



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.

May 18, 2017 223 North Cherry Street Pavilion, WY 82523		
11:00 a.m.	Lunch	
11:30 a.m.-12:30 p.m.	State Board of Vocational Education	
	<ul style="list-style-type: none"> • Call to order • Pledge of Allegiance 	
	<ul style="list-style-type: none"> • Approval of agenda 	
	<ul style="list-style-type: none"> • Minutes <ul style="list-style-type: none"> - February 13, 2017 	
	Introduction of Career and Technical Education Consultants: Loralyn O’Kief and Tonya Gerharter	
	Discussion Items: <ul style="list-style-type: none"> • Elevating CTE in Wyoming 	
	Adjourn the State Board of Vocation Education	
12:30 p.m.-12:45 p.m.	State Board of Education	
	<ul style="list-style-type: none"> • Call to Order 	
	<ul style="list-style-type: none"> • Approval of Agenda 	Tab A
	<ul style="list-style-type: none"> • Minutes <ul style="list-style-type: none"> - April 20-21, 2017 	Tab B
	<ul style="list-style-type: none"> • Treasurer’s Report 	Tab C
12:45 p.m.- 1:00 p.m.	Wyoming State Superintendent Update	Tab D
1:00 p.m.-2:00 p.m.	Coordinator’s Report – Tom Sachse	Tab E
2:00 p.m.-2:30 p.m.	Digital Learning – Laurel Ballard	Tab F
2:30 p.m.- 6:00 p.m.	Board Reports and Updates-	Tab G
	<ul style="list-style-type: none"> • ESSA Update 	
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6:00 p.m.	Recess the State Board of Education	
May 19, 2017 189 Left Hand Ditch Road		

Arapaho, WY 82501		
8:00 a.m.- 9:00 a.m.	Presentation from Riverton Superintendent of Schools, Terry Snyder and Frontier Academy	
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		Tab O
	Other issues, concerns, discussion, public comment:	
	Adjourn	

WYOMING STATE BOARD OF VOCATIONAL EDUCATION

February 14, 2017

2300 Capitol Ave, Hathaway Building

Basement Conference Room

Cheyenne, Wyoming

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

Members absent: Hugh Hageman, Kathy Coon,

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

CALL TO ORDER

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

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

APPROVAL OF AGENDA

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

APPROVAL OF MINUTES

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

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

DISCUSSION

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

PERKINS IV SECONDARY AND POST SECONDARY STATE REPORTS

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

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

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

Elevating CTE in WY

- Determined by WyCTE Collection Data, Carl D. Perkins Annual Report & State Annual Report
- Emphasizing Local Goals/Needs, Research/Best Practices, State & Federal Legislative Mandates/Priorities

Facilitation of Funding Opportunities Providing funding for CTE program, cluster/pathway development and teacher professional development.	Marketing	Facilitating Discussion on Critical Issues	Professional Development	Technical Skill Attainment	Partnerships	Technical Assistance
Perkins 124(b)(3)(A-E), ESSA 6613(b)(3)(O), W.S. 21-12-105, Perkins 124(b)(7), ESSA 6434(a)(2)(E)(ii)	CTE (Perkins 124(c)) and CTSO (Perkins 124(c)(4))	Perkins 124(b)(3)(E), W.S. 21-2-802, W.S. 21-16-1303 - 1307	Perkins 124(b)(3)(A-E), ESSA 6611(c)(4)(B)(xviii), ESSA 6613(b)(3)(O)	Perkins 124(c)(14), ESSA 6312(b)(12), ESSA 7175(a)(14)	Perkins 124(c)(8), ESSA 6312(b)(12)	Perkins 124(c)(14), ESSA 6312(b)(12), ESSA 7175(a)(14)
Professional Development Grants	Marketing CTE	CTE Teacher Certification	Project Based Learning	Industry Certifications	Industry Partnerships	Perkins (Federal) TA
WACTE Grants	Marketing CTSOs	Hathaway Curriculum	Cluster/Pathway Related Workshops	Assessment Development/Content	Post-Secondary Partnerships	State TA
Demonstration Project Grants	Data template for district for sharing and reporting		Project ECHO in Career Development		WACTE	
Institutional Grants			Career Development Facilitator Course			
			STEM Conference			
			Integrating CTE across Curriculum			



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Service Implementation Matrix Process and Log

Elevating CTE in WY





Career and Technical Education Team

Guy Jackson, CTE State Director

Randall Butt, Education Consultant

Tonya Gerharter, Education Consultant

Loralyn O’Kief, Education Consultant



Educational Service Unit #7

Educational Service Unit 7

Larianne Polk, Administrator

Marci Ostmeyer, Professional Development Director

Otis Pierce, Perkins Grant Coordinator

Nebraska Department of Education

Matt Heusman, Accreditation & School Improvement

Why use a system to determine evidence based services?

Where we are now,

what do we need to know to become better,

how will we know when we get there

WyoSIMPLE

Service Implementation Matrix Process and Log

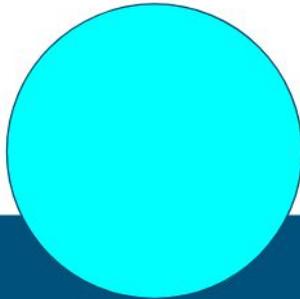
- Service decisions were linear
- Justification of services offered/Satisfaction assumptions
- No evidenced based measurement of programs implemented
- No data used to make planning decisions and adjustments
- Collectors of data in isolation, not in correlation with each other
- No services were crosswalked

Why use a system to determine evidence based services?

Section 8101(21)(A) from ESSA* requires:

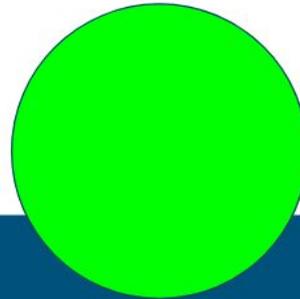
- Data driven process
- Evaluates the impact of services provided
- Predicts how the intervention is likely to improve outcomes*
- How to replicate successful services elsewhere.*

SIMPL Stages



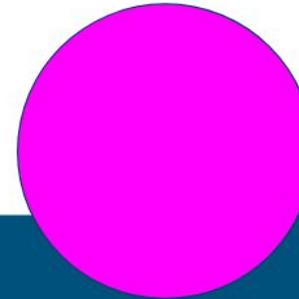
Data Dig

Determine Data Resources
Identify Challenges & Opportunities
Prioritize
Generate Theory of Action
Hypothesize Impact on Education



Services Planning

Determine Key Services
Customize Services per District



Implementation

Evaluate Implementation Levels
Activity Log

STEP #1 -- Advisory Board

- CTE Rock Stars from throughout the State
- Identify Strengths and Challenges in CTE
- Determine data elements that are relevant to CTE in Wyoming





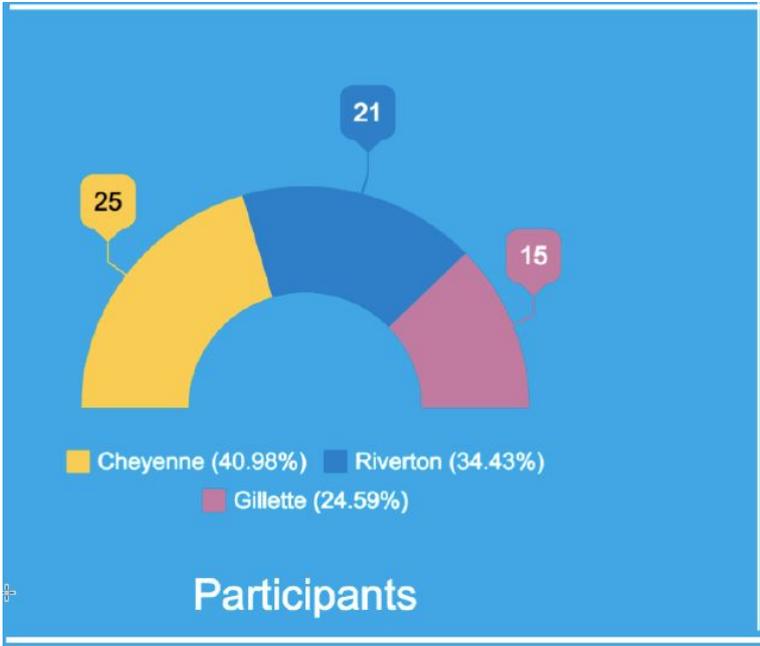
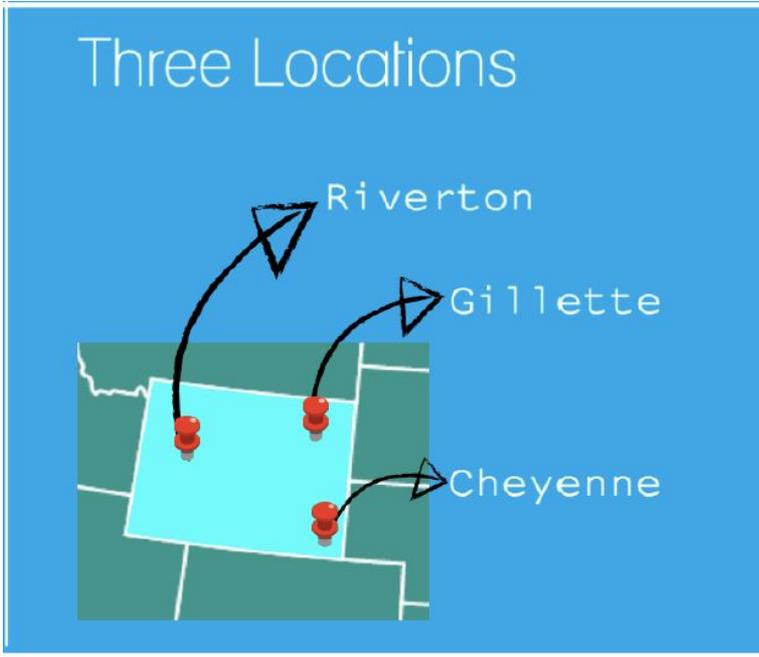
- ❖ 12 sets of data
- ❖ District/School-level Report Packets
- ❖ Industry and Occupational Trends
- ❖ School Accountability Reports

STEP #2 -- Stakeholder Groups

- Teams from districts, colleges, BOCES and BOCHES
- Review and make observations
- Generate theory of action
- Prioritize services

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Service Implementation Matrix Process and Log



SIMPL Stakeholder Participation



■ SIMPL (43.75%) ■ Not Present (56.25%)

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Service Implementation Matrix Process and Log



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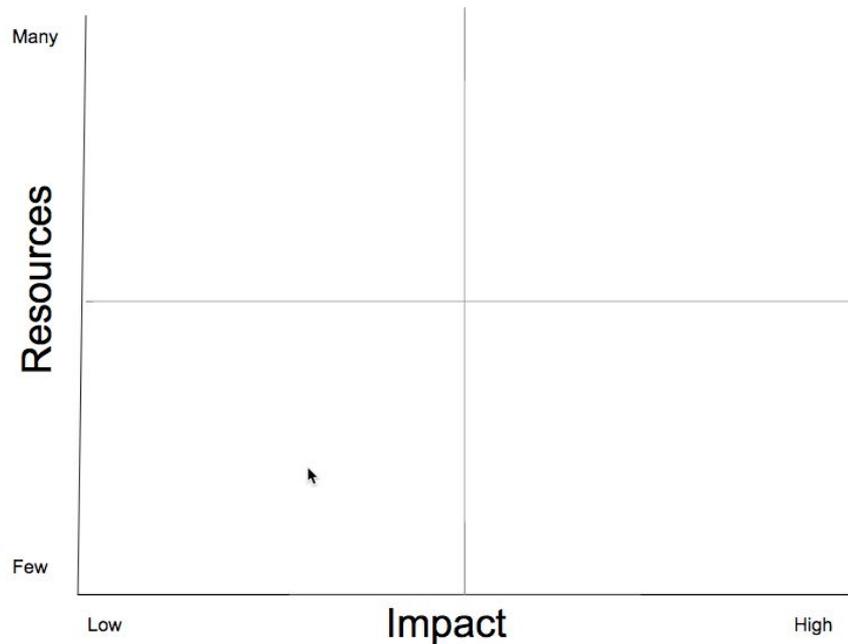
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Service Implementation Matrix Process and Log



Hypothesize Impact on Student Achievement

- Determine services based on level of Impact to student achievement and amount of Resources



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Service Implementation Matrix Process and Log



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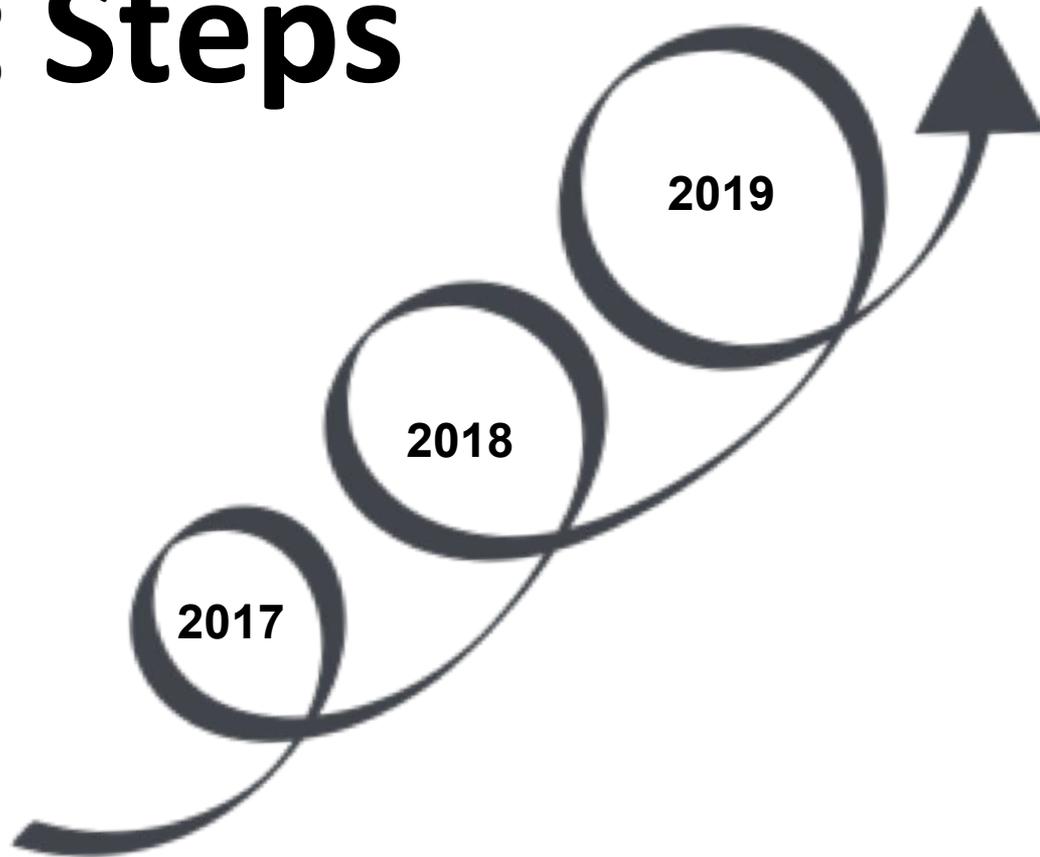
Service Plan

Service Plan

- Conversations with 22 districts/colleges
- Identify specific needs based on service plan



Next Steps



Next Steps

- Accountability is 2-fold
 - Services based on data and district needs
 - Drives budget planning each program year
- Measurable outcomes related to services
 - Will be evaluated each year as part of the process

WyoSIMPLE

Service Implementation Matrix Process and Log



QUESTIONS?

