



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.

September 21, 2017 351 Monroe Avenue Green River		
8:00 a.m. - 11:00 a.m.	Discussion of State Board of Education duties, responsibilities, and work	
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 	
	Discussion Items: <ul style="list-style-type: none"> • US ED Office of Career Technical and Adult Education Perkins Monitoring Visit 2016-2017 	
	Adjourn the State Board of Vocational Education	
12:30 p.m. - 12:45 p.m.	State Board of Education <ul style="list-style-type: none"> • Call to Order • Roll Call 	
	<ul style="list-style-type: none"> • Approval of Agenda 	Tab A
	<ul style="list-style-type: none"> • Minutes - August 11, 2017 	Tab B
	<ul style="list-style-type: none"> • Treasurers Report 	Tab C
12:45 p.m. - 1:00 p.m.	Wyoming State Superintendent Update	Tab D
1:00 p.m. - 1:45 p.m.	Coordinator's Report	Tab E
1:45 p.m. - 6:00 p.m.	Board Reports and Updates-	Tab F
	<ul style="list-style-type: none"> • State Systems of Support Update 	Tab G
	<ul style="list-style-type: none"> • School Performance Ratings 	Tab H
	<ul style="list-style-type: none"> • WAEA Informal Review 	Tab I
	<ul style="list-style-type: none"> • Social Studies Standards Review Committee 	
	<ul style="list-style-type: none"> • Media Options 	
	<ul style="list-style-type: none"> • Leader Evaluation/Chapter 29 	Tab J
	<ul style="list-style-type: none"> • Virtual Education/Chapter 41 	Tab K
6:00 p.m.	Recess the State Board of Education	

September 22, 2017		
8:00 a.m. - 9:00 a.m.	Presentation from Donna Little-Kaumo	
9:00 a.m.	Reconvene the State Board of Education	
9:00 a.m. - 10:30 a.m.	Continuation of Board Reports and Updates From Previous Day	
10:30 a.m. - 11:30 a.m.	SBE Committee Reports: <ul style="list-style-type: none"> • Communications Committee • Administrative Committee • Legislative Committee • Finance Committee 	Tab L
		Tab M
		Tab N
11:30 a.m. - 12:00 p.m.	<u>Action Items:</u> <ul style="list-style-type: none"> • Potential provider for court ordered placement of students • Date Change of October Board Meeting • Approval of PJP Report 	Tab O
		Tab P
	Other issues, concerns, discussion, public comment:	
	Adjourn	

A. Fiscal Program Responsibility

Findings:

No findings were noted.

Suggested Improvement Strategies:

Strategy #1: The WDE should consider adopting policies and procedures to ensure that all of the Perkins grant set-asides spelled out in section 112 of Perkins IV have separate unit and appropriation codes. More specifically, the WDE should consider creating separate codes for Federal State administration and local uses of funds which are currently sharing the same unite and appropriation codes.

The WDE has adopted policies and procedures to ensure that all Perkins grant set-asides required in Section 122 (Within State Allocations) of the Perkins law have separate unit and appropriation codes for Federal State administration and local uses of funds through the use of separate unit and appropriation (series) codes. The State has also created individual project codes for state leadership activities, specifically funds made available to State institutions including correctional institutions and institutions that serve individuals with disabilities and funds made available for services that prepare individuals for non-traditional fields. These project codes will allow timelier monitoring and reporting of expenditures (see Fiscal Strategy #6 below).

Strategy #2: The WDE should consider changing the reporting period on their Perkins grant interim financial status reports from 18 months to 12 or 15 months.

The WDE has changed the reporting period on its Perkins grant interim financial status report from 18 months to 12 months.

Strategy #3: The WDE should consider adopting policies and procedures to ensure that all staff involved in the administration of Perkins who work on more than one cost objective maintain proper time and distribution records.

The WDE has adopted policies and procedures to ensure that all staff involved in the administration of Perkins on more than one cost objective maintain accurate time and effort logs.

Strategy #4: The WDE should consider adopting policies and procedures explaining how Pell counts for CTE students at postsecondary institutions that receive Perkins funds through section 132(a) postsecondary allocation run are collected and validated for accuracy.

The WDE has changed its policies and procedures required by Wyoming community colleges in the determination of their institutional Pell grant counts used by the WDE in the calculation of postsecondary Perkins allocations. The department facilitated a two-day technical assistance event for all postsecondary subrecipients (community colleges). The process for determining institutional Pell counts was discussed at length between State staff, institutional researchers, Perkins coordinators, college administrators, and

data personnel from the Wyoming Community College Commission. The outcome of the event was a new standardized data collection protocol for the determination of institutional Pell grant counts.

Strategy #5: The WDE should consider adopting policies and procedures to ensure that a higher percentage of its section 112(a)(2) State Leadership funds and section 112(a)(3) State administration funds are obligated and liquidated in the first year of grant award availability. This practice would reduce the likelihood of grant funds lapsing and being returned to the federal government.

The WDE has changed its policies and procedures to ensure that a higher percentage of its section 112(a)(2) State Leadership funds and section 112(a)(3) State administration funds are obligated and liquidated in the first year of grant award availability (see Fiscal Strategy #6 below).

Strategy #6: The WDE should consider adopting policies and procedures to ensure that all State funds expended for career and technical education are included in its maintenance of effort (MOE) calculation which is currently calculated based exclusively on Perkins administrative match expenditures. More specifically, the WDE should consider drafting written narrative procedures that explain each line item included in the administrative calculation as well as simplifying the summary data spreadsheet portion of these policies and procedures to enable outside reviewers to gain a better understanding as to how this process works. In addition, the WDE should consider calculating MOE based on a 12 month State fiscal year instead of a 27 month time period aligned to the Perkins grant obligation cycle. Finally, the WDE should consider adopting procedures to calculate on a per-student basis in the event that the State is unable to meet its fiscal effort on an aggregate basis. If the State decides to calculate MOE on a per-student basis, it should also consider developing a system to ensure that student counts used in this calculation are accurate, reliable, and non-duplicative.

The WDE adopting new policies and procedures to ensure that all State funds expended for career and technical education are included in its maintenance of effort (MOE) calculation. The department has established a CTE/Finance review committee to conduct a monthly review of Perkins expenditures and verification of FIFO (First in-First out) payments. This group sees that older Perkins grant funds are obligated and liquidated prior to more recently awarded Perkins grant funds. The WDE has modified its MOE calculation to be based on a 12 month fiscal year. The WDE has also adopted procedures for calculating MOE on a per-student basis when the state decides to use that method.

B. Local Applications

Finding #1: The State's secondary and postsecondary local applications failed to address each of the required elements pursuant to section 134(b) of the Perkins Act.

Evidence: This determination was made after reviewing local applications and conferring with appropriate State personnel. It was noted that these local applications failed to require eligible recipients to describe critical elements such as: (1) how career and technical education programs required under section 135(b) will be carried out with funds received under Perkins. (2) how the career and technical activities will be carried out with respect to meeting State and local adjusted levels of performance; (3) assure that career and technical education students are taught to the same academic standards as all other students; (4) encourage career and technical students to enroll in rigorous and challenging academic subjects; (5) how comprehensive professional development will be provided; (6) how the performance of the eligible recipient will be evaluated and continuously improved; (7) review career and technical education programs and identify and adopt strategies to overcome barriers for special populations; (8) programs, services, and activities for special populations; (9) how special populations will not be discriminated against; (10) how funds will be used to promote preparation for non-traditional fields; (11) how career guidance and academic counseling will be provided; (12) how eligible institutions will improve the recruitment and retention of CTE teachers, faculty as well as efforts to improve the transitions for prospective individuals to teaching from business and industry; and (13) provide an assurance that career and technical education program that is of sufficient size, scope, and quality.

Corrective Action Required: The WDE must revise its secondary and postsecondary local application forms to address each of the required elements section 134(b) of Perkins IV. These forms should be used as the basis for allocating funds to eligible recipients beginning for the upcoming program year.

The WDE is currently adding the each of required elements in section 134(b) of the Perkins law to the secondary and postsecondary local application forms in its digital grant application system through its system contractor for the upcoming program year.

Suggested Improvement Strategies:

Strategy #1: The WDE should consider developing an expanded budget table for local applications that captures both “accounting categories” (i.e., salaries, equipment and supplies, etc.) and “program categories” (i.e., guidance, professional development, special populations, etc.). This effort would be useful for linking uses of program funds to student performance issues.

The WDE will be working with the contractor of its digital grant application system to examine the possibility of developing an expanded budget table for its local applications that would link uses of program funds to student performance issues.

Strategy #2: The WDE should consider revising its monitoring protocol to include a risk-based rubric. This rubric might include factors such as last time monitored, fund drawdowns, missing data, and failure to meet local levels of performance.

The WDE has developed and implemented a risk-based rubric to its monitoring protocol for local secondary and postsecondary sub-recipient monitoring.

C. Accountability

Findings:

No findings were noted.

Suggested Improvement Strategies:

Strategy #1: The WDE should consider developing a rubric for evaluating career and technical education programs pursuant to section 122(c)(8) of Perkins IV. Among the factors that might comprise this rubric are student participation in career and technical student organizations (CTSOs); inclusion of professional organizations and employers in determining critical skills and industry-recognized credentials; professional development of teachers, faculty, and counselors; and use of equipment. These factors may enable an assessment of the effectiveness of career and technical education programs that go beyond the basic requirements for meeting the core indicators of performance described in section 113(b) of the Act.

The WDE is reviewing its process of the evaluation of career and technical education programs and possible factors that may have an effect on student performance and college, career and military readiness. Those factors do include CTSO participation, business/industry partnerships, industry-recognized credentials, professional development for educators and career counselors and use of equipment. The State of Wyoming has just recently included college and career-readiness as an indicator in the education accountability system.



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
wyomingmeasuresop.com

May 31, 2017

Ms. Sharon Lee Miller
Director, Division of Academic and Technical Education
Office of Career, Technical, and Adult Education
U. S. Department of Education
400 Maryland Ave., S.W.
Washington, D.C. 20202

Dear Ms. Miller:

Thank you for the on-site Perkins IV monitoring visit, conducted by your team from the Office of Career, Technical, and Adult Education (OCTAE), Division of Academic and Technical Education (DATE) during November 14-18, 2016.

As you know, the monitoring visit's technical assistance report included compliance issues and suggested strategies that the Wyoming Department of Education (WDE) could use to improve its Perkins administration, fiscal, and accountability systems in the future.

Please find our response narratives in the attached document for the finding and suggested improvement strategies.

Thanks again to you and your team for the technical assistance and support to help us improve career technical education in Wyoming.

Sincerely,

Guy Jackson
State CTE Director
Wyoming Department of Education
2300 Capitol Avenue, Hathaway Building, 2nd Floor
Cheyenne, WY 82002

Enclosure

A. Fiscal Program Responsibility

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Strategy #2: The WDE should consider changing the reporting period on their Perkins grant interim financial status reports from 18 months to 12 or 15 months.

The WDE has changed the reporting period on its Perkins grant interim financial status report from 18 months to 12 months (July 1 - June 30).

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ACTION SUMMARY SHEET

DATE: September 21, 2017

ISSUE: Approval of Agenda

BACKGROUND:

SUGGESTED MOTION/RECOMMENDATION:

To approve the Agenda for the September 21-22, 2017 State Board of

Education meeting. **SUPPORTING INFORMATION ATTACHED:**

- Agenda

PREPARED BY: Kylie Taylor
Executive Assistant

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

COMMENTS:



WYOMING STATE BOARD OF EDUCATION

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	Other issues, concerns, discussion, public comment:	
	Adjourn	

DRAFT



ACTION SUMMARY SHEET

DATE: September 21, 2017

ISSUE: Approval of Minutes

BACKGROUND:

SUGGESTED MOTION/RECOMMENDATION:

To approve the minutes from the State Board of Education meeting on August 11, 2017

SUPPORTING INFORMATION ATTACHED:

- Minutes of August 11, 2017

PREPARED BY: Kylie Taylor
Kylie Taylor, Executive Assistant

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

COMMENTS:

WYOMING STATE BOARD OF EDUCATION
August 11, 2017
Teleconference

Wyoming State Board of Education members present via Zoom: Walt Wilcox, Ken Rathbun, State Superintendent Jillian Balow, Sue Belish, Scotty Ratliff, Kathryn Sessions, Max Mickelson, Belenda Willson, Ryan Fuhrman, Nate Breen, and Robin Schamber.

Members absent: Dan McGlade, Jim Rose, and Dean Ray Reutzel

Also present: Kylie Taylor, WDE; Julie Magee, SBE Liaison; Thomas Sachse, SBE Coordinator; Katherine Leuschel, Attorney General's Office (AG), Megan Degenfelder, WDE Chief Policy Officer; and Scott Marion, Executive Director Center for Assessment.

August 11, 2017

CALL TO ORDER

Chairman Walt Wilcox called the meeting to order at 9:02 a.m.

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

APPROVAL OF AGENDA

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

APPROVAL OF MINUTES

Minutes from the July 20, 2017 State Board of Education meeting were presented for approval.

Sue Belish moved to approve the minutes, seconded by Kenny Rathbun; the motion carried.

BOARD REPORTS, UPDATES & COMMENTS

Advisory Committee Update

Julie Magee, SBE Liaison, discussed the recent Advisory Committee meeting that was held on August 1, 2017 to deliberate options for the college preparatory curriculum. After an examination of performance data from each level of the Hathaway Scholarship, the Advisory Committee voted 7 to 1 to keep the original recommendation of using Opportunity level of the curriculum for the post-secondary readiness indicator.

August 15 Draft Report

Tom Sachse, SBE Coordinator, presented the draft report to the Legislative Services Office. The report included the message and process recommended to determine post-secondary readiness as required under W.S.21-2-204(c)(iv) as amended. The report also included identification of any enabling legislation that may be necessary.

Sue Belish moved that the board approve the draft report to be sent to the LSO, Robin Schamber seconded, the motion carried.

Letter Requesting Opinion on Graduation Requirements

Tom Sachse presented the letter addressed to the Attorney General requesting opinions on the board's efforts to promulgate Chapter 31. The letter requested a formal legal opinion regarding the extent to which the Constitution of the State of Wyoming mandates that the Legislature or SBE provide a system that assures that each high school diploma issued by a local board of trustees is equitable across the state.

Sue Belish moved that the board approve the letter to the Attorney General, Kenny Rathbun seconded, the motion carried.

PUBLIC COMMENT

- Rob Dennis, Account Manager for ACT, offered assistance to the board from his company on any data and research relating to the ACT.

NEXT MEETING

The Board's next meeting will take place September 21-22, 2017 in Green River.

The meeting adjourned at 10:37 p.m.

DRAFT



ACTION SUMMARY SHEET

DATE: September 21, 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 September 2017

DESCRIPTION	BUDGETED	EXPENDED	ENCUMBERED	REMAINING BALANCE	Percentage
Personal Services (0100 series)					
[App Unit 001]	60,000.00	33,908.93		26,091.07	43.49%
Supportive Services (0200 series)					
[App Unit 001]	127,275.00	66,861.20		60,413.80	47.47%
Data Processing Charges (0400 series)					
[App Unit 001]	5,737.00	3,292.62		2,444.38	42.61%
Professional Services (0900 series)					
[App Unit 001]	50,794.00	555.00		50,239.00	98.91%
	243,806.00	104,617.75	0.00	139,188.25	57.09%
Professional Services (0900 series)					
[App Unit 009]	145,848.00	21,747.91	3,153.46	120,946.63	82.93%
[App Unit 001]	84,500.00	13,787.44	0.00	70,712.56	83.68%
TOTAL	328,306.00	118,405.19	3,153.46	191.659.19	#VALUE!



WYOMING
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Jillian Balow

Superintendent of Public Instruction

Dicky Shanor

Chief of Staff

Brent Bacon

Chief Academic Officer

Megan Degenfelder

Chief Policy Officer

Dianne Bailey

Chief Operations Officer

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On the Web

edu.wyoming.gov
wyomingmeasuresup.com
twitter.com/WYOEeducation
facebook.com/WYOEeducation

To: State Board of Education

From: Jillian Balow, Superintendent of Public Instruction

Date: September 12, 2017

Subject: Wyoming State Superintendent Update

My apologies for not attending this meeting. Megan Degenfelder, our new Chief Policy Officer, looks forward to interacting with board members. Here are items I want to share with you:

ESSA Plan

Wyoming's Consolidated State Plan for the Every Student Succeeds Act (ESSA) was submitted to the United States Department of Education (USED) in August. USED will begin their 120-day review of state plans on September 18. In our plan, we articulate how federal law will be met in the areas of student outcomes, school improvement, and federal spending.

Accountability

School Performance Reports were publicly released on August 31. We saw positive trends with more schools Meeting and Exceeding Expectations, especially among elementary and middle schools. We are looking forward to releasing state and federal accountability information on a single report card starting this school year.

UW Trustees Education Initiative (TEI)

The work of the Initiative continues to move forward. Recently, members of the TEI governing board vetted innovation proposals from working groups. One approved innovation was classroom simulation technology. It will be implemented almost immediately at the UW College of Education. Staff at WDE had the opportunity to "test-drive" the technology last week. Interaction with avatar students was dynamic and challenging. It created an excellent environment for teaching and learning.

A Wyoming School Administrators Perception Study is now posted on the TEI website at:

http://www.uwyo.edu/trust_edu_init/index.html. The report is insightful and, of note, administrators indicate UW College of Education graduates demonstrate varying levels of preparedness in areas such as collaboration, pedagogy, classroom management, and communication. Wyoming administrators perceive that new teachers from UW are better prepared to design and deliver curriculum than other areas.

Both College of Education Dean Dr. Ray Reutzel and I serve on the governing board and coordinating council for the Initiative.

WY-TOPP Break the System Day

On Tuesday, September 5, many schools participated in a “test the system” day. The purpose of the day was to test the state infrastructure for WY-TOPP with actual student traffic and to give schools an opportunity to interact with the new assessment. WDE staff visited 17 schools during the “test the test” day and debriefed afterward. Here are a few takeaways:

- The state infrastructure handled the statewide traffic and almost all were able to access the WY-TOPP platform without assistance.
- Kinks occurred at the local level and most were easily addressed, i.e. secure browsers, firewalls, etc.
- Students used computers, laptops, and tablets in mobile labs and in hard-wired labs. We were pleased to see the variety and how the state infrastructure handled it.
- WDE will continue to work with schools and districts.
- All schools should set up a local “test the system” date and use the training test that will remain live at wyoassessment.org/training-tests/.



**WYOMING
STATE BOARD
OF EDUCATION**

September 12, 2017

To: State Board of Education

From: Tom Sachse PhD

RE: Coordinator's Report

This month the Coordinator's report consists of three reports submitted to the Legislative Services Office (LSO) for transmission to the Joint Interim Education Committee (JEIC). The first addressing the Post-Secondary Readiness Indicators was sent as required on August 15th. The second addressing the Chapter 31 progress on Graduation Requirements was sent as requested on September 14th. The third on the Professional Judgement Panel (PJP) was not requested, but I wanted the JEIC to see the entirety of the work accomplished by the PJP. I also want to get the board's reaction to the differences between the WAEA and ESSA accountability systems. This report was also sent on September 14th.



**WYOMING
STATE BOARD
OF EDUCATION**

August 11, 2017

To: Hank Coe, Co-Chairman
Dave Northrup, Co-Chairman
Joint Education Interim Committee Members

From: Tom Sachse, PhD
Coordinator, WY State Board of Education

RE: Post-Secondary Readiness Report

Authority: Wyoming Session Laws Chapter 95, Section 7(b)

Reporting Requirements: Not later than August 15, 2017, report to the JEC the methods and process recommended to determine post-secondary readiness as required under W.S.21-2-204(c)(iv) as amended. The report shall include identification of any enabling legislation that may be necessary.

Background: Following HEA-061, W.S. 21-2-204(f) states: “The state board, through the department of education, shall compile, evaluate and determine the target levels for an overall school performance rating and for content indicator level performance. The board shall execute this determination *when a significant aspect of the school accountability system changes* (emphasis added) or based upon periodic review of the system that requires evaluation of the target and indicator levels for school performance ratings through a prescribed deliberative process informed by a panel comprised of broad based representation from both public education and the community at-large.”

HEA-061 further stipulates in W.S.21-2-204(c)(iv): “Post-secondary readiness, as defined to include college readiness and career readiness. School level performance shall be based upon the percentage of students meeting either college or career readiness. College readiness shall be measured by a standardized college entrance examination administered pursuant to W.S. 21-2-202(a)(xxx) in grade eleven (11), together with a

readiness indicator defined by a series of student eligibility data reports generated under the Hathaway student scholarship program established by W.S. 21-16-1301 through 21-16-1310, *with school level results aggregated according to a procedure in which values and weights determined by a deliberate method are tied to specified definitions of post-secondary readiness and other college readiness indicators as determined by the state board of education in consultation with the state superintendent.*” (emphasis added) Career readiness shall be measured by student performance in accordance with other provisions of this title as determined by the State Board of Education (SBE) in consultation with the State Superintendent.

The SBE determined that the addition of post-secondary readiness, (as recommended by the Advisory Committee on Accountability) as well as the addition of English Language proficiency to the Wyoming Accountability in Education Act (WAEA), triggered the convening of a Professional Judgement Panel (PJP) to conduct the deliberative process to advise the Wyoming Department of Education (WDE) and the Advisory Committee. A summary of the work of the PJP is currently out for review and will be sent to the JEIC in September.

Observations of the PJP Relative to Post-Secondary Readiness: Members of the PJP were briefed on the technical approach and recommendations from the Advisory Committee on Accountability in all aspects of the Every Student Succeeds Act (ESSA) state plan.

At the May SBE meeting, the board approved a motion to make the measures and metrics in the ESSA State plan “the foundation” of WAEA indicators. Members of the state board expressed appreciation for the WDE’s work in several areas, including the statewide stakeholder input process, the detailed efforts to align accountability systems for both ESSA and WAEA, and the formalized technical approach to defining measurable indicators that are both ambitious and attainable. There was clearly consensus among the Advisory Committee on Accountability, WDE, and SBE to establish a coherent system of accountability. Some PJP members recalled when the accountability indicators for No Child Left Behind (NCLB) were different from those in WAEA. This time, all three groups wanted to see how close these two accountability systems could become. As part of the charge from the SBE, we asked that they reflect on each of the recommendations in the ESSA plan, with the ultimate goal of seeing “no daylight between the two accountability systems.” In the report of the entire PJP process, the interested reader may find a great deal of consensus between the two plans. This report also identifies current differences between the two plans and offers recommendations for further alignment.

WDE staff and consultants developed thorough descriptions of the rationale for each of the three options for demonstrating post-secondary readiness. The PJP discussed the three options for qualifying for post-secondary readiness.

- For military readiness, most members of the panel agreed that having two curriculum pathways that emulate career- and college-readiness was most desirable. They couldn't give detailed feedback on the issue of military readiness relative to the qualifying score on the Armed Services Vocational Aptitude Battery (ASVAB) because that has not yet been set by the Advisory Committee on Accountability.
- For career readiness, most panel members agreed that a Career and Technical Education (C&TE) concentration, taking three courses in a vocational sequence and passing a rigorous test (or receiving an industry-recognized certification), was a solid determination that those students were indeed career ready.
- As for college readiness, several panelists felt that the curriculum for the Opportunity level of the Hathaway Scholarship program was too rigorous. Several PJP members felt the "additional requirement" for four years of math and four years of science was problematic. One issue raised was the availability of and credentialing requirements imposed on mathematics and science teachers under the (still current) "Highly Qualified" endorsement requirements promulgated by the Professional Standards Teaching Board (PTSB). This was an even greater concern for smaller districts. Another concern was the imposition of math and science coursework for students not matriculating into STEM fields, including those planning on pursuing the arts as undergraduates. Panelists thought it would be difficult for counselors and principals to convince art majors to take more STEM courses and fewer arts classes. The PJP panel was limited in their discussion of this post-secondary indicator, in part because there are three ways in which students are disqualified for each of the four Hathaway Scholarship levels: ACT score, GPA and success curriculum. Statistics were not readily available to explain which criteria for each level caused disqualification.

They also noted that the post-secondary indicator could not be accurately judged without the ASVAB target score and the percentage of Wyoming students meeting that score (this information is currently unavailable, but the department has added it to the district data reporting requirement in the WDE-684).

In the end, the Professional Judgment Panel requested the Advisory Committee on Accountability reconvene and discuss whether the Opportunity level of the Hathaway Scholarship program gave high schools an “equal footing” to reach the status of meeting or exceeding expectations under WAEA. The PJP also asked them to consider extending interim improvement targets to three years rather than annually. Panel members also asked for additional information about the ASVAB target level for military readiness, and student performance on the four Hathaway Scholarship levels, including the percent of recent high school graduates who took four years of math and four years of science and also achieved the necessary grade point average (2.5) and ACT score (19) to receive Opportunity Scholarship funding.



September 12, 2017

To: Hank Coe, Co-Chairman
Dave Northrup, Co-Chairman
Joint Education Interim Committee (JEIC) Members

From: Tom Sachse, PhD
Coordinator, WY State Board of Education

RE: High School Graduation Requirements (Chapter 31) Report

Authority: JEIC Interim Priority #2--Education Accountability

Background: For the past three years, the Wyoming Department of Education and the Wyoming State Board of Education have collaborated to issue four versions of Chapter 31 rules designed to provide direction to school districts on what represents the “graduation standards” necessary to complete diploma requirements for graduation from Wyoming high schools. All four of these attempts have been rejected by the Legislative Services Office (LSO), followed by declinations from the Management Council and ultimately, the Governor.

Attached to this memorandum is the review from LSO regarding the most recent draft of the Chapter 31 rules, which is supported by an attachment from the Management Council as well as the Office of the Governor. In response, a formal request was made by the State Board of Education to the Attorney General's office for clarification. The State Board's request and the acknowledgement of receipt from the Attorney General's office are also attached. Over the past two years, there have been numerous discussions among Wyoming Department of Education staff and the Wyoming State Board of Education attempting to move these Chapter 31 rules forward in a manner that will be considered successful by the LSO, the Management Council, and the Governor.

The State Board of Education, with significant professional assistance from the staff of the Wyoming Department of Education, has moved assertively to address other facets of the rules promulgation process. Based on statutory direction in the 2017 legislative session, the State Board is currently undertaking revisions to:

- Chapter 6 to address the new state assessment system and the most recent changes to the Wyoming Accountability in Education Act
- Chapter 10 to address the new Indian Education for All standards (as well as the math standards review)

- Chapter 29 to address the new Phase 2 Leader Accountability requirements
- Chapter 41 to address the new virtual education rules (though these are not rules promulgated by the State Board, the State Board is consulted as one stakeholder group in the rules promulgation process undertaken by the Wyoming Department of Education).

Status Report: As of this writing, the State Board has not received the formal response from the Attorney General. The Board anticipates the response will be received in approximately 30 days of receipt. Guidance from the Attorney General's office, if available, will be discussed at the State Board meeting on September 21st and 22nd in Green River. Every effort will be made to report the Attorney General's response during the September JEIC meeting, provided it is available.

The complexity of these rules and the need for consultation with school districts means the next iteration of rules will be a slower and more deliberative process than the others the State Board has undertaken. Still, the State Board is determined to meet its statutory obligation as efficiently as possible.



**WYOMING
STATE BOARD
OF EDUCATION**

August 11, 2017

The Honorable Peter K. Michael
The Attorney General of Wyoming
Kendrick Building
2320 Capitol Avenue
Cheyenne, WY 82002

RE: Chapter 31-Graduation Requirements

Dear Attorney General Michael:

BACKGROUND

During the June 21, 2017 meeting of the Joint Education Interim Committee (JEIC), representatives of the State Board of Education (Board) and Department of Education were asked to provide an update and status report on efforts to promulgate a revised “Chapter 31 – Graduation Requirements” in response to Chapter 179 of the 2015 Wyoming Session Laws. Although the discussion focused primarily on the Legislature’s intent in amending Wyoming Statutes §§ 21-2-304(a)(iii) and (iv), it was noted that objections to the proposed rule stem from a belief that every high school diploma awarded by a Wyoming public school district be equitable. The Board understood this comment may assert that it has a constitutional obligation that may supersede Wyoming Statute § 21-2-304(a)(iv). This statute requires that the Board, in consultation with local school districts, “establish requirements for students to earn a high school diploma as evidenced by course completion and as measured by each district’s assessment system...”

The Board’s regulations, including the proposed Chapter 31 revision, help provide the essential administrative framework for “...an education system of a character which provides Wyoming students with a uniform opportunity to become equipped for their future roles as citizens, participants in the political system, and competitors both economically and intellectually.” *Campbell Cty. Sch. Dist. v. State*, 907 P.2d 1238, 1278 (Wyo. 1995). This framework includes, but is not limited to, the prescription of uniform student content and performance standards and the enforcement of those standards as

well as the uniform state educational program standards imposed by W.S. §§ 21-9-101 and 21-9-102.

In reviewing the four memoranda issued by the LSO since 2015 on Chapter 31 [ERR15-025, ERR16-008, ERR16-020, and AAR17-001], the Board has found no specific notation of deficiencies in the rule regarding issues of constitutionality or equity. In fact, the finding included in AAR17-001 simply concludes as follows: “The rules do not appear to be within the scope of statutory authority or legislative intent.”

REQUEST FOR OPINIONS

In light of this new information and in furtherance of the Board’s ongoing efforts to promulgate Chapter 31, the Board requests a formal legal opinion regarding the extent to which the Constitution of the State of Wyoming mandates that the Legislature or Board provide a system that assures that each high school diploma issued by a local board of trustees is equitable across the state.

Beyond the central question of constitutional equity raised above, the Board is requesting guidance that will help it meet its statutory responsibility to establish graduation standards as noted. Several other questions have been raised by state board members including:

(A) What are the district requirements relative to graduation requirements, beyond those listed in statute, until an acceptable version of Chapter 31 is adopted and effective?

(B) Since W.S. § 21-2-304(a)(iv) does not specifically require Board rule and regulation on the establishment of high school diploma requirements, could the Board simply repeal Chapter 31?

(C) The Board is also seeking clarification of how the graduation standards 21-2-304(a)(iii) are required to be used in high school diploma requirements under (a)(iv), if at all.

(D) Is it the Board (in consultation with local districts) that determines the rigor (difficulty) level of the graduation standards and determines the level at which students have to pass the District Assessment Systems in order to graduate?

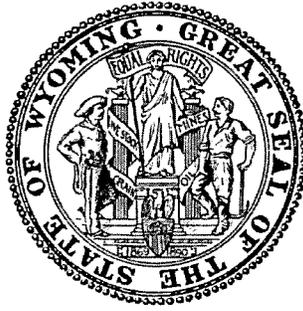
(E) The Board is currently working with Department of Education staff and the Office of the Governor to chart a path forward. One option would be to convene committees in the nine content areas (including district staff, parents, and employers) and ask them to determine those areas where graduation standards may be set. The Board would then take public testimony and put draft rules out for promulgation. This would take some amount of time and money, but we would begin that process if such an

undertaking would meet the scrutiny of the Legislative Services Office (LSO). Is this an approach that you believe may pass muster with the LSO?

The Board has been stymied in four attempts to promulgate graduation requirements that meet statutory intent and is reaching out for guidance, and would greatly appreciate any direction which could be provided.

Sincerely,

Walt Wilcox, Chairman



Office of the Attorney General

Governor
Matthew H. Mead

Attorney General
Peter K. Michael

Administration
123 State Capitol
Cheyenne, Wyoming 82002
307-777-7841 Telephone
307-777-6869 Fax

Deputy Attorney General
John G. Knepper

August 15, 2017

Walt Wilcox, Chairman
Wyoming State Board of Education
Hathaway Building
Cheyenne, WY 82002

Dear Mr. Wilcox:

Attorney General Peter K. Michael is in receipt of your request for an opinion regarding graduation requirements.

We will respond to you in writing as soon as possible. If we encounter questions or any other issues in our research, we will contact you as necessary.

Sincerely,

A handwritten signature in black ink that reads "Judy Mitchell". The signature is written in a cursive style with a large initial "J".

Judy Mitchell
Management Supervisor

jlm

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



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 a 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

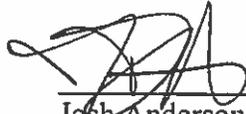
suggestion to revise Chapters 6, 10 and 31 using a comprehensive approach to provide clear direction to Wyoming school districts and the public on high school graduation requirements.

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



WYOMING LEGISLATIVE SERVICE OFFICE
MATT OBRECHT, *Director*

April 25, 2017

Honorable Matt Mead
Governor, State of Wyoming
State Capitol
Cheyenne, Wyoming 82002

RE: Management Council Action on Agency Rules pursuant to W.S. 28-9-106(a)

Dear Governor Mead:

This is to advise you that the Management Council has considered the following administrative rules and makes the recommendations set out below. A copy of the rule review is attached.

ARR17-001 State Board of Education
Chapter 31 – Graduation Requirements

These rules amend the Graduation Requirements promulgated by the State Board of Education to comply with 2015 Wyoming Session Laws, Chapter 179. The rules do not clearly establish requirements for students to earn a high school diploma, as required by Wyoming statute, and the Uniform Student Content and Performance Standards do not clearly identify the necessary standards and benchmarks for graduation. As explained in detail in the attached rule review, if interpreted this way, the rules do not appear to be within the scope of statutory authority and legislative intent.

The Management Council has adopted the LSO recommendation in the rule review.

If you have any questions, please do not hesitate to contact this office.

Sincerely,

A handwritten signature in black ink, appearing to read "Josh Anderson".

Josh Anderson
Senior Staff Attorney

c: Members, Management Council
State Board of Education



September 12, 2017

To: Hank Coe, Co-Chairman
Dave Northrup, Co-Chairman
Joint Education Interim Committee Members

From: Tom Sachse, PhD
Coordinator, WY State Board of Education

RE: Professional Judgement Panel (PJP) Report

The state board determined that the addition of post-secondary readiness, (as recommended by the Advisory Committee on Accountability) as well as the addition of English Language proficiency to the Wyoming Accountability in Education Act (WAEA), triggered the convening of a Professional Judgement Panel (PJP) to conduct the deliberative process to advise the Wyoming Department of Education and the Advisory Committee.

The PJP convened the afternoon of July 13 and the morning of July 14 in Casper, Wyoming. There were 21 panelists and six staff in attendance. The meeting was open to the public in person and by phone. A summary of the entire work of the PJP is contained as an attachment to this cover memo.

Authority: Wyoming Session Laws Chapter 95, Section 1(f)

Reporting Requirements,: Following HEA-061, W.S. 21-2-204(f) states, “The state board, through the department of education, shall compile, evaluate and determine the target levels for an overall school performance rating and for content indicator level performance. The board shall execute this determination *when a significant aspect of the school accountability system changes* (emphasis added) or based upon periodic review of the system that requires evaluation of the target and indicator levels for school performance ratings through a prescribed deliberative process informed by a panel comprised of broad based representation from both public education and the community at-large.”

Background: At the May meeting of the state board of education, the board approved a motion to make the measures and metrics in the ESSA State plan “the foundation” of

WAEA indicators. Members of the state board expressed appreciation for the Department's work in several areas, including the statewide stakeholder input process, the detailed efforts to align accountability systems for both ESSA and WAEA, and the formalized technical approach to defining measurable indicators that are both ambitious and attainable.

