



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.

State Board of Education 2016 Planning Session September 22 Eatons' Ranch Wolf, Wyoming		
8:30 a.m.- 8:45 a.m.	Introductions, Mechanics, and Review of Agenda	
8:45 a.m.- 10:15 a.m.	Towards the Integration and Alignment of Chapters 6, 10, & 31	Tab A
10:15 a.m.-10:30 a.m.	Break	
10:30 a.m.- 11:45 a.m.	Implications of the Rules for Accreditation, Standards, and District Assessment System	Tab B
11:45 a.m.- 1:00 p.m.	Lunch	
1:00 p.m.- 2:30 p.m.	Considering the Board Goals, Legislative Interests, and Education Priorities for the state of Wyoming (including the 100th Anniversary of the SBE)	Tab C
2:30 p.m.- 3:30 p.m.	SBE Committee Reports	Tab D
3:30 p.m.- 4:30 p.m.	Update on the State System of Support	Tab E
4:30 p.m.	Recess	
State Board of Education 2016 Planning Session September 23 Eatons' Ranch Wolf, Wyoming		
	Continuation of State Board of Education meeting	
8:00 a.m.	Roll Call	
8:05 a.m.- 10: 00 a.m.	Action Items <ul style="list-style-type: none"> • Policy Review (policies 11,12,19, and 22) • Science Standards • Specialty Assessment Task Forces Reports 	Tab F
		Tab G
		Tab H

10:00 a.m.- 11:45 a.m.	The role of State Boards of Education in the 2015 Every Student Succeeds Act	Tab I
11:45 a.m.- 1:00 p.m.	Lunch	
1:00 p.m.- 2:00 p.m.	Continuation of the ESSA and Legislative Interests for the state of Wyoming	
2:00 p.m.	Public Comment and Adjourn	



September 12, 2016

To: State Board of Education

From: Thomas Sachse, Ph.D.

RE: Towards the Integration of Chapters 6, 10, and 31

At the board's September planning session, Andrea Gable of Foresight Law and Policy will present the Department's work plan and initial work on recrafting Chapter 31 to address the issues raised by the Legislative Services Office. She hopes to have revisions available for Board action in January 2017.



**WYOMING
STATE BOARD
OF EDUCATION**

September 12, 2016

To: Wyoming State Board of Education

From: Thomas Sachse, Ph.D.

RE: Implications of the Rules for Accreditation, Standards, and District Assessment Systems

In preparation for the state board planning session, the Wyoming Curriculum Directors Association was asked to provide input on a very short survey (attached) relative to how pending rules impact the work they do. The results of the survey will be reviewed as a preliminary perspective on the work of the state board relative to revising the existing rules and establishing both interim and long term goals, as required by the 2015 Every Student Succeeds Act (ESSA) and state statute.

Describe the value of the current AdvancED accreditation process to your district and how your district uses accreditation results.	Should accreditation be focused on the school or district level? Why?	Besides the results on AdvancED standards, is there other information that should be included when determining accreditation status?	What suggestions do you have for improving the accreditation process?	Should graduation requirements be the same statewide or should they vary from district to district?	Are the graduation requirements in the state standards, some or all, of the high school level expectations?	How well do the Uniform Student Content and Performance Standards identify the graduation standards for each content area?
I think the process is very valuable! I know some feel like preparing for an external review is a lot of work, but the standards are good and it helps us to be accountable!	I think it should be at the district level. I am in a small district that includes four different communities miles apart. Each school used to function as their own entity. Systems thinking helps all the schools improve and share!	Maybe school performance levels	None.	I think there should be some basic requirements statewide with districts being able to expand on those.	Yes, although math seems to be very high and unreachable for some students by their senior year.	I think they are pretty clear. In ELA, however, I would like to see more direction in suggested courses to meet the requirements.
We treat the AdvancED visit like our 'Super Bowl' and we use the results to help drive our school and district improvement goals.	Both. Instead of having a district pass with adequate marks, but have a failing school, I would rather see a score for each school as well as a district score. This data will help pinpoint areas of success and focus!	Graduation Rate, Dropout rate. Growth measurement of students of some kind.	With the new standards being rolled out here at the CIC in a few weeks, it would be great to have a rubric of what each category looks like from worst to best and in-between.	I think it should vary from district to district, but approved by a governing committee/body.	Some.	I think it does an adequate job.

<p>Much of the process is subjective and the scores are so varied that it is hard to take it as a real beat of the school. However there are aspects of it that have value. Standard 3 and Standard 5 do have value if there is quality feedback from the group. That is not always the case and because of that sometimes if you have a good strategic plan the accreditation is compliance more than anything else. We use the information as long as it ties to the strategic plan so we can continue to grow and get better.</p>	<p>If a district is doing things correctly it should focus on the district goals as the evaluate the schools. Are all schools focused on the correct end goals?</p>	<p>The strategic plan for the district.</p>	<p>Tough question. The evaluators need to be grounded in what quality education is and some of the ELEOT materials are not as clear as they should be. A prime example of a rubric and standard that are not aligned with students and instruction in mind is the technology standard. the national average is around 1.9 or so. That is not because schools are not using technology but because their interpretation is it should be used all the time. That is not quality instruction.</p>	<p>This is a difficult question to answer but there should be certain aspects that should be considered as across the state and others should be district controlled. That being said, there are some that the state says all must have at this time. Then there is the consideration for online courses and concurrent courses so with all the outlining possibilities I am not sure it is best to say all must have the same but I do think all must have this minimum and then so many others to add to it.</p>	<p>They are only some. There are many others that need to be considered district-by-district</p>	<p>If a student can do the state standards as the state has them they will be ready for any career or the colleges in our state. I can't say they will be ready for Harvard but then the majority of our students will not be looking to Harvard anyway. We have quality good standards.</p>
--	---	---	--	--	--	--

<p>The current AdvancEd process allows us to see where we are doing well and where we can target for improvement. We use the results for setting goals and developing our district strategic plan.</p>	<p>I think the district level. If it is being done at the district level then the schools will need to be under that umbrella in order for the district to do well on the accreditation review.</p>	<p>Not that I can think of</p>	<p>Be careful about having preconceived notions about a school district based on what has been seen at "all the other districts".</p>	<p>Same statewide</p>	<p>yes</p>	<p>I think they do fairly well</p>
--	---	--------------------------------	---	-----------------------	------------	------------------------------------

<p>The AdvancED process was extremely beneficial to our district this last fall (2015). We completed several self-assessments prior to the accreditation process and made great strides towards improvement in all areas that were rated low on our assessment. The accreditation process verified our findings and enabled us to work towards improvement in specific areas. This process is extremely beneficial if followed well because it makes sure that certain areas do not go unnoticed; it provides much needed accountability. There is such great value in the state comprehensive plan utilizing the AdvancED quality indicators. The effort is the same without having to develop paperwork for two separate entities.</p>	<p>As a small k-12 district, it makes more sense for us to have district level accountability because so many of our practices are developed through a k-12 model.</p>	<p>We felt like the accreditation process provided a thorough narrative regarding our district's achievements and needs.</p>	<p>None at this time. We felt that Geri Fitzgerald was a tremendous help in making sure that we were completing the necessary steps to be successful and complete all the required components.</p>	<p>It would be helpful to have the same graduation requirements statewide primarily when students are moving in and out of districts.</p>		<p>If districts develop proficiency levels for standards and show how students are meeting standards in each content area, then graduation requirements are definitely being achieved.</p>
--	--	--	--	---	--	--

The new template gives me detailed information about schools and their plans.	Schools! The district is really nothing more than the collective efforts of schools.	Not sure...Don't know what else you may mean as possibilities	Very clear idea of what districts must do for the 5 year review. We have school clarity, but district expectation is hazy.	Great question. At the very least, those with more rigorous standards ought to be recognized when grad rates are a bit lower!	Some...we've blurred the link between proficiency and passing courses. Not necessarily complaining though. May need that flexibility with diverse learners.	I read the statute to say that schools must offer courses encompassing the breadth of state standards but an individual student may not sit in all of those courses. Therefore, the lived experience of a given kid may only be partial exposure to standards. Science is the best example of this.
I helps in that we need to look at ourselves critically	both	it is pretty comprehensive	??	Untill all schools are standardized with what is offered and how many hours and such I think it has to be district control	I think accountability is making them all high	fairly well
It serves more as compliance - not much change comes from process.	I like district level.	Having been involved in the process - I feel the reporting is adequate.	Less time for spent on document harvest.	Vary - truly local control beyond minimum.	Some	OK - I feel educators need to be come more familiar with the standards.
Gives us an opportunity to reflect on current practice and identify areas of strengths and growth edges. Receive new ideas and feedback from outside reviewers.	District	No	Nothing. I think it works smoothly as it is and the feedback we recieve is beneficial.	Vary by district	Some.	Not known at this time.

<p>We use Advanced Ed accreditation results to plan our district/school improvement goals and plans.</p>	<p>Accreditation should be focused on both the school and district level.</p>	<p>No</p>	<p>It would be nice to have follow up meetings with the team that completed our accreditation information to see how we are progressing.</p>	<p>They should be the same.</p>	<p>I don't understand the question.</p>	<p>I believe the information is still vague and left to be interpreted by each district.</p>
--	---	-----------	--	---------------------------------	---	--

<p>We believe the input and benefit we get out of the AdvancEd accreditation process is directly related to what we put into the process. The process of having an outside entity come into the district and giving us feedback on the evaluation standards is beneficial. This gives us a tool to gauge our strengths and weaknesses. This helps us to evaluate our district and building goals. I will say there have been accreditation teams who are more effective than others. We have tried to make the visits authentic. The areas of improvement we have received have been routinely acted on.</p>	<p>For our district, we are content with the accreditation process being a district level focus. Each building adds to the district - even through there are areas where building are drastically different.</p>	<p>Student learning is something that is at the forefront of what we do every day. I am not sure how to incorporate student learning into an accreditation format, but I feel that could be emphasized.</p>	<p>Educate districts about how to get the most out of the accreditation process.</p>	<p>The same statewide.</p>	<p>I am not sure I understand this question. The graduation requirements are not part of the state standards. In our district, the graduation requirements equate to how many credits students need to earn to graduate. There is no direct tie to proficient/advanced, an expectation level, or a bank of knowledge that students must have to graduate.</p>	<p>This is hard to answer because currently the ACT is what we use to measure the content and performance standards (whether students are proficient or not). Since the ACT standards do not fully encompass our content and performance standards, the results are not well aligned for a proficiency outcome. The graduation standards in our district are centered around earning credits. Therefore, if students are passing courses - they are earning graduation credit. Passing a course does not necessarily mean standard proficiency.</p>
--	--	---	--	----------------------------	---	---

