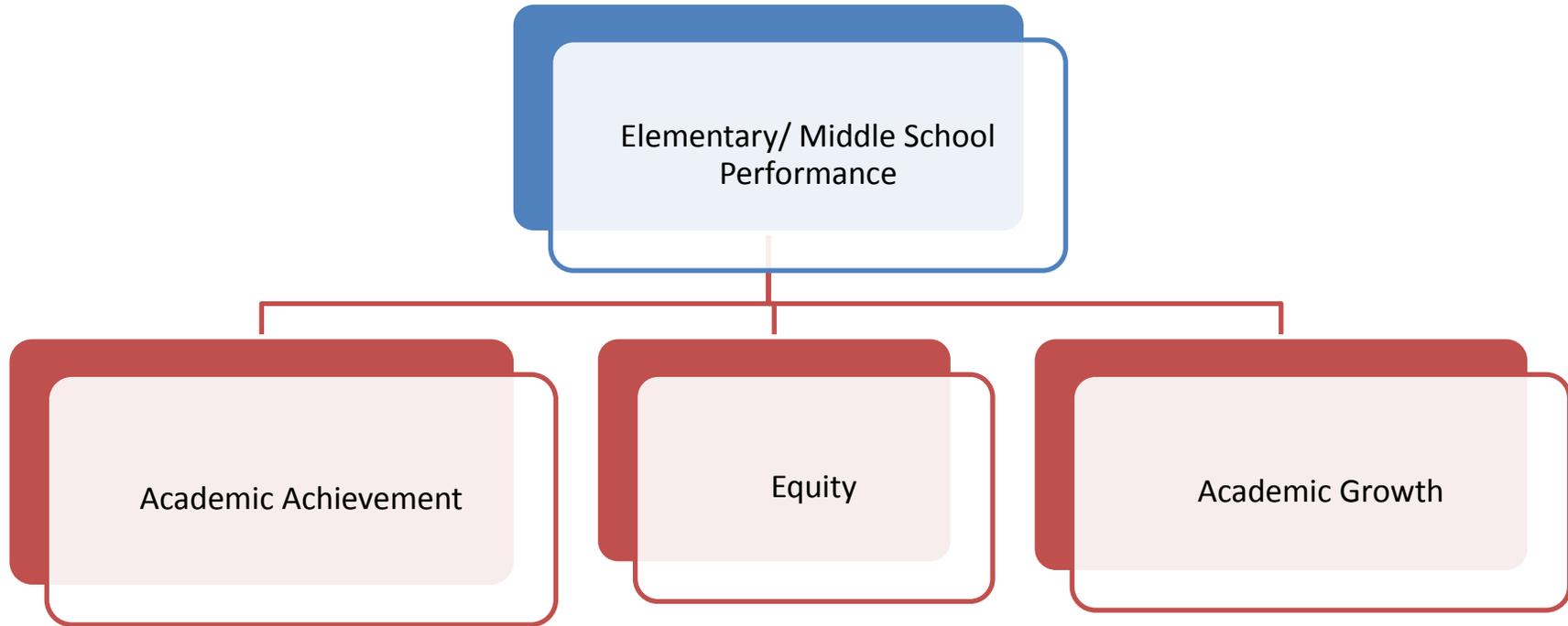
Appendix A: Schematic of Current WAEA High School Accountability System



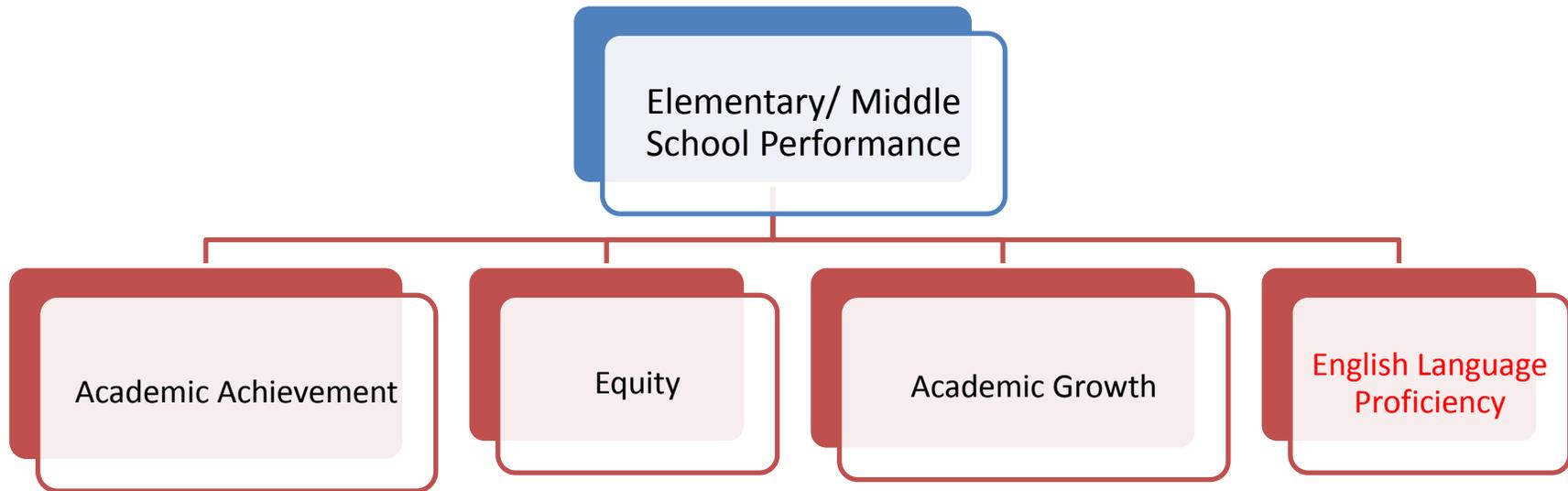
Appendix B: Schematic of Proposed WAEA-ESSA High School Accountability System



Appendix C: Schematic of Current WAEA Elementary/Middle School Accountability System



Appendix D: Schematic of Proposed WAEA-ESSA High School Accountability System



Appendix E:

Wyoming Accountability Advisory Committee Recommended Process for Setting Long-term and Short-term Goals for Achievement, Graduation, and English Proficiency under ESSA

Drafted by the Center for Assessment

October 26, 2016

Background

Under the Every Student Succeeds Act (ESSA), state education agencies are required to set long-term and intermediate goals for student achievement (e.g., English language arts [ELA], mathematics, and science), graduation rate, and English Learners' (ELs) progress toward and achievement of English proficiency. Under ESSA, the timeline for achieving the long-term goal is required to be the same for all schools. However, the timeline for achieving English proficiency must be different for each EL depending on his or her incoming English proficiency level at a minimum. It is also allowable to include additional research-based factors (such as incoming age, experiencing interrupted education, and *etcetera*) in the model for determining appropriate individual-student timelines for achieving English proficiency.



Key Principle for Goal Setting

ESSA requires that states set ambitious long-term and interim goals. This is a laudable policy initiative. However, as we learned under No Child Left Behind (NCLB), if goals are so ambitious as to be unattainable, it casts doubt on the validity of accountability systems that incorporates such goals. Therefore, a key principle that should drive goal setting is to strike an appropriate balance between the *attainability* and *ambitiousness* of goals to avoid either of the following reactions:

- If the balance is swung too far toward attainability goals are unlikely to be seen as sufficiently rigorous to result in needed system improvement and the system may lose credibility with parents, policymakers, and the general public.
- If the goals are too ambitious, they are unlikely to be seen as attainable to those being held accountable in the system and the system will cease to provide meaningful goals for educators.

It is likely that some stakeholders will call for more ambitious goals and that others will call for more attainable goals because an appropriate balance will likely be uncomfortable for stakeholders on either side of the spectrum. Therefore, it is critical that official communications resulting from goal setting be structured in such a way that it is clear to non-technically-inclined stakeholders that real data about historical school performance was formally used to ensure both the ambitiousness and attainability of the goals.

Structure of this Document

We first describe a process for setting long-term and interim goals for graduation rate in the Wyoming Accountability in Education Act (WAEA) system. We provide an example of the way the process could play out using real data. Following that, we describe a process for setting long-term and interim goals for achievement. Finally, we describe a process for setting long-term and interim goals for ELs.

Recommended Process for Setting Graduation Rate Goals

It is important to note that in order to balance ambition with attainability in setting long term and interim goals, there are **three things that must come together: an ambitious long-term goal, a reasonable annual rate of improvement, and an adequate and reasonable number of years to achieve the long-term goal. Once those three things are established, identifying interim goals is a simple matter.** The recommended steps we describe below give one approach to bringing together these three things to balance ambition and attainability.

Recommended Steps

We recommend that the following steps for developing long-term and interim-goals for graduation rate:

1. Display the distribution of the most recent available school graduation rates for the professional judgment panel (PJP) to consider.
2. Employ the PJP to identify a minimum acceptable long-term goal and a maximum acceptable long-term goal. The minimum acceptable long-term goal should be the most recent graduation rate of a school at a percentile rank *considerably above the median* (50th percentile) school graduation rate. This ensures an ambitious long-term goal in that the majority of Wyoming schools will need to demonstrate improvement over time. The maximum acceptable long-term goal should be the most recent graduation rate of a school at a percentile rank *considerably below the top-ranked school* (i.e., the school with the highest graduation rate). This ensures an attainable long-term goal in that a considerable proportion of Wyoming schools has actually already achieved the long-term

goal. The primary responsibility of the PJP in this step is to define exactly what is meant by *considerably above the median* and *considerably below the top ranked school*.

3. Display the distribution of annual improvement in school graduation rate over the period for which historical data are available for the panel to consider.
4. Ask the PJP to identify a minimum acceptable annual improvement target and a maximum acceptable annual improvement target for a *low-performing school*. The minimum acceptable annual improvement target should be both greater than zero and greater than the median annual improvement at least to some degree. This ensures an ambitious target annual improvement in that all schools not yet at the long-term graduation rate goal will be expected to improve over time and to do so at a rate that is at least above the historical average rate of improvement. The maximum acceptable annual improvement target should be *considerably lower than the top-ranked school* (i.e., the school with the largest annual improvement in graduate rate). This ensures that the annual improvement rate target even for schools with very low graduation rates is an improvement rate that is attainable because a considerable proportion of Wyoming schools have achieved the target annual improvement rate in recent years. The primary responsibility of the PJP is to define exactly what is meant by *low performing school, greater than the median annual improvement at least to some degree* and *considerably lower than the top-ranked school*.
5. Have the panel recommend a specific long-term goal, a specific annual improvement target for a low-performing school, and the number of years allowed to achieve the long-term goal. This is done by jointly examining the range of acceptable long-term goals, the range of acceptable annual improvement for a low-performing school to determine how long it would take a low-performing school to reach the long-term goal by achieving the annual improvement target. Note that the ranges of acceptable long-term goals and acceptable annual improvement targets for a low-performing school may only result in number of years that the panel find unacceptable. If this is the case, the panel will need to revisit those acceptable ranges. We encourage the panel to consider other cyclical events such as reviewing content standards, accreditation, and statewide system of support. The primary responsibility of the PJP in this step is to balance the long-term goal, the annual improvement target, and the number of years to achieve the long-term goal so that goals remain both ambitious and attainable.
6. Establish school-specific annual improvement rate targets for the “meets expectations” category by first calculating the distance between the school’s most recent graduation rate and the long term goal. This distance is then divided by the number of years allowed to calculate the school’s annual improvement target. Finally, the school-specific annual improvement target is used to establish school-specific interim goals for the “meets

expectations” category by calculating the graduation rate that would be observed in the school each subsequent year if the annual improvement target is just met⁶.

7. Employ the panel to recommend some additional fraction of the annual improvement target for the “meets expectations” category to require for meeting the “Exceeds Expectations” category taking into account the distribution of improvement rates. The primary responsibility of the panel in this step is to identify a highly ambitious goal for meeting expectations but which is still achievable by high-improvement schools as demonstrated by historical improvement data.

We recommend that these steps be carried out for the first time using data from the 2017-2018 school year. We further recommend that WDE be charged with monitoring the system for any critical⁷ issues with the accountability system arising from unexpected trends in annual data. If WDE identifies critical issues, WDE should reconvene the PJP to reconsider long-term and interim goals based on the most recent data with the purpose of addressing the critical issues.

Example of the Process with Historical Graduation Rate Data

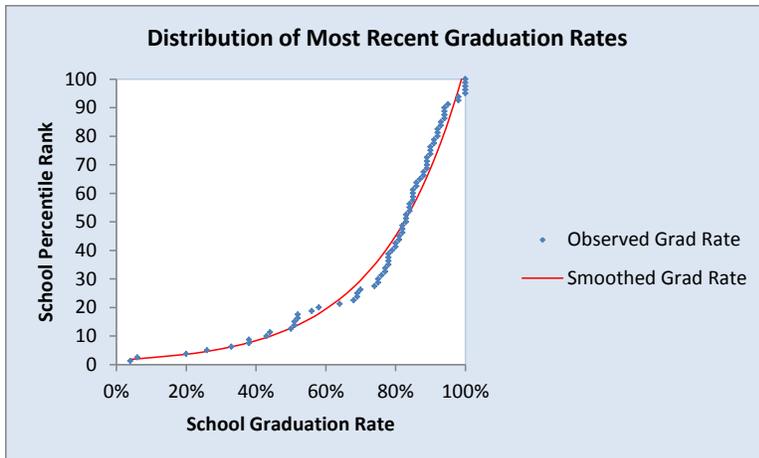
Note that in this hypothetical example of the process, recommendations that the PJP would make are displayed in red. These are arbitrary, but meaningful, judgments made by the PJP based on their professional expertise in public education.

Step 1. Display the most recent distribution of school-level graduation rates. The most recent available graduation rate data (2013-14) was obtained from the Wyoming Department of Education (WDE) and was cleaned by removing any school that did not have enough students to receive a graduation rate in any of the five years for which there were data. School graduation rates were plotted against school percentile ranks. A smoothed distribution was also calculated⁸ and is displayed as a red line. When the actual activity is carried out, newer data will be available and may have somewhat different characteristics. WDE should have flexibility to identify the most appropriate data to use and how to smoothing the distribution of graduate rate data.

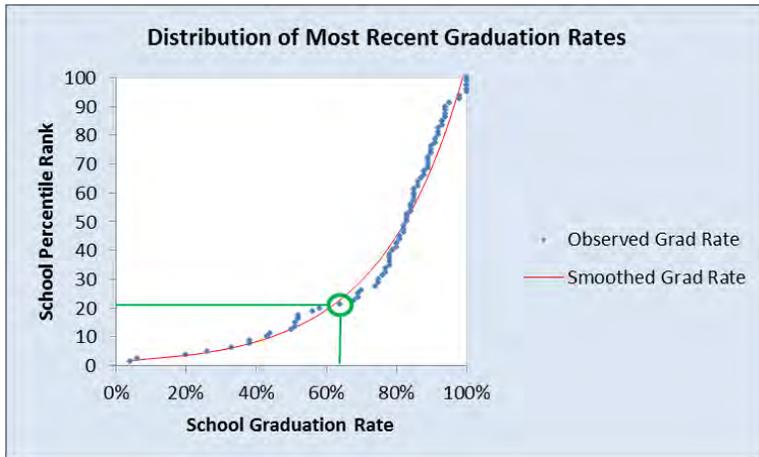
⁶ Note that this can also be done for subgroups within schools with enough students. In addition, ESSA and proposed regulations allow for long-term and interim goals for extended graduation rates (e.g. five- and six-year rates) to substitute for on-time graduation rates (4-year rates) but requires that these be higher than the goals for the on-time rates. This can easily be implemented by simply requiring that the extended rates must exceed the four-year goals to count.

⁷ We purposely set the bar for revisiting goals high (i.e., a critical issue) to privilege stability in the accountability system.

⁸ Using an exponential regression.

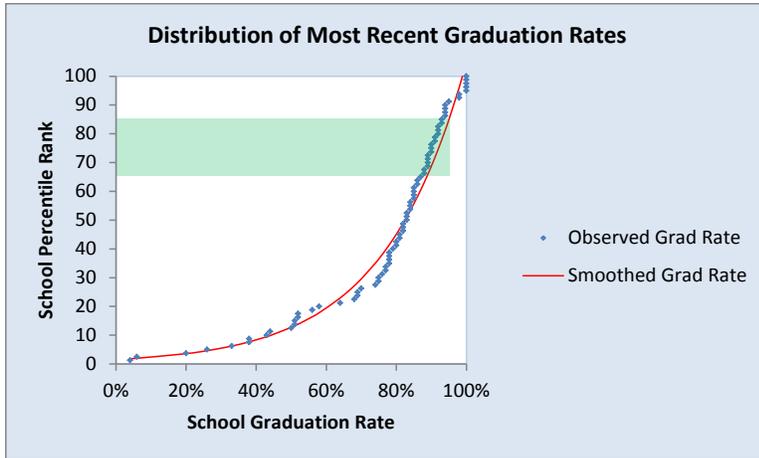


This graph is read as follows. The school circled in green had a graduation rate of approximately 64 percent (represented by the vertical green line), which was the same as or better than 21 percent of schools in the state (represented by the horizontal green line). Any other point on the graph can be interpreted similarly. The red line simply smooths out the jaggedness of the distribution of observed graduation rates to avoid the potential to set a too low or too high long-term goal because of the jaggedness of observed data.