There was clearly consensus from the Advisory Committee on Accountability, the Wyoming Department of Education, and the Wyoming State Board of Education, to establish a coherent system of accountability operating in Wyoming.

A Brief Summary of PJP Workproduct: I explained the charge to the PJP, based on explicit conversations with the SBE. Members were also briefed on the technical approach and the recommendations from the Advisory Committee on Accountability in all aspects of the Every Student Succeeds Act (ESSA) state plan.

Some PJP members recalled when the accountability indicators for No Child Left Behind (NCLB) were quite different from those in WAEA. This time around all three groups wanted to see how close these two accountability systems could become. As part of the charge from the state board of education, we asked that they reflect on each of the recommendations in the ESSA plan, with the ultimate goal of seeing “no daylight between the two accountability systems.”

In this more complete report of the entire PJP process, the interested reader may find a great deal of consensus between the two plans. The report also identifies current differences between the two plans and offers recommendations for further alignment.

The state board will discuss this draft report at its meeting on September 21st and 22nd. Any recommendations for improving the report will be made and a revised report will be sent to LSO for distribution at the Joint Education Interim Committee meeting on September 28th.



**WYOMING
STATE BOARD
OF EDUCATION**

**The 2017 Professional Judgement Panel Report
to the Joint Education Interim Committee**
Discussion Draft

September 13, 2017

Prepared by
Thomas P. Sachse, PhD
Coordinator, State Board of Education

Wyoming State Board of Education
Walt Wilcox, Chairman

Background

Following HEA-061, W.S. 21-2-204(f) states, “The state board, through the department of education, shall compile, evaluate and determine the target levels for an overall school performance rating and for content indicator level performance. The board shall execute this determination *when a significant aspect of the school accountability system changes* (emphasis added) or based upon periodic review of the system that requires evaluation of the target and indicator levels for school performance ratings through a prescribed deliberative process informed by a panel comprised of broad based representation from both public education and the community at-large.”

HEA-061 further stipulates in W.S.21-2-204(c)(iv): “Post secondary readiness, as defined to include college readiness and career readiness. School level performance shall be based upon the percentage of students meeting either college or career readiness. College readiness shall be measured by a standardized college entrance examination administered pursuant to W.S. 21-2-202(a)(xxx) in grade eleven (11), together with a readiness indicator defined by a series of student eligibility data reports generated under the Hathaway student scholarship program established by W.S. 21-16-1301 through 21-16-1310, *with school level results aggregated according to a procedure in which values and weights determined by a deliberate method are tied to specified definitions of post secondary readiness and other college readiness indicators as determined by the state board of education in consultation with the state superintendent.*” (emphasis added) Career readiness shall be measured by student performance in accordance with other provisions of this title as determined by the state board of education in consultation with the state superintendent.

The State Board of Education (SBE) determined that the addition of post-secondary readiness, (as recommended by the Advisory Committee on Accountability) as well as the addition of English Language proficiency to the Wyoming Accountability in Education Act (WAEA), triggered the convening of a Professional Judgement Panel (PJP) to conduct the deliberative process to advise the Wyoming Department of Education (WDE) and the Advisory Committee.

Mechanics

The Professional Judgement Panel (PJP) convened in Casper, Wyoming the afternoon of July 13 and the morning of July 14. This allowed staff to conduct additional analyses about issues raised in the first session so they were prepared with answers and additional insight the next morning. There were 21 panelists (listed on page 2) and six staff in attendance. Travel reimbursements were made only for those not employed by Wyoming governmental agencies as specified in statute. The meeting was open to the public in person and by phone.

PJP Membership

Once the decision had been made to convene the PJP, every effort was made to include members who had served previously. About half the membership changed due to new positions, retirements, changes in status, and vacation schedules. The final PJP membership followed the statutory expectations for breadth and depth of

representation. Two membership categories, business and support services, had only one representative attend the panel because other individuals who had originally agreed to serve on the PJP were, at the last moment, unable to do so.

State Board of Education

Sue Belish – sue.belish@wyboards.gov

Walt Wilcox – walt.wilcox@wyboards.gov

Public School Teachers

Alana Engel – Rawlins Elementary School – aengel@crb1.k12.wy.us

Abby Hurley – Sagebrush Elementary School – abby.hurley@scsd2.com

Principal

Julie Hornby – University Park Elem – Julie_hornby@natronaschools.org

Carrie Ellison – Northpark Elem – ellisonc@sw1.k12.wy.us

School District Superintendent

Dr. Summer Stephens – Weston # 7 Upton – sstephens@weston7.org

Diana Clapp – Fremont County #6 – dianac@fre6.k12.wy.us

Business & Community at-Large

Lu Kasper – Rock Springs – kasperl@cdckids.org

Parents

Greg Legerski – Pinedale – glegerski@sub1.org

Rose Rinne – Cheyenne – ramrinne@gmail.com

Charlotte Gilbar - Casper – charlotte_gilbar@natronaschools.org

School District Central Office

Kelly Hornby – Campbell #1 – khornby@ccsd.k12.wy.us

Eric Jackson – Laramie #1 – jackson@laramie1.org

Andrea Gilbert – Johnson #1 – agilbert@ccsd1.org

Joanne Flanagan – Fremont County #25 – jflanagan@fremont25.org

Wyoming School District Board of Trustees

Debbie McCullar – Natrona #1 – mccullar@me.com

Carl Manning – Fremont #25 – cmanning856@mac.com

Wyoming Post-Secondary Institutions

Kristine Walker – Asst. Prof. for NWC-Kristine.Walker@nwc.edu

Trevor Mahlum, Ed.D. – Asst. Vice Pres. for Academic Affairs Casper College – tmahlum@caspercollege.edu

Support Services

Kim Jones – Kim_jones@myncsd.org



Dr. Mike Flicek presenting underlying research methodology for recommended indicators.

Presentations

Dr. Tom Sachse, coordinator for the SBE, explained the charge of the PJP for this two-day session. Prior to convening the PJP, he discussed this with the entire state board at their June meeting in Sheridan, and later, with the Administrative Committee of the SBE in early July. He began the meeting by introducing himself and his role as an employee of the SBE. He reviewed certain acronyms such as WAEA and ESSA, reviewed the mechanics and agenda for the meeting, described the similarities and differences between the state and federal accountability systems, and described the time frame for the 2018 PJP and the implications of the transition from PAWS to WyTOPP. He also emphasized the need for alignment between the indicators for the state and federal accountability systems. He noted that in the past, the federal system under No Child Left Behind was very different from the state accountability system under the Wyoming Accountability in Education Act. He then introduced the PJP co-facilitator, Dr. Julie Magee, division director of accountability from the WDE, who then introduced her staff.

1. The first formal presentation was delivered by Fremont CSD#6 Superintendent Diana Clapp, who shared the history of the state accountability system since initial legislation began in 2011. She chronicled the annual legislative refinements and implementation features. She also noted her own point of view about the accountability system and stipulated that she was but one member of the

Advisory Committee to the Select Committee on Accountability. The purpose of her presentation was to set the historical context for the current status of the Wyoming Accountability in Education Act along with the expectation for a repeat of the PJP process in 2018, when the new statewide assessment is implemented. She was passionate about the role of the PJP as a legitimizing process for creating the Wyoming brand of state accountability and spoke to the value of the state system of support that will help schools improve student results, which is the whole point of an accountability system.

2. Dr. Magee then delivered two presentations, one of which compared the state and federal accountability systems with particular emphasis on the recommendations from the advisory committee on the postsecondary readiness indicator. She then gave a status report on Wyoming's plan for federal accountability under ESSA, which was being sent to the Governor for review and final submission to the US Department of Education. She also emphasized the need to have one coherent accountability system for schools, acknowledging that state and federal systems often have different functions and requirements.
3. Dr. Mike Flicek provided an overview of the underlying research methodology for the recommendations on a variety of indicators. One interesting aspect of Dr. Flicek's presentation was that the research methodology provided graphical representations and rationales for the long-term targets. Overall, he was demonstrating how the methodology employed was designed to strike a balance between targets that were ambitious, yet attainable. His first set of remarks established parameters for all students with regard to grades 3 through 8 achievement, high school achievement, graduation rate, English language proficiency for grades 3 through 8, and English language proficiency for high school students. His second set of remarks established the rationale for the parameters for all subgroups in achievement for grades 3 through 8, achievement for high school, and graduation rate. Another interesting aspect of Dr. Flicek's remarks involved the time frame for goal attainment. The long-term goals for all of these parameters was set at 15 years, and the interim goals were considered annual.
4. The next presentation was conducted by phone with Dr. Scott Marion who currently advises the WDE on matters related to assessment and accountability. His remarks dovetailed with Dr. Flicek's, and he answered a number of technical and policy questions regarding the recommendations for the parameters that had been described earlier. Because his firm works with a number of other states on issues related to statewide assessment and accountability, he was able to characterize the Wyoming model and contrast it with other states' approaches.

Deliberative Process

The panel began its deliberative process, and one panelist raised a question about why Equity, an indicator used in grades 3 through 8, wasn't chosen as the fifth indicator. A number of different observations were made about this question, but it was suggested

that state leadership wanted to flesh out readiness to include college, career, and military readiness, all with equal value.

Another major discussion point was about the Opportunity level of the Hathaway Scholarship; the curriculum requirement includes four years of math and four years of science that are currently not state graduation requirements. Some of this discussion was framed around the issue that small districts have difficulty finding and retaining high-quality math and science teachers. It was also noted that the “highly qualified” requirements from the No Child Left Behind Act were still resident in the current requirements under the Professional Teaching Standards Board.

A related discussion described the example of a student who wished to pursue the arts, but had no interest in four years of mathematics and science. Panelists thought it would be difficult for counselors and principals to convince art majors to take more STEM courses and fewer arts classes.

A number of panel members raised questions of a statistical nature that were not readily available at the time. These questions included: how many students reached the four levels of Hathaway Scholarship status; how many students currently take four years of mathematics and four years of science; how many students currently meet the graduation requirements of three years of mathematics and three years of science and also earn a grade point average of 2.5 and an ACT score of 19; and, why wasn't the Performance level of the Hathaway Scholarship status considered for accountability purposes by the advisory committee. In the end, the Professional Judgement Panel requested the Advisory Committee on Accountability reconvene and discuss whether the Opportunity level of the Hathaway Scholarship program gave high schools an “equal footing” to reach the status of meeting or exceeding expectations under WAEA.

An entirely different discussion spoke to the issue of maintaining the Wyoming Accountability in Education Act measures and indicators as is, without changing them. Of course, the response was that the Every Student Succeeds Act accountability requirements were forcing some of these reconsiderations. There were a few comments about the positive aspect of post-secondary readiness including more than simply test scores. One veteran of the Advisory Committee on Accountability reminded the group that the original “theory of action” is the driving force to help incentivize schools to serve students better.

Consensus

Once the presentations had been received and after a robust discussion of alternatives to the long-term goals, Dr. Flicek reviewed each goal and asked the panel for consensus. Staff told the panel in the introductory charge that they would not take a formal vote of approval or disapproval; rather they would use a consensus-building process to seek support for the proposed long-term goals. Panelists were asked to show favor with thumbs-up, concern (or uncertainty) with thumbs sideways, and disapproval with thumbs down. There were a few sideways thumbs, but not one thumbs down on any goal.

In terms of the recommended goals, the recommendation was to establish goals for all students pegged at the 65th percentile of the current score distribution and for subgroups pegged at the 80th percentile of the current score distribution. The rationale for using a higher percentile for subgroups was to “close the gap” between all students and identified subgroups (that include minorities (like Hispanics) and special populations (like those on Free or Reduced Lunch). For example, the recommended long-term (15 year goal) is to have all schools serving grades three through eight reach the current performance of schools at the 65th percentile of this year’s score distribution. Of course, all these goals will have to be reexamined once the state moves from PAWS to WyTOPP. The WIDA ACCESS test is also being renormed, so those goals will also be reexamined. Samples of the plots used by Dr. Flicek to illustrate current distributions are included in the Appendix.

The PJP gave nearly 100% thumbs up consensus for the following long-term proficiency goals:

Parameters for All Students

Achievement 3-8 Math

- 65th percentile (59% proficiency is the current performance for the 65th percentile)

Achievement 3-8 Reading

- 65th percentile (65% proficiency is the current performance for the 65th percentile)

Achievement High School Math

- 65th percentile (46% proficiency is the current performance for the 65th percentile)

Achievement High School Reading

- 65th percentile (39% proficiency is the current performance for the 65th percentile)

Grad Rate

- 65th percentile (88% graduation rate is the current performance for the 65th percentile)

ELP 3-8

- Student-level goal: 4.6 on ACCESS 2.0
- Acceptable progress (school-level): 65th percentile

ELP High School

- Student-level goal: 4.6 on ACCESS 2.0

- Acceptable progress (school-level): 65th percentile

Parameters for All Subgroups – Consensus Reached:

Achievement 3-8 Math

- 80th percentile

Achievement 3-8 Reading

- 80th percentile

Achievement High School Math

- 80th percentile

Achievement High School Reading

- 80th percentile

Grad Rate

- 80th percentile

Gap Closure

- 30% for all subgroups

Timeline for goal attainment (must be same for All Students and All Subgroups) – Consensus Reached: 15 years for each

Achievement 3-8 Math

3-8 Reading

Achievement High School Math

Achievement High School Reading

Grad Rate

ELP 3-8

ELP High School

Noted Differences in the State and Federal Systems

At several discussion points during the deliberation process, individuals noticed four major differences between the state and federal accountability systems as they currently exist.

1. WAEA currently requires science assessment results to be used in the computation of the school ratings, while the Wyoming ESSA accountability plan only uses language arts and mathematics in the school rating process.

2. WAEA currently has four levels of school ratings (exceeding expectations, meeting expectations, partially meeting expectations, and not meeting expectations), while ESSA has three ratings, all of which describe what level of support and assistance a school needs to improve (e.g., comprehensive support and two types of targeted assistance).
3. WAEA incentivizes high schools to keep students through graduation even though it may take five, six, or even seven years to complete the diploma requirements, while ESSA maintains only the four-year, on-time cohort graduation rate.
4. WAEA has a nearly complete alternative high school accountability system pilot that is responsive to the special circumstances of schools dealing with a challenging population, while ESSA has a one-size fits all requirement that all high schools get the same treatment.

There was also one other minor difference: the ESSA plan currently defines the interim targets as annual. But given the shortness of time between receiving accountability status and the start of school, PJP members felt the interim targets should be three years. The PJP members also discussed the provision for a “safe harbor” as under NCLB, where no sanctions would occur the first year a school receives a low rating (partially or not meeting expectations).

The state board will discuss legislative remedies, but due to cost-cutting measures, it is likely that conversation will not occur before the September JEIC meeting.

Conclusions

The convening of the Professional Judgement Panel addressed several important issues.

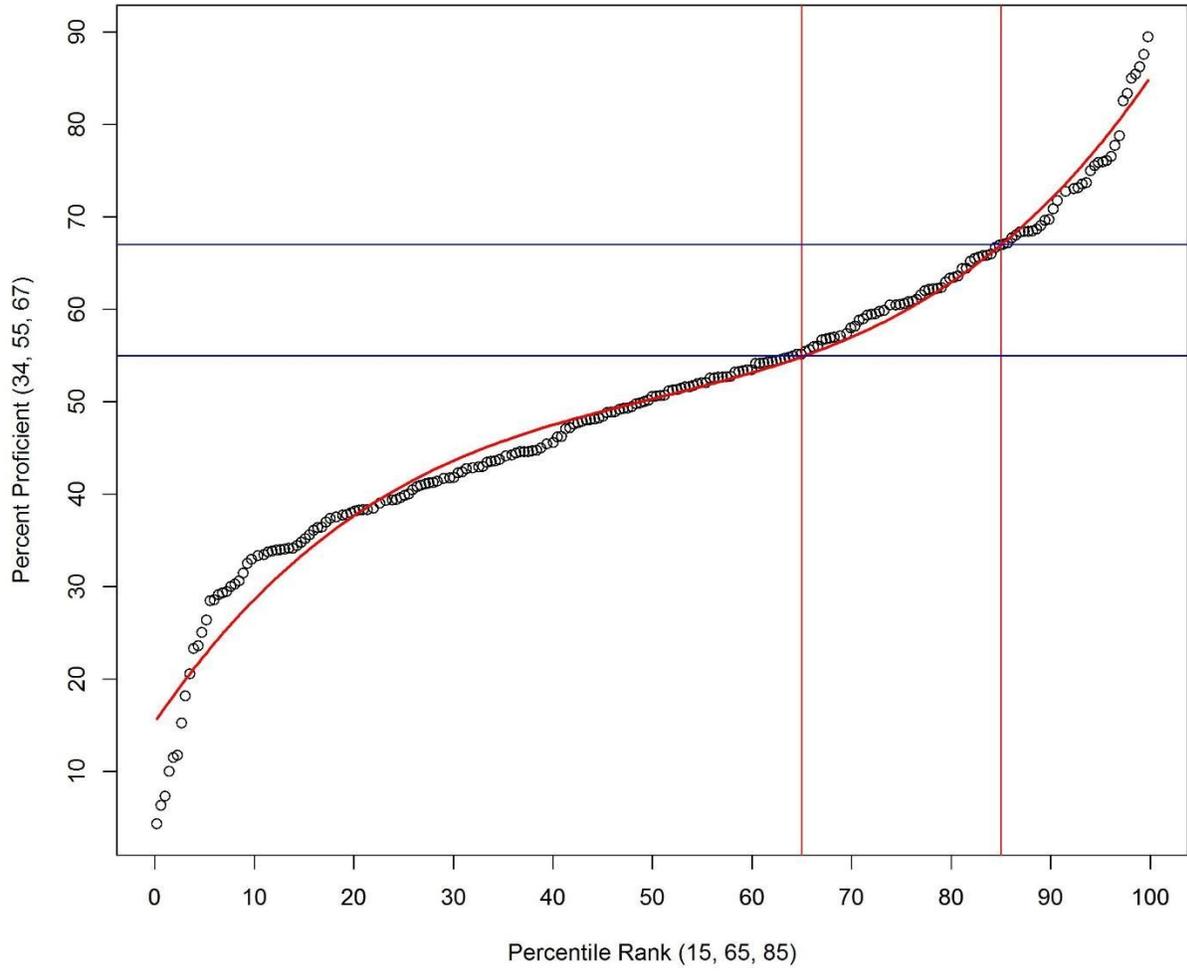
1. By holding the PJP in summer of 2017, the membership was updated and expanded, and the panelists received the history of state accreditation and learned about the federal accountability system under ESSA.
2. This was a trial run. The more important types of judgements will be made once the new statewide assessment system is fully implemented.
3. The panel was able to follow the analytical process used by the advisory board in making the current set of recommendations.
4. The panel identified four major and one minor difference between the two systems.
5. The PJP spent considerable time reviewing the post-secondary readiness indicator, enabling the state board to meet its statutory obligation to report to the JEIC. The PJP also enabled staff from the state board and the WDE to collaborate in defining an accountability system that will serve both state and federal reporting requirements.

In the end, the PJP aligned with the state board's preference that the recommendations for (at least the first year) of the state (WAEA) accountability system long-term goals would be exactly the same as the first year long-term goals of the federal (ESSA) plan. Staff and presenters were pleased that they could reach commonality between the federal and state systems. In this sense, the PJP was a

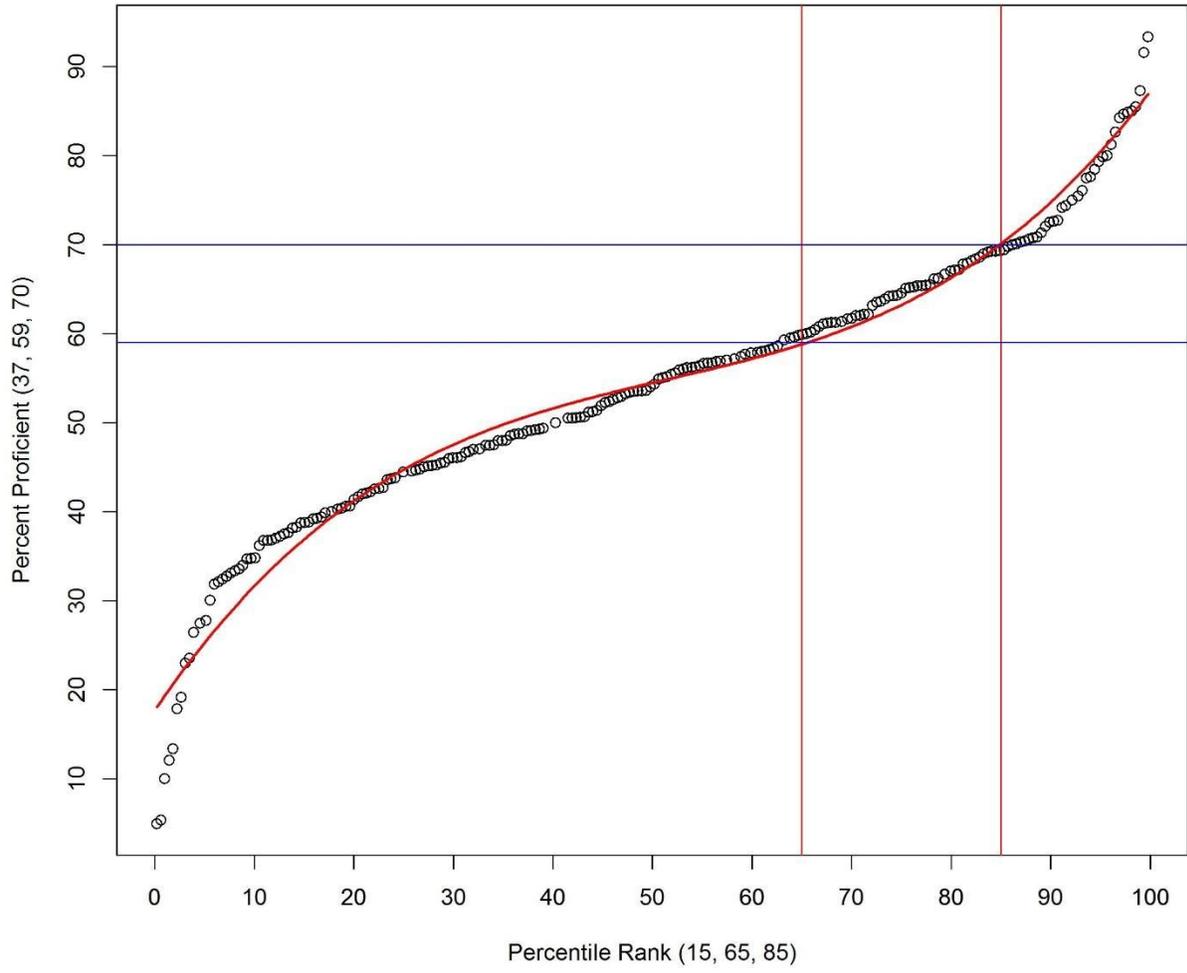
success. They reached continuity between the systems while identifying some important differences between the legislative designs of the state and federal systems.

Appendix: Sample Distribution Plots

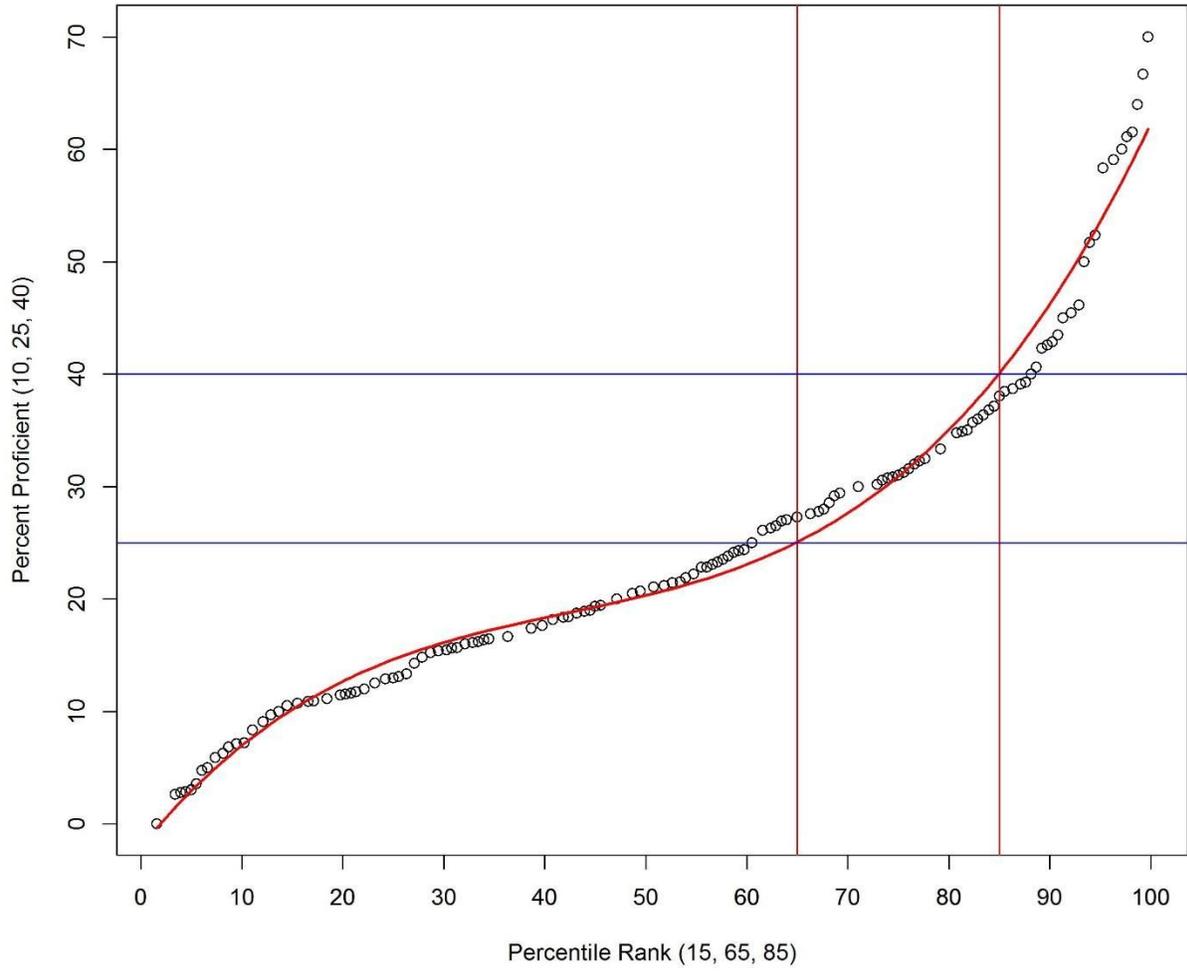
2014-15 PAWS Math Percent Proficient (241 Schools) - All Students



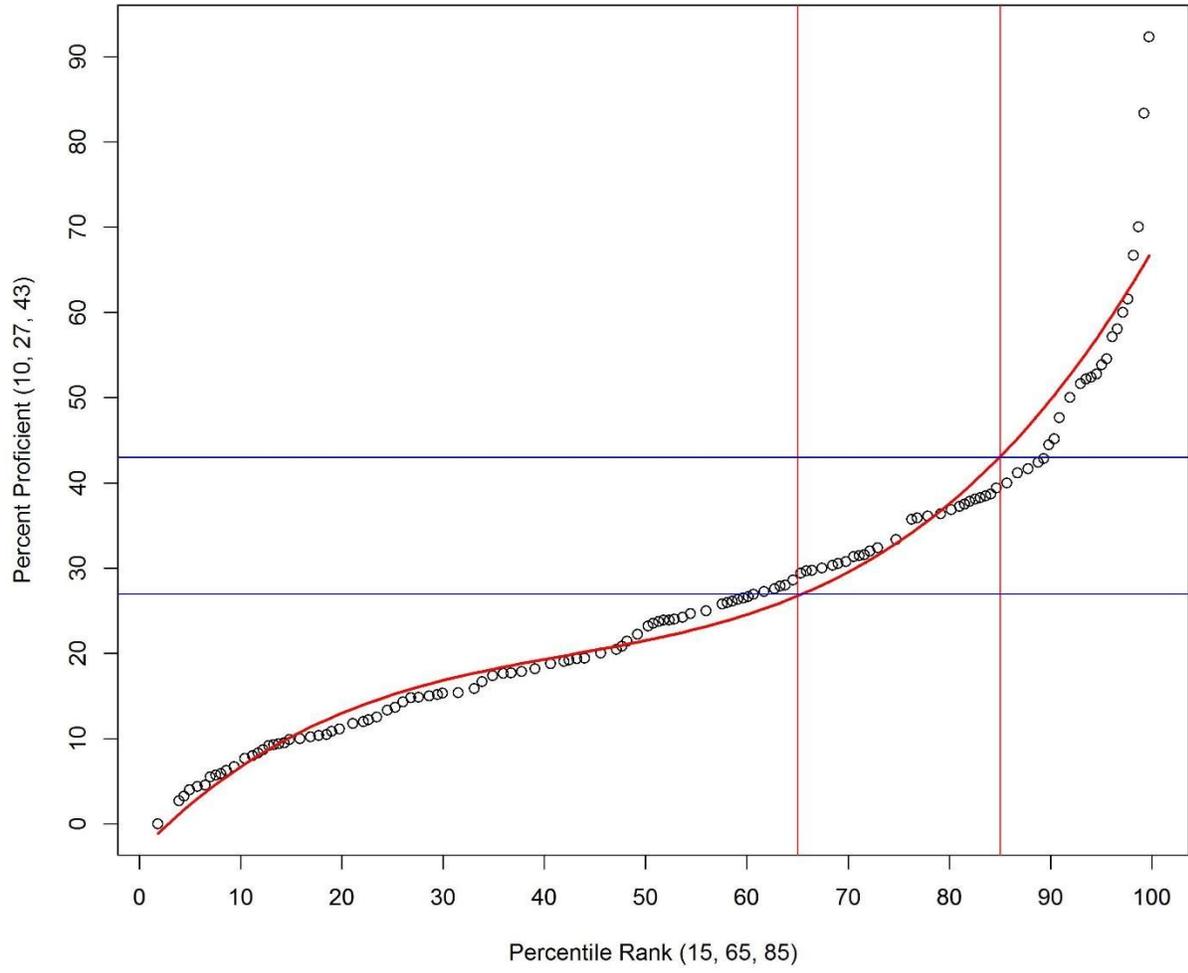
2015-16 PAWS Math Percent Proficient (242 Schools) - All Students



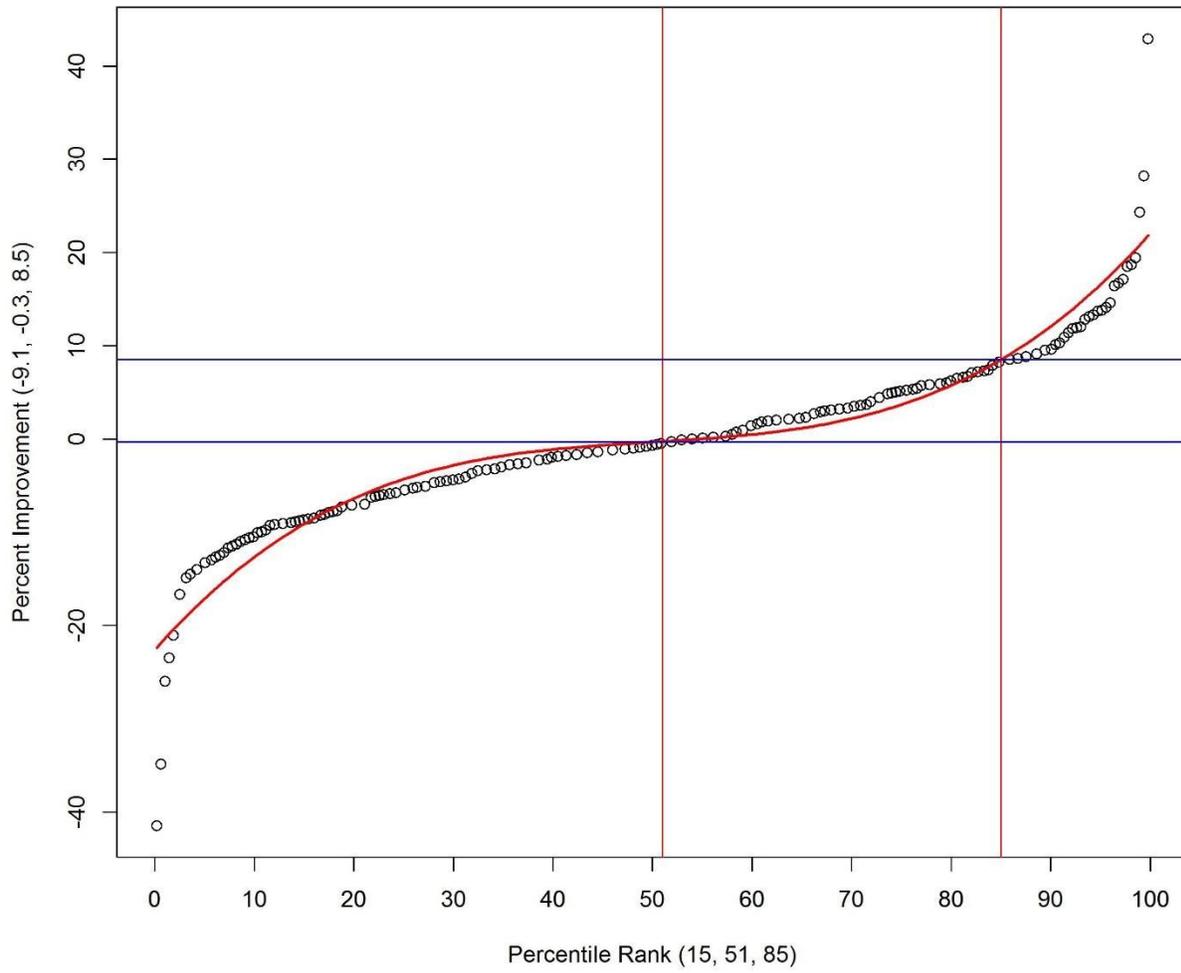
2014-15 PAWS Math Percent Proficient (190 Schools) - IDEA Students