Loralyn.okief@wyo.gov - Loralyn

Tonya.Gerharter@wyo.gov - Tonya

Guy.Jackson@wyo.gov – Guy

Randall.butt@wyo.gov - Randall



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ACTION SUMMARY SHEET

DATE: May 18, 2017

ISSUE: Approval of Agenda

BACKGROUND:

SUGGESTED MOTION/RECOMMENDATION:

To approve the Agenda for the May 18-19, 2017 State Board of

Education meeting. **SUPPORTING INFORMATION ATTACHED:**

- Agenda

PREPARED BY: Kylie Taylor
Executive Assistant

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

COMMENTS:



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ACTION SUMMARY SHEET

DATE: May 18, 2017

ISSUE: Approval of Minutes

BACKGROUND:

SUGGESTED MOTION/RECOMMENDATION:

To approve the minutes from the State Board of Education meeting on April 20-21, 2017

SUPPORTING INFORMATION ATTACHED:

- Minutes of April 20-21, 2017

PREPARED BY: Kylie Taylor
Kylie Taylor, Executive Assistant

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

COMMENTS:

WYOMING STATE BOARD OF EDUCATION

April 20-21, 2017
970 N. Glenn Road
Casper, Wyoming

Wyoming State Board of Education members present: Walt Wilcox, Ken Rathbun, State Superintendent Jillian Balow, Sue Belish, Nate Breen, Scotty Ratliff, Kathryn Sessions, Ryan Fuhrman, Dan McGLade, Max Mickelson, Jim Rose (via GoToMeeting), and Belenda Willson (via GoToMeeting on 4/21).

Members absent: Robin Schamber

Also present: Kylie Taylor, WDE; Lisa Weigel, WDE; Kodi Gerhold, WDE; Thomas Sachse, SBE Coordinator; Mackenzie Williams, Attorney General's Office (AG); Jill Stringer, WDE; Julie Magee, WDE; Laurie Hernandez, WDE; Barb Marquer, WDE; Sean McInerney, WEA; Rob Black, WDE; Terra Hernandez, WDE.

April 20, 2017

CALL TO ORDER

Chairman Walt Wilcox called the meeting to order at 11:33 a.m.

Kylie Taylor conducted roll call and established that a quorum was present.

APPROVAL OF AGENDA

Belenda Willson moved to approve the agenda as presented, seconded by Ryan Fuhrman; the motion carried.

APPROVAL OF MINUTES

Minutes from the March 23-24, 2017 State Board of Education meeting were presented for approval.

Sue Belish moved to approve the minutes with an amendment on the last page regarding Diane Clapp's comments during public comment at the March State Board of Education meeting. Motion to amend that the minutes read Ms. Clapp asked a question about how and when stakeholders are to be involved in the accountability report from January 2012. The motion and amendment was seconded by Scotty Ratliff; the motion and amendment carried. Nate Breen did not vote because he was not present at the March State Board of Education Meeting.

TREASURER'S REPORT

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

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

WYOMING STATE SUPERINTENDENT UPDATE

State Superintendent, Jillian Balow, gave an update on State agencies being on a hiring freeze starting May 1st. The Wyoming Department of Education is down 16 position but Superintendent Balow says everyone is very dedicated and committed to supporting school districts and they are looking very closely at how the Department is utilizing people in our agency and divisions. Superintendent Balow also gave an introduction of Kylie Taylor, the new Education Program Specialist. Superintendent Balow stated that last week was the first wave of Every Student Succeeds Act plans to be submitted by thirteen states. Wyoming is still on track to meet our deadlines and we are close to putting out the first draft for public comment. Next week Superintendent Balow will be traveling to Washington, DC to meet with Secretary Betsy DeVos and for the Teacher of the Year celebration. Last week a technical assistance phone call and Legislation digest was held to provide guidance for school districts in specific relation to school funding.

Sue Belish asked if the hiring freeze on State agencies will affect the State Board of Education Coordinator position

Superintendent Balow responded that it doesn't impact that position because it is in Statute

Walt Wilcox stated that out of the thirteen states that submitted their ESSA plans, not quite half of those were accepted and asked Superintendent Balow to speak more on that.

Superintendent Balow suggested that question be redirected to WDE staff because they knew more details on that.

Julie Magee answered by saying that the biggest reason is that States are not completing their long term goals and don't have performance data available to set goals.

BOARD REPORTS, UPDATES & COMMENTS

Wyoming Accountability Education Act (WAEA)

Julie Magee, WDE, presented that in March the State Board of Education received information about the requirements of ESSA and the overlap in WAEA. Julie presentation shared the long-term goals, the "5th indicator", and the plan for identification and support that will be included in the draft of the ESSA state plan that will be released for public comment. Please be aware that there were changes to this presentation and Board Members have been emailed the updated PowerPoint.

Sue Belish asked Julie to tell people what the subgroups are that she referred to in her presentation.

Julie explains the subgroups to be IEP's, free and reduced lunch, and English language learners, the goal is to look at the performance of those groups and narrow the performance gap.

Julie indicates the slide that is different from the packet has a chart that has a formula of how many years it will take kids to become proficient in certain areas.

Sue Belish asks does this equate how we are figuring out growth or equity in anyway, are we adding one more or new way of progress, and how do we explain all of these formulas so that someone in the school district or a parent understands?

PUBLIC COMMENT:

- Terry Snyder, Fremont #25 Superintendent, Advisory Committee member: Asked for involvement of Advisory Committee during continued development of the ESSA state plan, and for there to be one accountability system that meets both state and federal requirements. Also wants to make sure there is no additional testing included in the ESSA state plan.
- Diana Clapp, Fremont #6 Superintendent, Advisory Committee member: Stressed that the Advisory Committee report is only recommendations and that the indicators mentioned were illustrations. Wants to make sure the career readiness measures would not be burdensome for schools.
- Construction industry workers state the importance of being career ready after high school and each give their personal experience of how they got into the field they are in today. Each of them talk about going to high schools around the state to talk to students about their options after graduating.

Context for Discussing State Board of Education Staffing Assistance

Tom Sachse presented to the SBE the duties of the SBE Coordinator. Tom gave background information on how much money the Legislature approved from the existing WDE budget for an AWEC position. Tom spoke about the options the SBE has with moving forward in deciding what to do with the SBE Coordinator position in regards to number of hours worked each month.

Sue Belish explained the factors of an at-will employee/AWEC position for the SBE Coordinator and indicated that having the next SBE Coordinator live in Cheyenne could be helpful.

Chairman Wilcox indicated that these are all factors that need to be taken into consideration since the contract for the SBE Coordinator ends at the end of June.

Sue Belish would like it to reflect in the minutes that what she presented on regarding the SBE Coordinator position is not her opinion just what she has observed and typed out.

Communications Contract/Education Program Specialist

Tom Sachse presented some priorities to take into consideration regarding the communications contract that expires at the end of May. Tom also discussed what Kylie Taylor, Education Program Specialist could do in term of legislative duties and public relations duties.

Kathryn Sessions would like a list of the duties that the Kelly Pascal has as well as the duties of Kylie Taylor, WDE Education Program Specialist.

Kenny Rathbun will present a summary of the communications contract.

Scotty Ratliff says if the SBE has any money left over from the communications contract let's look at spending money on special contracts for special events.

Chairman Wilcox says let's table the discussion on this and have the Communications Committee discuss.

Leader Accountability

Lisa Weigel, WDE Liaison, and Tom Sachse presented on Leader Accountability in regards to the changes that the 2017 Legislature made to leader accountability in the Wyoming Accountability in Education Act.

Lisa Weigel indicated that the bill modified statutes to no longer require longitudinal data systems established by the WDE to link student achievement with school principals and district leaders. The bill also removes the requirement that the SBE leader evaluation system be based, in part, on student academic performance measures and longitudinal data systems. The SBE must adopt rules for district leadership evaluation systems that identify professional standards districts must follow. In order to assist the SBE, the WDE has developed a draft of high level work plan with the scope, timelines, stakeholders, and decision process for the SBE to review.

Tom Sachse presented priorities, parameters, and look-for in regards to leader accountability and the different details of each of those topics. Tom states that this is just the beginning of a discussion of the substance of those standards and poses options for the SBE in how different groups might begin to think about professional standards and focus squarely on improving student achievement and leaders' responsibility for creating change.

Off-Cycle Review of Wyoming Content Standards Options/Math Standards Review

Laurie Hernandez, WDE, presents on the discussions around what requests would constitute the opening of the standards review process and the process the WDE is assisting with for the public to petition to promulgate, amend, or repeal rules. WDE staff and AG staff have worked together to draft a new section for Chapter 3 Rules of Practice and Procedure along with a proposed timeline.

Laurie Hernandez, WDE; and Jill Stringer, WDE, discuss the presentation that will inform the public of the design criteria, goals, objectives, and definitions of the standards and will answer any questions pertaining to the review process. Meeting will take place in Powell, Casper, Rock Springs, and Cheyenne throughout May.

Native Education

Rob Black, WDE, presents on the efforts the WDE standards team is focused on to enhancing achievement of Native American students as well as creating dialogue between WDE and tribal communities in Wyoming around efforts to boost Native youth success. Rob talked about his and Superintendent Balow's recent visit with the Northern Arapaho Business Council and how they plan to meet with the Eastern Shoshone Business Council to continue efforts.

Chapter 6

Shelly Andrews, WDE, and Lisa Weigel presented on Chapter 6, on April 12th the WDE received a copy of the Administrative Rule Review from the Legislative Service Office staff recommending that Management Council recommend that the Governor direct the SBE to rescind the Chapter 31 rules. Given this recent ruling on Chapter 31 from the LSO, the WDE has suspended further work on Chapter 6, unless the SBE says differently.

Mackenzie Williams, AG's Office, made a recommendation based on the fact that the Governor hadn't been briefed on the topic yet. Mackenzie suggested the SBE write a memo to the Governor explaining that the

LSO's memo had been received and the SBE has decided to not do anything further right now. Board members agreed and Tom Sachse will draft the memo to the Governor.

Due to the time, Chairman Wilcox suggests to move State Systems of Support from today's agenda to first thing Friday morning. There were no objections.

Board recessed at 6:26 p.m.

April 21, 2017

State Board of Education reconvened at 8:07 a.m.

State Wide Systems for Support

Joel Dvorak, Contractor for WDE, gives his work summary for State Systems of Support through the month of March and updates from the Collaborative Council.

Career Readiness Initiative: the Wyoming Career Readiness Council completed a needs assessment in September 2016. This needs assessment brought forward a need for Wyoming to look closely at data from K-12, postsecondary, workforce and industry to determine areas where Wyoming should prioritize its efforts. The Council will be going through WyoSIMPL data analysis to begin to develop the priorities for the Council's work.

Coders of the West: a project that the WDE started to connect the students with industry partners. Phase I was the pilot project where students were able to connect to the industry through internships around Cheyenne and Sheridan with Gannett Peak Technology and Sheridan Programmers Guild. The help students be better prepared for their internships, the WDE is working with curriculum directors, coding teachers, and industry partners to create an online class that will prepare students to work with industry. We are exploring how to continue the project into Phase II.

Statewide LMS/SF35: Senate File 35 was signed into law on Thursday, March 9th. SF35 was based on recommendations from the 2015 Distance Education Task Force to help reduce barriers associated with offering and taking virtual education courses. The bill made significant changes to statute, including removing the Distance Learning Plan, and instead establishing a centralized statewide Learning Management System (LMS). The LMS will assist districts with being able to provide equal access to educational opportunities for all students, and will increase ease of access and continuity for students.

Wyoming Switchboard Network: the WDE is in the process of developing an upgraded Wyoming Switchboard Network (WSN) website with an online catalog for K-12 virtual education courses offered in Wyoming.

Trust Fund Grant: the Wyoming Education Trust Fund Grant was designed to provide funds to public school districts providing improvement to public education programs. The grant is approved for the following categories: curriculum development, operational initiatives, administrator and staff development improvement programs, technology, and applied science and technology programs. The application for the grant award year 2017-2018 is now available for school districts.

Open Range Wyoming: an open education resource platform that will be used to create and maintain a statewide repository of openly-licensed educational resources and support Wyoming school districts and educators as they make the transition to the use of high-quality, openly-licensed education resources in their schools.

Wyoming Innovations in Learning: this will be a first time conference that will be for a K-20 audience. UW e-Volution, WyDEC, WDE and School Librarians are partnering together to plan and implement a K-20 conference for Wyoming educators instead of offering two separate conferences for similar audiences.

Classroom Connectivity: through trainings and support the WDE, Governor's office, Department of Enterprise Technology Services and Education Super Highway have been collaborating to provide support to districts around connectivity throughout all classrooms.

Committee Options for New State Board Members

Tom Sachse gives an overview on the possible committees for board members consideration and the committees' objective, roles and responsibilities, and desired outcome.

Administrative Committee

Provide oversight of SBE administrative duties, meet SBE legislative duties, advocate the SBE agenda, and execute and manage all state board contracts.

Communications Committee

Articulate the roles and responsibilities of the SBE, promote the functions of the SBE as a key policy lever in the oversight of public schooling in Wyoming, and provide a variety of communication vehicles to communicate the work of the State Board.

