



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.

April 20, 2017 Natrona County School District #1 Building 970 North Glenn Road Casper		
11:00 a.m.	Lunch	
11:30 a.m.-12:00 p.m.	State Board of 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 <ul style="list-style-type: none"> - March 23-24, 2017 	Tab B
	<ul style="list-style-type: none"> • Treasurer's Report 	Tab C
12:00 p.m.- 12:15 p.m.	Wyoming State Superintendent Update	Tab D
12:15 p.m.- 5:00 p.m.	Board Reports, Updates & Comments -	
	<ul style="list-style-type: none"> • Wyoming Accountability Education Act (WAEA) <ul style="list-style-type: none"> - Overview - House Enrolled Act (HEA) 61 	Tab E
	<ul style="list-style-type: none"> • Every Student Succeeds Act Update 	Tab F
	<ul style="list-style-type: none"> • Context for Discussing State Board of Education Staffing Assistance 	Tab G
	<ul style="list-style-type: none"> • State Board of Education Staffing Discussion <ul style="list-style-type: none"> - State Board Coordinator Position - Communications Contract - Education Program Specialist 	Tab H
	<ul style="list-style-type: none"> • Leader Accountability 	Tab I
	<ul style="list-style-type: none"> • Off-Cycle Review of Wyoming Content Standards Options 	Tab J
	<ul style="list-style-type: none"> • Native Education 	Tab K
	<ul style="list-style-type: none"> • Chapter 6 	Tab L
	<ul style="list-style-type: none"> • Statewide Systems of Support Update 	Tab M

5:00 p.m.	Recess the State Board of Education	
April 21, 2017 Casper		
8:00 a.m.- 9:00 a.m.	Presentation from Academic Challenge Bowl Participants	
9:00 a.m.	Reconvene the State Board of Education	
9:00 a.m.-10:30 a.m.	Continuation of Board Reports and Updates From Previous Day <ul style="list-style-type: none"> • State Board of Education New Members' Orientation: Next Topics and Timeframes • State Board of Education Committee Options • State Board of Education 2017-18 Meeting Calendar and Wyoming Locations 	Tab N
		Tab O
		Tab P
10:30 a.m.-11:30 a.m.	State Board of Education Committee Reports: <ul style="list-style-type: none"> • Communications Committee • Administrative Committee • National Association of State Boards of Education 2017 Legislative Conference 	Tab Q
		Tab R
11:30 a.m. - 12:00 p.m.	<u>Action Items:</u> <ul style="list-style-type: none"> • Wyoming Accountability Education Act (WAEA) <ul style="list-style-type: none"> - House Enrolled Act (HEA) 61 decisions • State Board of Education 2017-18 Meeting Calendar and Wyoming Locations 	
	Other issues, concerns, discussion, public comment:	
	Adjourn	



ACTION SUMMARY SHEET

DATE: April 20, 2017

ISSUE: Approval of Agenda

BACKGROUND:

SUGGESTED MOTION/RECOMMENDATION:

To approve the Agenda for the April 20-21, 2017 State Board of

Education meeting. **SUPPORTING INFORMATION ATTACHED:**

- Agenda

PREPARED BY: Kylie Taylor
Executive Assistant

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

COMMENTS:



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	Adjourn	



ACTION SUMMARY SHEET

DATE: April 20, 2017

ISSUE: Approval of Minutes

BACKGROUND:

SUGGESTED MOTION/RECOMMENDATION:

To approve the minutes from the State Board of Education meeting on March 23-24, 2017

SUPPORTING INFORMATION ATTACHED:

- Minutes of March 23-24, 2017

PREPARED BY: Kylie Taylor
Kylie Taylor, Executive Assistant

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

COMMENTS:

WYOMING STATE BOARD OF EDUCATION

March 23-24, 2017

Platte CSD #1 Board Room

1350 Oak Street

Wheatland, Wyoming

Wyoming State Board of Education members present: Ken Rathbun, Proxy for State Superintendent, Dicky Shanor, Sue Belish, Ryan Fuhrman, Dan McGlade (3/23), Max Mickelson, Scotty Ratliff, Robin Schamber, Kathryn Sessions, Jim Rose (via GoToMeeting), Walt Wilcox, and Belenda Willson (via GoToMeeting)

Members absent: Nate Breen

Also present: Chelsie Oaks, WDE; Lisa Weigel, WDE; Thomas Sachse, SBE Coordinator; Kodi Gerhold, WDE; Mackenzie Williams, Attorney General's Office (AG); Katherine Leuschel, Attorney General's Office (AG); Jill Stringer, WDE; Shelly Andrews, WDE; Mike Fliczek, WDE; Julie Magee, WDE; Laurie Hernandez, WDE; Laurel Ballard, WDE; Kathy Schuerman, WEA;

March 23, 2017

CALL TO ORDER

Chairman Walt Wilcox called the meeting to order at 11:42 p.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 Walt Wilcox; the motion carried.

APPROVAL OF MINUTES

Minutes from the February 13-14, 2017 State Board of Education meeting were presented for approval.

Scotty Ratliff moved to approve the minutes as presented, seconded by State Superintendent proxy, Dicky Shanor; 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.

Scotty Ratliff moved to approve the presented Treasurer's Report, Ryan Fuhrman seconded; the motion carried.

WYOMING STATE SUPERINTENDENT UPDATE

State Superintendent Proxy, Dicky Shanor, reviewed the Superintendent's memo provided in the meeting packet and the Governor vetoing the K2 foreign language bill. Mr. Shanor will also provide additional information on Education Accountability Survey and on Open Range later in the day.

BOARD REPORTS AND UPDATES

Math Standards Review Process

Laurie Hernandez, WDE, reviewed with the board that there are nine content areas within a nine year review cycle and the process that takes place when a standards review comes up.

Jill Stringer, WDE, notified the board that the survey to collect public feedback on the current standards is on the Department's website and reviewed math standards review committees and timeline.

Off-Cycle Review of Standards Options

Laurie Hernandez presented the March 2017 Draft Petition of Rules template.

Walt Wilcox requested a timeline be presented for the finalization of the template.

Chapter 31 Rules Discussion

Julie Magee and Shelly Andrews, WDE, reported 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.

Julie Magee did note that a majority of the comments were around adding fine and performing arts to graduation requirements.

The Board decided it would take consensus on the proposed response for each theme.

On comments related to additional graduation requirements the board took consensus to respond: *The State Board has chosen not to impose requirements above and beyond those required by statute.*

On comments related to the calculation of graduation rate, the board took consensus to respond: *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.*

On comments related to budget constraints, the board took consensus to respond: *No change requested.*

On comments related to Basket of Goods, Sue Belish requested that Julie Magee give more clarity to the response when sent back to commenter(s).

The board took consensus to respond: *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.*

On comments related to District Assessment Systems, the board took consensus to respond: *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.*

On comments related to additional emphasis to specific areas, the board took consensus to respond: *The State Board has chosen not to impose requirements above and beyond those required by statute.*

On comment one related to the theme "other", the board took consensus to respond: *The State Board of Education has adopted the rules as proposed to remain consistent with statute.*

On comment two related to the theme "other", the board took consensus to respond: *The State Board has chosen to adopt the rules as proposed.*

On comment three related to the theme "other", the board took consensus to respond: *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.*

Equity Plan

Laurel Ballard, WDE, reviewed the equity report with the board. She said that districts have been doing a great job in equability.

Wyoming Accountability in Education Act Discussion

Julie Magee passed out the proposed Every Student Succeeds Act (ESSA) timeline and reviewed the information provided in the meeting packet. She asked that she be permitted to come back to the boards meetings to give updates as the process goes along.

Julie added that at the end of this process she would like to have one accountability system. Additionally, Julie went over a crosswalk between ESSA and WAEA and noted that the ESSA timeline is much more aggressive.

Board members were invited to attend the internal design team meetings and to just let Julie know if they are interested.

Lastly, Mike Flicek presented on the Wyoming State Accountability system.

Board members requested that the April meeting packet provide exactly what the Department needs from the board during for the progression of both WAEA and ESSA.

State Board of Education recessed at 5:26 p.m.

March 24, 2017

State Board of Education reconvened at 9:01 a.m.

New board members Ryan Fuhrman and Max Mickelson took the oath of office.

CONTINUATION OF BOARD REPORTS AND UPDATES

Legislative Update and Interim Topics

Tom Sachse, SBE Coordinator, presented on the final outcomes of the 2017 Legislative Session.

Sue Belish thanked Tom for his work and his form with all the bills but asked him to make the necessary veto changes to the form for easy reference next session.

SBE Duties Timeline and Calendar

SBE Coordinator, Tom Sachse, asked that the list be deferred to the administrative committee and that the list be used to create an agenda over the next couple of meetings.

Chairman Wilcox called for a consensus on the administration committee doing a crosswalk of the duties and timeline. Consensus was given and Kathryn Sessions offered to serve on administration committee if needed.

Phase II- Leader Accountability

Tom Sachse referred to his memo on Phase II that was provided in the meeting packet.

The board had an in-depth discussion surrounding the possibility of putting a council or group of stakeholders together to create a recommendation and then have that recommendation come to the board for approval.

The board agreed that collaboration is needed and asked that the SBE Coordinator and Wyoming Department of Education work together and to bring a plan forward for the board to approve in the April meeting.

SBE Policies 26 & 27

Katherine Leuschel, attorney for SBE, introduced both draft governance policies on monitoring contracts and public comment.

New Board Member Training

Tom Sachse presented the draft orientation agenda.

Chairman Wilcox offered for any members new and old to attend the training if they would like.

SBE COMMITTEE REPORTS

Communication Committee

Ken Rathbun updated that this committee had met earlier in the week and that the Pascal Public Relation Contract would be expiring at the end of May. Ken stated that the board needed to determine if the contract and services are worth continuing and that the expenses total about \$40,000 a year. Board members discussed the possibility of the Department taking on more of that work but the need for independent balance.

Administrative Committee

Sue Belish updated the board that the committee had met and the need for the board to make a decision about the SBE coordinator position. Sue requested that the administration committee be allowed to look at all the possible options and avenues and come forward with a recommendation in the April meeting.

SBE POLICIES

Sue Belish moved to approve the adoption of the proposed SBE policy 26 on monitoring contracts and that the policy be adopted as follows:

The Board may contract with outside individuals or parties for services. The Board shall assign a corresponding committee to monitor those contracts on an ongoing basis for efficacy and necessity.

Scotty Ratliff seconded; the motion carried.

Sue Belish moved to approve the adoption of proposed SBE policy 27 on public comment as presented in the meeting packet. Scotty Ratliff seconded; the motion carried.

CHAPTER 31 RULES

Sue Belish moved to adopt the Chapter 31 Rules on Graduation Requirements with non-substantive changes, Ken Rathbun seconded the motion carried.

SCHOOL ALTERNATIVE CALENDARS

Julie Magee presented the school alternative calendars to the board for approval and noted that there might be more alternative calendars to approve in a later meeting.

Sue Belish moved that the new requests for alternative schedule be approved for the 2017-18 and 2018-19 school years, except for Crook CSD #1 and Sweetwater CSD #1. Kathryn Sessions seconded; the motion carried.

Max Michelson moved to approve the Crook CSD #1 alternative schedule for the 2017-18 and 2018-19 school years, seconded by Ryan Fuhrman. Ken Rathbun abstained; the motion carried.

Ken Rathbun moved to approve the Sweetwater CSD #1 alternative schedules for the 2017-18 and 2018-19 school years, seconded by Sue Belish. Max Mickelson abstained; the motion carried.

PUBLIC COMMENT

Diana Clapp, Superintendent of Fremont CSD #6, wanted to bring a different lens or perspective to the board and wanted the board to know that there will be push back on the Advisory Council report from the Wyoming Association of School Administrators.

Chelsie Oaks, Executive Secretary, thanked the board for allowing her to work for them for the last six years.

NEXT MEETING

The Board's next meeting will take place in Casper, April 20-21, 2017

The meeting adjourned at 12:23 p.m.

DRAFT



ACTION SUMMARY SHEET

DATE: April 20, 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: Kylie Taylor
Kylie Taylor, 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 13 April 2017

<i>DESCRIPTION</i>	<i>BUDGETED</i>	<i>EXPENDED</i>	<i>ENCUMBERED</i>	<i>REMAINING BALANCE</i>	<i>Percentage</i>
Personal Services (0100 series)					
[App Unit 001]	60,000.00	22,272.00		37,728.00	62.88%
Supportive Services (0200 series)					
[App Unit 001]	127,275.00	51,056.96		76,218.04	59.88%
Data Processing Charges (0400 series)					
[App Unit 001]	5,737.00	1,907.91		3,829.09	66.74%
Professional Services (0900 series)					
[App Unit 001]	50,794.00	555.00		50,239.00	98.91%
	243,806.00	75,791.87	0.00	168,014.13	68.91%
<hr/>					
<i>DESCRIPTION</i>	<i>BUDGETED</i>	<i>EXPENDED</i>	<i>ENCUMBERED</i>	<i>REMAINING BALANCE</i>	<i>Percentage</i>
Professional Services (0900 series)					
[App Unit 009]	145,848.00	26,376.50	13,623.50	105,848.00	72.57%
	145,848.00	26,376.50	13,623.50	105,848.00	72.57%
TOTAL	389,654.00	102,168.37	13,623.50	273,862.13	70.28%



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 82002-2000
Phone: (307) 777-1625
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
wyomingmeasuresnp.com

TO: Chairman Wilcox and State Board of Education
Members

FROM: Jillian Balow, State Superintendent

DATE: April 12, 2017

RE: Meeting Update

It has been an exciting month since last time we met. Worthy of note are some exceptional hires we have made. Specific to the Board is Kylie Taylor, your new Board consultant. Kylie's background in policy and communications and passion for education will augment all aspects of the Board's efforts. We are excited to add her to both the Board and WDE.