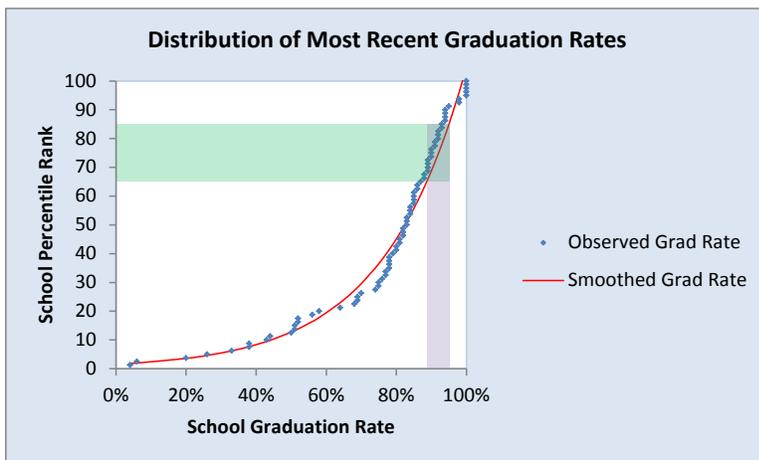


Step 2. Identify the minimum and maximum acceptable long-term goal. In this hypothetical example, the PJP defined both “considerably above” and “considerably below” as representing 15 percent of schools. This means, as shown below, that the minimum acceptable long-term goal is at the 65th percentile (15 percentiles above the median, meaning that an ambitious 65% of schools would be required to improve over time if the minimum acceptable long-term goal were adopted). It also means that the maximum acceptable long-term goal is at the 85th percentile (meaning that 15 percent of schools have already demonstrated that the

maximum long-term goal can be achieved). This range is represented by the green shading below.

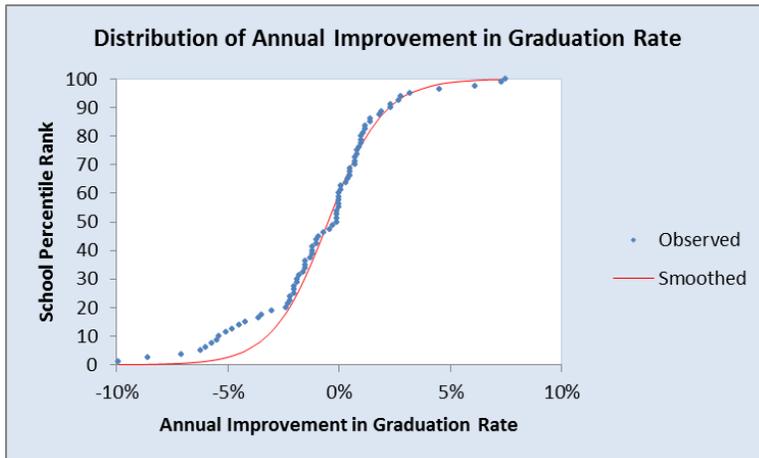


To identify the value of the minimum and maximum acceptable long-term goals, another shading rectangle (in purple) is dropped to the x-axis where the green shading intersects with the red smoothed distribution. This shows that as judged by the PJP, the range of acceptable long-term goals for graduation rate is between 88 and 95 percent.



Step 3. Display the distribution of annual improvement in school graduation rates. The 2009-10 through 2013-14 graduation rate data was obtained from WDE and was filtered to improve stability by removing any school that did not have enough students to receive a graduation rate in any of the five years for which there were data. Annual improvements in graduation rate were calculated by performing a linear regression for each school and calculating

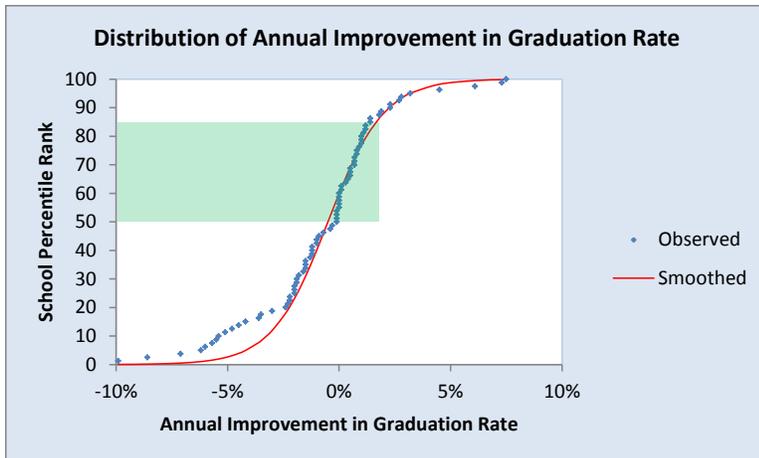
the slope of that regression. The slope (or annual improvement) was plotted against school percentile ranks. A smoothed distribution was also calculated and is displayed as a red line⁹. When the actual activity is carried out, newer data will be available and may have somewhat different characteristics. WDE should have flexibility to identify the most appropriate data to use and how to smoothing the distribution of graduate rate data.



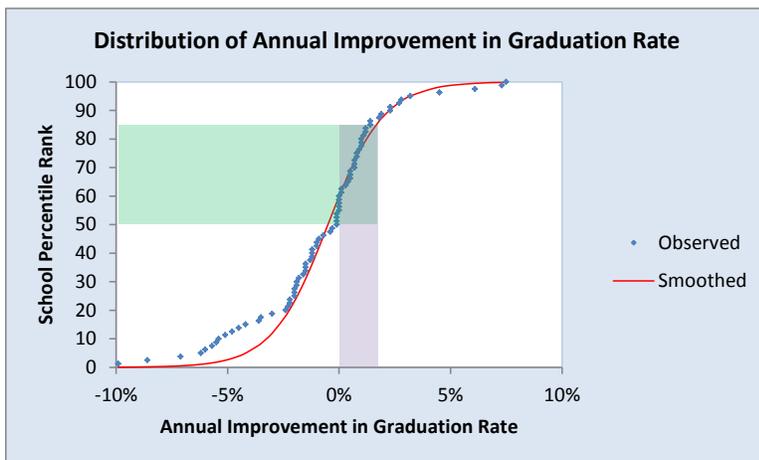
Step 4. Identify the minimum and maximum acceptable annual improvement target for low-graduation rate schools. In this hypothetical example, the PJP defined “at a minimum greater than the median” as representing no more than the top 49 percent of schools. The PJP used this definition because the range of possible long-term goals already represents an ambitious goal, and by requiring greater than the median the goal remains ambitious by requiring low-graduation rate schools to *all* demonstrate *above average* gains. In this step, the PJP also defined “considerably below” for this step to mean 15% of schools.

This means, as shown below, that the minimum acceptable long-term goal is at the 51st percentile and the maximum acceptable long-term goal is at the 85th percentile (meaning that 15 percent of schools have already demonstrated that the annual improvement target can be achieved). This range is represented by the green shading.

⁹ By finding the best fitting cumulative normal density to the observed distribution of data



To identify the value of the minimum and maximum acceptable long-term goals, another shading rectangle (in purple) is dropped to the x -axis where the green shading intersects with the red smoothed distribution¹⁰. This shows that the range of acceptable annual target for improvement in graduation rate is between 0.1 and 2 percent.



Step 5. Finalize the long-term goal, the number of years to achieve the long-term goal, and the interim goals. In this hypothetical example, the PJP defined “low performing school” as a school at the 20th percentile (or a school that performs worse than 80% of the schools in the state). With the most recent graduation rate data, this gives a graduation rate of approximately 60%. Based on previous steps, we know that (a) the range of acceptable long-term goals from is from 89 to 95 percent graduation rate, and the range of acceptable annual improvement targets is

¹⁰ Note that the purple rectangle stops just above an annual improvement of zero because at least some improvement is expected.

from 0.1 to 2 percent. This allows the PJP to calculate for different combinations of long-term goal and annual improvement target how many years it would take for a “low performing school” to achieve the long-term goal.

For example, with a combination of a long-term target of 95 percent graduation rate and an annual improvement target of 0.1 percent, it would take a low performing school $(95-60)/0.1$ years (or 350 years) to achieve the long-term goal. Or, with a combination of a long term target of 89 percent and an annual improvement target of 2 percent, it would take a low performing school $(89-60)/2$ years (or 14.5 years) to achieve the long-term goal. Clearly, one of these options is more reasonable than the other, but other options in the middle are also possible. Based on professional judgment, **the PJP recommends a long-term goal of an 89 percent graduation rate in 15 years to satisfy the key principle of setting goals that are both ambitious and attainable.**

Step 6. Establish school-specific annual improvement targets and interim goals. For each school, an annual improvement target is calculated by first calculating the distance between the school’s most recent graduation rate and the long-term goal. This distance is then divided by the number of years allowed to reach the long-term goal to create each school’s annual improvement target. Interim goals are then created by using each school’s most recent graduation rate as the baseline and adding the annual improvement target for each subsequent year until reaching the long-term goal.

Step 7. Finalize interim goals for “exceeds expectations.” In this hypothetical example, the PJP specified achieving 1.5 times the annual improvement target (or 3 percent) to qualify for “Exceeds Expectations” or the annual improvement target that would result in a 100% graduation rate in 15 years, whichever is less¹¹. The rationale for this recommendation is that it is a considerable stretch goal (only 5% of schools have demonstrated this level of improvement, but it was attainable by a small but sizable number of schools in the past

Recommended Process for Setting Achievement Goals

Recommended Steps

We recommend that same process be used for proficiency rate as for graduation rate (replacing “graduation rate” with “proficiency rate”), where goal setting is conducted separately for each subject area, but with on additional difference. Projected future annual improvement in ELA and

¹¹ WDE will need some flexibility to address nuances here in that schools already meeting the long-term target could have negative targets to “exceed expectations.” An exception that does not allow this to occur would be appropriate.

mathematics should be approximated by calculating the difference in percent proficient from the first to second year of PAWS using the new cut scores.

Although we recommend against using adequate growth percentiles (AGPs) to set long-term and interim accountability goals for individual students at this time¹², we recommend that WDE provide information on adequate growth toward proficiency on reports and in data files to facilitate discussions across grade levels in local districts. Reporting on comparisons of median AGPs to median student growth percentiles (SGPs) may be useful in understanding whether students are on average making adequate progress toward proficiency.

Recommended Process for Setting English Proficiency Goals

Recommended Steps

Because we believe that it is important to account for more than just incoming English proficiency level in determining how long a student should have to achieve English proficiency, we recommend taking advantage of the flexibility offered in ESSA to include other research-based student characteristics to identify the timeframe for individual students to achieve English proficiency. However, given the very small population of ELs in Wyoming public schools, we recommend collaborating with other states in the WIDA consortium to take advantage of the much larger population of ELs across all states that administer the WIDA Access for English Learners test.

We agree with the general approach being recommended by WIDA, which is based on the following general steps:

1. Run a statistical model to estimate the average time necessary to become English proficient based on incoming English proficiency, time in language instruction educational programs, grade level, age, native language proficiency level, and/or limited or interrupted formal education.
2. Using the results of the statistical model from step 1, create a set of equations to determine the appropriate number of years to achieve English proficiency for each newly identified EL (or x).

¹² The rationale for not using student-level goals in the accountability system is that doing so would complicate the system in three ways. First, it would require a different approach for science than for ELA and mathematics because science is not assessed in adjacent grades. Second, it makes the model much more complex to explain to stakeholders. Third, a student-growth-based measure will be less stable than a school-wide achievement-based measure. However, we do recognize the potential usefulness of such data for encouraging important conversations.

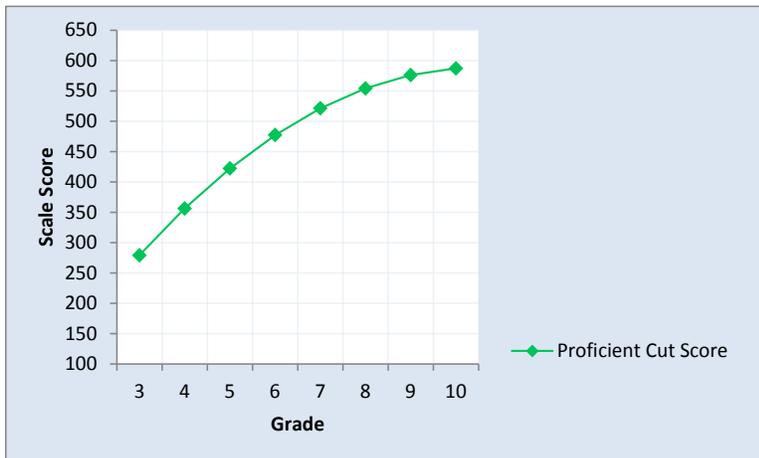
3. Set the long-term goal for each newly identified student as the proficient cut score on WIDA Access for ELs in the grade level x years out from the student's current grade.
4. Use a mathematical calculation (to be developed on the basis of research about what are appropriate expectations for the degree of growth in early years versus later years) to set interim goals that place the student on target to become English proficient by the deadline developed in step 2.

These steps are purposely less clearly specified than for either graduation rate or achievement because the research basis underlying steps 1 and 4 remain under development in order to best incorporate research findings about English language acquisition for ELs.

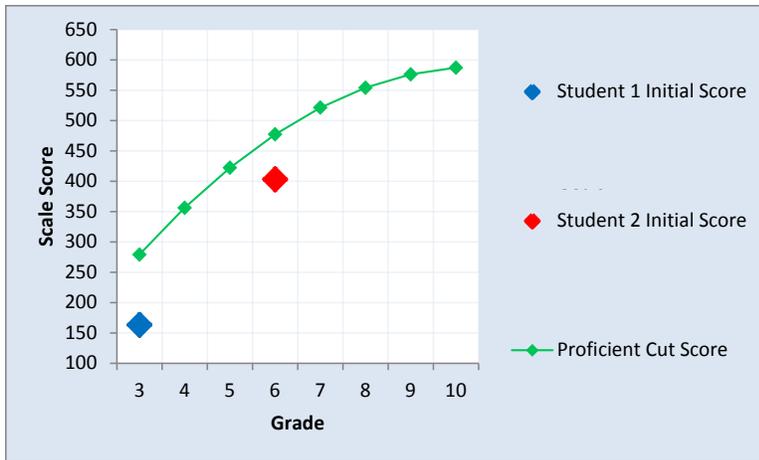
We also recommend that WDE monitor Wyoming-specific data over time (as enough data becomes available) to determine if there are any critical differences in trends for Wyoming as compared to trends for the WIDA consortium as a whole to determine whether EL goals should be revisited.

Example of a Potential Process with Two Hypothetical Students

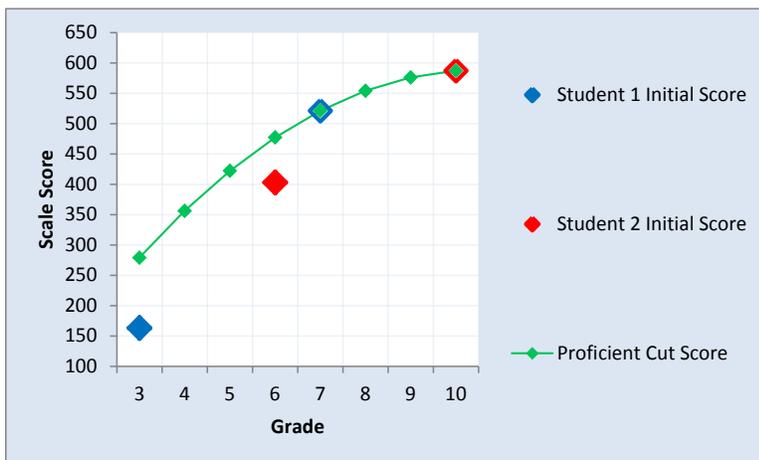
In any case, the targets for two individual students would look similar to the following hypothetical scenario where we start with the proficiency cut scores on the WIDA Access for ELs as follows:



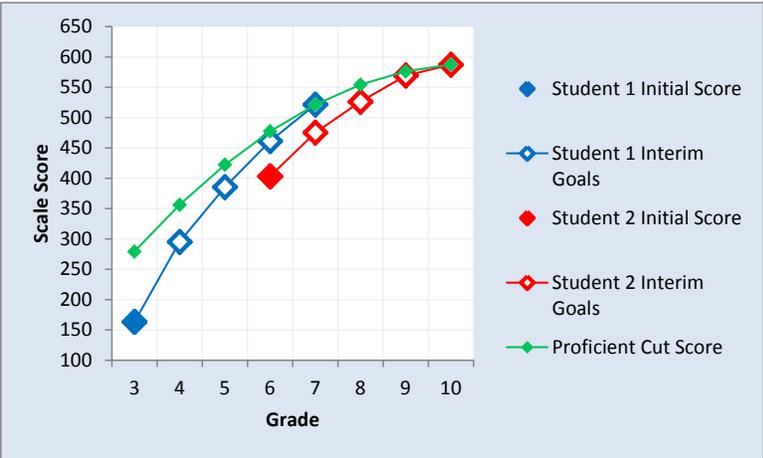
In this example, two different students come in at different grade levels and with different degrees of English proficiency as shown below.



As can be seen in the graph above, student 1 comes in both younger and further away from grade-appropriate English proficiency than student 2. There is a research base suggesting that younger children tend to acquire a second language faster than do older children. There is also a research base suggesting that English acquisition happens more quickly at first with gains tapering off in later years, so each student will be given a unique number of years in which to become English proficient based on their incoming achievement level and grade. In this scenario, both students *happen* to receive a long-term goal of achieving English proficiency in four years, as shown below.