Legislative Committee

Advise the coordinator (and legislators, more generally) on the level of support for pending, proposed legislation. Desired outcome is to advocate for the positions and priorities of the SBE.

Budget Committee

Monitor the SBE budget, communicating the budget needs to other state agencies, maintain fiduciary responsibilities for budgetary expenditures.

Chairman Wilcox gives a target date of May 1st for board members to submit their desired committee preference to him via email.

SBE 20107-18 Meeting Calendar and Locations

Kenny Rathbun, SBE, says to board members to keep in mind that we have budget limitations and proposes to put a placeholder on the meeting schedule and discuss having some meeting via GoToMeeting to help with spending habits.

Scotty Ratliff, SBE, makes a suggestion to have meetings in Fremont, Natrona, and Converse County to keep meetings in the middle of the state.

Superintendent Balow says she agrees with Kenny and has a hard time with having 11 meetings a year, especially in regards to State agencies, money, and the Board's travel around the State. Says we need to consider monthly meetings closely.

Sue Belish, SBE, says that it can be difficult for individuals in rural areas to join meetings via GoToMeeting because of internet access.

Max Mickelson, SBE, comments on having meetings in regions rather than towns, and suggests that having more meetings in Cheyenne might work better for WDE individuals and the AG's office.

Nate Breen, SBE, says that looking at the calendar/timeline of when things need to get done, how do we balance that and suggests that this might be up to the administrative committee to discuss in depth.

Sue Belish agrees that this topic should go to the administrative committee.

Chairman Wilcox cautions that GoToMeetings can be difficult to deal with communication regarding certain topics so be conscientious when deciding what to do with meetings via internet.

Board agrees that this topic will be discussed in depth for administrative committee.

Communications Committee Update

Kenny Rathbun said he and Scotty Ratliff will meet to go over the communications contract in depth

Administrative Committee Update

The administrative committee will meet to discuss meeting options and locations, SBE coordinator position and Sue Belish said she will get meeting minutes out.

National Association of State Boards of Education Conference

Nate Breen attended the NASBE conference in Washington, DC in March and gave an update on how the conference went.

Action Items:

Sue Belish makes a motion that the long term goals, 5th indicator, and identification and support elements of the ESSA plan as presented by the WDE be submitted for public comment while the SBE and department work collaboratively to engage the Accountability Advisory Committee, members of the Professional Judgment Panel, and other appropriate stakeholders in a deliberative process to ensure that the state ESSA Plan and the WAEA system are aligned.

Max Mickelson seconded the motion.

Superintendent Balow expresses her concern on voting on these things today, expresses that there should be time to think about the framework and get stakeholder input. Fine with the motion but thinks there should be room to compromise.

Max Mickelson suggests that the motion be split into two. One motion would move the 5th indicator and the second motion would move that the SBE and WDE work collaboratively to make sure everything is aligned.

After further discussion amongst Board Members, Sue Belish withdraws her motion.

Superintendent Balow makes a motion to approve the 5th indicator as the framework that will be included for public comment.

Kathryn Sessions seconded the motion.

Chairman Wilcox makes a proposed amendment to the motion to move that the long term goals, 5th indicator, and identification and support elements become the foundation for the WAEA plan as presented in the WDE's ESSA plan to conduct a deliberative process to solicit stakeholder input as required by HEA 61.

Kathryn Sessions seconded.

Max Mickelson calls for the question.

State Board Members vote by voice and everyone was in favor with nobody opposed. The amendment passes.

Mackenzie Williams wants to clarify if the SBE members were voting on the motion or the amendment to the motion. Chairman Wilcox clarifies that they were voting on motion with the amendment.

Action Item on Chapter 31:

SBE members agreed that they either have the option of rescind or not take action at all.

After discussion board members decide to write a memo to the Governor's office explaining that the SBE has seen the memo from the LSO and at the time the SBE is not taking action but understand the complexity of this issue.

Chairman Wilcox says that he senses there is a consensus on this from board members and everyone agrees to send the memo.

PUBLIC COMMENT:

- Judy Catchpole, Chairman of Advisory Committee and former State Superintendent, expressed that it has been very difficult to hear public comment the last two days because there were no microphones, projector was hard to see, it was hard to see motions, changing motions, or long motions and gives a suggestion moving forward to look into purchasing microphones for board members and public that attend meetings and would like to make comments.
- Kathy Schuerman, Wyoming Education Association, made a comment regarding yesterday's discussion in regards to the ESSA update and the work that has been done. Kathy expresses the frustration that we aren't getting away from the same testing on kids.

Dan McGlade, SBE, makes one last comment in regards to travel before adjourning. Dan asks would it be possible to get to eight meetings in a year to make things more feasible and suggests the board consider how to do more with less because of budget restraints.

NEXT MEETING

The Board's next meeting will take place in Riverton May 18-19, 2017

The meeting adjourned at 1:01 p.m.

DRAFT



ACTION SUMMARY SHEET

DATE: May 18, 2017

ISSUE: Approval of Treasurer's Report

BACKGROUND: The State Board of Education budget summary.

SUGGESTED MOTION/RECOMMENDATION:

To approve the Treasurer's Reports as submitted.

SUPPORTING INFORMATION ATTACHED:

- State Board Budget Summary attached

PREPARED BY: Kylie Taylor
Kylie Taylor, Executive Assistant

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

COMMENTS:

WYOMING DEPARTMENT OF EDUCATION

SUMMARY REPORT

State Board of Education

FY17 Budget

30 June 2016 thru 12 May 2017

<i>DESCRIPTION</i>	<i>BUDGETED</i>	<i>EXPENDED</i>	<i>ENCUMBERED</i>	<i>REMAINING BALANCE</i>	<i>Percentage</i>
Personal Services (0100 series)					
[App Unit 001]	60,000.00	24,947.07		35,052.93	58.42%
Supportive Services (0200 series)					
[App Unit 001]	127,275.00	59,422.08		67,852.92	53.31%
Data Processing Charges (0400 series)					
[App Unit 001]	5,737.00	2,400.93		3,336.07	58.15%
Professional Services (0900 series)					
[App Unit 001]	50,794.00	555.00		50,239.00	98.91%
	243,806.00	87,325.08	0.00	156,480.92	64.18%
<hr/>					
<i>DESCRIPTION</i>	<i>BUDGETED</i>	<i>EXPENDED</i>	<i>ENCUMBERED</i>	<i>REMAINING BALANCE</i>	<i>Percentage</i>
Professional Services (0900 series)					
[App Unit 009]	145,848.00	26,376.50	13,623.50	105,848.00	72.57%
	145,848.00	26,376.50	13,623.50	105,848.00	72.57%
TOTAL	389,654.00	113,701.58	13,623.50	262,328.92	67.32%



WYOMING
DEPARTMENT OF EDUCATION

*Creating Opportunities
for Students to Keep
Wyoming Strong*

Jillian Balow

Superintendent of Public Instruction

Dicky Shanor

Chief of Staff

Brent Bacon

Chief Academic Officer

Lisa Weigel

Chief Policy Officer

Dianne Bailey

Chief Operations Officer

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On the Web

edu.wyoming.gov
wyomingmeasuresup.com

May 11, 2017

To: Chairman Wilcox and State Board of Education Members

From: Jillian Balow, State Superintendent of Public Instruction

Re: Meeting Update

Dear Chairman Wilcox and Board Members,

As of May 1, a “hard freeze” was realized by Wyoming state government except for a small number of essential positions. For the first time in recent memory, the Wyoming Department of Education (SBE) was fully staffed prior to the freeze. As positions become vacant, they are “swept” from the agency employee count. WDE has an incredibly strong and motivated team, despite reductions in our workforce and budget. We will continue to strive to meet our core mission of assisting school districts and Wyoming education.

Chapter 31

We are prepared to share information during the May SBE meeting to assist the board in addressing concerns outlined by the legislative management council and governor’s office. In a nutshell, we will be retaining our expert rulemaking consultant Amy Starzynski to close the loop on the entire issue by updating Chapter 6 and 10 and aligning to 31. WDE staff has already discussed with some board members the need for financial assistance from the board to finish this rulemaking project.

ESSA Update

Days after the April SBE meeting, the draft state plan for the Every Student Succeeds Act (ESSA) was released for public comment. In addition to a round of WDE-facilitated meetings, I have encouraged superintendents, higher education leaders, advocates, and other partners to conduct meetings with their constituencies to discuss the plan and provide comments. We are also moving forward to build out the plan through engagement with the professional judgement panel for accountability and the accountability advisory committee. The advisory committee will be meeting in May.

Community Meetings and SBE Member Opportunities

The WDE is conducting community meetings, town halls, and listening sessions across the state on a number of topics including the state plan for the Every Student Succeeds Act (ESSA), math standards, Indian Education for All, and more. There are also numerous WDE-sponsored professional development opportunities including annual conferences for STEM, Special Education, Indian Education and more. I would like to extend the invitation to SBE

members, once again, to attend any of these events. Please check our website frequently for updated event information and registration instructions.

School Finance

A recalibration of school finance is underway as outlined in 2017 legislation. Our fiscal team at WDE is responding to frequent requests for information and technical assistance from school districts, the select committee, and the Legislative Services Office (LSO). Our team will also work with a consultant once the legislature finalizes a contract. In the past, additional staffing and assistance has been provided for recalibration but that is not the case this interim. The legislative management council has issued a RFP for a consultant to retool the funding model, it will be interesting to see who wins the bid.

Recent Visits with Secretary DeVos and USDE Officials

Recently I was part of a small group of state superintendents invited to meet with Secretary of Education Betsy DeVos. It was a positive and productive meeting and the main discussion topics were federal funds, school choice, and ESSA. While the USDE has over 4,400 employees, many of the secretary's deputy and leadership positions are not yet filled. Gaps in policy and strategic vision are evident and the Secretary is eager to work with others to build out the work ahead. Throughout the conversation, Secretary DeVos reiterated her commitment to aligning with the congressional intent of ESSA by having states lead in education and not being overly prescriptive with initiatives or federal funds. I shared several of Wyoming's success stories about school choices within public schools (e.g. career pathways in many of our high schools) and our use of Title IV-B funds for quality afterschool programs. Additionally, I shared information about our vision for education in Wyoming and some of the initiatives we are working toward. I am encouraged that the meeting was the beginning of a positive dialogue and, indeed, have had several follow-up conversations with Department leaders.

See you in Riverton,

Jillian



May 9, 2017

To: State Board Members

From: Tom Sachse, Ph.D.

RE: Coordinator's Report

Walt asked me to cluster my reports in a single volley and to use this structure in our future meetings as well. For your May meeting, I'll comment on a couple of developments with NASBE (new website resource and some technical support they are providing at LSO request), add remarks on two forthcoming legislative reports (relative to District Assessment Systems and Chapter 31), and provide updates on two ongoing board priorities (new members orientation and the professional judgement panel). There are attachments to this memo addressing each.

Please call or write if you questions on any of these items, Tom

NASBE Assistance

In the last month at the request of Matt Wilmarth from the Legislative Services Office (LSO), Marykay Hill from the Governor's Office, Dicky Shanor from the Wyoming Department of Education, and I have had conversations with representatives of the National Governors Association (NGA), the Education Commission of the States (ECS), and NASBE to see if there were common data elements that could be collected on states in our region (and other national comparisons), to give the recalibration committee information on how well Wyoming students are doing relative to the state expenditures on K-12 education.

I advocated that states like Vermont and Alaska should be added to the analysis because of their demographics and rural nature. The first set of data elements are now assembled and I believe that we will be working with the same groups to find a little bit more summary information along the lines of whether Wyoming is "getting the bang for the buck."

The time frame for this collaborative effort is to have something to share with the recalibration committee by mid-summer. Given that so much data has been gathered so quickly, I believe it is possible that the group will meet its self-imposed timeline. Still, there are many ways to create summary information, so it will be interesting to see whether that can be done easily and quickly.

I will keep the board posted on this matter as it relates to one of the board priorities of finding "adequate" funding for K-12 education.

National Association of State Boards of Education (NASBE) Insight

Recently, NASBE has announced a new website resource that may be of interest to state board members. This resource, NASBE Insight, is an electronic compilation of state board agenda items and meeting attachments from all states with active state boards of education. It has certain analytical tools and features that may be of interest to board members as they wish to examine what other states are considering in terms of parallel functions.

For example, most state boards of education have primary responsibility for establishing content and performance standards, so it was easy to see what states like California and Virginia are doing with standards for computer science. It is also easy to see what other states are doing in terms of ESSA planning.

The website address is:

<https://stateboardinsight.nasbe.org/>

I would be happy to conduct analyses for board members using this toolkit. Feel free to ask or email with any requests.

New Members' Orientation Packet

Kylie and I have had little time to devote to assembling the entire orientation packet for the new board members that we did prior to our April meeting. We are committed to it and hope to complete that work before we provide similar orientation to our new member representing the University of Wyoming.

For this meeting, I wanted to make certain that you have access to the December Catchpole report, as it may come up in our discussion of school and leader accountability systems.

The Catchpole report is included here:

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

Judy Catchpole, Chair¹

December 31, 2016

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

ADVISORY COMMITTEE MEMBERS

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

Tony Anson, Principal, Big Horn High School, Big Horn County School District #1

Sue Belish, State Board of Education

Diana Clapp, Superintendent, Fremont County School District #1

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

Tess Hopkin-Egger, Reading Success Teacher, Livingston Elementary School, Park County School District #6

Mary Kay Hill, Governor Mead's Education and Policy Advisor

R.J. Kost, Curriculum Coordinator, Park County School District #1

Sean McInerney, Accountability Supervisor, Wyoming Department of Education

Terry Snyder Superintendent, Fremont County School District #25

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

Executive Summary

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

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

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

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

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

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

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

Introduction

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

Decisions by the Committee

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

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

ESSA Requirements

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

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

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

Accountability Indicators

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

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

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

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

Goal-Setting

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

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

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

Annual Determinations

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

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

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

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

The Current WAEA System

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

The High School System

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

The Elementary/Middle School System

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

³

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

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

Proposed WAEA System

The High School System

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

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

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

The Elementary/Middle School System

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

Other Indicator of School Quality or Student Success

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

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

The Equity Indicator for Elementary and Middle Schools

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

The Postsecondary Readiness Indicator for High Schools

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

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

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

Tested Readiness

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

Tenth Grade Credits

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

Proposed Postsecondary Readiness Indicator

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

This approach involves operationally defining both college and career ready and then for each student determining whether or not they have met one or both indicators. Schools would be evaluated on the proportion of their graduating class that has met **either** of these criteria.