<p>It is a researched based program that keeps districts focused on the right priorities.</p>	<p>I think each school should be responsible for the standards, but then if a school is not meeting expectations the district should be held accountable to assist the movement of that school to meeting expectation.</p>	<p>???</p>	<p>Share best practices with other district on a yearly basis.</p>	<p>District should follow state guidelines with the flexibility to go beyond the state baseline.</p>	<p>This question is not clear to me.</p>	<p>Grade bands are very clear.</p>
				<p>Vary</p>	<p>few</p>	<p>not very well--Unless there are end of course assessments in all 9 content areas, the standards will vary in importance.</p>

<p>model is very valuable in building shared knowledge and accountability at the systems level (school & district). The focus and feedback is good for reflection and growth. However, it is too cumbersome, still too vulnerable as a one time event, and has credibility issues such as when every system accredited in a single year gets the same area of improvement (i.e. grading systems). I do not see the AdvancED accreditation model as having as much direct impact on classroom instruction as the WAEA model does. However, it is important for schools and districts to be high functioning systems in order to support teaching and learning. AdvancED is not the only model available and I don't know that it would be any better</p>	<p>Accreditation looks at a broad spectrum including many indicators of system inputs. WAEA looks at a far more focused output. However, there should be an expectation that if scored high in the inputs (accreditation) within a school that the output (student achievement and growth) should have some relationship. Maybe the SSOS could be a bridge for this but I do not support including accreditation in the WAEA accountability model (mixing inputs and output) as it would be too cumbersome. Both have their</p>	<p>Recently, the WDE compliance reviews that accompany the AdvancEd review seems weak. Auxiliary departments work hard to show they are of quality and in compliance. Food service has a separate review. Transportation and Maintenance seems weaker than in the past.</p>	<p>uses AdvancEd or WDE, the lead for accreditation visits (and preferably the assistant lead) needs to be the same person or there will always be concerns about credibility and comparability. In addition, if using individuals from other districts in Wyoming, make certain that all districts get represented and not use the same individuals repeatedly or multiple individuals from one district until all districts have the opportunity for that experience. Being a small state, we must</p>	<p>Same</p>	<p>Some</p>	<p>Stronger in some than in other. Performance indicators seem more specific for elementary and middle grades than high school.</p>
---	---	---	--	-------------	-------------	---

<p>Washakie No. 1 has used the AdvancED Continuous Improvement Model for as long as I can remember. We have appreciated the strategic planning, and the focus on systematic, systemic, sustainable improvement efforts. Schools and districts that utilize this model - or any other model - with an attitude of "commitment to continuous improvement" will see results. Those that consider this a "compliance" model will not.</p>	<p>experience with both models. The benefit of the school-based model is the personal nature of improvement where efforts are targeted specifically to the needs of the individual school - and are monitored at the individual school level. This being said, schools often lacked the cohesive focus associated with district improvement efforts. Over the past six years I have noticed significant improvements in the district "system." The strength of the district model lies with the systems'</p>	<p>Absolutely! The Comprehensive Improvement Plans that all schools put together focus on BOTH the AdvancED Standards AS WELL AS the Wyoming Accountability in Education Act. School - and system - goals that focus on both of these help districts to grow.</p>	<p>The Wyoming Accountability in Education Act is a strong model for improvement. The feedback that WDE provides on the Comprehensive School Improvement Plans is thoughtful and helpful to the improvement planning process. Don't let accreditation revert to the old NCA "compliance" model. Maintain the focus on a commitment to continuous improvement - not compliance to a set of statutes.</p>	<p>This is a difficult question, and one that we have struggled with locally. In Wyoming, local control is held as essential. I'm not sure there is grass roots support for this effort. Current accountability expectations make this an important consideration statewide . . .</p>	<p>requirements listed in the state standards represent "some" of the high school expectations for graduation from Washakie No. 1. Our graduates must acquire 25 credits to graduate. Within the twenty-five credits, students must earn credits in the following areas: 4 years (credits) of English; 3 years (credits) of mathematics; 3 years (credits) of science including Physical or Earth Science and Biology; 3 years of social studies including US History, World History, and American Government and Economic</p>	<p>Content teachers in Washakie No. 1 are very familiar with Wyoming Standards. There is a direct alignment between the Wyoming Standards, District Assessments, Standards Proficiency, and course completion/credit acquisition. Recent changes to the standards review process made a significant - and positive - impact in helping teachers to stay current on standards and ensuring curricular alignment to these standards.</p>
---	--	---	---	---	--	--

<p>I find the Advanc-ED accreditation process very intensive and thorough in its accreditation. The results are clear and provide guidance on setting specific goals to improve achievement. Our district uses the feedback to celebrate the successes and to set goals to improve in all areas. We know many of the areas we need to improve, but sometimes it is beneficial to have an outside expert confirm to all stakeholders the successes and areas of improvement.</p>	<p>I would like to see the focus on both. The district overall may be doing well but some schools maybe struggling and can be overlooked.</p>	<p>I am not sure at this point.</p>	<p>I would like for specific schools to be recognized for high standards of success or provide guidance to specific schools that need to improve.</p>	<p>District to district.</p>	<p>No.</p>	<p>Not very well.</p>
<p>We based our entire strategic five year plan around the AdvancED areas. We have looked at the ELEOT when writing SMART goals for the district and buildings.</p>	<p>School and district</p>	<p>I am not yet familiar enough with all the standards to know what gaps may exist</p>	<p>Glossary of terms.</p>	<p>Statewide with opportunity to have higher graduation requirements if a district had a graduated diploma system for AP courses</p>	<p>Some. We need some more advanced options for expectations.</p>	<p>I am not yet familiar enough to answer this question.</p>

<p>The process has good elements and I think that an outsider's eyes are good--I think for the cost of the AdvancED model, however, the state could better serve its districts with similar standards and less red tape</p>	<p>I like district accreditation, but not when it is at odds with school based performance ratings--the work of the system should be the overarching goals and each school has goals that meet its needs.</p>	<p>We are able to display lots of different data pieces, which is sufficient</p>	<p>Make it state based and allow schools who want to to the AdvancED process to do so, but I don't think nation wide the AdvancED accreditation is necessary any more</p>	<p>I think there could be some minimal expectation,s, but in today's world of customization and personalization, it is critical to give districts an opportunity to build a system they believe in and that will serve their population. For example, not all students need four years of math at the HS level.</p>	<p>Not sure what this question is asking</p>	<p>Not well</p>
<p>Our district utilizes the stakeholder surveys and information from the External review to inform our continuous improvement goals. The amount of documentation we gather for external reviews is a lot of work, especially at the beginning of the school year.</p>	<p>Accreditation should be focused on the district level. It is up to the district to develop the processes and systems that create an equitable learning environment for all students, no matter which school they attend.</p>	<p>I believe the AdvancED standards are pretty comprehensive when it comes to information required to determine accreditation status.</p>		<p>Graduation requirements should be the same statewide. The high expectations we have for Wyoming students should include ALL students, not just those we deem capable.</p>	<p>I'm not sure I understand this question. The graduation requirements for our district include the grad. requirements in the state standards and other things.</p>	<p>I don't understand this question either.</p>

<p>We are grateful for the guidance in helping our school improve! We used the ELEOT to help with walk throughs, we used the surveys, and it helped us focus on priority improvements!</p>	<p>Once we realized the review team looks at the district level, we've been making more of an effort to meet more as a district and it's helped us be more aware of what each other!</p>	<p>I thought the review included key aspects in a district!</p>	<p>I feel every district should have at least one person go through the process of being on a review team.</p>	<p>I think they should be statewide. This is a silly question. We need to all have the same high expectations!!!</p>	<p>I see it as only some. The state standards- Common Core are Rigorous and I know some students can still graduate without meeting all of the standards.</p>	
<p>My district finds great value in the AdvancED accreditation process and uses it to improve our district. We have building level and district level teams that meet regularly throughout the school year to continue our focus on our school goals.</p>	<p>District level - without a district level focus schools will work as individual silos making change difficult.</p>	<p>No</p>	<p>Our visit was last year, all in the all the process was good. I am anxious to learn about the new condensed process I have heard about.</p>	<p>Statewide - add a requirement of 4 years mathematics</p>	<p>Some</p>	<p>I believe they do a fairly good job of identifying the graduation standards for each content area</p>

<p>AdvancED accreditation does not benefit our district. We comply with the process because it is required, and the results of NCA and AdvancEd accreditation have never been useful to us. For example, their major finding at our last review was that we needed to increase student access to technology. At that point, we were in the midst of major tech infrastructure upgrades that later allowed us to increase student access. The accreditation team basically told us to work on something that was already in progress.</p>	<p>I have mixed feelings about this. Schools are where the real work gets done, but I hate to burden principals with work that yields no helpful results.</p>	<p>Schools should be held accountable for student learning results.</p>	<p>Offer an alternative route for districts who have excellent internal improvement processes.</p>	<p>Statewide</p>		<p>Not very well or clearly</p>
<p>Our district has, historically (last 10 years) not spent much time on AdvancED accreditation standards. I am new to the curriculum director position and plan to spend significant time training principals and staff on the standards and how they can provide a consistent framework for our improvement efforts.</p>	<p>Interesting question. All but one of the standards focus entirely at the school level. For that reason, I would say school level accreditation.</p>	<p>I do not have enough experience with the process to answer. I will say that if a school is at a level 3 or 4 in each of the standards, they should be accredited.</p>	<p>I would like to see the state provide each district with free access to the eleot tool.</p>	<p>At present, the state has very minimal requirements for graduation. I see no need to change what we have. Each district should be able to work within the current regulations.</p>	<p>I don't understand what you're asking, sorry.</p>	<p>ELA and Math are excellent. It drops off significantly from there.</p>



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.

State Board of Education 2016 Planning Session September 22 Eatons' Ranch Wolf, Wyoming		
8:30 a.m.- 8:45 a.m.	Introductions, Mechanics, and Review of Agenda	
8:45 a.m.- 10:15 a.m.	Towards the Integration and Alignment of Chapters 6, 10, & 31	Tab A
10:15 a.m.-10:30 a.m.	Break	
10:30 a.m.- 11:45 a.m.	Implications of the Rules for Accreditation, Standards, and District Assessment System	Tab B
11:45 a.m.- 1:00 p.m.	Lunch	
1:00 p.m.- 2:30 p.m.	Considering the Board Goals, Legislative Interests, and Education Priorities for the state of Wyoming (including the 100th Anniversary of the SBE)	Tab C
2:30 p.m.- 3:30 p.m.	SBE Committee Reports	Tab D
3:30 p.m.- 4:30 p.m.	Update on the State System of Support	Tab E
4:30 p.m.	Recess	
State Board of Education 2016 Planning Session September 23 Eatons' Ranch Wolf, Wyoming		
	Continuation of State Board of Education meeting	
8:00 a.m.	Roll Call	
8:05 a.m.- 10: 00 a.m.	Action Items <ul style="list-style-type: none"> • Policy Review (policies 11,12,19, and 22) • Science Standards • Specialty Assessment Task Forces Reports 	Tab F
		Tab G
		Tab H

10:00 a.m.- 11:45 a.m.	The role of State Boards of Education in the 2015 Every Student Succeeds Act	Tab I
11:45 a.m.- 1:00 p.m.	Lunch	
1:00 p.m.- 2:00 p.m.	Continuation of the ESSA and Legislative Interests for the state of Wyoming	
2:00 p.m.	Public Comment and Adjourn	



**WYOMING
STATE BOARD
OF EDUCATION**

September 12, 2016

To: Wyoming State Board of Education

From: Thomas Sachse, Ph.D.