In this scenario, the typical trajectory to English proficiency is used to create a mathematical equation that identifies the interim goals for English proficiency scores for student 1 and student 2 where in each year between year 1 and year 5, the gap between the student's English proficiency score and the "proficient" cut score is partially closed until the student reaches proficiency in the target year.



ENROLLED ACT NO. 61, HOUSE OF REPRESENTATIVES

SIXTY-FOURTH LEGISLATURE OF THE STATE OF WYOMING
2017 GENERAL SESSION

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

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

Section 1. W.S. 21-2-202(a)(xiv) and (xxxvi), 21-2-204(c) by creating a new paragraph (viii), by creating a new subsection (e), by amending and renumbering (e) as (f), by amending and renumbering (f) as (h), by renumbering (h) as (j), by amending and renumbering (j) as (k) and by renumbering (k) as (m), 21-2-304(a)(vi) and 21-13-307(a)(iv) are amended to read:

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

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

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

ENROLLED ACT NO. 61, HOUSE OF REPRESENTATIVES

SIXTY-FOURTH LEGISLATURE OF THE STATE OF WYOMING
2017 GENERAL SESSION

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

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

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

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

ENROLLED ACT NO. 61, HOUSE OF REPRESENTATIVES

SIXTY-FOURTH LEGISLATURE OF THE STATE OF WYOMING
2017 GENERAL SESSION

(e) The state board, through the department of education, shall establish long term and interim performance targets for all Wyoming schools for the indicators measured pursuant to subsection (c) of this section. The performance targets shall conform to the January 2012 education accountability report as defined by subsection (m) of this section. The state board shall utilize the performance targets in carrying out the duties and the deliberative process required under subsection (f) of this section.

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

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

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

ENROLLED ACT NO. 61, HOUSE OF REPRESENTATIVES

SIXTY-FOURTH LEGISLATURE OF THE STATE OF WYOMING
2017 GENERAL SESSION

- (B) Meeting expectations;
- (C) Partially meeting expectations; and
- (D) Not meeting expectations.

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

(iii) Coordinate the target levels, school and ~~content~~indicator level determinations with the availability of the system of support, including comprehensive and targeted support and interventions ~~and consequences~~ administered in accordance with subsection ~~(f)~~ (h) of this section.

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

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

ENROLLED ACT NO. 61, HOUSE OF REPRESENTATIVES

SIXTY-FOURTH LEGISLATURE OF THE STATE OF WYOMING
2017 GENERAL SESSION

~~(iii) Schools designated as exceeding expectations shall file a communication plan with the school district superintendent and the department to document effective practices and to communicate effective practices with other schools in the state;~~

~~(iv) Schools designated as meeting expectations shall file an improvement plan with the school district superintendent and the department. The plan shall be based upon an evaluation of the strengths and deficiencies of specific indicator scores that identifies appropriate improvement goals with an explanation of the measures and methods chosen for improvement, the processes to be implemented to deliver the improvement measures, identification of relevant timelines and benchmarks and an articulation of the process for measuring success of the methods chosen to increase performance. The state superintendent shall appoint a representative in accordance with paragraph (vii) of this subsection to monitor the school's progress towards meeting the specified goals and implementation of the processes, measures and methods as contained in the school's plan. The representative shall assist the district, if requested, in identifying and securing the necessary resources to support the goals as stated by the school and the district;~~

(v) Schools designated as partially meeting expectations shall file an improvement plan in accordance with paragraph (iv) of this subsection with the school district superintendent and the department that identifies and addresses all content and indicator areas where performance is below target levels. The plan shall be based upon an evaluation of the strengths and deficiencies of specific indicator scores that identifies appropriate

ENROLLED ACT NO. 61, HOUSE OF REPRESENTATIVES

SIXTY-FOURTH LEGISLATURE OF THE STATE OF WYOMING
2017 GENERAL SESSION

improvement goals with an explanation of the measures and methods chosen for improvement, the processes to be implemented to deliver the improvement measures, identification of relevant timelines and benchmarks and an articulation of the process for measuring success of the methods chosen to increase performance. The state superintendent shall appoint a representative in accordance with paragraph (vii) of this subsection to monitor the school's progress towards meeting the specified goals and implementation of the processes, measures and methods as contained in the school's plan. The representative shall assist the district in identifying and securing the necessary resources to support the goals as stated by the school and the district. Failure to meet improvement goals as specified in the plan for two (2) consecutive years may require that the school be subject to paragraph (vi) of this subsection;

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

ENROLLED ACT NO. 61, HOUSE OF REPRESENTATIVES

SIXTY-FOURTH LEGISLATURE OF THE STATE OF WYOMING
2017 GENERAL SESSION

approved by the local board of trustees prior to submission to the department. The plan shall describe the personnel and financial resources within the education resource block grant model as defined by W.S. 21-13-101(a)(xiv) necessary for implementation of the measures and methods chosen for improvement and shall specify how resources shall be reallocated, if necessary, to improve student performance;

(vii) A representative shall be appointed by the state superintendent, in consultation with the local board of trustees, for all schools designated under paragraphs ~~(iv) through (v)~~ (v) and (vi) of this subsection to serve as a liaison between the school district leadership and the department. The representative shall be an employee of the department, an employee of a Wyoming school district or any combination, and may require more than one (1) individual for schools requiring substantial intervention and support. Additionally, one (1) representative may be assigned to more than one (1) school. Among other duties as may be requested by the district or department, the representative shall review and provide suggestions on the improvement plans submitted by schools in accordance with paragraphs ~~(iv) through (v)~~ (v) and (vi) of this subsection, and may review and evaluate district student assessment systems implemented under W.S. 21-3-110(a)(xxiv) to ensure alignment with the uniform state education standards. After one (1) year of a school not meeting expectations under paragraph (vi) of this subsection, approval of the improvement plan by the representative appointed under this subsection shall be required. Requested resources for improvement plan implementation, or the reallocation of existing resources for plan implementation, shall be based upon a comprehensive review of the available research. Justification for resource allocation or reallocation shall be incorporated within the written improvement plan. The

ENROLLED ACT NO. 61, HOUSE OF REPRESENTATIVES

SIXTY-FOURTH LEGISLATURE OF THE STATE OF WYOMING
2017 GENERAL SESSION

representative shall possess expertise appropriate to particular strategies incorporated within improvement plans to enable necessary plan evaluation, and shall be commensurate with the level of intervention, and support ~~and consequences~~ to be administered under this subsection. The state superintendent shall annually report to the state board on the progress of each school in meeting annual goals and overall improvement targets, fully describing the effectiveness and deficiencies of efforts to improve school performance in performance categories prescribed by this section;

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

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

(B) Schools designated as partially meeting expectations under paragraph (v) of this subsection or designated as not meeting expectations under paragraph (vi) of this subsection shall file the required improvement plan the first year of designation and submit yearly updates on the progress towards the goals and strategies outlined in

ENROLLED ACT NO. 61, HOUSE OF REPRESENTATIVES

SIXTY-FOURTH LEGISLATURE OF THE STATE OF WYOMING
2017 GENERAL SESSION

the improvement plan so long as the school maintains the same performance designation.

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

~~(h)~~(j) Measured performance results obtained and collected pursuant to this section, together with subsequent actions responding to results, shall be combined with other information and measures maintained and acquired under W.S. 21-2-202(a)(xxi), 21-2-304(a)(v)(H), 21-3-110(a)(xxiv) and otherwise by law, to be used as the basis of a statewide system for providing periodic and uniform reporting on the progress of state public education achievement compared to established targets. The statewide accountability system shall include a process for consolidating, coordinating and analyzing existing performance data and reports for purposes of aligning with the requirements of this section and for determinations of student achievement incorporated into the statewide system. In establishing a reporting system under this subsection, the department shall describe the performance of each public school in Wyoming. The performance report shall:

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

(A) Supports the overall school performance rating; and

ENROLLED ACT NO. 61, HOUSE OF REPRESENTATIVES

SIXTY-FOURTH LEGISLATURE OF THE STATE OF WYOMING
2017 GENERAL SESSION

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

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

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

(iv) Include, through the use of data visualization techniques, the development of longitudinal student-level reports of assessment and other relevant readiness indicators that provide information to parents, teachers and other school personnel regarding student progress toward college and career readiness and other relevant outcomes. These reports shall be maintained by the district in each student's permanent record within the district's student data system; and

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

~~(j)~~(k) Beginning school year 2014-2015, and each school year thereafter, the state board shall through the

ENROLLED ACT NO. 61, HOUSE OF REPRESENTATIVES

SIXTY-FOURTH LEGISLATURE OF THE STATE OF WYOMING
2017 GENERAL SESSION

state superintendent, annually review the statewide education accountability system, including but not limited to a review of the appropriateness of the performance indicators, the measures used to demonstrate performance, the methods used to calculate school performance, the target levels and statewide, district and school attainment of those levels and the system of support, and intervention. ~~and consequences.~~ Not later than September 1, 2015, and each September 1 thereafter, the state board shall report to the joint education interim committee on the information required under this subsection and the results of the accountability system for each school in the state.

~~(k)~~(m) As used in this section, the "January 2012 education accountability report" means the report prepared by legislative consultants submitted to and approved by the legislature that addresses phase one of the statewide accountability in education system and establishes the design framework for this system. The report is on file with and available for public inspection from the legislative service office.

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

(a) The state board of education shall:

(vi) Subject to and in accordance with W.S. 21-2-204, through the state superintendent and in consultation and coordination with local school districts, by rule and regulation implement a statewide accountability system. The accountability system shall include a technically defensible approach to calculate achievement, growth, readiness and equity as required by W.S. 21-2-204. The state board shall establish performance targets as

ENROLLED ACT NO. 61, HOUSE OF REPRESENTATIVES

SIXTY-FOURTH LEGISLATURE OF THE STATE OF WYOMING
2017 GENERAL SESSION

required by W.S. ~~21-2-204(e)~~21-2-204(f), establish a progressive multi-tiered system of supports, and interventions ~~and consequences~~ as required by W.S. ~~21-2-204(f)~~21-2-204(h) and shall establish a statewide reporting system pursuant to W.S. ~~21-2-204(h)~~21-2-204(j). The system created shall conform to the January 2012 education accountability report as defined by W.S. ~~21-2-204(k)~~21-2-204(m). ~~In addition~~ As part of the statewide accountability system, and for purposes of complying with requirements under the federal ~~No Child Left Behind Act of 2001~~ Every Student Succeeds Act, the board shall by rule and regulation provide for annual accountability determinations based upon ~~adequate yearly progress~~ measures imposed by federal law for all schools and school districts imposing a range of educational ~~consequences~~ interventions and supports resulting from accountability determinations;

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

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

(iv) The district shall provide evidence to the state superintendent that the district has maintained an average student-teacher ratio of not greater than sixteen (16) to one (1) for the aggregate of all classes in kindergarten through grade three (3) in the district in the preceding school year. The requirement of this paragraph may be waived by the department of education for any district that demonstrates insufficient school facility capacity, positive school performance, positive student

ENROLLED ACT NO. 61, HOUSE OF REPRESENTATIVES

SIXTY-FOURTH LEGISLATURE OF THE STATE OF WYOMING
2017 GENERAL SESSION

achievement or for other reasons related to the delivery of the education program to students. This paragraph shall not apply to charter schools established under W.S. 21-3-301 through 21-3-314 or schools designated as exceeding expectations pursuant to W.S. ~~21-2-204(e)(i)(A)~~ 21-2-204(f)(i)(A). Schools designated as exceeding expectations pursuant to W.S. ~~21-2-204(e)(i)(A)~~ 21-2-204(f)(i)(A) shall notify the department annually of the student teacher ratios for the aggregate of all classes in kindergarten through grade three (3) in the district in the preceding year. The department shall compute the student-teacher ratio and report it to each district not later than March 1 of each year. To obtain a waiver under this paragraph, a school district shall apply to the department not later than March 15 of each year. The application shall be based on the student-teacher ratio reported by the department of education, together with any other information required by the department. The department shall approve or deny an application for a waiver under this paragraph not later than April 10 of that year. A waiver approved under this paragraph shall be effective for the school year immediately following the application and approval.

Section 2. W.S. 21-2-204(c)(i), (iv) and (vii), as amended by 2016 Wyoming Session Laws, Chapter 113, Section 1, is amended to read:

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

(c) School level performance shall be determined by measurement of performance indicators and attainment of student performance as specified by this section. To the extent applicable, each measure shall be aggregated to the

ENROLLED ACT NO. 61, HOUSE OF REPRESENTATIVES

SIXTY-FOURTH LEGISLATURE OF THE STATE OF WYOMING
2017 GENERAL SESSION

school level based upon those grades served inclusive to each school as reported by the respective school district to the department of education. The indicators of school level performance shall be:

(i) Student longitudinal academic growth in English language arts and mathematics as measured by assessments administered under paragraph (ii) of this subsection, beginning in grade four (4) and for all subsequent grades for which a state summative achievement assessment is administered in the immediately preceding grade, including a standardized college readiness test in grade eleven (11);

(iv) Post secondary readiness, as defined to include college readiness and career readiness. School level performance shall be based upon the percentage of students meeting either college or career readiness. College readiness shall be measured by a standardized college entrance examination administered pursuant to W.S. 21-2-202(a)(xxx) in grade eleven (11), together with a readiness indicator defined by a series of student eligibility data reports generated under the Hathaway student scholarship program established by W.S. 21-16-1301 through 21-16-1310, with school level results aggregated according to a procedure in which values and weights determined by a deliberate method are tied to specified definitions of post secondary readiness and other college readiness indicators as determined by the state board of education in consultation with the state superintendent. Career readiness shall be measured by student performance in accordance with other provisions of this title as determined by the state board of education in consultation with the state superintendent;

ENROLLED ACT NO. 61, HOUSE OF REPRESENTATIVES

SIXTY-FOURTH LEGISLATURE OF THE STATE OF WYOMING
2017 GENERAL SESSION

(vii) Equity as defined by a measure of academic student growth for ~~nonproficient~~ students that score below the proficient standard in English language arts and mathematics, subject to a standard for academic progress that is linked to attainment of proficiency within a reasonable period of time. If a school is without a sufficient sequence of assessment scores to support growth computations, another approach to equity may be used subject to approval of the state superintendent; ~~;~~

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

Section 4. 2016 Wyoming Session Laws, Chapter 108, Section 3 and 2016 Wyoming Session Laws, Chapter 113, Section 3(a) are repealed.

Section 5. W.S. 21-2-204(f)(iii) and (iv) renumbered in Section 1 of this act as (h)(iii) and (iv) is repealed.

Section 6. Notwithstanding 2016 Wyoming Session Laws, Chapter 113, Section 3(b), the advisory committee to the joint education interim committee shall continue to exist and shall assist the joint education interim committee as the committee deems necessary through December 31, 2018. The members appointed under 2011 Wyoming Session Laws, Chapter 184, Section 4(d), as amended by 2013 Wyoming Session Laws, Chapter 195, Section 3 and 2015 Wyoming Session Laws, Chapter 30, Section 5, shall continue to serve on the advisory committee. The advisory committee shall also include up to two (2) members of the house education committee appointed by the speaker of the house of representatives and up to two (2) members of the senate education committee appointed by the president of the senate. The appointing authority for any member who vacates membership shall fill the vacancy. Any member appointed or

ENROLLED ACT NO. 61, HOUSE OF REPRESENTATIVES

SIXTY-FOURTH LEGISLATURE OF THE STATE OF WYOMING
2017 GENERAL SESSION

serving on the advisory committee who is not an employee of a governmental subdivision or a member of a political subdivision, board or commission shall receive per diem and travel expenses in the manner and amount provided to state employees under W.S. 9-3-103. Payment shall be from amounts appropriated under 2016 Wyoming Session Laws, Chapter 113, Section 6(b). The department of education shall staff the advisory committee. The department of education may retain consultants as necessary to staff and advise the advisory committee.

Section 7.

(a) The advisory committee to the joint education interim committee shall consider development of an additional indicator or indicators to measure school quality or student success as part of the Wyoming Accountability in Education Act. Not later than August 15, 2017, the advisory committee shall report to the joint education interim committee recommendations for the additional indicator or indicators. The report shall include identification of any enabling legislation that may be necessary.

(b) The state board of education shall identify the measures and method to determine post secondary readiness as required under W.S. 21-2-204(c)(iv) as amended by section 2 of this act. Not later than August 15, 2017, the state board shall report to the joint education interim committee the methods and process recommended to determine post secondary readiness. The methods and process shall conform to recommendations provided by the advisory committee to the joint education interim committee. The report shall include identification of any enabling legislation that may be necessary.

ENROLLED ACT NO. 61, HOUSE OF REPRESENTATIVES

SIXTY-FOURTH LEGISLATURE OF THE STATE OF WYOMING
2017 GENERAL SESSION

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

Section 8. 2016 Wyoming Session Laws, Chapter 108, Section 1(a), (d) and (e), Section 2 (a) and (c), Section 4(a) and (b) are amended to read:

Section 1.