The following are some thoughts I would like to share:

Every Student Succeeds Act (ESSA) State Plan: We are fast approaching our federal ESSA State Plan submittal date. As a result of legislation tasking the Board with development of the so called "fifth indicator" of our statewide accountability system, we aspire to take action on that item this meeting. Our hope is to have a consistent fifth indicator in both Board rules and the ESSA State Plan. A failure to accomplish this would result in differing federal and state accountability systems akin to No Child Left Behind (NCLB).

Our recommendation is based on stakeholder feedback and the written December report of the Accountability Advisory Group. We hope to define and operationalize post-secondary readiness as set forth in the December report. You will see more information about this vote in your board packets.

The purpose of the new fifth indicator, an indicator weighted substantially less than the traditional indicators such as achievement and growth, is to provide incentives for schools to focus on student success opportunities outside of the normal academic assessment structure. For far too long we have rated school performance with tunnel vision on traditional notions of college preparedness. Many states have used this indicator to balance that contemporary approach with career and military pathways to create an incentive for "post-secondary readiness." Our Legislature wisely chose to go down this path as well. Giving equal weight to college and career readiness in this fifth indicator ensures that schools are being credited for preparing all of their students for success after high school. I look forward to the discussion and consensus on this topic.

Staffing: In addition to Kylie, we've added a lot of new, energetic members to the WDE team across all divisions. We have a new information management director, Ken Reynolds, who joins us from Converse #1 where he served as IT Director. He will be leading the technical efforts to roll out the new online assessment next year. We have also hired new consultants in several divisions throughout the agency. We know they will bring a high level of performance to our shared responsibilities as the Board and WDE.

Data Collection Improvement: Our WDE software developers continue to enhance our in-house data collection system (DCS Data Collection Suite). A new application was released to assist the Career and Technical Education (CTE) team with the CTE course approval process. The new application has automated the procedure reducing man hours for CTE and Information Management staff as well as resulting in a quick turnaround for districts.

Seclusion and Restraint Rules: To better protect the privacy of student data, the Seclusion and Restraint Rules, Chapter 42, were recently submitted for public comment. Proposed changes to the rules will eliminate the collection of seclusion and restraint incidence at the student level.

School Finance: Our finance team is hard at work collaborating with district business managers on identification of financial and policy impacts related to education bills that were signed into law.

Legislative Technical Assistance Call: Last week we hosted a technical assistance call for all district personnel to discuss some of the most pressing questions following the legislative session. We had over forty participants and also recorded the meeting for anyone interested that was unable to join. The link for the recording can be found here: <https://goo.gl/iDw8A8>

Thank you for your time and service to our state!

See you next week.



WYOMING
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
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

To: State Board of Education
From: Lisa Weigel, Chief Policy Officer
Date: April 13, 2017
Subject: Agenda Item Overview

Meeting Date: April 20-21, 2017
Agenda Item: UPDATE: House Enrolled Act 61 Votes
Item Type: Action: Informational:

Background:

In March, the State Board of Education received information about the requirements of ESSA and the overlap in WAEA. During that presentation, the areas of consensus were discussed and recommendations for operationalizing those areas were shared. The areas of consensus are 1) long-term goals, 2) the "5th Indicator", and 3) identification and support. Hearing no objection to the recommendations during the March meeting, the WDE worked with Mike Flicek to operationalize these components consistent with the December 2016 report from the Accountability Advisory Committee.

The purpose of the April presentation is to share the long-term goals, the "5th Indicator", and the plan for identification and support that will be included in the draft of the ESSA state plan that will be released for public comment later this month.

Statutory Reference (if applicable):

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

Fiscal Impact:

None noted

Supporting Documents/Attachments:

- WDE Presentation
- WAEA & ESSA Crossover
- Proposed Timeline (Revised from March meeting)
- Flicek Presentation

Proposed Motions:

- "I move to approve the long-term goals that will be included for the public comment period."
- "I move to approve "5th Indicator" that will be included for the public comment period."
- "I move to approve the plan for identification and support that will be included for the public comment period."

For questions or additional information:

Contact Julie Magee at 307-777-8740 or julie.magee@wyo.gov.

Operationalizing Components of ESSA and HEA61

State Board of Education

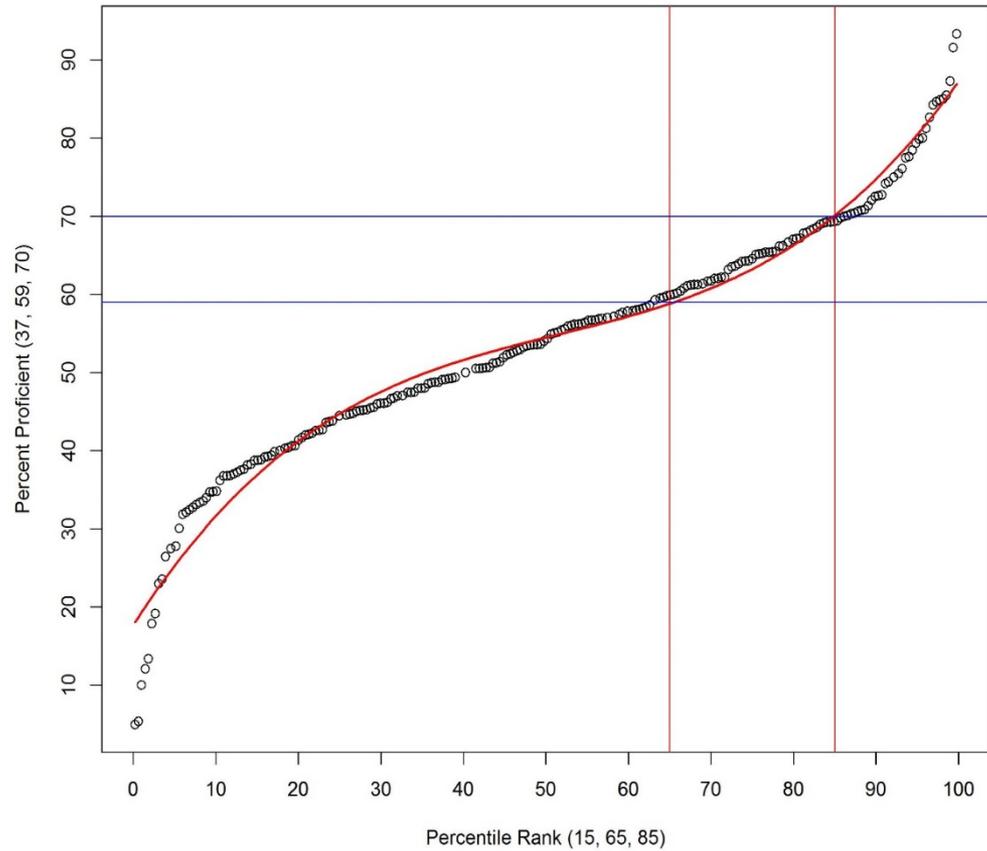
April 20, 2017

Dr. Mike Flicek

Parameters for Long-Term Goals

- For Achievement in math & reading and for the four year, on-time Graduation Rate
 - The **term will be 15 years**
 - Baseline Year: 2015-16
 - For the “all student” group, **all Wyoming schools will** perform as well or better than a school that performed **as well as or better than 65% of Wyoming schools during the baseline year** within 15 years
 - Schools already performing at or above the goal would be expected to maintain or improve their performance
- The example that follows is for Math for schools in grades 3-8

2015-16 PAWS Math Percent Proficient (242 Schools) - All Students



2015-16 Data

Percentile Ranks
(15, 65, 85)

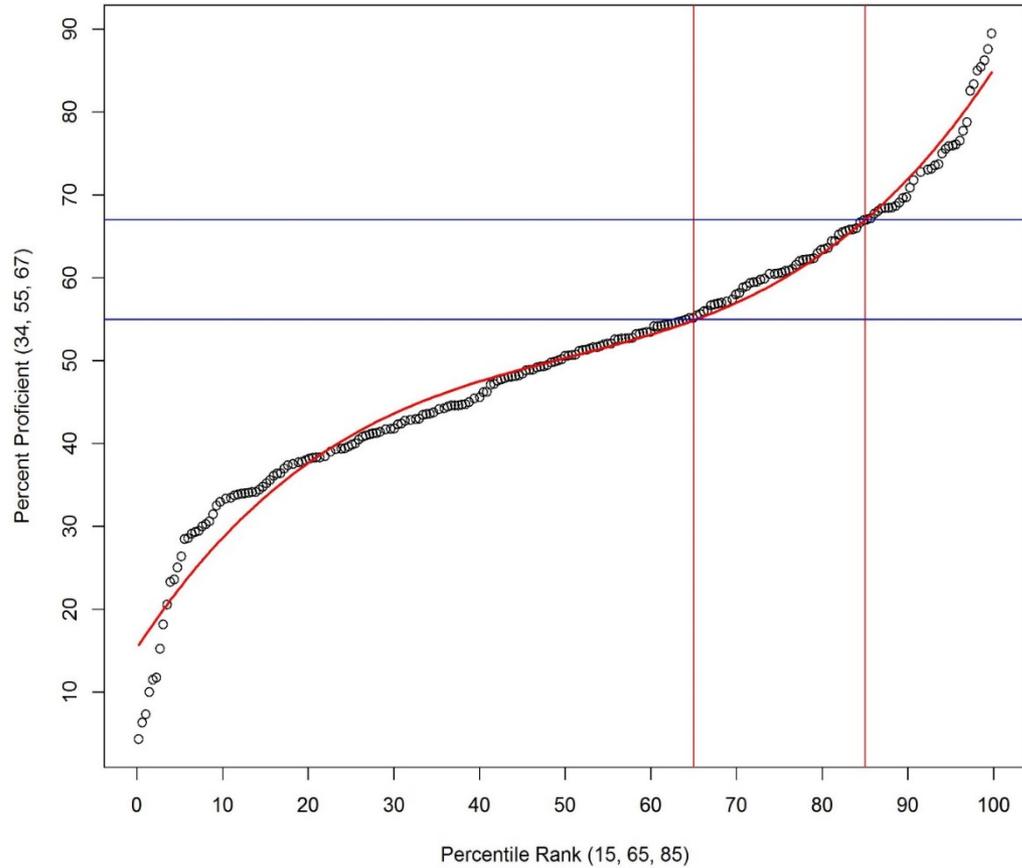
Percent Proficient
(37, 59, 70)

2014-15 PAWS Math Percent Proficient (241 Schools) - All Students

2014-15 Data

Percentile Ranks
(15, 65, 85)

Percent Proficient
(34, 55, 67)



2015-16 Data

Percentile Ranks
(51, 85)

Percent Improvement
(+3.2, +13.0)

Low Performing School

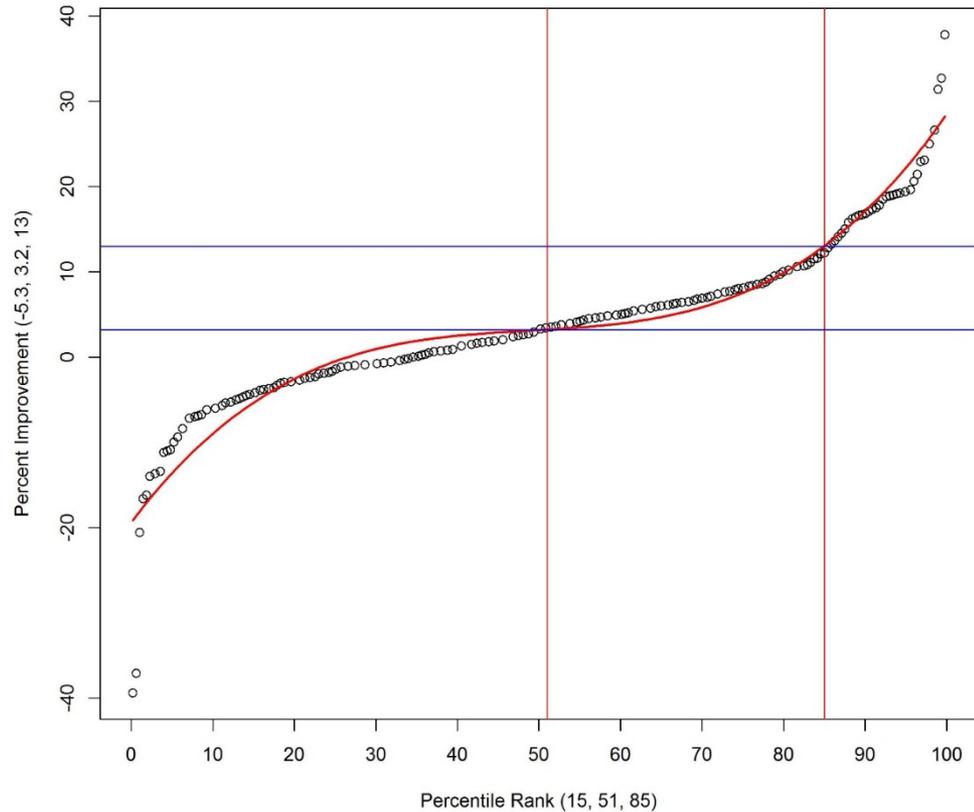
Percent Proficient = 37

Gap from Goal: $59 - 37 = 22$

Annual Interim Target: $22/15 = 1.5$

%ile Rank of Interim Target: **43**

From Prior Year to 2015-16 PAWS Math Improvement (237 Schools) - All Students



From Prior Year to 2014-15 PAWS Math Improvement (237 Schools) - All Students

2014-15 Data

Percentile Ranks
(51, 85)

Percent Improvement
(-0.3, +8.5)