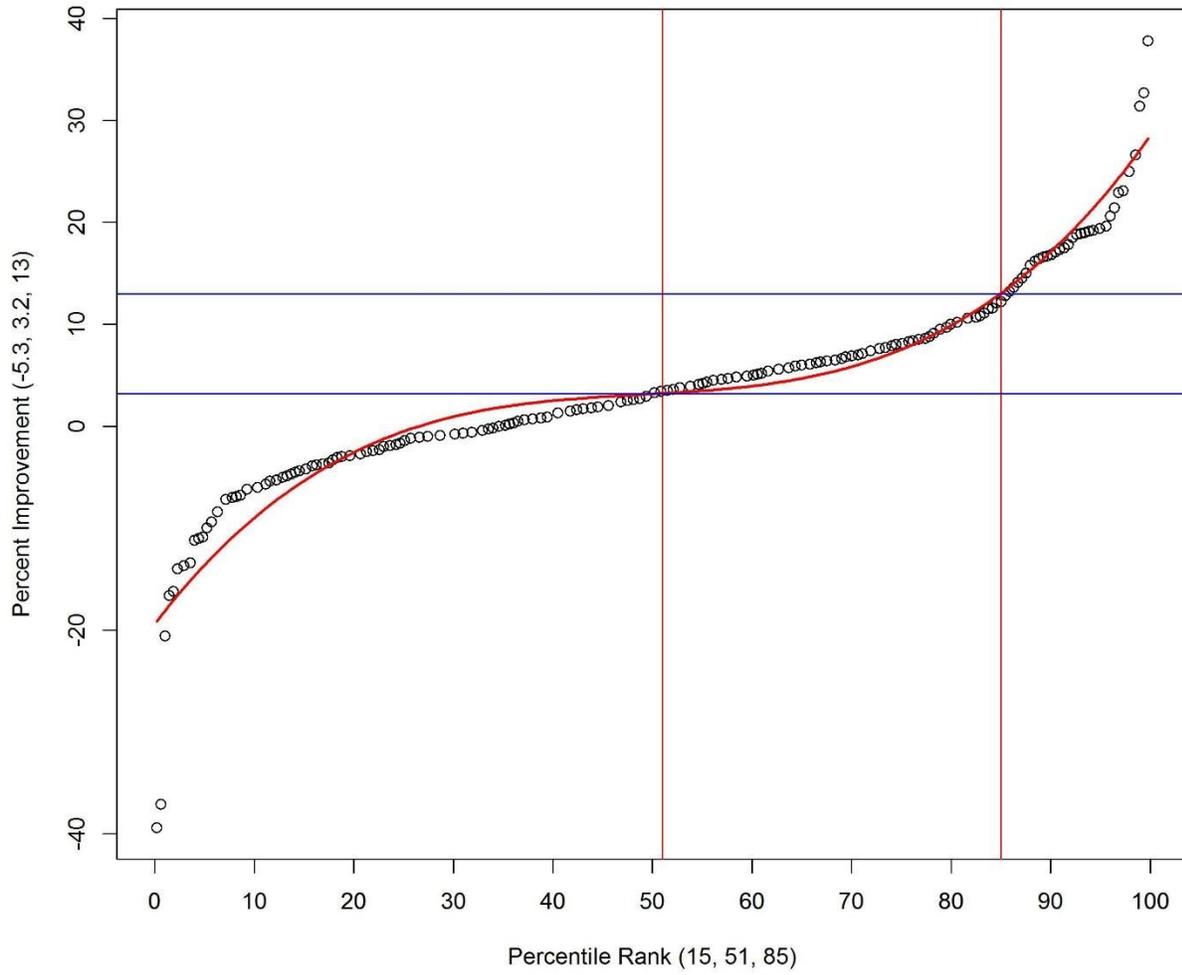
2015-16 PAWS Math Percent Proficient (192 Schools) - IDEA Students



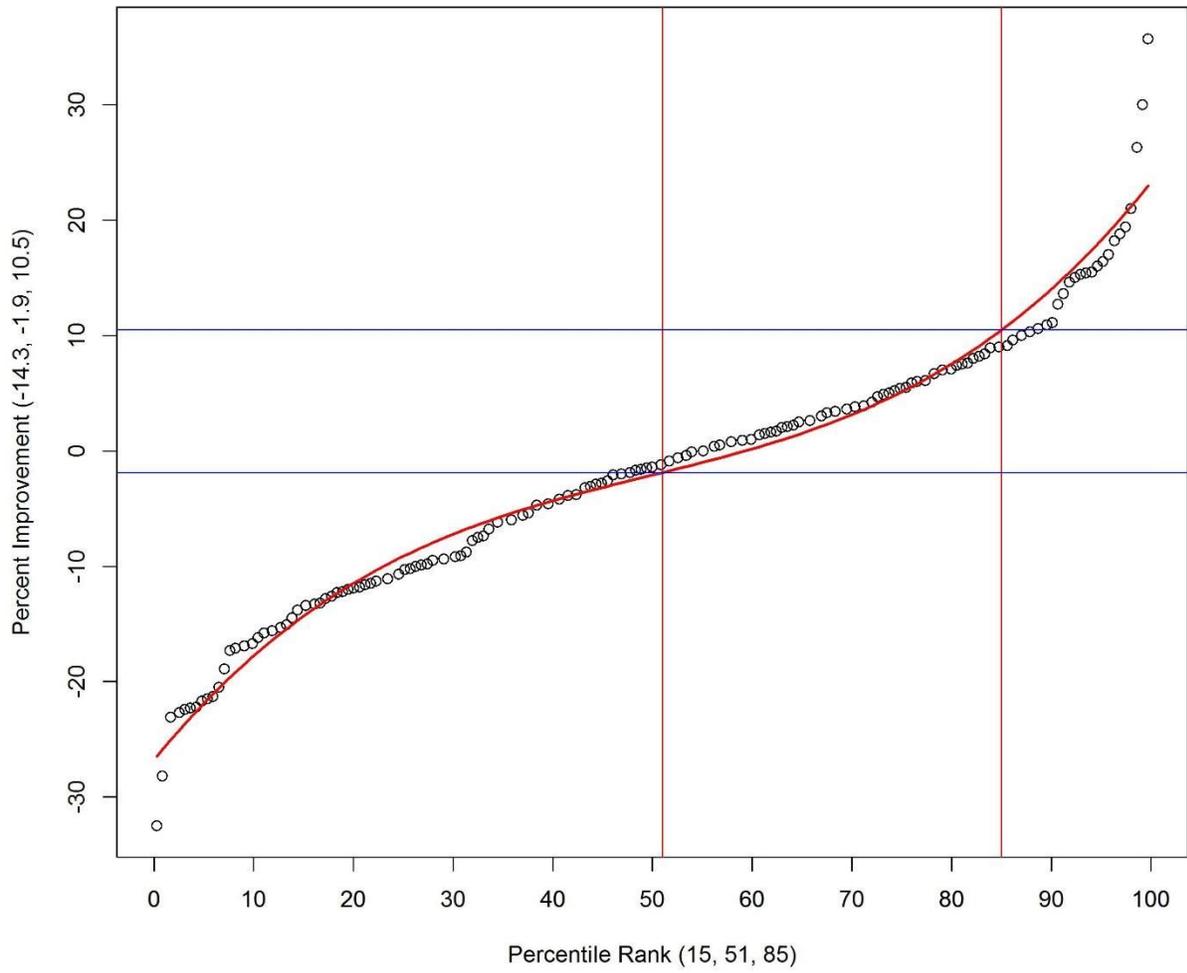
From Prior Year to 2014-15 PAWS Math Improvement (237 Schools) - All Students



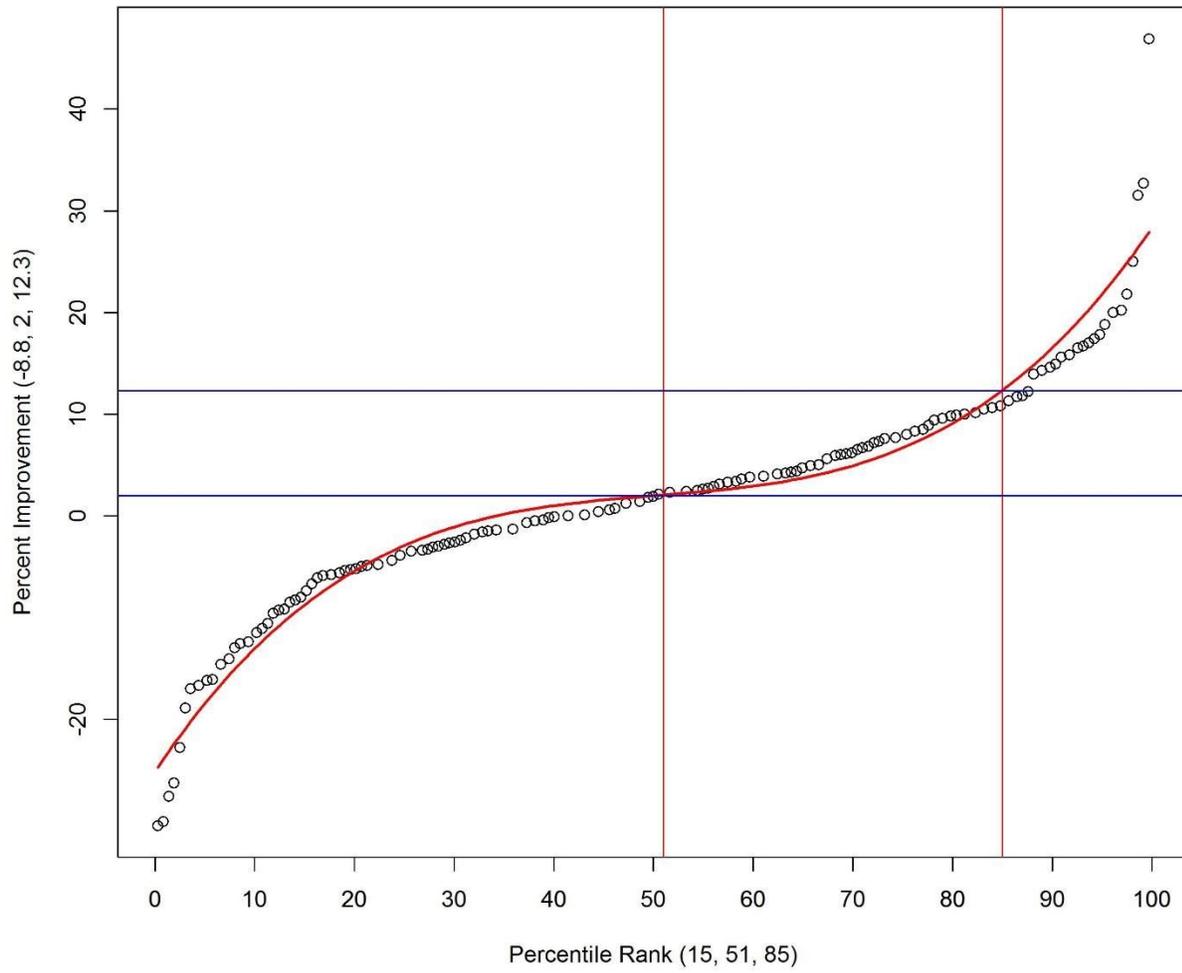
From Prior Year to 2015-16 PAWS Math Improvement (237 Schools) - All Students



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



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





WYOMING
DEPARTMENT OF EDUCATION

*Creating Opportunities
for Students to Keep
Wyoming Strong*

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TO: State Board of Education
FROM: Megan Degenfelder, Chief Policy Officer
DATE: September 6, 2017
RE: Agenda Item Overview

Agenda Item: Statewide System of Support Update

Item Type: Action: _____ Informational: X

Background:

Wyoming Statute 21-2-204(h) directs the establishment of a multi-tiered system of support. Tier 1 support is offered statewide and includes leadership development (ECHO), classroom assessment and instruction (Marzano training), and professional learning community implementation (Anthony Muhammad). Tier 2 is focused on state assessment data analysis (WDE data reviews), school improvement plan development (WDE technical assistance and review), and classroom assessment development and implementation (Marzano training). Tier 3 is specific differentiated support based on individual school or district need (district assessment system review).

The WDE contracted with Education Northwest, a nonprofit corporation with expertise in systems of support, to conduct an objective and unbiased evaluation of the programs in place. The evaluation was conducted during the 2016-17 school year. The report provides information about the implementation of the programs and recommendations for continuation, revision, and improvement.

Statutory Reference:

W.S. 21-2-204(h)

Fiscal Impact:

Evaluation funded with 2015 biennial funds. Programs funded with both 2015 and 2017 biennial statewide system of support and district assessment system budgets.

Supporting Documents/Attachments:

- Report *Working Hard to Overcome Challenges*
- Power Point – *WY SSoS Evaluation & Technical Assistance*
- Power Point - *SSoS Evaluation Recommendation Follow-up*

For questions or additional information:

Shelly Andrews at shelly.andrews@wyo.gov or 307-777-3781



Working Hard to Overcome Challenges

Wyoming Statewide System of Support Evaluation Report

June 2017

Working Hard to Overcome Challenges

Wyoming Statewide System of Support Evaluation
Report

Caitlin Scott
Traci Fantz
Laura John
Shannon Davidson
Steve Underwood

June 2017



About Education Northwest

Founded as a nonprofit corporation in 1966, Education Northwest improves learning by building capacity in schools, families, and communities through applied research, professional development, and consulting.

The Wyoming Department of Education hired Education Northwest to conduct a two-year evaluation that provides objective, unbiased views of the Wyoming Statewide System of Support and guides decision making at the Wyoming Department of Education and among other state leaders.

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Executive Summary

Amid the grand mountains and vast grasslands of Wyoming, 48 school districts serve more than 93,000 students. The future of the state lies in the hands of these young people, and state leaders do their work with the understanding that “every person is a stakeholder in education, and every issue in education matters” (Wyoming Department of Education, n.d.). In the 2016-17 school year, state leaders worked to support teachers and administrators in their efforts to improve schools across Wyoming.

This formative evaluation report on the implementation of the Wyoming Statewide System of Support (WY SSoS) shows that a great deal of effort has been put into school improvement and that some previous challenges have been overcome. However, as is the case with many worthy endeavors, more challenges lie ahead on the path to full and effective implementation of supports. As one school administrator said in a focus group, “I can feel a willingness on the teachers’ part to engage ... but there’s still a challenge in implementing.”

The Wyoming Department of Education (WDE) plays a lead role in supporting local educators, and it commissioned this evaluation from Education Northwest, a nonprofit evaluation, research, and technical assistance provider in Portland, Oregon. The purpose of this evaluation is to give state leaders descriptive, unbiased information about the implementation of the WY SSoS, which they can use to improve the supports they provide to teachers and administrators. This can ultimately lead to better outcomes for students.

To examine the WY SSoS, this mixed-methods formative evaluation draws on several data sources. They include a focus group with the Collaborative Council that developed the WY SSoS strategic plan, focus groups with school administrators, attendance data from ECHO in Educational Leadership, interviews with ECHO in Educational Leadership planners/participants, survey data from Wyoming Center for Educational Leadership (WyCEL) coaching participants, and survey reports from Marzano Research on the District Assessment System professional development program.

This evaluation also examines the WY SSoS services provided to priority schools in 2015-16. (In Wyoming, priority schools are those that did not meet expectations in the School Performance Report for two or more consecutive years.) To understand the services these schools received and what they may need next, we conducted site visits in fall 2016 (six schools) and spring 2017 (four schools). During the fall 2016 site visits, we conducted focus groups with 25 administrators and 25 teachers. During the spring 2017 site visits, we conducted focus groups with 10 administrators, 16 teachers, 16 students, and eight parents.¹

¹ We did not conduct parent and student focus groups in the six schools we visited in fall 2016 because similar focus groups were being planned by another organization, and WDE did not want to overburden the schools.

Educators appreciated the individual services provided by the WY SSoS

Overall, the evaluation highlighted many efforts to support local educators, specifically:

- WyCEL coaching – a principal coaching program the University of Wyoming conducted in six schools in spring 2016
- District Assessment System professional development – a training program from Marzano Research on assessment literacy, formative assessment, the development of performance-based assessments, and instructional strategies for the classroom
- ECHO in Educational Leadership – an online network facilitated by the University of Wyoming and open to all district leaders
- Data reviews – on-site professional development on data use for priority schools (and other interested schools) facilitated by WDE

Overall, recipients of these supports gave them high marks. For example, all surveyed principals rated the quality of WyCEL coaching as either “good” or “very good.” Similarly, participants in the District Assessment System professional development program rated several aspects on a five-point scale, from “poor” to “excellent,” with more than 95 percent rating most aspects either a 4 or 5. Further, the majority of teachers and leaders from the 10 priority schools had positive feedback regarding the data reviews WDE provided.

[The data retreat] was probably the most useful thing from WDE that I've seen so far.
(Administrator)

Finally, in interviews, almost all ECHO in Educational Leadership planners/participants cited collaboration and the opportunity to hear from local experts as the most impactful part of the program.

Possible actions to enhance WY SSoS services

Although it may be tempting to make dramatic changes to WY SSoS services each year in search of greater impacts for students, these evaluation results point to several aspects of the WY SSoS that participants rated highly. For example, evaluation data indicate that participants would like individual services (or aspects of these services) to continue. Three of the services—District Assessment System professional development, ECHO in Educational Leadership, and data reviews—are likely to continue in some form in 2017-18. (The fourth service, WyCEL coaching, did not have participants in 2016-17.)

As these services evolve, it will be important for designers to learn from the positive aspects of the evaluation results. If state leaders must decide which services to continue and how to implement them, they should consider keeping elements that local educators found effective. For ECHO in Educational Leadership planners/participants and priority schools, these elements include:

- Tailoring the service to the local context

- Promoting collaboration across schools and districts, especially schools in similar settings
- Allowing participants to learn from local experts

Priority schools wanted more information and services that were tailored to their context and aligned with current initiatives

Both the fall 2016 and spring 2017 site visits showed that teachers and leaders in priority schools were not always aware of WY SSoS services. This evaluation result is somewhat expected because the WY SSoS is relatively new. Evaluation data also show that local educators are hungry for information about these services. This is in line with the Collaborative Council's desire to provide more information about services.

Participants in focus groups also indicated that not all aspects of the services are uniformly excellent. Many wanted additional professional development—but only if it was personalized with on-site or online interaction and was ongoing and aligned with the school's current improvement strategies. Further, many teachers and leaders were concerned about "improvement fatigue." These educators wanted more time to fully and deeply implement what they learned before moving to a new initiative. For example, at least one focus group in each school discussed the need for follow-up to the data reviews provided by WDE and wanted this to include hands-on experience with using formative assessment data in their own school to improve instruction.

Finally, schools had differing needs based on their unique contexts. For example, schools on Indian reservations needed more tools for incorporating American Indian culture into instruction, improving school climate, and empowering and engaging American Indian students and families. Schools in larger communities wanted to use social and emotional learning to raise student performance and overcome negative perceptions that may have resulted from unfavorable media attention regarding their federal identification as low performing. Small schools expressed a need for support on ways to analyze outliers in their data and provide instruction in mixed-grade classrooms.

Possible actions related to priority schools' desire for more information and revised services

Priority schools may benefit from fewer—but more customized—services. As state leaders determine how to move forward in the 2017-18 school year, they should consider how best to communicate with educators in priority schools so decisionmakers are aware of what services they can access and how these services will benefit their schools. Evaluation data indicate a marketing campaign that includes lists of services would be desirable but would not be enough by itself. Personal communication with priority schools (via phone calls, emails, and in-person meetings) could guide them to services tailored to their needs and aligned with their current strategies.

In addition, some services may need to be revised. Evaluation data indicate priority schools could benefit from services that are:

- Ongoing, with personal on-site and online components
- Aligned with their other improvement strategies and plans
- Given time to take root
- Tailored to their context, especially for schools that serve American Indian communities; small rural areas; and students in larger, more diverse communities

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Education Northwest would also like to thank those who provided information for the evaluation's examination of the Wyoming Statewide System of Support, particularly Joel Dvorak, who facilitates the Collaborative Council; the members of the Collaborative Council who participated in a focus group; Canyon Hardesty, who leads ECHO in Educational Leadership at the University of Wyoming; the ECHO in Educational Leadership members who participated in interviews; the principals who participated in the survey about Wyoming Center for Educational Leadership principal coaching; and the staff members at Marzano Research, who modified their program surveys and shared the results.

Administrators, teachers, students, and parents at the priority schools we visited also contributed their time and insights to this evaluation. Their participation in focus groups provided crucial information.

Finally, the authors of this report would like to recognize the contributions of their colleagues at Education Northwest. David Stevens reviewed this report for content quality. Bracken Reed and Lisa Rummler edited and formatted the report. Dawn Batchelor and Margaret Gunn provided administrative support for all aspects of the evaluation.

Chapter 1.

Introduction

Wyoming’s system of programs that assist schools and districts is called the Wyoming Statewide System of Support (WY SSoS). This multifaceted effort provides direct support to district and school leaders to raise student achievement. Leadership of the WY SSoS includes the Wyoming Department of Education (WDE), which manages the funds and programs devoted to the WY SSoS; the Wyoming State Board of Education (SBE), which established the WY SSoS; and the newly convened Collaborative Council, which represents the leading education organizations in the state.

An April 2016 report from the Collaborative Council called for an external evaluation to help describe the programs in the WY SSoS, provide objective and unbiased views of the WY SSoS, and guide decision making (Dvorak, 2016). In response, WDE commissioned Education Northwest—a nonprofit research, evaluation, and technical assistance organization in Portland, Oregon—to design and implement a two-year evaluation of the WY SSoS.

This evaluation is based on a logic model created by WDE with input from the SBE during their February 2016 meeting. We adapted the logic model based on feedback we received during multiple phone calls with the facilitator of the Collaborative Council and careful review of the WY SSoS framework created by the Collaborative Council (Dvorak, 2016). The evaluation uses a mixed-methods approach that draws on multiple data sources to give a comprehensive view of the WY SSoS and facilitate programmatic decision making (Creswell, 2015). More information about the evaluation methods is in Appendix A. The purpose of this introductory chapter is to:

- Describe the logic model that guides the WY SSoS evaluation
- Provide information about the key WY SSoS activities evaluated in this report
- Discuss the site visits to priority schools that inform the evaluation
- Give an overview of the main sections of the report

The WY SSoS evaluation logic model gives an overview of current efforts to improve schools

Logic models are simple visual representations of how and why a program works. For program staff members charged with designing and planning activities, a logic model can serve as a planning tool to develop program strategy. It can also enhance program staff members’ ability to clearly explain and illustrate program concepts and approaches for key stakeholders as they implement the work. For program evaluators, a logic model identifies the key activities and outputs the evaluation will measure to determine the degree to which the program is implemented as intended. The logic model also describes the expected outcomes and impacts so

that the evaluation can measure the extent to which they occur (W.K. Kellogg Foundation, 2004).

In February 2016, WDE worked with Education Northwest to create a logic model representing the WY SSoS. As the evaluation work progressed, this logic model evolved. Figure 1.1 shows a simplified version of the logic model, revised by Education Northwest to represent the work of the evaluation. In the first year of the evaluation, Education Northwest examined the activities and outputs and began to explore the adult outcomes through visits to priority schools.

Figure 1.1. WY SSoS logic model for the 2016-17 evaluation

Activities and outputs	Adult knowledge and belief outcomes	Adult behavioral outcomes	Student outcomes
<p><i>If the WY SSoS provides district and school supports ...</i></p> <ul style="list-style-type: none"> • ECHO in Educational Leadership • WyCEL coaching • District Assessment System professional development • WDE data reviews 	<p><i>... then district and school leaders and teachers will understand and believe in the importance of effective ...</i></p> <ul style="list-style-type: none"> • Data use • Classroom climate • Expectations for students • Instruction • Professional learning communities 	<p><i>... then district and school leaders will systemically model, support, and monitor to ensure effective ...</i></p> <ul style="list-style-type: none"> • Data use • Classroom climate • Expectations for students • Instruction • Professional learning communities <p><i>... and teachers will systemically implement effective ...</i></p> <ul style="list-style-type: none"> • Data use • Classroom climate • Expectations for students • Instruction • Professional learning communities 	<p><i>... which will result in ...</i></p> <p>Improved schools and increases in student achievement</p>

The activities and outputs lead to changes in adult knowledge, beliefs, and behaviors, which ultimately lead to improvements in schools and student achievement. The bulleted list under “Activities and outputs” represents the elements of the WY SSoS the evaluation examined in the 2016-17 school year. These elements, as well as the Collaborative Council, are described in more detail below.

ECHO in Educational Leadership

The University of Wyoming’s ECHO networks use online technology to conduct weekly meetings of key education stakeholders. These stakeholders would typically not be able to meet and collaborate due to the rural nature of the state. In the 2016-17 school year, WDE commissioned the University of Wyoming to create a new network, ECHO in Educational

Leadership. This network is designed to build the capacity of district leaders and provide networking opportunities that increase student achievement. The one-hour online sessions are planned to begin with a “didactic” or direct instruction format about a topic of interest to district leaders. The sessions then have a “case study,” which presents a problem of practice from one of the participating districts.

District Assessment System professional development

Since 2014, WDE has contracted with Marzano Research to offer training on assessment literacy, formative assessment, and performance-based assessment development. In 2016-17, the professional development focused on Robert Marzano’s *The Art and Science of Teaching*. This was the third phase of the broader professional development program, and the training included two consecutive units.

Districts typically sent teams of six to eight educators to attend each two-day unit. Teams included district or building leaders, instructional facilitators, and classroom teachers. WDE held these trainings regionally, and 10 events took place in the 2016-17 school year.

Wyoming Center for Educational Leadership coaching

The Wyoming Center for Educational Leadership (WyCEL) coaching program was originally designed by the University of Wyoming and was intended to be part of the WY SSoS. In spring 2016, six principals participated in a pilot of this coaching. The training consisted of both face-to-face training days and online coaching. No districts chose to participate in 2016-17.

Data reviews

WDE staff members designed data reviews as an opportunity for school and district leadership teams to learn about data use and build their capacity to understand, analyze, and use data for effective decision making. Ultimately, leadership teams participate in a root-cause analysis based on their school and district data. The aim of the analysis is to identify the underlying challenges that have limited student achievement, as well as strategies that could be used to address those challenges.

These reviews take place over a day and a half and are typically held on site at districts. WDE staff members facilitate the reviews. Leadership teams can include both administrators and teachers.

Priority schools receive specialized WY SSoS supports and participate in evaluation site visits

In Wyoming, priority schools are those that do not meet state expectations for two years in a row. In the 2015-16 school year, WDE identified 17 priority schools. Like all schools in the state

(except those exceeding expectations), they create school improvement plans that they submit to WDE. Priority schools also engage in multiple improvement activities.

The activities and outputs of the WY SSoS evaluation logic model are designed to serve Wyoming schools using a tiered model. All schools (including priority schools) have the option of participating in Tier 1 supports, which include ECHO in Educational Leadership, WyCEL coaching, and the District Assessment System professional development. Priority schools are also required to participate in data reviews.

Learning how schools perceive the services offered in the WY SSoS can inform ongoing improvement of these services. Thus, for this evaluation, WDE decided to invite several priority schools to participate in site visits, including focus groups with administrators, teachers, students, and parents.² In fall 2016, six schools on or near the Wind River Indian Reservation participated in site visits. In spring 2017, an additional four schools participated in site visits. These four schools were from the southeastern region of the state.

Sections of the report

This formative evaluation report on WY SSoS implementation summarizes findings from multiple data sources. Chapter 2 describes participation in three WY SSoS services (ECHO in Educational Leadership, WyCEL coaching, and the District Assessment System professional development) and participants' perceptions of these services. Chapter 3 discusses the Collaborative Council's perceptions of the WY SSoS. Chapter 4 summarizes the need for additional services in 10 priority schools. The appendix provides more information about the evaluation data sources and analysis methods.

² We did not conduct parent and student focus groups in the six schools we visited in fall 2016 because similar focus groups were being planned by another organization, and WDE did not want to overburden the schools.

Chapter 2.

Perceptions of Three WY SSoS Services

As state leaders think about how the WY SSoS will provide services in the future, they need to know how participants have perceived them. Since participation is voluntary, attendance is one indication of how popular and useful a service is perceived to be.³ Participants' perceptions and suggestions for improvements may also help leaders make decisions about the services.⁴

This chapter examines three services in the WY SSoS: ECHO in Educational Leadership, WyCEL coaching, and the District Assessment System professional development. These services are part of the activities and outputs of the WY SSoS evaluation logic model (see Figure 1.1).⁵ To provide the descriptive information in this chapter, we analyzed a variety of data sources, including a focus group with the Collaborative Council, which established the WY SSoS; focus groups with administrators in 10 schools; ECHO in Educational Leadership attendance data; interviews with ECHO planners/participants; survey data from WyCEL coaching participants; and Marzano Research survey reports about the District Assessment System professional development.

Key findings include:

- **ECHO in Educational Leadership:** Participation decreased from fall 2016 to spring 2017, particularly among superintendents and district-level administrators
- **ECHO in Educational Leadership:** Interviewed participants appreciated the collaboration the sessions facilitated and the opportunity to hear from local experts
- **WyCEL coaching:** Principals who participated in WyCEL coaching in spring 2016 (and responded to the Education Northwest survey) appreciated this service, but their needs varied, and most did not continue their participation
- **District Assessment System professional development:** Participants who responded to the Marzano surveys served many high-needs students, but most did not work at priority schools
- **District Assessment System professional development:** Most participants who responded to surveys rated the trainings highly, and a few wanted more information on a variety of topics—particularly, how to adapt assessment systems for lower-performing students, small schools, and schools that serve American Indian students

³ Evaluators examined attendance data for ECHO in Educational Leadership.

⁴ Evaluators examined perceptual data for ECHO in Educational Leadership, WyCEL coaching, and the District Assessment System professional development.

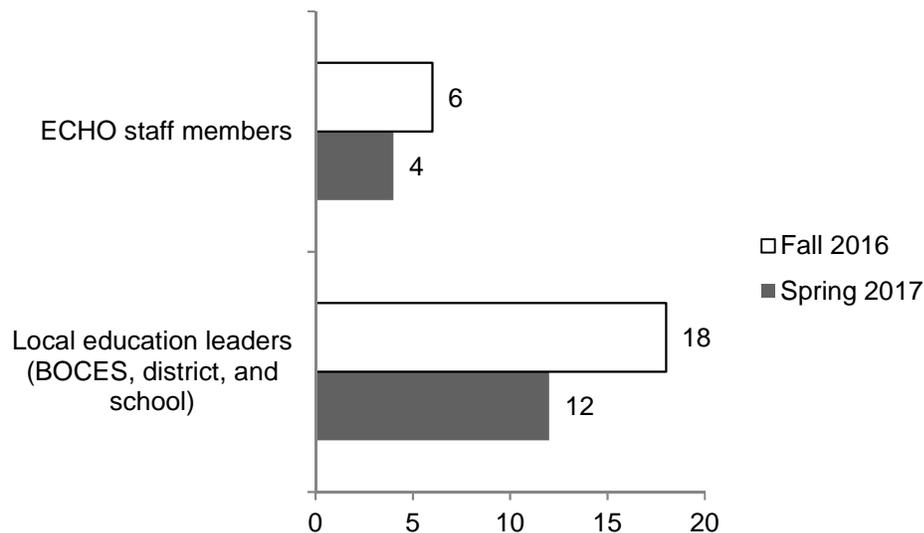
⁵ WDE targeted data reviews to priority schools in 2016-17, although any school could participate. This evaluation summarizes information about data reviews in Chapter 4, which is about the needs of priority schools.

Participation in ECHO in Educational Leadership decreased from fall 2016 to spring 2017

In the 2016-17 school year, ECHO in Educational Leadership provided 14 sessions in fall 2016 and 16 sessions in spring 2017, for a total of 30 sessions. Each ECHO session had an agenda posted online. The typical format for ECHO in Educational Leadership sessions included a didactic component and a case study component. To examine ECHO in Educational Leadership services, we analyzed session attendance; contents of agendas; and interview data from 10 individuals (nine district leaders and one independent consultant) who were instrumental in the network's initial design, which ended in January 2016. Although they did not continue to be involved in the design of ECHO in Educational Leadership, these individuals did participate in multiple sessions throughout the school year. On average, they attended 10 sessions.

The ECHO in Educational Leadership online sessions occurred weekly. They included a facilitator; other university staff members who provided support; and local education leaders, such as staff members from Boards of Cooperative Educational Services (BOCES), superintendents, and other district and school leaders. On average, more people attended the fall 2016 sessions than the spring 2017 sessions (Figure 2.1).

Figure 2.1. Average number of participants in ECHO in Educational Leadership sessions



Source: Education Northwest analysis of ECHO in Educational Leadership attendance data.

We also examined attendance by participants' roles in their districts. Although ECHO in Educational Leadership was designed for district and school leaders, some teachers also attended. On average, the number of superintendents and district-level leaders decreased from fall 2016 to spring 2017, whereas the average number of school-level administrators increased, and the number of attendees in other roles stayed about the same (Table 2.1).

Table 2.1. Average number of participants in ECHO in Educational Leadership sessions, by role

	Superintendents and assistant superintendents	District-level administrators	School-level administrators	Teachers and counselors	Other*
Fall 2016	7.1	7.2	1.6	0.3	1.9
Spring 2017	↓ 3.9	↓ 3.5	2.9	0.3	1.8

*Examples of other roles included coordinators, facilitators, instructional facilitators, and specialists.

Source: Education Northwest analysis of ECHO in Educational Leadership attendance data.

Several ECHO in Educational Leadership planners/participants commented on attendance during their interviews. Most frequently, they said attendance could be improved by focusing on topics that were more closely matched to participants' needs.

It was hard to find topics that were valuable to everyone in attendance. (ECHO planner/participant)

We should have topics that would generate more of a dialogue. (ECHO planner/participant)

In related comments, several leaders said ECHO in Educational Leadership sessions could be held less frequently, which would allow the group to focus on only the most relevant topics.

Every week is too much. It needs to be scaled back to every other week. (ECHO planner/participant)

I think we could do it less often. I think there's fatigue around doing it every week. I think we could do it every other week. We could start in September and end in May. (ECHO planner/participant)

Some topics were more popular than others, and education leaders appreciated collaboration with peers and local experts

According to attendance by local education leaders (i.e., BOCES staff members, superintendents, other district and school leaders, and teachers), the three most popular ECHO in Educational Leadership sessions were:

- *Curriculum Mapping* on November 1, 2016 (31 local education leaders total, 15 serving priority schools)
- *Strategies and Examples of Reduction in Force Policies* on January 24, 2017 (29 local education leaders total, 13 serving priority schools)
- *Developing District-Wide Grading Policies* on October 11, 2016 (25 local education leaders total, nine serving priority schools)

The popularity of the sessions varied based on participants' roles. The November 1, 2016, session (*Curriculum Mapping*) garnered the highest attendance from district-level administrators. The January 24, 2017, session (*Strategies and Examples of Reduction in Force Policies*) garnered the largest attendance from superintendents. For assistant superintendents, the most frequently attended session was not one of the top three; it was *Every Student Succeeds Act (ESSA): Overview and Components of the State Plan* on November 29, 2016. In interviews, ECHO in Educational Leadership planners/participants said they appreciated topics like these that were relevant to their work.

However, when asked what was most impactful about ECHO in Educational Leadership overall, planners/participants did not mention individual topics. Instead, they most frequently discussed the opportunity for collaboration and the opportunity to hear from local educators.

I like the collaboration component—the ability of ECHO to bring people from around the state together. That collective advocacy is strong. Maybe this creates opportunity for efficacy to incubate and grow. (ECHO planner/participant)

When local practitioners provided their training specifically around topics, those pieces have been very helpful and generated conversation. (ECHO planner/participant)

In contrast, when sessions were poorly attended, several ECHO planners/participants said it was due to a lack of relevance, particularly in regard to the state and local context.