RE: Considering the Board Goals, Legislative Interests, and Education Priorities

The attached paper offers a quick snapshot of recent state and district results largely taken from state assessment results over the last three years, when the state assessments have been stable. These results may form the basis of discussing various state board goals, some of which align nicely with the strategic goals of the Wyoming Department of Education. A number of potential board goals are enumerated for consideration by the board. Certainly, board members may identify goals from this list or consider other potential goals as well. The board will want to address process and consultation matters in addition to the actual discussion of alternative board goals.



**WYOMING
STATE BOARD
OF EDUCATION**

Preliminary Thoughts on Goals for the Wyoming State Board of Education

Planning Session Discussion Draft

September 7, 2016

Process Considerations and Implications:

The Wyoming State Board of Education is a 13-member lay board appointed by the Governor for non-repeating six-year terms (two of the members are *ex officio*). As such, the board operates in the context of a robust state department of education, led by an elected state superintendent of public instruction (one of the two *ex officio* board members). There are also 48 public school districts all with duly elected local school boards that value the tradition of local control.

Still, state statute (21-2-304 (b)(xiv)) requires the state board to “establish improvement goals for public schools ... based upon ... the state assessment system ...” The creation of such goals are best established in the context of related goals for educational improvement in the state, including those expressed by the state superintendent of public instruction, the Wyoming Community College Commission, the University of Wyoming, and a broad array of interested stakeholders including students, parents, school district leaders, local school board members, employers, community leaders, and others. The Board’s goals should be specific, measureable, and lead to meaningful, increased academic and workforce success.

Any effort by the state board to identify improvement goals ought to begin with an analysis of state assessment data and related indices, such as accreditation status, comparative states’ data, graduation rates, matriculation rates and college completion rates, employment studies, and population demographic projections. While some of the key data are not readily available (such as the college readiness of recent high school graduates) and some measures are in flux (such as the Wyoming Accountability in Education Act system), there are metrics that give a sense of the status of Wyoming education in terms of generally agreed upon academic achievement.

On the next several pages are some commonly available data on how well the state and school districts are performing. There are color codes to indicate strengths and weaknesses that highlight opportunities for celebration and/or improvement. On the first two tables of state data, yellow indicates areas noted in need of improvement, while blue indicates areas of strength. In the third table of district ordinals and ACT scores, the data are highlighted by quintile, with blue being the top 20%, green second, yellow third, orange fourth, and red fifth. Ordinals are rank orders, so a district that is 7th has the seventh highest percentage of students among the 48 districts; in this case, the lower scores are the better ones. These data are from PAWS for grades 3-8 and ACT for 11 (the 2016 ACT subscores have not been released). All these data are publicly available on Fusion.

Reading Percent Proficient and Advanced

2016										
Grade	All Students	White	Black	Hispanic	Indian	IEP	F/R Lunch	EL	Male	Female
11										
8	53.7%	57.2%	42.4%	40.8%	28.3%	16.6%	40.4%	11.3%	48.2%	59.6%
7	60.1%	64.7%	48.0%	43.4%	24.6%	20.7%	44.2%	14.4%	56.5%	67.9%
6	57.9%	62.3%	45.8%	42.3%	26.9%	19.7%	44.7%	9.4%	54.3%	64.3%
5	61.1%	66.0%	46.2%	44.9%	27.6%	26.3%	47.9%	10.9%	57.9%	61.8%
4	65.4%	70.3%	50.6%	49.2%	30.8%	31.0%	53.4%	17.1%	63.1%	63.9%
3	58.1%	62.9%	47.2%	39.0%	25.8%	29.7%	44.4%	20.4%	56.1%	59.6%
2015										
Grade	All Students	White	Black	Hispanic	Indian	IEP	F/R Lunch	EL	Male	Female
11	31.8%	34.5%	23.6%	19.0%	7.4%	10.7%	20.6%	<=5%	29.7%	38.9%
8	51.6%	55.9%	31.2%	36.6%	20.4%	18.3%	37.4%	10.0%	45.4%	58.3%
7	56.7%	60.9%	42.0%	42.0%	25.9%	19.4%	42.2%	8.3%	54.3%	59.3%
6	56.7%	61.1%	43.5%	40.2%	28.6%	21.9%	43.5%	13.4%	53.8%	59.9%
5	58.6%	63.3%	41.3%	41.9%	26.0%	23.0%	44.4%	9.6%	55.7%	61.8%
4	60.5%	64.8%	58.9%	46.7%	30.5%	28.5%	46.8%	13.7%	56.7%	64.2%
3	60.7%	65.6%	43.8%	42.3%	29.5%	31.2%	47.3%	20.1%	57.5%	64.1%
2014										
Grade	All Students	White	Black	Hispanic	Indian	IEP	F/R Lunch	EL	Male	Female
11	33.9%	36.7%	3.1%	19.2%	15.0%	16.4%	22.0%	<=5%	30.7%	37.2%
8	58.1%	62.5%	40.4%	40.9%	31.7%	20.8%	42.5%	11.2%	54.3%	62.2%
7	59.2%	63.7%	51.2%	44.1%	22.1%	22.7%	46.2%	9.2%	54.8%	64.0%
6	57.2%	61.1%	34.8%	43.3%	31.8%	22.2%	43.7%	12.9%	56.4%	58.1%
5	58.4%	62.7%	46.5%	41.8%	26.0%	26.5%	43.9%	12.7%	57.1%	59.8%
4	63.9%	68.4%	45.4%	47.4%	37.7%	30.0%	51.8%	20.7%	60.9%	67.2%
3	62.0%	66.5%	53.8%	46.8%	32.5%	32.4%	50.1%	29.4%	58.4%	65.6%

Math Percent Proficient and Advanced

2016										
Grade	All Students	White	Black	Hispanic	Indian	IEP	F/R Lunch	EL	Male	Female
11										
8	47.9%	51.6%	30.3%	34.9%	17.3%	13.3%	34.1%	9.8%	47.1%	48.8%
7	49.4%	53.5%	37.5%	33.4%	20.8%	17.1%	34.0%	13.8%	49.4%	49.4%
6	49.8%	53.4%	40.6%	37.1%	22.7%	19.0%	35.9%	16.2%	48.2%	51.6%
5	56.3%	60.8%	43.0%	40.9%	27.3%	26.5%	44.2%	16.4%	56.0%	56.7%
4	55.2%	60.2%	33.3%	37.8%	25.6%	28.0%	43.7%	13.4%	57.9%	52.3%
3	52.9%	57.3%	34.8%	36.7%	22.3%	30.9%	40.8%	24.5%	55.7%	50.0%
2015										
Grade	All Students	White	Black	Hispanic	Indian	IEP	F/R Lunch	EL	Male	Female
11	38.2%	41.0%	18.2%	24.0%	14.1%	11.0%	25.1%	7.4%	38.9%	37.4%
8	47.4%	51.8%	26.0%	33.1%	13.0%	15.3%	33.2%	14.0%	45.7%	49.4%
7	43.4%	47.6%	24.6%	28.7%	15.8%	14.3%	28.9%	6.9%	43.8%	43.0%
6	49.5%	53.4%	37.7%	35.0%	23.7%	20.6%	36.2%	10.8%	48.7%	50.3%
5	52.6%	56.8%	44.1%	36.8%	28.5%	23.4%	39.6%	17.9%	52.0%	53.3%
4	50.6%	55.1%	39.7%	34.9%	25.0%	25.1%	40.7%	15.4%	51.9%	49.2%
3	49.5%	54.3%	37.8%	30.7%	19.7%	27.2%	37.2%	16.2%	51.1%	47.7%
2014										
Grade	All Students	White	Black	Hispanic	Indian	IEP	F/R Lunch	EL	Male	Female
11	39.2%	42.3%	13.6%	22.1%	15.8%	14.1%	25.4%	8.2%	41.1%	37.3%
8	49.7%	53.3%	27.7%	35.0%	28.4%	17.7%	35.0%	8.4%	49.0%	50.5%
7	43.4%	47.2%	30.1%	30.1%	12.8%	16.7%	31.6%	10.8%	43.2%	43.5%
6	48.9%	53.0%	37.1%	34.6%	21.2%	19.6%	36.1%	11.4%	48.0%	49.9%
5	54.3%	58.1%	40.3%	40.5%	25.2%	26.9%	41.6%	13.9%	55.8%	52.6%
4	47.0%	50.8%	33.3%	32.7%	24.2%	25.5%	36.5%	13.5%	47.6%	46.4%
3	50.4%	55.9%	39.4%	33.2%	23.1%	30.6%	39.0%	21.0%	52.2%	49.2%

District #	NCA IEQ Score	2016 Ordinal Rank	2015 Ordinal Rank	2014 Ordinal Rank
0101	APR accepted	9	10	3
0201	IEQ 304	12	11	13
0202	IEQ 337	6	9	7
0203	IEQ 294	26	21	15
0204	IEQ 283	31	37	27
0301		36	30	35
0401	APR accepted	44	41	46
0402		10	24	18
0501		17	15	28
0502		32	7	24
0601		22	18	30
0701	IEQ 260	8	4	10
0714	IEQ 217	43	N/A	47
0702	IEQ 302	20	N/A	12
0721	IEQ 251	46	N/A	45
0724	IEQ 245	40	32	43
0725	IEQ 316	45	40	44
0738	IEQ 275	47	N/A	48
0706	IEQ 235	39	20	36
0801	APR accepted	24	23	33
0901		19	12	29
1001		23	28	31
1101		38	34	38
1102		28	35	26
1201		13	17	16
1202		7	3	4
1301		37	33	34
1401	APR accepted	42	39	41
1501	IEQ 306	3	2	2
1516	IEQ 288	18	N/A	11

1506	IEQ 308	2	5	8
1601	APR accepted, IEQ raised to 232	34	31	25
1602	APR returned;	41	36	21
1701		16	14	20
1702		1	1	1
1703		N/A	N/A	42
1801		4	6	5
1809		11	18	32
1901		35	38	40
1902		30	29	39
2001		15	8	9
2101		25	22	37
2104		21	13	19
2106		33	27	23
2201	IEQ 319	14	15	17
2202	IEQ 282	5	N/A	6
2301		27	26	14
2307		29	25	22

Possible State Board of Education Leverage Points

The following is a list of areas where the state board may elect to create goals that are congruent with or even dovetail with that strategic positions of the Wyoming Department of Education. This list is intentionally long to give board members a variety of alternatives that may fit within the purview of the board. As discussed above, creating a list of educational improvement goals would be best undertaken in concert with school district collaboration and consulting other actors in the policy arena.