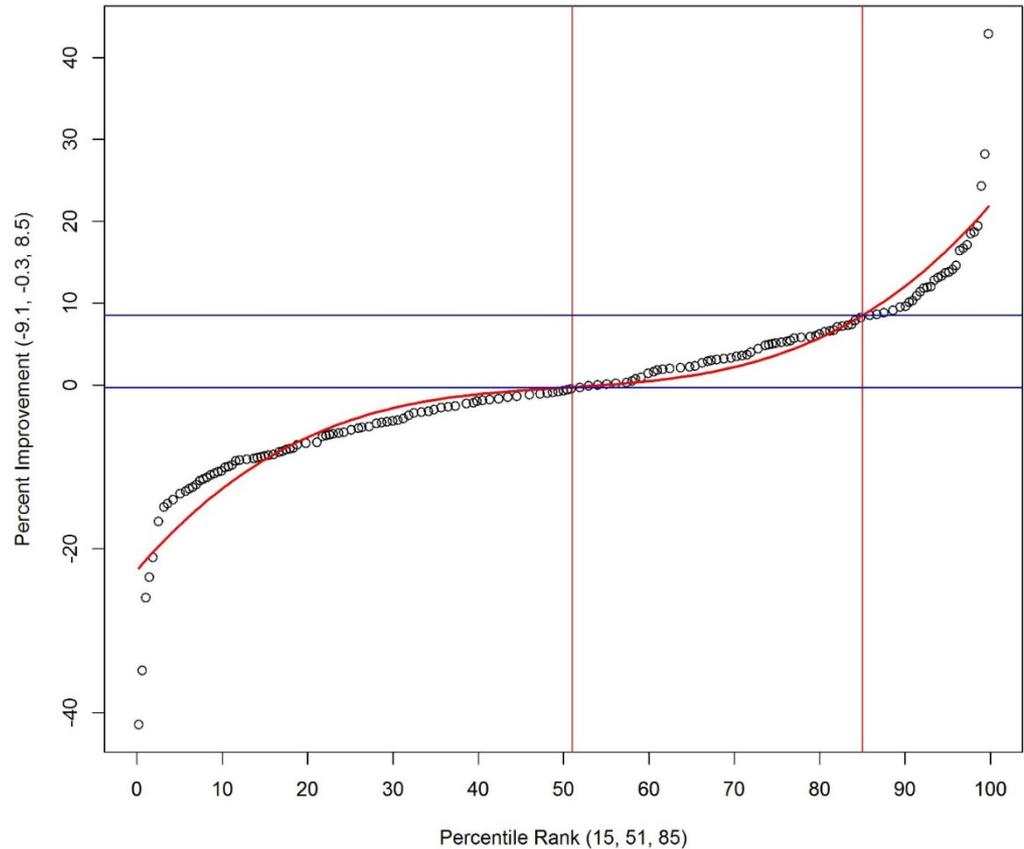
Low Performing School

Percent Proficient = 37

Gap from Goal: $59 - 37 = 22$

Annual Interim Target: $22/15 = 1.5$

%ile Rank of Interim Target: **56**



Special Circumstances

- Subgroups for which few Wyoming schools meet the minimum n

Long-Term Goals for the *All Students* Group

- Grade 3-8 Math = **59%** Proficient or Better
- Grade 3-8 Reading = **65%** Proficient or Better
- High School Math = **46%** Proficient or Better
- High School Reading = **39%** Proficient or Better
- Four Year, On-Time Graduation Rate = **89%**

Subgroups

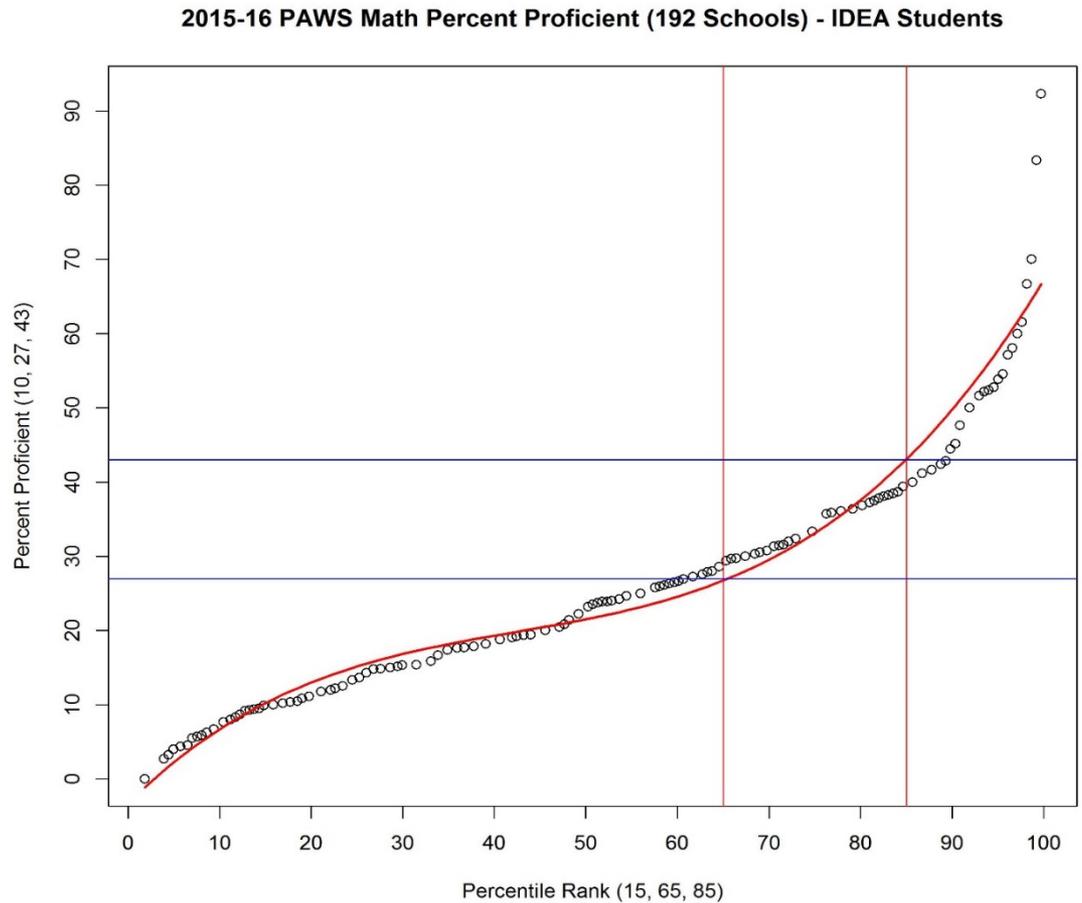
- The following example uses the IDEA Subgroup

2015-16 Data

Percentile Ranks
(15, 65, 85)

Percent Proficient
(10, 27, 43)

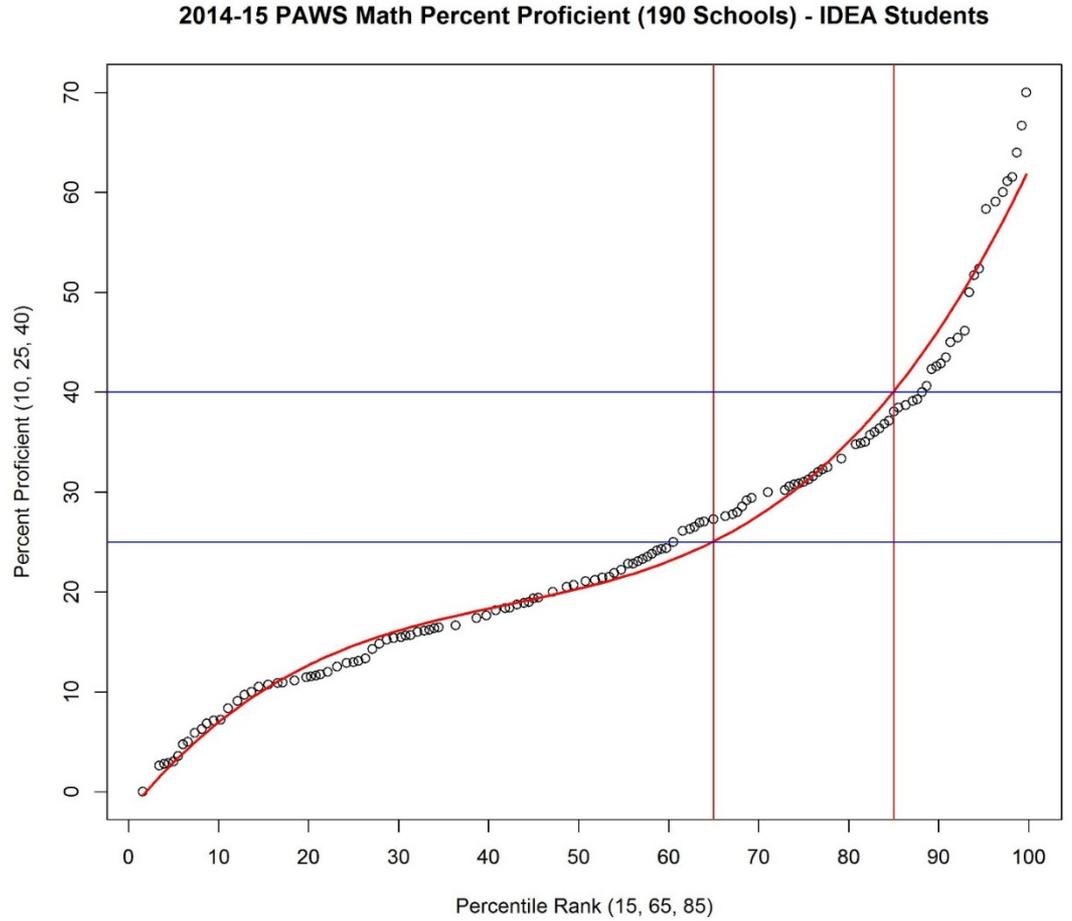
Long-Term Goal:
80th Percentile Rank
38 Percent Proficient



2015-16 Data

Percentile Ranks
(15, 65, 85)

Percent Proficient
(10, 26, 40)



2015-16 Data

Percentile Ranks
(51, 85)

Percent Improvement
(+2.0, +12.3)

Low Performing School
Percent Proficient = 10

Gap from Goal: $38 - 10 = 28$

Annual Interim Target: $28/15 = 1.9$

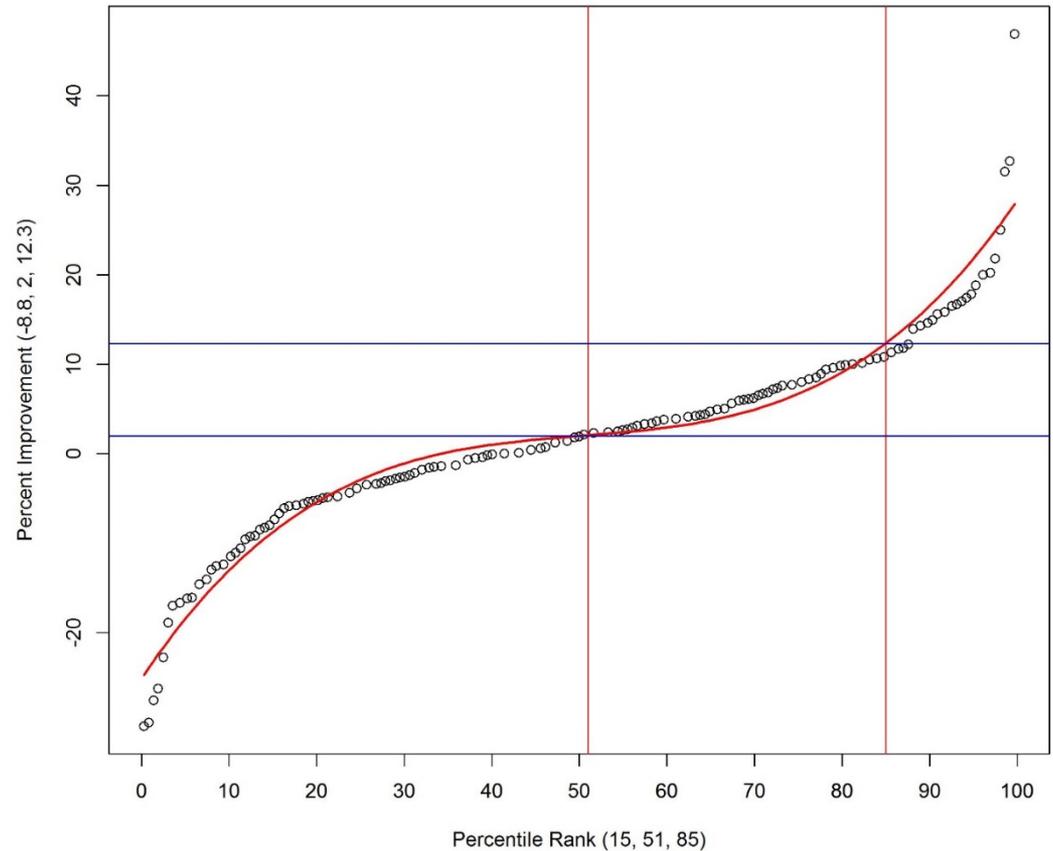
Percentile Rank of Interim Target: **49**

IDEA Baseline Year Gap = 29%

End Gap = 19%

Percent Gap Closes = 32%

From Prior Year to 2015-16 PAWS Math Improvement (181 Schools) - IDEA Students



2014-15 Data

Percentile Ranks
(51, 85)

Percent Improvement
(-1.9, +10.5)