(a) The department of education shall commence development of an alternative school level accountability model to be piloted in school year 2016-2017. The model shall adhere, as closely as possible, to the recommendations contained in the "Wyoming Alternative School Accountability Framework: Recommendations from the Alternative Accountability Advisory Committee" report dated October 15, 2015, submitted by the technical advisory group pursuant to 2015 Wyoming Session Laws, Chapter 179, Section 5, to the select committee on statewide education accountability, and any additional recommendations by the technical advisory group in carrying out the duties required by this act. The department of education shall periodically report progress on development of the pilot required under this subsection to

ENROLLED ACT NO. 61, HOUSE OF REPRESENTATIVES

SIXTY-FOURTH LEGISLATURE OF THE STATE OF WYOMING
2017 GENERAL SESSION

the technical advisory group, ~~the select committee on statewide education accountability~~ and the joint education interim committee. Data from the alternative schools operating in Wyoming pursuant to W.S. 21-13-309(m)(v)(B) shall be utilized to perform the pilot. The department of education may retain consultants as necessary to develop the model and pilot required under this subsection.

(d) Not later than school year 2017-2018, the state board of education, through the department, and with the assistance of the technical advisory group, shall compile, evaluate and determine the target levels for an overall school performance rating and for content level performance that are appropriate for alternative schools operating pursuant to W.S. 21-13-309(m)(v)(B). The board shall execute this determination through a prescribed deliberative process informed by a panel comprised of professionals with the appropriate expertise to establish target levels for performance to appropriately distinguish and recognize the varied levels of school performance associated specifically with the operation of alternative schools as measured by the indicators contained in subsection (b) of this section. Performance level targets shall be established to identify alternative school performance levels for exceeding expectations, meeting expectations, partially meeting expectations and not meeting expectations. The state board shall report periodically to ~~the select committee on statewide education accountability and~~ the joint education

ENROLLED ACT NO. 61, HOUSE OF REPRESENTATIVES

SIXTY-FOURTH LEGISLATURE OF THE STATE OF WYOMING
2017 GENERAL SESSION

interim committee on the progress related to setting target levels associated with school performance rating required under this subsection and a final report shall be submitted no later than October 15, 2018.

(e) The state board of education shall, in consultation with the technical advisory group, study and develop recommendations related to the progressive multi-tiered system of support, interventions and consequences required under W.S. 21-2-204(f) specifically targeted to assist alternative schools, as necessary, for the four (4) levels of school performance to be established under subsection (d) of this section. The state board shall report any recommendations for modification, as may be necessary, pursuant to this subsection, to ~~the select committee on statewide accountability and~~ the joint education interim committee, no later than October 15, 2018.

Section 2.

(a) Notwithstanding 2015 Wyoming Session Laws, Chapter 179, Section 5(a), the alternative school technical advisory group shall ~~continue to~~ assist the ~~select committee on statewide education accountability~~ joint education interim committee as the ~~select~~ committee deems necessary through December 31, 2018. The technical advisory group shall review and provide necessary feedback to the state board of education and the department of education as necessary in carrying

ENROLLED ACT NO. 61, HOUSE OF REPRESENTATIVES

SIXTY-FOURTH LEGISLATURE OF THE STATE OF WYOMING
2017 GENERAL SESSION

out the duties assigned under section 1 of this act.

(c) The ~~legislative service office~~ department of education shall staff the technical advisory group. The ~~legislative service office~~ department of education may retain consultants as necessary to staff and advise the technical advisory group ~~and the select committee on statewide education accountability~~ in execution of the duties prescribed under this act. ~~The management council may expend funds appropriated by the legislature for approved contractual agreements between the council and professional consultants on behalf of the select committee.~~

Section 4.

(a) For the period beginning upon the effective date of this section and ending June 30, 2019, six thousand five hundred dollars (\$6,500.00) is appropriated from the school foundation program account to the state board of education to convene the panel of professionals, required under section 1(d) of this act, to set target performance levels. This appropriation may be expended for per diem and mileage of any member who serves on the panel of professionals. The amounts appropriated under this subsection shall not be expended to secure meeting space or to pay for food, beverage or catering services. Any member appointed or serving on the panel who is not an employee of a governmental subdivision or a member of a political subdivision, board or commission shall receive per diem and mileage in

ENROLLED ACT NO. 61, HOUSE OF REPRESENTATIVES

SIXTY-FOURTH LEGISLATURE OF THE STATE OF WYOMING
2017 GENERAL SESSION

the manner and amount provided to state employees under W.S. 9-3-103. Notwithstanding any other provision of law, the appropriation under this subsection shall not be transferred or expended for any purpose other than specified in this subsection. Any unexpended, unobligated funds remaining from the appropriation under this subsection shall revert as provided by law on June 30, 2019. Not later than December 31, 2018, the state board shall report expenditures of amounts appropriated under this subsection to ~~the select committee on statewide education accountability and~~ the joint education interim committee.

(b) For the period beginning upon the effective date of this section and ending June 30, 2019, three thousand five hundred dollars (\$3,500.00) is appropriated from the school foundation program account to the state board of education to provide support and administration of the technical advisory group continued under section 2 of this act. This appropriation may be expended for per diem and mileage of the technical advisory group. The amounts appropriated under this subsection shall not be expended to secure meeting space or to pay for food, beverage or catering services. Any member appointed or serving on a committee who is not an employee of a governmental subdivision or a member of a political subdivision, board or commission shall receive per diem and mileage in the manner and amount provided to state employees under W.S. 9-3-103. Notwithstanding any other provision of law, the appropriation under this

ENROLLED ACT NO. 61, HOUSE OF REPRESENTATIVES

SIXTY-FOURTH LEGISLATURE OF THE STATE OF WYOMING
2017 GENERAL SESSION

subsection shall not be transferred or expended for any purpose other than specified in this subsection. Any unexpended, unobligated funds remaining from the appropriation under this subsection shall revert as provided by law on June 30, 2019. Not later than December 31, 2018, the state board shall report expenditures of amounts appropriated under this subsection to ~~the select committee on statewide education accountability and~~ the joint education interim committee.

Section 9.

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

ORIGINAL HOUSE
BILL NO. HB0040

ENGROSSED

ENROLLED ACT NO. 61, HOUSE OF REPRESENTATIVES

SIXTY-FOURTH LEGISLATURE OF THE STATE OF WYOMING
2017 GENERAL SESSION

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

(END)

Speaker of the House

President of the Senate

Governor

TIME APPROVED: _____

DATE APPROVED: _____

I hereby certify that this act originated in the House.

Chief Clerk



WYOMING
DEPARTMENT OF EDUCATION

*Creating Opportunities
for Students to Keep
Wyoming Strong*

Update: State and Federal Accountability Requirements

**State Board of Education
March 23-24, 2017**

STATE Accountability Overview (WAEA)



- Requirements under WAEA
 - SBE establishes long-term and interim targets for Achievement and English Proficiency
 - SBE determines performance measures for each indicator
 - SBE identifies methods and measures to determine post-secondary readiness
 - SBE establishes multi-tiered state system of support, including comprehensive and targeted support
 - Advisory Committee develops “5th indicator”

FEDERAL Accountability Overview (ESSA)



- Requirements under ESSA
 - SEA establishes long-term and interim goals for Achievement, Graduation Rate, and English Proficiency for all students and all subgroups
 - SEA determines performance measures and timelines for each indicator
 - SEA defines “5th Indicator”
 - SEA establishes multi-tiered state system of support--including comprehensive and targeted support--for lowest-performing schools, schools with low graduation rates, and schools with consistently low-performing subgroups

Significant Considerations for WAEA & ESSA Requirements



- Requirements for WAEA and ESSA can be met through a single, coherent accountability system
- Consensus areas:
 - Long-term/Interim goals and measures for Achievement and English Language Proficiency
 - “5th Indicator” for high school, particularly career-readiness
 - Support and Interventions, including targeted and comprehensive
- Advisory Committee’s recommendations will serve as framework

ESSA Requirement: Goal-Setting



- SEA will explain the process for goal-setting using recommendations from the Advisory Committee
- SEA will use current performance data for Achievement, completion data for Grad Rate (4-year), and ACCESS data for English Proficiency
- SEA will revise goals as needed after the new statewide assessment system is implemented
 - PJP may be involved with this process

ESSA Requirement: Additional Measure of School Quality or Student Success (“5th Indicator”)



- Grades 3-8: Equity (already established)
- High School: Post-Secondary Readiness
 - College Readiness: ACT, Hathaway Success Curriculum, Rigorous Courses (AP, IB, Dual/Concurrent – coming soon)
- SEA will use available data to set Career Readiness goal(s):
 - CTE Concentrator (we know which students are concentrators)
 - Pass CTE Exam (we know which students tested and which students passed this test)
- Other Career Readiness indicators may include:
 - Industry Certification
 - WorkKeys
 - ASVAB
 - Apprenticeship Programs

ESSA Requirement: English Language Proficiency



- SEA will use available data to set ELP goal(s)
 - WIDA’s ACCESS for ELs
- May combine ELP indicator with Equity indicator

EL Progress	Subgroup Growth			
	Below Target	Meets Target	Exceeds Target	Undefined
Below Target	Below			Below
Meets Target		Meets		Meets
Exceeds Target			Exceeds	Exceeds
Undefined	Below	Meets	Exceeds	No Indicator

ESSA Requirement: Identification and Support



- SEA directed to identify schools for comprehensive and targeted support
 - Create an aggregate Growth and Achievement score
 - Comprehensive support
 - Bottom 5% of Title I schools on this aggregate score become Comprehensive support schools (may use multiple years)
 - Exit criteria is to be above bottom 5% (or 10%) for 2 consecutive years
 - Targeted support
 - Schools with a subgroup in the bottom 20% of schools on this aggregate score for a subgroup 3 years in a row become targeted support schools
 - Schools exit targeted support if they are above the bottom 20% of schools for that subgroup 2 years in a row

Timeline for WAEA vs. ESSA



- WAEA Timeline
 - HEA 61 directs the SBE to report recommendations for state accountability to the JEIC in August 2017
- ESSA Timeline
 - ESSA directs the SEA to submit FINAL accountability plan by September 18, 2017
 - ESSA requires a 30-day review by the governor’s office before submission
 - There will be additional public comment periods before the governor’s 30-day review period pursuant to Sec. 1111(a)(8) of ESEA
 - Draft of plan must be completed by May in order to meet federally required timeline



WYOMING
DEPARTMENT OF EDUCATION

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QUESTIONS?

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COMPARISON BETWEEN STATE & FEDERAL ACCOUNTABILITY REQUIREMENTS

Accountability Requirements	Requirements for State Accountability (WAEA) Recommendations due to JEIC August 2017	Requirements for Federal Accountability (ESSA) Final plan due to USED September 2017 (minimum comment periods required)
<p align="center">Goals</p> <p>Long-term & Interim Include all subgroups Narrow achievement gap</p>	<p align="center">W.S. 21-2-204(c & e)</p> <p>SBE establish long-term and interim goals for indicators, including Achievement and English Language Proficiency</p>	<p align="center">ESEA, Section 1111(c)(4)(A)</p> <p>SEA must set goals and measurements of interim progress for the all students group and separately for each subgroup of students, consistent with the State's minimum number of students. Must identify baseline (data and year) and long-term goal (data and year). State must include measurements of interim progress for academic achievement, graduation rates, and English language proficiency. SEA must describe how it established its long-term goals, including its State-determined timeline for attaining such goals.</p>
<p align="center">Methods/Measures</p> <p>Measures and Target Levels Accountability Determinations "5th Indicator"</p>	<p align="center">W.S. 21-2-204(f)(ii)</p> <p>SBE identifies performance measure for each indicator</p> <p align="center">HEA0061, Section 7(c)</p> <p>SBE, through a PJP, determines target levels for overall SPR and indicator-level performance</p> <p align="center">W.S. 21-2-304(a)(vi)</p> <p>SBE provides accountability determinations based on measures imposed by federal law* and imposes a range of supports and interventions based on those accountability determinations</p> <p align="center">HEA0061, Section 7(a)</p> <p>Advisory Committee develops additional indicator(s) to measure school quality or student success</p> <p align="center">HEA0061, Section 7(b)</p> <p>SBE identifies method(s) and measure(s) to determine post-secondary readiness required under W.S. 21-2-204(c)(iv)</p>	<p align="center">ESEA, Section 1111(c)(4)(A)(i)</p> <p>Describe the measure(s) included in each of the Academic Achievement, Academic Progress, Graduation Rate, Progress in Achieving English Language Proficiency, and School Quality or Student Success indicators.</p> <p align="center">ESEA, Section 1111(c)(4)(B & C)</p> <p>Describe the measure(s) included and the descriptions for the Academic Progress and School Quality or Student Success indicators must include a demonstration of how each measure aids in the meaningful differentiation of schools under 34 C.F.R. § 200.18 by demonstrating varied results across schools in the State.</p>
<p align="center">Support</p> <p>Identify schools for targeted and comprehensive support Develop exit criteria Provide support for comprehensive schools</p>	<p align="center">W.S. 21-2-204(h) & W.S. 21-2-304(a)(vi)</p> <p>SBE establishes a multi-tiered SSoS based prescribing actions for each level of support, including comprehensive and targeted support</p> <p align="center">W.S. 21-2-204(f)(iii)</p> <p>SBE assigns levels of support, including comprehensive and targeted, based on indicator and school performance</p> <p align="center">W.S. 21-2-204(h)</p> <p>WDE takes action based on indicators and school performance (partially meeting and not meeting schools file improvement plans; state superintendent appoints representative)</p>	<p align="center">ESEA, Section 1111(c)(4)(D)</p> <p>Describe the methodologies, including the timeline, by which the State identifies schools for comprehensive support and improvement, including: 1) lowest-performing schools; 2) schools with low high school graduation rates; and 3) schools with chronically low-performing subgroups</p> <p align="center">ESEA, Section 1111(c)(4)(D)</p> <p>Describe the uniform statewide exit criteria for schools identified for comprehensive support and improvement established by the State, including the number of years over which schools are expected to meet such criteria.</p> <p align="center">ESEA, Section 1111(c)(4)(C)</p> <p>Describe the methodology for identifying any school with a "consistently underperforming" subgroup of students, including the definition and time period used by the State to determine consistent underperformance; include timeline and exit criteria.</p>

Revised State Template for the Consolidated State Plan

The Elementary and Secondary Education Act of 1965, as
amended by the Every Student Succeeds Act



U.S. Department of Education
Issued: March 2017

OMB Number: 1810-0576
Expiration Date: September 30, 2017

Paperwork Burden Statement According to the Paperwork Reduction Act of 1995, no persons are required to respond to a collection of information unless such collection displays a valid OMB control number. The valid OMB control number for this information collection is 1810-0576. The time required to complete this information collection is estimated to average 249 hours per response, including the time to review instructions, search existing data resources, gather the data needed, and complete and review the information collection. If you have any comments concerning the accuracy of the time estimate(s) or suggestions for improving this collection, please write to: U.S. Department of Education, Washington, DC 20202-4537. If you have comments or concerns regarding the status of your individual submission of this collection, write directly to: Office of Elementary and Secondary Education, U.S. Department of Education, 400 Maryland Ave., S.W., Washington, DC 20202-3118.

Introduction

Section 8302 of the Elementary and Secondary Education Act of 1965 (ESEA), as amended by the Every Student Succeeds Act (ESSA),¹ requires the Secretary to establish procedures and criteria under which, after consultation with the Governor, a State educational agency (SEA) may submit a consolidated State plan designed to simplify the application requirements and reduce burden for SEAs. ESEA section 8302 also requires the Secretary to establish the descriptions, information, assurances, and other material required to be included in a consolidated State plan. Even though an SEA submits only the required information in its consolidated State plan, an SEA must still meet all ESEA requirements for each included program. In its consolidated State plan, each SEA may, but is not required to, include supplemental information such as its overall vision for improving outcomes for all students and its efforts to consult with and engage stakeholders when developing its consolidated State plan.

Completing and Submitting a Consolidated State Plan

Each SEA must address all of the requirements identified below for the programs that it chooses to include in its consolidated State plan. An SEA must use this template or a format that includes the required elements and that the State has developed working with the Council of Chief State School Officers (CCSSO).

Each SEA must submit to the U.S. Department of Education (Department) its consolidated State plan by one of the following two deadlines of the SEA's choice:

- **April 3, 2017**; or
- **September 18, 2017**.

Any plan that is received after April 3, but on or before September 18, 2017, will be considered to be submitted on September 18, 2017. In order to ensure transparency consistent with ESEA section 1111(a)(5), the Department intends to post each State plan on the Department's website.

Alternative Template

If an SEA does not use this template, it must:

- 1) Include the information on the Cover Sheet;
- 2) Include a table of contents or guide that clearly indicates where the SEA has addressed each requirement in its consolidated State plan;
- 3) Indicate that the SEA worked through CCSSO in developing its own template; and
- 4) Include the required information regarding equitable access to, and participation in, the programs included in its consolidated State plan as required by section 427 of the General Education Provisions Act. See Appendix B.

Individual Program State Plan

An SEA may submit an individual program State plan that meets all applicable statutory and regulatory requirements for any program that it chooses not to include in a consolidated State plan. If an SEA intends to submit an individual program plan for any program, the SEA must submit the individual program plan by one of the dates above, in concert with its consolidated State plan, if applicable.

¹ Unless otherwise indicated, citations to the ESEA refer to the ESEA, as amended by the ESSA.