Educators from districts with priority schools⁶ participated in ECHO in Educational Leadership less frequently than other educators

More than 80 percent of the districts in Wyoming (40 of 48) had at least one staff member who participated in at least one of the 30 ECHO in Educational Leadership sessions during the 2016-17 school year. The districts that were represented in at least half of the sessions were:

- Fremont County School District 14 (20 sessions)
- Park County School District 1 (19 sessions)
- Park County School District 16 (17 sessions)
- Natrona County School District 1 (16 sessions)
- Fremont County School District 1 (15 sessions)
- Park County School District 6 (15 sessions)

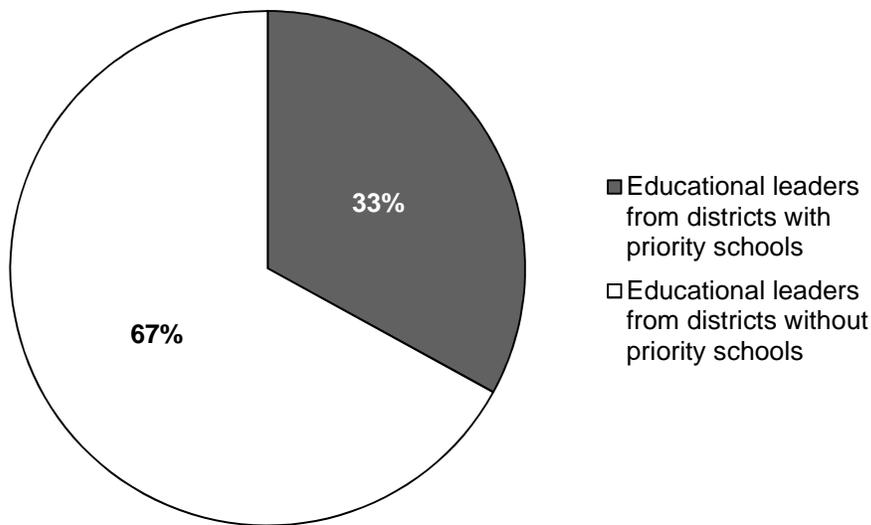
ECHO in Educational Leadership is designed for all schools, and many types of schools participate in the program, including priority schools. Since this evaluation was particularly interested in describing the experiences of priority schools, evaluators further analyzed the data to explore the involvement of priority schools. Two districts that participated in ECHO in

⁶ WDE identified priority schools based on school performance ratings in 2013-14, 2014-15, and 2015-16.

Educational Leadership—Natrona County School District 1 and Fremont County School District 14—served at least one priority school. Although other districts with priority schools attended less frequently, 14 of 15 districts with priority schools had at least one staff member attend at least one of the ECHO in Educational Leadership sessions during the school year.

For individual sessions, an average of five participants (principals, teachers, or other staff members) were from priority schools or districts serving priority schools. As might be expected given the overall number of priority schools, more participants (10 on average) were from other districts or BOCES. Across all sessions, 33 percent of participants were from districts with priority schools (Figure 2.2).

Figure 2.2. Percentage of ECHO in Educational Leadership participants from districts serving priority schools (N = 452)



Source: Education Northwest analysis of ECHO in Educational Leadership attendance data.

ECHO in Educational Leadership is designed for all schools, and some content may be applicable to both priority schools and non-priority schools. However, in interviews, ECHO in Educational Leadership planners/participants had mixed views on whether the content applied directly to priority schools.

I think ECHO is really something for everyone. Any superintendent can tune in. I think initially the didactics were targeted to priority schools, but right now, I don't think we use it as an intervention. Those schools that are struggling the most need much more than ECHO. (ECHO planner/participant)

If I had a priority school, I think [ECHO] would work, [but] it may need to be its own network. (ECHO planner/participant)

If a superintendent were to say, “We have failing schools,” I don’t know that I would suggest that you tune into ECHO. That’s not going to solve the problem. You’ve got bigger problems. (ECHO planner/participant)

Six principals received coaching in spring 2016, and their needs varied

WyCEL coaching was designed to include weekly Skype calls, three on-site coaching visits with the principal, and ongoing online assistance. The 2016-17 school year was the second time WyCEL offered principal coaching. However, only one principal participated in 2016-17.

Six principals—three from priority schools—received coaching in spring 2016.⁷ Five of the six principals responded to an Education Northwest survey regarding the WyCEL coaching. All five rated the quality of coaching as either “Good” or “Very good.”

Surveyed principals reported various levels of interaction, both online and in person, but most said they met at least monthly. Principals also said the content of the coaching varied, with session topics ranging from conducting effective professional learning communities (PLCs) to reviewing school data to improving student performance to discussing leadership topics.

The reasons for not continuing WyCEL coaching varied, but participants often said it was “too expensive” or “too time consuming.” In an open-ended comment, one principal said:

[At the end of the coaching year], I felt I was in a good place and wanted our resources to be used elsewhere during this time of tight budgets. (WyCEL coaching participant)

In response to a question about which adults in their school still needed coaching, a few participants said teachers needed it more than administrators. Principals also expressed the need for the following types of coaching, either for themselves or for their staff:

- How to access statewide supports for schools
- Data use
- Math instruction
- Reading instruction
- Restorative justice approaches to behavior management
- Response to intervention (a tiered system of intervention for struggling students)

In addition to conducting a survey of principals who received coaching, we asked about WyCEL coaching during the spring 2017 focus groups of administrators. Three of four focus groups reported that they knew WyCEL provided principal coaching. However, none participated because of issues related to timing and communication, as well as uncertainty

⁷ Priority schools are from the school performance ratings in 2013-14, 2014-15, and 2015-16.

about whether to prioritize this service—particularly compared with other supports. In addition, several administrators said they sometimes felt inundated by services.

To a certain extent, there is information overload. It's difficult to cull what is important, so I get the WDE assessment piece, I get stuff from WyCEL, I get stuff from the superintendents' memo. With all this stuff, it's so difficult to tell what is critical. What I would like to know is, as a priority school, what should we make [it] a priority to attend? I would like someone to make that really clear. (Priority school administrator)

District Assessment System professional development participants served many high-needs students, and 16 percent were from districts serving priority schools

District Assessment System professional development is provided by Marzano Research under contract with WDE. The program is a service of the WY SSoS. In 2016-17, content included “The Art and Science of Teaching” and “Assessment Literacy, Formative Assessment, and Performance-Based Assessment.” WDE provided summaries of survey reports for seven of the sessions. These reports include results of demographic questions; ratings of the presentation, content, outcomes, participation, materials, and overall quality; and information on topics of interest for future professional development. Education Northwest provided a secondary analysis of these reports to show additional context that might be of interest to WDE.

Across the sessions, 16 percent of the 335 survey respondents who identified their organization said they worked at either a priority school or a district serving a priority school (Table 2.2). Of the 344 individuals who responded to survey items about student demographics, a large percentage said they served high-needs students; 81 percent served low-income students, 76 percent served low-performing students, and 74 percent served rural students.

Table 2.2. Percentage of respondents working in a priority school or a district serving a priority school and serving high-needs students

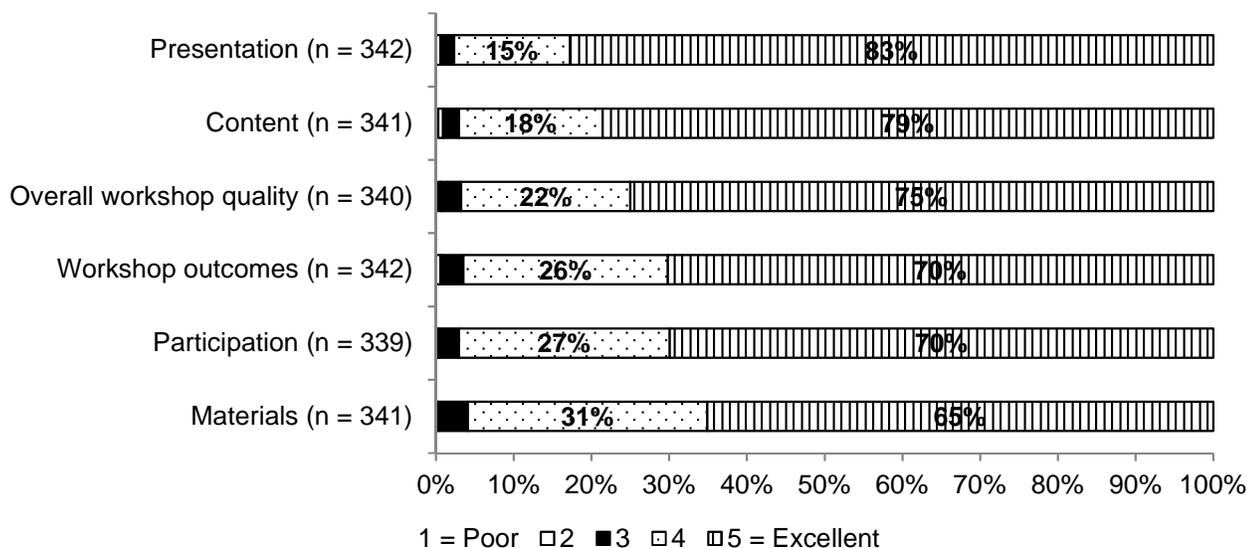
	Percentage of respondents
In a priority school or a district serving a priority school	16%
In a district or school serving ...	
Low-income students	81%
Low-performing students	76%
Rural students	74%
Special education students	69%
English language learner students	46%
American Indian students	25%

Source: Education Northwest analysis of Marzano Research evaluation results.

District Assessment System professional development participants rated the training highly and wanted training on a wider variety of topics

Respondents provided their perceptions about the District Assessment System professional development by rating several aspects on a five-point scale, from “Poor” to “Excellent.” More than 95 percent of respondents rated most aspects either a 4 or 5. Participants were most appreciative of the presentation during the training, with 83 percent rating this “Excellent” (Figure 2.3).

Figure 2.3 Participants’ ratings of various aspects of the District Assessment System professional development



Note: No aspect of the training was rated “1” for “Poor.” Only 1 percent rated any aspect “2.” These aspects included “presentation,” “content,” and “workshop outcomes.”

Source: Education Northwest analysis of Marzano Research evaluation results.

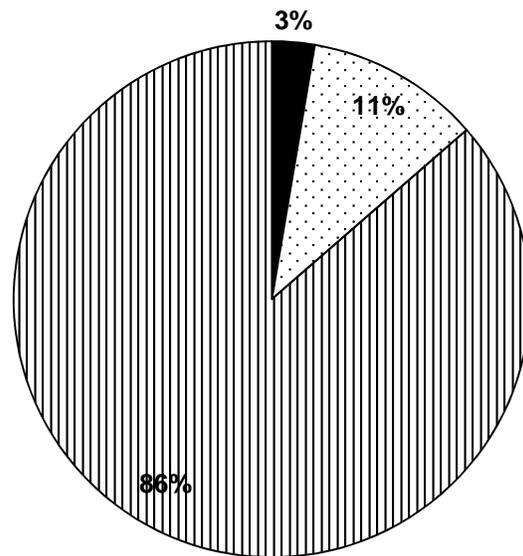
Several respondents’ comments in the open-ended survey items praised the presentation of the District Assessment System professional development in particular.

Great job with your lively presentation skills! I was impressed with the engagement strategies used effectively and consistently throughout the workshop. You reaffirmed us frequently and gave us feedback. (Participant in District Assessment System professional development)

Don’t change your presentation style and format for the time you have. You are effective, dynamic, and engaging! (Participant in District Assessment System professional development)

In addition to rating the quality of the District Assessment System professional development, respondents rated its relevance to the Wyoming context. Overall, 86 percent said the training was “Very relevant” — and no participants said it was “Not at all relevant” (Figure 2.4).

Figure 2.4. Participants' ratings of the relevance of the District Assessment System professional development



1 = Not at all relevant ■ 2 □ 3 ▣ 4 = Very relevant

Note: No one rated any of the seven training sessions “1” or “Not at all relevant.”

Source: Education Northwest analysis of Marzano Research evaluation results.

To provide more information about how to make the District Assessment System professional development relevant in Wyoming, respondents had the opportunity to write suggestions in an open-ended survey item. Among the 110 write-in responses, the most frequent comment (provided by nearly half the respondents) was that the training was highly relevant and did not need any changes.

I don't think this workshop needs to make any special considerations or adjustments. I have taught primarily in rural and Native school districts, and I believe the information contained in this workshop is just as applicable in one community as another. There may be some subtle cultural differences, but I trust most educators to make those adjustments on their own. (Participant in District Assessment System professional development)

When respondents did suggest changes, their feedback varied. The most common suggestion was to adapt the proficiency scales and other formative assessments for lower-achieving students, English learner students, and/or students in special education.

An idea that I am considering is creating proficiency scales for the extended standards for students on modified instruction. I think it is important to give students not on a

diploma track their own standards and proficiency scales to work toward and from.
(Participant in District Assessment System professional development)

[We need] more ideas for English learner students and how to adapt assessments to meet their needs and still assess to the level of the standards. (Participant in District Assessment System professional development)

Discussions and information on the following areas would be beneficial: (1) implementation of scales with special education students and (2) implementation of scales with English learners who have language objectives, as well. (Participant in District Assessment System professional development)

Similarly, a few respondents mentioned the possibility of providing additional information about working with American Indian students and families.

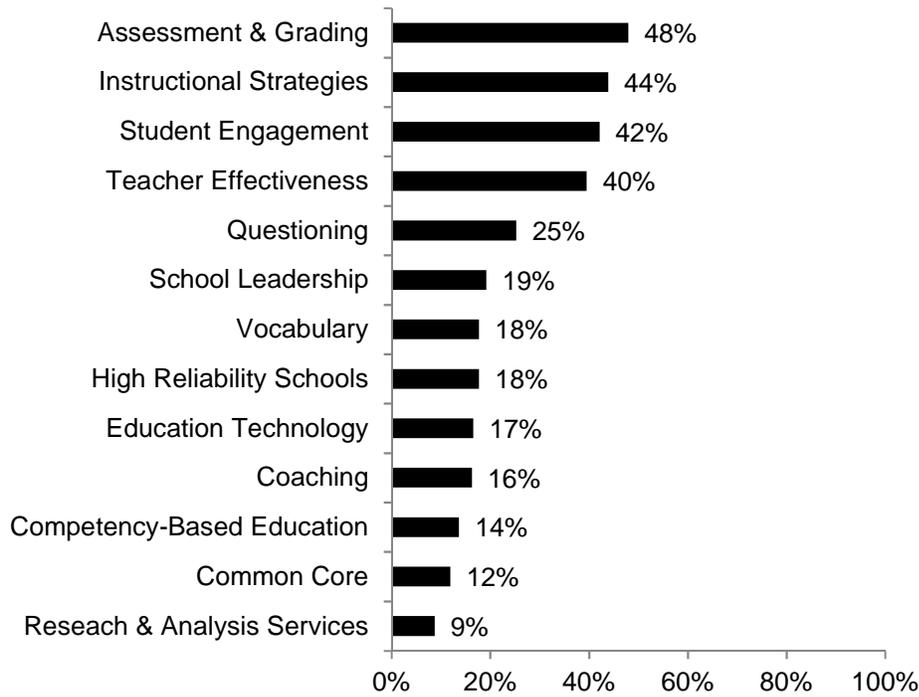
As we move forward with building the proficiency scales, we will need to consider the Native American population in our district. Learning styles and proficiency building will need to be taken into consideration. (Participant in District Assessment System professional development)

Several respondents were also concerned about teachers' needs. They suggested the training could be adapted to address the needs of teachers in small schools.

It is hard, as a rural school teacher who teaches combination grades, to see how one person can implement all of this, and the state has a good amount of these teachers, so finding ways to help them see what this looks like on a long-term scale would help.
(Participant in District Assessment System professional development)

Finally, respondents had the opportunity to identify topics on which they would like more information (Figure 2.5). Almost half of respondents (48 percent) indicated an interest in assessment and grading as a future topic. Instructional strategies (44 percent), student engagement (42 percent), and teacher effectiveness (40 percent) were of interest to at least two-fifths of respondents.

Figure 2.5. Percentage of respondents requesting information about particular topics across the District Assessment System professional development trainings



Source: Education Northwest analysis of Marzano Research evaluation results.

Chapter 3.

The Collaborative Council’s Perceptions of the WY SSoS

States play an instrumental role in supporting districts and schools. Moreover, the Every Student Succeeds Act (ESSA) of 2015 requires states to implement statewide systems of support for districts. ESSA also identifies new responsibilities for state education agencies as their leaders work to turn around low-performing schools. In particular, it gives states the flexibility to design improvement plans based on evidence rather than requiring specific programs or initiatives (ESSA, 2015). As ESSA is implemented in Wyoming, districts and schools will continue to be assisted by the WY SSoS. State leaders have the opportunity to build on the unique strengths of the WY SSoS and refine the type of supports it provides. Ultimately, these supports aim to increase the professional capacity of education leaders and teachers, as well as improve instructional practices in ways that help all students succeed (see Figure 1.1).

This chapter discusses state education leaders’ perceptions of the WY SSoS. To provide the descriptive information in this chapter, we analyzed focus group data from the Collaborative Council, which established the WY SSoS.

Key findings include:

- The Collaborative Council identified gaps in the services provided by the WY SSoS, as well as opportunities for future work to strengthen schools

The Collaborative Council identified gaps in services—and future opportunities to better support schools

Founded in 2015, the Collaborative Council represents more than a dozen education organizations in the state that support schools and school improvement, including:

- AdvancED
- Wyoming State Board of Education
- Wyoming Department of Education
- Wyoming Center for Educational Leadership
- Wyoming Association of School Administrators
- Wyoming Community College Commission
- Wyoming State Curriculum Directors
- Wyoming Association of Secondary School Principals
- Wyoming Association of Elementary and Middle School Principals
- Wyoming Education Association

- Wyoming Professional Teaching Standards Board
- Wyoming School Boards Association
- University of Wyoming

The Collaborative Council's work is guided by several documents, including a 2012 state accountability report (Marion & Domaleski, 2012), a state statute (Wyo. State Ann., § 21-2-204(f)(k), 2011), and a report to the Wyoming Legislature on education governance (Doorey, 2015). Ideally, the Collaborative Council will coordinate school supports across organizations and build the capacity of districts and schools to support student achievement. To accomplish these goals, the council meets several times each year. The Collaborative Council produced a report that described its work and offered recommendations for improving the WY SSoS (Dvorak, 2016). In the 2016-17 school year, these meetings were facilitated by a consultant hired by WDE for this role.

Collaborative Council members participated in a focus group for this evaluation in fall 2016. The focus group identified several strengths of the council. The most frequently mentioned strength was increased collaboration among the organizations that support schools in Wyoming.

[The Collaborative Council] fosters collaboration of all stakeholders who support education in Wyoming and assists schools in Wyoming to improve academic achievement. (Collaborative Council member)

In the focus group, many members emphasized that the Collaborative Council and the WY SSoS are both relatively new. A few said the council needs to have more authority and be better organized to effect change, perhaps even acting as a collective impact initiative with a common agenda and common measures to track progress (Garringer & Nagel, 2014).

I don't see this group as particularly formalized. I would urge [the facilitator] to be more complete and transparent in terms of meeting minutes [and] resources (i.e., a budget report). These actions might convince council members and others this activity is for real. (Collaborative Council member)

The representation [of organizations] is a strength. [But] we have no authority. (Collaborative Council member)

[I would like] a more intentional collective impact approach to the work of the Collaborative Council. (Collaborative Council member)

Participants also identified gaps in services (i.e., areas of educator and student need for which the WY SSoS did not provide assistance). They emphasized that these gaps represented opportunities for future work and that they were not mere criticisms of current work. The gaps mentioned in the focus group included:

- Lack of representation from early childhood education, the Legislature, school boards, school district leaders, and the governor’s office
- Inadequate in-service professional learning for schools and districts, including:
 - Follow-up to data reviews
 - Resources for working with culturally diverse students
 - Resources for working with school boards

The Education Northwest evaluation team also noted that American Indian organizations were not represented on the Collaborative Council.

Participants expressed a desire to address most—if not all—of these gaps in their future work. Although several acknowledged that time and resources are limited, the list of aspirations was substantial. Regarding **communication**, they included:

- Create a list of all services provided to schools and/or a clearinghouse that publicizes the many services available to schools and districts
- Design a crosswalk of different approaches to school improvement, their target audiences, and their effectiveness
- Share the “good news” about schools that are improving
- Inform stakeholders about the Collaborative Council’s work

Other aspirations related directly to providing **services** to schools, including:

- Create a three- to five-year professional development plan for teachers serving preschool through college
- Design online professional learning modules for educators
- Add supports for early childhood education
- Develop multiple measures of school and student performance that go beyond current state tests
- Examine the “big picture” and continue to improve education and “up our game”

Most members emphasized the importance of supporting all schools, and some also discussed the importance of supporting schools that need to improve. To provide these supports, members talked about drawing on their organizations’ resources.

I am hoping that my association and the WY SSoS can work together in helping one another deploy the professional development needed—not only to schools in need but also [to] those schools that are doing well. (Collaborative Council member)

However, discussion also showed that not all members have formal decision-making power in their organization or direct access to their organization’s potential resources.

Chapter 4.

Needs of and Suggestions from Priority Schools

As the WY SSoS works to support the state’s priority schools, leaders need to know how these supports are experienced on the ground by administrators, teachers, students, and parents, particularly in terms of data use, classroom climate, expectations for students, instruction, and professional learning communities. These elements are part of the adult outcomes in the WY SSoS evaluation logic model (see Figure 1.1).

This chapter summarizes administrator, teacher, student, and parent suggestions for additional (or revised) supports that they believe will help their schools improve and their students achieve at high levels. It is important to remember that these are the views of those in the schools; although they have firsthand experience in their schools, they do not always have the perspective of multiple schools or high-achieving schools.

We first present results that are similar across all 10 schools, followed by results that are unique to three groups of schools: those on the Wind River Indian Reservation, those in large communities, and those in small communities. This chapter draws on data collected from fall 2016 and spring 2017 site visits to 10 priority schools. During the fall 2016 site visits, we conducted focus groups with 25 administrators and 25 teachers. During the spring 2017 site visits, we conducted focus groups with 10 administrators, 16 teachers, 16 students, and eight parents.⁸

Key findings include:

- Administrators, teachers, parents, and students all said their school used data and valued the data reviews, but many wanted to learn to use formative assessments
- According to multiple stakeholders, some teachers need support to create a positive climate by forming strong relationships with students, establishing consistent expectations, and sustaining high expectations for students—even when they fall behind academically
- Across the focus groups, student engagement emerged as a key method for increasing instructional effectiveness at all grade levels and as a topic worthy of more support
- Teachers and administrators almost all agreed that PLCs were important and could be further strengthened by additional resources and training opportunities that are tailored to schools’ needs

⁸ We did not conduct parent and student focus groups in the six schools we visited in fall 2016 because similar focus groups were being planned by another organization, and WDE did not want to overburden the schools.

- Schools on Indian reservations need more tools for incorporating American Indian culture into instruction, improving school climate, and empowering and engaging American Indian students and families
- Schools in larger communities seek support in raising performance and overcoming negative perceptions through social and emotional learning
- Schools in smaller communities need support in analyzing outliers in their data and providing instruction in mixed-grade classrooms

Schools use data, but they would like tailored services to help them use data to examine growth

In focus groups, we asked teachers and administrators to what extent they believed their schools used data effectively. Teachers and administrators answered the question similarly, with most reporting that data use was at least somewhat effective at their school. Many teachers and administrators agreed that they had learned a lot during the data reviews, but they expressed a need for more follow-up regarding how to use data to inform their decisions.

I think data is vital to school success. I like that this data retreat happened and that we can continue to make data a focus. I think we need continued coaching on which data is the most important. (Administrator)

Some teachers reported that they needed more guidance in interpreting data, which they otherwise perceived as overwhelming and difficult to share with students in a meaningful way to guide instruction.

Some teachers use [data] effectively. Others just see it as busywork, something to do. Teachers need more assistance. (Administrator)

It's overwhelming for both teachers and students. (Teacher)

Many teachers and administrators said they wanted more data use related to formative assessments that could inform their classroom teaching and help them measure growth rather than relying on state tests that provide a periodic snapshot of progress. Further, focus group participants from every school said annual statewide assessments tended to emphasize deficits and mask growth.

I don't see any value in a once-per-year assessment. There are countless reasons those assessments are useless, yet we continue to use them to judge how well students are doing and how well educators are doing at their jobs. (Administrator)

Several teachers stressed that they preferred looking at certain data, such as attendance and grades on individual assignments, rather than standardized test scores because they can be

collected more frequently and serve as “indicators of what we need to do from one day to the next.” Teachers also found that kind of data useful for informing instruction. Although they should have access to an assessment called Measures of Academic Progress (MAP) and had training on data use, none of the schools described robust assessment systems that included interim measures, such as screening, diagnostic, and progress-monitoring tools—which are recognized as critical components in the design of instructional interventions in effective schools (American Institutes for Research, 2013). Schools may simply need more time and guidance to develop these systems.

We’ve had discussions about data in our staff meetings, where they have showed us data about where we are and where we want to go. (Teacher)

During focus groups, parents and students were less likely than teachers and administrators to recognize the importance of using data. Parents appreciated the opportunity to see and discuss data during parent-teacher conferences, but they also expressed a desire to discuss more than test scores at these meetings. At most schools, parents agreed that they were more interested in how their child was doing and less interested in schoolwide averages. The majority of students said their teachers use data to show how they are doing in class, although some students said they would like more frequent access to their grades so they know where they need to improve.

Students who took the MAP said they liked getting instant scores that pinpointed areas in which they needed to improve. Students also said they looked forward to seeing the scores in the spring, which provided feedback on how their hard work had paid off.

Sometimes kids are, like, “Why do we even do the MAP tests?” I’m sometimes one of those people. But then, when I see my test score, and it’s in the 200s, all that stress is relieved because I know I did a good job. (Student)

Parents and older students expressed less interest in state assessments that measure proficiency and more interest in assessments that measure student growth and progress. Although reports of these types of assessments are available in Wyoming, these individuals were not aware of them. They also voiced concern that teachers are teaching to the test and are more focused on getting through a curriculum than making sure students are learning.

Our scores will probably not be stellar because they never are, so how does that help us? I’d rather see what the kids are participating in. (Parent)

It is a limited scope for how we assess kids. How else are we assessing them? Participation in science fair or history day or even sports and clubs—I would rather see that kind of thing count. (Parent)

Some teachers need support to promote a positive climate and communicate high expectations

Despite overall positive views of classroom climate and expectations for student academics and behavior, both administrators and teachers observed inconsistency among teachers. Not all teachers and staff members are able to sustain high expectations for the duration of the school year, particularly when countering students' low expectations of themselves or past teachers. In addition, teachers may not always know how to best support students who are experiencing poverty and related trauma. Several administrators said there are a few teachers at their school who do not seem to have the capacity or desire to improve in this area.

On the surface, we all have high expectations for students and learning, but we don't follow through. When it gets rough, pretty soon, "good enough" is good enough.
(Administrator)

What I see is that everyone is at different levels, and everyone has a different idea about what it means to have high expectations. (Teacher)

When asked about approaches for ensuring a positive climate for students from diverse backgrounds (in terms of socioeconomic status, race/ethnicity, rural/urban locale, and/or disability, for example), many educators expressed an understanding of how to do so at a superficial level, but few were able to describe in-depth strategies that demonstrated a deeper understanding of the issue. It may be that the group setting made it difficult for some educators to speak candidly. In the small number of cases in which classroom culture was less than positive, educators cited lack of rapport and connection with students as the reason. One teacher further explained that educators who come from different backgrounds than their students often struggle to connect with and understand the experiences of students.

To fully understand the students, you need rapport. You need to understand culture, learning style, background—all the problems [students] come in with that we may or may not have any idea of. (Teacher)

According to multiple stakeholders, teachers can best promote a positive school climate by forming strong relationships with students, communicating consistent expectations for all students, and sustaining high expectations for students—even when they fall behind academically. Several focus group members said their schools are beginning to address behavior challenges using restorative justice practices, which are strategies for conflict resolution that focus on relationship building, inclusivity, personal accountability, and social and emotional learning.

Many see student engagement as a next step for improving instruction

Focus groups gave us the opportunity to understand how administrators, teachers, students, and parents define and understand effective instruction. Overall, teachers expressed pride in their instruction, and parents and students agreed that teachers are committed to helping students learn.

The staff wants the students to succeed, whether it's in their subjects or in their social and emotional learning. I haven't always felt that in school. (Parent)

I've learned so much throughout my years at school. I've learned to multiply, and they have helped me with telling time, which has always been hard for me. They talk to you about where your gaps are. (Student)

However, it's important to note that participants had a relatively limited perspective on the instruction provided at their school. For example, they did not have significant experience with the instruction at other schools, which could provide a means for comparison. Common challenges cited by both administrators and teachers included attendance, behavior, accommodating various learning styles, and avoiding fatigue throughout the school year.

Are [teachers] giving it their all in the classroom? Absolutely. Is that reflected in the classroom? Sometimes. (Administrator)

We specifically asked focus group participants to identify what makes instruction effective, and “engagement” emerged as a common theme across all roles and groups. Many students and parents said they appreciated hands-on learning opportunities tailored to their specific needs, including field trips, science fairs, and interaction with community members. However, participants in all student focus groups said instruction was not always engaging and that teachers sometimes struggle to meet the needs of higher- or lower-performing students. In addition, some of the older students reported that they occasionally felt “left behind.”

[Students] can all copy out of a book, but with interactive teaching, the student could learn more. It would get the whole class engaged rather than just the few students who actually do the book work. Teachers need to learn how to be more interactive. (Student)

A common instruction-related challenge teachers cited was the constant churn of different curricular priorities, which some felt hampered their ability to develop and sustain effective teaching practices.

We change programs all the time. (Teacher)

What I've noticed is we try new things [and] then throw it out without giving it enough time to be effective. (Teacher)

Teachers and administrators find professional learning communities to be important and want to improve them

All focus group participants reported that teachers participated in PLCs. The structure of the PLCs varied, with most meeting in grade-level teams, some (mostly in small schools) in mixed-grade teams, and some (mostly in reservation schools) by content area. PLCs typically focused on instructional strategies and student data. Although there was wide agreement that PLCs were important for the school, focus groups revealed considerable variation in how teachers and administrators felt about the effectiveness of their PLC process. All schools indicated they would like to see online resources for PLCs and additional training and support from WDE that would be personalized and, preferably, delivered on site.

This is the first school that all of us have been where there are PLCs. So, we don't know what we don't know. Our basis of knowledge is small and [is limited] to our building. To have someone come in and provide coaching and a different perspective would be helpful. (Priority school administrator)

I don't need another binder of stuff ... if WDE really thinks we are important as priority schools, [then] they should bring some training here for us. (Priority school teacher)

A canned professional development program is probably never going to work. (Priority school administrator)

Teachers also welcomed the opportunity for PLCs from different schools to connect virtually or in person regarding similar problems of practice.

For teachers, the most commonly discussed challenge related to PLCs was lack of time, especially given the many initiatives being conducted at their schools. In addition, multiple teachers said other activities tended to eat into their PLC time or that they felt forced to give up planning time for PLC time. For example, one teacher said that if teachers don't seek opportunities for professional learning during their PLCs, they don't tend to use the time effectively for their own learning and growth and instead focus on other things, such as paperwork and scheduling. Another teacher described feeling as though administrators controlled the PLC process too tightly, essentially telling teachers, "I want you to do this when you go to your PLC."

Sometimes we find ourselves putting out fires, and that infringes on our goals for what we wanted to accomplish with that PLC time. (Teacher)

Ongoing training on PLCs may be needed. Nationally, PLCs have been associated with increased student achievement, but implementation of the PLC process needs to be consistent and effective (Lomos, Hofman, & Bosker, 2011).

Results by school type

Different types of schools face unique challenges based on their size, geographic location, and student demographics. The schools in our sample fit roughly into three broad categories: Indian reservation schools, diverse schools in large communities, and small schools in small rural communities. The following sections highlight specific findings that emerged across the data for each type of school.

Schools on Indian reservations need data and instructional support to help them empower and engage American Indian students and families

Some teachers at the reservation schools we visited expressed a need for support with interpreting data in an actionable, solution-oriented way that empowers them to build on the growth they perceive in their classrooms while identifying areas in which targeted improvement efforts will be most impactful. In addition, most administrators and teachers at reservation schools felt that classroom instruction would benefit from more American Indian teachers who understand and represent the community, as well as more guidance and support at the state level for how to integrate the new statewide standards⁹ on American Indian culture and history into the curriculum.

I don't think there's a clear understanding at the state level about what we are really suggesting. The division is that it's not something WDE can do just to help the districts on the reservation; it's a statewide education process. (Administrator)

Some teachers at reservation schools felt that instruction would also benefit from more opportunities to integrate culture and community. For example, some schools offer Arapahoe or Shoshone language courses or other culturally based classes, and one teacher said she has created several science lessons that incorporate American Indian culture. However, many teachers and administrators felt community knowledge could be integrated into classroom instruction more consistently and authentically.

Just having an Indian feather border around their bulletin board is all [some teachers] feel like they can do. Even our grandparents [volunteers from the community]—we have opportunities where [they] could be brought in, but I don't see it happening. I mostly don't see it, unless it's Native American week. (Administrator)

Schools on Indian reservations need more tools for incorporating American Indian culture into the school climate

At the reservation schools we visited, evaluators specifically asked focus group members how they have incorporated American Indian culture into the classroom. All teachers and

⁹ At the time of data collection, Wyoming had not yet adopted the new mandate, but many focus group participants at reservation schools were advocating for statewide standards to be developed and integrated.

administrators acknowledged that American Indian students and families have a strong presence at their school. However, many focus group participants expressed doubt about how effectively or consistently American Indian culture is embraced and incorporated into the climate.

The majority of focus group members mentioned the importance of having support and involvement from tribal culture mentors and other community members. These cultural mentors help teachers, staff members, and administrators connect and build rapport with local tribal communities, provide insight and guidance about cultural appropriateness, and suggest ways to embed culture into the school day. Some also provide in-service trainings to increase culturally responsive teaching, and others have directly participated in classroom activities. Schools have sometimes had difficulty retaining these cultural mentors.

We lost two teachers that were a big part of reinforcing our cultural norms—one retired, and one passed away. We don't have them anymore, and our other Native teachers are trying to step up, but they don't know how. (Administrator)

Wyoming's new statewide mandate to incorporate American Indian culture and history into state standards offers an important opportunity for meaningful and effective inclusion of American Indian culture at both the school and classroom level. Several administrators said they appreciate WDE's Indian Education coordinator and believe he understands the unique needs and circumstances at their school. However, most administrators also expressed a desire for more guidance and support at the state level for how to include American Indian culture and history in the curriculum.

We want to see all kids in Wyoming be taught about Native American culture—in particular, Arapahoe and Shoshone—so that there is more appreciation and better understanding. That only happens through education. (Administrator)

Based on focus group discussions, it appears that many teachers and administrators struggle to embed culture in a strengths-based way. For example, across the focus groups, some teachers mentioned perceived conflicts between American Indian culture and what students need to be successful. Teachers may need additional training to understand culturally inclusive instruction and school climates.

Our approach to discipline is countercultural. Even our Native teachers use practices that are countercultural. Teachers are using practices that come from the boarding school era. Harsh and yelling, shaming—none of those things are culturally appropriate. Teachers may not understand that they are retraumatizing students when they discipline in that way. (Administrator)

Finally, data show that, at present, many schools include American Indian culture and history on only a limited and superficial basis, typically on certain designated days or weeks of the

school year. For example, many schools said they offer culture nights. Although focus group participants spoke positively about these types of events, they are an indication that culture is viewed as external to the school rather than something that is celebrated and embedded in the everyday school climate.

Schools in larger communities seek to raise performance and overcome negative perceptions through social and emotional learning

The schools we visited in large communities were uniquely diverse in their student populations compared with many other schools in Wyoming. They had higher numbers of English language learner students and more students who qualified for free or reduced-price lunch. In focus groups, administrators and parents explained that when families in the community see test scores lagging, they sometimes react by pulling out their children and enrolling them at other local schools. In doing so, they remove physical, social, and cultural capital from these diverse schools and give them a bad reputation that does not accurately reflect what happens in the building.