Early Childhood Education: The state board has been discussing the transition to universal (optional) preschool programming, as a catalyst for bringing many preschoolers up to the literacy and numeracy preparation that some children in a rich home environment already possess, by the time they are five. The board may want to find (grant) resources to pilot such an initiative in several locales around the state with

an eye toward eventually growing the program into something state supported and statewide.

Improving Graduation Rates: This indicator has been on districts' radars for some years now (really since 2007) and continues as an important metric in the Wyoming Accountability in Education Act. The Board could showcase models in state (Lincoln CSD #2, Sheridan CSD #1) and/or those in the region (Missoula, Bozeman) to illustrate that real change can occur and how they have done it in these model sites.

Improving College Readiness: Some Wyoming high school graduates, especially those going on to community colleges, have rather poor academic performance requiring remedial (developmental studies) classes in which they do not fare well mastering college level material. This leads to an unacceptably high community college drop-out rate. There are pilot initiatives around the state that could be worth highlighting and adapting, so that each district has an ongoing relationship with their local community college to address the readiness issue in an effective manner.

Indian Education for All: While improving the performance and preparation of American Indian students deserves a high educational priority for the state, the inclusion of the history and cultures of all native peoples deserves a high societal priority for our state. Preparing the systems for Indian Education for All would require the involvement and intervention of various groups like the Wind River Triad organization, UW College of Education, PTSB, curriculum directors, history teachers, and others. The Board could call for legislation (like that from Montana) and ask the Collaborative Council to begin earnest discussions of the pros and cons to such a plan.

Legislative Clarity: Currently, state statutes refer to a variety of phrasing to refer to the state standards and graduation expectations. This has created problems for the resolution of Chapter 31 refinement and generally adds confusion to the process. In addition, the phrasing Common Core of Knowledge and Common Core of Skills causes districts grief partly over the anxiety of Common Core anything and confusion over which are required and which are embedded. These could easily be statutorily clarified and immediately reduce confusion and consternation.

Expenditure Efficiency: As the Governor calls for finding opportunities to save funds, all areas including education will be asked to find savings. One obvious reduction could occur if the state board could ask districts to adopt common calendars in the next several years. Savings could occur in joint professional development offerings, combined state meetings, reduced activities travel, joint purchasing power, etc.

Improving Accreditation Scores: The Wyoming Department of Education has set one of its strategic targets to be improving the overall AdvancED score. This metric may be "improvable" with attention and intention. This is also a specific opportunity to align with and support the WDE's key initiative.

Improving K-2 Attendance: Ultimately, early attendance is a strong correlate and predictor of later graduation. In Wyoming, the optional kindergarten attendance means kids are not expected to demonstrate regular attendance until they turn seven. If poor attendance patterns are allowed to develop in the first two years of formal schooling, they will be difficult to turnaround in later years.

Collaborative District Assessment System Work: In the past, during the more rigorous psychometric requirements of the Body of Evidence, two multi-district consortia were in operation that gave interested districts the leverage and technical expertise to create common forms of assessment often with multi-district metrics.

Standards Alignment: The last few standards adopted by the state board have established deep and rigorous expectations for all students. The content areas of English/Language Arts, Mathematics, and Science have each created enormous opportunities and challenges for districts that truly align to these internationally benchmarked sets of standards. The board set goals for alignment of current standards, and how to go about considering future standards.

Transitioning from Highly Qualified to Highly Effective Teachers: As the federal education acts transition from NCLB to ESSA, one of the interesting and important transitions will occur largely under the aegis of PTSB. Other agencies and institutions will likely have a voice in freeing up the paper-trail of “highly qualified” and moving to more results-focused definitions of effectiveness.

Supporting STEM Programs: The Governor’s Office has begun advocating for more STEM initiatives and recently completed a pilot program called Coders of the West, where high school students collaborated with community college faculty to learn coding basics; some of those went on to enter industry internships with regional coding firms. Many similar initiatives could be launched congruent with the new science standards.

Expanding Career and Technical Education (C&TE) Concentrators: By every metric, students that focus on a career pathway do well in school and graduate on time. Expanding the number of C&TE concentrators would boost the career readiness indicators for the state and develop closer connections between schools and employers.

Maintaining Arts Education: In the next three to five years, compressed budgets will force districts to take a close look at elective options. It will be challenging for districts (especially small ones) to maintain broad and deep programs of arts education that are so attractive and meaningful to many students in rural areas of the state.

Expanding World Languages: Wyoming students have limited access to modern languages. At a time when more jobs and other opportunities are open to speakers of other languages (think Arabic, Russian, American Sign, etc.) there could be value in

promoting distance education and other technology-mediated offerings in “non-traditional” languages. Other programs, including the elementary grades immersion programs might also be offered in more districts statewide.

Supporting “Non-Cognitive” Skills: A number of prominent authors (Dweck, Duckworth, Tough to name a few) have cited research demonstrating the powerful effect of personal attributes, such as work ethic, to educational success. More importantly, these personal characteristics can be taught and learned.

Next Steps:

At the September Wyoming State Board of Education Planning Session, board members will have a preliminary discussion of the above data elements and whether this brief trend analysis suggests one or more areas as targets or goals for further discussion. It may be that in the planning session, board members narrow the field of possible improvement goals to three or five that merit further discussion “in consultation with” a variety of other partners in the education enterprise. Others could become supportive initiatives that remain key elements of our strategic plan.

The purpose of this brief paper is to array some meaningful data fields and to offer some possibilities for educational goals for the state of Wyoming, given the reach and range of the state board of education. The discussion of state board goals would best be framed in the context of the ESSA demands for interim and long-term goals due to the U.S. Department of Education.



**WYOMING
STATE BOARD
OF EDUCATION**

September 12, 2016

To: Wyoming State Board of Education

From: Thomas Sachse, Ph.D.

RE: SBE Committee Reports

During this segment of the state board planning session, committee members will share information from the Administrative Committee, Communications Committee, and Accountability Task Force, among others. Attached are the draft legislative recommendations emanating from the last Accountability Task Force meeting (held on September 7th).

State Board of Education Administrative Committee Report
August 29, 2016

Attendees:

- Pete Gosar
- Walt Wilcox
- Tom Sachse
- Mackenzie Williams
- Katherine Leuschel
- Lisa Weigel
- Sue Belish

1. We reviewed the revised “September 1 State Board of Education Report on Board Governance Structure and the Need for an Independent Board Coordinator/Executive Director” report.
 - a. Tom did an excellent job on the report which now includes all of the items discussed by the Board in August. The committee also suggested incorporating the four recommendations in two other spots within the report.
 - b. The committee approved the report with a few minor formatting changes.
 - c. Thanks to Tom and Paige for their efforts on this report.
2. We reviewed the tentative agenda for the September 22-23rd meeting.
 - a. Minor changes to the times and order of items were discussed.
 - b. Several additional items were added.
 - c. All agreed on the agenda.
3. We discussed how to collect information from district superintendents, curriculum directors, school board members, and WDE staff on aspects of Chapter 6, 10, and 31 prior to the September meeting.
 - a. Tom will work on a survey that can be sent to the various groups to get input.
 - b. Katherine is working to identify the current education statutes related to accreditation
 - c. Once we have the survey completed, Lisa will work with WDE staff to get their perceptions
 - d. Sue and Tom will attempt to meet with Amy Starzynski to discuss some of the alignment issues related to these rules.
 - e. We want to use the results of the survey to guide our discussions during the retreat.
4. The committee agreed to a regular meeting time: the first Monday of each month, 12:30-2:30.

Advisory Committee to the Select Committee on Statewide Education Accountability

Summary Report of Meetings 8/26/16 and 9/7/16 Submitted by Sue Belish

Committee Focus

1. Align WAEA with ESSA
2. Develop recommendations for improving the current system and updating WAEA statutes

Major issues to address in making WAEA coherent with ESSA

1. Include progress of EL students in developing English language proficiency
2. Address the performance of all identified subgroups
3. Identify schools for comprehensive support
4. Decide on the use of readiness, including career and military readiness, as the 5th indicator for high school accountability
5. Decide on the 5th indicator(s) for middle and elementary school accountability
6. Establish long-term goals and measurement of interim progress for achievement, graduation, and proficiency for English Language Learners

Potential 5th indicator for high school accountability

1. Define career and military readiness
2. Determine what aspects of career and military readiness can or should be in the high school accountability system as part of the readiness indicator.
3. Discuss the advantages and unintended consequences for expanding career readiness
4. Consider leaving the system as it is

Potential 5th indicator of student or school success at elementary and middle school

1. Consider using tested readiness since it connects to college and career readiness; which means using the results of the statewide assessment and equating them to college and career readiness
2. Consider adding a measure of school climate or of student engagement; these would be new measures (surveys, tests, or other)
3. Consider leaving the system as it is; instead of adding a new indicator use equity;

Phase II – teacher and leader evaluation

1. Consider previous Phase II recommendations in context with Chapter 29 rules and regulations

Potential changes to WY Statute 21-2-204

1. The advisory committee has not taken a formal vote on these recommendations, though we have had spirited discussion. Some of these recommendations are place holders until action is taken. They will be submitted to the Select Committee.
2. Many of the changes are language related so that WAEA conforms to ESSA and we don't create two separate systems.
3. Suggest that the "standardized college readiness test" (ACT or SAT) won't be used as an achievement indicator, but will be administered as part of the readiness indicator.

4. Recommend that readiness, which is already part of the system, be the fifth indicator for ESSA. Additionally expand the readiness indicator to include career readiness and military readiness as a subset of career readiness. "Career readiness, including military readiness, to be measured by validated career readiness assessments or certification of "concentrator status" in a career-technical educator course of study"
5. Include language about English Language Learners (ELL) and the targets that are necessary for ELL students.
6. Suggest that the WDE, in consultation with the SBE and the Advisory Committee, may recommend a 5th indicator for elementary and middle school accountability.
7. Include new language about long-term and interim targets as part of the requirements to be compliant with ESSA.
8. Tweak other language in the statutes concerning school improvement plans.

My personal recommendation to fellow Advisory Committee members was:

We should invest more of our efforts on the work of improvement (system of support) as opposed to developing a more perfect accountability system. There is more to be gained by keeping the system stable for a few more years to enable schools to stay focused on their improvement strategies.

I advocated for:

1. Keeping our accountability system as close to what we have now as possible providing it conforms to ESSA (we know ELL and goals, targets need to be added).
2. Not adding additional indicators if we can use indicators that are already in our system
3. Using the measures currently in our system as they are intended to be used (do not use the college entrance test as part of the achievement or growth indicators).
4. Making the system of support the most important focus of our work

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

(a) This section shall be cited as the "Wyoming Accountability in Education Act."