Consultation

Under ESEA section 8540, each SEA must consult in a timely and meaningful manner with the Governor, or appropriate officials from the Governor's office, including during the development and prior to submission of its consolidated State plan to the Department. A Governor shall have 30 days prior to the SEA submitting the consolidated State plan to the Secretary to sign the consolidated State plan. If the Governor has not signed the plan within 30 days of delivery by the SEA, the SEA shall submit the plan to the Department without such signature.

Assurances

In order to receive fiscal year (FY) 2017 ESEA funds on July 1, 2017, for the programs that may be included in a consolidated State plan, and consistent with ESEA section 8302, each SEA must also submit a comprehensive set of assurances to the Department at a date and time established by the Secretary. In the near future, the Department will publish an information collection request that details these assurances.

For Further Information: If you have any questions, please contact your Program Officer at OSS.[State]@ed.gov (e.g., OSS.Alabama@ed.gov).

3. Native Language Assessments (ESEA section 1111(b)(2)(F) and 34 CFR § 200.6(f)(2)(ii)) and (f)(4):
 - i. Provide its definition for “languages other than English that are present to a significant extent in the participating student population,” and identify the specific languages that meet that definition.
Click here to enter text.
 - ii. Identify any existing assessments in languages other than English, and specify for which grades and content areas those assessments are available.
Click here to enter text.
 - iii. Indicate the languages identified in question 3(i) for which yearly student academic assessments are not available and are needed.
Click here to enter text.
 - iv. Describe how it will make every effort to develop assessments, at a minimum, in languages other than English that are present to a significant extent in the participating student population including by providing
 - a. The State’s plan and timeline for developing such assessments, including a description of how it met the requirements of 34 CFR § 200.6(f)(4);
 - b. A description of the process the State used to gather meaningful input on the need for assessments in languages other than English, collect and respond to public comment, and consult with educators; parents and families of English learners; students, as appropriate; and other stakeholders; and
 - c. As applicable, an explanation of the reasons the State has not been able to complete the development of such assessments despite making every effort.
Click here to enter text..

4. Statewide Accountability System and School Support and Improvement Activities (ESEA section 1111(c) and (d)):
 - i. Subgroups (ESEA section 1111(c)(2)):
 - a. List each major racial and ethnic group the State includes as a subgroup of students, consistent with ESEA section 1111(c)(2)(B).
Click here to enter text.
 - b. If applicable, describe any additional subgroups of students other than the statutorily required subgroups (*i.e.*, economically disadvantaged students, students from major racial and ethnic groups, children with disabilities, and English learners) used in the Statewide accountability system.
Click here to enter text.
 - c. Does the State intend to include in the English learner subgroup the results of students previously identified as English learners on the State assessments required under ESEA section 1111(b)(2)(B)(v)(I) for purposes of State accountability (ESEA section 1111(b)(3)(B))? Note that a student’s results may be included in the English learner subgroup

Title I, Part A:
Improving Basic
Programs Operated
by Local
Educational
Agencies

for not more than four years after the student ceases to be identified as an English learner.

- Yes
- No

d. If applicable, choose one of the following options for recently arrived English learners in the State:

- Applying the exception under ESEA section 1111(b)(3)(A)(i); or
- Applying the exception under ESEA section 1111(b)(3)(A)(ii); or
- Applying the exception under ESEA section 1111(b)(3)(A)(i) or under ESEA section 1111(b)(3)(A)(ii). If this option is selected, describe how the State will choose which exception applies to a recently arrived English learner.

[Click here to enter text.](#)

ii. Minimum N-Size (ESEA section 1111(c)(3)(A)):

a. Provide the minimum number of students that the State determines are necessary to be included to carry out the requirements of any provisions under Title I, Part A of the ESEA that require disaggregation of information by each subgroup of students for accountability purposes.

[Click here to enter text.](#)

b. Describe how the minimum number of students is statistically sound.

[Click here to enter text.](#)

c. Describe how the minimum number of students was determined by the State, including how the State collaborated with teachers, principals, other school leaders, parents, and other stakeholders when determining such minimum number.

[Click here to enter text.](#)

d. Describe how the State ensures that the minimum number is sufficient to not reveal any personally identifiable information.³

[Click here to enter text.](#)

e. If the State's minimum number of students for purposes of reporting is lower than the minimum number of students for accountability purposes, provide the State's minimum number of students for purposes of reporting.

[Click here to enter text.](#)

³ Consistent with ESEA section 1111(i), information collected or disseminated under ESEA section 1111 shall be collected and disseminated in a manner that protects the privacy of individuals consistent with section 444 of the General Education Provisions Act (20 U.S.C. 1232g, commonly known as the "Family Educational Rights and Privacy Act of 1974"). When selecting a minimum n-size for reporting, States should consult the Institute for Education Sciences report "[Best Practices for Determining Subgroup Size in Accountability Systems While Protecting Personally Identifiable Student Information](#)" to identify appropriate statistical disclosure limitation strategies for protecting student privacy.

- iii. **Establishment of Long-Term Goals** (*ESEA section 1111(c)(4)(A)*):
- a. **Academic Achievement**. (*ESEA section 1111(c)(4)(A)(i)(I)(aa)*)
1. Describe the long-term goals for improved academic achievement, as measured by proficiency on the annual statewide reading/language arts and mathematics assessments, for all students and for each subgroup of students, including: (i) baseline data; (ii) the timeline for meeting the long-term goals, for which the term must be the same multi-year length of time for all students and for each subgroup of students in the State; and (iii) how the long-term goals are ambitious.
[Click here to enter text.](#)
 2. Provide the measurements of interim progress toward meeting the long-term goals for academic achievement in Appendix A.
 3. Describe how the long-term goals and measurements of interim progress toward the long-term goals for academic achievement take into account the improvement necessary to make significant progress in closing statewide proficiency gaps.
[Click here to enter text.](#)
- b. **Graduation Rate**. (*ESEA section 1111(c)(4)(A)(i)(I)(bb)*)
1. Describe the long-term goals for the four-year adjusted cohort graduation rate for all students and for each subgroup of students, including: (i) baseline data; (ii) the timeline for meeting the long-term goals, for which the term must be the same multi-year length of time for all students and for each subgroup of students in the State; and (iii) how the long-term goals are ambitious.
[Click here to enter text.](#)
 2. If applicable, describe the long-term goals for each extended-year adjusted cohort graduation rate, including (i) baseline data; (ii) the timeline for meeting the long-term goals, for which the term must be the same multi-year length of time for all students and for each subgroup of students in the State; (iii) how the long-term goals are ambitious; and (iv) how the long-term goals are more rigorous than the long-term goal set for the four-year adjusted cohort graduation rate.
[Click here to enter text.](#)
 3. Provide the measurements of interim progress toward the long-term goals for the four-year adjusted cohort graduation rate and any extended-year adjusted cohort graduation rate in Appendix A.
 4. Describe how the long-term goals and measurements of interim progress for the four-year adjusted cohort graduation rate and any extended-year adjusted cohort graduation rate take into account the improvement necessary to make significant progress

in closing statewide graduation rate gaps.
[Click here to enter text.](#)

- c. **English Language Proficiency** (*ESEA section 1111(c)(4)(A)(ii)*)
1. Describe the long-term goals for English learners for increases in the percentage of such students making progress in achieving English language proficiency, as measured by the statewide English language proficiency assessment including: (i) baseline data; (ii) the State-determined timeline for such students to achieve English language proficiency; and (iii) how the long-term goals are ambitious.
[Click here to enter text.](#)
 2. Provide the measurements of interim progress toward the long-term goal for increases in the percentage of English learners making progress in achieving English language proficiency in Appendix A.

iv. **Indicators** (*ESEA section 1111(c)(4)(B)*)

- a. **Academic Achievement Indicator**. Describe the Academic Achievement indicator, including a description of how the indicator (i) is based on the long-term goals; (ii) is measured by proficiency on the annual Statewide reading/language arts and mathematics assessments; (iii) annually measures academic achievement for all students and separately for each subgroup of students; and (iv) at the State's discretion, for each public high school in the State, includes a measure of student growth, as measured by the annual Statewide reading/language arts and mathematics assessments.
[Click here to enter text.](#)
- b. **Indicator for Public Elementary and Secondary Schools that are Not High Schools (Other Academic Indicator)**. Describe the Other Academic indicator, including how it annually measures the performance for all students and separately for each subgroup of students. If the Other Academic indicator is not a measure of student growth, the description must include a demonstration that the indicator is a valid and reliable statewide academic indicator that allows for meaningful differentiation in school performance.
[Click here to enter text.](#)
- c. **Graduation Rate**. Describe the Graduation Rate indicator, including a description of (i) how the indicator is based on the long-term goals; (ii) how the indicator annually measures graduation rate for all students and separately for each subgroup of students; (iii) how the indicator is based on the four-year adjusted cohort graduation rate; (iv) if the State, at its discretion, also includes one or more extended-year adjusted cohort graduation rates, how the four-year adjusted cohort graduation rate is combined with that rate or rates within the indicator; and (v) if applicable, how the State includes in its four-year adjusted cohort graduation rate and any extended-year adjusted cohort graduation rates

students with the most significant cognitive disabilities assessed using an alternate assessment aligned to alternate academic achievement standards under ESEA section 1111(b)(2)(D) and awarded a State-defined alternate diploma under ESEA section 8101(23) and (25).

[Click here to enter text.](#)

d. Progress in Achieving English Language Proficiency (ELP) Indicator.

Describe the Progress in Achieving ELP indicator, including the State's definition of ELP, as measured by the State ELP assessment.

[Click here to enter text.](#)

e. School Quality or Student Success Indicator(s).

Describe each School Quality or Student Success Indicator, including, for each such indicator: (i) how it allows for meaningful differentiation in school performance; (ii) that it is valid, reliable, comparable, and statewide (for the grade span(s) to which it applies); and (iii) of how each such indicator annually measures performance for all students and separately for each subgroup of students. For any School Quality or Student Success indicator that does not apply to all grade spans, the description must include the grade spans to which it does apply.

[Click here to enter text.](#)

v. Annual Meaningful Differentiation (ESEA section 1111(c)(4)(C))

a. Describe the State's system of annual meaningful differentiation of all public schools in the State, consistent with the requirements of section 1111(c)(4)(C) of the ESEA, including a description of (i) how the system is based on all indicators in the State's accountability system, (ii) for all students and for each subgroup of students. Note that each state must comply with the requirements in 1111(c)(5) of the ESEA with respect to accountability for charter schools.

[Click here to enter text.](#)

b. Describe the weighting of each indicator in the State's system of annual meaningful differentiation, including how the Academic Achievement, Other Academic, Graduation Rate, and Progress in ELP indicators each receive substantial weight individually and, in the aggregate, much greater weight than the School Quality or Student Success indicator(s), in the aggregate.

[Click here to enter text.](#)

c. If the States uses a different methodology or methodologies for annual meaningful differentiation than the one described in 4.v.a. above for schools for which an accountability determination cannot be made (e.g., P-2 schools), describe the different methodology or methodologies, indicating the type(s) of schools to which it applies.

[Click here to enter text.](#)

vi. Identification of Schools (ESEA section 1111(c)(4)(D))

a. Comprehensive Support and Improvement Schools. Describe the State's methodology for identifying not less than the lowest-

performing five percent of all schools receiving Title I, Part A funds in the State for comprehensive support and improvement, including the year in which the State will first identify such schools.

[Click here to enter text.](#)

- b. Comprehensive Support and Improvement Schools. Describe the State’s methodology for identifying all public high schools in the State failing to graduate one third or more of their students for comprehensive support and improvement, including the year in which the State will first identify such schools.

[Click here to enter text.](#)

- c. Comprehensive Support and Improvement Schools. Describe the methodology by which the State identifies public schools in the State receiving Title I, Part A funds that have received additional targeted support under ESEA section 1111(d)(2)(C) (based on identification as a school in which any subgroup of students, on its own, would lead to identification under ESEA section 1111(c)(4)(D)(i)(I) using the State’s methodology under ESEA section 1111(c)(4)(D)) and that have not satisfied the statewide exit criteria for such schools within a State-determined number of years, including the year in which the State will first identify such schools.

[Click here to enter text.](#)

- d. Frequency of Identification. Provide, for each type of school identified for comprehensive support and improvement, the frequency with which the State will, thereafter, identify such schools. Note that these schools must be identified at least once every three years.

[Click here to enter text.](#)

- e. Targeted Support and Improvement. Describe the State’s methodology for annually identifying any school with one or more “consistently underperforming” subgroups of students, based on all indicators in the statewide system of annual meaningful differentiation, including the definition used by the State to determine consistent underperformance. (*ESEA section 1111(c)(4)(C)(iii)*)

[Click here to enter text.](#)

- f. Additional Targeted Support. Describe the State’s methodology, for identifying schools in which any subgroup of students, on its own, would lead to identification under ESEA section 1111(c)(4)(D)(i)(I) using the State’s methodology under ESEA section 1111(c)(4)(D), including the year in which the State will first identify such schools and the frequency with which the State will, thereafter, identify such schools. (*ESEA section 1111(d)(2)(C)-(D)*)

[Click here to enter text.](#)

- g. Additional Statewide Categories of Schools. If the State chooses, at its discretion, to include additional statewide categories of schools, describe those categories.

[Click here to enter text.](#)

- vii. Annual Measurement of Achievement (*ESEA section 1111(c)(4)(E)(iii)*): Describe how the State factors the requirement for 95 percent student participation in statewide mathematics and reading/language arts assessments into the statewide accountability system.
[Click here to enter text.](#)
- viii. Continued Support for School and LEA Improvement (*ESEA section 1111(d)(3)(A)*)
- a. Exit Criteria for Comprehensive Support and Improvement Schools. Describe the statewide exit criteria, established by the State, for schools identified for comprehensive support and improvement, including the number of years (not to exceed four) over which schools are expected to meet such criteria.
[Click here to enter text.](#)
 - b. Exit Criteria for Schools Receiving Additional Targeted Support. Describe the statewide exit criteria, established by the State, for schools receiving additional targeted support under ESEA section 1111(d)(2)(C), including the number of years over which schools are expected to meet such criteria.
[Click here to enter text.](#)
 - c. More Rigorous Interventions. Describe the more rigorous interventions required for schools identified for comprehensive support and improvement that fail to meet the State’s exit criteria within a State-determined number of years consistent with section 1111(d)(3)(A)(i)(I) of the ESEA.
[Click here to enter text.](#)
 - d. Resource Allocation Review. Describe how the State will periodically review resource allocation to support school improvement in each LEA in the State serving a significant number or percentage of schools identified for comprehensive or targeted support and improvement.
[Click here to enter text.](#)
 - e. Technical Assistance. Describe the technical assistance the State will provide to each LEA in the State serving a significant number or percentage of schools identified for comprehensive or targeted support and improvement.
[Click here to enter text.](#)
 - f. Additional Optional Action. If applicable, describe the action the State will take to initiate additional improvement in any LEA with a significant number or percentage of schools that are consistently identified by the State for comprehensive support and improvement and are not meeting exit criteria established by the State or in any LEA with a significant number or percentage of schools implementing

targeted support and improvement plans.

[Click here to enter text.](#)

5. Disproportionate Rates of Access to Educators (*ESEA section 1111(g)(1)(B)*): Describe how low-income and minority children enrolled in schools assisted under Title I, Part A are not served at disproportionate rates by ineffective, out-of-field, or inexperienced teachers, and the measures the SEA will use to evaluate and publicly report the progress of the SEA with respect to such description.⁴
[Click here to enter text.](#)
6. School Conditions (*ESEA section 1111(g)(1)(C)*): Describe how the SEA agency will support LEAs receiving assistance under Title I, Part A to improve school conditions for student learning, including through reducing: (i) incidences of bullying and harassment; (ii) the overuse of discipline practices that remove students from the classroom; and (iii) the use of aversive behavioral interventions that compromise student health and safety.
[Click here to enter text.](#)
7. School Transitions (*ESEA section 1111(g)(1)(D)*): Describe how the State will support LEAs receiving assistance under Title I, Part A in meeting the needs of students at all levels of schooling (particularly students in the middle grades and high school), including how the State will work with such LEAs to provide effective transitions of students to middle grades and high school to decrease the risk of students dropping out.
[Click here to enter text.](#)

⁴ Consistent with ESEA section 1111(g)(1)(B), this description should not be construed as requiring a State to develop or implement a teacher, principal or other school leader evaluation system.

Appendix A: Measurements of interim progress

Instructions: Each SEA must include the measurements of interim progress toward meeting the long-term goals for academic achievement, graduation rates, and English language proficiency, set forth in the State's response to Title I, Part A question 4.iii, for all students and separately for each subgroup of students, including those listed in response to question 4.i.a. of this document. For academic achievement and graduation rates, the State's measurements of interim progress must take into account the improvement necessary on such measures to make significant progress in closing statewide proficiency and graduation rate gaps.