Examples of these operational definitions of college and career ready indicators follow. It is critical to note that the Advisory Committee is not yet ready to put forth specific indicators for college and career readiness, so we emphasize what follows are illustrations only.

- ✓ College readiness could be defined as:

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

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

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

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

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

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

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

Long-term and interim goals

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

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

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

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

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

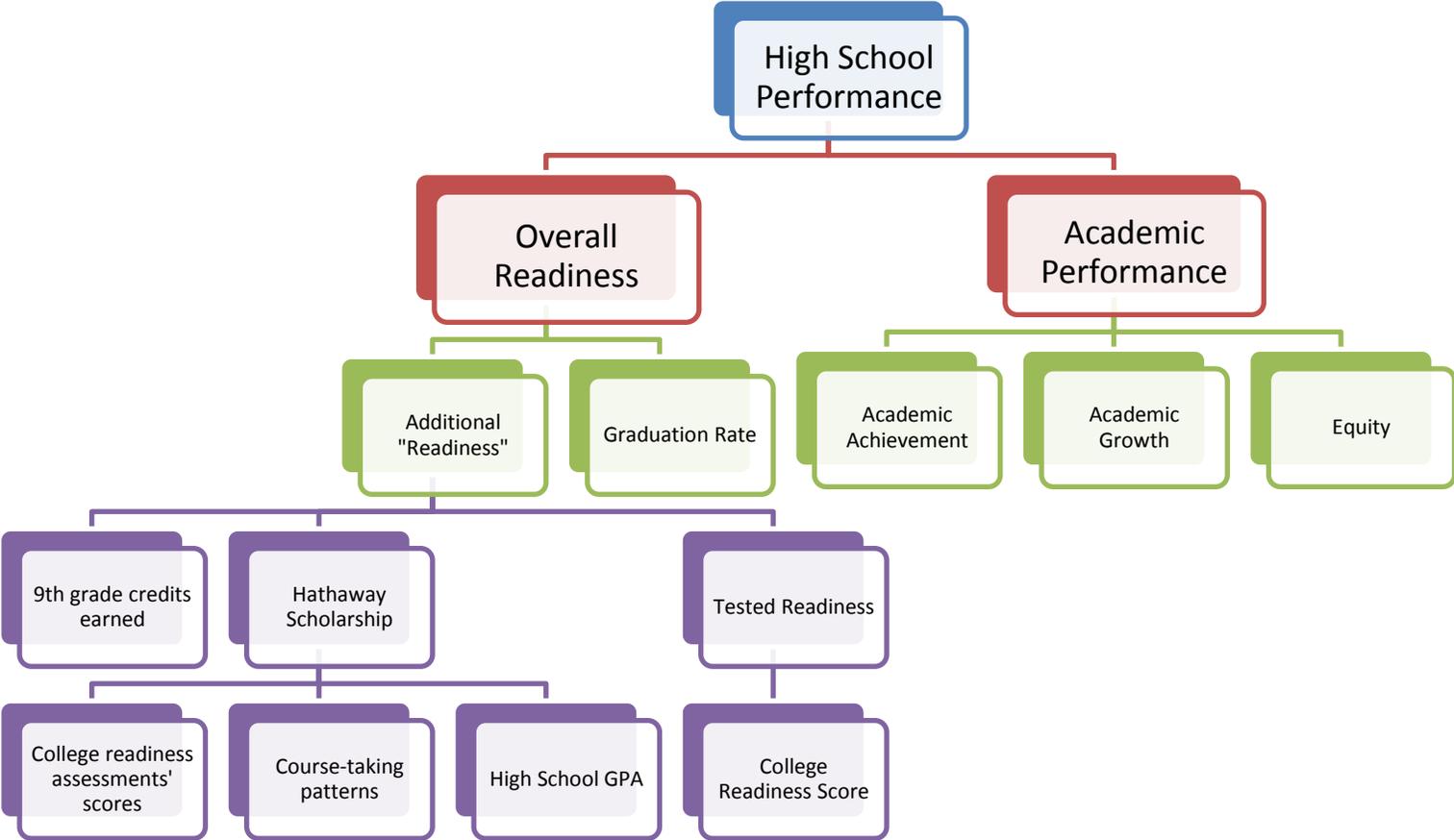
Remaining Work

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

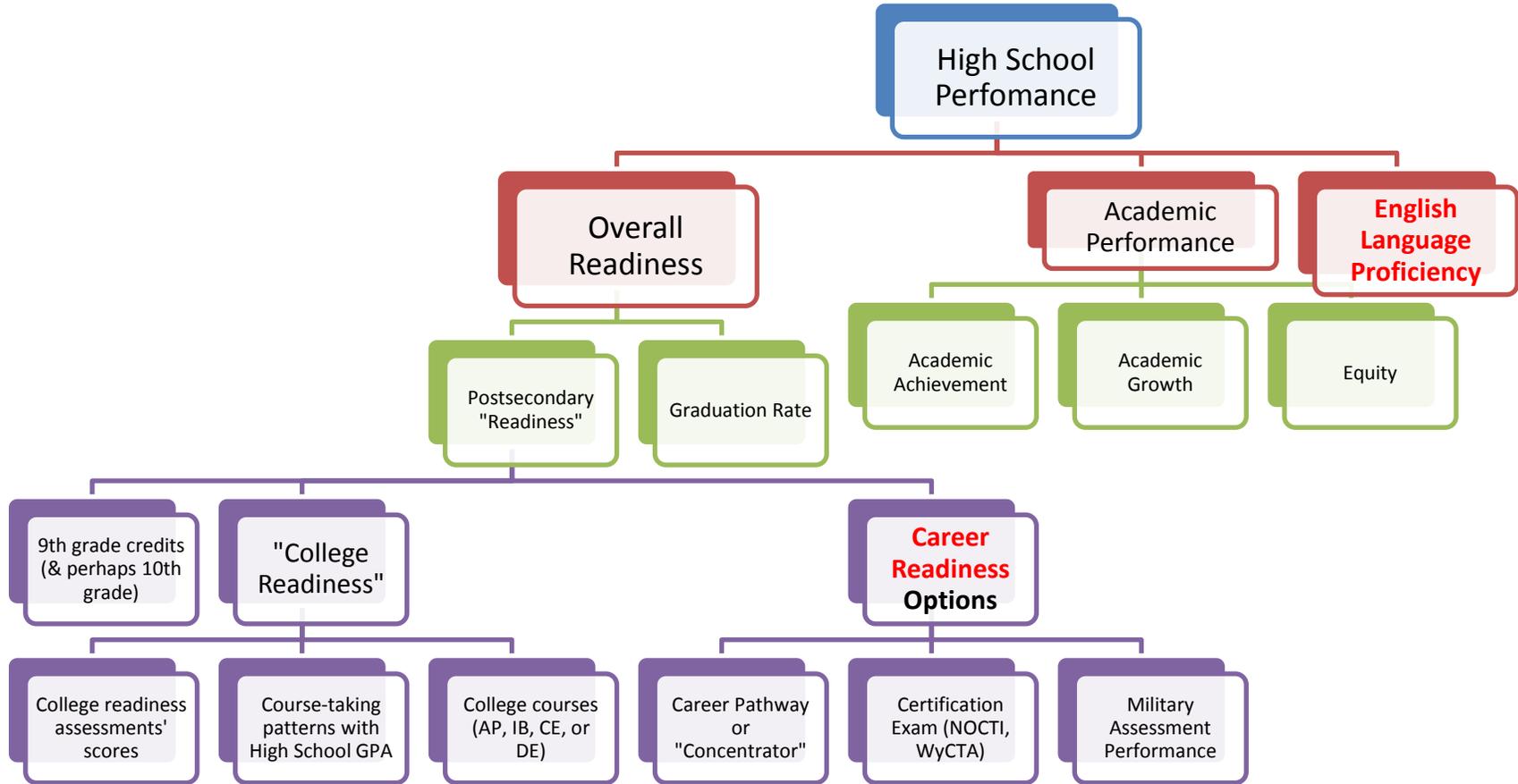
1. Continue to work on English learner accountability indicator that is as fair as possible to all schools;
2. Determine the specific set of indicators for determining students as college or career ready and to work out the details for how the data will be collected, evaluated, and applied;
3. Describe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

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

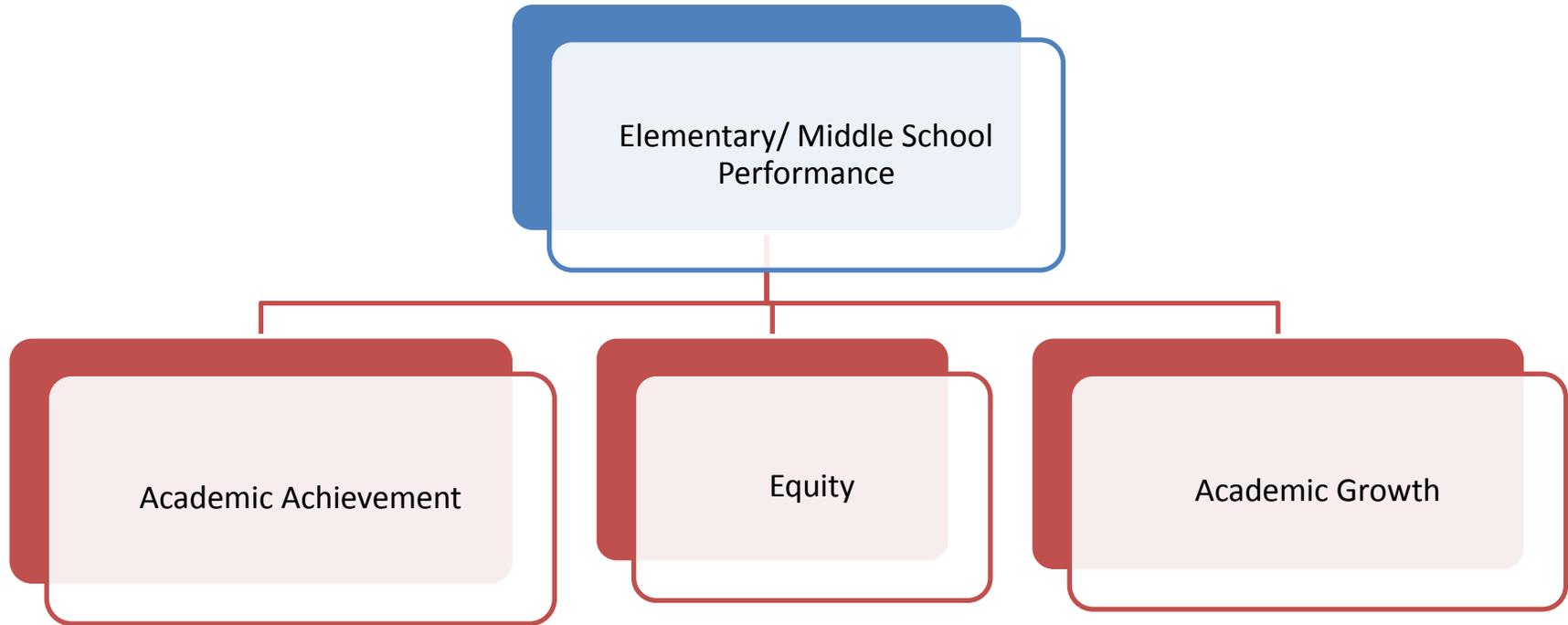
Appendix A: Schematic of Current WAEA High School Accountability System



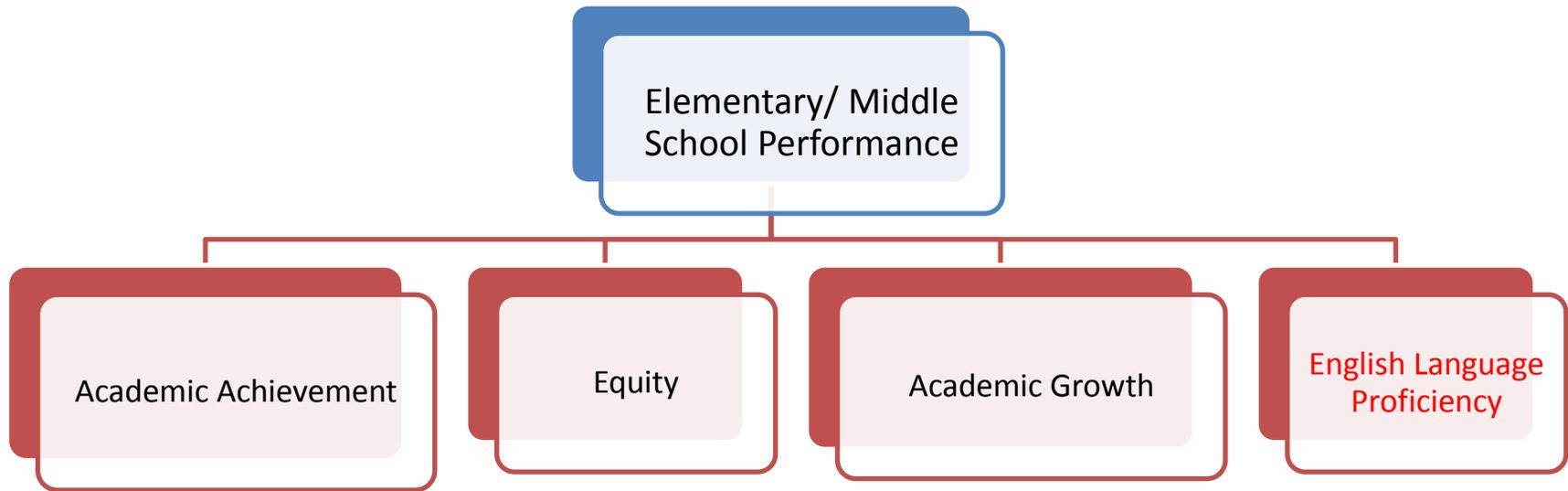
Appendix B: Schematic of Proposed WAEA-ESSA High School Accountability System



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



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



Appendix E:

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

Drafted by the Center for Assessment

October 26, 2016

Background

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

Key Principle for Goal Setting

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

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

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

Structure of this Document

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

Recommended Process for Setting Graduation Rate Goals

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

Recommended Steps

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

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

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

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

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

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

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

Example of the Process with Historical Graduation Rate Data

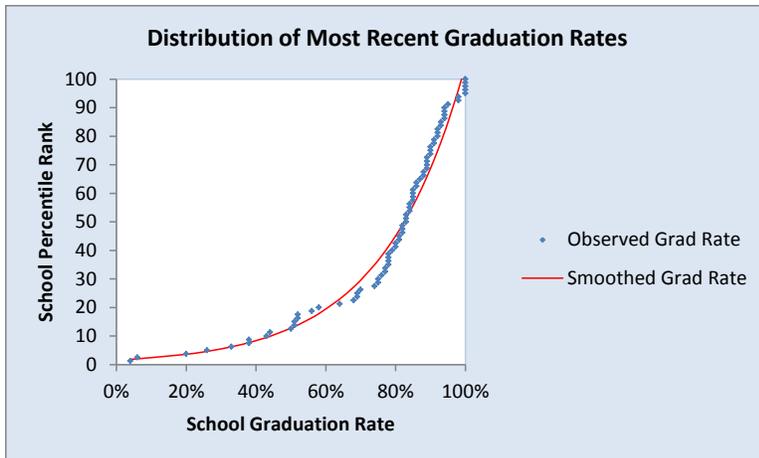
Note that in this hypothetical example of the process, recommendations that the PJP would make are displayed in red. These are arbitrary, but meaningful, judgments made by the PJP based on their professional expertise in public education.