Low Performing School

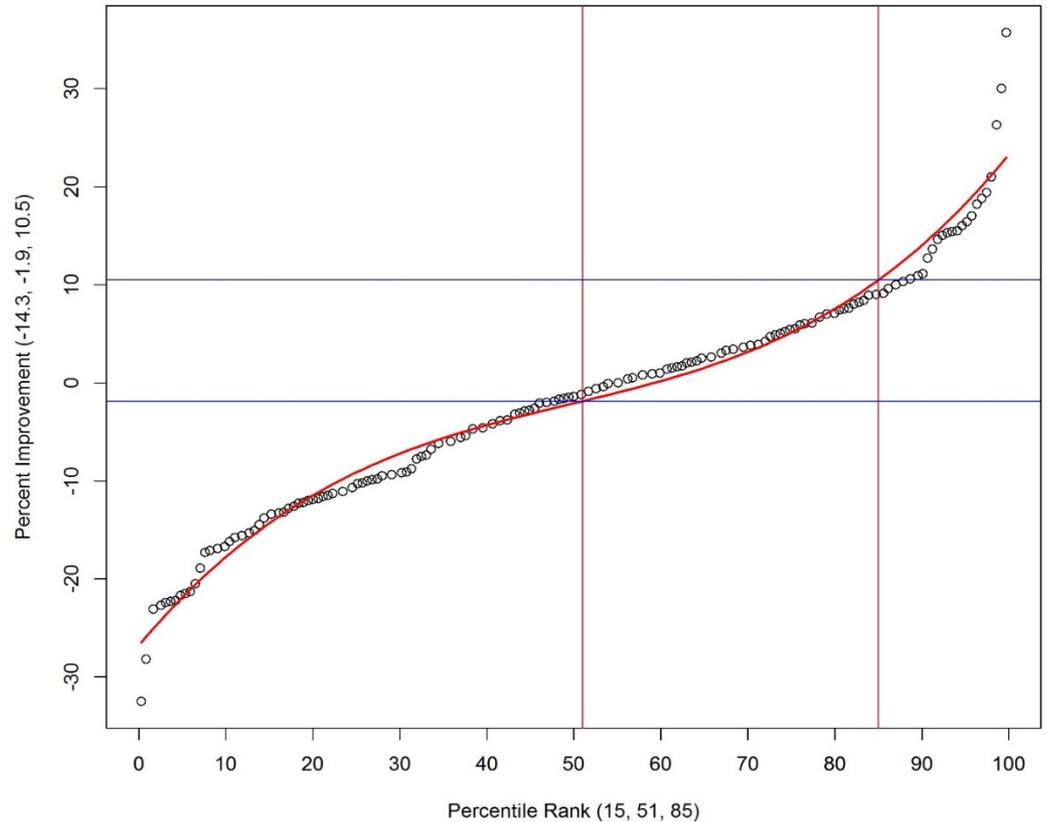
Percent Proficient = 10

Gap from Goal: $38 - 10 = 28$

Annual Interim Target: $28/15 = 1.9$

%ile Rank of Interim Target: **62**

From Prior Year to 2014-15 PAWS Math Improvement (177 Schools) - IDEA Students



Special Conditions

- No (or small) initial gap
 - No long-term goal needed
- Too few schools meet minimum n – percentile ranks don't work well
 - Goal will be for gap to close by 30% from baseline

QUESTIONS?

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 HEA0061, Section 7(c)</p> <p>SBE, through a PJP, determines target levels for overall SPR and indicator-level performance 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 HEA0061, Section 7(a)</p> <p>Advisory Committee develops additional indicator(s) to measure school quality or student success 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 W.S. 21-2-204(f)(iii)</p> <p>SBE assigns levels of support, including comprehensive and targeted, based on indicator and school performance 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>

Proposed ESSA TIMELINE (Revised)

September 18, 2017

USED Peer Review Begins

August 7, 2017

*Plan finalized and shared with districts and other stakeholders
(no further changes)*

August 3, 2017

Governor's review period closes

July 3, 2017

Governor's review period opens (30 days)

June 22-23, 2017

SBE Meeting (Sheridan)

June 8, 2017

Public comment period closes

May 18-19, 2017

SBE Meeting (Riverton)

April 24, 2017

Public comment period opens (45 days)

April 20-21, 2017

SBE Meeting (Casper)



WYOMING
DEPARTMENT OF EDUCATION

*Creating Opportunities
for Students to Keep
Wyoming Strong*

Update: ESSA State Plan and State Accountability

State Board of Education
April 20, 2017

Areas of Overlap: WAEA & ESSA



- Consensus Items
 - Long-term goals
 - “5th Indicator” for high school, particularly career-readiness
 - Identification & Support, including targeted and comprehensive
- Seeking consensus for draft release on April 24th

Goal-Setting for All Students



- Long-term goals for All Students (Parameters)
 - Baseline: 2015-16 performance data
 - Goals based on schools that were in the 65th percentile in the baseline year for All Students
 - Interim targets based on schools that were in the 15th percentile in the baseline year for All Students
 - Timeline for all schools to reach the 65th percentile is 15 years (both ambitious and attainable)
- Parameters may be revisited by standard-setting panel after new assessment is in place

Goal-Setting for Subgroups



- Long-term goals for Subgroups (Parameters)
 - Baseline: 2015-16 performance data
 - Goals based on schools that were in the 80th percentile in the baseline year for Subgroups
 - Interim targets based on schools that were in the 15th percentile in the baseline year for Subgroups
 - Timeline for all schools to reach the 80th percentile is 15 years (both ambitious and attainable)
- Parameters may be revisited by standard-setting panel after new assessment is in place

Measure of English Language Proficiency



- Wyoming is using the ACCESS 2.0 to measure English Language Proficiency
- The ACCESS 2.0 measures 4 domains: reading, writing, speaking, and listening
- Two score types are reported on the ACCESS 2.0: (a) performance level scores, and (b) scale scores
- A performance level score of 4.6 on the overall composite will be used in Wyoming as evidence of English Proficiency

Goal-Setting for English Language Proficiency (ELP)



- A **school's score for ELP** will be the percentage of students making acceptable progress learning English
- The **long-term goal** will be the score of the school that is at the 65th percentile rank on this measure during the baseline year
- **Annual interim targets** for schools will be established as the gap between the long-term goal and the baseline performance at the school divided by 15

Student Level Determination of Making Acceptable Progress



	Growth Target				
Year 1 Baseline	Year 2	Year 3	Year 4	Year 5	Year 6
4.6 or higher*					
4.0 - 4.5	$(a^{**} - b^{***})/2$	End year (4.6 or higher)			
3.0 – 3.9	$(a - b)/3$	$(a - b)/2$	End year (4.6 or higher)		
2.0 – 2.9	$(a - b)/4$	$(a - b)/3$	$(a - b)/2$	End year (4.6 or higher)	
1.0 – 1.9	$(a - b)/5$	$(a - b)/4$	$(a - b)/3$	$(a - b)/2$	End year (4.6 or higher)

*Composite performance level score of 4.6 is exit criteria for EL services.

**The scale score needed during the “End Year” to be deemed English Proficient (i.e., to earn a performance level score of 4.6) is represented by “a”.

***The prior year scale score is represented by “b”.

Additional Measure of School Quality or Student Success for High School (“5th Indicator”)



- Indicator: Post-Secondary Readiness
 - As determined by:
 - College Readiness:
 - As measured by completion of the Hathaway Success Curriculum and
 - A proficient score on the ACT or
 - Successful completion of at least one Advanced Placement (AP), International Baccalaureate (IB), dual, or concurrent enrollment class

-OR-

 - Career Readiness:
 - As measured by completion of CTE pathway and passing exam or an industry-recognized certification or
 - Proficient on a military readiness assessment or documented enlistment in a branch of the U.S. Military

Identification and Support



- Based on 2017-18 Performance Data
 - Will use an aggregate Growth and Achievement score
 - Comprehensive Support (state level)
 - Bottom 5% of Title I schools on this aggregate score become comprehensive support schools (identified every 3 years)
 - Exit criteria is to be above bottom 10% for 2 consecutive years
 - Additional Targeted Support (state level)
 - No more than bottom 20% of schools in any subgroup would be identified for ATS
 - Any subgroup that performs below the bottom 20% would put the school into comprehensive support
 - Targeted Support (district level)
 - 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 25% of schools for that subgroup 2 years in a row

Proposed Timeline (Revised)



- Public Comment Period
 - April 24 through June 8
 - Online
 - Public Meetings
 - Stakeholder Outreach
- Revisions based on feedback
 - June 8 through July 2
- Governor’s Review
 - July 3 through August 3
- Plan Finalized
 - August 7



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DEPARTMENT OF EDUCATION

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QUESTIONS?

JULIE MAGEE

JULIE.MAGEE@WYO.GOV

SEAN MCINERNEY

SEAN.MCINERNEY@WYO.GOV



April 11, 2017

To: State Board Members

From: Tom Sachse, Ph.D.

RE: Context for Discussing SBE Staffing Assistance

There are seven attachments to this cover memo, some of which are updates of earlier drafts. The Legislative Update and the Duties of the State Board of Education are updates of earlier versions you have seen before. I want to thank Katherine Leuschel for giving them one final fact-check.

I'd like you to look over the attachments from the Legislative Services Office (LSO)—one is a listing of the interim topics for the Joint Education Committee and the other is a listing of the required reports (and due dates) from LSO. At your meeting, I will review both of these rather briefly and spend most of my time reviewing the updated Tasks of the State Board of Education.

Kenny and I will review our conversation about the communications contract and summarize the recommendations for communications assistance—one that was written by Kelly and another that was written by me.

You may also want to refer to your packet to an attachment Sue has written on the options for a coordinator position. Once you have a sense of the requirements of the State Board of Education and the recommendations for continued communications work, you will be able to review the job descriptions and contract options for next year.

2017 Legislative Session
 Education Bills of Interest
 (Discussion Draft 4/10/17)

Bill #/Sponsor	Title	Summary	SBE Issues
HB 40/St. Ed.	Education Accountability	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 evaluation and support	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.	American Indian Education Program	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; signed by the Governor; now HEA 119.
HB 41/Educ.	Court-ordered placements - age restrictions.	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 08/JEIC	Student data privacy, security, and transparency	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 ownership and privacy rights	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	Resident tuition reimbursement.	Authorizes tuition 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.	School finance - court-ordered placement	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 unemancipated youth to enter into contracts, like housing leases, so long as they are at least sixteen years old, willingly living separate from their parents, and homeless.	Considerations: Minimal impact. Signed by the Governor; now HEA 109.
HB 236/Northrup et. al.	Omnibus Education Funding	Portfolio of cuts and revenues designed to bring education funding in balance	Considerations: Intended to be the model for the Senate version (SF 165) that

			<p>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.</p>
<p>SF 35/Educ.</p>	<p>Virtual Education</p>	<p>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.</p>	<p>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.</p>

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,”</p>	<p>Considerations: May require the SBE to reopen Chapter 31; clarification request into Mackenzie.</p>

		also adds Heimlich Maneuver.	
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HB 126/Piiparine n Failed	K-2 Foreign Language	Makes program permissive, rather than mandatory.	Considerations: Many districts will applaud this bill. Passed by the Senate; Vetoed by the Governor.
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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.
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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.
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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.
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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	Considerations: Minimal impact. Passed House Ed.; referred to House.
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		criteria for higher ed scholarships and/or placements	
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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/Wasserburger & Bebout Failed	Class Size Waivers	Does away with 16:1 waiver requirement.	Considerations: 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.

**Duties of the Wyoming State Board of Education
(Discussion Draft: 4/10/17)**

Statutory Authority	SBE Responsibility	SBE Commentary	Effective Date
21-2-304(a)(ii)	Evaluation and accreditation of school districts	Currently, through the Wyoming Department of Education, which contracts for external accreditation with AdvancEd	Ongoing
21-2-304(a)(ii)	Require school district adherence to statewide education accountability system	Chapter 6 needs revision, especially with regard to the district assessment system and sanctions for non-accreditation	Revision target: 6/15/17
21-2-304(a)(ii)	Prescribe uniform student content and performance standards	Chapter 10 needs revision, especially with regard to graduation “expectations”	Revision target: 6/15/17
21-2-304(a)(ii)	Promulgate standards for programs addressing the special needs of student populations	These standards have been promulgated in Chapter 7 Rules, that for some reason do not appear on the Secretary of State website. (Lisa is following up on this omission.)	Revision target: unknown at this time
21-2-304(a)(i)	Establish ... requirements for students to earn a high school diploma	Chapter 10 and Chapter 31 require revision as noted above	Revision target: 6/15/17

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

i)	statewide assessment system	through the state superintendent and in consultation with local school districts and would require revising Chapter 6 as noted above	target: 6/15/18
21-2-304(b)(x iv)	Establish improvement goals for public schools	This requirement is undertaken through the Professional Judgment Panel (PJP), but the National Assessment of Educational Progress does not provide school level data	Revision target: 6/15/18
21-2-304(b)(x v)	Implement ... comprehensive school district teacher performance evaluation systems based in part upon defined student academic performance measures	Chapter 29 would need to be revised in regard to the district assessment systems	Revision target: 6/15/19
21-2-304(b)(x vi)	Implement a leader accountability system	This could best be done by gathering stakeholder input	Revision target: 6/15/18

New Duties of the State Board

Draft Statutory Language	Proposed SBE Responsibility	Possible SBE Commentary	Effective Date
21-2-304 (b)(xv)	Promulgate rules for teacher performance evaluation	The SBE shall “promulgate rules ... for implementation and administration of a comprehensive district teacher performance evaluation system ... the evaluation system shall clearly prescribe standards for ... highly effective, effective, needing improvement, and ineffective performance”	Revision target: 7/1/19
21-2-204(c)(i), (iv), (vii)	Establish interim and long-term targets	This phrasing, from ESSA, would require the state board (through the PJP process) to identify targets relative to graduation rate, academic achievement, English learners’ performance, and underperforming students	Revision target: 8/15/17
21-2-204(j)	Report to the JEIC	This would also require the state board to annually report to the JEIC on the “appropriateness” of the indicators, measures, methods and results of the WAEA system	Revision target: 9/1/17
21-2-304 (a)(vi)	Coordinate both comprehensive and targeted levels of assistance with the State System of Support	This would require the state board to establish incentives for schools that do not adequately raise student achievement, including targeted sub-groups of students	Revision target: 6/15/18