A. Academic Achievement

B. Graduation Rates

C. Progress in Achieving English Language Proficiency

School Accountability 2017-18

**State Board of Education
March 23-24, 2017**

Grade 3 through 8 Accountability

- Achievement & Growth
- Equity
- Overall Performance Level

Achievement & Growth

- Achievement – Target level based upon percent proficient

Mathematics	English/Language Arts		
	Below Target	Meets Target	Exceeds Target
Below Target	Below		
Meets Target		Meets	
Exceeds Target			Exceeds

- Growth – Target level based upon median growth percentile (MGP)

Equity

- Consolidated subgroup MGP
 - Consolidated subgroup defined on by having a prior year English/Language Arts and/or Math scale score at or below the 25th percentile rank from the baseline year
- English Learner’s progress learning English

EL Progress	Subgroup Growth			
	Below Target	Meets Target	Exceeds Target	Undefined
Below Target	Below			Below
Meets Target		Meets		Meets
Exceeds Target			Exceeds	Exceeds
Undefined	Below	Meets	Exceeds	No Indicator

Overall Performance Level

Equity	Growth	Achievement		
		Below Target	Meets Target	Exceeds Target
Below Target	Below Target	Below Expectations		
	Meets Target			
	Exceeds Target			
Meets Target	Below Target			
	Meets Target		Meets Expectations	
	Exceeds Target			
Exceeds Target	Below Target			
	Meets Target			
	Exceeds Target			Exceeds Expectations

High School Accountability

- Academic Performance
- Overall Readiness
 - Graduation
 - Post-Secondary Readiness
- High School Performance Level

Academic Performance

- Achievement target levels based upon English/Language Arts and Math percent proficient in grades 9 and 10
- Growth target levels based upon median growth percentile in English/Language Arts and Math during grades 9, 10 and 11
- Equity
 - Consolidated subgroup MGP
 - Grades 9 and 10
 - Consolidated subgroup defined on by having a prior year English/Language Arts and/or Math scale score at or below the 25th percentile rank from the baseline year
 - English Learner's progress learning English
- Same decision tables as used in grade 3 – 8 but final decision table has below, meets and exceeds target

Overall Readiness – Graduation

- Target levels based upon extended rate based on current 4 year cohort plus current year 5 year, 6 year and 7 year graduates (plus graduate equivalency diploma earners)
- Exceeds target will require meeting the target for the extended rate plus meeting the school specific growth interim target

Overall Readiness – Post-Secondary Readiness

- Grade 9 Credits
- College Readiness
 - Tested Readiness Index – Based on grade 11 census ACT composite score
 - Success curriculum level
 - AP, IB and College Credit courses (passing course vs. passing exams?)
- Career Readiness
 - Career concentrator passed exam
 - Career concentrator did not pass exam

High School Performance Level

- Schools will receive target levels for:
 - Academic Performance
 - Achievement
 - English/Language Arts
 - Math
 - Equity
 - Consolidated Subgroup Performance
 - EL progress learning English
 - Overall Readiness
 - Graduation
 - Post Secondary Readiness
- Target levels are entered into decision tables with the school's performance level ultimately based upon the target levels for Academic Performance and Overall Readiness

QUESTIONS?

MIKE FLICEK

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Every Student Succeeds Act (ESSA) Accountability and State Plans Regulation *Frequently Asked Questions*

Below are a list of questions and answers designed to help governors and state policymakers continue their work on state plans and implementation of the Every Student Succeeds Act (ESSA) after the repeal of the accountability and state plans regulation by Congress.

Even in the absence of the regulation, governors will continue to implement the ESSA statutory language that states, districts and the civil rights community supported as a balanced approach to educational accountability and equity.

THE REGULATION IS REPEALED. WHAT SHOULD STATES DO NOW?

- **Press Forward.** Regardless of federal regulation, accountability was always in the hands of states. The absence of an accountability regulation does not mean that states must change course. If your state has developed a plan (with stakeholder input) based on the proposed or final ESSA accountability regulation, you have full authority under the law to press forward with that plan. Education Secretary Betsy DeVos has committed to honoring the submission windows provided to states under the Obama administration – April 3 and September 18, 2017.
- **Look to The Law.** ESSA was carefully negotiated and the detailed nature of the statute can stand alone in the absence of regulation. Look to the law for guidance. Given the power it places in the hands of state leaders, consider it a floor rather than a ceiling for efforts to advance equity in schools.
- **Utilize as an Opportunity.** In December 2016, [18 state education agencies](#) indicated to the U.S. Department of Education that they would submit their ESSA state plans by the April deadline. Given governors' sign off on the state plan, governors would need to start reviewing no later than early March to meet that deadline. However, the state education agencies' commitment to a submission date is not binding. If your state is one that is likely to submit early, but your governor or stakeholders believe:
 - 1) the state plan does not yet reflect the state's vision for education; or
 - 2) the state plan does not embrace innovation; or
 - 3) the majority of education stakeholders are not yet in agreement with the state plan; or
 - 4) the voices of education stakeholders have not yet been fully heard; or
 - 5) the governor has not been properly consulted throughout the plan's development process

– regulatory changes are an opportunity to press pause on submission to resolve these issues.

FREQUENTLY ASKED QUESTIONS:

- **What regulations on ESSA have been issued by the Department of Education?**
 - The Department has issued [two final regulations on assessments](#) in ESSA ([Title I, part A](#), addressing annual state-wide assessments and [Title I part B](#), laying out guidelines for a new pilot for innovative assessments) and a [final regulation on accountability and state plans](#). The Department's proposed regulation on Title I funding for disadvantaged students, [supplement, not supplant](#), was never finalized and will not go into effect.
- **Will all the final regulations that have been issued go into effect?**

- Both regulations on assessments went into effect in early January. The final regulation on accountability and state plans was set to go into effect on January 30, but became subject to a White House directive delaying all regulations not in effect on January 20, 2017 by 60 days. The U.S. Senate and House of Representatives have passed a disapproval resolution under the Congressional Review Act for the accountability and state plans regulation and the President is expected to sign and permanently block the existing regulation.
- **What is the Congressional Review Act (CRA)?**
 - The Congressional Review Act (CRA) is an oversight tool that Congress may use to overturn regulations issued by a federal agency that allows regulations to be struck down by a simple majority vote along with the President's signature. A CRA resolution not only prevents the regulation from taking effect, but precludes any federal agency from re-issuing a regulation in “substantially the same form.” For more information, click [here](#) to see a Congressional Research Service FAQ.
- **Can the Department of Education issue a regulation to replace one that was overturned using the Congressional Review Act?**
 - Unclear. The CRA precludes any federal agency from re-issuing a nullified regulation in “substantially the same form.” However, the CRA does not define the phrase “substantially the same form,” and prohibits judicial review of that term or others contained in the CRA. Potentially, the Department of Education could, in close consultation with Congress and without their objection, develop new regulations on some aspects of the nullified regulation.
- **What provisions of the accountability and state plans regulation do Congress and education stakeholders believe could prove burdensome for ESSA implementation?**
 - In September 2016, a group of bipartisan U.S. Senators, including Joe Manchin (D-WV) and Heidi Heitkamp (D-ND), sent a [letter](#) to the White House indicating that the accountability and state plans regulation under ESSA “do[es] not comply with the plain language of the statute and Congressional intent.” [Congress](#) and the [National Governors Association](#) raised objections to provisions, including those that minimize state flexibility to calculate school determinations, improve low-performing schools and increase assessment participation rates.
- **With the repeal of the accountability and state plans regulation, will equity “guardrails” in ESSA go away?**
 - No. According to a December 2015 ESSA endorsement [letter](#) from a broad civil rights coalition, including Education Trust and The Leadership Conference, the law requires states to work “within federal guardrails to design systems that assure genuine equity and excellence for all students.” ESSA guardrails they support in the letter include annual assessments, transparent data reporting and statewide accountability systems that measure all groups of students. These requirements do not cease to exist with the repeal of any regulation and governors will vigilantly implement these provisions and others throughout ESSA that ensure students from all backgrounds receive a high-quality education.
- **With the repeal of the accountability and state plans regulation, will clarity and flexibility illustrated in that regulation go away?**
 - No. It is true that the regulation [included](#) clarity and flexibility in several areas. Yet, a regulation is not required to ensure clarity and flexibility for states and school districts under a federal law. NGA expects the Trump administration to honor any state plan that utilizes these provisions. Although no longer carrying the weight of regulation, clarifications of statutory language included in the regulation would remain as a resource for states to better understand the law. In the absence of the regulation, NGA will urge the Department to ensure that many sections of the regulation are preserved through guidance, in possible new regulations and “Dear Colleague” letters. All ESSA resources must be composed based on meaningful stakeholder input. Until those documents are issued, states and school districts may continue to use the text of the regulation as a reference for implementation and state plans, even though it is repealed.

- **In the absence of an accountability and state plans regulation, what actions can the Department of Education take to clarify the role of states beyond the statutory language of ESSA?**
 - The Department can issue non-binding regulatory guidance at any time to clarify its interpretation of ESSA statutory language, or set forth policy on any technical issues that arise during implementation. Although guidance documents do not carry the full weight of law in the way final regulations do, the Department may use them to provide additional direction or clarity for states and stakeholders.
- **Have the deadlines to submit ESSA state plans changed?**
 - No. Secretary DeVos has promised to uphold the [original submission deadlines](#) for state plans. States may submit their state plans prior to either of the two submission dates below, after which a peer review process of each group of plans will be conducted.
 - **April 3, 2017**
 - **September 18, 2017**

All states must submit a set of [assurances](#) to the Department no later than June 30 in order to receive federal fiscal year 2017 funds for programs included in the state consolidated plan, even if the state intends to submit a plan on September 18.

- **Are states required to pause development of their state plans or other actions in the implementation of ESSA based on the repeal of the accountability and state plans regulation?**
 - No. States do not need to pause their work on state plans. Secretary DeVos has reiterated that she does not intend for the repeal of the regulations to impede the progress states are making in implementing ESSA. In a [letter](#) to states she expressed her commitment to implement ESSA as written and to the timeline states have been following to develop their state plans and submit them for approval, with the intent of minimizing disruption and allowing states to continue to build on the work they have already done. States should move forward with writing their plans, using the statutory text of ESSA, despite the repeal of the regulation.

If state policymakers believe that development of their consolidated state plan does not yet adequately address the concerns of all stakeholders, and more time to continue development of the plan is needed, states could consider submitting their consolidated plan on the later submission deadline of September 18, 2017, rather than April 3, 2017.

- **If a state has begun development of a consolidated state plan based on the requirements in the accountability and state plans regulation, will the state have to change their plan prior to submission?**
 - No. Even with the regulation no longer in effect, states can keep any elements they wish to use in their state plans designed according to the regulation. If a state is satisfied with the framework provided by the regulation, that state can move forward with submitting a plan to the Department inspired by the regulation without concern that their plan will be rejected. State policymakers should continue to move forward with building a consolidated state plan that best serves the needs of their students within the framework of ESSA statutory language – whether the features of that plan are based on the regulation or not.
- **How might the repeal of the regulation present an opportunity for states?**
 - With the repeal of the regulation by Congress, states are now presented with an opportunity to return to the original framework presented in the statutory language of ESSA to build their new state accountability systems. The review and change also provide states the ability to pause and reconsider their work, ensuring that all stakeholder voices have been considered and every opportunity for innovation has been taken prior to submitting a state plan.

- **Has the state plan template provided by the U.S. Department of Education changed?**
 - The Department is drafting a revised consolidated state plan template that is more focused on ESSA's statutory requirements in lieu of regulatory ones. It is expected to be released by March 13. Chief state school officers who have already submitted their state plans to their governor for review must revise their plan to fit the new template and re-submit to their governor. The statutory 30-day time period for review by the governor would begin once the revised plan is submitted for gubernatorial review. If the governor consumes the entire 30 days to review the state plan, their state would not be able to submit to the U.S. Department of Education by the April 3 deadline and must wait until September 18. Governors are entitled, by statute, to the entire 30 days.

Stephen E. Parker

Director, Education and Workforce

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Updated: 03.09.2017

Document will be updated as this issue develops.



March 10, 2017

To: State Board Members

From: Tom Sachse, Ph.D.

RE: Legislative Update

Attached are two items for review and discussion. The first is a revised version of the Legislative Update the board reviewed at the last two meetings. This one focuses on the first four bills that passed, which have special import to the state board. We can discuss any of the bills on the list, but I will focus on these four in my remarks. This one also highlights four bills that did not pass that have special import to the board.

The second attachment is excerpted from the Legislative Services Office information on interim topics. Notice that Priority #5 asks the JEIC to again address the issue of the state board coordinator position. Note also that the accountability topic is now priority #3 and is assigned to the Select Committee.

2017 Legislative Session
Education Bills of Interest
(Discussion Draft 3/10/17)

Bill #/Sponsor	Title	Summary	SBE Issues
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 reinstate the SBE (in collaboration with the State Supt.) 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). Passed Senate; House concurred with Senate amendments. Signed by the Governor; now HEA 61.
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.	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. Passed the House. Signed by the Governor; now SEA 31.

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. Signed by Governor; now HEA 07.
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. Passed by Senate; signing by the Governor set for Thursday (3/9).
HB 41/Educ.	COPS	Limits age of Court-Ordered Placed Students to 5-21.	Considerations: Limited impact on special education budgets. Passed the Senate. Signed by the Governor; now HEA 58.
HB 126/Piiparine n	K-2 Foreign Language	Makes program permissive, rather than mandatory.	Considerations: Many districts will applaud this bill. Passed by the Senate; Signed by the Governor; now HEA 102.
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) Passed in Senate; Signed by the Governor; now HEA 14.
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. Passed in Senate; Signed by the Governor; now HEA 27.
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). Passed in Senate; Signed by the Governor; now HEA 22.
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). Passed the Senate; House voted concurrence. Signed by the Governor; now HEA 54.
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 given the Kinskey amendment--”care, custody, and control”. Signed by the Governor; now HEA 96.

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. Signed by the Governor; now HEA 109.
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: Intended to be the model for the Senate version (SF 165) that does not add revenues. Received by Senate Ed; amended in more cuts; amended out sales tax hike. Re-amended by the House--\$35 Million in cuts; no revenues; broader recalibration committee. Signed by the Governor; now HEA 125.
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 by House;WDE allocation amended out. Signed by the Governor; now HEA 57.

Proposed Education Bills that Failed in the Legislature

<p>HB 37/ St. Ed.</p> <p>Failed</p>	<p>State Ed. Acct.</p>	<p>Updates (and removes) teacher accountability from Phase II accountability under rules to be promulgated by the state board. Now, the SBE has 18 months to prepare Phase II Teacher Accountability Rules.</p>	<p>Considerations: Reinstates teacher accountability to the original Chapter 29 requirements of initial and continuing contract status. Amended in Senate to allow termination for ineffective teaching. Concurrence committee named. House rejected (Kinskey) amendment.</p>
<p>SF 171/Pappas</p> <p>Failed</p>	<p>Civics Testing</p>	<p>Brings back HB 133 with same testing mandate and graduation requirement.</p>	<p>Considerations: Establishes civics testing mandate, as a graduation requirement. May require SBE to reopen Chapter 31.</p>
<p>SF 73/Coe et. al.</p> <p>Failed</p>	<p>4th Year of Math</p>	<p>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.</p>	<p>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.</p>
<p>SF 82/Landen et. al.</p> <p>Failed</p>	<p>CPR & Heimlich</p>	<p>Creates a graduation requirement for all students to “master” CPR. No certification requirement. No IEP exclusion. Amended to exclude “mastery,” also adds Heimlich Maneuver.</p>	<p>Considerations: May require the SBE to reopen Chapter 31; clarification request into Mackenzie.</p>

HB 108/Madden Failed	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. Failed	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.

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. Failed	Digital Privacy	Prohibits education software vendors from using student 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	Considerations: Minimal impact. Passed House Ed.; referred to House.

SF 114/Scott et. al. Failed	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/	Class Size	Does away with 16:1 waiver	Considerations:

Wasserburger & Bebout Failed	Waivers	requirement.	Districts will like this. Received in House; referred to House Ed.
SF 50/Jt. App. Failed	Civics Ed	(Conditionally) requires State Parks Dept. to establish and support WY civics, history, and culture programs.	Considerations: There is no budget allocation in this bill and no requirement on districts to implement such programs. The Civics testing mandate in the house bill (see HB 133). Received in House Ed.

HB 189/Harshman, et. al. Failed	Higher Ed. Non-resident Tuition	Encourages students from NE and CO to attend UW at 175% tuition break.	Considerations: Minimal impact. Failed in the Senate.
HB 225/Harshman et. al. Failed	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.

Committee will review information related to tax increment financing for local economic development activity.

Priority #: 5 Collections of money owed the state

This topic will include a review of 2015 House Bill 145 related to recovery of obligations owed to the state.

Priority #6: Tax exemptions.

The Committee will review existing tax exemptions.

Priority #: 7 Streamlined sales tax

The Committee will receive a report from the Department of Revenue on the status of the streamlined sales tax initiative and an analysis of recent efforts in other states to collect sales tax across state lines in the absence of the pending federal legislation.

Meeting Schedule

3-2 Day meetings

JOINT EDUCATION INTERIM COMMITTEE

Standard Budget: \$46,500.00

Note: Senate File 32 and House Bill 19 as passed during the 2016 Legislative Session continue the operation of the Select Committee on Statewide Education Accountability. Priorities # 1 and # 2 have been eliminated from the topics of the Joint Education Committee and were transferred to the Select Committee, recognizing the law requires the final reports and any enabling legislation be considered by the Select Committee and the Joint Education Committee.

Priority #: 3 School Finance.

The Committee will undertake study of the several items related to school finance, including review of revenue and expenditures necessary for the operation and construction of public schools and mechanisms available to generate cost savings targeted for public education. Study will include review of the model monitoring reports related to the ECA, required by W.S. 21-13-309(o) and (u) and 2016 SF0001, Section 2, Section 205, Footnote 2. The reimbursement of school districts for transportation costs as required by 2016 SF0001, Section 2, Section 205, Footnote 3 will also be studied.