Similar to their colleagues at reservation schools, administrators at schools in larger communities expressed a desire for help with using data in a way that empowers and encourages teachers and students, breaking the cycle of negativity while still holding students to high standards.

Some of my kids are tired of hearing that they are constantly losing at life. We have to champion them—but without watering it down so much. We expect them to do more than show up, but we also need some validation about the things we are doing.

(Administrator)

Administrators and teachers at the two large schools we visited were more likely to talk about the connection between instruction and relationships, as well as the importance of focusing on students' social and emotional learning as a gateway to achievement. Educators at these large schools emphasized a holistic approach to schooling that was reflected in students' perceptions of their teachers. Students at the large schools described occasional fighting between students, but most agreed that they felt valued by their teachers.

I know our teacher always values us, and our principal is awesome. The teachers always want you to succeed. (Student)

You can't have teaching without relationships, and you can't have relationships without trust and emotional connection with the kids. (Administrator)

We need developmental models ... their bodies and brains are changing, and we don't look at those pieces enough. (Administrator)

Small schools need support with understanding the variability of their data and providing instruction in mixed-grade classrooms

The small schools we visited described unique challenges related to the number of students they serve. Across small schools, teachers and administrators said their student populations complicated their ability to interpret data meaningfully. For instance, one school had an instructional model for multigrade classrooms that focused on individual progress and choice rather than on guiding students to achieve common performance indicators, as they vary by grade. Another described itself as a place that attracted students who were struggling to succeed in other settings. In addition, small schools are more likely to have year-to-year variations in their student data because of the large effect that a single student can have on overall averages. Educators at these schools need guidance to identify patterns in their data.

We are very different, and it's hard to compare ourselves because we are so different.
(Administrator)

Another challenge that emerged for small schools was the difficulty of teaching in a mixed-grade classroom in which students are learning at different rates. According to one focus group participant, mixed-grade classrooms make it harder for teachers to align their instruction with best practices.

There are teachers who are teaching basically seven grades at once, and there isn't effective planning that goes on. (Teacher)

These teachers also did not have peers in the same grade level in their PLCs, which made learning from colleagues more difficult. Cross-school PLCs might help alleviate this challenge.

Appendix.

Data Sources and Analysis Methods

Data for the Year 1 evaluation report came from four main sources: interviews and focus groups; document reviews; a survey; and data provided by the Wyoming Department of Education (WDE), such as ECHO in Educational Leadership attendance data and feedback from professional development offerings. Analysis of these data sources provided descriptive information about the Wyoming Statewide System of Support (WY SSoS) services and how staff members at priority schools experienced these services. Below, we provide a more detailed description of the data sources and the methods used to analyze them.

Interviews and focus groups

Education Northwest conducted several interviews and focus groups, including a fall 2016 focus group with the Collaborative Council, teacher and administrator focus groups during fall 2016 and spring 2017 site visits to 10 priority schools, and parent and student focus groups during spring 2017 site visits to four schools.¹⁰ We also conducted individual interviews with education leaders who helped plan ECHO in Educational Leadership and also participated in multiple sessions. The number of participants and the purpose of the interviews and focus groups are described in Table A.1.

Table A.1. Count of participants and purpose of focus groups and interviews

Participants	Number of participants	Purpose
Collaborative Council	14	Describe the WY SSoS and identify gaps in services, as well as opportunities for strengthening supports
Teacher	41	Provide perceptions of WY SSoS services, particularly data reviews, and describe the conditions in priority schools
Administrator	35	
Student*	16	
Parent/community member*	8	
ECHO planner/participant	10	Describe ECHO in Educational Leadership sessions and provide perceptions of WY SSoS services

*Student and parent/community member focus groups were conducted only in spring 2017.

We analyzed the data using content analysis to detect themes within and across interview responses, focus groups, and schools (Neuendorf, 2017). The method consisted of these steps:

1. The evaluators read the text carefully to familiarize themselves with the content.

¹⁰ We did not conduct parent and student focus groups in the six schools we visited in fall 2016 because similar focus groups were being planned by another organization, and WDE did not want to overburden the schools.

2. The evaluators coded the data based on expected themes. For example, we asked focus group participants to list the WY SSoS services they participated in, so we coded these services by name and counted the services mentioned.
3. The evaluators coded themes that emerged from the data. For example, in the focus groups, we noticed that many people both appreciated the services they participated in and wondered what other WY SSoS services might be available, so we coded the data for “appreciation” and “questions about other services.”
4. The evaluators finalized their codes and counted the most frequently discussed themes.
5. The evaluators reported only the most frequently discussed themes and chose quotations that best represented them.

Document review

School improvement plans, meeting agendas, and attendance lists provided important information about how the WY SSoS was implemented.

For the priority schools WDE selected for site visits, we conducted an Internet search to locate each school’s comprehensive plan, also known as a school improvement plan. We then analyzed this publicly available data. These comprehensive plans were in a standardized structure based on the AdvancED¹¹ domains, standards, and indicators.

The indicators for each of the three domains—teaching and learning, leadership capacity, and resource utilization—were aligned with the conditions of priority schools, the WY SSoS in general, data use, expectations for students, classroom climate and culture, instruction, and professional learning communities (PLCs). This analysis informed site visits in fall 2016 and spring 2017.

We downloaded agendas for all 2016–17 ECHO in Educational Leadership sessions from <http://www.uwyo.edu/wind/echo/educational-leadership/index.html>. These agendas informed our interviews with ECHO in Educational Leadership planners/participants.

Survey

To gather data about principals’ perceptions of Wyoming Center for Educational Leadership (WyCEL) coaching, Education Northwest developed a survey based on the aims of the coaching program. Evaluators sent the survey to the six principals who were invited to participate in coaching during spring 2016. The survey was administered in March 2017. Five of the six principals responded. Evaluators analyzed the data using descriptive statistics, such as averages and ranges, and content analysis to examine open-ended survey responses. In the report, we do not state numerical responses to the survey because of the small sample sizes, as well as our

¹¹ WDE partners with AdvancED on accountability and accreditation: <https://edu.wyoming.gov/educators/accountability/accreditation/advanced/>

desire to not overgeneralize from the data or identify any individual participant. The purpose of the survey was to describe principals' perceptions of the coaching and to explore their needs for future assistance.

Data provided by the Wyoming Department of Education

To support the evaluation, WDE provided data it was already collecting, including feedback surveys from the District Assessment System professional development and attendance data for ECHO in Educational Leadership sessions.

District Assessment System professional development

Education Northwest received the results of extant survey data from seven events during the 2016-17 school year. From the histograms providing frequencies, as well as responses that were itemized, Education Northwest compiled the data across all events to track participants' views of these offerings. Evaluators used descriptive statistics—such as frequencies, averages, and ranges—to analyze survey items and content analysis to detect themes in open-ended items (Neuendorf, 2017). These analyses showed the extent to which the District Assessment System professional development reached students and schools, participants' perceptions of the trainings, topics participants were interested in learning about in the future, and ways in which the trainings could be adapted for the Wyoming context. We retrieved data from the following sources:

- Marzano Research (2016, October 20). *Report: Marzano Research Evaluation Results for Wyoming Department of Education 1339406, 9/21/2016 9/22/2016, Class Climate evaluation.*
- Marzano Research (2017, January 5). *Report: Marzano Research Evaluation Results for Wyoming Department of Education 1339407, 12/5/2016 12/6/2016, Class Climate evaluation.*
- Marzano Research (2017, February 9). *Report: Marzano Research Evaluation Results for Wyoming Department of Education 1339408, 1/23/2017 1/24/2017, Class Climate evaluation.*
- Marzano Research (2017, February 9). *Report: Marzano Research Evaluation Results for Wyoming Department of Education 1339409, 1/26/2017 1/27/2017, Class Climate evaluation.*
- Marzano Research (2017, February 9). *Report: Marzano Research Evaluation Results for Wyoming Department of Education 1339410, 1/30/2017 1/31/2017, Class Climate evaluation.*
- Marzano Research (2017, February 9). *Report: Marzano Research Evaluation Results for Wyoming Department of Education 1339411, 2/2/2017 2/3/2017, Class Climate evaluation.*
- Marzano Research (2017, April 3). *Report: Marzano Research Evaluation Results for Wyoming Department of Education 2/27/2017 2/28/2017, Class Climate evaluation.*

ECHO in Educational Leadership attendance data

WDE provided attendance data for the individual ECHO in Educational Leadership sessions. We analyzed these data using descriptive statistics—such as averages and counts—to examine patterns of participation by frequency, role, and types of schools served.

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- Lomos, C., Hofman, R. H., & Bosker, R. J. (2011). Professional communities and student achievement—a meta-analysis. *School Effectiveness and School Improvement*, 22(2), 121–148.
- Neuendorf, K. A. (2017). *The content analysis guidebook* (2nd ed.). Thousand Oaks, CA: SAGE.
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- Wyo. Stat. Ann. § 21-2-204(f)(k) (2011). Retrieved from <http://law.justia.com/codes/wyoming/2013/title-21/chapter-2/article-2/section-21-2-204>
- Wyoming Department of Education. (n.d.). *Jillian Barlow, WDE superintendent*. Retrieved from <https://edu.wyoming.gov/inside-the-wde/superintendent/>

WY SSoS

Evaluation & Technical Assistance

September 21, 2017



WY SSoS Evaluation / Technical Assistance (2016—2017)

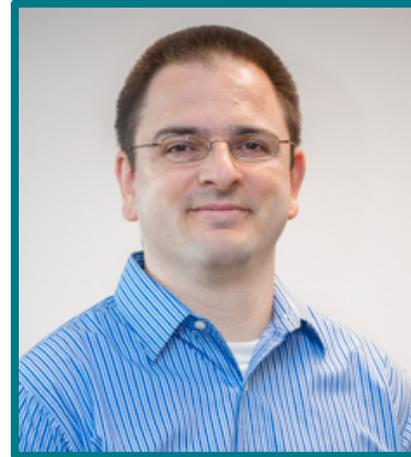
Education Northwest brought expertise in:

- Statewide systems of support (SSoS)
- Rural school improvement
- Native American issues

Your evaluation team



Caitlin Scott



Steve Underwood



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Shannon Davidson



Traci Fantz



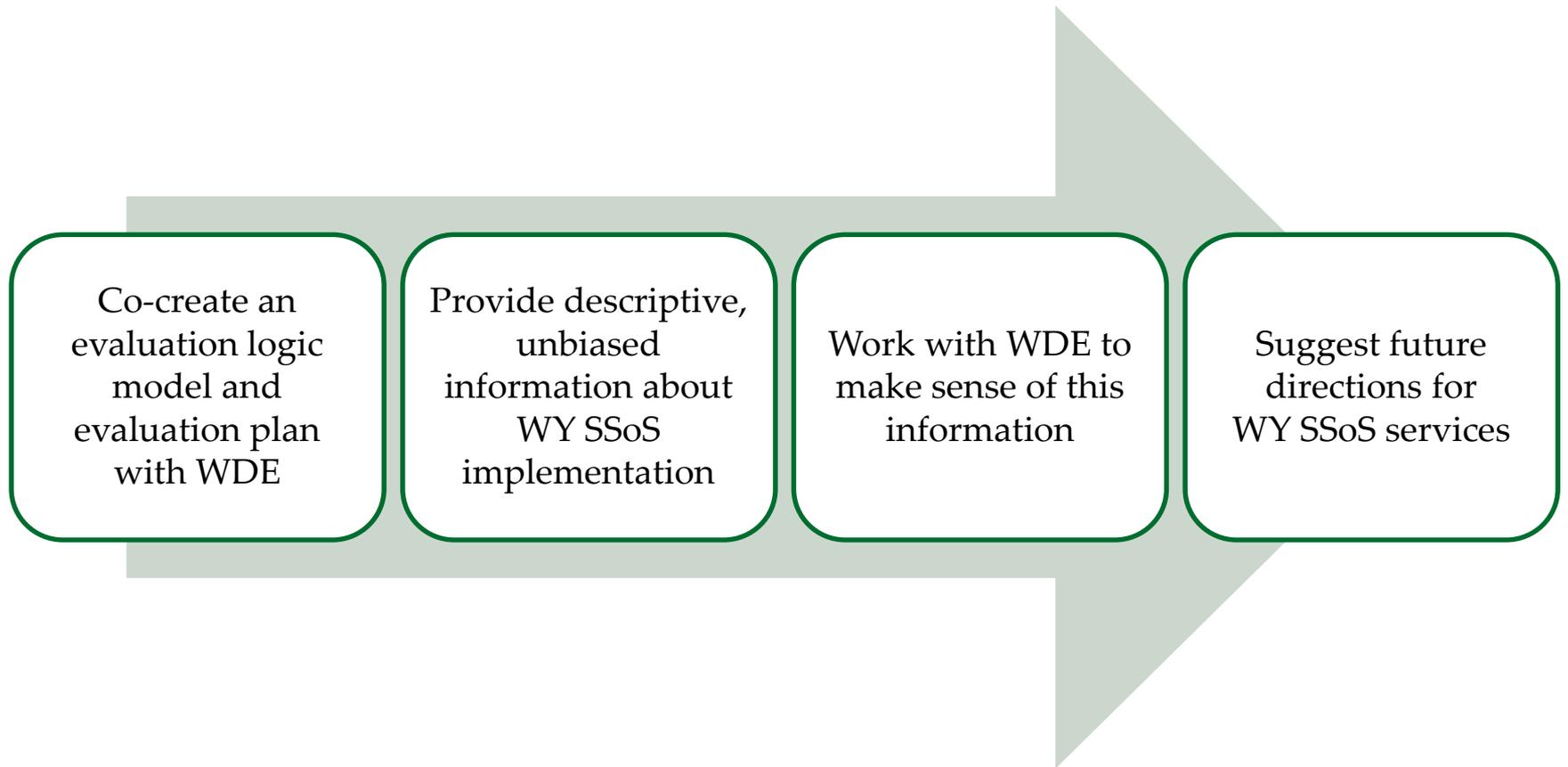
Today's Objectives

- Summarize evaluation and technical assistance activities in the 2016—2017 school year
- Offer recommendations





Purpose of Evaluation and Technical Assistance in 2016—2017



Activities and outputs	Adult knowledge and belief outcomes	Adult behavioral outcomes	Student outcomes
<p><i>If the WY SSoS provides district and school supports...</i></p> <ul style="list-style-type: none"> • ECHO in Educational Leadership • WyCEL coaching • District Assessment System professional development • WDE data reviews 	<p><i>... then district and school leaders and teachers will understand and believe in the importance of effective ...</i></p> <ul style="list-style-type: none"> • Data use • Classroom climate • Expectations for students • Instruction • Professional learning communities 	<p><i>... then district and school leaders will systemically model, support, and monitor to ensure effective...</i></p> <ul style="list-style-type: none"> • Data use • Classroom climate • Expectations for students • Instruction • Professional learning communities <p><i>... and teachers will systemically implement effective ...</i></p> <ul style="list-style-type: none"> • Data use • Classroom climate • Expectations for students • Instruction • Professional learning communities 	<p><i>... which will result in ...</i></p> <ul style="list-style-type: none"> • Improved schools and increases in student achievement

Activities and outputs

Data Sources

If the WY SSoS provides district and school supports...

- ECHO in Educational Leadership
- WyCEL coaching
- District Assessment System professional development
- WDE data reviews

Activities and outputs

Data Sources

If the WY SSoS provides district and school supports...

- ECHO in Educational Leadership
- WyCEL coaching
- District Assessment System professional development
- WDE data reviews

- Attendance data from ECHO in Educational Leadership
- Interviews with ECHO in Educational Leadership planner/participants
- Survey data from Wyoming Center for Educational Leadership (WyCEL) coaching participants
- Survey reports from Marzano Research on the District Assessment System professional development program
- Focus groups with school administrators in ten priority schools
- A focus group with the Collaborative Council

Result Highlight: ECHO in Educational Leadership

- ✓ Interviews with ECHO in Educational Leadership planner/participants showed the importance of **collaboration** and the **opportunity to hear from local experts**
 - Declines in attendance pointed to a need to revise ECHO in Educational Leadership



Result Highlight: WyCEL Coaching

- ✓ All surveyed principals (100%) rated the quality of WyCEL coaching as either “good” or “very good.”
 - Lack of continued participation indicated the program would not continue

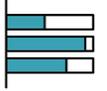


Result Highlight: District Assessment System Professional Development (DAS PD)

- ✓ Participants gave DAS PD **high marks**.
More than 95 percent rated most aspects either a “4” or “5.” (five-point scale, from “poor” to “excellent”)
- Further adaptation for small, rural schools and schools with many Native American students may be useful



Result Highlight: WDE Data Review



- ✓ The majority of teachers and leaders from the 10 priority schools gave the data reviews provided by WDE positive reviews.

[The data retreat] was probably the most useful thing from WDE that I've seen so far.
(Administrator)

- Teachers and leaders want more follow up



Activities and outputs	Adult knowledge and belief outcomes	Adult behavioral outcomes	Student outcomes
<p><i>If the WY SSoS provides district and school supports...</i></p>	<p><i>... then district and school leaders and teachers will understand and believe in the importance of effective</i></p> <p>...</p>	<p><i>... then district and school leaders will systemically model, support, and monitor to ensure effective...</i></p>	<p><i>... which will result in ...</i></p>
<ul style="list-style-type: none"> • ECHO in Educational Leadership • WyCEL coaching • District Assessment System professional development • WDE data reviews 	<ul style="list-style-type: none"> • Data use • Classroom climate • Expectations for students • Instruction • Professional learning communities <p>What supports do adults say they still need?</p>	<ul style="list-style-type: none"> • Data use • Classroom climate • Expectations for students • Instruction • Professional learning communities <p><i>... and teachers will systemically implement effective ...</i></p> <ul style="list-style-type: none"> • Data use • Classroom climate • Expectations for students • Instruction • Professional learning communities 	<ul style="list-style-type: none"> • Improved schools and increases in student achievement

Adult knowledge and belief outcomes	Adult behavioral outcomes	Data Sources
<p><i>... then district and school leaders and teachers will understand and believe in the importance of effective ...</i></p> <ul style="list-style-type: none"> • Data use  • Classroom climate  • Expectations for students  • Instruction  • Professional learning communities  	<p><i>... then district and school leaders will systemically model, support, and monitor to ensure effective...</i></p> <ul style="list-style-type: none"> • Data use • Classroom climate • Expectations for students • Instruction • Professional learning communities <p><i>... and teachers will systemically implement effective ...</i></p> <ul style="list-style-type: none"> • Data use • Classroom climate • Expectations for students • Instruction • Professional learning communities 	

Adult knowledge and belief outcomes	Adult behavioral outcomes	Data Sources
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Results: What supports do adults still need?



- According to multiple stakeholders, some teachers need support to create positive **climate** by forming strong relationships with students, establishing consistent expectations, and sustaining **high expectations** for students even when they fall behind academically





Results: What supports do adults still need?

- Across the focus groups, student engagement emerged as a key method for increasing **instructional effectiveness** at all grade levels and as a topic worthy of more support



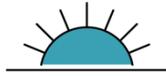


Results: What supports do adults still need?

- Teachers and administrators almost all agreed that **professional learning communities** were important and could be further strengthened by additional resources and training opportunities that are tailored to schools' needs



Results: What supports do adults still need?



- **Schools on Indian reservations** need more tools for incorporating American Indian culture into instruction, improving school climate, and empowering and engaging American Indian students and families
- **Schools in larger communities** seek support in raising performance and overcoming negative perceptions through social and emotional learning
- **Schools in smaller communities** need support in analyzing outliers in their data and providing instruction in mixed-grade classrooms



Recommendations

- Follow up on WDE data reviews
- Continue ECHO in Educational Leadership with a revised structure
- Continue Data Assessment System PD
- Expand and deepen PLCs

Overall, provide time to implement deeply



State Board of Education

September 21, 2017

Statewide System of Support Evaluation
Recommendation Follow-up

System of Support –Recommendation Follow-up

- Follow up on WDE data reviews
 - 2nd year contract with Education Northwest
 - Needs assessment specific to literacy
 - Literacy Rounds Training to support priority schools

System of Support –Recommendation Follow-up

- Continue ECHO in Educational Leadership with Revised Structure
 - Joel Dvorak serving as facilitator
 - Educational Leadership and Building Leadership
 - Reduced to every other week
 - Developed list of experts from which to draw for instruction and case studies

System of Support –Recommendation Follow-up

- Continue Data Assessment System PD
 - Phase I & II continued
 - Phase III – The Art and Science of Teaching continued
 - Phase IV – to be developed based on evaluation
 - District Assessment System Review
 - Open days for differentiated support given new SPRs

System of Support –Recommendation Follow-up

- Expand and deepen PLCs
 - RFP developed to support PLC training
 - Cohort model based on implementation status
 - Adaptation for small districts

Wyoming

WYOMING
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QUESTIONS?



WYOMING
DEPARTMENT OF EDUCATION

*Creating Opportunities
for Students to Keep
Wyoming Strong*

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MEMORANDUM

To: State Board of Education
From: Megan Degenfelder, Chief Policy Officer
Julie Magee, Accountability Director
Date: September 13, 2017
Subject: WAEA Informal Review Process

Meeting Date: September 21, 2017

Item Type: Action: _____ Informational: xx

Background:

SCHOOL PERFORMANCE RATINGS

On September 1, 2017, the 2016-17 school performance ratings (SPR) were submitted to the Legislative Services Office (LSO). The attached WAEA Accountability Report summarizes the results of Wyoming schools' performance in the 2016-17 school year. Additionally, three-year performance summaries for grades 3-8, high school, and all schools are included in your packet.

WAEA INFORMAL REVIEW

W.S. 21-2-204(d) allows schools to seek an informal review of the overall SPR or other performance determination (i.e. indicator target levels). The process for informal reviews is outlined in the Chapter 3 rules. The WDE has received one (1) request for an informal review from Upton High School in Weston County School District #7. On September 13th, the Department held a follow-up conversation with the principal and superintendent, and WDE staff are continuing to work through the review process.

Statutory Reference (if applicable):

- W.S. 21-2-204
- Education Rules, Chapter 3: Contested Case Proceedings

Supporting Documents/Attachments:

- WAEA Accountability Report 2016-17
- School Performance Summary Gr 3-8
- School Performance Summary high school
- Three-Year Summary Gr 3-8
- Three-Year Summary High School
- Three-Year Summary All Schools
- Chapter 3 Education Rules

Proposed Motions:

None

For questions or additional information:
Julie Magee at julie.magee@wyo.gov or 307.777.8740



**WYOMING
STATE BOARD
OF EDUCATION**

Report on the 2016-17 Results of the Accountability System for Each School in the State

Presented to Joint Education Interim Committee

September 1, 2017

Presented by:

Walt Wilcox, Chairman

Authority

2012 Chapter 101, Section 1

W.S. 21-2-204(j)

History

The Wyoming Accountability in Education Act (WAEA) was established in 2011 to evaluate school performance based on multiple indicators related to student performance. Each school year, the State Board of Education is required to report on the results of the accountability system for every school in the state.

Actions

The 2016-17 school performance ratings for each school were publicly released on August 31, 2017. Each school received its performance rating on August 17th for a confidential review period of fourteen (14) days. A school's performance rating falls into one of four categories: Exceeding Expectations, Meeting Expectations, Partially Meeting Expectations, or Not Meeting Expectations. Multiple indicators are used in calculating a school's performance including Achievement, Growth, and Equity. In high school, an additional indicator called Overall Readiness is included in the calculations and is comprised of Graduation Rate, Hathaway Eligibility, Tested Readiness, and 9th Grade Credits Earned.

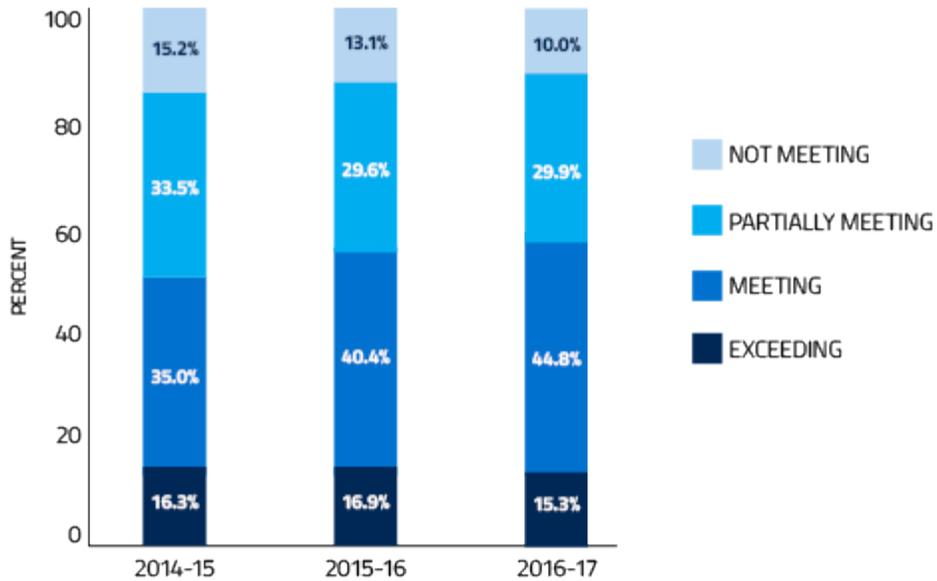
Results/Findings

The 2016-17 performance level accountability results show that the majority of Wyoming schools are either Meeting or Exceeding Expectations. Overall, the number of schools Not Meeting Expectations has declined over the last three years.

2016-17 SCHOOL PERFORMANCE LEVEL ACCOUNTABILITY

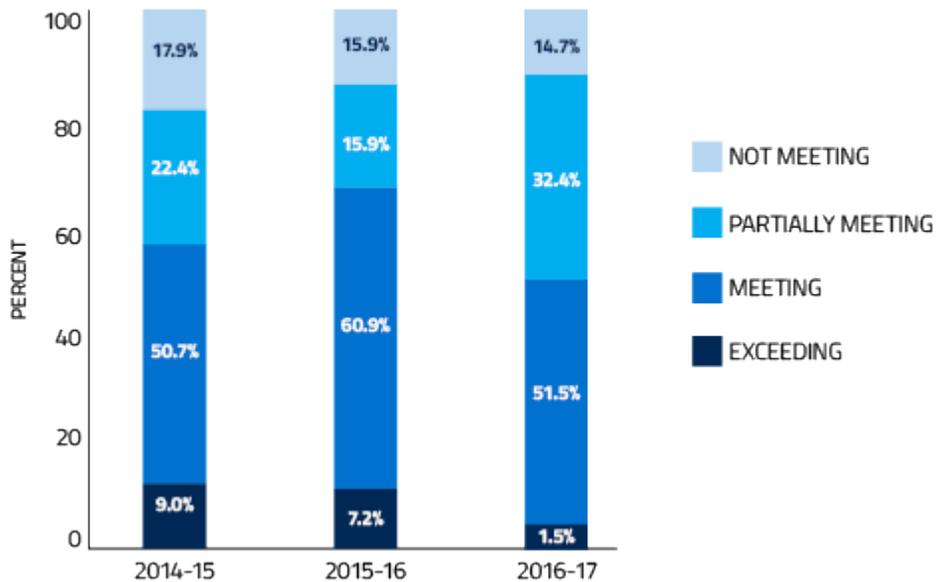
LEVEL	ALL SCHOOLS	GRADES 3-8	GRADES 9-12	K-12 SCHOOLS
EXCEEDING EXPECTATIONS	41	40	1	-
MEETING EXPECTATIONS	147	112	30	5
PARTIALLY MEETING EXPECTATIONS	90	68	12	10
NOT MEETING EXPECTATIONS	35	25	9	1
SMALL SCHOOL REVIEW	24	23	1	-
GRAND TOTAL	337	268	53	16

WYOMING SCHOOL PERFORMANCE – GRADES 3-8



WYOMING SCHOOL PERFORMANCE – GRADES 9-12

Does not include data from alternative high schools



The alternative high school accountability model is in its final pilot year for the 2017-18 school year.

HONORABLE MENTIONS

Thirteen (13) schools have Exceeded Expectations for three (3) consecutive years, and seven (7) schools raised their performance rating by two (2) levels since last school year.

Exceeding Expectations For Three (3) Consecutive Years

- Snowy Range Academy (Albany #1)
- Slade Elementary (Albany #1)
- Recluse School (Natrona #1)
- Paintbrush Elementary (Albany #1)
- Gilchrist Elementary (Laramie #1)
- PODER Academy (Laramie #1)
- Albin Elementary (Laramie #2)
- Evansville Elementary (Natrona #1)
- Glenn Livingston Elementary (Park #6)
- Highland Park Elementary (Sheridan #2)
- Meadowlark Elementary (Sheridan #2)
- La Barge Elementary (Sublette #9)
- Alta Elementary (Teton #1)

Increased By Two (2) Levels Since 2015-16

- Burlington Middle School (Big Horn #1)
- Glenrock Middle School (Converse #2)
- Davis Elementary (Laramie #1)
- Desert Middle School (Sweetwater #1)
- Harrison Elementary (Sweetwater #2)
- Torrington High School (Goshen #1)
- Central High School (Laramie #1)

Conclusions

The 2016-17 results suggest that the theory of action behind the state accountability model is working as intended, and schools are making progress toward many of the goals outlined in the Wyoming Accountability in Education Act. Specifically, progress has been made toward the goals of increasing student growth and minimizing achievement gaps (W.S. 21-2-204(b)(v-vi)).

The school performance data summaries are attached to this report. All other related school performance reports can be found at http://fusion.edu.wyoming.gov/MySites/Data_Reporting/data_reporting_accountability_reports.aspx.

Grade 3 Through 8 School Performance Report For School Year:

School Year	District ID	District Name	School ID	School Name	Enrollment Count	Grades Served	School Performance Level/Small School Decision	Growth Target Level	Equity Target Level	Achievement Target Level	Participation Rate Level
			0101001	Snowy Range Academy	198	K-9	Exceeding Expectations	Exceeding Targets	Meeting Targets	Exceeding Targets	Met
			0101002	Beitel Elementary	245	K-5	Meeting Expectations	Meeting Targets	Meeting Targets	Meeting Targets	Met
			0101005	Centennial Elementary	6	K-6	Not Meeting Expectations	Below Targets		Below Targets	Met
			0101009	Harmony Elementary	23	K-6	Meeting Expectations	Meeting Targets	Meeting Targets	Meeting Targets	Met
			0101015	Rock River Elementary	34	P-6	Partially Meeting Expectations	Below Targets	Meeting Targets	Below Targets	Met
			0101017	Slade Elementary	258	P-5	Exceeding Expectations	Meeting Targets	Exceeding Targets	Exceeding Targets	Met
			0101019	Valley View Elementary	8	K-6	Under Review			Below Targets	Met
			0101020	Velma Linford Elementary	338	P-5	Partially Meeting Expectations	Meeting Targets	Meeting Targets	Below Targets	Met
			0101027	Spring Creek Elementary	333	K-5	Meeting Expectations	Meeting Targets	Below Targets	Exceeding Targets	Met
			0101028	Indian Paintbrush Elementary	329	K-5	Exceeding Expectations	Meeting Targets	Exceeding Targets	Exceeding Targets	Met
			0101030	UW Laboratory School	269	K-8	Meeting Expectations	Meeting Targets	Exceeding Targets	Meeting Targets	Met
			0101031	Laramie Montessori Charter School	76	K-6	Not Meeting Expectations	Below Targets	Below Targets	Below Targets	Met
			0101032	Notch Peak Elementary	1	K-8	Under Review				Met
			0101050	Laramie Junior High School	744	6-8	Meeting Expectations	Meeting Targets	Below Targets	Meeting Targets	Met
	0101000	Albany #1	0101051	Rock River Junior High School	11	7-8	Partially Meeting Expectations	Below Targets	Meeting Targets	Below Targets	Met
			0201001	Burlington Elementary	103	P-5	Exceeding Expectations	Exceeding Targets	Exceeding Targets	Exceeding Targets	Met
			0201004	Rocky Mountain Elementary	279	P-5	Meeting Expectations	Meeting Targets	Meeting Targets	Meeting Targets	Met
			0201050	Burlington Middle School	58	6-8	Exceeding Expectations	Meeting Targets	Exceeding Targets	Exceeding Targets	Met
	0201000	Big Horn #1	0201051	Rocky Mountain Middle School	183	6-8	Meeting Expectations	Meeting Targets	Below Targets	Meeting Targets	Met
			0202001	Lovell Elementary	339	K-5	Meeting Expectations	Meeting Targets	Below Targets	Meeting Targets	Met
	0202000	Big Horn #2	0202050	Lovell Middle School	169	6-8	Meeting Expectations	Meeting Targets	Meeting Targets	Meeting Targets	Met
			0203002	Greybull Elementary	203	K-5	Meeting Expectations	Meeting Targets	Exceeding Targets	Meeting Targets	Met
	0203000	Big Horn #3	0203050	Greybull Middle School	113	6-8	Partially Meeting Expectations	Below Targets	Below Targets	Meeting Targets	Met
			0204001	Laura Irwin Elementary	104	K-4	Partially Meeting Expectations	Below Targets	Below Targets	Meeting Targets	Met

Grade 3 Through 8 School Performance Report For School Year:

0204000	Big Horn #4	0204003	Manderson Elementary	22	5	Meeting Expectations	Meeting Targets	Exceeding Targets	Meeting Targets	Met		
		0204051	Cloud Peak Middle School	69	6-8	Partially Meeting Expectations	Exceeding Targets	Exceeding Targets	Below Targets	Met		
0301000	Campbell #1	0301002	4-J Elementary School	43	K-6	Partially Meeting Expectations	Below Targets		Meeting Targets	Met		
		0301006	Cottonwood Elementary	217	P-6	Partially Meeting Expectations	Meeting Targets	Meeting Targets	Below Targets	Met		
		0301009	Hillcrest Elementary	423	K-6	Partially Meeting Expectations	Meeting Targets	Exceeding Targets	Below Targets	Met		
		0301010	Little Powder Elementary	25	K-8	Meeting Expectations	Meeting Targets		Meeting Targets	Met		
		0301011	Meadowlark Elementary	258	K-6	Meeting Expectations	Meeting Targets	Meeting Targets	Meeting Targets	Met		
		0301012	Lakeview Elementary	484	K-6	Partially Meeting Expectations	Meeting Targets	Meeting Targets	Below Targets	Met		
		0301013	Rawhide Elementary	218	K-6	Partially Meeting Expectations	Meeting Targets	Exceeding Targets	Below Targets	Met		
		0301014	Recluse School	24	K-8	Exceeding Expectations	Meeting Targets		Exceeding Targets	Met		
		0301015	Rozet Elementary	340	K-6	Not Meeting Expectations	Below Targets	Below Targets	Below Targets	Met		
		0301017	Prairie Wind Elementary	395	K-6	Meeting Expectations	Meeting Targets	Meeting Targets	Meeting Targets	Met		
		0301019	Wagonwheel Elementary	340	K-6	Meeting Expectations	Meeting Targets	Exceeding Targets	Meeting Targets	Met		
		0301021	Paintbrush Elementary	379	K-6	Exceeding Expectations	Exceeding Targets	Meeting Targets	Exceeding Targets	Met		
		0301022	Conestoga Elementary	410	K-6	Meeting Expectations	Meeting Targets	Exceeding Targets	Meeting Targets	Met		
		0301023	Sunflower Elementary	384	K-6	Exceeding Expectations	Exceeding Targets	Exceeding Targets	Meeting Targets	Met		
		0301024	Pronghorn Elementary	431	K-6	Exceeding Expectations	Exceeding Targets	Exceeding Targets	Exceeding Targets	Met		
		0301025	Buffalo Ridge Elementary	436	K-6	Meeting Expectations	Meeting Targets	Exceeding Targets	Meeting Targets	Met		
		0301026	Stocktrail Elementary	239	P-6	Partially Meeting Expectations	Meeting Targets	Meeting Targets	Below Targets	Met		
		0301000	Campbell #1	0301050	Twin Spruce Junior High School	856	7-9	Partially Meeting Expectations	Meeting Targets	Below Targets	Below Targets	Met
				0301051	Sage Valley Junior High School	943	7-9	Meeting Expectations	Meeting Targets	Below Targets	Meeting Targets	Met
		0401000	Carbon #1	0401008	Rawlins Elementary	822	K-5	Not Meeting Expectations	Below Targets	Below Targets	Below Targets	Met
0401050	Rawlins Middle School			339	6-8	Partially Meeting Expectations	Exceeding Targets	Exceeding Targets	Below Targets	Met		
0402000	Carbon #2	0402001	Elk Mountain Elementary	13	K-6	Under Review			Meeting Targets	Met		
		0402003	Hanna Elementary	80	K-6	Exceeding Expectations	Exceeding Targets	Exceeding Targets	Exceeding Targets	Met		
		0402005	Medicine Bow Elementary	16	K-6	Exceeding Expectations	Exceeding Targets		Exceeding Targets	Met		
		0402006	Saratoga Elementary	164	K-6	Meeting Expectations	Meeting Targets	Meeting Targets	Meeting Targets	Met		