(b) A statewide education accountability system shall be established by the state board through the department of education in accordance with this section, which implements the components of the education resource block grant model as defined by W.S. 21-13-101(a)(xiv) and as contained in Attachment "A" as defined under W.S. 21-13-101(a)(xvii). The first phase of this system shall be a school-based system that is based on student performance as determined through multiple measures of school performance. The goals of the Wyoming Accountability in Education Act are to:

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

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

(iii) Become a national education leader among states;

(iv) Ensure all students leave Wyoming schools career or college ready;

(v) Recognize student growth and increase the rate of that growth for all students;

(vi) Recognize student achievement and minimize achievement gaps;

(vii) Improve teacher, school and district leader quality. School and district leaders shall include superintendents, principals and other district or school leaders serving in a similar capacity;

(viii) Maximize efficiency of Wyoming education;

(ix) Increase credibility and support for Wyoming public schools.

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

(i) *[Effective July 1, 2017]* Student longitudinal academic growth in English language arts and mathematics as measured by assessments administered under paragraph (ii) of this subsection, beginning in grade four (4) and for all subsequent grades for which

there is a state summative achievement test in the immediately prior grade in the same subject area designed to measure the same set of academic content standards;

(ii) [Effective July 1, 2017] Student academic achievement in English language arts, mathematics and science as measured by:

(A) The statewide assessment administered under W.S. 21-2-304(a)(v) in:

(I) English language arts and mathematics in grades three (3) through ten (10);

(II) Science in grades four (4), eight (8) and ten (10);

(III) Repealed by Laws 2015, ch. 99, § 2.

(B) ~~A standardized college readiness test in grade eleven (11).~~

(iii) [Effective July 1, 2017] Repealed by Laws 2016, ch. 113, § 2.

(iv) [Effective July 1, 2017] Postsecondary Readiness ~~readiness to include:~~

(A) College readiness, as defined by a standardized college entrance examination administered pursuant to W.S. 21-2-202(a)(xxx) in grade eleven (11), together with a readiness indicator defined by a series of student eligibility data reports generated under the Hathaway student scholarship program established by W.S. 21-16-1301 through 21-16-1310, with school level results aggregated according to a procedure in which values and weights determined by a deliberate method are tied to specified definitions of ~~post secondary~~ college readiness; OR

(B) Career readiness to be measured by validated career readiness assessments and certification of "concentrator status" in a career-technical educator course of study; OR

(C) Readiness for service in the United States military as measured by the Armed Services Vocational Aptitude Battery (ASVAB)/Armed Forces Qualifying Test (AFQT) and by performance on a measure of physical fitness

(v) Readiness, as defined by graduation or high school completion rates;

Formatted: Indent: Left: 1.5", Numbered + Level: 1 + Numbering Style: A, B, C, ... + Start at: 1 + Alignment: Left + Aligned at: 2" + Indent at: 2.5"

Commented [s1]: NOTE to Advisory Committee: I tried to combine military into career as suggested at our meeting, but the language was just much cleaner when I made them into separate bullets. Also note, we don't have to define the physical fitness measure now, but we need a placeholder.

(vi) Readiness, as defined by ninth grade credit accumulation;

(vii) *[Effective July 1, 2017]* Equity as defined by a measure of academic student growth for ~~nonproficient~~ students that are behind students in English language arts and mathematics, subject to a standard for academic progress that is linked to attainment of proficiency within a reasonable period of time. If a school is without a sufficient sequence of assessment scores to support growth computations, another approach to equity may be used subject to approval of the state superintendent.

Commented [s2]: Note to LSO: this language is both more accurate and conforming to ESSA

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

(ix) The WDE, in consultation with the Advisory Committee to the Select Committee on Statewide Education Accountability, shall propose an additional indicator of school quality or student success. Different indicators may be used for elementary, middle, and high school, but the same indicator must be used for all schools in the state for the given grade span. The indicator(s) shall conform to the December 2016 report to legislature.

(d) Beginning in school year 2013-2014, and each school year thereafter, the department of education shall compute and report an overall school performance rating measured by student performance on those performance indicators specified under subsection (c) of this section. Any school through its school district may seek informal review of any overall school performance rating or other performance determination in accordance with the following:

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

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

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

(iv) Repealed by Laws 2015, ch. 179, § 3.

(v) Not later than fifteen (15) days after a school receives its final rating or other performance determination from the department of education, the school district may seek an informal review with the state board. The state board shall make a final determination as to the performance rating or other performance determination within thirty (30) days after receipt of the request for review;

(vi) The state board shall promulgate rules and regulations governing the informal review process before the board as conducted under this subsection.

[New section that I think goes about here:]

The State Board of Education through the WDE shall establish long-term and interim performance targets for all Wyoming schools for academic achievement, graduation rate, and progress towards English language proficiency for English Learners. The interim and long-term target levels for school performance for achievement, graduation, English language proficiency, as well as other indicators measured under subsection (c) of this section shall conform to the December 2016 education accountability report as defined by subsection (k) of this section and shall be used by the state board through the department to guide the deliberative process [PJP] described in section (a)

Formatted: Indent: Left: 0.25", No bullets or numbering

(e) The state board, through the department of education, shall compile, evaluate and determine the target levels for an overall school performance rating and for ~~content-indicator~~-level performance. The board shall execute this determination through a prescribed deliberative process informed by a panel comprised of broad based representation from both public education and the community at-large. A deliberative process shall be employed after the first operational year of the revised school accountability system [insert date] to establish benchmark standards for school performance. The process may be revisited if the indicators or some other significant aspect of the school accountability system changes or based upon periodic review of the system that justifies a change. The target levels for school performance on all performance indicators measured under subsection (c) of this section shall conform to the January 2012 education accountability report and updated by the December 2016 report as defined by subsection (k) of this section and shall be used by the state board through the department to:

Commented [s3]: NOTE to LSO: All my little letters and references are just placeholder that I know you will have to adjust. I'm not just trying to confuse you©

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

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

(B) Meeting expectations;

(C) Partially meeting expectations; and

(D) Not meeting expectations.

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

(iii) Coordinate the target levels, school and ~~content indicator~~-level determinations with the availability of the system of support, including comprehensive and targeted support, interventions

Commented [s4]: ESSA language

and consequences administered in accordance with subsection (f) of this section.

(f) A progressive multi-tiered system of support, intervention and consequences to assist schools shall be established by the state board, and shall conform to the January 2012 and December 2016 education accountability reports as defined by subsection (k) of this section. The system shall clearly identify and prescribe the actions for each level of support (including comprehensive and targeted support), intervention and consequence. Commencing with school year 2014-2015, and each school year thereafter, the state superintendent shall take action based upon system results according to the following:

Commented [s5]: ESSA conforming

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

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

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

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

(v) Schools designated as partially meeting expectations shall file an improvement plan in accordance with paragraph (iv) of this subsection that identifies and addresses all content and indicator areas where performance is below target levels. The state superintendent shall appoint a representative in accordance with paragraph (vii) of this subsection to monitor the school's progress towards meeting the specified goals and implementation of the processes, measures and methods as contained in the school's plan. The representative shall assist the district in identifying and securing the necessary resources to support the goals as stated by the school and the district. Failure to meet improvement goals as

specified in the plan for two (2) consecutive years may require that the school be subject to paragraph (vi) of this subsection;

(vi) Schools designated as not meeting expectations shall file an improvement plan in accordance with paragraph (iv) of this subsection that identifies and addresses all content and indicator areas where performance is below target levels. In addition, the evaluation of a district's student assessment system as provided by paragraph (vii) of this subsection may be undertaken in that school year immediately following any school year in which a school within the district has been designated as not meeting expectations. The state superintendent shall appoint a representative in accordance with paragraph (vii) of this subsection to assist in drafting the improvement plan, including the selection of programs and interventions to improve student performance. The representative shall perform duties as required by paragraph (v) of this subsection. The plan shall be recommended by the school district superintendent and approved by the local board of trustees prior to submission to the department. The plan shall describe the personnel and financial resources within the education resource block grant model as defined by W.S. 21-13-101(a)(xiv) necessary for implementation of the measures and methods chosen for improvement and shall specify how resources shall be reallocated, if necessary, to improve student performance;

[New section, perhaps (vii)?]: Schools identified under subparagraphs (iii) and (iv) that maintain the same performance rating for two or more years shall file the required communication or improvement plan the first year of their designation and then every third year thereafter as long as the school maintains the same level of performance.

[Additional new section]: Schools identified under subparagraphs (v) and (vi) shall file the required improvement plan the first year of their designation and then yearly updates on the progress towards the goals and strategies outlined in the original plan as long as the school maintains the same performance designation.

(vii) A representative shall be appointed by the state superintendent, in consultation with the local board of trustees, for all schools designated under paragraphs (iv) through (vi) of this subsection to serve as a liaison between the school district leadership and the department. The representative shall be an employee of the department, an employee of a Wyoming school district or any combination, and may require more than one (1) individual for schools requiring substantial intervention and support. Additionally, one (1) representative may be assigned to more than one (1) school. Among other duties as may be requested by the district or department, the representative shall review and provide suggestions on the improvement plans submitted by schools in accordance with paragraphs (iv) through (vi) of this subsection, and may review and evaluate district student assessment systems implemented under W.S. 21-3-110(a)(xxiv) to ensure alignment with the uniform state education

Formatted: Indent: First line: 0"

Commented [s6]: Note to LSO: these additions were requests from the Advisory Committee to reduce the paperwork associated with filing yearly plans.

standards. After one (1) year of a school not meeting expectations under paragraph (vi) of this subsection, approval of the improvement plan by the representative appointed under this subsection shall be required. Requested resources for improvement plan implementation, or the reallocation of existing resources for plan implementation, shall be based upon a comprehensive review of the available research. Justification for resource allocation or reallocation shall be incorporated within the written improvement plan. The representative shall possess expertise appropriate to particular strategies incorporated within improvement plans to enable necessary plan evaluation, and shall be commensurate with the level of intervention, support and consequences to be administered under this subsection. The state superintendent shall annually report to the state board on the progress of each school in meeting annual goals and overall improvement targets, fully describing the effectiveness and deficiencies of efforts to improve school performance in performance categories prescribed by this section;

(viii) To the extent permitted by law and rule and regulation, plans submitted in compliance with paragraphs (iii) through (vi) of this subsection shall serve to comply with similar requirements administered by the state superintendent and the department, and the state board shall ensure the plans minimize submission of duplicative information, material and the administrative burdens placed upon schools. All plans submitted under this subsection shall be made available for public inspection through internet access as defined by W.S. 9-2-1035(a)(iii);

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

(g) Repealed By Laws 2013, Ch. 195, § 4.

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

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

(A) Supports the overall school performance rating;
and

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

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

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

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

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

(j) Beginning school year 2014-2015, and each school year thereafter, the state board shall through the state superintendent, annually review the statewide education accountability system, including but not limited to a review of the appropriateness of the performance indicators, the measures used to demonstrate performance, the methods used to calculate school performance, the target levels and statewide, district and school attainment of those levels and the system of support, intervention and consequences. Not later than September 1, 2015, and each September 1 thereafter, the state board shall report to the joint education interim committee on the information required under this subsection and the results of the accountability system for each school in the state.