Priority #: 4 Hathaway Scholarship Program.

The Committee will review the scholarship program after 10 years of operation to identify any necessary improvements or modifications, including any recommendations for revision of the success curriculum. The committee will investigate actuary methodologies to assess the soundness of the trust fund and its long-term capacity to support scholarship levels.

Priority #: 5 Alignment of public education efforts.

The Committee will undertake study of the alignment of the areas of knowledge and skills required under W.S. 21-9-101(b) and the correlation to Science, Technology, Engineering and Math (STEM) activities, computer science courses, farm to school programs and financial literacy. Study will include review of possible revisions necessary to ensure high school graduates are college or career ready. The Committee will also review the governance structure of the State Board of Education and the necessity of a coordinator as required by 2016 SF0001, Section 2, Section 206, Footnote 4.

Priority #: 6 Distance Education.

The Committee will study the recommendations of the 2015 Distance Education Task Force convened over the 2015 interim for the purposes of informing recalibration. Study will include programmatic and funding modifications as recommended by the Task Force.

Priority #: 7 Medically Necessary Placements.

The Committee will review and study the education provisions necessary for children placed in group homes and residential treatment facilities for medical necessities. This is an extension of 2016 SF0094, which allows for the payment of educational expenses for students placed in residential psychiatric treatment facilities for medical necessities.

Meeting Schedule

3-2 day meetings

JOINT AGRICULTURE, STATE AND PUBLIC LANDS AND WATER RESOURCES INTERIM COMMITTEE

Standard Budget: \$31,000.00

Priority #: 1 Food Freedom Act

The Committee will review the Food Freedom Act. This topic will include consideration of including cooked meat products within the act, and the potential for revision of definitions included in the act.

Priority #: 2 Beekeeping and the agriculture industry

The Committee will examine the beekeeping industry and consider whether it should be included as a designated agriculture industry. The Committee will consider issues regarding whether the beekeeping industry qualifies for statutory exemptions granted to the agriculture industry including issues related to taxation and zoning.

dollars was appropriated for legislative members and fifteen thousand dollars was appropriated for non-legislative members.

TASK FORCE ON SPECIAL DISTRICTS

Budget: \$26,000.00 provided in separate legislation

Priority #: 1 Statutory duties

Created by 2016 HB 53, this task force is comprised of legislative members and executive branch appointments. It is to study issues which impact the formation, functionality, efficiency, accountability and continued operation of special districts.

TASK FORCE ON PENAL FACILITIES

Budget: \$70,000.00/\$2,180 provided in separate legislation

Priority #: 1 Statutory duties

If enacted into law SF 91 will provide \$70,000 (10 meetings) for the task force to carry out its statutory duties.

ENERGY PRODUCING STATES COALITION

Budget: \$19,500.00 provided in separate legislation.

Priority #: 1 Statutory duties

Participation in this coalition was reauthorized by 2016 HB 11. Funding for legislative participation was included in that bill.

SELECT COMMITTEE ON STATEWIDE EDUCATION ACCOUNTABILITY

Budget: \$70,000.00 provided in separate legislation

Priority #: 1 Statutory duties

This Select Committee was continued by 2016 Senate File 32 and House Bill 19. The law provides for funding of the Select Committee (\$70,000 for the biennium.) As directed by Management Council, Priorities #1 and #2 of the Joint Education Committee's proposed interim topics will be undertaken by Select Committee and have been eliminated from the topics under the Joint Education Committee.

Priority #: 2 Every Student Succeeds Act (Previously Priority #1 proposed by the Joint Education Committee)

Review of the federal law and revisions necessary to conform state statutes to the Act.

Priority #: 3 Wyoming Accountability in Education Act (WAEA) (Previously Priority #2 proposed by the Joint Education Committee)

The Select Committee will continue efforts related to the WAEA, including continuation and review of an alternative school accountability model as required by 2016 Senate File 32, continuation of efforts related to the statewide student assessment system required by House Bill 19, review of Phase II (teacher/leader accountability) requirements and continuation of the efforts related to the creation of multi-tiered statewide system of support, interventions and consequences.

JOINT LEGISLATIVE AND EXECUTIVE TASK FORCE ON DEPARTMENT OF HEALTH FACILITIES

Budget: \$40,000.00 provided in separate legislation.

Priority #: 1 Statutory duties

Continuation and funding of this task force was provided in SF 41.

TASK FORCE ON DIGITAL INFORMATION PRIVACY

Budget: \$8,000.00 provided in legislative feed bill.

Priority #: 1 The Task Force on Digital Information Privacy was created by 2014 Wyo. Session Laws, Ch. 123 and continued by 2015 Enrolled Act No. 42. \$8,000 in the Legislative Feed Bill was transferred to the Task Force to operate.



March 10, 2017

To: State Board Members

From: Tom Sachse, Ph.D.

RE: State Board Duties, Timeline, Calendar

Attached are two items for review and discussion. The first is a revised version of the legislatively-mandated duties the board reviewed at the last two meetings. I included this one so board members have a single document that lists all the duties with citations and due dates. Also enclosed is another version that lists more of the board's duties, especially those in the near horizon. You will note that I have been less detailed in the later items. This is, in part, because the board has not acted on dates for next year and, in part, because the board may want to assign oversight of these tasks to yet undetermined committees.

At your meeting, you may want to reorder these tasks, change the due dates or board action dates, and may want to assign them to board committees.

Priority Tasks for the State Board of Education

Task	Target Due Date	SBE Meeting Date	SBE Committee
New Members Orientation	4/15/17	4/19/17	
WAEA Indicators and Measures Approvals--JEIC	5/10/17	4/20/17	
ESSA Plan Approval	6/30/17	6/22/17	
Accreditation Review and Approvals (incl DAS reporting)	6/30/17	6/22/17	
Chapter 3 (Trigger Mechanisms)	6/30/17	6/22/17	
Chapter 31 Rules Completion--JEIC	6/30/17	6/22/17	
Leader Accountability Protocol	8/30/17	8/**/17	
State System of Support Status Report--JEIC	8/30/17	8/**/17	
Alternative Schools Accountability System--JEIC	8/30/17	8/**/17	
Chapter 10 Reopening?	8/30/17	8/**/17	
Chapter 6 Reopening	8/30/17	8/**/17	
Legislative Priorities	9/30/17	9/**/17	
Chapter 29 Reopening (for Leader Acct.)	10/30/17	10/**/17	

Phase II NASBE Grant			
Teacher Accountability System (Ch. 29)			
Chapter 29 Reopening (for Teacher Acct.)			



March 10, 2017

To: State Board Members

From: Tom Sachse, Ph.D.

RE: Processes for addressing Leader Accountability

Pursuant to W.S. 21-2-304 (b)(xvi): Not later than July 1, 2018, promulgate rules and regulations for implementation and administration of a comprehensive performance evaluation system for school and district leadership, including superintendents, principals and other district or school leaders serving in a similar capacity. The performance evaluation system shall identify professional standards prescribed by board rule and regulation. The system shall also allow districts opportunity to refine the system to meet the individual needs of each district. Any alternative leader evaluation system shall be approved by the state board, through the department, before adoption.

So the State Board is tasked with establishing standards for educational leaders (some though not all are identified in statute). The most likely vehicle for such rules promulgation is reopening Chapter 29 and this was repeatedly discussed among the advisory board members to the Select Committee on Education Accountability. This was seen as far preferable to establishing such requirements through legislative action.

During the frequent public testimony taken by both education committees, there was resistance by those in the audience who were school board trustees, superintendents, and others that leader accountability was unnecessary. Amendments to take superintendents out of the accountability were introduced, discussed, and rejected. Questions raised about who were leaders and who were not, were not addressed beyond the language in the statute. This bill originally contained language requiring the system to define “student academic performance measures,” so that more exacting language was removed.

Given the complexity of this task (and the prospect for timely input through the spring and summer), it seems prudent to have the state board address the following issues for further work with a collaborative effort between the board and the department:

Which leaders should be defined in rules?

Which standards should be used as a starting point?

Are there benefits to using common standards as a starting point?

Which professional associations should be consulted during the process?

What is the timeframe for the input and rulemaking processes?

Shall a task force be convened to address the entirety of this work?

Are there explicit ties between this work and the emergent ESSA plan?

How does this planning work inform the prospect for teacher accountability?

Brent Bacon and I have had only a preliminary discussion of this effort (as of this writing) and we will want to involve other WDE leadership staff as well as state board members in this collaboration going forward.



Chapter 29

CERTIFIED PERSONNEL EVALUATION SYSTEMS

Section 1. **Authority.** These rules and regulations are promulgated pursuant to the Wyoming Education Code of 1969 as amended, W.S. 21-2-304.

Section 2. **Applicability.** These rules and regulations pertain to the development, assessment and approval of Certified Personnel Evaluation Systems.

Section 3. **Promulgation, Amendment, or Repeal of Rules.** Any amendments to these rules shall become effective as provided by the Wyoming Administrative Procedure Act (W.S. 16-3-101 through W.S. 16-3-115) and when signed by the Governor and filed with the Secretary of State's Office.

Section 4. **Definitions.**

(a) Best Practice – means practices that have produced outstanding, documented results in a similar situation and could be replicated.

(b) Certified Personnel – means all personnel, including classroom teachers and others who are required by the State of Wyoming to hold licensure through the Wyoming Professional Teaching Standards Board or a Wyoming professional licensing agency (counselors, media specialists, principals, etc., exclusive of extra-duty positions).

(c) Department – means the Wyoming Department of Education (WDE).

(d) Equitable – means dealing fairly and equally with all concerned.

(e) Evaluation Cycle – means the timelines and timeframes under which the various components of the evaluation process occur. Also included in the cycle will be the different activities and responsibilities that may occur in various stages of the Certified Personnel's career (such as action research one year, intensive assistance, clinical supervision cycles, etc.).

(f) Evaluation System – means a standard structure and set of procedures by which a school district initiates, designs, implements and uses evaluations of its Certified Personnel for the purposes of professional growth and continued employment.

(g) Performance Criteria means the areas on which Certified Personnel are to be evaluated.

(h) Reliable – means dependable; obtaining the same results in successive trials.

(i) Research Based – means basic or applied research that:

(i) Has been published in a peer-reviewed journal or approved by a panel of experts;

(ii) Has been replicated by other researchers; and

(iii) Has a consensus in the research community that the study's findings are supported by a critical mass of additional studies.

(j) Significantly Amended – means an Evaluation System that replaces in whole or in part an existing system or plan.

(k) Stakeholder – means an individual who will be directly impacted by the Evaluation System.

(l) “Student Performance Growth Data” means data which shows outcomes for students. This data may be student achievement test scores and other non-academic measures of student outcomes.

(m) Summative Evaluation – means the written summary of performance based on data collected during the Evaluation Cycle.

Section 5. Certified Personnel Evaluation System. The Evaluation Systems for each of the major certified job categories shall be designed to measure the effectiveness with which Certified Personnel in those categories perform their roles. Criteria on which these positions are evaluated shall be reflective of the nature of these positions. The Department shall review each Evaluation System on the criteria identified below:

(a) Was developed and/or adopted with the involvement of stakeholders;

(b) Defines the Performance Criteria on which Certified Personnel are evaluated and that the criteria are Research-Based and/or considered Best Practice;

(c) Facilitates professional growth and continuous improvement;

(d) Is Reliable and Equitable;

(e) Includes evaluation instruments and processes that support the ability to generate the required documentation to make employment decisions;

(f) Provides a description of evaluation procedures including how data will be collected to complete the Summative Evaluation. This may include analysis of observations of job performance, use of various types of data, employee-produced artifacts, etc;

(g) Includes Student Performance Growth Data, relevant to the nature of each Certified Personnel's position which is a measure of a significant function of the position,

and indicates how it is used by the Certified Personnel to improve teaching and/or learning; and

(h) Provides a description of the district's complete Evaluation Cycle, which includes frequency of evaluations for initial and continuing contract teachers and other Certified Personnel and may include cycles of clinical supervision, action research, intensive assistance, etc.

Section 6. Submission of Certified Personnel Evaluation Systems. Each school district within the state shall submit a copy of its Evaluation Systems for all Certified Personnel to the Department. Once established and filed with the Department, the Evaluation System will stand unless changed or Significantly Amended by the district at which time the new system or Significantly Amended system must be resubmitted. Each district shall include in its submission the following documentation, corresponding to each criteria described in Section 5:

(a) A list of members of the committee that was used to develop and/or adopt the Evaluation System. The list contains appropriate representation of Stakeholders;

(b) A list of Performance Criteria on which the Certified Personnel are evaluated. The criteria are defined sufficiently so that an outside reader will clearly understand each criterion. Evidence is provided that each criterion is Research-Based or reflective of Best-Practice;

(c) A description of how the evaluation process is linked to individual and collective professional growth. The description must also include how and when the system provides feedback to each Certified Personnel member and provides opportunities to identify area(s) for improvement and suggestions for how improvement can occur;

(d) Evidence that evaluators are trained on the evaluation process and trained to view criteria similarly so that Certified Personnel across the district are evaluated with consistency;

(e) A description of how the Evaluation System provides for collection of data critical for use in making employment decisions, such as retention or termination. The evaluation instruments and types and amount of data to be collected must be sufficient to provide the required documentation;

(f) A list that details the types of data and how it will be collected in order to make decisions about the Summative Evaluations;

(g) Identification of the types of Student Performance Growth Data, specific to each Certified Personnel's position, that is used in the evaluation process. The Summative Evaluations will identify the outcome of reviewing Student Performance Growth Data, such as identification of a professional development goal, modification of instructional practice, or identification of groups of students that need remediation or enrichment; and

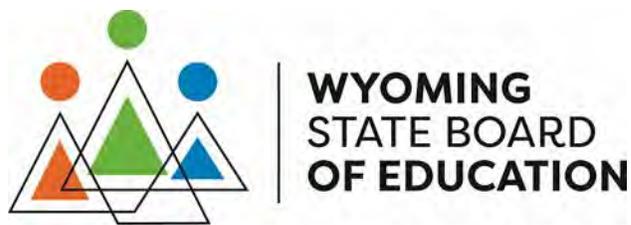
(h) The details of the Evaluation System include the differentiation in evaluations between initial-contract and continuing-contract teachers; the frequency of observations during

Evaluation Cycles; any type of assistance or remediation that is provided; and any other requirements of the Evaluation Cycles used by the district, such as action research or portfolios.

Section 7. **Approval Criteria.** The department shall determine the approval of the Evaluation System based upon the previous stated criteria. Approval shall be at the following levels:

- (a) Full approval;
- (b) Conditional approval with conditions noted for remediation;
- (c) Disapproval with deficiencies noted; and
- (d) Non Compliance.

Section 8. **Technical Assistance.** It is recognized that some districts may already have systems which are fully compliant. These may be submitted to the Department for assessment and consideration. Technical assistance will be made available to school districts by the Department to help them develop Evaluation Systems that comply with the requirements of this chapter.



March 10, 2017

To: State Board Members

From: Tom Sachse, Ph.D.

RE: Policy Updates

Per your request, MacKenzie and Katherine have proposed draft language for policy numbers 26 and 27. Policy 26, addressing contract monitoring, has two options for you to consider, depending on whether you want the administrative committee to continue this function or whether you prefer a different committee assignment. Policy 27, addressing how state board members handle public comments, deals with several situations on which you will probably like more detailed information and discussion.

Section 26

Monitoring Contracts

_Constitutional and Statutory Provisions:

—

State Board Policy:

The Board may contract with outside individuals or parties for services. The Board shall assign a subcommittee to monitor those contracts on an ongoing basis for efficacy and necessity.

-in the alternative-

The Board may contract with outside individuals or parties for services. The administrative committee shall monitor those contracts on an ongoing basis for efficacy and necessity.

Section 27

Public Comment

Constitutional and Statutory Provisions:

State Board Policy:

The Board shall receive comments from the public made in response to its rulemaking. The Board shall receive these comments at a public meeting or by receiving written comments. The Board shall respond to the comments it receives by aggregating the comments it received and making them and its responses available to the public when a rule is adopted. The Board shall respond to a commenter directly if the commenter requests.

Rulemaking decisions made by the Board shall not be based on private comments or conversations to which the public and other participating parties have no access, and no Board member shall willingly engage in private conversations about the rulemaking during the promulgation process. These communications are referred to as ex-parte communications. Those who engage with the Board must have confidence that they will be dealt with fairly and that they have the right to participate in Board proceedings. Ex-parte communications during rulemaking affect the integrity of the Board's decision-making process in raising questions of fairness, accuracy in fact-finding, unequal access to decision makers, and improper influence.

A board member, if approached individually about a rule currently in the promulgation process, may refuse to discuss the matter or receive the communication. If the board member receives the ex-parte communication, the board member shall, if the communication is in writing, submit the communication to the persons managing comments to be addressed with all other comments received. If the communication is not in writing, the board member shall reduce the communication to a written summary and submit that as if it were a written communication. If the communication occurs after the time for public comment has ended, and if necessary or desirable to assure an effective opportunity for public participation, the Board shall provide an opportunity for the public to review the record and comment before the Board makes a final decision.

The Board may entertain or receive public comments on subjects unrelated to pending rules at any time. The comments may be submitted in writing to the Board or the Board may hear from members of the public at any time. The Board usually, though does not always, reserves a time in public meetings to receive comments and feedback from those present.