Grade 3 Through 8 School Performance Report For School Year:

0501000	Converse #1	0501001	Dry Creek Elementary	13	K-8	Under Review			Exceeding Targets	Met
		0501002	Douglas Primary School	240	K-1	Meeting Expectations	Meeting Targets	Meeting Targets	Exceeding Targets	Met
		0501003	Moss Agate Elementary	18	K-8	Partially Meeting Expectations	Meeting Targets		Below Targets	Met
		0501006	Shawnee Elementary	11	K-8	Under Review			Meeting Targets	Met
		0501009	Walker Creek Elementary	6	K-8	Under Review				Met
		0501010	Douglas Upper Elementary School	253	4-5	Meeting Expectations	Meeting Targets	Meeting Targets	Exceeding Targets	Met
		0501011	White Elementary	16	K-8	Meeting Expectations	Exceeding Targets		Meeting Targets	Met
		0501013	Douglas Intermediate School	230	2-3	Meeting Expectations	Meeting Targets	Meeting Targets	Exceeding Targets	Met
		0501050	Douglas Middle School	367	6-8	Meeting Expectations	Meeting Targets	Meeting Targets	Meeting Targets	Met
		0502000	Converse #2	0502001	Boxelder Elementary	8	K-6	Under Review		
0502004	Grant Elementary			242	K-4	Meeting Expectations	Meeting Targets	Meeting Targets	Meeting Targets	Met
0502007	Glenrock Intermediate School			93	5-6	Meeting Expectations	Meeting Targets	Meeting Targets	Meeting Targets	Met
0601000	Crook #1	0502050	Glenrock Middle School	92	7-8	Meeting Expectations	Meeting Targets	Meeting Targets	Meeting Targets	Met
		0601007	Sundance Elementary	207	K-6	Exceeding Expectations	Exceeding Targets	Exceeding Targets	Meeting Targets	Met
0701000	Fremont #1	0601008	Moorcroft K-8	443	K-8	Meeting Expectations	Meeting Targets	Meeting Targets	Meeting Targets	Met
		0701006	Jeffrey City Elementary	8	K-6	Under Review				Met
		0701008	Gannett Peak Elementary	565	K-3	Meeting Expectations	Meeting Targets	Below Targets	Meeting Targets	Met
0702000	Fremont #2	0701009	Baldwin Creek Elementary	302	4-5	Meeting Expectations	Meeting Targets	Below Targets	Meeting Targets	Met
		0701050	Lander Middle School	400	6-8	Partially Meeting Expectations	Below Targets	Below Targets	Meeting Targets	Met
		0702001	Dubois Elementary	59	K-5	Meeting Expectations	Meeting Targets	Below Targets	Meeting Targets	Met
0706000	Fremont #6	0702050	Dubois Middle School	29	6-8	Partially Meeting Expectations	Below Targets	Meeting Targets	Meeting Targets	Met
		0706001	Crowheart Elementary	14	P-3	Not Meeting Expectations	Below Targets	Below Targets	Below Targets	Met
		0706002	Wind River Elementary	155	P-5	Not Meeting Expectations	Below Targets	Below Targets	Below Targets	Met
0714000	Fremont #14	0706050	Wind River Middle School	77	6-8	Partially Meeting Expectations	Meeting Targets	Meeting Targets	Below Targets	Met
		0714001	Wyoming Indian Elementary	328	P-5	Not Meeting Expectations	Below Targets	Below Targets	Below Targets	Met
0721000	Fremont #21	0714050	Wyoming Indian Middle School	147	6-8	Not Meeting Expectations	Below Targets	Below Targets	Below Targets	Met
		0721001	Ft. Washakie Elementary	341	P-6	Partially Meeting Expectations	Meeting Targets	Exceeding Targets	Below Targets	Met
		0721050	Ft. Washakie Middle School	102	7-8	Not Meeting Expectations	Below Targets	Below Targets	Below Targets	Met

Grade 3 Through 8 School Performance Report For School Year:

0724000	Fremont #24	0724001	Shoshoni Elementary	226	P-6	Meeting Expectations	Meeting Targets	Meeting Targets	Meeting Targets	Met	
		0724050	Shoshoni Junior High School	54	7-8	Partially Meeting Expectations	Below Targets	Meeting Targets	Below Targets	Met	
0725000	Fremont #25	0725002	Ashgrove Elementary	197	1-3	Partially Meeting Expectations	Exceeding Targets	Meeting Targets	Below Targets	Met	
		0725007	Rendezvous Elementary	377	4-5	Partially Meeting Expectations	Exceeding Targets	Meeting Targets	Below Targets	Met	
		0725008	Jackson Elementary	193	1-3	Partially Meeting Expectations	Exceeding Targets	Meeting Targets	Below Targets	Met	
		0725009	Aspen Early Learning Center	170	K	Under Review					Met
		0725010	Willow Creek Elementary	243	1-3	Partially Meeting Expectations	Exceeding Targets	Meeting Targets	Below Targets	Met	
0725050	Riverton Middle School	541	6-8	Partially Meeting Expectations	Meeting Targets	Meeting Targets	Below Targets	Met			
0738000	Fremont #38	0738001	Arapahoe Elementary	365	P-8	Partially Meeting Expectations	Below Targets	Meeting Targets	Below Targets	Met	
0801000	Goshen #1	0801002	Southeast Elementary	119	K-6	Meeting Expectations	Meeting Targets	Exceeding Targets	Meeting Targets	Met	
		0801004	La Grange Elementary	25	K-6	Meeting Expectations	Exceeding Targets		Meeting Targets	Met	
		0801005	Lingle-Ft. Laramie Elementary	140	K-5	Meeting Expectations	Meeting Targets	Meeting Targets	Meeting Targets	Met	
		0801006	Trail Elementary	264	3-5	Meeting Expectations	Meeting Targets	Meeting Targets	Meeting Targets	Met	
		0801007	Lincoln Elementary	262	K-2	Meeting Expectations	Meeting Targets	Meeting Targets	Meeting Targets	Met	
		0801050	Lingle-Ft. Laramie Middle School	47	6-8	Meeting Expectations	Meeting Targets	Meeting Targets	Meeting Targets	Met	
		0801051	Southeast Junior High School	47	7-8	Meeting Expectations	Exceeding Targets	Below Targets	Meeting Targets	Met	
		0801052	Torrington Middle School	270	6-8	Partially Meeting Expectations	Meeting Targets	Below Targets	Below Targets	Met	
0901000	Hot Springs #1	0901004	Ralph Witters Elementary	238	K-4	Meeting Expectations	Meeting Targets	Meeting Targets	Meeting Targets	Met	
		0901050	Thermopolis Middle School	193	5-8	Exceeding Expectations	Exceeding Targets	Exceeding Targets	Meeting Targets	Met	
1001000	Johnson #1	1001002	Cloud Peak Elementary School	281	3-5	Partially Meeting Expectations	Below Targets	Meeting Targets	Meeting Targets	Met	
		1001006	Meadowlark Elementary	288	K-2	Partially Meeting Expectations	Below Targets	Meeting Targets	Meeting Targets	Met	
		1001050	Clear Creek Middle School	259	6-8	Meeting Expectations	Meeting Targets	Meeting Targets	Meeting Targets	Met	
1101000		1101001	Alta Vista Elementary	264	P-6	Partially Meeting Expectations	Meeting Targets	Meeting Targets	Below Targets	Met	
		1101002	Arp Elementary	363	K-6	Not Meeting Expectations	Below Targets	Below Targets	Below Targets	Met	
		1101003	Baggs Elementary	342	P-6	Partially Meeting Expectations	Meeting Targets	Meeting Targets	Below Targets	Met	
		1101004	Bain Elementary	318	K-6	Meeting Expectations	Meeting Targets	Exceeding Targets	Meeting Targets	Met	

Grade 3 Through 8 School Performance Report For School Year:

1101005	Buffalo Ridge Elementary	209	K-4& 6	Not Meeting Expectations	Below Targets	Below Targets	Below Targets	Met
1101007	Cole Elementary	223	P-6	Not Meeting Expectations	Below Targets	Below Targets	Below Targets	Met
1101009	Davis Elementary	301	K-6	Exceeding Expectations	Exceeding Targets	Exceeding Targets	Meeting Targets	Met
1101010	Deming Elementary	116	K-3	Exceeding Expectations	Meeting Targets	Exceeding Targets	Exceeding Targets	Met
1101011	Dildine Elementary	420	K-4& 6	Meeting Expectations	Meeting Targets	Exceeding Targets	Meeting Targets	Met
1101013	Fairview Elementary	135	3-6	Meeting Expectations	Meeting Targets	Meeting Targets	Meeting Targets	Met
1101014	Gilchrist Elementary	107	K-6	Exceeding Expectations	Meeting Targets	Exceeding Targets	Exceeding Targets	Met
1101015	Goins Elementary	343	P-6	Partially Meeting Expectations	Meeting Targets	Below Targets	Below Targets	Met
1101016	Hebard Elementary	165	P-6	Not Meeting Expectations	Below Targets	Below Targets	Below Targets	Met
1101017	Henderson Elementary	296	K-6	Partially Meeting Expectations	Meeting Targets	Meeting Targets	Below Targets	Met
1101018	Hobbs Elementary	407	K-6	Meeting Expectations	Meeting Targets	Meeting Targets	Meeting Targets	Met
1101019	Clawson Elementary	10	K-6	Under Review			Exceeding Targets	Met
1101020	Jessup Elementary	247	K-6	Meeting Expectations	Meeting Targets	Below Targets	Meeting Targets	Met
1101021	Lebhart Elementary	104	P-2	Meeting Expectations	Meeting Targets	Meeting Targets	Meeting Targets	Met
1101022	Miller Elementary	84	4-6	Exceeding Expectations	Meeting Targets	Exceeding Targets	Exceeding Targets	Met
1101023	Pioneer Park Elementary	283	K-6	Exceeding Expectations	Exceeding Targets	Exceeding Targets	Meeting Targets	Met
1101024	Rossman Elementary	344	K-6	Not Meeting Expectations	Below Targets	Below Targets	Below Targets	Met
1101025	Willadsen Elementary	3	K-6	Under Review				Met
1101026	Anderson Elementary	338	K-4& 6	Meeting Expectations	Meeting Targets	Below Targets	Meeting Targets	Met
1101027	Afflerbach Elementary	458	K-6	Partially Meeting Expectations	Meeting Targets	Below Targets	Below Targets	Met
1101028	Freedom Elementary	305	K-6	Exceeding Expectations	Exceeding Targets	Exceeding Targets	Meeting Targets	Met
1101029	Sunrise Elementary	373	K-6	Partially Meeting Expectations	Meeting Targets	Meeting Targets	Below Targets	Met
1101030	Saddle Ridge Elementary	480	K-6	Meeting Expectations	Meeting Targets	Meeting Targets	Meeting Targets	Met
1101031	Prairie Wind Elementary	442	K-6	Meeting Expectations	Meeting Targets	Meeting Targets	Meeting Targets	Met
1101032	Meadowlark Elementary	233	5	Meeting Expectations	Meeting Targets	Below Targets	Meeting Targets	Met
1101040	PODER Academy	169	K-5	Exceeding Expectations	Exceeding Targets	Exceeding Targets	Exceeding Targets	Met
1101045	PODER Academy Secondary School	38	6-8	Exceeding Expectations	Exceeding Targets		Exceeding Targets	Met

Grade 3 Through 8 School Performance Report For School Year:

1101000	Laramie #1	1101050	Carey Junior High School	734	7-8	Not Meeting Expectations	Below Targets	Below Targets	Below Targets	Met
		1101051	Johnson Junior High School	721	7-8	Not Meeting Expectations	Below Targets	Below Targets	Below Targets	Met
		1101052	McCormick Junior High School	713	7-8	Meeting Expectations	Meeting Targets	Meeting Targets	Meeting Targets	Met
1102000	Laramie #2	1102001	Albin Elementary	54	K-6	Exceeding Expectations	Exceeding Targets	Exceeding Targets	Meeting Targets	Met
		1102002	Carpenter Elementary	98	K-6	Meeting Expectations	Meeting Targets	Meeting Targets	Meeting Targets	Met
		1102004	Pine Bluffs Elementary	146	K-6	Meeting Expectations	Meeting Targets	Below Targets	Meeting Targets	Met
		1102005	Burns Elementary	255	K-6	Meeting Expectations	Meeting Targets	Exceeding Targets	Meeting Targets	Met
		1201004	Kemmerer Elementary School	154	K-2	Partially Meeting Expectations	Below Targets	Meeting Targets	Meeting Targets	Met
1201000	Lincoln #1	1201051	Canyon Elementary School	192	3-6	Partially Meeting Expectations	Below Targets	Meeting Targets	Meeting Targets	Met
1202000	Lincoln #2	1202001	Afton Elementary	435	P-3	Meeting Expectations	Meeting Targets	Meeting Targets	Meeting Targets	Met
		1202002	Cokeville Elementary	131	K-6	Meeting Expectations	Meeting Targets	Below Targets	Exceeding Targets	Met
		1202003	Thayne Elementary	379	K-3	Exceeding Expectations	Exceeding Targets	Exceeding Targets	Meeting Targets	Met
		1202004	Etna Elementary	284	4-6	Exceeding Expectations	Exceeding Targets	Exceeding Targets	Meeting Targets	Met
		1202005	Osmond Elementary	341	4-6	Meeting Expectations	Meeting Targets	Meeting Targets	Meeting Targets	Met
		1202051	Star Valley Middle School	395	7-8	Partially Meeting Expectations	Below Targets	Below Targets	Meeting Targets	Met
		1301001	Alcova Elementary	3	K-6	Under Review				Met
		1301002	Crest Hill Elementary	326	K-5	Meeting Expectations	Exceeding Targets	Meeting Targets	Meeting Targets	Met
		1301003	Evansville Elementary	277	P-5	Exceeding Expectations	Exceeding Targets	Exceeding Targets	Meeting Targets	Met
		1301005	Cottonwood Elementary	314	P-5	Meeting Expectations	Meeting Targets	Meeting Targets	Meeting Targets	Met
		1301006	Ft. Caspar Academy	418	K-6	Meeting Expectations	Meeting Targets	Meeting Targets	Exceeding Targets	Met
		1301008	Grant Elementary	173	P-5	Meeting Expectations	Meeting Targets	Meeting Targets	Meeting Targets	Met
		1301009	Sagewood Elementary	313	K-5	Meeting Expectations	Meeting Targets	Meeting Targets	Meeting Targets	Met
1301011	Manor Heights Elementary	320	K-6	Partially Meeting Expectations	Meeting Targets	Meeting Targets	Below Targets	Met		
1301014	Mills Elementary	188	P-5	Not Meeting Expectations	Below Targets	Below Targets	Below Targets	Met		
1301015	Mountain View Elementary	171	P-5	Partially Meeting Expectations	Below Targets	Meeting Targets	Below Targets	Met		
1301016	Lincoln Elementary School	288	P-5	Partially Meeting Expectations	Exceeding Targets	Exceeding Targets	Below Targets	Met		
1301017	Paradise Valley Elementary	405	P-6	Partially Meeting Expectations	Below Targets	Below Targets	Meeting Targets	Met		

Grade 3 Through 8 School Performance Report For School Year:

1301000	Natrona #1	1301018	Park Elementary	318	K-6	Partially Meeting Expectations	Below Targets	Below Targets	Meeting Targets	Met		
		1301019	Pineview Elementary	268	P-6	Partially Meeting Expectations	Below Targets	Below Targets	Meeting Targets	Met		
		1301020	Poison Spider Elementary	175	K-8	Partially Meeting Expectations	Meeting Targets	Below Targets	Below Targets	Met		
		1301021	Powder River Elementary	5	K-6	Under Review				Met		
		1301022	Red Creek Elementary	9	K-6	Under Review			Exceeding Targets	Met		
		1301023	Southridge Elementary	319	K-5	Meeting Expectations	Below Targets	Exceeding Targets	Meeting Targets	Met		
		1301024	University Park Elementary	211	P-5	Partially Meeting Expectations	Meeting Targets	Below Targets	Below Targets	Met		
		1301025	Verda James Elementary	431	K-5	Meeting Expectations	Meeting Targets	Below Targets	Meeting Targets	Met		
		1301027	Willard Elementary	216	P-5	Not Meeting Expectations	Below Targets	Below Targets	Below Targets	Met		
		1301029	Woods Learning Center	160	K-8	Meeting Expectations	Meeting Targets	Below Targets	Meeting Targets	Met		
		1301031	Oregon Trail Elementary	353	K-5	Meeting Expectations	Meeting Targets	Meeting Targets	Meeting Targets	Met		
		1301033	Bar Nunn Elementary	227	P-6	Partially Meeting Expectations	Meeting Targets	Below Targets	Below Targets	Met		
		1301038	Casper Classical Academy	364	6-9	Meeting Expectations	Meeting Targets	Meeting Targets	Meeting Targets	Met		
		1301039	Summit Elementary School	438	K-5	Meeting Expectations	Meeting Targets	Below Targets	Exceeding Targets	Met		
		1301048	Frontier Middle School	186	6-8	Not Meeting Expectations	Below Targets	Below Targets	Below Targets	Met		
		1301050	C Y Junior High School	750	6-9	Meeting Expectations	Meeting Targets	Meeting Targets	Meeting Targets	Met		
		1301051	Dean Morgan Junior High School	858	6-9	Partially Meeting Expectations	Meeting Targets	Below Targets	Below Targets	Met		
		1301054	Centennial Junior High School	749	6-9	Partially Meeting Expectations	Meeting Targets	Meeting Targets	Below Targets	Met		
		1401003	Lance Creek Elementary	4	K-8	Under Review				Met		
		1401000	Niobrara #1	1401004	Lusk Elementary	285	K-5	Not Meeting Expectations	Below Targets	Below Targets	Below Targets	Met
				1401050	Lusk Middle School	264	6-8	Partially Meeting Expectations	Meeting Targets	Meeting Targets	Below Targets	Met
		1501000	Park #1	1501001	Clark Elementary	13	K-5	Under Review			Meeting Targets	Met
				1501002	Parkside Elementary	212	K-5	Meeting Expectations	Meeting Targets	Exceeding Targets	Meeting Targets	Met
				1501003	Southside Elementary	323	K-5	Meeting Expectations	Meeting Targets	Exceeding Targets	Meeting Targets	Met
				1501004	Westside Elementary	309	K-5	Exceeding Expectations	Exceeding Targets	Exceeding Targets	Exceeding Targets	Met
				1501050	Powell Middle School	431	6-8	Meeting Expectations	Meeting Targets	Meeting Targets	Meeting Targets	Met
				1506001	Eastside Elementary	309	K-5	Meeting Expectations	Below Targets	Exceeding Targets	Meeting Targets	Met
				1506002	Sunset Elementary	311	K-5	Meeting Expectations	Meeting Targets	Meeting Targets	Exceeding Targets	Met

Grade 3 Through 8 School Performance Report For School Year:

1506000	Park #6	1506003	Valley Elementary	5	K-5	Under Review			Exceeding Targets	Met
		1506004	Wapiti Elementary	9	K-5	Exceeding Expectations	Exceeding Targets		Exceeding Targets	Met
		1506005	Glenn Livingston Elementary	317	K-5	Exceeding Expectations	Exceeding Targets	Exceeding Targets	Exceeding Targets	Met
		1506050	Cody Middle School	470	6-8	Meeting Expectations	Meeting Targets	Meeting Targets	Meeting Targets	Met
1601000	Platte #1	1601001	Chugwater Elementary	32	K-6	Meeting Expectations	Exceeding Targets		Meeting Targets	Met
		1601002	Glendo Elementary	28	K-6	Partially Meeting Expectations	Below Targets	Exceeding Targets	Below Targets	Met
		1601003	Libbey Elementary	192	K-2	Partially Meeting Expectations	Below Targets	Below Targets	Meeting Targets	Met
		1601005	West Elementary	212	3-5	Partially Meeting Expectations	Below Targets	Below Targets	Meeting Targets	Met
		1601050	Wheatland Middle School	212	6-8	Partially Meeting Expectations	Below Targets	Meeting Targets	Below Targets	Met
		1601051	Chugwater Junior High School	5	7-8	Not Meeting Expectations	Below Targets		Below Targets	Met
		1601052	Glendo Junior High School	8	7-8	Partially Meeting Expectations	Meeting Targets	Exceeding Targets	Below Targets	Met
		1602000	Platte #2	1602001	Guernsey-Sunrise Elementary	140	K-6	Meeting Expectations	Meeting Targets	Meeting Targets
1602050	Guernsey-Sunrise Junior High	32		7-8	Partially Meeting Expectations	Below Targets	Exceeding Targets	Below Targets	Met	
1701000	Sheridan #1	1701001	Big Horn Elementary	207	K-5	Partially Meeting Expectations	Below Targets	Below Targets	Exceeding Targets	Met
		1701002	Slack Elementary	5	K-5	Under Review				Met
		1701003	Tongue River Elementary	247	K-5	Partially Meeting Expectations	Below Targets	Below Targets	Meeting Targets	Met
		1701050	Big Horn Middle School	94	6-8	Meeting Expectations	Meeting Targets	Exceeding Targets	Meeting Targets	Met
		1701051	Tongue River Middle School	118	6-8	Meeting Expectations	Meeting Targets	Meeting Targets	Meeting Targets	Met
		1702002	Henry A. Coffeen Elementary	343	K-5	Meeting Expectations	Meeting Targets	Below Targets	Meeting Targets	Met
		1702003	Highland Park Elementary	374	K-5	Exceeding Expectations	Exceeding Targets	Meeting Targets	Exceeding Targets	Met
		1702005	Story Elementary	22	K-5	Meeting Expectations	Exceeding Targets		Meeting Targets	Met
		1702007	Woodland Park Elementary	293	K-5	Exceeding Expectations	Exceeding Targets	Exceeding Targets	Exceeding Targets	Met
		1702009	Meadowlark Elementary	339	K-5	Exceeding Expectations	Meeting Targets	Exceeding Targets	Exceeding Targets	Met
1702010	Sagebrush Elementary	336	K-5	Exceeding Expectations	Exceeding Targets	Exceeding Targets	Exceeding Targets	Met		
1702050	Sheridan Junior High School	772	6-8	Meeting Expectations	Meeting Targets	Meeting Targets	Exceeding Targets	Met		
1703000	Sheridan #3	1703001	Arvada Elementary	10	K-6	Under Review			Met	
1801001		Bondurant Elementary	5	K-5	Under Review				Met	
		1801002	Pinedale Elementary	511	K-5	Meeting Expectations	Meeting Targets	Meeting Targets	Exceeding Targets	Met

Grade 3 Through 8 School Performance Report For School Year:

1801000	Sublette #1	1801050	Pinedale Middle School	243	6-8	Meeting Expectations	Meeting Targets	Exceeding Targets	Meeting Targets	Met
		1809001	Big Piney Elementary	190	K-5	Meeting Expectations	Meeting Targets	Meeting Targets	Meeting Targets	Met
		1809002	La Barge Elementary	47	K-5	Exceeding Expectations	Exceeding Targets	Exceeding Targets	Meeting Targets	Met
1809000	Sublette #9	1809050	Big Piney Middle School	132	6-8	Meeting Expectations	Meeting Targets	Exceeding Targets	Meeting Targets	Met
		1901001	Desert Elementary	24	K-6	Meeting Expectations	Meeting Targets	Exceeding Targets	Meeting Targets	Met
1901000	Sweetwater #1	1901002	Desert View Elementary	247	K-4	Meeting Expectations	Meeting Targets	Meeting Targets	Meeting Targets	Met
		1901003	Farson-Eden Elementary	77	K-5	Meeting Expectations	Meeting Targets	Below Targets	Meeting Targets	Met
		1901004	Eastside Elementary	449	5-6	Not Meeting Expectations	Below Targets	Below Targets	Below Targets	Met
		1901006	Overland Elementary	245	K-4	Meeting Expectations	Meeting Targets	Meeting Targets	Meeting Targets	Met
		1901010	Walnut Elementary	218	K-4	Meeting Expectations	Meeting Targets	Meeting Targets	Meeting Targets	Met
		1901013	Northpark Elementary	307	K-4	Not Meeting Expectations	Below Targets	Below Targets	Below Targets	Met
		1901014	Westridge Elementary	357	K-4	Partially Meeting Expectations	Meeting Targets	Below Targets	Below Targets	Met
		1901015	Pilot Butte Elementary	464	5-6	Meeting Expectations	Meeting Targets	Meeting Targets	Meeting Targets	Met
		1901016	Sage Elementary	336	K-4	Partially Meeting Expectations	Below Targets	Below Targets	Meeting Targets	Met
		1901017	Lincoln Elementary	179	K-4	Meeting Expectations	Meeting Targets	Below Targets	Meeting Targets	Met
		1901018	Stagecoach Elementary	387	K-4	Not Meeting Expectations	Below Targets	Below Targets	Below Targets	Met
		1901050	Rock Springs Junior High	805	7-8	Partially Meeting Expectations	Exceeding Targets	Meeting Targets	Below Targets	Met
		1901053	Desert Middle School	6	7-8	Exceeding Expectations	Exceeding Targets	Exceeding Targets	Meeting Targets	Met
		1901054	Farson-Eden Middle School	44	6-8	Partially Meeting Expectations	Below Targets	Below Targets	Meeting Targets	Met
		1902001	Granger Elementary	3	K-4	Under Review				Met
		1902002	Harrison Elementary	250	K-4	Exceeding Expectations	Exceeding Targets	Exceeding Targets	Meeting Targets	Met
		1902004	McKinnon Elementary	17	K-5	Under Review			Exceeding Targets	Met
		1902006	Thoman Ranch Elementary	1	K-8	Under Review				Met
		1902007	Washington Elementary	207	K-4	Meeting Expectations	Meeting Targets	Meeting Targets	Meeting Targets	Met
		1902010	Jackson Elementary	252	K-4	Partially Meeting Expectations	Below Targets	Below Targets	Meeting Targets	Met
1902011	Truman Elementary	320	K-4	Meeting Expectations	Exceeding Targets	Meeting Targets	Meeting Targets	Met		
1902012	Monroe Intermediate School	404	5-6	Meeting Expectations	Meeting Targets	Below Targets	Meeting Targets	Met		

Grade 3 Through 8 School Performance Report For School Year:

1902000	Sweetwater #2	1902050	Lincoln Middle School	398	7-8	Partially Meeting Expectations	Meeting Targets	Below Targets	Below Targets	Met		
		2001001	Alta Elementary	48	K-6	Exceeding Expectations	Meeting Targets		Exceeding Targets	Met		
		2001003	Kelly Elementary	46	K-5	Exceeding Expectations	Exceeding Targets		Exceeding Targets	Met		
		2001004	Moran Elementary	16	K-5	Meeting Expectations	Exceeding Targets		Meeting Targets	Met		
		2001005	Wilson Elementary	221	K-5	Meeting Expectations	Below Targets	Meeting Targets	Exceeding Targets	Met		
		2001009	Colter Elementary	566	3-5	Meeting Expectations	Meeting Targets	Below Targets	Meeting Targets	Met		
		2001010	Jackson Elementary	564	K-2	Meeting Expectations	Meeting Targets	Below Targets	Meeting Targets	Met		
		2001000	Teton #1	2001050	Jackson Hole Middle School	634	6-8	Meeting Expectations	Meeting Targets	Meeting Targets	Meeting Targets	Met
				2101002	Clark Elementary	196	K-5	Meeting Expectations	Meeting Targets	Meeting Targets	Exceeding Targets	Met
				2101004	Uinta Meadows Elementary	493	K-5	Meeting Expectations	Meeting Targets	Meeting Targets	Meeting Targets	Met
2101005	North Evanston Elementary			324	K-5	Meeting Expectations	Meeting Targets	Meeting Targets	Meeting Targets	Met		
2101006	Aspen Elementary			303	K-5	Meeting Expectations	Meeting Targets	Meeting Targets	Meeting Targets	Met		
2101000	Uinta #1	2101050	Davis Middle School	317	6-8	Meeting Expectations	Meeting Targets	Below Targets	Meeting Targets	Met		
		2101051	Evanston Middle School	328	6-8	Partially Meeting Expectations	Meeting Targets	Meeting Targets	Below Targets	Met		
2104000	Uinta #4	2104020	Mountain View K-8	617	K-8	Meeting Expectations	Meeting Targets	Meeting Targets	Meeting Targets	Met		
2106000	Uinta #6	2106002	Urie Elementary	289	K-4	Partially Meeting Expectations	Below Targets	Below Targets	Meeting Targets	Met		
		2106050	Lyman Intermediate School	241	5-8	Not Meeting Expectations	Below Targets	Below Targets	Below Targets	Met		
2201000	Washakie #1	2201001	East Side Elementary	201	K-5	Exceeding Expectations	Exceeding Targets	Exceeding Targets	Exceeding Targets	Met		
		2201002	South Side Elementary	199	K-5	Exceeding Expectations	Exceeding Targets	Meeting Targets	Exceeding Targets	Met		
		2201003	West Side Elementary	197	K-5	Partially Meeting Expectations	Below Targets	Meeting Targets	Below Targets	Met		
2301000	Weston #1	2201050	Worland Middle School	328	6-8	Meeting Expectations	Meeting Targets	Meeting Targets	Meeting Targets	Met		
		2301001	Newcastle Elementary 3-5	176	3-5	Meeting Expectations	Meeting Targets	Below Targets	Meeting Targets	Met		
		2301003	Newcastle Elementary K-2	170	K-2	Meeting Expectations	Meeting Targets	Below Targets	Meeting Targets	Met		
2307000	Weston #7	2301050	Newcastle Middle School	209	6-8	Meeting Expectations	Meeting Targets	Meeting Targets	Meeting Targets	Met		
		2307001	Upton Elementary	131	K-5	Exceeding Expectations	Meeting Targets	Exceeding Targets	Exceeding Targets	Met		
2016-17		2307000	Weston #7	2307050	Upton Middle School	49	6-8	Partially Meeting Expectations	Meeting Targets	Below Targets	Below Targets	Met