(k) As used in this section, the "January 2012 education accountability report" means the report prepared by legislative consultants submitted to and approved by the legislature that addresses phase one of the statewide accountability in education system and establishes the design framework for this system. The

report is on file with and available for public inspection from the legislative service office.



**WYOMING
STATE BOARD
OF EDUCATION**

September 12, 2016

To: Wyoming State Board of Education

From: Thomas Sachse, Ph.D.

RE: Update on the State System of Support

Joel Dvorak will attend the state board planning session and present a PowerPoint of the recent work of the State System of Support along with plans for continuing work during the current academic year.



WYOMING SSOS REPORT

Wyoming State Board of Education

September 22, 2016

2016-17 FOCUS AREAS

- Data Retreats/Diagnostic Root Cause Analysis
- Comprehensive School Improvement Planning: evidence-based strategies and interventions, focused improvement planning, execution, monitoring and evaluation
- WY Center for Educational Leadership:
- District Assessment System Support
- Regional Frameworks and the Collaborative Council

DATA RETREATS/ROOT CAUSE ANALYSIS

- Conduct “not meeting expectations” school retreats, Fall 2016
- Data Retreat/Root Cause Training for WY Curriculum Directors, Oct. 17th
- Data Retreat/Root Cause Training for UW College of Ed. professors, TBD
- Build capacity through thoughtful and aligned supports for struggling schools and systems

SCHOOL IMPROVEMENT PLANS

- Consistent on-site support to include interim progress checks following Data Retreat/Root Cause Analysis
- Inform and improve Comprehensive School Improvement Plans (SIP)
- Support and assist schools in executing quality SIP (Timely Deliverables):
“Every school as a different starting point on the journey of improvement”
- Action plans personalized and customized for every school- 30/60/90 day plan
- Encourage communities, districts, schools to “own evidence for their success.”



WYCEL

- UW ECHO in Educational Leadership (District Leadership)
- UW ECHO in Building Leadership (Principals)
- Coaching for Enhanced Principal Performance (John Black)
- 2016-17 Wyoming Principal Leadership Academy (TIE)
- Each component provides professional development related to effective school leadership practices.

DISTRICT ASSESSMENT SYSTEMS

- Coach, support, and guide district leaders in district assessment system development, improvement, and deployment
- Professional Development in District Assessment (Jan Hough)
- Assist with clarifying policy language and alignment

COLLABORATIVE COUNCIL

- Continue work on systems alignment and collective impact
- 2016-17 meeting dates: Sept. 30th, Nov. 1st, Feb. 2nd, and April 4th
- Continue to steer the implementation of SSoS and ESSA
- Continue to work on all initiatives within a regional framework
- Alignment of all supports and services- “break down silos”

SSOS Work Summary for Joel Dvorak

September 10, 2016

August 10th through August 19th

The beginning of this time period included heading to Cheyenne to meet with Shelly and Lisa. Shelly and I met to coordinate and prepare for our Statewide System of Support (SSoS) and Collaborative Council Presentation at the School Improvement Conference in Casper at the end of September. Lisa and I met to review my 2015-16 contract deliverables and to clarify the work that had been done by the Collaborative Council and the initiatives of the SSoS. Our meeting was very productive and helped us get on the same page. As a result of this meeting, I am very optimistic and encouraged that not only is our relationship going to be highly collaborative and productive but the work of the Council and the SSoS will not miss a beat.

One specific example of how we will be working more collaboratively is that I will be in Cheyenne each month meeting face-to-face with Lisa's team at WDE that is working on the SSoS. This will be a great time to dialog, coordinate and align our work.

Most of the remainder of my time through August 19th was spent battling and recovering from a West Nile Virus infection.

August 22nd through August 26th

This week began with a discussion with Lisa and Shelly on 2016-17 contract deliverables and processes. We were able to come to agreement on deliverables and clarified expectations as we continue to collaborate to move the work of the Collaborative Council and the SSoS forward for the 2016-17 school year. I also spent time this week with Tom Sachse to share information about my work with the Collaborative Council and the SSoS. It is helpful that Tom and I both live in Sheridan and can meet easily and on a regular basis. Tom is now a member of the Collaborative Council and I look forward to a great relationship with him as he adds value to work of the Council and as liaison to the State Board of Education.

I also made a trip to Powell to spend a morning with Supt. Kevin Mitchell. Kevin updated me on his work in networking the schools and districts in the northwest region of Wyoming. Kevin has done some excellent work there and my interest was how can I help add value to the regional work he has already begun in the basin. I will be joining Kevin for one of his collaboration days in October in Powell. We also discussed the possibility of using some of Powell's highest performing principals as coaches to other principals in the basin. Kevin and I both think this is possible and we will continue to think about what this model can look like and when we may pilot it as a part of the SSoS.

August 29th through September 2nd

This week I finished the process to set the meeting dates for the four face-to-face meetings of the Collaborative Council for the 2016-17 school year. It is my hope that this forward planning will allow participation of most members of the Council in the meetings. At our September 30th meeting we will have the Council weigh in on the manner in which the last three meetings will occur. My interest in this is to make sure we do the best work while respecting everyone's busy schedules.

Mark Stock and I visited this week to clarify the specifics of the work of WyCEL in regards to the SSoS. Mark is living in Alaska and I needed to clarify that change on the ability of WyCEL to deliver on the expectations we have for the SSoS. The work of the ECHO Project should not be affected by Mark's move. The Principal's Leadership Training that is being facilitated by TIE should not be affected negatively. Finally, the principal coaching model that WyCEL is supporting may or may not function based on districts signing up and paying the fees associated with the coaching.

September 5th through September 9th

This week I attended the Advisory Committee to the Select Committee on Accountability that was held in Casper. As they worked on the additional indicator that can be a part of our accountability model, it is possible that the SSoS and the Collaborative Council will be engaged in helping determine the additional indicator. It was good to be there and I appreciated the invitation to contribute to the discussion of the committee.

Supt. Craig Dougherty and I also met this week to discuss how SCSD#2 can share leadership practices that have made them such a high performing school district. We discussed piloting a model where we use three of his "rock star" building leaders to form relationships and coach leaders of other schools in the northeast. In addition, I will be attending the monthly meeting of Fremont County superintendents to add value to their regional work.

Statewide System of Support

Dr. Anthony Muhammad - statewide PLC presentations

The Wyoming Department of Education partnered with the Wyoming Association of School Administrators to facilitate the delivery of customized on-site professional development workshops. These PLC workshops were presented as a Tier I component (available for all districts) of the Statewide System of Support.

Dr. Anthony Muhammad, a recognized expert in Professional Learning Community (PLC) principles, worked to create Professional Learning Communities (PLC) support throughout the State of Wyoming during the 2015-16 academic year.

The range of services he offered included school audits for districts that had begun the PLC process, and coaching for those districts already actively engaged in the PLC process. Six different professional development programs were offered as districts designed the on-site presentations in regions throughout the state.

The six programs included:

1. The basic PLC overview
2. Transforming school culture
3. Developing authentic collaborative teams
4. Agreeing on what all students should know and be able to do
5. Assessing whether students have learned those ideas
6. Providing additional support for students that need interventions or enrichments

Thirteen sessions were held at host districts across the state between November 2015 and April 2016. All sessions were open to any district able to attend. Approximately 2,400 educators attended these sessions. The following table provides dates and host locations.

Date	Host District
November 9, 2015	Fremont #25
November 10, 2015	Park #1
November 11, 2015	Park #6
November 12, 2015	Washakie #1
February 16, 2016	Converse #1
February 17, 2016	Campbell #1
February 18, 2016	Weston #1
February 19, 2016	Goshen #1
March 28, 2016	Sublette #1
March 29, 2016	Uinta #1
March 30, 2016	Carbon #1
April 1, 2016	Albany #1
April 6, 2016	Natrona #1

One session was cancelled due to weather, and this makeup presentation will be held in Cheyenne on September 29, 2016 at South High School from 8:30 am through 3:30 pm. The PLC topics of discussion will include:

- Developing authentic collaborative teams
- Agreeing on what all students should know and be able to do
- Assessing whether students have learned those ideas
- Providing additional support for students that need interventions or enrichments

At this time, a second year partnership has not been established.

Jan Hoegh, Associate Vice President, Marzano Research, LLC **Phase I & II - Assessment Literacy and Formative Assessment Resource Development**

The Wyoming Department of Education sponsored Phase I & II of the Assessment Literacy and Formative Assessment Resource Development training between fall, 2014 and spring, 2016. All sessions were presented by Jan Hoegh.

Phase I consisted of 14 two-day sessions held throughout the state, over a 10 month period. Approximately 800 educators from 45 districts registered for this training. Gaining an awareness of the research regarding classroom assessment, understanding the differences among obtrusive, unobtrusive, and student generated assessments and how to use each in the classroom, and learning how to design valid, reliable, and fair classroom assessments that meet technical quality requirements were among the learning outcomes for participants.

Phase II consisted of eight one-day sessions designed to provide more focused instruction for educators in specific content areas and grade spans. Approximately 700 educators from 40 districts from across the state registered for these one-day sessions. Participants learned about developing high-quality performance assessments, explored Webb's Depth of Knowledge and how to apply cognitive demand principles to assessment development. Both PTSB and UW credit were offered and of those educators attending, approximately 75% took advantage of this benefit.

An online evaluation conducted by Marzano Research resulted in an overall rating 4.68 out of 5.0. (Partial summary report attached)

Phase III – The Art and Science of Teaching

The District Assessment System Steering Committee has selected a customized workshop on the *Art and Science of Teaching*, presented by Jan Hoegh with Marzano Research, as the third phase in this professional development program for Wyoming Educators.

The two-day workshops are comprised of two consecutive units. Unit 1 will be presented in four regions across the state in fall/winter. Unit 2 will be presented in the same four locations in spring 2017. Districts should send teams of 6 – 8 educators for both Unit 1 and Unit 2, since this program will span four full days. Teams will include district or building leaders, instructional facilitators, and classroom teachers. Smaller teams will work with others attending the training.

Including but not limited to, teams will acquire a common language of instruction, learn to master essential instructional routines such as providing clear learning goals, and will learn important teacher behaviors for engaging students and building strong relationships. The department will also provide a one-year license to the *Marzano Compendium of Instructional Strategies* for the first 60 registrants for each Unit 1 session. The following table provides information on dates and locations for Phase III.

Unit 1	Unit 2
September 21 and 22 – Riverton	April 24 and 25 - Sheridan
December 5 and 6 – Green River	April 27 and 28 - Riverton
January 23 and 24 - Powell	May 4 and 5 – Green River
January 26 and 27 - Sheridan	May 11 and 12 - Powell

In addition to the sessions on the *Art and Science of Teaching*, two sessions on Assessment Literacy, Formative Assessment, and Performance Based Assessment will be offered in January and February. This Phase I & II combined session continues to be requested by educators and provides a strong foundation in assessment literacy and assessment development.