21-2-304(a) (vi)	Implement the accountability system through rules and regulations	This bill may require the revision of Section 9 of Chapter 6 or may require an entirely new set of rules	Revision target: 6/15/18
21-2-204 Section 8 Section 1 (e)	Report on the State System of Support	“SBE shall ... study and develop recommendations relative to the progressive, multi-tiered, system of support interventions and consequences ...”	Revision target: 10/15/18
21-2-301(a)	Add University of Wyoming (UW) President or designee as an <i>ex-officio</i> member of the state board	No additional budget is required, as UW has agreed to pay its own travel expenses	Revision target: 7/1/17
21-4-602(a)	Identify relevant standards that could be customized for the Indian Education for All proposal	Bill amended to reconsider only social studies standards.	Revision target: 8/15/18
21-2-304 Section 3	Report on the status of leader accountability rules	The annual time frame for this review may be best, if moved to October	Revision target: 7/1/17
21-2-304(b) (xvi)	Promulgate rules for the leader accountability system	This bill would likely require the revision of chapter 29; this system would best be undertaken with extensive consultation with affected stakeholder groups; positive connection to the State System of Support	Revision target: 7/1/18

**Priority Tasks for the State Board of Education
(4/10 Edition)**

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 Acct. JEIC Report	6/30/17	6/22/17	
Leader Accountability Protocol	8/30/17	8/**/17	
State System of Support Status Report--JEIC	8/15/17	7/**/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	10/30/17	10/**/17	

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

JOINT EDUCATION INTERIM COMMITTEE Standard Budget: \$54,000.00

Priority #: 1 Education Funding The Committee will study and explore potential efficiencies and other cost saving options in Wyoming public education to address the funding deficit for school operations, school facilities and major maintenance. In studying this priority, the Committee may consult the Joint Revenue Interim Committee and the Select Education Finance and School Recalibration Committee created by 2017 Wyoming Session Law, Ch. 205, Sec. 8, (original 2017 HB 236) as necessary. The Committee will report its findings on potential efficiencies and other cost saving options in Wyoming public education to address the funding deficit for school operations, school facilities and major maintenance to the Select Education Finance and School Recalibration Committee not later than November 10, 2017.

Priority #: 2 Education Accountability The Committee will continue efforts related to the Wyoming Accountability in Education Act (WAEA), including: review of Wyoming graduation standards as required by 2015 SF008 and State Board of Education rules and regulations, implementation of an alternative school accountability model as required by 2016 SF032, implementation of the statewide system of support, implementation of the federal ESSA, reports required under 2017 HB040, and implementation of the new statewide summative assessment and implications on the WAEA.

Priority #: 3 Computer Science Education The Committee will develop a multi-pronged strategy for increasing the number of opportunities across the state for students to take classes in computer science/computational thinking. This may include an analysis of graduation requirements, accountability indicators, Professional Teaching Standards Board credentialing practices, funding mechanisms, the common core of knowledge and skills, and public/private partnerships.

Priority #: 4 Education & Military The Committee will work to find solutions to incentivize schools to recommend at-risk youth to the Wyoming Youth Challenge Program (WYCP), fully utilize the WYCP's resources, implement new Every Student Succeeds Act requirements related to military child identification, and support military spouses who are in the education profession.

Priority #: 5 Medically Necessary Placements The Committee will review and study the education provisions necessary for children placed in Board of Cooperative Educational Services (BOCES), group homes and residential treatment facilities for medical necessities.

Priority #: 6 PTSB: Online Credentialing Service Receive a report from the Professional Teaching Standards Board on the implementation of the online credentialing system created by Enterprise Technology Services.

Priority #: 7 Wyoming Unified Network Analyze funding and bandwidth requirements to extend the Wyoming Unified Network to all state school locations.

Tentative Meeting Schedule 3-2 DAY MTGS and 1-1 day joint meeting with the Joint Revenue Interim Committee [NOTE: JEC members are also authorized per diem and mileage to attend meetings of the Select Committee on School Finance Recalibration created by 2016 HB 236.]



WYOMING LEGISLATIVE SERVICE OFFICE

Memorandum

DATE March 31, 2017

TO Walt Wilcox, Chairman, State Board of Education

FROM Ted Hewitt, Staff Attorney

SUBJECT Required Reporting to Legislature – 2017 Interim

This memo is to advise you of several reporting requirements of the State Board of Education to the Wyoming Legislature for the upcoming interim. Reports are to be submitted to the Joint Education Interim Committee (JEC). A few reports have been required by statute on an annual basis over the years, and a number are more recent and time-limited reporting requirements.

On-going Reporting Requirements

Report	Authority
Review of duties prescribed by law and report to the JEC on recommendations for modification as necessary.	W.S. 21-2-304(c).
Not later than December 1, at least once every nine (9) years, report to the JEC on a State Board of Education review of the content and performance standards and the basket of goods as imposed by W.S. 21-9-101 and 21-9-102.	W.S. 21-2-304(c).

2017 General Session Reporting Requirements

Report	Authority
Not later than July 1, 2017, report to the JEC on the status and substance of the rules and regulations regarding districts' leader evaluation systems and any alternative leader evaluations systems, pursuant to W.S. 21-2-304(b)(xvi) as amended.	2017 Wyoming Session Laws, Chapter 61, Section 3.
Not later than August 15, 2017, report to the JEC the methods and process recommended to determine post secondary readiness as required under W.S. 21-2-204(c)(iv) as amended. The report shall include identification of any enabling legislation that may be necessary.	2017 Wyoming Session Laws, Chapter 95, Section 7(b).
In the report due not later than September 1, 2018 to the JEC as required by W.S. 21-2-204(k), the State Board of Education shall include documentation and explanation of the deliberative process and benchmarks established in W.S. 21-2-204(f).	2017 Wyoming Session Laws, Chapter 95, Section 7(c).

2016 Budget Session Reporting Requirements

Report	Authority
Periodically report to the JEC on the proposed target levels for the performance levels specific to alternative schools, with a final report to be submitted not later than October 15, 2018.	2016 Wyoming Session Laws, Chapter 108, Section 1(d) as amended by 2017 Wyoming Session Laws, Chapter 95, Section 8.
Not later than October 15, 2018, report to the Joint Education Interim Committee the progressive multi-tiered system of support and interventions and consequences targeted specifically to alternative schools.	2016 Wyoming Session Laws, Chapter 108, Section 1(e) as amended by 2017 Wyoming Session Laws, Chapter 95, Section 8.
Not later than December 31, 2018, report to the JEC any expenditure of the funds (\$6,500) appropriated to pay per diem and mileage of members serving on the panel of professionals convened to set target performance levels for alternative schools.	2016 Wyoming Session Laws, Chapter 108, Section 4(a) as amended by 2017 Wyoming Session Laws, Chapter 95, Section 8.
Not later than December 31, 2018, report to the JEC any expenditure of funds (\$3,500) appropriated to pay the per diem and mileage of members serving on the alternative school technical advisory group.	2016 Wyoming Session Laws, Chapter 108, Section 4(b) as amended by 2017 Wyoming Session Laws, Chapter 95, Section 8.

The Management Council requests that copies of the reports be provided to the LSO both in hard copy and in electronic format. Please provide 17 hard copies to the LSO to distribute to the committee noted above and send electronic copies of the above reports to matthew.willmarth@wyoleg.gov, rosemarie.london@wyoleg.gov and ted.hewitt@wyoleg.gov. If the State Board of Education is sending copies of the reports directly to committee members, please provide just three hard copies to the LSO along with a statement that the report was also sent directly to committee members. The Management Council also urges the State Board of Education to post legislative reports on its website.

Please let me know if you have questions and if this office can be of further assistance.

- CC: Senator Coe and Representative Northrup, Joint Education Committee Cochairmen
 Mary Kay Hill, Governor's Office
 Jillian Balow, State Superintendent of Public Instruction, Wyoming Department of Education
 Dicky Shanor, Wyoming Department of Education
 Tom Sachse, Coordinator, State Board of Education
 Matthew Willmarth, Legislative Service Office
 Matt Obrecht, Legislative Service Office

WYOMING LEGISLATIVE SERVICE OFFICE Memorandum

Options of possible services considered by the Wyoming State Board

April, 2015

Website development and updating/website content entry

Social media campaign, monitoring, engagement, posting (Facebook, Twitter, Instagram, Others?)

Press releases

Letter writing

Presentation elements

Copy development and editing

Reports and brochures (annual reports, for instance)

Community meetings and outreach, coordination, message and spokesperson prep

Media placement

Graphic design

Advertising, digital advertising

Email lists management

Op-eds

Media monitoring

Development of media kit

Position papers

Blog posts

Survey of stakeholders

Training of board members regarding public communication

Communications Contract Priorities*

State board press on rules promulgation (especially 6, 10, 31, and 29) as they are opened and as they are signed.

State board press on the role of the state board in approving various aspects of WAEA.

State board press on the role of the board in leader accountability.

State board press on duties of the state board.

State board press on JEIC reporting requirements.

Identifying opportunities for local input from communities where state board meetings are held.

Expanding the website to receive input from stakeholders and constituency groups.

Participating in the regular meetings of the Communications Committee.

- Assuming Kylie and Kari take primary responsibility for pre-and post-meeting press releases and website updates (with assistance from the coordinator)

SBE Coordinator Position Considerations

Background information

- In the last session the legislature approved allocating \$84,500 from the existing WDE budget for an AWEC (At Will Employee Contract) position for the State Board of Education Coordinator. This equates to approximately a 38% cut in funding for the position. There is some suggestion that the legislature may have intended the position to be a “part-time” position.
- Wyoming statutes and state personnel rules appear to preclude the State Board from enhancing the salary or hours of the AWEC position by adding a Professional Services contract.
- Previous statutory obligations along with added responsibilities from the recent legislative session require us to make some decisions about our coordinator position.
- According to WDE, it is now taking up to six weeks to get AWEC contracts through the system.

Options

1. Reduce the number of hours per month but keep the hourly wage constant.
 - a. Hours per month are approximately 120 hours (1440 hours per year.)
 - b. Hours per month would be reduced by about 30-38% to approximately 75-85 hours per month.
2. Reduce the hourly wage so that the coordinator could continue working 120 hours per month.
 - a. The hourly rate would be approximately \$45.00 per hour (if we figure an additional 25% for retirement, insurance, and taxes)
3. Reduce hours per month and the hourly wage.
4. Maintain the current number of hours and wage for approximately 6 months using the funding provided by the legislature. After 6 months we could enter into a professional service contract to complete the year. (Have to check the legality of this concept)
5. Reduce the number of hours per month for the coordinator, keep the current hourly wage, eliminate some of the coordinator responsibilities, and enter into a professional service contract with a consultant to complete designated tasks.
 - a. We would need to clearly delineate the essential duties and responsibilities of the coordinator and determine what tasks could reasonably be completed by a consultant.

To make the final decision we may need to pinpoint the SBE's primary roles and responsibilities (statutory, policy, legislative priorities and weighing in, improving education.) Our discussion also needs to consider our communication needs as well as how our new WDE executive assistant can assist us in completing our tasks. We may need to re-examine our mission and vision to decide if we are a working board, a policy board, an activist board, an advisory board, or a futures oriented board.

While not tied to the funds available for the coordinator position, yet in an effort to further reduce expenses, we might want to consider requiring the coordinator to live within a specified mile radius of Cheyenne so we can save on travel and lodging expenses. Saving on travel expenses could allow us to funnel additional funds into the professional services budget to allow for consultant contracts.



Senate File 36 & Chapter 29 Revisions Work Plan District Leader Evaluation Systems

Report to the State Board of Education April 20, 2017

Scope of Work

The State Board of Education (SBE) is tasked with oversight of the changes made to the district leadership evaluation system based on the changes made in 2017 Senate File 36/Senate Enrolled Act 31. To support the SBE and their coordinator, the Wyoming Department of Education (WDE) will provide staff support and expertise along with pulling together an advisory panel from members of the key stakeholder groups listed below to provide recommendations and support the changes needing to be made to the Chapter 29 Rules around Certified Personnel Evaluation Systems.

The SBE has three questions they must answer and provide rules and regulation around:

1. Which leadership positions at the district and school level should be included in the district leadership evaluation system;
2. What are the professional standards schools and districts must adhere to their district leadership evaluation system; and
3. How can the State System of Support provide guidance to districts around the district leadership evaluation system for schools not meeting the accountability standards for WAEA?

Stakeholders

Key stakeholders include:

1. State Board of Education
2. State Board of Education Coordinator
3. Wyoming Department of Education
4. Certified Personnel Evaluation System (CPES) Advisory Panel
5. Wyoming School Boards Association/Local School Boards
6. Wyoming Association of School Administrators/Superintendents
7. Wyoming Association of Curriculum Directors/Curriculum Directors
8. Wyoming Association of Elementary Principals/Elementary Principals
9. Wyoming Association of Secondary Principals/Secondary Principals
10. Collaborative Council
11. Other groups as needed based on final determination of what leadership positions are included in the final recommendations

Timelines

April-June 2017: CPES Advisory Panel will be developing recommendations for the SBE
July-August 2017: CPES recommendations/Chapter 29 revisions reviewed by various stakeholder groups
September 1, 2017: Chapter 29 revisions approved by SBE
September 2017: Submit rules for promulgation
October 2017: Public comment begins
December 2017: Changes to Chapter 29 made/response to public comment developed
January 2018: SBE reviews and approves changes to rules
February 2018: Governor review period begins
May 2018: Chapter 29 Rules promulgation complete

Decision Process

The CPES Advisory will be making to recommendations to the State Board of Education in three areas:

1. leadership positions to be included in the district leadership evaluation system;
2. professional standards for school and district leaders included in the district leadership evaluation system; and
3. State System of Support guidance to districts around the district leadership evaluation system for schools not meeting the accountability standards for WAEA.