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

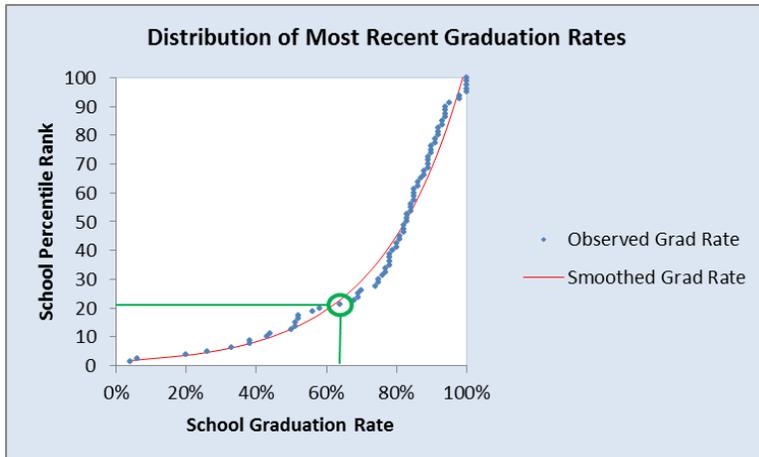
⁶ Note that this can also be done for subgroups within schools with enough students. In addition, ESSA and proposed regulations allow for long-term and interim goals for extended graduation rates (e.g. five- and six-year rates) to substitute for on-time graduation rates (4-year rates) but requires that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

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

⁸ Using an exponential regression.

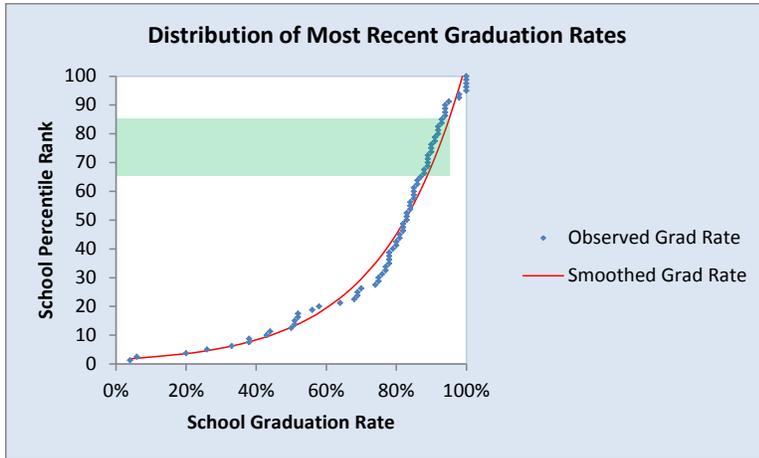


This graph is read as follows. The school circled in green had a graduation rate of approximately 64 percent (represented by the vertical green line), which was the same as or better than 21 percent of schools in the state (represented by the horizontal green line). Any other point on the graph can be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

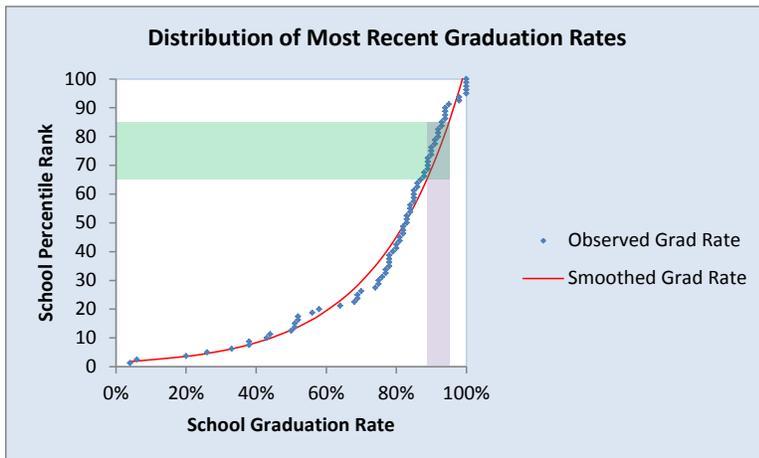


Step 2. Identify the minimum and maximum acceptable long-term goal. In this hypothetical example, the PJP defined both “considerably above” and “considerably below” as representing 15 percent of schools. This means, as shown below, that the minimum acceptable long-term goal is at the 65th percentile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

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

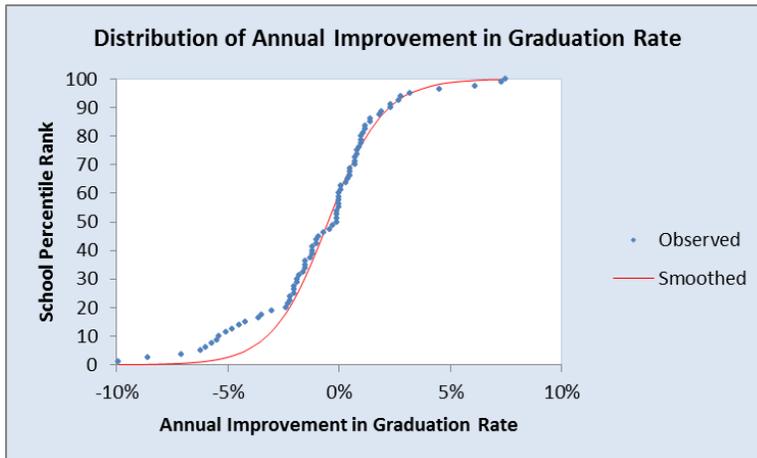


To identify the value of the minimum and maximum acceptable long-term goals, another shading rectangle (in purple) is dropped to the x-axis where the green shading intersects with the red smoothed distribution. This shows that as judged by the PJP, the range of acceptable long-term goals for graduation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



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

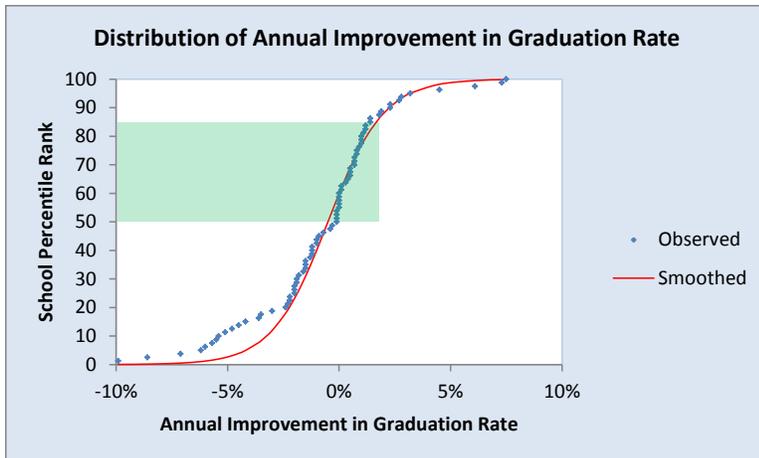
the slope of that regression. The slope (or annual improvement) was plotted against school percentile ranks. A smoothed distribution was also calculated and is displayed as a red line⁹. When the actual activity is carried out, newer data will be available and may have somewhat different characteristics.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



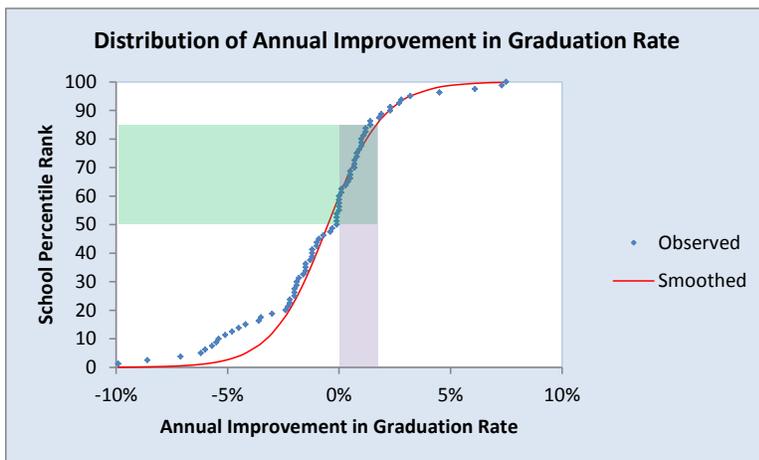
Step 4. Identify the minimum and maximum acceptable annual improvement target for low-graduation rate schools. In this hypothetical example, the PJP defined “at a minimum greater than the median” as representing no more than the top 49 percent of schools. The PJP used this definition because the range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

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

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



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



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

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

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

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

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

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

Recommended Process for Setting Achievement Goals

Recommended Steps

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

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

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

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

Recommended Process for Setting English Proficiency Goals

Recommended Steps

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

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

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

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

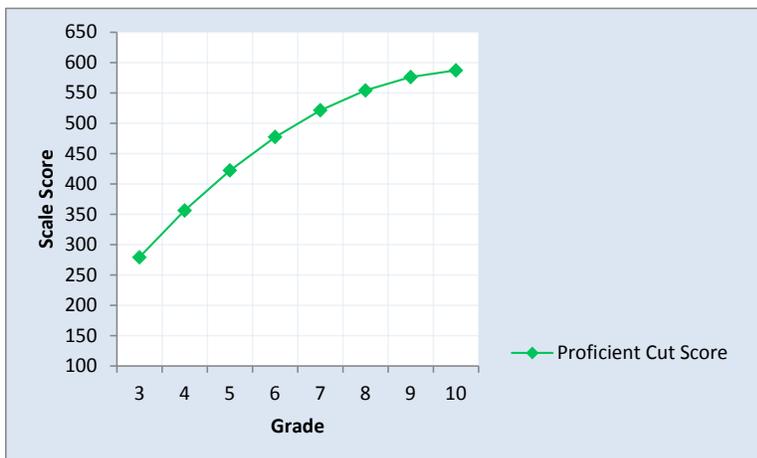
3. Set the long-term goal for each newly identified student as the proficient cut score on WIDA Access for ELs in the grade level x years out from the student's current grade.
4. Use a mathematical calculation (to be developed on the basis of research about what are appropriate expectations for the degree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

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

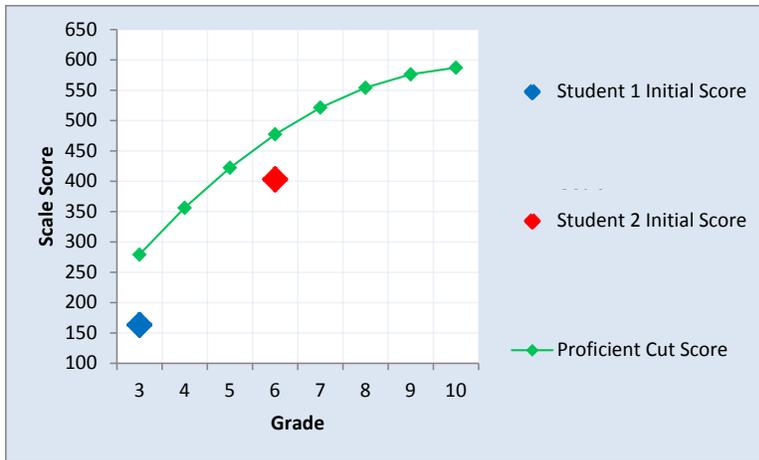
We also recommend that WDE monitor Wyoming-specific data over time (as enough data becomes available) to determine if there are any critical differences in trends for Wyoming as compared to trends for the WIDA consortium as a whole to determine whether EL goals should be revisited.

Example of a Potential Process with Two Hypothetical Students

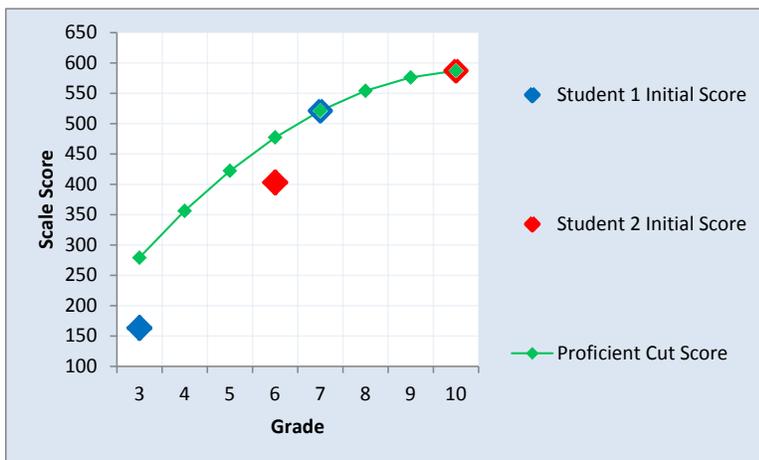
In any case, the targets for two individual students would look similar to the following hypothetical scenario where we start with the proficiency cut scores on the WIDA Access for ELs as follows:



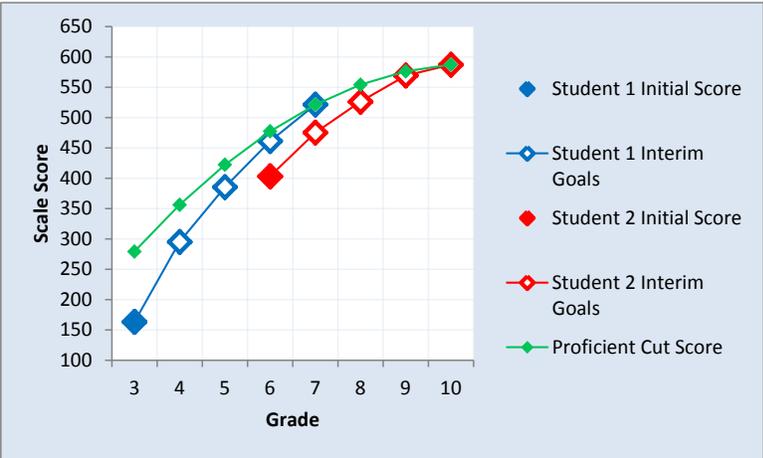
In this example, two different students come in at different grade levels and with different degrees of English proficiency as shown below.