March 10, 2017

To: State Board Members

From: Tom Sachse, Ph.D.

RE: New Board Members' Orientation

At your February meeting, the Board discussed the major topics to be addressed in a one-day orientation to the state board. Now that the new members have been named and confirmed, we are beginning to get more detailed agenda information and are ready to get confirmations on dates, times, and locations. At the present time, we believe we will begin at lunchtime on April 19th and conclude to lunchtime on the 20th in Casper in advance of the regular meeting of the state board.

At your March meeting, I would like to discuss whether there are other topics to add to (or subtract from) this list and identify topics that may be addressed at a later time, when new members have questions or issues they would like to revisit.

New Board Members Orientation Agenda

History and Purpose of the State Board

- 100th Year Anniversary
- Historical Background
- Legislative Mandates
- Governance History

Legal and Ethical Issues for State Board members

- Advice from the AG's Office
- Resources from the Governor's Office
- Review of SBE Policies Manual
- Scenarios on Ethical dilemmas

Processes and Procedures of the State Board

- 2017-18 Calendar
- Travel Approvals and Reimbursements
- Meeting Packet and Protocol

Technology Uses of the State Board

- SBE iPads (and useful apps)
- WDE/SBE Website
- LSO Website

Current Issues before the State Board

- Joint Interim Topics
- Rules-Rules-Rules
- SBE Staffing

Duties of the State Board

- Current Priorities
- Statutory Mandates
- "through the Department ..."

Common Education Acronyms

- Attached (and others as requested)

Board Committees

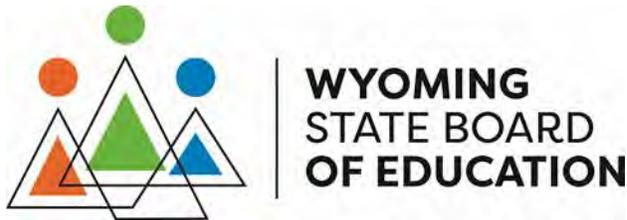
Descriptions and Duties

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

Program Specialist

Coordinator

Liaison



Communications Agenda

Key Topics:

- Discuss the future of communications for the State Board of Education
- Review and share feedback on March - May 31, 2017 initiatives (end of current communications contract)

Original Communications Objectives:

- Create statewide awareness about the essential role the State Board of Education plays in supporting K-12 education in Wyoming
- Consistently communicate board activity, priorities and point of view on crucial topics
- Establish an independent voice for the State Board of Education, and elevate the board's profile with media and stakeholders
- Engage stakeholders and stimulate conversations about K-12 education in Wyoming.

Considerations for Next Steps:

- Are we meeting our objectives? A few accomplishments include:
 - Ongoing cultivation of key media relationships
 - Greater awareness and understanding of the State Board's work
 - Consistent development and distribution of board news and content
 - Significant, positive and informative media coverage
 - Development and launch of a user-friendly, more robust web site
 - 100th Anniversary celebration and communications
- Do we value communications as a vehicle to help advance K-12 education? Why should we continue?
 - Communications committee POV: Yes. We have met many of our objectives and believe it is an important and very productive element of our ongoing work.
 - Why continue?
 - Maintain State Board voice
 - Expanding board responsibilities in vanguard areas
 - Evolving board membership and leadership
 - Reconfigured board staffing
 - Continued responsibility for engaging stakeholders across the state about the future of K-12 in Wyoming
- Options for continuing our communications work:
 - Use a combination of NASBE and consulting funds for new communications contract
 - Place some or all of the communications responsibility on the board's new administrative staff member and coordinator
 - Consider a blend of the above

Summarized Communications Committee Meeting Agenda & Minutes

March 14, 2017 @ 4 p.m.

March - June Initiatives & Recommendations for Discussion:

- Two-Way Communications: Community Conversations
Establish more robust, useful relationships within the communities we serve. Strategically select and reach out to local school boards, superintendents, student groups, teachers, community and business leaders and organizations. Directly invite local media to board meetings.

Invite guests to speak and be heard at our monthly meetings

- Develop target list, reasons for inviting each organization
 - Develop State Board memo/invitation
 - Develop SBE goals for local input, allow time for QA following local organization presentation.

Make quarterly visits to education, community and business events/organizations in each district

- SBE members -- visit communities quarterly
 - Attend and briefly speak at local trustee, community and business meetings
-
- Communications Outreach: Key Topics & Opportunities
More in-depth opportunities to talk about the future of education in Wyoming and the board's impact on it
 - Legislative Wrap Up
 - 100th Anniversary - equality, college and career readiness
 - New board appointments
 - Accountability: Indicators & Measures, Chapt. 31, State System of Support, Alternative School Accountability System
 - Indian Ed for All - SBE role, support and considerations
 - Chapter 31 Graduation Rules
 - Math standards and off-cycle standards, within Chapter 3
 - How changes to the Dept. of Ed at the Federal level will affect WY
 - Examples: ESSA, School vouchers/Education Savings Accounts
-
- Continued Activation: Earned, Owned and Social Media
 - Earned Media
 - Pre- and post-board meeting announcements
 - Ongoing story development
 - Introductions and expert positioning - Walt Wilcox
 - Meet the new/all board members (op eds)
 - Owned Media
 - Web site updates -- content, news, bios, etc.
 - Blog posts: choose from Key Topics
 - Social Media
 - SBE Meetings - outcomes, conversations
 - Links to announcements and blog posts
 - Retweeting key education news

- Review of March meeting agenda items
 - We revised the agenda based on input from committee members
- Long and Short-term Goals
 - The department recommends that we convene a Professional Judgment Panel to determine goals for English Language Learners, graduation, and achievement as a part of the ESSA requirements and Enrolled Act 61. We asked the department to seek guidance from the USDE to see if there is flexibility in this since whatever goals are set now will have to be replaced in another year once the new state assessment is implemented. If there is no flexibility, WDE would like to use interested PJP members to participate in the process. WDE staff would facilitate the sessions using current members of the PJP.
- Post-Secondary Indicators
 - Based on Enrolled Act 61, the board, in consultation with the State Superintendent, must make decisions about the post-secondary indicators. Brent Bacon asked that these decisions be done before May. We suggested that the topic be introduced at the March meeting so that action can be taken in April if possible. We asked that the department present options for indicators based on the results of a recent survey conducted by Superintendent Balow, the recommendations of the Advisory Committee on Accountability, and any other pertinent information. We would also like to begin a discussion about the potential impacts of using each indicator on students, teachers, schools, districts, parents, and WDE. Providing the board with these details will help in the decision making process. It was also suggested that some modeling be done for each indicator based on current data. The emphasis is on impact.
- Review of committee descriptions/purposes
 - Tom developed an excellent draft of the outline for the four board committees – budget, administrative, communication, and legislative. The outline provides objectives, roles and responsibilities, and desired outcomes. The Board will review the outline at the March meeting and members can indicate their preferences for committee assignments prior to the April meeting.
- Review of orientation sessions for new board members
 - Tom and Chelsie have been working on the format for new board member orientation which will probably take place on the day before the April board meeting. It was suggested that we “chunk” the orientation sessions and schedule a second session several months after the new board members take their positions. Tom will be developing materials for this training and asking board members to help revise those materials. He will provide more information for us at the meeting.
- Review of legislation
 - We reviewed the final summary of legislation that passed and failed, with an emphasis on the impact that each piece of legislation will have on students, districts, and the SBE. We want to examine a few of the bills that

failed to see if there is anything the SBE can do to address some of these issues such as 4th year of math, Civics Education, CPR, etc. This may be an area for the legislative committee to tackle.

- Duties of the State Board
 - Tom presented an updated copy of the duties of the SBE based on current and newly enacted legislation. He will be sharing that with the rest of the board in March.
- Leader Accountability Input Process
 - The SBE will be tasked with promulgating rules for teacher and leader accountability, or evaluation systems. We discussed making sure that we solicit suggestions and feedback from various groups such as school board members who will evaluate superintendents, superintendents, principals, curriculum directors, special education directors, and technology directors. It was suggested that we (Tom) approach each of these groups and ask to be a part of their upcoming state conferences as a way to engage them in the process rather than convening a new stakeholder group.
 - In preparation for this the SBE needs to decide what input we want and how we will receive the input (survey, feedback on draft rules and regulations, asking each group to propose a plan). This is a time sensitive item.
- SBE Executive Assistant
 - It was announced that Chelsie will be leaving us to take on a new position at WDE. We were all pleased to hear of this new opportunity for her, appreciative of all she has done for the SBE, and saddened to know she is leaving us. She will assist in the transition of a new staff member and in orientation for new board members.
- JEIC Interim Topics
 - There are a number of interim topics related to education but issues around accountability will be the focus for the SBE. Some of the items we will be asked to address include: how well are we moving toward ESSA compliance; how will the newly designed Wyoming alternative school accountability system fit with ESSA; how will AdvancEd accreditation efforts monitor district assessment system; what progress is being made on the state system of support; and what is the status on the implementation of the new state assessment. What progress has been made on updating rules so they conform to current statute.
- SBE Priority Items/Tasks
 - Tom will be providing a list of SBE tasks so that we can prioritize them according to importance and deadlines. The board will need to weigh in on what areas to spend our time and efforts.
- Updates on Rules Revision Progress
 - Katherine provided the SBE with a detailed description of the rule making process. Mackenzie indicated that he would try to get someone in his office to do a graphic display of the various steps and timelines. We think this would be helpful for the WDE and for the SBE.

- LSO has not yet weighed in on the proposed Chapter 31 rules although the Governor's Office allowed the rules to go out for public comment. Chapters 10 and 6 have been put on hold. Lisa will provide us with an update on them. We would like to see the recommendations for Chapter 3 revisions at the April meeting because this chapter addresses a process for allowing citizens to suggest changes to existing rules. Having a process is an important next step for some of the issues we want to address with legislators.
- Coordinator contract
 - As a result of recent legislation, the SBE coordinator position has been continued but funded at a reduced amount. The board needs to discuss the impact of this on board work and what options are available. The Administrative Committee will address this at our next meeting so we can bring back solid recommendations for the April SBE meeting. We asked Tom to provide some insight into this and want to consider it in relationship to the job description for a new SBE executive assistant and the decision about our communications consultant. Brent will gather some information about the current position and what options we may have such as making it a professional contract position vs. the current employee position.
- Communications contract
 - The contract for Kelly Pascal Gould will sunset May 31st. When we first started with a communications consultant we asked to have a comprehensive communications plan developed. A portion of what Kelly is doing now is completing some of the original communications plan. She attends to a number of other issues for us such as write press releases; prepare information for the 100 year anniversary; coordinate efforts to get out the "SBE story"; and provide valuable assistance with the SBE website. The board needs to determine if we value those services, if we want to extend the contract, and if so we need to decide how to proceed. The Communications Committee will discuss this at their next meeting and bring a recommendation forward for the board to discuss.



ACTION SUMMARY SHEET

DATE: March 24, 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 26

Monitoring Contracts

_Constitutional and Statutory Provisions:

—

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State Board Policy:

The Board shall receive comments from the public made in response to its rulemaking. The Board shall receive these comments at a public meeting or by receiving written comments. The Board shall respond to the comments it receives by aggregating the comments it received and making them and its responses available to the public when a rule is adopted. The Board shall respond to a commenter directly if the commenter requests.

Rulemaking decisions made by the Board shall not be based on private comments or conversations to which the public and other participating parties have no access, and no Board member shall willingly engage in private conversations about the rulemaking during the promulgation process. These communications are referred to as ex-parte communications. Those who engage with the Board must have confidence that they will be dealt with fairly and that they have the right to participate in Board proceedings. Ex-parte communications during rulemaking affect the integrity of the Board's decision-making process in raising questions of fairness, accuracy in fact-finding, unequal access to decision makers, and improper influence.

A board member, if approached individually about a rule currently in the promulgation process, may refuse to discuss the matter or receive the communication. If the board member receives the ex-parte communication, the board member shall, if the communication is in writing, submit the communication to the persons managing comments to be addressed with all other comments received. If the communication is not in writing, the board member shall reduce the communication to a written summary and submit that as if it were a written communication. If the communication occurs after the time for public comment has ended, and if necessary or desirable to assure an effective opportunity for public participation, the Board shall provide an opportunity for the public to review the record and comment before the Board makes a final decision.

The Board may entertain or receive public comments on subjects unrelated to pending rules at any time. The comments may be submitted in writing to the Board or the Board may hear from members of the public at any time. The Board usually, though does not always, reserves a time in public meetings to receive comments and feedback from those present.



WYOMING
DEPARTMENT OF EDUCATION

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for Students to Keep
Wyoming Strong*

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MEMORANDUM

To: State Board of Education

From: Lisa Weigel, Chief Policy Officer

Date: March 24, 2017

RE: Agenda Item Overview

Meeting Date: March 23-24, 2017

Agenda Item: Chapter 31 Rules

Item Type: Action: Informational:

Background:

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.

During the 60-day public comment period, which closed on March 3, 2017, a total of ninety (90) comments were received related to the proposed revisions to **these rules**. The comments and proposed responses have been grouped by theme and are attached for the State Board's review.

After taking the comments into consideration, the State Board of Education has the option to adopt the Chapter 31 rules as proposed, adopt the rules with non-substantive changes, or withdraw the proposed rules altogether.

Statutory Reference (if applicable):

2015 SEA No. 87 (2015 Session Laws, Chapter 179)

Fiscal Impact:

None noted

Supporting Documents/Attachments:

- Chapter 31 Statement of Reasons
- Chapter 31 Strike & Underscore
- Chapter 31 Clean
- Chapter 31 Public Comments w/Proposed Responses

For questions or additional information about Chapter 31 and the rules promulgation process, please contact Julie Magee at 307.777.8740 or julie.magee@wyo.gov.

(Proposed motions are on the next page)

Suggested Motion/Recommendation:

- Option 1: “I move to adopt the Chapter 31 rules as proposed.”
- Option 2: “I move to adopt the Chapter 31 rules with non-substantive changes.”
- Option 3: “I move to withdraw the Chapter 31 rules as proposed.”

Action taken by the State Board of Education:



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MEMORANDUM

TO: State Board of Education
FROM: Lisa Weigel, Chief Policy Officer
DATE: March 24, 2017
RE: Agenda Item Overview

Meeting Date: March 23-24, 2017

Agenda Item: Alternative Schedules Approval

Item Type: Action: Informational:

Background:

Wyoming Statutes 21-2-304(b)(viii) and 21-4-301 provide the opportunity for school districts to apply for a waiver to the statutory requirement for schools to be in session for 175 student contact days each year. Districts may request approval for an alternative schedule for up to two school years by submitting an application that includes educational objectives, a description of the proposed schedule and copy of the proposed calendar, a description of the methods to be used to evaluate improved student achievement, evidence of two advertised public meetings, public comment records, and evidence of meeting required hours for each grade level. Districts that are initially approved for two years must submit a letter of intent to continue their alternative schedule for the second year. No district may be approved for an alternative schedule for more than two years at a time.

Section 4 of the Chapter 21 Education Rules (Alternative Schedules) requires districts to submit a request to the State Board between January 1 and May 1 of each year. On [December 5, 2016](#), districts were directed to submit their application materials by March 8, 2017 in order to be heard and approved by the State Board during the March meeting. This timeline was set in order to notify districts of the State Board's approval or disapproval, as applicable, in time to finalize their school calendars for the following school year.

Statutory References (if applicable):

W.S. 21-2-304(b)(viii) and 21-4-301

Fiscal Impact (if applicable)

None noted

Supporting Documents/Attachments:

New Requests: The following school districts have submitted all required materials and are requesting approval from the State Board of Education to implement an alternative school schedule:

District Name	School Name(s)	for SY1 2017-18	and SY2 2018-19	Description	All Required Materials?
Albany 1	Rock River School	152 176	N/A	4-day week	Yes
Campbell	Westwood HS	148 185	149 185	4-day week	Yes
Carbon 2	All	159 169	159 169	Eliminates most Fridays	Yes
Crook 1	All	168 180	N/A	Early Release Fridays	Yes
Fremont 2	All	160 170	160 170	Eliminates most Fridays	Yes
Johnson	Kaycee School	149 185	149 185	4-day week	Yes
	Buffalo Schools	183	183	Contract Days only. Extending four work days for PTC. Total hours worked will be equivalent of 185 contract days.	Yes
Laramie 2	All	154 185	154 185	4-day week	Yes
Sheridan 1	All	148 164	148 164	4-day week	Yes
Sheridan 3	All	148 164	148 164	4-day week	Yes
Sweetwater 1	Farson-Eden Schools	150 160	150 160	4-day week	Yes

Information Only: The following school districts were previously approved for an alternative schedule for 2016-17 and 2017-18:

- Carbon 1 – Little Snake River Valley School, Cooperative High School
- Converse 1 – Douglas Rural Schools
- Fremont 6 – All Schools
- Fremont 24 – All Schools
- Lincoln 2 – Star Valley High School, Swift Creek High School, Cokeville Schools
- Natrona 1 – Midwest School
- Uinta 4 – All Schools
- Uinta 6 – All Schools

For questions or additional information:

Please contact Julie Magee, julie.magee@wyo.gov, or 307-777-8740

Suggested motion/recommendation:

"I move that the new requests for alternative schedules be approved for the 2017-18 and 2018-19 school years."

Action taken by State Board of Education: _____