The SBE will receive monthly updates and provide feedback to the CPES Advisory Panel during April-June 2017. During this time, Amy Starzinsky will begin revising the Chapter 29 rules based on these recommendations. The CPES Advisory Panel will make revisions to the recommendations with adjustments made to Chapter 29 based on stakeholder feedback. The SBE will receive the revised recommendations and revisions of Chapter 29 based to provide their feedback and changes.



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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

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Date: April 13, 2017

To: State Board of Education

From: Lisa Weigel, Chief Policy Officer
Shelley Hamel, Director School Support Division
Laurel Ballard, Supervisor,
Student & Teacher Resources Team

Subject: Chapter 29, Leader Accountability

During the 2017 legislative session, the Legislature passed [Senate File 36/Senate Enrolled Act 31](#), making changes to leader accountability in the Wyoming Accountability in Education Act.

The bill modified statutes to no longer require longitudinal data systems established by the Wyoming Department of Education (WDE) to link student achievement with school principals and district leaders. The bill also removes the requirement that the State Board of Education's (SBE) leader evaluation system be based, in part, on student academic performance measures and longitudinal data systems.

The SBE must adopt rules for district leadership evaluation systems that identify professional standards districts must follow in establishing their own evaluation systems. Districts are also required to annually evaluate leaders. Lastly, the bill requires the improvement plans of schools designated as partially or not meeting expectations to include a review of the design and implementation of the district's leader evaluation system.

To assist the SBE with planning for the revision of the Chapter 29 Rules on certified personnel evaluation systems, the WDE has developed a draft high level work plan with the scope, timelines, stakeholders, and decision process for the Board to review. If you have any questions, please contact Laurel Ballard at laurel.ballard@wyo.gov or (307)777-8715 or Shelley Hamel at shelley.hamel@wyo.gov or (307)777-6132.

Attachment: Senate File 36/Chapter 29 Revisions



April 11, 2017

To: State Board Members

From: Tom Sachse, Ph.D.

RE: Thoughts on Leader Accountability

Lisa Weigel asked me to join her in presenting some information about leader accountability. She and Laurel Ballard have spent time thinking about process considerations for the development and promulgation of rules towards the implementation of SF 36. Now, Enrolled Act 31 reads in pertinent part:

“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.”

I want to spend just a little time reflecting on the definition of standards and how this simple term can mean very different things to different audiences and individuals. Back in 1989, the National Council of Teachers of Mathematics (NCTM) released a compelling new report proposing “standards” for K-12 mathematics education. This call to action was heard by a variety of other groups in the dawn of the movement toward setting standards and assessing them at the statewide level. There have been several iterations of math standards to where we now have the Wyoming Mathematics Content and Performance standards as they appear in Chapter 10.

Very rapidly, those standards were assessed in states, districts, and schools and comparisons were made as to what percentage of students “passed” or “mastered” those standards. In a conversation with one of the lead NCTM authors some years later (Thomas Romberg), I was astonished to learn that NCTM meant standards, as in those banners behind which armies march. Standards, to NCTM, meant “these are things we believe in” or “these are things we stand behind.” But the testing community (never at a loss to apply a testing situation whether it was required or not) imputed standards to mean those bars that are held up by high jump standards.

So the state board has the task of defining those “professional standards” and they can take a variety of forms. The board’s intention to reach out to effected groups is laudable, but the board may want to give them some guidance on where and how to begin. Originally, I thought the task was greatly simplified by the existence of the Professional Standards for Educational Leaders (2015). But this document places school improvement last among standards and never defines improvement or places responsibility for such improvement on school leaders.

The attachment is just the beginning of a discussion of the substance of those standards and poses options for state board members in how different groups like WASA and WSBA (among others) might begin to think about professional standards that focus squarely on improving student achievement and leaders’ responsibility for creating that change.



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Date: April 20, 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](#).

WDE staff will work with AG staff to draft a new section for Chapter 3 Rules of Practice and Procedure. Section 5 will describe the processes 1) for submitting the petition, 2) for the Agency/SBE review of petition with timelines, 3) and for response to the petitioner throughout the process.

The proposed timeline is as follows:



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



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Date: April 13, 2017

To: State Board of Education

From: Lisa Weigel, Chief Policy Officer
Jill Stringer, Math Consultant
Standards and Assessment Division

Subject: Mathematics Standards Review

The WDE Standards Team will conduct Regional Community Meetings across Wyoming in early May to inform the public of the standards review process and to gather public input. This input will be shared with the Math Standards Review Committee (MSRC) for their consideration prior to their work.

A presentation will inform the public of the design criteria, goals, objectives, and definitions of the standards and will answer any questions pertaining to the review process. Participants will be asked to respond to two questions:

- 1) Why are Math Standards important for students, teachers, and parents?
- 2) What do you want the math standards review committee to know as they start the review process?

Meetings will take place in Powell, Casper, Rock Springs, and Cheyenne throughout May, 2017, as seen on the next page. Those unable to attend the input meetings can respond to the same two questions [online](#).

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

2017 Regional Community Meetings - Math Standards Review

Date & Time	Location & Address	Room
May 2, 2017 6-8 pm	Powell High School Library 1151 East 7th Street Powell, WY 82435	Library
May 3, 2017 6-8 pm	NCSD #1 Central Services Facility 970 Northglen Road Casper, WY 82601	Jefferson Room
May 4, 2017 6-8 pm	Rock Springs High School 3550 Foothill Boulevard Rock Springs, WY 82901	Board Room
May 9, 2017 6-8 pm	LCSD #1 Administrative Building 2811 House Avenue Cheyenne, WY 82001	Room #130



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MSRC Update

**SBE Meeting
April 20, 2017**

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

Math/Health Consultant

jill.stringer@wyo.gov

(307) 777-5036

Laurie Hernandez, M.Ed.

Director of Standards & Assessment

laurie.hernandez@wyo.gov

(307) 777-3469



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Community Input on Math Standards

Math Standards Review Process & Committee Design

Presenting at Regional Community Meetings across Wyoming
May 2017

Purpose

- To understand the Committee Selection Process
- To understand the Standards Review Process
- To gather written public input for the Math Standards Review Committee's consideration when reviewing/revising WY Math Standards

Public Input

Code of Cooperation

- Respect all comments
- Listen to understand another point of view

Culminating Input

- Please use written comments to frame what you will share with the entire group (time permitted)
- We will collect all written comments to share with the Math Standards Review Committee

Standards Review Authority

- Pursuant to W.S. §21-2-304(a)(iii), the Wyoming State Board of Education must **prescribe uniform student content and performance standards** for the common core of knowledge specified by W.S. §21-9-101(b)(i).
- The Wyoming Content and Performance Standards **must be reviewed every nine (9) years** per W.S. §21-2-304(c).

Standards Review Authority

- Pursuant to W.S. §21-2-304(a)(iii), the ability to prescribe content and performance standards **shall not be construed to give** the state board of education the **authority to prescribe textbooks or curriculum** which the state board is hereby **forbidden to do**.

Content Committee Selection

- Number of members (40-44)
- Structure of Committees
 - Content Area Considerations (Math)
 - Ensure diversity of Content Committees
 - Large school / Small school
 - Veteran / Rookie Educators
 - All corners of the state + central + reservation area
 - Grade levels – alignment through the years (K-12)
 - Content Experts
 - School District Personnel
 - University and Community College Personnel
 - Wyoming Citizens
 - Parents
 - Business & Industry Members
 - Retired, Grandparents, Community Members

Standards Review Committee Selection

Members	Grade Band Sub-Committee
2 - 4	Grade Level Content Teachers
1	Lower Grade Level Content Teacher
1	Upper Grade Level Content Teacher
1	EL Teacher (English Learners)
1	Special Education Teacher
1	District Person – Superintendent, Principal, CD, IF, Coach
1	Other Relevant Content Area (e.g. Career / Vocational Ed. Teacher, Science Teacher)
1	Business & Industry Representative
1-2	Higher Education Content Professor (UW, CCs)
2	Parent

Map of 2017 Math Standards Review Committee



Parent



Professor



Educator



Community Member/
Business Owner



Standards Review - Roles

- WDE Consultants
 - Facilitate & Communicate
- Content Committees
 - Revise Content Standards
 - Keep Standards Consistent Across the Grade Bands
 - Make Recommendations to the State Board of Education

Standards Review Process

Goals & Objectives

- Review the Current Content Standards (WyCPS)
- Consider any Revisions (Applying up-to-date Research)
- Consider Aligning/Integrating to other Wyoming Content Standards (WyCPS) (e.g. science, ELA, C&VE)
- Consider any National Content Standards
- Consider Other Exemplary States' Standards

Standards Committee Options

1. Keep the Current (2008) Wyoming Math Content & Performance Standards (WyCPS) as is
2. Revise the Current WyCPS for Math
3. Adopt an already created set of Math Standards (nationally or another state's)
4. Revise/borrow from other created Math Standards
5. Create a set of Math Standards from multiple documents
6. Create a brand new set of Math Standards

Design Criteria

Purpose of the Wyoming Content and Performance Standards

1. The Wyoming Content and Performance Standards **will include the knowledge and skills necessary for student success in college and career.**

Overall Criteria

2. The Wyoming Content and Performance Standards **should be uniform** in structure within each content area.
3. Each content area will be **prefaced with a content-specific rationale.**
4. The Wyoming Content and Performance Standards will be **structured at the standard and benchmark levels** only, but groups of benchmarks can be organized into several categories.
5. The Wyoming Content and Performance Standards and benchmarks will be **knowledge and skill expectations rather than activities.**
6. **The grain size of the benchmarks will be neither too small nor too large.** For example the grain size may be too large with one benchmark per standard or too small with twenty-three.
7. The benchmarks in the Wyoming Content and Performance Standards in each content area **will reflect the full range of cognitive and psychomotor levels or depth appropriate to the content area and grade level.**

Design Criteria (cont.)

Knowledge and Skills

9. The entire common core of knowledge, as specified in W.S.21-9-101(b)(i), will be reflected in the set of standards.
10. The entire common core of skills, as specified in W.S.21-9-101(b)(iii), will be integrated into the Wyoming Content and Performance Standards and benchmarks in each content area.
11. **The purposeful integration of technology**, to include the International Society for Technology in Education (ISTE) National Educational Technology Standards for Students, will be integrated into standards and benchmarks in each content area.

Grade-level and Graduation

12. The Wyoming Content and Performance **Standards will define what students are expected to know and be able to do in each content area by the time they graduate.**
13. The Wyoming Content and Performance Standards **will represent a progression of knowledge and skills across grade levels.**

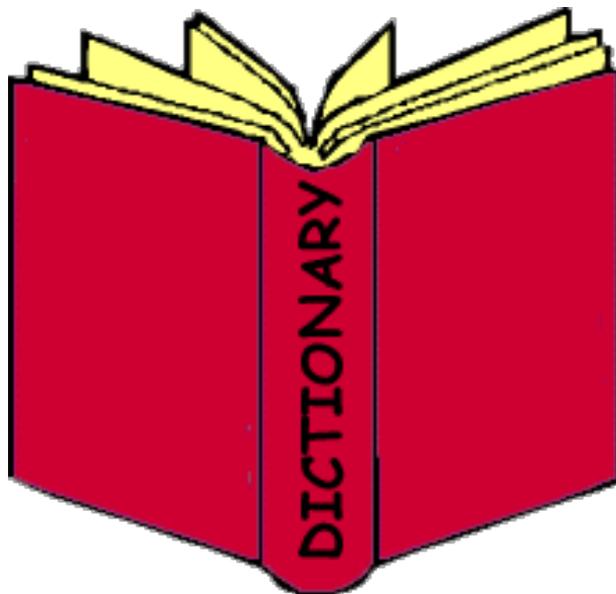
Clarity

14. The Wyoming Content and Performance Standards **will be understandable by students, parents, educators, and other Wyoming stakeholders.**

Measurability

15. The benchmarks in the Wyoming Content and Performance **Standards will serve as the basis for formative, interim, and summative assessment of student learning.**

Definitions for Standards Review Process



Standards Review – Definitions

- Content Standards
 - what students are expected to know and be able to do by the time they graduate
 - do not dictate methodology, instructional materials, or delivery
- Benchmarks / Supporting Standards
 - skills and content knowledge students must master along the way in order to reach the content standards by the time they graduate

Grain Size

- Is the “grain size” of the benchmarks appropriate? Do the benchmarks describe content **not so narrowly** that it could be mastered by a student in an afternoon, but **not so broadly** that it might take several months of instruction?
- **A benchmark should be** specific enough that readers are clear about the instruction and learning, but not so narrow as to prescribe the day-to-day curriculum, or so broad that the knowledge and skills it describes could be open to numerous equally valid interpretations.

Standards Review Timeline

- The Math Standards Review Committee will meet 2 to 4 times.
 - 6 to 12 months
- Public input, SBE Review, and Governor Review
 - 4 to 6 months

Total Process:

(4 + 6) to (6 + 12)
= 10 to 18 months

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Questions on Standards Review Process





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Video Message

Joe Schaffer, Ed.D.

Chairman Walt Wilcox, SBE

Superintendent Jillian Balow



Questions for Regional Committee Input Meetings

- Why are Math Standards important for students, teachers, and parents?
- What do you want the math standards review committee to know as they start the review process?