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



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



Joint Education Interim Committee (JEIC) Report on Graduation Requirement Progress

As you are aware, the Wyoming State Board of Education is required to report during the interim to the JEIC on the status of the implementation of the legislatively-mandated changes to the graduation requirements (Chapter 31) pursuant to Senate File 57, statutes of 2012. Given the recent recommendation from the Legislative Services Office (LSO), it is likely that the management council will recommend to the governor that the proposed changes to Chapter 31 be rescinded. If under some circumstances the governor elects to approve chapter 31 as proposed, there will likely be prescriptive language about the need to address the “graduation expectations” in Chapter 10 (and District Assessment Systems in Chapter 6).

While it will be instructive to see the annotated history of Chapter 31 foot faults, there are likely just two alternative routes to proceed. First, we can ask the department to reopen Chapters 6 and 10 with a clear time frame for public comment and promulgation. Second, we can mount a reasonable defense of the state board’s multiple attempts to promulgate rules in a way that is acceptable to both LSO and the legislature (not to mention the Governor’s Office). Still, there may be some on the JEIC who blame the state board for foot-dragging or worse. At your June meeting, I will review my report to the JEIC on this matter.

I believe it is possible to negotiate the course that “threads the needle” of the multiple constituencies and perspectives involved in this work. The board must rely on the goodwill and professionalism of the Wyoming Department of Education to move this effort forward again—this time with success.

Joint Education Interim Committee (JEIC) Report on District Assessment Systems

As you are aware, the Wyoming State Board of Education is required to report during the interim to the JEIC on the status of the implementation of the District Assessment Systems pursuant to Senate File 57, statutes of 2012. Essentially there are two requirements for the state board to get information on the quality and character of the District Assessment Systems. First, on a rotating basis, the state board is to receive reports “through the Wyoming Department of Education” as they go through the five-year accreditation process. Second, for those schools who receive a “not meeting” or “partially meeting expectations” rating through the Wyoming Accountability in Education Act (WAEA), the board is supposed to receive reports on certain psychometric characteristics of the district assessment system relative to a school’s accountability rating. It is important to know that the psychometric validation process is far easier than the former Body of Evidence System. Simply checking for alignment, consistency, and fairness is all that is required of districts

While the board has not been receiving explicit reports through the accreditation process or through the accountability process, both reporting requirements are under development and will be entering the implementation process during the 2018 school calendar year. At your June meeting, I will have my report to the JEIC. Of course, this gets quickly entangled with the issues surrounding Chapters 31, 10, and 6, but we will avoid that complication for now. I just want the board to know that there is serious attention to this matter, and I feel confident the JEIC will be pleased to know collaboration between WDE and SBE on this matter is well underway.

Professional Judgement Panel (PJP) Planning Process

The preliminary work undertaken by the state board last month to learn about and agree to the “foundational” basis of that work for both WAEA and ESSA was considerable. Still, there is much to be done in order to have a “deliberative process” as required by state law and have participatory process as required by federal law that results in a single model of accountability for both systems.

As of this writing, I am working with state board liaison Lisa Weigle to see whether it is possible to organize and conduct a PJP process in the next couple of months. If the board delays the PJP process later into the summer or even the fall, the ESSA plan will have to have been submitted and may end up resulting in twin accountability systems. We must do what we can to accelerate the process so that both systems go forward in a timely and constructive process.

At your board meeting, I will present the basics of what it will take to get that PJP process well planned in the short time frame we have before us.



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May 10, 2017

To: State Board of Education

From: Laurel Ballard, Supervisor,
Student & Teacher Resources Team

Subject: Career Readiness Needs Assessment & Action Plan

Over the last year, the Wyoming Career Readiness Council has work to determine steps Wyoming could take to move career readiness forward. The Council worked with the National Center for College and Career Transitions to develop recommendations the state could focus on to improve the six pillars around career readiness:

1. Employer Engagement
2. Rigor and Quality in Career Pathways for ALL Students
3. Career-Focused Accountability Systems
4. Scaled Pathways that Culminate in Credentials of Value
5. Align State and Federal Funding Streams
6. Ensure Cross-Institutional Alignment

Using this information and data from K-12, postsecondary and workforce, the Council developed an action plan to tackle the recommendations. Over the next year the Council will build and implement a dynamic marketing and communication plan for Career Readiness and Career and Technical Education.

For additional information or questions, please contact Laurel Ballard at laurel.ballard@wyo.gov or (307)777-8715.

Attachments: Career Pathways Needs Assessment
Career Pathways Needs Assessment & Theory of
Action Presentation

Career Pathways Needs Assessment & Theory of Action

Wyoming Career Readiness Council

Wyoming Career Readiness Initiative

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- 6 Pillars:

1. Employer Engagement
2. Rigor and Quality in Career Pathways for ALL Students
3. Career-Focused Accountability Systems
4. Scaled Pathways that Culminate in Credentials of Value
5. Align State and Federal Funding Streams
6. Ensure Cross-Institutional Alignment

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Council Mission

Lead Wyoming through a collaborative effort to make measurable progress in advancing career readiness for youth and young adults in key areas including accountability, stakeholder engagement, and career pathways.

Needs Assessment Background

- Who did we work with?

- WDE CTE & Data Teams
- Department of Workforce Services
- Wyoming Workforce Development Council
- Wyoming Community College Commission
- Wyoming Business Council
- Wyoming Association of Career Technical Education (WACTE)
- Wyoming Economic Development Association (WEDA)
- WDE CTE Assessment Vendor

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Data Review

At-A-Glance

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K-12 Education System - 2015

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- Looked at multiple types of data
 - K-12 Demographics
 - K-12 CTE
 - Postsecondary Outcome
 - Workforce
 - Labor Market Supply and Demand

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Strong College/Career Pathways System

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1. Employer Engagement
2. Rigor and Quality in Career Pathways for ALL Students
3. Career-Focused Accountability Systems
4. Scaled Pathways that Culminate in Credentials of Value
5. Align State and Federal Funding Streams
6. Ensure Cross-Institutional Alignment

Establish employer-driven processes informed by real-time, projected, and other labor market information (LMI) to determine high-skill, high-demand industry sectors with which career pathways and their associated credentials must be aligned

Identify high-skill/high-demand sectors

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- **Strengths:**

- Wyoming has the ability and interest to gather and data to support the development of a strong career readiness system
- Perkins funded CTE programs are required to meet specific guidelines, which are regularly audited and have input from local business communities
- Assessments are in place to gauge real-world readiness, including industry-recognized certifications

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- **Recommendations:**

1. **Develop a statewide information system**

- A formal system for getting the information on labor market needs and emerging trends to CTE program leaders
- Identify each program by cluster and pathway and align those identifiers to specific careers or career groups
- Regularly send this information to the K-12 target audiences

- **Recommendations:**

2. Define required skills

- Convene employers and/or sector groups to define the critical skills that applicants need in order to be successful
- Share this information with CTE program leaders
- OR, State offices develop the interview and focus group protocols needed to get the information from locals partners, and send information on the process to their local CTE leaders

- **Recommendations:**

3. **Establish a feedback loop**

- Institute a regular review process to keep skill set and labor demand profiles current
- Regularly survey employers to make sure the information continues to be current
- Ask employers about their experiences in screening and hiring new applicants

Use policy and funding levers to improve the quality and rigor of career pathways - including scaling down or phasing out those that don't lead to credentials with labor market value - and make those pathways widely available to and accessed by all students in all secondary settings, especially in underserved populations.

Quality and Rigor in Pathways

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- **Strengths:**

- All students have access to high-quality, rigorous programs of study, including the use of online courses for CTE courses
- All 7 community colleges offer dual enrollment classes for high school students
- Strong focus on serving underrepresented populations
- Data on CTE outcomes indicate Wyoming's system is largely effective

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Wyoming Quality Career Pathways

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- Recommendations:
 1. Statewide survey of program quality practices
 - Conduct a survey of CTE programs or review application and reviews already submitted
 2. Establish quality standards for career academies
 - Provide proven models, criteria and practice information and recommendations to those interested in starting a career academy
 - Or, establish its own set of standards and practices and hold current and new academies to those standards

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Career-Focused Accountability Systems

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Incorporate robust career-focused indicators in state K-12 accountability systems that measure and value successful completion of high-quality career pathways, attainment of credentials with labor market value, participation in work-based learning, and enrollment in postsecondary education or apprenticeships.

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Wyoming Career Indicators Publicly Reported

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- Strengths:

- Outcome data on college readiness assessments like ACT are given to all students and results are publicly reported
- Students also have the option to take the WorkKeys assessment in their senior year
- CTE outcomes are collected for Perkins. WCCC reports outcomes on the community colleges

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Career-Focused Accountability Systems

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- **Recommendations:**

1. Collect and report on career readiness indicators

- Data collected on students within CTE needs to be shared widely
- Data needs to be shared with business partners, state leadership, and stakeholders
- To develop a universal career readiness system, this information must be more prominent, apply to ALL students and not just CTE students

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Career Focused Accountability Systems

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- **Recommendations:**

2. Incorporate career readiness into meaningful criteria

- WDE should continue to expand CTE programs culminating in a professional certification
- Possibly incorporate factors associated with CTE into the statewide accountability system or graduation requirements

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Career-Focused Accountability Systems

• Recommendations:

3. Develop a recognition model for career readiness
 - Consider opportunities for recognizing both students and schools for achievement in career readiness
 - Students could receive a diploma endorsement or financial incentive
 - Schools might receive some financial or other resource incentive, or a special designation for graduating a certain percentage of students who are proven to be career ready

Scaled Pathways Culminating in Credentials of Value

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Working with local districts, scale career pathways that span secondary and postsecondary systems, offer focused career guidance and advisement, blend rigorous and engaging core academic and career-technical instruction, include high-quality work-based learning experiences, and culminate in postsecondary or industry credentials of value.

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Scale High-Quality Pathways

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- **Strengths:**

- Elements, like distance learning opportunities, are easily scalable
- Information is shared between schools through both informal and formal channels and through state connections
- Program review and reporting efforts allow the state to identify which programs have a large impact on student outcomes

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Expand Work-Base/Career Guidance

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- Strengths:
 - The ratio of counselors to students is 1:400, which is better than the national average of 1:500.
 - CTE or career academy teachers provide guidance within their areas of expertise
 - 66% of CTE completers had an occupational plan

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Expand Work-Base/Career Guidance

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- **Strengths:**

- State has begun to develop a web/mobile app to assist middle school students with career exploration
- WDE has developed and is training educators in its career development facilitators training so more than just counselors are trained to assist students in their career development planning

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Expand Work-Base/Career Guidance

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- Strengths:

- Most community colleges and UW have career centers for students
- Every district or college CTE have an advisory board with a minimum of 2-5 business members
- 2,640 students across the state have participated in some type of work-based learning experience.
- All community college report multiple types of partnerships with employers, professional groups, and other community organizations

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Wyoming Credentials Have Value

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- Strengths:

- Articulation agreements between almost all high schools and community colleges are in place
- All community colleges provide for dual/concurrent enrollment classes for high school students
- Community colleges identify industry-recognized credentials for all relevant classes and encourage participation

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Scaled Pathways Culminating in Credentials of Value

• Recommendations:

1. Develop or license a fully-featured career exploration system
 - Access to career exploration online systems allow for interest inventories, career and industry exploration, college reviews, development and maintenance of an online portfolio, and even connections to employers for work-based learning opportunities like internships
 - Search for funding to allow for the sustainable reinstatement of such a system

Scaled Pathways Culminating in Credentials of Value

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- Recommendations:

2. Continue to expand counseling efforts

- Continue the “hub and spoke” model of training every teacher and administrator to provide career guidance and counseling to all students
- Virtual models should be explored to supplement efforts in rural sites

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Scaled Pathways Culminating in Credentials of Value

• Recommendations:

3. Establish models and standards for business engagement
 - Develop information on partnership models and quality standards how to incorporate business partners into instruction
 - research/publish case studies showcasing effective practices and their outcomes
 - Provide training to both educators and business people on effective partnership strategies to better connect and establish strong relationships

Reorganize and intentionally align state and federal funding streams from education, workforce development, and economic development sources to effectively deliver career-focused programs to all students.

- Strengths:
 - There is funding through both federal and state sources for CTE
 - Career exploration is funded in multiple ways
 - Federal funding for math and science partnerships linking directly to college and career readiness in STEM areas
 - State grants supporting CTE courses
 - WIOA allocations funding specifically for youth at the K-12 levels for career awareness and preparation

- **Recommendations:**

1. Review current federal funding streams
 - WDE and others should closely review new legislation, such as WIOA and the Every Student Succeeds Act (ESSA), for additional opportunities

- **Recommendations:**

2. Explore and pursue private/nonprofit/
foundation options

- There are number of organizations interested in skills development, workforce issues, STEM and technology education who could be approached
- Continue building a strong career readiness pipeline through established CTE programs and career academies and innovative projects like Coders of the West to be attractive to different groups of donors

- **Recommendations:**

3. **Train locally for local fundraising**

- Provide training to CTE program leaders and district officials on fundraising and grant writing
- Find ways to help identify potential local nonprofit, foundation and business leaders local areas

Foster greater collaboration between K-12 and postsecondary systems to adopt policies and processes in schools, technology centers, academies, and institutions of higher education to ensure cross-institutional alignment of programs and pathways that smooth transitions for students and minimize institutional barriers.