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School Year	District ID	District Name	School ID	School Name	Enrollment Count	Grades Served	School Performance Level/Small School Decision	Overall Readiness		Academic Performance			Overall Participation Rate
								Grad Rate Target Level	Additional Readiness Target Level	Equity Target Level	Achievement Target Level	Growth Target Level	
0101000	Albany #1		0101055	Laramie High School	1001	9-12	Partially Meeting Expectations	Meeting Targets	Meeting Targets	Meeting Targets	Meeting Targets	Meeting Targets	Docked
			0101056	Rock River High School	35	9-12	Meeting Expectations	Exceeding Targets	Meeting Targets		Below Targets	Below Targets	Met
0201000	Big Horn #1		0201055	Burlington High School	70	9-12	Meeting Expectations	Exceeding Targets	Meeting Targets	Meeting Targets	Exceeding Targets	Below Targets	Met
			0201056	Rocky Mountain High School	317	9-12	Partially Meeting Expectations	Below Targets	Below Targets	Meeting Targets	Below Targets	Meeting Targets	Met
0202000	Big Horn #2		0202055	Lovell High School	208	9-12	Meeting Expectations	Exceeding Targets	Meeting Targets	Below Targets	Meeting Targets	Meeting Targets	Met
0203000	Big Horn #3		0203055	Greybull High School	182	9-12	Meeting Expectations	Meeting Targets	Meeting Targets	Meeting Targets	Meeting Targets	Meeting Targets	Met
0204000	Big Horn #4		0204055	Riverside High School	85	9-12	Meeting Expectations	Exceeding Targets	Exceeding Targets	Below Targets	Exceeding Targets	Exceeding Targets	Met
0301000	Campbell #1		0301055	Campbell County High School	1547	10-12	Meeting Expectations	Meeting Targets	Meeting Targets	Meeting Targets	Below Targets	Meeting Targets	Met
			0301056	Wright Jr. & Sr. High School	184	7-12	Partially Meeting Expectations	Below Targets	Meeting Targets	Meeting Targets	Meeting Targets	Meeting Targets	Met
0401000	Carbon #1		0401049	Little Snake River Valley School	188	K-12	Exceeding Expectations	Exceeding Targets	Meeting Targets		Exceeding Targets	Meeting Targets	Met
			0401056	Rawlins High School	438	9-12	Not Meeting Expectations	Exceeding Targets	Below Targets	Below Targets	Below Targets	Below Targets	Docked
0402000	Carbon #2		0402048	HEM Junior/Senior High School	90	7-12	Partially Meeting Expectations	Below Targets	Meeting Targets	Exceeding Targets	Meeting Targets	Meeting Targets	Met
			0402049	Encampment K-12 School	134	K-12	Meeting Expectations	Meeting Targets	Exceeding Targets		Exceeding Targets	Below Targets	Met
0402000			0402059	Saratoga Middle/High School	134	7-12	Meeting Expectations	Meeting Targets	Exceeding Targets	Meeting Targets	Meeting Targets	Meeting Targets	Met
0501000	Converse #1		0501055	Douglas High School	541	9-12	Meeting Expectations	Meeting Targets	Meeting Targets	Meeting Targets	Below Targets	Meeting Targets	Met
0502000	Converse #2		0502055	Glenrock High School	182	9-12	Meeting Expectations	Meeting Targets	Meeting Targets	Meeting Targets	Meeting Targets	Below Targets	Met
			0601048	Sundance Secondary School	163	7-12	Meeting Expectations	Exceeding Targets	Meeting Targets	Meeting Targets	Meeting Targets	Meeting Targets	Meeting Targets
0601000	Crook #1		0601049	Hulett School	140	K-12	Partially Meeting Expectations	Meeting Targets	Meeting Targets	Below Targets	Below Targets	Exceeding Targets	Met
			0601056	Moorcroft High School	186	9-12	Meeting Expectations	Exceeding Targets	Meeting Targets	Below Targets	Meeting Targets	Meeting Targets	Meeting Targets
0701000	Fremont #1		0701055	Lander Valley High School	455	9-12	Meeting Expectations	Meeting Targets	Meeting Targets	Meeting Targets	Meeting Targets	Meeting Targets	Met
0702000	Fremont #2		0702055	Dubois High School	53	9-12	Partially Meeting Expectations	Below Targets	Meeting Targets	Exceeding Targets	Meeting Targets	Meeting Targets	Met
0706000	Fremont #6		0706056	Wind River High School	133	9-12	Partially Meeting Expectations	Exceeding Targets	Meeting Targets	Below Targets	Below Targets	Meeting Targets	Docked
0714000	Fremont #14		0714055	Wyoming Indian High School	149	9-12	Not Meeting Expectations	Below Targets	Below Targets	Below Targets	Below Targets	Below Targets	Met
0721000	Fremont #21		0721056	Ft. Washakie High School	52	9-12	Not Meeting Expectations	Below Targets	Below Targets	Below Targets	Below Targets	Below Targets	Docked
0724000	Fremont #24		0724055	Shoshoni High School	109	9-12	Meeting Expectations	Exceeding Targets	Meeting Targets	Below Targets	Below Targets	Meeting Targets	Met
0725000	Fremont #25		0725056	Riverton High School	709	9-12	Partially Meeting Expectations	Below Targets	Below Targets	Below Targets	Meeting Targets	Meeting Targets	Met
0738000	Fremont #38		0738055	Arapahoe Charter High School	22	9-12		Below Targets	Below Targets			Below Targets	Not Met
0801000	Goshen #1		0801055	Southeast High School	101	9-12	Meeting Expectations	Exceeding Targets	Exceeding Targets	Below Targets	Meeting Targets	Meeting Targets	Met
			0801058	Lingle-Ft. Laramie High School	92	9-12	Meeting Expectations	Exceeding Targets	Meeting Targets	Meeting Targets	Meeting Targets	Meeting Targets	Meeting Targets
0801000			0801059	Torrington High School	356	9-12	Meeting Expectations	Meeting Targets	Meeting Targets	Exceeding Targets	Below Targets	Meeting Targets	Met
0901000	Hot Springs #1		0901055	Hot Springs County High School	227	9-12	Partially Meeting Expectations	Below Targets	Meeting Targets	Meeting Targets	Meeting Targets	Meeting Targets	Met
1001000	Johnson #1		1001049	Kaycee School	147	K-12	Meeting Expectations	Exceeding Targets	Exceeding Targets	Meeting Targets	Meeting Targets	Meeting Targets	Met
			1001055	Buffalo High School	317	9-12	Meeting Expectations	Meeting Targets	Meeting Targets	Below Targets	Meeting Targets	Meeting Targets	Meeting Targets
1101000	Laramie #1		1101055	Central High School	1166	9-12	Exceeding Expectations	Exceeding Targets	Meeting Targets	Exceeding Targets	Meeting Targets	Exceeding Targets	Met
			1101056	East High School	1469	9-12	Meeting Expectations	Meeting Targets	Meeting Targets	Below Targets	Meeting Targets	Meeting Targets	Met
1102000	Laramie #2		1101058	South High School	1137	9-12	Meeting Expectations	Below Targets	Below Targets	Below Targets	Below Targets	Meeting Targets	Docked
			1102056	Burns Jr & Sr High School	283	7-12	Meeting Expectations	Meeting Targets	Exceeding Targets	Below Targets	Meeting Targets	Meeting Targets	Meeting Targets
1102000			1102057	Pine Bluffs Jr & Sr High School	165	7-12	Meeting Expectations	Exceeding Targets	Meeting Targets	Meeting Targets	Meeting Targets	Meeting Targets	Met
1201000	Lincoln #1		1201057	Kemmerer Junior Senior High School	238	7-12	Meeting Expectations	Meeting Targets	Meeting Targets	Meeting Targets	Below Targets	Meeting Targets	Met
1202000	Lincoln #2		1202055	Cokeville High School	114	7-12	Meeting Expectations	Exceeding Targets	Meeting Targets		Meeting Targets	Meeting Targets	Met
			1202056	Star Valley High School	747	9-12	Meeting Expectations	Exceeding Targets	Below Targets	Exceeding Targets	Meeting Targets	Meeting Targets	Meeting Targets

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1301000	Natrona #1	1301049	Midwest School	150	P-12	Partially Meeting Expectations	Meeting Targets	Below Targets	Meeting Targets	Below Targets	Below Targets	Met	
		1301055	Kelly Walsh High School	1790	9-12	Partially Meeting Expectations	Below Targets	Meeting Targets	Meeting Targets	Meeting Targets	Meeting Targets	Met	
		1301057	Natrona County High School	1601	9-12	Partially Meeting Expectations	Meeting Targets	Meeting Targets	Below Targets	Below Targets	Below Targets	Met	
1401000	Niobrara #1	1401055	Niobrara County High School	325	9-12	Not Meeting Expectations	Below Targets	Below Targets	Below Targets	Meeting Targets	Below Targets	Docked	
1501000	Park #1	1501055	Powell High School	514	9-12	Meeting Expectations	Exceeding Targets	Meeting Targets	Meeting Targets	Meeting Targets	Meeting Targets	Met	
1506000	Park #6	1506055	Cody High School	604	9-12	Meeting Expectations	Meeting Targets	Meeting Targets	Exceeding Targets	Exceeding Targets	Meeting Targets	Met	
1516000	Park #16	1516049	Meeteetse School	123	P-12	Meeting Expectations	Exceeding Targets	Meeting Targets	Meeting Targets	Meeting Targets	Meeting Targets	Met	
1601000	Platte #1	1601055	Chugwater High School	17	9-12	Not Meeting Expectations	Below Targets	Below Targets		Below Targets	Meeting Targets	Met	
		1601056	Glendo High School	15	9-12	Not Meeting Expectations	Below Targets	Below Targets		Below Targets	Below Targets	Met	
		1601057	Wheatland High School	278	9-12	Partially Meeting Expectations	Below Targets	Meeting Targets	Meeting Targets	Exceeding Targets	Meeting Targets	Met	
1602000	Platte #2	1602055	Guernsey-Sunrise High School	69	9-12	Meeting Expectations	Meeting Targets	Meeting Targets	Meeting Targets	Below Targets	Meeting Targets	Met	
1701000	Sheridan #1	1701055	Big Horn High School	145	9-12	Meeting Expectations	Exceeding Targets	Exceeding Targets	Below Targets	Exceeding Targets	Meeting Targets	Met	
		1701056	Tongue River High School	129	9-12	Meeting Expectations	Exceeding Targets	Meeting Targets	Meeting Targets	Below Targets	Meeting Targets	Met	
1702000	Sheridan #2	1702057	Sheridan High School	940	9-12	Meeting Expectations	Meeting Targets	Exceeding Targets	Meeting Targets	Exceeding Targets	Meeting Targets	Met	
1703000	Sheridan #3	1703049	Clearmont K-12 School	87	K-12			Meeting Targets			Below Targets	Met	
1801000	Sublette #1	1801055	Pinedale High School	280	9-12	Not Meeting Expectations	Meeting Targets	Exceeding Targets	Exceeding Targets	Exceeding Targets	Meeting Targets	Not Met	
1809000	Sublette #9	1809055	Big Piney High School	191	9-12	Meeting Expectations	Exceeding Targets	Meeting Targets	Below Targets	Exceeding Targets	Meeting Targets	Met	
1901000	Sweetwater #1	1901055	Farson-Eden High School	59	9-12	Meeting Expectations	Meeting Targets	Below Targets	Meeting Targets	Meeting Targets	Meeting Targets	Met	
		1901056	Rock Springs High School	1386	9-12	Not Meeting Expectations	Below Targets	Below Targets	Below Targets	Below Targets	Below Targets	Met	
1902000	Sweetwater #2	1902055	Green River High School	791	9-12	Meeting Expectations	Meeting Targets	Meeting Targets	Meeting Targets	Below Targets	Meeting Targets	Met	
2001000	Teton #1	2001055	Jackson Hole High School	681	9-12	Meeting Expectations	Exceeding Targets	Exceeding Targets	Below Targets	Exceeding Targets	Meeting Targets	Met	
2101000	Uinta #1	2101055	Evanston High School	747	9-12	Partially Meeting Expectations	Meeting Targets	Meeting Targets	Below Targets	Below Targets	Below Targets	Met	
2104000	Uinta #4	2104055	Mountain View High School	234	9-12	Meeting Expectations	Meeting Targets	Meeting Targets	Exceeding Targets	Exceeding Targets	Meeting Targets	Met	
2106000	Uinta #6	2106055	Lyman High School	195	9-12	Meeting Expectations	Meeting Targets	Meeting Targets	Exceeding Targets	Below Targets	Meeting Targets	Met	
2201000	Washakie #1	2201055	Worland High School	404	9-12	Partially Meeting Expectations	Below Targets	Meeting Targets	Below Targets	Meeting Targets	Meeting Targets	Met	
2202000	Washakie #2	2202049	Ten Sleep K-12	112	P-12	Meeting Expectations	Exceeding Targets	Meeting Targets		Meeting Targets	Meeting Targets	Met	
2301000	Weston #1	2301055	Newcastle High School	213	9-12	Meeting Expectations	Meeting Targets	Meeting Targets	Exceeding Targets	Meeting Targets	Below Targets	Met	
2016-17	2307000	Weston #7	2307055	Upton High School	78	9-12	Partially Meeting Expectations	Exceeding Targets	Meeting Targets	Below Targets	Meeting Targets	Meeting Targets	Docked

SUMMARY OF WYOMING GRADE 3-8 PERFORMANCE THROUGH 2016-17

During the three years included in this report, there were no changes to the school performance rating model or assessments for grades 3-8.

School Performance Ratings

Grade 3-8 School Performance Rating Results based on Actual Performance (Before Rule was Applied for Schools with Both Grade 3-8 and High School Scores)

School Year	Below	Partially Meets	Meets	Exceeds	Meets & Exceeds	Count of Schools
Count of Schools						
2016-17	26	77	117	41	158	261
2015-16	34	77	104	44	148	259
2014-15	40	88	91	43	134	262
Percent of Schools						
2016-17	10%	30%	45%	16%	61%	261
2015-16	13%	30%	40%	17%	57%	259
2014-15	15%	34%	35%	16%	51%	262

- 2016-17
 - 286 schools (100%) met participation rate requirement
 - Some schools receive both grade 3-8 ratings and high school ratings and the final rating for these schools is the lower of the two ratings ... when this rule was applied:
 - 1 less school Exceeded Expectations
 - 1 additional school Partially Met Expectations
 - 60% of schools Met or Exceeded Expectations
 - Current versus Prior Year SPR (n = 252 schools with SPR both years)
 - 58% Exact Agreement
 - 96% Exact Plus Adjacent Agreement
- 2015-16
 - 286 schools (100%) met participation rate requirement
 - Some schools receive both grade 3-8 ratings and high school ratings and the final rating for these schools is the lower of the two ratings ... when this rule was applied:
 - 1 less school Exceeded Expectations
 - 1 additional school Partially Met Expectations
 - 57% of schools Met or Exceeded Expectations
 - Current versus Prior Year SPR (n = 256 schools with SPR both years)
 - 50% Exact Agreement
 - 92% Exact Plus Adjacent Agreement
- 2014-15
 - 283 schools (100%) met participation rate requirement
 - 262 schools had a Grade 3-8 School Performance Rating
 - Some schools receive both grade 3-8 ratings and high school ratings and the final rating for these schools is the lower of the two ratings ... when this rule was applied:
 - 1 less school Met Expectations

- 1 additional school Partially Met Expectations
- 51% of schools Met or Exceeded Expectations

Achievement Indicator Target Levels

School Year	School Count	Count of Schools			Percent of Schools		
		Below	Met	Exceeds	Below	Met	Exceeds
2016-17	269	78	146	45	29%	54%	17%
2015-16	266	84	134	41	31%	51%	15%
2014-15	268	108	119	41	40%	45%	15%

Equity Indicator Target Levels

School Year	School Count	Count of Schools			Percent of Schools		
		Below	Met	Exceeds	Below	Met	Exceeds
2016-17	245	82	101	62	33%	41%	25%
2015-16	247	84	98	65	34%	40%	26%
2014-15	240	80	97	63	33%	41%	26%

Growth Indicator Target Levels

School Year	School Count	Count of Schools			Percent of Schools		
		Below	Met	Exceeds	Below	Met	Exceeds
2016-17	261	64	150	47	24%	58%	18%
2015-16	259	73	140	46	28%	54%	18%
2014-15	262	74	141	47	28%	54%	18%

The achievement indicator shows a trend of fewer schools in the not met category and more schools in the met or above categories. Both Equity and Growth indicators show little change from year-to-year. This is to be expected because the metric, student growth percentiles, is norm-referenced to all Wyoming students within each school year.

SUMMARY OF WYOMING HIGH SCHOOL PERFORMANCE THROUGH 2016-17

During the three years included in this report, there were no changes to the school performance rating model but there was a transition from EXPLORE and PLAN to ASPIRE.

School Performance Ratings

The High School Performance Rating Results Presented in this Table are based on Actual Performance (Before the Rule was applied for Schools with Both Grade 3-8 and High School Scores)

School Year	Below	Partially Meets	Meets	Exceeds	Meets & Exceeds	Count of Schools
Count of Schools						
2016-17	9	16	40	2	42	67
2015-16	11	10	42	5	47	68
2014-15	12	14	34	6	40	66
Percent of Schools						
2016-17	13%	24%	60%	3%	63%	67
2015-16	16%	15%	62%	7%	69%	68
2014-15	18%	21%	52%	9%	61%	66

- 2016-17
 - Participation
 - 60 schools (87%) met the participation 95% requirement
 - 7 schools (10%) not meeting the 95% participation requirement met the 90% threshold
 - 2 schools (3%) had participation below the 90% threshold
 - Some schools receive both grade 3-8 ratings and high school ratings and the final rating for these schools is the lower of the two ratings ... when this rule was applied:
 - 1 less school Exceeded Expectations
 - 5 less schools Meeting Expectations
 - 6 more schools Partially Meeting Expectations
 - 1 more school Not Meeting Expectations
 - 53% of schools Met or Exceeded Expectations
 - Current versus Prior Year SPR (n = 252 schools with SPR both years)
 - 58% Exact Agreement
 - 96% Exact Plus Adjacent Agreement
- 2015-16
 - Participation
 - 59 schools (86%) met the participation 95% requirement
 - 5 schools (7%) not meeting the 95% participation requirement met the 90% threshold
 - 5 schools (7%) had participation below the 90% threshold
 - Some schools receive both grade 3-8 ratings and high school ratings and the final rating for these schools is the lower of the two ratings ... when this rule was applied:
 - 2 less school Exceeded Expectations

- 5 less schools Meeting Expectations
 - 7 more schools Partially Meeting Expectations
 - 59% of schools Met or Exceeded Expectations
 - Current versus Prior Year SPR (n = 256 schools with SPR both years)
 - 50% Exact Agreement
 - 92% Exact Plus Adjacent Agreement
- 2014-15
 - Participation
 - 59 schools (86%) met the participation 95% requirement
 - 5 schools (7%) not meeting the 95% participation requirement met the 90% threshold
 - 5 schools (7%) had participation below the 90% threshold
 - Some schools receive both grade 3-8 ratings and high school ratings and the final rating for these schools is the lower of the two ratings ... when this rule was applied:
 - 7 less school Met Expectations
 - 6 more schools Partially Met Expectations
 - 1 more school was Below
 - 49% of schools Met or Exceeded Expectations

Achievement Indicator Target Levels

School Year	School Count	Count of Schools			Percent of Schools		
		Below	Met	Exceeds	Below	Met	Exceeds
2016-17	67	23	32	12	34%	48%	18%
2015-16	68	21	27	20	31%	40%	29%
2014-15	68	24	30	14	35%	44%	21%

Equity Indicator Target Levels

School Year	School Count	Count of Schools			Percent of Schools		
		Below	Met	Exceeds	Below	Met	Exceeds
2016-17	60	24	26	10	40%	43%	17%
2015-16	58	22	28	8	38%	48%	14%
2014-15	47	14	24	9	30%	51%	19%

Growth Indicator Target Levels

School Year	School Count	Count of Schools			Percent of Schools		
		Below	Met	Exceeds	Below	Met	Exceeds
2016-17	69	16	50	3	23%	72%	4%
2015-16	68	14	51	3	21%	75%	4%
2014-15	66	16	43	7	24%	65%	11%

Extended Graduation Indicator Target Levels

School Year	School Count	Count of Schools			Percent of Schools		
		Below	Met	Exceeds	Below	Met	Exceeds
2016-17	68	17	26	25	25%	38%	37%
2015-16	68	17	24	27	25%	35%	40%
2014-15	68	18	27	23	26%	40%	34%

Additional Readiness Target Levels

School Year	School Count	Count of Schools			Percent of Schools		
		Below	Met	Exceeds	Below	Met	Exceeds
2016-17	69	14	44	11	20%	64%	16%
2015-16	69	15	41	13	22%	59%	19%
2014-15	69	15	44	10	22%	64%	14%

SUMMARY OF WYOMING SCHOOL PERFORMANCE FOR ALL SCHOOLS THROUGH 2016-17

During the three years included in this report, there were no changes to the grade 3 through 8 accountability model or the assessment. For high schools, the school performance rating model but there was a transition from EXPLORE and PLAN to ASPIRE.

School Performance Ratings

Final School Performance Ratings for All Wyoming Schools after the Rule was applied for Schools with Both Grade 3-8 and High School Scores

School Year	Below	Partially Meets	Meets	Exceeds	Meets & Exceeds	Count of Schools
Count of Schools						
2016-17	35	90	147	41	188	313
2015-16	44	86	137	45	182	312
2014-15	52	99	113	48	161	312
Percent of Schools						
2016-17	11%	29%	47%	13%	60%	313
2015-16	14%	28%	44%	14%	58%	312
2014-15	17%	32%	36%	15%	52%	312

Wyoming Administrative Rules

Education, Dept. of

General Agency, Board or Commission Rules

Chapter 3: Practice and Procedure for Contested Case Proceedings

Effective Date: 10/13/2016 to Current

Rule Type: Current Rules & Regulations

Reference Number: 206.0002.3.10132016

Wyoming Department of Education

Chapter 3 Rules of Practice and Procedure

Section 1. Authority.

These rules are promulgated by the Wyoming Department of Education and the State Board of Education under the authority of Wyo. Stat. §§ 21-2-202(d), 21-2-204(d)(vi), 21-2-304(a)(i), and 21-2-402(d).

Section 2. Purpose of Rules.

These rules govern proceedings held before or on the behalf of the State Superintendent of Public Instruction or the State Board of Education, as applicable.

Section 3. Contested Case Hearings.

(a) Contested cases shall be conducted pursuant to the Office of Administrative Hearings rules, Chapter 2, *Uniform Rules for Contested Case Practice and Procedure* (“Uniform Rules”), which are incorporated into this chapter by reference. In doing so, the Superintendent and Board find as follows:

(i) Incorporating the full text of the Uniform Rules would be cumbersome and inefficient given the length and nature of the rules;

(ii) The incorporation is limited to the Uniform Rules adopted by the Office of Administrative Hearings and effective October 17, 2014, and shall not include any later editions of or amendments to the Uniform Rules;

(iii) Copies of the Uniform Rules are available to the public at the Wyoming Department of Education offices at 2300 Capitol Ave., Hathaway Bldg. 2nd Floor, Cheyenne, Wyoming 82002.

(iv) An electronic copy of the Uniform Rules is available at the following web address: <http://soswy.state.wy.us/Rules/RULES/9644.pdf>.

(b) Where a contested case hearing is required by law, an aggrieved person may file a request according to the Uniform Rules § 5(a) with the Superintendent or the Board, as applicable, within thirty (30) days of the date of the administrative decision at issue or the date of mailing of the administrative decision as evidenced by a postmark, whichever is later.

(c) The request for a hearing shall be served on the Superintendent or Board and other necessary parties. Service shall be made to the Wyoming Department of Education, 2300 Capitol Avenue, Hathaway Building, 2nd Floor, Cheyenne, Wyoming 82002-0206. Service may be made in person or by mail.

(d) A request for a contested case hearing shall include the following:

(i) The name, telephone number, and mailing address of the petitioner and the same information for the representing attorney;

(ii) A statement in ordinary and concise language of the facts and of the errors alleged to have been committed and issues that the petition is based on, including particular reference to statutory sections, contract provisions or rules, regulations, and orders involved;

(iii) A copy of the decision or relevant material that relates to the decision at issue;

(iv) The specific relief sought; and

(v) The signature of the petitioner and the representing attorney.

(e) The notice of hearing required under the Uniform Rules § 5(b) shall be served on each party at least thirty (30) days before the hearing date unless an expedited hearing is otherwise required by law. In that event, parties shall be served the notice of hearing as soon as practicable.

(f) The Superintendent or Board, as applicable, may appoint a hearing officer to conduct the contested case and may request that the hearing officer issue a recommended decision.

(g) If a recommended decision is requested, the recommended decision and proposed order shall be submitted to the Superintendent or Board, as applicable, no later than thirty (30) days after the end of the contested case hearing.

(h) The Superintendent or Board, as applicable, shall make and enter a written decision and order containing findings of fact and conclusions of law stated separately.

(i) The written decision issued by the Superintendent or Board shall be the final agency action and be subject to judicial review under Wyo. Stat. § 16-3-114.

Section 4. Informal Review of School Performance Ratings.

(a) Wyoming Department of Education shall provide preliminary annual performance ratings to districts for schools within those districts. Before the ratings are final, the schools shall review the ratings and the underlying calculations. Districts may suggest corrections to the Department within fourteen (14) days. Ratings become final on the fifteenth (15) day.

(b) Districts may file a request for informal review in a form and manner prescribed by the Department. The request shall include all relevant documents. The request shall state the basis for changing a school's performance rating.

(c) When it receives the complete Informal Review Request form from a district, the Department shall review the documentation. If the request is complete, the Department shall notify the district to that effect. If initial documents submitted do not constitute a complete request, the Department shall notify the district of the reason for the deficiencies. No request or related documentation may be submitted after the later of notification from the Department that the request is complete or fifteen (15) days after the ratings are final.

(d) The Department shall submit a recommendation of either maintaining or amending a school's performance rating and the reasons for the recommendation to the State Board of Education not later than fourteen (14) days after the request for informal review is complete. The Department shall serve the recommendation on the district at the same time that it is submitted to the State Board.

(e) The State Board of Education shall hear the district's request for informal review no later than thirty (30) days after the request is complete. The Board shall notify the Department and the district of the date, time, and location of the meeting in which the Board will consider the request for review.

(i) The district shall be allotted ten (10) minutes to address the Board. The district may reserve a portion of its time for rebuttal.

(ii) The Department shall be allotted ten (10) minutes to address the Board.

(iii) No additional documentation may be submitted at the meeting.

(iv) Presentations shall be limited to the basis raised by the district in its request for informal review.

(v) Districts may waive appearance before the Board and rely on the written documents already submitted. If a district waives appearance, it shall notify the Department no later than seven (7) days before the meeting. If a district waives appearance, the Department shall not be permitted to address the Board on the subject of that school's performance rating.

(f) The Board may deliberate and render a decision at the meeting in which it heard presentations by the district and the Department.

(g) The Board decision is final agency action subject to judicial review under W.S. 16-3-114.

(h) Data maintained by the Department used to calculate performance level ratings shall not be subject to review under these rules.



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wyomingmeasuresup.com
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MEMORANDUM

To: State Board of Education
From: Megan Degenfelder, Chief Policy Officer
Laurie Hernandez, Standards/Assessment Director
Date: September 13, 2017
Subject: Standards Update

Meeting Date: September 21, 2017

Item Type: Action: _____ Informational: X

Background:

The WDE Standards Team has been charged with the standards review for the content areas of Mathematics, Science Extended, and Social Studies.

The Math Standards Review Committee (MSRC) reviewed the current standards, identified areas to revise those standards, and has met consensus in grade-band committees (K-2, 3-5, 6-8, 9-12) and grade-level committees (K-6 and 7-12). The MSRC also met whole group consensus for alignment on the proposed standards for grades K-7. They are scheduled to meet again on September 25th to complete their alignment check on all of the proposed standards.

The Science Extended Standards Review Committee (SESRC) reviewed the current science standards and decided to revise them making them accessible to students with the most significant cognitive disabilities. The SESRC met consensus on their review of the proposed standards for K-5 and for physical science in grades 7-12.

A call for participation on the Social Studies Standards Review Committee (S.S.SRC) is scheduled for September 18th. That committee will be formed in October and will have their first S.S.SRC meeting by early December.

Statutory Reference (if applicable):

- W.S. 21-2-304(c)
- Education Rules, Chapter 10: Wyoming Content and Performance Standards

Supporting Documents/Attachments:

PPT: Standards Update for SBE 09.21.17

Proposed Motions:

None

For questions or additional information:

Contact Laurie Hernandez at Laurie.Hernandez@wyo.gov or (307)777-3469.



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Standards Review Update

State Board of Education
September 21, 2017
Green River

Laurie Hernandez

**Director of Standards &
Assessment**

Laurie.Hernandez@wyo.gov

(307) 777-3649

Objectives:



- Review Standards Implementation Timeline
- Review the Standards Review Timeline
- Review the Standards Review Process
- Updates
 - Math Standards Review
 - Science Extended Standards Review
 - Social Studies Standards Review

Implementation Timeline



	A	B	C	D	E	F	G
1	Wyoming Standards Implementation Timeline						
2	by the Start of the School Year						
3		2015 - 16	2016 - 17	2017 - 18	2018 - 19	2019 - 20	2020 - 21
4							
5	MATH	District Aligned					
6	Math Extended Standards			District Aligned			
7							
8	ELA - LANGUAGE ARTS	District Aligned					
9	ELA Extended Standards			District Aligned			
10							
11	HEALTH	District Aligned					
12							
13	FOREIGN LANGUAGE		District Aligned				
14							
15	FINE & PERFORMING ARTS		District Aligned				
16							
17	CAREER/VOC. EDUCATION			District Aligned			
18							
19	SOCIAL STUDIES			District Aligned			
20							
21	PHYSICAL EDUCATION			District Aligned			
22							
23	SCIENCE						District Aligned
24							

Districts need to align and fully implement the new standards into their curriculum, instruction, and assessment systems by the start of the school year listed above for each content area.

Proposed Review Timeline



<http://edu.wyoming.gov/downloads/standards/2015/Standards-timeline-2015-26.pdf>

9-Yr Plan for Wyoming Content & Performance Standards (WYCPs) Review												
Approved by the State Board of Education (SBE) on July 27, 2015 (revised for Extended Standards and approved on March 17, 2016)												
WYCPs Content Area	2015	2016	2017	2018	2019	2020	2021	2022	2023	2024	2025	2026
SCIENCE	Review Cycle										Review Cycle	
Science Extended Standards*			Review Cycle									
MATH			Review Cycle									
Math Extended Standards*					Review Cycle							
FINE & PERFORMING ARTS					Review Cycle							
HEALTH					Review Cycle							
PHYSICAL EDUCATION					Review Cycle							
LANGUAGE ARTS (ELA)							Review Cycle					
FOREIGN LANGUAGE							Review Cycle					
ELA Extended Standards*									Review Cycle			
SOCIAL STUDIES									Review Cycle			
CAREER & VOCATIONAL ED.									Review Cycle			

*Extended Standards are the standards for students with the most significant cognitive disabilities. These standards are designed to be uniform to the student content and performance standards to ensure these students are provided the opportunity to learn the common core of knowledge and skills.

Standards Review Process



- SBE directs WDE to open specific content standards
- WDE gathers community input on current standards
- WDE - call for participants to serve on review committee
- Committee Selection & Set up meetings
- WDE facilitates the work of the Review Committee and communicates regularly to the SBE
- WDE hosts regional public input meetings on the proposed standards
- With SBE approval, WDE promulgates Ch. 10 Rules and collects public comment
- WDE presents public comment to the SBE
- SBE decides the action to take (e.g., adopt, revise, send back to committee)



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Math Standards Review Committee (MSRC) Update

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Math Standards Review



- ✓ Math Standards Review Committee Meetings
 - Higher Ed Committee Meeting – April 2017
 - MSRC Webinar – May 30, 2017
 - MSRC Face-to-Face Meeting
 - Casper, June 20-22 and Riverton, August 7-9
- ✓ Committee chose to **review and revise** the current 2012 Wyoming Math Content and Performance Standards.
- ✓ Committee worked in grade bands to review and revise current grade-level standards.
- ✓ Consensus was met on standards review for subgroups K-6 and 7-12.
- ✓ Consensus and alignment has been met with whole group committee for grades K-7.

Math Standards Review Next Steps



- ❖ Math Standards Review Committee Meetings
 - MSRC Face-to-Face in Casper, September 25th
 - K-12 Consensus
 - Mathematical Practices
 - Modeling
 - MSRC Face-to-Face in Casper, November 2-3
 - Front Matter & Appendices
 - Cross-discipline with all content areas including computer science
 - Proof and edit draft standards document
 - Webinar - TBD
 - Examples and glossary
 - Finalize all work with standards
- ❖ Complete Final Draft for SBE by January or February 2018.



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Science Extended Standards Review Committee (SESRC) Update

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Trent Vonburg, Consultant

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Proposed Review Timeline



<http://edu.wyoming.gov/downloads/standards/2015/Standards-timeline-2015-26.pdf>

9-Yr Plan for Wyoming Content & Performance Standards (WYCAPS) Review												
Approved by the State Board of Education (SBE) on July 27, 2015 (revised for Extended Standards and approved on March 17, 2016)												
WYCAPS Content Area	2015	2016	2017	2018	2019	2020	2021	2022	2023	2024	2025	2026
SCIENCE	Review Cycle										Review Cycle	
Science Extended Standards*			Review Cycle									
MATH			Review Cycle									
Math Extended Standards*					Review Cycle							
FINE & PERFORMING ARTS					Review Cycle							
HEALTH					Review Cycle							
PHYSICAL EDUCATION					Review Cycle							
LANGUAGE ARTS (ELA)							Review Cycle					
FOREIGN LANGUAGE							Review Cycle					
ELA Extended Standards*									Review Cycle			
SOCIAL STUDIES									Review Cycle			
CAREER & VOCATIONAL ED.									Review Cycle			

*Extended Standards are the standards for students with the most significant cognitive disabilities. These standards are designed to be uniform to the student content and performance standards to ensure these students are provided the opportunity to learn the common core of knowledge and skills.

Science Extended Standards Review



- ✓ Committee Meetings
 - SESRC Face-to-Face Meeting
 - Cheyenne, July 10-12
 - Webinars – July 20, Aug 22, 31, Sept 7, 2017
- ✓ Committee used the current 2016 Wyoming Science Content and Performance Standards and **revised** them to make them accessible to students with significant cognitive disabilities.
- ✓ Consensus was met on standards review for subgroups K-5 and physical science at grades 7-12.

SESRC – Next Steps



❖ Review Committee Meetings

■ SESRC Face-to-Face in Casper, TBD (Oct-Nov)

- Consensus checks will continue for 7-12 subgroups
- Followed by K-12 Consensus
- Front Matter & Appendices
- Proof and edit draft standards document
- Finalize all work with standards

❖ Complete Final Draft for SBE by January or February 2018.



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Social Studies Standards Review Committee (S.S.SRC) Update

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House Bill 76, House Enrolled Act 119

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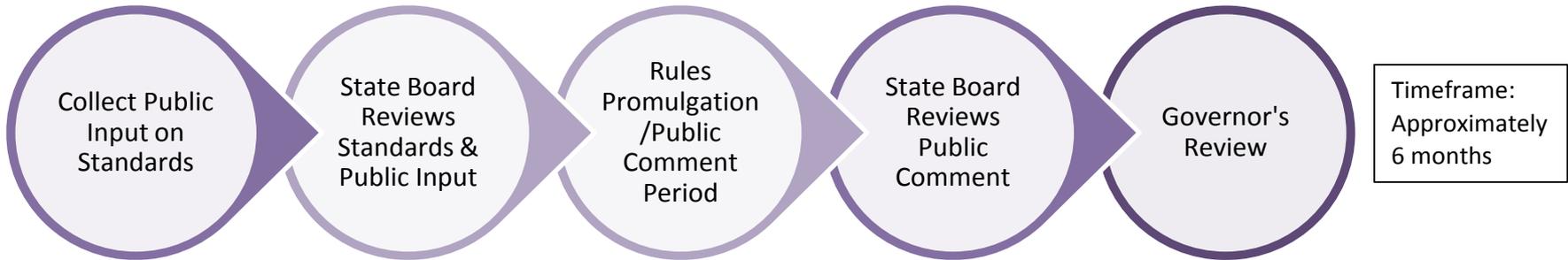
- (a) The state board through the department of education shall, in cooperation with tribes of the region including the Eastern Shoshone and Northern Arapaho Indian tribes, **evaluate and review** existing state social studies content and performance standards **to ensure the cultural heritage, history and contemporary contributions of American Indians are addressed** in the Wyoming social studies content and performance standards.

2017 Regional Public Input for Wyoming Social Studies Standards



Date	Location	Attendance	Written Comment
June 12	Fort Washakie	15	4
June 13	Riverton	22	3
June 15	Cody	10	3
June 22	Sheridan	5	3
June 29	Cheyenne	1	0
	Sub-Total	53	14
6/5/17 closed 9/8/17	Collected Online	7	7
	TOTAL	60	21

Timeline



Next Steps



- Sept. 18 – Call for participants
 - Superintendent’s Memo to educators
 - WDE press release to public
- Input sought from tribal business councils
 - Sept. 20 Northern Arapaho
 - Sept. 22 Eastern Shoshone
- Sept. 22 - Send PR information and timelines to tribes of the region

Next Steps



- September-October – Survey of Instruction in Native American Studies RE: History/Culture of Native Americans
- October – S.S.SRC Member Selection – Social Studies Standards Review Committee
- November – S.S.SRC Orientation Webinar
- December – Face-to-face meeting of Review Committee
- January-February – Work completed and recommendations presented to SBE

Questions on Social Studies Review



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Questions on Standards Review



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To: State Board of Education
From: Laurel Ballard, Supervisor, Student and Teacher
Resources Resources Team
Date: September 8, 2017
Subject: Leader Accountability and Chapter 29 Rules

Meeting Date: September 21-22, 2017

Item Type: Action: _____ Informational: X

Background:

The Wyoming Department of Education (WDE) continues to work with the Certified Personnel Evaluation System (CPES) Advisory Panel and Regional Educational Laboratory (REL) Central to make recommendations on the leadership evaluation system and revisions to Chapter 29 rules.

The CPES Advisory Panel held its most recent meeting on September 7, where they started work on the revisions being made to Chapter 29 Rules. Previously, they completed drafts of the Quality Standards for Wyoming District and School Leaders and the Wyoming District and School Leader Evaluation System Components. Moving forward, the CPES Advisory Panel will continue revising Chapter 29 Rules and begin receiving feedback before finalizing the rules, standards and evaluation system components for SBE approval for promulgation.