**WYOMING
STATE BOARD
OF EDUCATION**

August 12, 2016

To: State Board of Education

From: Tom Sachse, SBE Coordinator

RE: Action Items

During the business part of the state board planning session, the board will be asked to take actions on three different topics. First, the board is asked to approve changes to policies 11, 12, 19, and 22. These can be approved together or singly. Second, the board is asked to approve the proposed science standards. Laurie Hernandez plans to attend to present the final edition of the science standards and to review any changes made in the promulgation process. Third, the board is asked to review and approve the recommendations for four "specialty assessment task forces." Deb Lindsey will be presenting (via phone, if possible) the Department's work with these groups. These, too, may be approved together or singly.

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

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

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



ACTION SUMMARY SHEET

DATE: September 23, 2016

ISSUE: Draft Policies for State Board of Education Operations

AUTHORITY: 21-2-304(a)

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

FUNDING: NA

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

SUGGESTED MOTION(S)/RECOMMENDATION(S):

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

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

PREPARED BY: Thomas Sachse, Ph.D.

Thomas Sachse, Coordinator

ACTION TAKEN BY STATE BOARD: _____ DATE: _____

COMMENTS:

Section 11 **DUTIES OF BOARD MEMBERS**

Constitutional and Statutory Provisions:

§21-2-302 Quorum; majority vote.

§16-4-403 Meetings to be open; participation by public; minutes.

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

§21-2-306 Reports of the state superintendent and state board.

State Board Policy:

Duties of members of the State Board of Education shall include but not be limited to the following:

1. Regularly attend meetings of the Board, enter into discussions, and participate in decision-making on items coming before the Board.
2. Study and be familiar with agenda items sent to board members prior to each meeting.
3. Serve on committees when requested to do so by the Chair.
4. Refer problems brought to the attention of the individual board member to the Chair and if necessary engage the Board for review, action, or submission to the Board.
5. Recognize that each individual board member has no authority to act for the entire Board except at the request of the Board.
6. Provide information on Board activities to the Chair and Superintendent of each school district (s)he represents.
7. Board members who need specific information from the Wyoming State Department staff can contact the Board Staff Secretary, the Deputy Superintendent, or the Department Liaison, ~~or the Division Director~~. If the Board member feels the response is not satisfactory, he/she will then contact the Chair for assistance.

Section 12 NEW BOARD MEMBER ORIENTATION

Constitutional and Statutory Provisions:

State Board Policy:

The Chair, with the assistance of the Board staff, State Superintendent and Department Liaison, Board Attorney and at least one sitting Board member shall provide an orientation for new board members before their first board meeting.

Section 19 **BOARD MEETING AGENDAS**

Constitutional and Statutory Provisions:

§16-4-403. Meetings to be open; participation by public; minutes.

State Board Policy:

The Chair shall call for agenda items at least two weeks prior to a scheduled meeting. Any member of the Board, as well as the WDE Board ~~Liaison~~ and SBE ~~Staff Coordinator~~ may submit agenda items that are linked to SBE work, legislative or statutory mandates, or strategic priorities. The Executive Assistant will distribute draft copies of the agenda to all SBE members and solicit suggestions for revisions. The Chair, Vice-Chair, and Administrative Committee including State Superintendent of Public Instruction ~~Chair of the Supervisory Committee~~ will finalize the agenda by determining the items and the order in which the items will be placed on the agenda. The State Director of Vocational Education will provide items for the State Board of Vocational Education meeting agenda. The Executive ~~A~~ssistant will determine a deadline for submission of supporting items for the board meeting packet. Supporting information shall be provided by the deadline or the item may be removed from the agenda. The Board understands that emergencies arise and some items may occasionally need to be added. A complete Board packet will be distributed to Board members one week prior to the meeting. Board members who have questions or want additional information should submit those requests to the Executive Assistant prior to the meeting so she can communicate with the presenter.

-Approximately 28 days before the meeting date the Executive Assistant will call for agenda items from the board and Department, 21 days before the meeting all agenda items are due to the Executive Assistant. 14 days before the meeting the final agenda will be forwarded to all board members and about 7 days before the meeting the board meeting packet will be sent to members. The Board will approve the agenda at the beginning of each meeting. Members may request clarification or explanation on any item. The Chair will entertain one motion and a second to approve all items on the agenda as a whole. Any item may be added or removed from the ~~working agenda~~ work or business session by consensus of the Board.

The agenda for the working session of the meeting will contain items of a routine nature and to the extent possible include items such as:

- Written reports from the WDE on compliance issues, rule and regulations efforts, progress on statewide testing development, work on content standards, and WDE initiatives
- Written reports from the SBE ~~Coordinator~~ Staff
- SBE Committee reports
- Monitoring of SBE strategic goals

WYOMING STATE BOARD OF EDUCATION
ADOPTED JANUARY 9, 2013

- Visits to schools
- Professional learning and growth for SBE members

The agenda for the business session of the meeting will contain items that will need discussion and action. Previous board meeting minutes and the treasurer’s report shall be presented and approved. Discussion items that may require action to be taken at a subsequent meeting will be presented during the business meeting. Every effort should be made to have items appear as a discussion issues prior to taking action at a later meeting. Public comments will be addressed during the business session.

The agenda for the State Board of Vocational Education will contain items relevant to career technical education.

The meeting agenda may be amended at the beginning of each meeting by motion and subsequent majority vote.

There are certain items that are discussed at the same time every year. Below is a timeline outlining these items:

State Board of Education Meetings

January/February

- Legislature
- Review BOCES/BOCHES Agreements
- Election of Officers and review of duties
- Invitation to the Governor to attend

April

- Charter Schools Update
- Accreditation Update
- Set annual meeting schedule
- Review of strategic plan

June

- Accreditation
- Alternative School Schedules
- Budget
- Select committee to review policy manual

September Retreat (Chair’s choice of location)

- Board training and self-evaluation (NASBE is recommended)
- Review and update Wyoming Education Goals and Strategic Plan
- Review recommendations from policy manual committee
- Review of legislative issues

November

- Review the recommendations of the self-evaluation

**WYOMING STATE BOARD OF EDUCATION
ADOPTED JANUARY 9, 2013**

- Nominating Committee appointed if needed
- Adopt any policies of governance changes

Other topics

- Restructuring
- Common Core State Standards Wyoming Content and Performance Standards
- Common Core Skill
- Body of Evidence/Assessment-District Assessment System and Statewide Assessment Issues
- Court Ordered Placement-Residential Treatment Center Approval
- Charter School
- District and School Accountability
- Boundary Changes

State Board of Education Timeline

January/February

- Legislature
- Review BOCES/BOCHES Agreements
- Election of Officers
- Invitation to the Governor to attend

April

- Charter Schools Update
- Accreditation Update
- Set annual meeting schedule
- Review of strategic plan

June

- Accreditation
- Alternative School Schedules
- Budget
- Select committee to review policy manual

September Retreat (Chair's choice of location)

- Board training and self-evaluation (NASBE is recommended)
- Review and update Wyoming Education Goals and Strategic Plan
- Review recommendations from policy manual committee
- Review of legislative issues

November (usually held in Casper with WSBA)

- Review the recommendations of the self-evaluation
- Nominating Committee appointed
- Adopt any policies of governance changes

Other topics

- Restructuring
- Common Core State Standards

- ~~Common Core Skills~~
- ~~Body of Evidence/Assessment~~
- ~~Court Ordered Placement Residential Treatment Center Approval~~
- ~~Policies~~
- ~~Boundary Changes~~

Section 22 **EXECUTIVE SESSIONS**

Constitutional and Statutory Provisions:

§16-4-405. Executive sessions.

State Board Policy:

The Board, by majority vote of the membership present, may go into executive session for the reasons specified by law. (See Statute as printed above.) An executive session is commonly attended by members of the board, Department Liaison, Board Attorney, Executive Assistant Recording Secretary, and staff identified by the Chair as necessary to contribute to items under consideration; and, if applicable, parties being heard on appropriate executive sessions matters.

Before going into executive session, the Chair shall put the question of whether to meet in executive session to vote. If such vote is favorable, the Chair will then announce the *specific* purpose of the executive session, identify the reason for going into an executive session.

No vote will be taken in executive session. A vote may be taken on any action discussed in executive session only after the Board returns to open session. No notes will be taken in executive session except for the Recording Secretary, and everything is confidential.

Minutes will be taken in executive session; however, the minutes shall be confidential and produced only in response to a valid court order.

**ACTION SUMMARY SHEET
STATE BOARD OF EDUCATION**

DATE: Sept. 23, 2016

ISSUE: 2016 Wyoming Science Content & Performance Standards

AUTHORITY: W.S. 21-2-304(c)

BACKGROUND/HISTORY: The Board is charged with evaluating and reviewing the uniformity and quality of the educational standards imposed under W.S. 21-9-101 including the student content and performance standards. The Wyoming Department of Education (WDE) convened a Science Standards Review Committee (SSRC) to review the science standards and make a recommendation to the state board for review and adoption. The SSRC is recommending a set of rigorous, internationally benchmarked, college & career-ready science standards. The WDE held a 50-day public comment period from June 10, 2016 through August 12, 2016.

FUNDING: N/A

IMPLEMENTATION AND SUSTAINABILITY: Once these standards are adopted and Ch. 10 Rules are promulgated, the science standards will remain in effect until the next review cycle or until directed by the Board to open the review process, whichever comes first. Upon adoption of these standards, the Board will determine dates for implementation in schools per W.S. 21-2-304(a)(iv).

SUGGESTED MOTION(s)/RECOMMENDATION(s): I move to adopt Chapter 10 Rules on Standards, the 2016 Wyoming Science Standards documents, which include appendices, and the ELA K-1 Extended Standards as proposed.

SUPPORTING INFORMATION ATTACHED: The standards documents that were previously shared are included in the packet. Public comment with proposed response has also been given to the Board.