Wyoming Mapping Career Preparation Delivery

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- Strengths:

- Most students in Wyoming receive their career preparation through Wyoming's publicly funded education system at both the K-12 and postsecondary levels
- These entities work closely together
 - Articulation agreements
 - Coordination with the Workforce Development Council
 - Strong dual/concurrent enrollment activity
 - Sharing advisory boards between K-12 and postsecondary institutions

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- **Recommendations:**

1. **Develop a map of the workforce pipeline**

- There does not appear to be a holistic map of the workforce pipeline and where these entities, and their relationships, fit into the picture
- Developing a map may reveal gaps that need to be addressed in creating a seamless pipeline

Using WyoSIMPL to Move Forward

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- Lots of needs identified, but where do we start
- WyoSIMPL
- Used similar data found the needs assessment
- Developed an Action Plan

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Wyoming Career Readiness Action Plan

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Priority Action: To build and implement a dynamic marketing and communication plan for Career Readiness and Career and Technical Education.

Message and Marketing	Key Partners
CTE (Perkins 124(c)) and CTSO (Perkins 124(c)(4))	Perkins 124(c)8, ESSA 6312(b)(12)
<ul style="list-style-type: none"> Define the Career Readiness Council's over-arching message 	<ul style="list-style-type: none"> Identify stakeholders and key partners
<ul style="list-style-type: none"> Align stakeholder/partner expertise with over-arching mission/message 	<ul style="list-style-type: none"> Determine how each support career readiness
<ul style="list-style-type: none"> Create an action plan and assign resources with timelines 	<ul style="list-style-type: none"> Identify all Wyoming workforce training programs that lead to industry certification
<ul style="list-style-type: none"> Explore best practices on CTE/CR marketing 	<ul style="list-style-type: none"> Define readiness skills that align with industry needs.

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- Breaking into two subgroups
 - Messaging/Marketing
 - Key Partners
- Next Meeting:
 - May 25 9:00-3:00
 - Focus on work to accomplish the Action Plan

QUESTIONS?

CONTACT:

LAUREL.BALLARD@WYO.GOV

307-777-8715

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Date: April 13, 2017

To: State Board of Education

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

Subject: Chapter 29, Leader Accountability

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

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

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

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

Attachment: Senate File 36/Chapter 29 Revisions

Certified Personnel Evaluation System Advisory Panel

Panel Member	District	Position
Brad Reese	Converse #1	School Board Member
Karen Bienz	Albany #1	School Board Member
Brad LaCroix	Weston #1	Superintendent
Jean Chrotoski	Goshen #1	Superintendent
Christina Mills	Fremton #24	Curriculum Director
Wanda Malony	Sweetwater #1	Curriculum Director
Tom Sasche		State Board Coordinator
Joel Dvorack		State System of Support Consultant

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**DEVELOPING A CAREER
PATHWAYS NEEDS ASSESSMENT
CAREER READINESS**
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PROJECT DESCRIPTION

The Wyoming Department of Education (WDE) is developing a streamlined system for college and career pathways for students as part of its efforts to better connect the state's employer needs with its education and training systems. In order to build a successful system, the state must analyze the current status of its education/workforce pipeline; this will allow WDE to identify both strengths that can be leveraged along with gaps that must be addressed. WDE has asked The National Center for College and Career Transitions (NC3T), an organization experienced in the development of college and career pathways systems, for a proposal to conduct this analysis and provide recommendations.

PROJECT TIMELINE

Project begins in July 2016 and will conclude in September 2016

PROPOSED SCOPE OF WORK

The goal of this project is to conduct an analysis of Wyoming's current education-to-workforce pipeline.

Identification of Metrics and Assets (Stakeholders and Available Data Sources)

NC3T will begin the project with the following activities:

- Virtual kickoff meeting – NC3T will hold a virtual meeting with appropriate WDE staff to outline the project; discuss parameters and known resources (contacts, data sources, etc.); identify opportunities, barriers, and desired outcomes; and more fully flesh out the project plan.
- Identification of key stakeholders – NC3T and WDE will identify Wyoming stakeholder organizations and contacts whose insights and expertise should be reflected in this analysis. WDE will provide email or phone introductions to facilitate outreach by NC3T.
- Adoption of a pathways system model – NC3T and WDE will discuss the elements of a strong college and career pathways model that connects with workforce needs, and use this model as the basis for its analysis and recommendations.
- Identification of important metrics – As part of the kickoff meeting, and beyond, NC3T and WDE will identify key measures of career readiness and relevant measurable elements of the career readiness/workforce supply system and work those into the planned analysis and recommendations.
- Identification of available data sources – NC3T and WDE will discuss data sources that connect to identified metrics and look for ways of accessing needed data.

Data-Gathering and Analysis

NC3T will manage data-gathering and analysis on two fronts:

- Qualitative data – NC3T will collect available survey data, opinions of relevant thought leaders, and information gained through a series of influencer interviews, into its work.
- Quantitative data – Working primarily through desktop analysis of existing data sets, NC3T will capture and incorporate data from various education and workforce systems, including WDE’s CTE office and national sources such as IPEDS, in its work.

Once relevant data have been gathered, NC3T will conduct an analysis based on the elements of a defined pathways/workforce system, incorporating the metrics previously identified by the parties, in order to identify strengths and opportunities inherent within the state’s current efforts.

Report and Recommendations

NC3T will produce and release a final report with executive summary which compiles the results of the needs assessment process into a recommended comprehensive plan for developing secondary to-postsecondary career pathways that connect to targeted industry sectors. A copy of the Final Report will be submitted to WDE in electronic format. (Printed copies will be available as well upon request.)

ABOUT NC3T

The National Center for College and Career Transitions, or NC3T, has a twofold mission: “Every Teen with a Dream and a Plan, and Every Community with a Capable, Ready Workforce.” The organization works to connect schools, postsecondary institutions, and employers in order to introduce students to the array of options available to them, and to help them prepare for the types of opportunities for which they are best suited. Currently, NC3T is pursuing this mission through three initiatives:

- The Pathways Innovation Network, a group of communities in New York and Pennsylvania that are interested in developing a wall-to-wall college/career pathways model within their schools;
- The Employer Engagement Toolkit, a resource being developed to help educators understand how to work with employers; and
- Individual consulting efforts focused around pathways development, CTE quality, STEM education, and community-level coalition building. NC3T and Meeder Consulting, which just was merged into NC3T, have carried out work in approximately 20 states.

NC3T’s co-founders, Hans Meeder and Brett Pawlowski have extensive experience in pathways design and development, CTE, and business/ education partnerships. Mr. Meeder is former Deputy Assistant Secretary for Vocational and Adult Education at the U.S. Department of Education, and has strong national visibility in CTE and education reform circles. Mr. Pawlowski has conducted extensive research, advocacy, and consulting in the area of business-education partnerships.



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MEMORANDUM

To: State Board of Education
From: Lisa Weigel, Chief Policy Officer
Date: May 10, 2017
Subject: Agenda Item Overview: Advisory Committee Update

Meeting Date: May 18-19 2017
Item Type: Action: _____ Informational: X

Background:

In March and April, the State Board of Education received information about the components of accountability that are proposed to meet the requirements of both ESSA and WAEA. In both of those meetings, the WDE agreed to bring the Advisory Committee together to discuss areas of the model that still need to be refined – specifically, the “5th indicator” for high school, post-secondary readiness. Some guiding questions that will guide the conversation include:

- Which level(s) of the Hathaway Success Curriculum constitutes “college ready”?
- Will the ACT score requirement for Hathaway be used to determine “college ready”?
- Which and how many dual/concurrent, AP, or IB courses would constitute “college ready”?
- What types of industry certification would constitute “career ready” (i.e. a top 20 in-demand list of certifications)?
- What percentile rank would students need to achieve on the ASVAB to be “career ready”?
- Where should all of the ANDs and ORs within the post-secondary readiness indicator go?

The first meeting for the Advisory Committee is scheduled for May 26th and will be facilitated by Scott Marion.

Statutory Reference (if applicable):

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

Fiscal Impact:

None noted

Supporting Documents/Attachments:

None

Proposed Motions:

None

For questions or additional information:

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



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Date: May 10, 2017

To: State Board of Education

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

Subject: Mathematics Standards Review

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

At the meetings, a presentation was shared to inform the public of the design criteria, goals, objectives, and terminology around standards. WDE also shared the Review Committee Selection Process, the make-up of the MSRC, and answered questions pertaining to the review process. Following the 20-minute presentation, participants were asked to respond to two questions:

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

Meetings took place in Powell, Casper, Rock Springs, and Cheyenne. Those locations and numbers attended can be seen on the next page. Those who were unable to attend the input meetings can respond to the same two questions [online through June 2](#).

On May 6, 2017, the WDE Standards Team also facilitated a discussion with educators from higher education, including members from UW, LCCC, WWCC, NWC, and CC. The purpose was to identify any gaps in the content standards to address the remediation concerns at the colleges. The committee reviewed the current Math Standards including the Mathematical Practices and identified the skills necessary of all students to be prepared for college. This group also discussed fluency with concepts, the ability to translate mathematical ideas from one context to another,

the utility of four years of rigorous high school math, including the value of statistics, and the retention of core ideas over time.

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

Community Input Meetings on Wyoming's Math Standards Review					
Date 2017 & Time	Location & Address	Room	Total # Attended	# of SBE / Legislators	# of Press
May 2 6-8 pm	Powell High School Library 1151 East 7th Street Powell WY, 82435	Library	4	0	1
May 3 6-8 pm	NCSD #1 Central Services Facility 970 Northglen Rd. Casper WY, 82601	Jefferson Room	2	1	0
May 4 6-8 pm	Rock Springs Central Offices 3550 Foothill Blvd. Rock Springs WY, 82901	Board Room	4	1	2
May 9 6-8 pm	LCSD #1 Administrative Building 2811 House Ave. Cheyenne WY, 82001	Room #130	3	0	0
online	Click here to give your input through June 2		4	# as of May 10	

*On May 3, 2017, the WDE also presented at the Northwest Regional Math Meeting during their travels and collected 20 additional responses to these two questions.

Communications Consultant Proposal

Prepared: 5/8/2017

Prepared by: SBE Communications Committee

ITEM 1: Consider continuation or extension of the current Communications Consultant contract in light of declining revenue.

This proposal envisions an extension of the Communications Consultant contract for a period of 6 months, from 1 June to 30 November 2017. During this 6 month period the SBE Coordinator and Kylie Taylor will work toward absorbing the duties of the Consultant. Prior to the end of the proposed 6 month contract extension period the Board will reassess the need for a communications consultant and the Board's budget.

The proposed contract extension will include monthly consultant services limited to \$1500/month (12 hours/month @ \$125/hour) for monthly support. Total contract cost for the 6 month extension will not exceed \$14,500, the combine total of \$9000 for the monthly support and an additional \$5500 to be used only upon direction from the SBE Communications Committee for special projects or events.

ITEM 2: Deliverables to be included in contract extension.

- A. Identify and recommend to the Board Coordinator and the SBE Communications Committee, impactful ways for the Board to maintain an independent and meaningful voice in statewide education.
- B. Identify and recommend special guests to be invited to the SBE face-to-face meetings, to be offered the opportunity to present to the Board. Develop a target list and reasons for offering invitation to listed guests, based on a statewide education focus.
- C. Recommend continuing communications outreach opportunities for the Board.
- D. Seek and recommend opportunities for the SBE to talk about the future of Education in Wyoming, and SBE responsibility in that future.
- E. Assist with post-meeting analysis to help identify and place emphasis on those issues that are considered most important.
- F. Assist with cultivating and maintaining media relationships.
- G. Assist with large projects and special events that might arise.
- H. Provide support to SBE Communications Committee meetings.

ITEM 3: Funding option for contract extension

- A. The NASBE SBL Network Year Two grant (\$14,500) can be used for continuation of communications work geared towards leadership and a standards based education, and must be expended no later than July 30, 2017.
- B. Through the state finance GEM process, use the grant to retroactively replace standard budget 900 Series funds that have been used to previously pay Communications Consultant work during

the current fiscal year. Those standard budget funds (900 Series / Contract Services) previously drawn down to pay for Communications Consultant contract work will be returned to the standard budget, and will be freed up for other budget needs. This will allow the SBE to utilize the grant as intended within the short timeline given.

- C. Additional Communications Contract (if approved) will be paid from those “freed-up” funds that will have been returned to the standard 900 Series budget. Or, in the event the Communications Consultant contract is not extended, those “freed-up” Series 900 funds will be available for other contract services, and could then be spent anytime between now and 30 June 2018.

ITEM 4: Budget status of current Communications Consultant contract

- A. Contract is written as Not to Exceed \$40,000; last contract day is 5/31/2017.
- B. Contract balance after April invoice is paid is \$31,357.
- C. It is reasonable to assume that \$4,000 - \$5,000 of the \$40,000 contract value will not be expended by the end of the contract on 31 May, and those funds will stay in the 0900 Series, App Unit 009 budget line for future use for approved uses.