Questions

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

Math/Health Consultant

jill.stringer@wyo.gov

(307) 777-5036





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Date: April 13, 2017

To: State Board of Education

From: Lisa Weigel, Chief Policy Officer
Rob Black, Native American Education Consultant
Standards and Assessment Division

Subject: Native American Education Activities

The WDE Standards Team is focused on a number of activities aimed at enhancing achievement of Native American students as well as creating opportunities for dialogue between WDE and tribal communities in Wyoming around efforts to boost Native youth success.

Among the efforts:

- 1) Continue partnering with the Wind River reservation schools and youth organizations in staging the annual Native American Education Conference.
- 2) Arranging consultation meetings with tribal leaders to include Superintendent Balow to gain input on creation of a Wyoming state education plan that meets federal requirements in its use of Title I monies.
- 3) Conducting focus groups of students and adults on the reservation to gain a clearer understanding of opportunities for WDE to better collaborate with reservation partners to improve student success.
- 4) Seeking input from tribal members on planning the rollout of the American Indian Education Program, sometimes referred to as "Indian Ed for All," resulting from passage of House Bill 76 of the 2017 legislative session.
- 5) Providing technical assistance to St. Stephens Indian School to help with school improvement required as part of the accreditation process, and meeting the required deliverables under a state contract that provides funding to the school.

If you have any questions, please contact Rob Black at Rob.Black1@wyo.gov or 307-777-3747.

Summary of Native American Education Activities

Presented to State Board of Education

April 20, 2017

Rob Black, Social Studies Consultant

ESSA Tribal Consultation

- Every Student Succeeds Act requires “timely and meaningful consultation” with tribes re: State Plan for using Title I funds
- Superintendent Balow visited with Northern Arapaho Business Council (NABC) on April 13
- Meeting with Eastern Shoshone Business Council (ESBC) being planned

Wind River Focus Groups (listening sessions)

- Spring 2017 or Fall 2017
- 6 sessions
 - Facilitated by Dr. Terri Bissonette, McREL
 - Separate adult and student sessions in Fort Washakie, Ethete, and Arapahoe

Indian Ed for All

- HB 76 (HEA 119) requires:
 - Evaluate and review social studies standards to ensure “cultural heritage, history and contemporary contributions of American Indians are addressed”
 - Make available materials and resources on WDE website

Native American Education Conference

- Aug. 10-11, 2017
 - Professional Development (PD): unique challenges of Native youth
 - History and culture of Shoshone/Arapaho tribes
 - Empowering youth
 - Review Indian Ed for All efforts elsewhere

St. Stephens Indian School

- U.S. Bureau of Indian Education grant school w/ 200+ students
- WDE provides \$1.4M/year + ongoing technical assistance (Bureau of Indian Education [BIE] provides ~\$3M/year)
- State law requires state monies to bring St. Stephens to average funding of Fremont Districts 14, 21, and 38

QUESTIONS?

Rob Black

(307) 777-3747

Rob.Black1@wyo.gov



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

On the Web

edu.wyoming.gov
wyomingmeasuresup.com

To: State Board of Education
From: Lisa Weigel, Chief Policy Officer
Date: April 13, 2017
Subject: Update - Chapter 6 Accreditation

In collaboration with Amy Starzynski, Foresight Law + Policy, work on revisions to Chapter 6 Accreditation rules through March 2017 has included:

- Identification of WDE team for revisions to Chapter 6
- First draft of Chapter 6 scope and objectives
- WDE plans and timeline for stakeholder engagement
- Initial research on other states' regulations on issues of accreditation and accountability
- Gathering of relevant Wyoming statutory provisions and WDE/SBE resources; identified questions/issues for discussion.
- Working on first draft of comprehensive rewrite for WDE feedback.
- Updating of timeline in light of ESSA federal state plan development.

Work on Chapter 6 between May and September was initially adjusted due to the prioritization of work to revise Chapter 41 Distance Education and Chapter 29 Certified Personnel Evaluation Systems. The completion of the ESSA state plan was also taken into consideration as the draft work plan for Chapter 6 was developed.

On April 12, 2017, the department received a copy of the Administrative Rule Review from the Legislative Service Office staff recommending that Management Council recommend that the Governor direct the State Board to rescind the Chapter 31 rules. The LSO staff suggests revisions to Chapters 6, 10, and 31 be done using a comprehensive approach.

Given this recent ruling on the Chapter 31 rules, the department has suspended further work on Chapter 6, pending discussion with the State Board.

Wyoming Statewide System of Support

Collaborative Council Meeting

Casper, Wyoming

Tuesday, April 4, 2017

Central Services Facility of Natrona County School District, Westwood Room

970 North Glenn Road, Casper, Wyoming

Mission

The Collaborative Council exists to provide strategic direction for unifying and aligning the efforts of multiple education stakeholders who will develop and deploy an effective Statewide System of Support for all Wyoming students.

Agenda

- | | | |
|----|---|-------------|
| 1. | Welcome and Agenda Review | 10:00-10:15 |
| 2. | Check-In and Updates from the Field | 10:15-11:00 |
| 3. | WDE/ESSA Update – Lisa Weigel | 11:00-11:30 |
| 4. | WDE Professional Development Planning – Shelly Andrews | 11:30-noon |
| 5. | Lunch | noon-12:30 |
| 6. | Logic Model Sections 4 and 5 (Action Steps for 2017-18) | 12:30-2:00 |
| | a. Identifying Critical Learning Areas for Wyoming Educators (Dialog) | |
| | b. Identifying Local Wyoming Experts in Critical Learning Areas (Process) | |
| 7. | SSoS Advocacy, “The Role of Collaborative Council Members” | 2:00-2:30 |
| 8. | Wrap Up | 2:30-3:00 |
| | a. Review of Action Steps | |
| | b. Communication | |
| | c. Check Out | |

Collaborative Council Meeting Summary

April 4, 2017

Attendees: Ken Griffin, Audrey Kleinsasser, Nick Bellack, Brian Farmer, Kathryn Sessions, Tom Sachse, Lisa Weigel, Joanne Flanagan, Jean Chrostoski, Gerry Chase, Mick Wiest, Jim Rose, Brian Doner, Shelly Andrews, Leslie Rush, Joel Dvorak, Kevin Mitchell, Diana Clapp, Rebecca Watts

Mission

The Collaborative Council exists to provide strategic direction for unifying and aligning the efforts of multiple education stakeholders who will develop and deploy an effective Statewide System of Support for all Wyoming students.

Our meeting was attended by 19 participants. The efforts by these professionals to attend in person and via a ZOOM link is deeply appreciated. We welcomed Diana Clapp as a special guest at our meeting. During our check-in we received updates from the representatives of our partner agencies and as always made sure everyone's voice was brought into the room. Lisa Weigel then gave us all an update of the work of WDE since our last meeting as well as an ESSA update. In addition, we heard from Shelly Andrews regarding the professional development efforts supported by WDE. Shelly also shared her planning process for future PD efforts to support schools and districts in Wyoming.

After lunch, council members worked through a process to identify critical learning areas for educators across Wyoming. Practitioners, from the classroom to the board room, generated a list of "learning needs" for Wyoming educators from their unique perspectives and insights. These lists will be distilled into one document. When this list is finalized, I will be asking the representative agencies to have their membership identify Wyoming experts who have demonstrated the ability to lead, facilitate, coach and/or overcome these learning challenges. This "rolodex" of Wyoming experts will help regional facilitators and practitioners across the state network and access local expertise to improve outcomes for all Wyoming students. With this tool, the opportunity to systematically and systemically increase networking and the sharing of best practices will accelerate improvement processes across the state.

This exciting work is just one example of the collective impact the collaborative council is having and can have on educational best practice in Wyoming. Building viable and robust networks of educators with tools like the "rolodex of experts" will become another pillar of the statewide system of support. It is economically feasible in these lean times and can be sustained and improved over time.

The remainder of our meeting was spent reviewing action steps, communication and we did a check out.

Our meeting adjourned at 3 p.m.

SSOS Work Summary for Joel Dvorak

March 30, 2017

March 1st through March 10th

This month began with an ESSA Section 5 meeting on March 1st. **(Deliverable #6)** Laurel Ballard has led this team and I am glad to be a part of it. We continue to work on the ESSA State Plan and especially informing the plan with the good work of the SSoS and the Collaborative Council. We will meet again on March 15th and again on March 29th while I am in Cheyenne for the SSoS Success for All Team meeting at WDE. This will be our last formal meeting. This work is important as we build the ESSA plan because of the power of alignment with the good work currently being done and being planned by our collaborative team of educators in the Council.

I continued to network and connect with several educators around Wyoming. **(Deliverable #5)** I met with Anne Perkins, Chair of the SCSD#2 Board of Trustees; Michelle Sullivan, University of Wyoming Trustee; Tom Sachse, State Board of Education Coordinator; and Walt Wilcox, State Board of Education President. Anne and I met to discuss possible school board trainings that are a part of the 5 initiatives the Council discussed at their November meeting. Michelle and I visited about members of the Council's role in informing the Trustees Education Initiative at UW. Tom and I continue to connect as we support the State Board of Education's role in the SSoS and the Collaborative Council. Finally, Walt and I meet to help lead the Sheridan #2 and Natrona County SD partnering initiative and the work of the SBE. These meetings are very helpful in maintaining relationships and positive connections to leaders across several educational entities in Wyoming. It is my experience that the return on investment from these relationships is great.

March 13th through March 22nd

This time was spent mostly in Collaborative Council agenda planning, SSoS Playbook writing, ESSA Section 5 Homework, and follow up to the Regional meeting in Powell. **(Deliverables 3, 4, 5, and 6)** Because this is the last Collaborative Council meeting for the 2016-17 school year, the planning of the agenda has taken on additional importance. As the outcomes of the legislative session are known from both a fiscal and programmatic perspective, they have to be included in the thinking on how to best use the resources of the Council to promote and implement the work of the SSoS. In addition, the thinking and planning that is required to produce a viable and relevant SSoS Playbook has been affected by the outcome of the Legislative Session and need to be considered. This is a work in progress that will take better shape after the Collaborative Council meeting on April 4th and follow up meetings with WDE.

ESSA Section 5 is taking shape in a positive manner in regards to alignment of the ESSA plan, the SSoS, and the Wyoming Accountability Model. This work is not finished and will continue to be massaged through the process set up by WDE. I will continue to be involved in this process to

contribute positive thinking to this work. In addition, the work on revisions to the SSoS regional framework is an important piece of work in regards to alignment with other agencies impacting K-12 education in Wyoming. This conversation will be continued with the Council as it is on the agenda for the April 4th meeting.

March 23rd through March 29th

On March 23rd and 24th I attended the State Board of Education meeting in Wheatland.

(Deliverable #2) Continuing to stay connected to the good work of the SBE in regards to Chapter 31 and Chapter 29 has a positive impact on the function of the SSoS. I have been invited to attend an administrative committee meeting of the SBE to participate in the discussion of leader accountability as addressed in Chapter 29. This may have an impact on the work of the SSoS and Collaborative Council.

On March 29th, I traveled to Cheyenne to meet with Lisa Weigel, the Success for All Committee, and the ESSA Section 5 Team. **(Deliverable #1)** All the meetings were productive. It was great to spend time with the Success for All Committee. This group has the capacity to remove barriers and align processes to help all work groups be more efficient. I was very encouraged by the agenda and dialog from this meeting. It is my hope that we can continue to meet monthly.

The product of the final ESSA Section 5 meeting is solid. There is still refinement that will occur through public input phase and the review of the SBE and other parties. It is my hope that the work of the Collaborative Council and the SSoS will be more prominently articulated within the document because this will strengthen the alignment to the best practices being currently deployed. I have been asked to be a member of the team that will continue the refinement of the Section 5 Plan. I will report on this work in my next work summary.

Collaborative Council Updates

Career Readiness Initiative

The Wyoming Career Readiness Council completed a needs assessment in September 2016. This needs assessment brought forward a need for Wyoming to look closely at data from K-12, postsecondary, workforce and industry to determine areas where Wyoming should prioritize its efforts. On April 4th, the Council will be meeting to go through the WyoSIMPL data analysis to begin develop the priorities for the Council's work. The WyoSIMPL data analysis has been completed by many of the districts across the state with support of WDE's CTE team.

Coders of the West

Coders of the West is a project that the WDE started to connect the students with industry partners. Phase I was the pilot project where we were able to connect students from Cheyenne and Sheridan to the industry through an internship with Gannett Peak Technology and Sheridan Programmers Guild. These interns are helping create a career exploration system for students throughout Wyoming to use. These students were introduced to the basics on computer science and coding in a way that will meet industry needs.

As Phase I of the Coders of the West pilot comes to an end, we are exploring how to continue the project into Phase II. We want to expand the program to allow for districts and students in all postsecondary institutions to participate in work-based learning experiences, including internships. To help students be better prepared for their internships, the WDE is working with curriculum directors, coding teachers, and industry partners to create an online class that will prepare students to work with the industry. The goal is to have the online class taken by students in the fall to prepare them for their internship in the spring.

Statewide LMS/SF35

Senate File 35 was signed into law on Thursday, March 9. SF35 was based on recommendations from the 2015 Distance Education Task Force to help reduce barriers associated with offering and taking virtual education courses. The bill made significant changes to statute. This includes removing the Distance Learning Plan, and instead establishing a centralized statewide Learning Management System (LMS) that districts may utilize to document, track, report and deliver virtual education courses. The LMS will assist districts with being able to provide equal access to educational opportunities for all students, and will increase ease of access and continuity for students throughout their education. A statewide LMS will open up new opportunities for educators to work together across districts, and will allow easier access to additional Hathaway Success Curriculum courses, Advanced Placement courses, coding courses, credit recovery courses, and additional world language options. The LMS will be made available to all school districts in the state, though districts can still choose to establish or continue using their own individual LMSs.