PREPARED BY: *Laurie Hernandez*

Laurie Hernandez, WDE Standards Supervisor

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

COMMENTS:

Public Comment on Proposed 2016 Wyoming Science Standards

Public Comment Period was open from June 10 - August 12, 2016

Timestamp & Info.	Comment on 2016 Science Standards	SBE Response to Comment:
<p>6/10/2016 9:34:32</p> <p>Matt Teterud Casper</p>	<p>There are many impressive features with the proposed standards, and a few things I would change. First, many of the standards are well-written, using powerful action verbs such as "construct," "support," or "develop."</p> <p>These standards seem complex and true to a real-world understanding of the nature and content of science as a constantly growing body of knowledge. I appreciate the "clarifying statements" as a teacher, which actually drive home what I should be teaching and doing in the classroom to ensure mastery in a specific way. I'm hoping we teachers are given hands-on science kits/curriculum to use best practices to impart these standards to K-12 Wyoming students (so I don't end up at Wal-Mart spending my own money building my own curriculum.)</p> <p>A few things I would change are:</p> <ol style="list-style-type: none"> 1) Use even more basic verbiage in most of the K-5 standards before moving to a complex statement. For example, 5.SL-1 reads, "Develop a model to describe the movement of matter among plants, animals, decomposers, and the environment." I believe this should read something like, "Describe food chains and food webs, designing a model of how matter and energy moves among plants, animals, decomposers, and the environment." In this way, we start out knowing students will learn of the basic idea of food webs before diving into developing models, arguments, and such. 2) Don't be afraid of global warming because it might affect Wyoming's economy, but also don't be swooned by the half truths we have been taught by the agenda of the left....a.k.a. the scientific establishment. Yes, Earth has experienced ages of heating and cooling, but anthropogenic global warming has not been proven. It was warmer in the middle ages before the industrial revolution, but this data somehow gets left out when the leftist agenda tries to have its way in capping carbon emissions and shutting down coal, etc. Look up scientists like Christopher Monckton and watch "Blue Beats Green" to get a more balanced perspective on this issue. The data is out there, and the data does not care who signs onto it. We are being sold a false bill of goods in this debate. http://www.lordmoncktonfoundation.com This is a case of a group of scientists trying to force consensus, and trying to discredit any factual evidence that goes contrary to the "establishment." It is Galileo all over again. I don't care how many scientists sign a global warming pact...let us dig deeper, Wyoming, and study the empirical evidence and go where it leads, and then teach our children accordingly. 3) Don't teach the theory of evolution as fact; rather, teach intelligent design along side Darwinian evolution. <p>There are many convincing, peer-reviewed articles and research studies that poke major holes in this theory that many public school districts would prefer to teach as fact. For example, Stephen Meyer's work at Discovery Institute led to the book "Signature in the Cell." It argues that no undirected chemical process has demonstrated the capacity to produce the information necessary to generate life in the first place. He crushes the leading Darwinian evolutionists (Richard Dawkins, Michael Shermer, etc.) in debate, showing how an inference to design is a far better candidate to explain origins of life and micro-evolutionary processes we see in nature.</p> <p>Michael Behe, professor of biochemistry at Lehigh University, has conducted research leading to the ideas that intelligent design is the better explanation for the specified, complex information and irreducible complexity that we see in biological systems (like the paddle on a flagellum). His demonstration of irreducibly complex systems has given atheist evolutionists pause and much angst. You know he is onto something when the liberal scientific establishment comes out with their figurative "guns a-blazing." My point is that many real scientists doing work in the labs acknowledge the case for intelligent design often more than those in the ivory towers of academia do. Many of our best scientists through time made their gains or discoveries with the understanding that God created a universe, and they understood the order, beauty, and complexity from this paradigm. Kepler, Bacon, Newton, Galileo are a few of these men you may recognize.</p> <p>Because science should be taught in truth regardless of where it leads (religious</p>	<p>Comments are thoughtful and much appreciated. The suggestions given are curricular decisions and those of the district. We kindly thank the commenter for his time and support.</p>

Timestamp & Info.	Comment on 2016 Science Standards	SBE Response to Comment:
	<p>implications), an intellectually honest school district will have to teach intelligent design theory along side Darwinian evolution...teach the controversy and allow students to ask questions, examine, and use the process so promoted in your proposed standards. The case for intelligent design is there if one is intellectually honest and does a little research (Hugh Ross, Stephen Meyer, Michael Behe, etc.).</p> <p>At the end of the day, the standards are mostly good. Make the K-5 standards more simple at the beginning of the statements, so we know exactly what concept we will teach. Put global warming and macro-evolution in a better perspective, teaching the controversy and not jumping on the half-truth bandwagon that the liberal elite would have you believe is truth.</p> <p>Other than that, I look forward to teaching these standards to students in the future. Please give us a viable curriculum and assessment K-12 package to support and impart these standards. Thanks!</p> <p>5th grade teacher Fort Caspar Academy</p>	
<p>6/20/2016 11:35:04</p> <p>Colter Huhn Sheridan</p>	<p>Fantastic! I'm a science teacher and these standards align very well with NGSS while having the Wyoming factor embedded within. I hope these get passed and implemented asap!</p>	<p>We kindly thank the commenter for his time and support.</p>
<p>6/21/2016 17:10:56</p> <p>Michelle Brazfield Casper</p>	<p>Updated Wyoming State science standards that give more guidance and specificity are long overdue. The proposed 2016 standards are a significant step forward for our State's education system and for Wyoming students. Thank you to the educators and community members who took part in this work-you did an excellent job.</p>	<p>We kindly thank the commenter for her time and support.</p>
<p>7/15/2016 10:05:35 AM</p> <p>Katherine Palochak Rawlins</p>	<p>What I've managed to get though on your science standards proposal looks okay, but I have concerns about teaching anything that relates to "creationism" or "intelligent design." These are subjects that are best taught in churches or in families. Science deals with hypotheses and inferences, but mostly what is true based on collected data. Science should also include how to collect and interpret data so they can come up with logical hypotheses, which can then be used to prove or disprove the hypotheses. Do it right. I'm tired of kids coming up with all kinds of crap that passes for "science."</p> <p>Stronger math programs would help also. When a 5 year old can figure out 15% of an item, but a high school graduate, that is going to go to UW on a math scholarship, could not even with the help of a calculator could figure out percentages, and had to be shown how to use the calculator correctly, something is seriously wrong with your math programs.</p> <p>Maybe there are better programs for the larger cities in Wyoming, but for places like Rawlins? The kids are smart, but ignorant in regards to having a strong and solid education. Our kids have to be able to compete for high paying jobs, and they can't do that with substandard, second-class education. Put your money into educating the kids so you have a stronger economy in 10 years.</p>	<p>Comments are thoughtful and much appreciated. The concern with teaching creationism is one not related to the proposed standards. We kindly thank the commenter for her time and consideration.</p>

Public Comment on K-1 ELA Extended

Timestamp	Name (First & Last)	Town of Residence	Email address or Phone #	My Comment is ... (if making comment on more than one item, please identify in your comments)
-----------	---------------------	-------------------	--------------------------	---

NO COMMENT WAS RECEIVED ON THESE STANDARDS



Certification Page
Regular and Emergency Rules
 Revised July 2016

Emergency Rules *(After completing all of Sections 1 and 2, proceed to Section 5 below)*

Regular Rules

1. General Information

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

2. Rule Type and Information: For each chapter listed, indicate if the rule is New, Amended, or Repealed.

If "New," provide the Enrolled Act numbers and years enacted:

c. Provide the Chapter Number, Short Title, and Rule Type of Each Chapter being Created/Amended/Repealed <i>(Please use the Additional Rule Information form for more than 10 chapters, and attach it to this certification)</i>		
Chapter Number:	Chapter Name:	<input type="checkbox"/> New <input type="checkbox"/> Amended <input type="checkbox"/> Repealed
Chapter Number:	Chapter Name:	<input type="checkbox"/> New <input type="checkbox"/> Amended <input type="checkbox"/> Repealed
Chapter Number:	Chapter Name:	<input type="checkbox"/> New <input type="checkbox"/> Amended <input type="checkbox"/> Repealed
Chapter Number:	Chapter Name:	<input type="checkbox"/> New <input type="checkbox"/> Amended <input type="checkbox"/> Repealed
Chapter Number:	Chapter Name:	<input type="checkbox"/> New <input type="checkbox"/> Amended <input type="checkbox"/> Repealed
Chapter Number:	Chapter Name:	<input type="checkbox"/> New <input type="checkbox"/> Amended <input type="checkbox"/> Repealed
Chapter Number:	Chapter Name:	<input type="checkbox"/> New <input type="checkbox"/> Amended <input type="checkbox"/> Repealed
Chapter Number:	Chapter Name:	<input type="checkbox"/> New <input type="checkbox"/> Amended <input type="checkbox"/> Repealed
Chapter Number:	Chapter Name:	<input type="checkbox"/> New <input type="checkbox"/> Amended <input type="checkbox"/> Repealed
Chapter Number:	Chapter Name:	<input type="checkbox"/> New <input type="checkbox"/> Amended <input type="checkbox"/> Repealed

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

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

3. State Government Notice of Intended Rulemaking

- a. Date on which the Notice of Intent containing all of the information required by W.S. 16-3-103(a) was filed with the **Secretary of State**:
- b. Date on which the Notice of Intent and proposed rules in strike and underscore format and a clean copy were provided to the **Legislative Service Office**:
- c. Date on which the Notice of Intent and proposed rules in strike and underscore format and a clean copy were provided to the **Attorney General**:

4. Public Notice of Intended Rulemaking

- a. Notice was mailed 45 days in advance to all persons who made a timely request for advance notice. Yes No N/A
- b. A public hearing was held on the proposed rules. Yes No

If "Yes:"	Date:	Time:	City:	Location:

5. Final Filing of Rules

- a. Date on which the Certification Page with original signatures and final rules were sent to the **Attorney General's Office for the Governor's signature**:
- b. Date on which final rules were sent to the **Legislative Service Office**:
- c. Date on which a PDF of the final rules was electronically sent to the **Secretary of State**:

6. Agency/Board Certification

The undersigned certifies that the foregoing information is correct.

<i>Signature of Authorized Individual</i> <i>(Blue ink as per Rules on Rules, Section 7)</i>	
<i>Printed Name of Signatory</i>	
<i>Signatory Title</i>	
<i>Date of Signature</i>	

7. Governor's Certification

I have reviewed these rules and determined that they:

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

Therefore, I approve the same.

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

Attorney General: 1. Statement of Reasons; 2. Original Certification Page; 3. Summary of Comments (regular rules); 4. Hard copy of rules: clean and strike/underscore; and 5. Memo to Governor documenting emergency (for emergency rules only).

LSO: 1. Statement of Reasons; 2. Copy of Certification Page; 3. Summary of Comments (regular rules); 4. Hard copy of rules: clean and strike/underscore; 5. Electronic copy of rules (PDFs) emailed to LSO-Rules@wyoleg.gov: clean and strike/underscore; and 6. Memo to Governor documenting emergency (for emergency rules only).

SOS: 1. PDF of clean copy of rules; and 2. Hard copy of Certification Page as delivered by the AG.



Additional Rule Information

Revised May 2014

1. General Information

a. Agency/Board Name		
b. Agency/Board Address	c. City	d. Zip Code
e. Name of Contact Person	f. Contact Telephone Number	
g. Contact Email Address		
h. Program		

2. Rule Information, Cont.

a. Provide the Chapter Number, Short Title, and Rule Type of Each Chapter being Created/Amended/Repealed

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

If Needed



**WYOMING
STATE BOARD
OF EDUCATION**

September 12, 2016

To: Wyoming State Board of Education

From: Thomas Sachse, Ph.D.

RE: The role of State Boards of Education in the 2015 Every Student Succeeds Act

Superintendent Balow will personally address the state board on plans for the involvement of the board in matters relating to the state submission to the U.S. Department of Education due in March 2017.