Priorities for the Coordinator Position

Primary tasks:

1. Prepare packets and information for state board meetings
2. Follow-up after state board meetings
3. Prepare all reports required by the LSO
 - District Assessment Systems
 - Post-Secondary Indicator
 - PJP Process
 - Leader Accountability
 - Expenditures
 - Graduation Requirements
4. Provide regular updates to the board
5. Monitor rules promulgation process-Chapter 31, 10, 6
6. Represent the SBE to the legislature during the session as well as at legislative hearings and committee meetings
7. Complete additional tasks as assigned by state board
 - Summer 2017 – assemble PJP, assemble Alternative Schools Task Force, monitor Leader Accountability work, monitor District Assessment System work

Regular meetings:

1. Monthly meetings with the Liaison
2. Joint Education Interim Committee
3. State Board Chairman
4. Administrative Committee meetings
5. Communications Committee meetings
6. Legislative Committee meetings

On-going relationships:

1. NASBE
2. LSO
3. WSBA, WEA, WASA, Curriculum Directors
4. WDE Liaison and WDE staff
5. Governor's Policy Director

Communications

1. Assist Kylie in writing news releases before and after Board meetings.
2. Assist Kylie with updates to SBE website
3. Prepare documents and correspondence as requested by the Board

SBE Coordinator Recommendation

The Administrative Committee has the following recommendation for the Coordinator Position:

- A. Continue the position at the current hourly rate (\$76 per hour) to enable us to employ a highly qualified, experienced coordinator who has the knowledge, skills, and experience to assist the SBE in fulfilling our statutory duties.
- B. Reduce the total number of hours worked per year, allowing flexibility for the monthly hourly total to be based on the work assigned for each month
 1. Current contract was for 1560 total hours or approximately 130 hours per month
 2. Proposed contract is for 900 total hours or approximately 75 hours per month which is a reduction of 42% of time
- C. Revise the contract to focus on priority duties and deliverables
 1. May-October
 - a. PJP – call for members, arrange meeting dates with WDE, determine facilitator, determine the scope of work, hold before end of June, summarize results by July SBE meeting to affirm, write report for LSO
 - b. Letter to Governor and Management Council on Chapter 31 develop plans for revision of Chapters 6 and 10; begin work on 6 and 10, write report for LSO
 - c. Alternative School Accountability Task Force – arrange with WDE to reassemble the Task Force, arrange date and place, reconcile ASA model with ESSA and WAEA, write report for LSO
 - d. Leader Accountability – work with Laurel Ballard to ensure that the process outlined in April is being followed, write report for LSO
 - e. District Assessment Systems – work with Shelly Andrews to finalize the process for review of DAS, write the report for LSO
 - f. SBE Meetings – work with Kiley to arrange scheduled meetings, develop materials for SBE meeting packets, review press releases before and after meetings
 - g. SBE Committee Meetings – facilitate SBE committee meetings (schedules, agendas, summaries)
 2. November-February
 - a. LSO Reports – prepare required reports for LSO
 - b. SBE Meetings – work with Kiley to arrange scheduled meetings, develop materials for SBE meeting packets, review press releases before and after meetings
 - c. Legislative Session – with the legislative committee, develop priorities for the session, prepare materials to share with legislators, attend session as required
 - d. Rules Promulgation - monitor progress on rules promulgation work
 - e. SBE Committee Meetings – facilitate SBE committee meetings (schedules, agendas, summaries)
 3. March-June
 - a. SBE Meetings – work with Kiley to arrange scheduled meetings, develop materials for SBE meeting packets, review press releases before and after meetings

- b. SBE Committee Meetings – facilitate SBE committee meetings (schedules, agendas, summaries)
- c. Legislative Session – attend session as required, prepare summary of legislative impact on SBE work and statutory requirements
- d. Interim Session – prepare for work to be done by SBE during the interim session; prepare for PJP session in August

STATE BOARD OF EDUCATION MEETING CALENDAR JUNE 2017-OCTOBER 2018

JUNE - BUFFALO/SHERIDAN							JULY - ELECTRONIC MEETING							AUGUST - GLENROCK							SEPTEMBER - GREEN RIVER							OCTOBER - ELECTRONIC MEETING 1:00PM-4:00PM							NOVEMBER - ELECTRONIC MEETING 1:00PM-4:00PM								
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DECEMBER - NO MEETING							JANUARY - ELECTRONIC MEETING 1:00PM-4:00PM							FEBRUARY - CHEYENNE							MARCH - RAWLINS/SARATOGA							APRIL - GILLETTE							MAY - CASPER (BACK-UP ELECTRONIC MEETING IF THE MEETING IS CLOSER TO 3 HOURS)								
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JUNE - ELECTRONIC MEETING							JULY - ELECTRONIC MEETING							AUGUST - PINEDALE/JACKSON/DUBOIS/AFTON							SEPTEMBER - ELECTRONIC MEETING							OCTOBER - THERMOPLIS/LANDER						
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WYOMING
DEPARTMENT OF EDUCATION

*Creating Opportunities
for Students to Keep
Wyoming Strong*

Jillian Balow

Superintendent of Public Instruction

Dicky Shanor

Chief of Staff

Brent Bacon

Chief Academic Officer

Lisa Weigel

Chief Policy Officer

Dianne Bailey

Chief Operations Officer

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On the Web

edu.wyoming.gov
wyomingmeasuresup.com

MEMORANDUM

TO: State Board of Education
FROM: Lisa Weigel, Chief Policy Officer
DATE: May 10, 2017
RE: Agenda Item Overview

Meeting Date: May 18-19, 2017
Agenda Item: Chapter 31 Rules
Item Type: Action: Informational:

Background:

On December 14, 2016, the governor’s office gave the State Board of Education, through the WDE, permission to proceed with collecting public comment on Chapter 31: Graduation Requirements.

On March 24, 2017, the State Board of Education voted to formally adopt the rules as proposed.

On April 11, 2017, the Legislative Service Office (LSO) recommended to the Management Council that the rules be rescinded, and the Management Council agreed.

At the April State Board of Education meeting, the Board directed the WDE to draft a response memo. This memo was to be presented during the May meeting.

On May 9, 2017, the governor submitted a letter directing the State Board of Education to rescind the rules.

Statutory References (if applicable):

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

Fiscal Impact (if applicable)

None noted

Supporting Documents/Attachments:

- LSO Memo: Admin Rule Review
- Governor’s Memo: Request to Rescind

For questions or additional information:

Please contact Julie Magee, julie.magee@wyo.gov, or 307-777-8740

Suggested motion/recommendation:

“I move that the Chapter 31 Education Rules be formally withdrawn.”

Action taken by State Board of Education:



WYOMING LEGISLATIVE SERVICE OFFICE

Memorandum

April 11, 2017

TO: Julie Magee
State Board of Education

FROM: Legislative Service Office

RE: Administrative Rule Review

Attached is a copy for your files of the rule review the Legislative Service Office has written for rules you recently adopted. The review is sent to the Management Council of the Legislature for their review and consideration.

Administrative Rule Review – ARR17-001
Legislative Service Office
April 11, 2017

AGENCY: State Board of Education
DATE SUBMITTED: March 28, 2017
SUBJECT: Chapter 31 – Graduation Requirements
NATURE OF RULES: Legislative, procedural
STATUTORY AUTHORITY: W.S. 21-2-304(a)(iii), (iv)

DETERMINATION OF PROCEDURAL COMPLIANCE BASED UPON INFORMATION SUBMITTED BY THE DEPARTMENT OF EDUCATION TO LSO: The Agency failed to provide notice, required by W.S. 16-3-103(a)(i)(D), that the rules being adopted were new rules. As a consequence, notice of the proposed rulemaking was not provided to the prime sponsor or committee responsible for the enabling legislation as required by W.S. 28-9-103(d). Otherwise, procedural compliance is apparently complete to date.

SUMMARY OF RULES: The State Board of Education promulgates these rules, amending Chapter 31-Graduation Requirements, to comply with 2015 Wyoming Session Laws, Chapter 179. That Act eliminated the tiered high school diploma and charged the State Board with enacting rules to “establish, in consultation with local school districts, requirements for students to earn a high school diploma as evidenced by course completion and as measured by each district’s assessment system prescribed by rule and regulation...” The Act also revised the requirements associated with the State Board’s review of school district assessment systems, requiring annual attestation instead of the previous requirement for an annual review by the State Board. In addition, the Act provides that the State Board will review district assessment systems once every five years on a staggered basis.

These rules mandate each school district create a policy on high school graduation requirements. Along with assorted other requirements, the policy must require students to achieve a passing grade in a course or on an equivalency test in four years of English, three years of math, three years of science, and three years of social studies. Each school district also has the discretion to establish "a minimum threshold of student performance on district assessments" in order to earn a passing grade in any required course. Each course and equivalency test must align with the state's Uniform Student Content and Performance Standards. Additionally, each school district must demonstrate its adherence to the Uniform Student Content and Performance Standards using one of four methods: course based; course based with common assessments; common assessments – stand alone; or mixed model.

These rules also require each district to use a district assessment system to determine how well students are meeting the Uniform Student Content and Performance Standards. As required by statute, these systems are subject to State Board of Education review and approval once every

five years. The school district must describe how performance on these assessments will be used as a factor in earning course credit for receipt of a high school diploma.

The rules also require each district to provide to the State Board and the Wyoming Department of Education its high school graduation policy for review and a consultation process. Additionally, each year each district shall report to the Wyoming Department of Education evidence that it is in compliance with these rules.

LSO has identified deficiencies with these rules. The rules do not clearly establish requirements for students to earn a high school diploma, as required by Wyoming statute.

These rules repeatedly reference the state's Uniform Student Content and Performance Standards. Presumably, the State Board has attempted to incorporate by reference the state's Uniform Student Content and Performance Standards, contained in Chapter 10 of the State Board's rules and available online here: <https://edu.wyoming.gov/educators/standards/>. Wyoming Statute 16-3-103(h) specifies the requirements to appropriately incorporate extraneous material by reference into rule and regulation. These rules lack identification of "the incorporated matter by location, date" and do not state "that the rule does not include any later amendments or editions of the incorporated matter."

Next, the State Board advises in its Statement of Reasons that the Uniform Student Content and Performance Standards provide "what students should know and be able to do at the end of each grade level, where applicable, including by the time they graduate." However, LSO's review of the Uniform Student Content and Performance Standards contained in Chapter 10 does not indicate that the Uniform Student Content and Performance Standards clearly identify the necessary standards and benchmarks for graduation.

Additionally, these rules may also create inconsistencies with the State Board's rules on school accreditation, Chapter 6. Section 18 of Chapter 6 concerns graduation requirements. That section states, in its entirety:

"Section 18. **Graduation Requirements**. All students, including an alternative school student, shall master the student content and performance standards aligned to state standards within the common cores of knowledge and skills at the levels set by the State Board of Education. Each student who demonstrates proficiency on the common core of knowledge and skills will be eligible for graduation per the requirements in Wyoming statute. These statutory requirements shall be monitored and enforced through the state accreditation process. (W.S. 21-2-304(a)(iii) and (iv))."

LSO notes Section 18 provides that "[e]ach student who demonstrates proficiency on the common core of knowledge and skills will be eligible for graduation" while Chapter 31 provides that each district will establish its own high school graduation policy. Given the flexibility provided by these rules to school districts, the resulting district policies likely will create inconsistencies with Section 18 of Chapter 6.

Finally, LSO has noted these issues, in one form or another, in prior reviews of emergency rules changes to Chapter 31. See ERR15-025, ERR16-008 and ERR16-020. LSO reiterates its

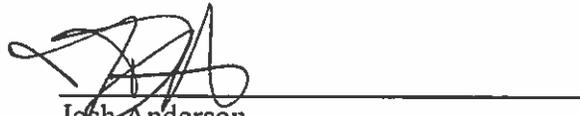
suggestion to revise Chapters 6, 10 and 31 using a comprehensive approach to provide clear direction to Wyoming school districts and the public on high school graduation requirements.

FINDINGS: The rules do not appear to be within the scope of statutory authority or legislative intent.

STAFF RECOMMENDATION: That the Council recommend that the Governor direct the State Board rescind the rules or amend the rules to address the concerns raised in the rule review report.



Ted Hewitt
Staff Attorney



Josh Anderson
Senior Staff Attorney

MATTHEW H. MEAD
GOVERNOR

THE STATE



OF WYOMING

2323 Carey Avenue
CHEYENNE, WY 82002

Office of the Governor

May 9, 2017

State Board of Education
c/o Chairman, Walt Wilcox
2300 Capitol Avenue
Hathaway Bldg, 2nd Floor
Cheyenne, WY 82002

Via email and hand delivery to: Julie.magee@wyo.gov

RE: Governor Mead's Action on Agency Rules pursuant to W.S. 28-9-106(b)

Dear Board Members and Chairman Wilcox:

Governor Mead directs that the State Board of Education (Board) rescind its proposed amended rules for Chapter 31 (Graduation Requirements), which were reviewed by the Legislative Service Office (LSO) in Administrative Rule Report ARR17-001. The Governor's rescission order is made in accordance with the Legislative Management Council's recommendation to the Governor of April 25, 2017.

The rules as proposed have flaws that cannot be corrected through exercise of the Governor's line-item vetoes. The Governor asks that the Board address the concerns raised in ARR17-001 in any future rule-making.

If the Board could please send a letter of rescission to the Governor and provide a copy to the LSO and the Attorney General's Office, it would be greatly appreciated.

Sincerely,

A handwritten signature in cursive script that reads "Richard Barrett".

Richard Barrett
Special Counsel to the Governor

RJB: rjb

cc: Hon. Jillian Balow, State Superintendent of Public Instruction
Members, Management Council
Kari Jo Gray, Chief of Staff



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DEPARTMENT OF EDUCATION

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On the Web

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wyomingmeasuresup.com

MEMORANDUM

TO: State Board of Education
FROM: Lisa Weigel, Chief Policy Officer
DATE: May 10, 2017
RE: Agenda Item Overview

Meeting Date: May 18-19, 2017

Agenda Item: Alternative Schedules Approval

Item Type: Action: Informational:

Background:

Wyoming Statutes 21-2-304(b)(viii) and 21-4-301 provide the opportunity for school districts to apply for a waiver to the statutory requirement for schools to be in session for 175 student contact days each year. Most districts seeking an alternative schedule request a four-day school week. The most common reasons for this are 1) holding extra-curricular activities on Fridays will not interfere with instructional time, 2) at least one-half of the school day on Friday is made available for students to get extra help with their school work, 3) professional development is provided for teachers on Fridays.

Section 4 of the Chapter 21 Education Rules (Alternative Schedules) requires districts to submit a request to the State Board *between January 1 and May 1* of each year. On [December 5, 2016](#), districts were directed to submit their application materials by March 8, 2017 in order to be heard and approved by the State Board during the March meeting. This timeline was set in order to notify districts of the State Board's approval or disapproval, as applicable, in time to finalize their school calendars for the following school year. Because this was the first year for the change in the submission deadline, the WDE decided to accept applications that were received after March 8th as long as they were submitted no later than May 1st to comply with the Chapter 21 rules. Two districts submitted their complete application package after March 8th: Niobrara and Sweetwater 1.

Statutory References (if applicable):

W.S. 21-2-304(b)(viii) and 21-4-301

Fiscal Impact (if applicable)

None noted

Supporting Documents/Attachments:

New Requests: The following school districts have submitted all required materials and are requesting approval from the State Board of Education to implement an alternative school schedule:

District Name	School Name(s)	for SY1 2017-18	and SY2 2018-19	Description	All Required Materials?
Niobrara	Lance Creek School	139 185	139 185	4-day week	Yes
Sweetwater 1	Farson-Eden Schools	150 160	150 160	4-day week	Yes

For questions or additional information:

Please contact Julie Magee, julie.magee@wyo.gov, or 307-777-8740

Suggested motion/recommendation:

"I move that the new requests for alternative schedules be approved for the 2017-18 and 2018-19 school years."

Action taken by State Board of Education: _____