The WDE has partnered with five of the Wyoming Community Colleges and UW to establish a K-20 LMS. These groups have been investigating the best option for the state for an LMS. Through this investigation, Canvas has been tentatively chosen as the statewide K-20 LMS. Since the Legislature remove the appropriation for the system, we are working to determine the exact cost of the system to determine how much the WDE can afford to pay. If we are unable to pay for the entire K-12 part of the system, we are looking at paying for grades 9-

12 and allowing interested districts to pay for grades K-8. We are looking into partnering with Utah, who already has a K-20 Canvas implementation, to assist with driving down costs.

Wyoming Switchboard Network

The WDE is in the process of developing an upgraded Wyoming Switchboard Network (WSN) website with an online catalog for K-12 virtual education courses offered in Wyoming. The new version of the WSN site will include features to assist counselors, principals, students and parents in locating online course options and making registration requests. An online survey tool has also been added to facilitate the supply and demand aspects of district-to-district online course needs, offerings and participation.

Trust Fund Grant

The Wyoming Education Trust Fund Grant, also known as the Wyoming Education Trust Fund for Innovative Education Grant, was designed to provide funds to public school districts providing for innovation in or improvement to public education programs. The law allows for grants to be approved in the following categories: curriculum development, operational initiatives, administrator and staff development improvement programs, acquisition of technology equipment, applied science and technology programs, and technical preparation programs. Priority is given to those programs which supplement not supplant existing courses and curriculum, are easily transferred and duplicated by other districts, provide matching funds from non-state sources and demonstrate the ability of the recipient district to continue the programs after innovative fund monies are exhausted. Each year an estimated 5 to 7 grants are awarded.

The application for the grant award year 2017-2018 is now available for districts on the Wyoming Department of Education website. Grants reviewers were determined in February of 2017 and include members of the Wyoming Department of Education, University of Wyoming, and the Wyoming Citizen's Review Panel. All grants must be received by the Department by May 26, 2017, with all grant reviews being completed by June 23, 2017. Funds will be made available for district use on August 15, 2017.

Grant recipients will be required to submit monthly invoices to the department for reimbursement and will report on their project results by submitting a final report to the Wyoming Department of Education by June 1, 2018.

Open Range Wyoming

Open Range is an open education resource platform that will be used to create and maintain a statewide repository of openly-licensed educational resources and support Wyoming school districts and educators as they make the transition to the use of high-quality, openly-licensed educational resources in their schools. The overall goal of this initiative is to provide high quality Wyoming vetted and created resources to educators throughout Wyoming to be used in their classrooms which are already aligned to Wyoming standards.

The project has grown since its original inception. We have pulled together a committee with Alicia Vonberg Kerns as the project lead. The committee as a whole has met twice, and they have broken into five subcommittees: Platform & Integration, Curation of Resources, Resource

Vetting, Professional Development, and Launch/Rollout. Each subcommittee has met at least once and identified their chair and main milestones that they want to accomplish. We are planning for a launch date of Aug. 1, 2018.

Wyoming Innovations in Learning

The Wyoming Innovations in Learning conference is a first time conference that will be for a K-20 audience. UW e-Volution, WyDEC, WDE and School Librarians are partnering together to plan and implement a K-20 conference for Wyoming educators instead of offering two separate conferences for similar audiences. This conference will be November 2nd and 3rd in Laramie, WY.

As part of the conference, there will be an award ceremony with WyDEC and WDE. The WDE will be awarding a first ever K-12 "Digital Learning Innovations Awards." This award will be offered in three categories: Educator (teacher, media specialists/librarian, principal, or other school-based educators), District Leader (Superintendents, Tech Directors, or anyone providing services across the district), and Policy Makers or Program Leaders (legislators, teacher association members, education committees, or anyone providing services at outside of a school district).

Classroom Connectivity

The WDE, Governor's Office, Department of Enterprise Technology Services, and EducationSuperHighway have been collaborating to provide support to districts around connectivity throughout all classrooms. Training has included a roadshow across the state focused on E-Rate and network architecture and a multitude of webinars focused on assisting districts with understanding the E-Rate program. The E-Rate program is a federal reimbursement program for districts around fiber and wireless connectivity infrastructure. The WDE and the Department of Enterprise Technology Services are now hosting workshops to ensure districts are aware of federal funds available through the Universal Service Administrative Company's (USAC) E-rate program. There will be a two-part workshop on April 3rd for Tech Directors. E-Rate Essentials I will be from 10-12 and E-Rate Essentials II will be from 1-3. Links to training materials and announcements for future training can be accessed through the Classroom Connectivity Initiative on the Digital Learning and Support portion of the WDE website.



April 11, 2017

To: State Board Members

From: Tom Sachse, Ph.D.

RE: SBE New Members' Orientation: Next Topics and Timeframes

Now that the new board members' orientation has occurred, those of us involved in that training exercise would like to have your thoughts on what other topics you would like to have introduced and when you would like those delivered. For example, it may be that as new board members become more familiar with the accountability systems in Wyoming, you may want to have comparative information about other states' accountability systems. NASBE has a great deal of this information and would be happy to share it, at your request. Or, you may want to look at other states standards relative to Computer Science; Virginia and California have just recently completed work on new standards in that field. Montana has a really interesting model of "Indian education for All" and the board may want to receive information on how that is working. We would be pleased to arrange for any additional training you may want to improve your work as a board.



April 11, 2017

To: State Board Members

From: Tom Sachse, Ph.D.

RE: SBE Committee Options

Attached is a list of possible committees for your consideration. Please note, that if the board feels any of these committees is unnecessary, feel free to delete one or more from consideration. On the other hand, if the board feels there is need for a committee not listed here, feel free to propose one. While Walt would be appreciative of members volunteering, he may ask (read, assign) individual board members to join various committees.

Draft State Board Committee Overviews

Administrative Committee

Objective: To provide oversight of SBE administrative functions

Roles and responsibilities:

- Review and approve the next month's agenda items

- Monitor the Coordinator contract (include approving travel and timesheets)

- Monitor other contracts (e.g. NASBE Year 2)

- Review and approve all reports to the legislature

Desired outcomes:

- Meet State Board of Education legislative duties

- Advocate the State Board of Education agenda

- Execute and manage all state board contracts

Communications Committee

Objective: To articulate the roles and responsibilities of the State Board of Education

Roles and responsibilities:

- Manage the State Board website

- Contribute to pre-post-press release items

- Collect information and ideas about state board functions

Desired outcomes:

- Promote the functions of the State Board as a key policy lever in the oversight of public schooling in Wyoming

- Provide a variety of communication vehicles to communicate the work of the State Board

Legislative Committee

Objective: To advise the coordinator (and legislators, more generally) on the level of support for pending, proposed legislation

Roles and responsibilities:

- Set state board legislative priorities (in August and September)

- Convene at the request of the chairman or the coordinator to advise on pending legislation

- Respond to legislative requests for information and action

Desired outcomes:

- Advocate (without lobbying) for the positions and priorities of the State Board of Education

Budget Committee

Objective: To monitor the State Board of Education budget

Roles and responsibilities:

- Collaborate with WDE on the review of budget postings

- Assist and review the treasurer's work in preparing monthly reports

- Develop a broader understanding of the State Board budget and expenditures

- Propose the biannual budget requests to the WDE and JAC

Desired outcomes:

- Budget monitoring and oversight

- Communicating budgetary needs to other state agencies

- Maintain fiduciary responsibilities for budgetary expenditures



April 11, 2017

To: State Board Members

From: Tom Sachse, Ph.D.

RE: SBE 2017-18 Meeting Calendar and Locations

Attached is a proposed calendar of state board meetings for next year. This was originally proposed at the February board meeting, based on an interest in having monthly meetings usually the third or fourth Thursday and Friday of each month. The meetings typically start and end around lunchtime to minimize travel costs. Locations are suggested here, but those too may be amended based on board members' input.

STATE BOARD OF EDUCATION MEETINGS FOR 2017-2018

JULY '17 - CODY							AUGUST '17 - DOUGLAS						SEPTEMBER '17 - PINEDALE						OCTOBER '17 - LARAMIE							NOVEMBER '17 - GREEN RIVER						DECEMBER '17 - SUNDANCE													
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April 6, 2017

To: State Board Communications Committee Members

From: Tom Sachse, Ph.D.

RE: Minutes from March 3rd

The meeting began just after 3 PM with Kenny, Lisa, Kari, Kodi, Tom, and Katherine (Scotty joined the discussion, in process). Kenny began the meeting by putting forth two major agenda items the state board will have to consider, as they plan for continuation foreclosure of the existing communications contract (that ends May 31 of 2017). His overarching question is whether the state board values the communication plan now in place. If that response is negative, there is no need for continued discussion. If that response is affirmative, there is a series of questions about other aspects of the communication plan that need to be considered.

For Kenny's part the answer is affirmative, so the committee took up the second set of questions (but he was clear that he wanted to hear from the entire board before entertaining the second set of questions).

The committee then reviewed various aspects of the communications work this year to see whether there were some items that could be easily done within the WDE Communications (Kari's) department. Kenny commented that the work Kelly had done in creating and updating the State Board website was very well-done. Kari felt that her department could take up this work on behalf of the state board, and noted that updates had to be performed by WDE staff, as opening the state board section allows access to the entire WDE website, which is not permitted. She also pointed out that the state board section of the website is not changed without permission from the chairman of the state board.

Kenny then mentioned that the press releases that Kelly had done were both timely and accurate, but noted that the board had expected the coordinator to take up some of this work as the contract winds down. Tom explained that he had written the first draft of the March press release, which then received further editorial refinement from both Kelly and Kari. Kari volunteered that the replacement for Chelsie's position would likely have experience in writing press releases and that this responsibility could be shared between the coordinator and the executive assistant. She also offered to continue assisting with the before and after meeting press releases.

Kenny noted that the work Kelly had done in reaching out to the new Wyoming Public Radio (WPR) education staffer had featured former chairman Pete Gosar in an extensive WPR segment. Kari thought that she could also assist the state board in targeted media releases (though Scotty admitted it is likely we will not see another one hundred anniversary celebration for sometime).

Kenny also observed that Kelly had been instrumental in establishing the voice and independence of the state board at a time when that was truly necessary. There was some discussion about whether the differences between the state board and the state department of education have been largely settled. Certainly, this was the case with the division between the board's conviction on the common core state standards and the previous state superintendent's view.

The committee then discussed a class of large projects and/or special events that may need assistance from the communications contractor. They also discussed the potential for the Year 2 NASBE grant to be spent on communications. Tom responded that the grant had been written towards the prospect that there would be continued communications work. Indeed, he noted that the full \$15,000 could be spent on communications and fall within the terms of the grant proposal.

The group then discussed the pros and cons of communications assistance for two other areas that had not been fully fledged, including social media and blog posting. The committee appeared uncertain about whether social media was a real priority for state board communications and noted that blog posts (as in the case of the science standards release) could be written by the coordinator with assistance from the communications contractor.

Ultimately, the committee asked Tom to review the last six months of communication contract invoices to see whether he could reflect on and predict the large projects or special event where additional communications expertise might be beneficial. The committee also asked Tom to ask Kelly to make a proposal on targeted communication tasks that would fit within the funding available through the NASBE grant. The committee then decided that they would review the minutes and the submissions from Tom and Kelly at 10 AM on April 20, in advance of the Casper state board meeting.

April Administrative Committee Meeting Summary
April 7, 2017

- Process for Future Standards Review
 - We invited Laurie Hernandez to join us to discuss whether the SBE needs to provide content review committees with more specific directives as they proceed with their work. We believe that the process that is in place is a solid one. This topic became important in light of the last legislative session which saw the introduction of a number of bills related to content area changes. Since there will be at least two content area reviews (math and social studies) this year we suggested that several issues be addressed each time a content area is reviewed. The suggestions were:
 - Discuss the possibility of identifying graduation expectations within each content area
 - Develop a recommendation from the committee concerning the number of years that should be required for graduation in each content area
 - Collect data on student achievement in each content area
 - Collect data on assessments being used in each content area
 - Collect data on student enrollment in content areas not mandated for graduation requirements at the high school level
 - Explain the reasoning behind the level of specificity of written standards in the content area
 - Examine past legislative bills related to the content area to determine relevancy
- Leadership Accountability Process
 - Laurel Ballard and Joel Dvorak were invited to join us in the discussion of how to move forward with the Leadership Accountability process. The new law requires the SBE to promulgate rules and regulations for leadership accountability and evaluations by July 2018. We must: identify which district leaders will be included and identify the standards that will be used as the basis for leadership accountability and evaluations
 - Revising Chapter 29 to include these decisions appears to be a logical approach to the task. Involving a wide variety of stakeholders in the process is highly desired.
 - State Board Tasks include identifying the group that will do the work, developing the specific charge and parameters for completing the task; determining timelines for completion and identifying the process for final SBE decision.
 - Laurel will present a recommendation for the process at the April meeting.
- Review SBE committee descriptions, duties, and responsibilities
 - Tom will bring the finalized committee descriptions to us in April so that members can choose which committee they would like to serve on.
- Prioritize tasks for SBE
 - Tom has updated the list of SBE tasks based on recently adopted legislation and will be sharing them with us at the next board meeting.

- Changing roles
 - Part of the conversation about our coordinator role will need to take into account our new Executive Assistant and the work of Kelly Gould, our communications consultant. The communications committee has been busy preparing a list of communications needs to help us determine how to proceed with the communications contract. This information will be shared with the board at the April meeting.
- Options for coordinator position
 - Included with this summary is a document on various options for our coordinator position.
- April meeting agenda
 - The draft agenda was reviewed and modified with input from committee members.
- Orientation Plans
 - Tom reviewed the plans for new board member orientation on April 19th and 20th.
- FY18 SBE Meeting Locations
 - At the April meeting Tom will ask for approval of meeting dates, times, and locations for SBE meetings for the next year.