Statutory Reference (if applicable):

- W.S. 21-2-304(b)(xv)
- Board Rules, Chapter 29: Certified Personnel Evaluation Systems

Supporting Documents/Attachments:

- DRAFT Chapter 29 Rules
- Quality Standards for Wyoming District and School Leaders
- Wyoming District and School Leader Evaluation Components

Proposed Motions:

None

For questions or additional information:

Contact Laurel Ballard at laurel.ballard@wyo.gov or (307)777-8715.

Chapter 29
~~CERTIFIED PERSONNEL EVALUATION SYSTEMS FOR~~
~~DISTRICT AND SCHOOL LEADERS AND OTHER EDUCATORS~~

Commented [FLP1]: Changed to "District and School Leaders" (rather than school and district) here an throughout.

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

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

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

Section 42. **Definitions.**

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

(b) Certified Personnel – means all personnel, including classroom teachers and others who are required by the State of Wyoming to hold licensure through the Wyoming Professional Teaching Standards Board or a Wyoming professional licensing agency (counselors, media specialists, principals, etc., exclusive of extra-duty positions). For purposes of this rule, principals and individuals serving in a similar capacity are required to be evaluated using a District and School Leader Evaluation System rather than a Certified Personnel Evaluation System.

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

(d) ~~(e)~~ Department – means the Wyoming Department of Education (WDE).

(e) District and School Leader Evaluation System – means a district evaluation system aligned with the District and School Leader Evaluation System Framework and the requirements of W.S. 21-2-304(b)(xvi).

(f) District and School Leader Evaluation System Framework – means the components of a district and school leader evaluation system developed by the State Board of Education and which may be adopted, in whole or with refinement, by a board of trustees. The framework includes the following component parts: (i) Quality Standards for Wyoming District and School Leaders, described in Section 3 of these rules; (ii) guidelines for the evaluation of superintendents, principals, and other district and school leaders serving in a similar capacity, described in Section 4 of these rules; and, (iii) criteria for the submission and review of evaluation systems, described in Section 5 of these rules.

(g) District leader – means a person employed as superintendent of schools by any district board of trustees or other district leader serving in a similar capacity.

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

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

(j) ~~(g)~~ Performance Criteria – means the areas on which ~~Certified Personnel are~~ an individual is to be evaluated.

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

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

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

(ii) Has been replicated by other researchers; and

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

(m) School leader – means a school principal or other school leader serving in a similar capacity.

(n) ~~(j)~~ Significantly Amended – means ~~a~~ District and School Leader Evaluation System or Certified Personnel Evaluation System that replaces in whole or in part an existing system or plan or materially changes any component of an existing system.

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

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

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

Section 3. Quality Standards for Wyoming District and School Leaders. The Quality Standards for Wyoming District and School Leaders, also referred to in this rule as Quality Standards, define the knowledge and skills required of effective district leaders and school leaders. The Quality Standards will be used to evaluate superintendents, principals, and other leaders serving in a similar capacity employed by a board of trustees or school district established pursuant to the laws of this state. There are seven (7)

Commented [FLP2]: Revised to make more clear that this means an entirely new system or any major change to a system component.

Quality Standards, each with multiple elements defined by the State Board of Education, as follows:

- (a) Standard 1 – Unwavering focus on maximizing the learning and growth of all students;
- (b) Standard 2 – Instructional and assessment leadership;
- (c) Standard 3 – Developing and supporting a learning organization;
- (d) Standard 4 – Vision, mission, and culture;
- (e) Standard 5 – Efficient and effective management;
- (f) Standard 6 – Ethics and professionalism; and,
- (g) Standard 7 – Communication and community engagement.

Section 4. Guidelines for the Evaluation of Superintendents, Principals, and Other District and School Leaders Serving in a Similar Capacity.

(a) Any District and School Leader Evaluation System should have goals that are clearly defined in writing, among which are:

(i) Determining district and school leader competency, which may be used at the discretion of a board of trustees or district in making decisions about job retention, compensation, and advancement;

(ii) Continuous improvement of district and school leader practice, including informing professional development and growth; and,

(iii) Supporting teacher growth and evaluation by reinforcing the important roles district and school leaders play in providing for the ongoing support and development of teachers.

(b) All boards of trustees and school districts shall base their evaluations of district and school leaders on a set of standards using one of the following options:

(i) **State Board Standards Model** - The full set of seven (7) Quality Standards for Wyoming District and School Leaders, described in Section 3 of these rules, and the associated elements for each defined by the State Board of Education;

(ii) **State Board Standards Model with Refinements** - The Quality Standards for Wyoming District and School Leaders with refinements adopted by a board of trustees which may include the use of additional elements under any of the seven (7) standards and the use of not more than two (2) additional standards, each with multiple elements as defined by the board of trustees; or

(iii) **Alternative Standards System** - A set of quality standards adopted by the board of trustees, which may be locally developed standards or standards

developed by another district, entity, or organization and used with any requisite permission and attribution, and subject to the following requirements:

(A) A board of trustees that adopts its own standards shall ensure that such standards include Standard 1 from Quality Standards for Wyoming District and School Leaders (Section 3(a)):

(B) The board of trustees shall provide the Department, on behalf of the State Board of Education, with a crosswalk of those standards to the Quality Standards for Wyoming District and School Leaders; and,

(C) The board of trustees shall submit its standards, crosswalk, and other supporting materials which may be requested by the Department, on behalf of the State Board of Education, as part of the alternative school and district leader evaluation system review process described in Section 5 of these rules.

(c) Any District and School Leader Evaluation System should be based on a methodology that is clearly defined in writing, applied consistently, and includes the following:

(i) **Responsibilities For Adoption and Use of District and School Leader Evaluation Systems.** A board of trustees shall be responsible for adopting a District and School Leader Evaluation System that meets the requirements of this rule and for promulgating policy on the system as needed. The district's system shall delineate responsibilities for the use of the system as follows:

(A) The board of trustees shall be responsible for ensuring that the evaluation of any person employed by the board as superintendent of schools is carried out in accordance with the district's system;

(B) A superintendent of schools shall be responsible for ensuring that the evaluation of any other district leader and any principal employed in any school operated by the district is carried out in accordance with the district's system; and

(C) A principal shall be responsible for ensuring that the evaluation of any other school leaders serving in a similar capacity is carried out in accordance with the district's system, unless the superintendent determines that another district or school leader should have this responsibility.

(ii) **Training.** Any individual participating in an evaluation conducted as part of a District and School Leader Evaluation System shall be trained on the use of the district's evaluation system and related tools.

(iii) **Expected Evidence of Impact.** For each quality standard, the expected evidence of impact shall be established by the board of trustees to further describe expectations for professional practice.

(iv) **Measures of Professional Practice.** Using the key elements developed by the State Board of Education for each of the seven (7) Quality Standards for Wyoming District and School Leaders, along with the board of trustee's description

Commented [FLP3]: In editing this, we felt like it would be more clear to separate out the responsibilities (with the clarifications discussed by the CPES group) from the training. We also added a sentence making it the responsibility of a board of trustees to adopt a system that is in compliance with this rule.

Commented [FLP4]: Edited based on group discussion.

of the types of evidence that should be gathered for evaluation, possible sources of data, and other appropriate resources, a board of trustees should select multiple measures for each standard used in the evaluation. Measures selected shall be used by evaluators to determine a leader's level of performance. Boards of trustees and districts are strongly encouraged to use measures, as appropriate, that capture evidence about the following:

(A) Direct observations of the professional's practice;

(B) A portfolio of relevant documentation and artifacts regarding the leader's performance against the Quality Standards; and,

(C) Perceptions on the professional's practice and impact gathered from other district and school leaders, teachers, parents, and other stakeholders.

(v) **Levels of Performance.** A ratings system shall be established and shall include not fewer than four (4) discrete performance descriptors that are defined by the board of trustees and used to provide a rating of professional practice for each quality standard that is the focus of a district leader or school leader evaluation as well as a summative rating that reflects performance across the set of quality standards focused on for the evaluation cycle.

(A) The ratings should provide for the recognition of performance on a continuum from exemplary to unacceptable, with at least two ratings levels that are used to distinguish between professional practice that is developing and/or needs improvement and professional practice that is unacceptable.

(B) Rubrics, examples, and other tools should be developed and used to promote consistency and clarity regarding the ratings scale.

(vi) **Weighting.** For determination of a summative rating, from among the levels of performance described in paragraph (e), Standard 1 from Quality Standards for Wyoming District and School Leaders shall always be weighted above zero. The specific weight assigned to each standard and corresponding measures should reflect the goals and values of the district.

(vii) **Scope of Evaluations.** Each district leader and school leader shall be reviewed annually on Standard 1 from Quality Standards for Wyoming District and School Leaders and any other standard(s) the board of trustees or district identifies for inclusion in an annual review. Every district leader and school leader shall be reviewed on every quality standard, whether the state-defined Quality Standards for District and School Leaders or standards adopted by a local board of trustees, not less than once every three (3) years.

(viii) **Frequency and Timing of Evaluations.** Each district leader and school leader shall be required to be evaluated not less than annually and each evaluation shall be carried out on a timeline established by the board of trustees or district as appropriate. The timeline should ensure that evaluators and individual being evaluated have sufficient time to critically consider and complete all aspects of the evaluation cycle, to solicit and obtain stakeholder input, and to fully evaluate evidence.

(ix) **Feedback.** Each evaluation of a school leader or district leader shall culminate in the development of a clear, concise report on the leader's professional practice based on the full scope of the evaluation conducted (i.e., each standard evaluated and all corresponding measures). To the extent possible, the report should include information on professional growth over time. For any rating on the lowest two levels of the ratings scale, the report shall include a summary of findings, feedback, and recommendations for improvement that will be used by the leader to develop a plan for improvement.

Commented [FLP5]: This revision deviates a little from what we discussed. Please review and provide feedback as needed.

Section 5. Annual Assurances and State Board Evaluation of District and School Leader Evaluation Systems.

(a) Each district shall provide the Department, on behalf of the State Board of Education, with an annual assurance that the district's District and School Leader Evaluation System has been developed and implemented in accordance with the District and School Leader Evaluation System Framework and this rule. With the assurance provided in any year following the adoption by the board of trustees of a Significantly Amended evaluation system, the district shall also provide the Department with a copy of the revised district evaluation system policy or a description of the changes made to the system.

Commented [FLP6]: Following the group discussion, we have edited (a) significantly to require an annual assurance and information on system changes only when there has been a significant amendment. We added a new (b) to allow the Department or Board to require additional information, through the statewide system of support, from any district with a school identified as not meeting expectations. And we made minor edits to (c) on the state board evaluation of alternative systems.

Under (c), we may want to add specific criteria and approval designations similar to those listed in Section 8 for certified personnel eval systems.

(b) Any district operating one or more schools identified under the Wyoming Accountability in Education Act as not meeting expectations may, at the discretion of the State Board of Education or Department, be required to provide additional information on the district's District and School Leader Evaluation System, including system data, as part of the statewide system of support.

(c) Any district utilizing a District and School Leader Evaluation System that is based on a set of standards adopted by the board of trustees, as described in Section 3(c)(iii) of this rule, shall submit to the Department, for evaluation by the State Board of Education, all information requested by the Department including the following:

(i) A cross-walk of the district's standards to the Quality Standards for District and School Leaders, with a narrative justifying the omission of any of the seven (7) Quality Standards for District and School Leaders;

(ii) Evidence that the district's standards are Research-Based or reflective of Best-Practice; and

(iii) A description of how the district's District and School Leader Evaluation System will be evaluated and improved over time.

Section 56. Certified Personnel Evaluation System. The Evaluation Systems for each of the major certified job categories, excluding district leaders as defined in Section 2(g) and school leaders as defined in Section 2(m), shall be designed to measure the effectiveness with which Certified Personnel in those categories perform their roles. Criteria on which these positions are evaluated shall be reflective of the nature of these positions. The Department shall review each Evaluation System on the criteria identified below:

Commented [FLP7]: We have attempted to keep the Certified Evaluation provisions in intact while adding language to make clear that school and district leaders are not covered by this system and to distinguish this system from the school and district leader system.

Commented [FLP8]: Even though we aren't making substantive changes to this section beyond what is necessary to put the leader system requirements in place, should this section be amended to clarify submission to the Department for approval by the Board?

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

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

(c) Facilitates professional growth and continuous improvement;

(d) Is Reliable and Equitable;

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

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

(g) Includes Student Performance Growth Data, relevant to the nature of each Certified Personnel's position which is a measure of a significant function of the position, and indicates how it is used by the Certified Personnel to improve teaching and/or learning; and

(h) Provides a description of the district's complete Evaluation Cycle, which includes frequency of evaluations for initial and continuing contract teachers and other Certified Personnel and may include cycles of clinical supervision, action research, intensive assistance, etc.

Section 67. Submission of Certified Personnel Evaluation Systems. Each school district within the state shall submit a copy of its Evaluation Systems for ~~all~~ Certified Personnel, as described in Section 6 of these rules, to the Department. Once established and filed with the Department, the Evaluation System will stand unless changed or Significantly Amended by the district at which time the new system or Significantly Amended system must be resubmitted. Each district shall include in its submission the following documentation, corresponding to each criteria described in Section 5:

(a) A list of members of the committee that was used to develop and/or adopt the Evaluation System. The list contains appropriate representation of Stakeholders;

(b) A list of Performance Criteria on which the Certified Personnel are evaluated. The criteria are defined sufficiently so that an outside reader will clearly understand each criterion. Evidence is provided that each criterion is Research-Based or reflective of Best-Practice;

(c) A description of how the evaluation process is linked to individual and collective professional growth. The description must also include how and when the system provides feedback to each Certified Personnel member and provides

opportunities to identify area(s) for improvement and suggestions for how improvement can occur;

(d) Evidence that evaluators are trained on the evaluation process and trained to view criteria similarly so that Certified Personnel across the district are evaluated with consistency;

(e) A description of how the Evaluation System provides for collection of data critical for use in making employment decisions, such as retention or termination. The evaluation instruments and types and amount of data to be collected must be sufficient to provide the required documentation;

(f) A list that details the types of data and how it will be collected in order to make decisions about the Summative Evaluations;

(g) Identification of the types of Student Performance Growth Data, specific to each Certified Personnel's position, that is used in the evaluation process. The Summative Evaluations will identify the outcome of reviewing Student Performance Growth Data, such as identification of a professional development goal, modification of instructional practice, or identification of groups of students that need remediation or enrichment; and

(h) The details of the Evaluation System include the differentiation in evaluations between initial-contract and continuing-contract teachers; the frequency of observations during Evaluation Cycles; any type of assistance or remediation that is provided; and any other requirements of the Evaluation Cycles used by the district, such as action research or portfolios.

Section 78. **Certified Personnel Evaluation System Approval Criteria.** The department shall determine the approval of the Certified Personnel Evaluation System based upon the previous stated criteria. Approval shall be at the following levels:

- (a) Full approval;
- (b) Conditional approval with conditions noted for remediation;
- (c) Disapproval with deficiencies noted; and
- (d) Non Compliance.

~~Section 89. **Technical Assistance.** It is recognized that some districts may already have systems which are fully compliant. These may be submitted to the Department for assessment and consideration. Technical assistance will be made available to school districts by the Department to help them develop and implement evaluation systems that comply with the requirements of this chapter. As part of the statewide system of support, any district operating one or more school that is identified under the Wyoming Accountability in Education Act as not meeting expectations may, at the discretion of the State Board of Education or Department, be required to evaluate and improve the quality of district's District and School Leader Evaluation System.~~

Commented [FLP9]: Some edits proposed. Further discussion needed.

Section 10. Professional Growth Opportunities. On or before _____ of each year, each district shall review and analyze the District and School Leader Evaluation System reports provided to every district and school leader evaluated during the previous academic year, along with any school improvement plan required to include a review of the District and School Leader Evaluation System. Based on its annual analysis, each district should prepare and submit to the Department the following:

(a) A list of professional growth priorities for district and school leaders;

(b) A plan for making appropriate professional growth opportunities available to district and school leaders through district-designed and delivered professional learning and professional learning opportunities made available through professional associations or other national, regional, state, or local sources; and

(c) A summary of the professional growth and improvement strategies the district is using or plans to use to support the ongoing professional growth of district and school leaders, such as mentoring, induction, or formative observations. The summary should identify any specific needs the district has regarding its plan for supporting professional growth and for which technical assistance from the Department or other Wyoming districts would be beneficial.

Commented [FLP10]: We have put together this first draft after reflecting on the memo from Tom and Joel, but we had to create a lot of the detail from whole cloth. This may not resemble what you have been envisioning for this section. Further discussion on this would be helpful.

Also, note that this is drafted now to only cover school and district leaders with the thought that we would add to it or create a separate section similar to it for teachers professional growth during the future revision of all of the certified personnel system requirements.



Wyoming District and School Leader Evaluation System Components

Multiple Measures

Measures are the methods used to determine levels of performance in the areas of practice (such as providing guidance to teachers on instruction and assessment) and outcomes (such as student growth). The use of multiple measures in an evaluation system allows for a more comprehensive and accurate formative and summative assessment. Multiple measures offer additional opportunities to collect evidence related to strengths and areas for development outside of set goals and rubric rating scores. Multiple measures are recommended due to the complexity of evaluating the impact of leadership on districts and schools.

Examples of measures of leader outcomes include student achievement and growth results, instructional quality measures, and progress on school improvement plans. Measures of leader practice include observations, portfolios, and evidence of implementation of professional learning. Stakeholder surveys also provide data about leader practice and allow for the inclusion of feedback from direct reports, parents, and teaching staff. Including feedback from such stakeholders can help chart professional growth that goes beyond the perspective of supervisors or board members.

Rating System

A rating system includes multiple levels of performance (e.g., highly effective, effective, needs improvement, and ineffective) designed to measure progress towards, and achievement of, the skills and responsibilities associated with education leadership. A rating system provides fair and equitable performance assessment, focused on the strengths and weaknesses in order to support the growth and improvement of leadership skills. A rating system includes the use of data and is goals-based, measurable, continuous, and collaborative. An example of performance levels is presented below:

Highly Effective: The highly effective educational leader maintains unwavering school- or district-wide focus on student learning, and continuously raises expectations for student achievement and growth. The highly effective educational leader recognizes the value of educator input into academic achievement and growth by creating and/or maintaining a community of education leaders who actively encourage academic achievement and growth; nurture student development; and promote a standard of academic excellence. The highly effective educational leader's practices and actions embody the seven Wyoming leadership standards. The highly effective educational leader capably and consistently applies each leadership standard in order to establish learning environments where practice ensures that all students learn at high levels.

Effective: The effective educational leader maintains unwavering school- or district-wide focus on student achievement and growth, and recognizes the value of teacher input into academic achievement and growth through creating and/or maintaining a community of learners that values academic achievement and growth; nurtures student development; and promotes a standard of academic excellence. The effective educational leader's practices and actions demonstrate a solid understanding of the seven Wyoming leadership standards. The effective educational leader capably and consistently applies most leadership standards in order to establish learning environments where - practice ensures that all students learn at high levels.



Needs Improvement: The educational leader who needs improvement attempts to maintain a school- or district-wide focus on student achievement and growth and may not recognize the value of teacher input into academic achievement and growth. The educational leader who needs improvement employs practices and actions that demonstrate a partial understanding of the seven Wyoming leadership standards. The educational leader who needs improvement applies some leadership standards demonstrating strengths in some areas; however, the educational leader who needs improvement does not use their strengths to establish learning environments where - practice ensures that all students learn at high levels.

Ineffective: The ineffective educational leader does not clearly prioritize school- or district-wide student achievement and growth, and does not recognize the value of teacher input into academic achievement and growth. The ineffective educational leader's practices and actions demonstrate a limited understanding of the seven Wyoming leadership standards. The ineffective educational leader inconsistently applies the leadership standards and does not use their strengths in order to establish learning environments where - practice ensures that all students learn at high levels.

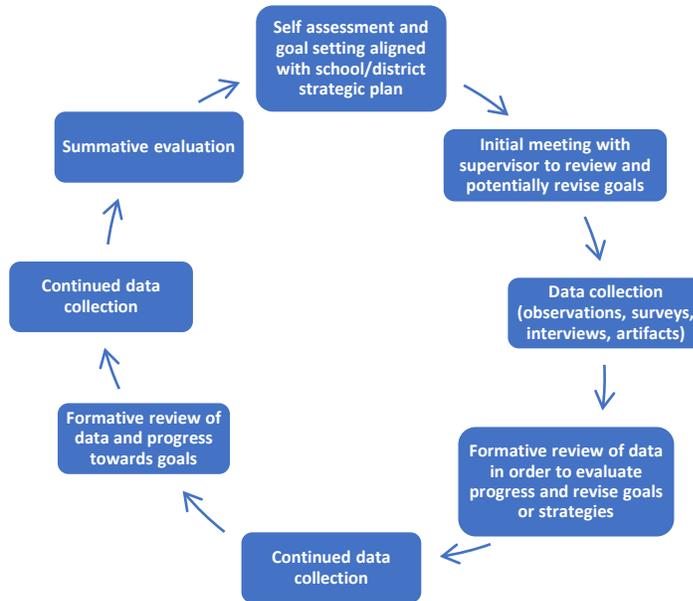
Evaluation Cycle

An evaluation cycle (Figure 1) is a continuous improvement process that includes planning and goal-setting, and the collection of data from multiple sources to chart professional growth and refine goals. In particular, the leader should conduct a self-assessment and set goals for the academic year that align with the school/district strategic plan. The supervisor/board should review the self-assessment and goals, and make recommendations for modification, if needed. The supervisor/board and leader should also agree on a data collection plan to best evaluate the yearly goals. Further, the supervisor/board and leader should also review how the goals can be measured and met by utilizing a professional development plan that includes professional development opportunities, trainings, and other resources.

This evaluation cycle should also include formal meetings which might be related to initial goal setting, as well as a mid-year and end-of-year summative meeting. Informal meetings are recommended and can help monitor progress throughout the year towards goals, as well as make needed revisions.



Figure 1: Example of an evaluation cycle.



Quality Controls

Quality controls are those policies and procedures that are necessary to ensure that the evaluation system is implemented with fidelity. Quality controls are important for monitoring whether systems are producing accurate and reliable results that can be used to inform decision making and increase understanding of the impact of leadership evaluations on district and school improvement, as well as student growth. Examples of quality controls are articulation of clear procedures for data collection and validation, use of easily understood measures, user-friendly access to data-entry portals, and a plan describing how evaluation data will be used. Procedures for evaluating the evaluation system are also part of quality control.

Guidance Documents

The use of guiding documents is important to establish and maintain implementation fidelity and ongoing calibration (rater agreement). These documents help prepare supervisors/boards and leaders for implementing evaluation systems and aid in developing an understanding of the evaluation process for both evaluator and evaluatee.

Training for Evaluation Team

Training should include examples of skills, goals, artifacts, and behaviors that can aid both supervisors/boards performing evaluations and leaders being evaluated. Ideally, these examples will be provided in written form, presented in videos when applicable, and offer opportunities for supervisors to practice using the rating system and other components. Districts may choose to consult or contract with outside experts to provide training for school board members or others evaluating school or district leaders.



Supports

Evaluation system results provide feedback, support professional learning and growth, aid in building capacity, and inform personnel decision-making. Exemplary ratings could lead to additional opportunities, while developmental ratings should lead to targeted supports.

Districts can support leaders through such actions as improving the training of evaluators, implementing mentoring programs, providing (or assisting leaders in acquiring) appropriate professional development, and networking with high performers locally, regionally, and across the state. The state is able to support leaders by providing better access to training and advice via support networks and online resources.

This handout was prepared under Contract ED-IES-17-C-0005 by Regional Educational Laboratory Central, administered by Marzano Research. The content does not necessarily reflect the views or policies of IES or the U.S. Department of Education, nor does mention of trade names, commercial products, or organizations imply endorsement by the U.S. Government.

Quality Standards for District and School Leaders

Given the critical influence of the leader on student achievement, Standard 1 shall be included in the evaluation of every leader, every year. All other standards shall be evaluated at least once every three years based on district priorities and the strengths and areas for growth for the leader being evaluated.

Standard 1 – Unwavering Focus on Maximizing the Learning and Growth of All Students

Standard 2 – Instructional and Assessment Leadership

Standard 3 – Developing and Supporting a Learning Organization

Standard 4 – Vision, Mission, and Culture

Standard 5 – Efficient and Effective Management

Standard 6 – Ethics and Professionalism

Standard 7 – Communication and Community Engagement

Standard 1 – Unwavering Focus on Maximizing the Learning and Growth of all Students

KEY ELEMENTS	EXPECTED EVIDENCE OF IMPACT	POSSIBLE SOURCES OF DATA
<p>A. In collaboration with others and in alignment with district strategic priorities, use appropriate data to establish rigorous, concrete goals in the context of student achievement and instructional programing.</p> <p>B. Ensure the alignment of the assessments to district identified prioritized standards used to track student growth and achievement over time.</p> <p>C. Use multiple data measures appropriately within the technical limitations to monitor students’ progress toward learning objectives to improve instruction.</p> <p>D. Ensure a system of accountability for students’ academic success and career readiness.</p> <p>E. Develop and maintain longitudinal data and communication systems to deliver actionable information for district, school, and classroom improvement.</p> <p>F. Lead the implementation of a high-quality student support and assessment system.</p> <p>G. Ensure high expectations for achievement, growth and equity in opportunities for all students.</p> <p>H. Work with staff to evaluate and use data to improve student achievement.</p>	<p>A. There are increases in student achievement over multiple years and student longitudinal growth.</p> <p>B. There is improvement of other district-identified outcomes and processes, such as equity, attendance and graduation rates.</p>	<p>A. State assessment results. *</p> <p>B. State accountability results disaggregated according to targeted student groups. *</p> <p>C. National assessments (e.g., ACT/SAT)</p> <p>D. Results from district and school level common assessments disaggregated according to targeted student groups.</p> <p>E. Strategic plan goals and priorities.</p> <p>F. Graduation rates.</p> <p>G. Attendance rates.</p> <p>H. Rates of disciplinary incidents to monitor student access to instruction.</p> <p>I. Participation and achievement in AP exams and dual and concurrent enrollment.</p> <p>J. Percentage of students participating in extra-curricular or co-curricular activities.</p> <p>K. Follow-up studies of students’ success in post-secondary pursuits.</p> <p>L. Collaboration with community college and University of Wyoming on remediation rates.</p> <p>*These data must be used for this standard.</p>

Standard 2 – Instructional and Assessment Leadership

KEY ELEMENTS	EXPECTED EVIDENCE OF IMPACT	POSSIBLE SOURCES OF DATA
<p>A. Focus on student learning by leading the implementation of a rigorous, relevant and prioritized curriculum and assessment system.</p> <p>B. Work collaboratively to implement a common instructional framework that:</p> <p style="margin-left: 20px;">a) Aligns curriculum with teaching, assessment, and learning AND</p> <p style="margin-left: 20px;">b) Guides teacher conversation, practice, observation, evaluation, and feedback.</p> <p>C. Recognize a full range of pedagogy and monitor the impact of instruction.</p> <p>D. Establish instructional practice that is challenging intellectually, collaborative, relevant, acknowledges student assets, and is individualized.</p> <p>E. Promote the effective uses of technology to support teaching and learning.</p> <p>F. Ensure the use of formative assessment data to inform instruction.</p>	<p>A. Leaders who are performing well on this standard have a sound knowledge of research-based instructional and assessment methods, including use of multiple forms of assessment to improve instruction and programs.</p> <p>B. Effective leaders actively share research-based strategies with their staff which directly impacts student achievement.</p> <p>C. Effective leaders use data to evaluate the strengths and weaknesses of curricular implementation.</p> <p>D. Staff recognize the leader as someone who is capable of promoting the development of curricular, instructional, and assessment expertise.</p> <p>E. There is evidence that expertise shared by leadership among educators is impactful.</p>	<p>Leaders need to ensure the validity of the inferences related to performance that are based on data, and the following are potential sources that focus on documenting strategies to support higher-fidelity implementation of curriculum and instruction:</p> <p>School Leader:</p> <p>A. Syllabi from specific courses and/or curriculum maps documenting students’ rich and relevant learning opportunities.</p> <p>B. Unit/lesson plans from a sample of educators that indicate high expectations of students in specific courses and content areas.</p> <p>C. Student work from units, including approaches that help faculty develop shared understandings and expectations of high quality student work reflecting deeper learning.</p> <p>D. Notes from calibration efforts to ensure all faculty teaching the same material have similar expectations for students’ success (e.g. anchor papers).</p> <p>E. Student surveys/interviews related to classroom lesson goals.</p> <p>School and District Leader:</p> <p>A. Evidence of monitoring student assessment and grading practices to ensure that assessments support meaningful learning.</p> <p>B. Evidence of high-quality instruction from walk-through visits or other types of observation.</p> <p>C. Surveys/interviews of staff members regarding their views and evidence of instructional/assessment leadership.</p> <p>District Leader:</p> <p>A. Evidence of data dissemination to stakeholders.</p> <p>B. Principal feedback.</p> <p>C. Evidence of use of tools and processes for monitoring instruction.</p> <p>D. Tactical expenditures of general funds and supplemental federal funds targeted to research-based successful interventions that improve student growth.</p>

Standard 3 – Developing and Supporting a Learning Organization

KEY ELEMENTS	EXPECTED EVIDENCE OF IMPACT	POSSIBLE SOURCES OF DATA
<p>A. Effectively lead the implementation of a high-quality educator support and evaluation system that advances the professional growth of their staff.</p> <p>B. Have a solid understanding of adult learning and ensure that all adults have the knowledge and skills necessary to promote student success.</p> <p>C. Create and/or support collaborative learning organizations to foster improvements in teacher practices and student learning.</p> <p>D. Guide implementation of improvement initiatives and provide the time and support for these initiatives to achieve desired outcomes.</p> <p>E. Lead the evaluation of new and existing programs as part of a continuous improvement process.</p> <p>F. Cultivate the competency, opportunities, and encouragement for teacher leadership across the school/district community.</p> <p>G. Facilitate high functioning groups of faculty and staff.</p>	<p>A. Through the evaluation system leaders judge differences in instructional quality and provide useful feedback to educators in order to improve their instructional and assessment practices.</p> <p>B. Supervisors should see evidence of leaders coaching, mentoring, and supporting ineffective educators, and replacing them if improvement does not occur.</p> <p>C. Structures, such as Professional Learning Communities (PLCs) and school improvement teams, are in place, time is given to support teacher collaboration and learning, and there is evidence of shared leadership and emerging leaders among staff.</p> <p>D. Induction and professional development systems rely on research-based professional development approaches.</p> <p>E. Research-based professional development approaches translate into deeper understanding on the part of the staff, and eventually more effective practices and improved student outcomes.</p> <p>F. Systems are in place to ensure appropriate time and resources to implement, monitor, and evaluate new and existing programs as part of the continuous improvement process that includes reporting to stakeholders.</p>	<p>A. Documentation of the evaluations and feedback provided to a range of educators, including evidence upon which feedback is based.</p> <p>B. Data that provides evidence of follow-up and monitoring by the leader to ensure successful actions.</p> <p>C. Data from calibration activities demonstrating the leader's ability to judge instructional quality.</p> <p>D. Data that demonstrates adherence to the complete evaluation cycle.</p> <p>E. The school or district professional development plan and other support strategies that clearly reflect an understanding of adult learning and use of staff evaluation data.</p> <p>F. Plans and documentation of meetings and other approaches for building expertise among staff.</p> <p>G. School or district improvement plan aligned to the school/district priorities.</p> <p>H. Documentation that professional development based on evaluation results had a meaningful effect on leader or teacher practice and/or student performance.</p> <p>I. Observations and/or documentation of the leader's use of high quality data and appropriate analyses to drive continuous improvement.</p> <p>J. Observations of the leader conducting activities that foster adult learning in the school or district, such as conducting classroom observations or pre/post evaluation interviews.</p> <p>K. Documentation that the leader uses survey data related to perceptions of the development and support of a learning organization to improve performance at the school/district.</p> <p>L. Documentation of the educator evaluation schedule and a clear description of the evaluation processes used in the school.</p> <p>M. Evidence of celebrations of effective teams and interventions for less effective teams.</p> <p>N. Schedules or policies that support the implementation of collaborative structures.</p>

Standard 4 – Vision, Mission, and Culture

KEY ELEMENTS	EXPECTED EVIDENCE OF IMPACT	POSSIBLE SOURCES OF DATA
<p>A. In concert with stakeholders and using relevant data, establish and advocate for the progress and achievement of each student.</p> <p>B. Articulate, promote, and develop core values that establish the school’s/district’s cultural climate and emphasize the importance of academic success, student-directed education, expectations of high achievement with appropriate supports, within an environment that is equitable, inclusive, socially just, open, caring, and trustworthy.</p> <p>C. Create and maintain a positive climate with a trusting, safe environment that promotes effective student learning and adult practice.</p> <p>D. Collaboratively evaluate the mission and vision, modifying them based on changing intentions, opportunities, demands, and positions of students, staff, and community.</p>	<p>A. There is no doubt that an effective leader establishes and communicates a positive vision for the school or district.</p> <p>B. The leader encourages and inspires others to higher levels of performance, commitment, teamwork, and motivation.</p> <p>C. The effective leader has systems in place to ensure the safety of the students and staff from external as well as internal (e.g., bullying) threats to safety.</p> <p>D. There is evidence that all students and staff feel valued and respected.</p> <p>E. High expectations are established by the leader and shared among all members of the school community.</p> <p>F. There is evidence that the mission and vision are reviewed and adjusted as appropriate.</p>	<p>A. Observations about the ways in which the leader incorporates the vision and mission when communicating about various programs.</p> <p>B. Stakeholder (e.g. students, staff, and parents) survey and interview results about school/district climate including the degree to which all students are held to high expectations and the leader fosters a culture where students and staff feel safe, valued and respected.</p> <p>C. Documentation of how key decisions are made in support of the vision/mission.</p> <p>D. Records of the infractions of student conduct codes and the consequences.</p> <p>E. The number and trend in reported bullying and harassment incidents.</p> <p>F. Exit surveys of staff/students/families that leave the school/district, documenting their experiences and opinions.</p> <p>G. The school’s documented plans to address the needs of those most at risk for school failure including monitoring course failures, truancy/absenteeism, and at-risk behavior.</p> <p>H. Documentation of teacher attendance patterns.</p> <p>I. Artifacts such as schedules, teacher assignments, and other day-to-day actions reflecting concerns about social justice and equity of access to educational opportunities.</p> <p>J. Evidence of plans and activities to address bullying and other school discipline concerns.</p>

Standard 5 – Efficient and Effective Management

KEY ELEMENTS	EXPECTED EVIDENCE OF IMPACT	POSSIBLE SOURCES OF DATA
<p>A. Recruit, hire, support, develop, and retain effective and caring teachers and other professional staff and form them into an effective team.</p> <p>B. Facilitate the adaptation and monitoring of operational systems and processes to ensure a high-performing organization that includes clear expectations, structures, rules, and procedures for effective and efficient operations focused on high-quality teaching and learning.</p> <p>C. Limit the number of initiatives and ensure that whatever programs and strategies are implemented in their school/district are supported by the best research available and are aligned to school and district plans.</p> <p>D. Use appropriate strategies to guide their organizations through change (e.g. first- and second-order change strategies).</p> <p>E. Equitably and innovatively allocate all resources (e.g., facilities, financial, human and material resources, time, and technology) in alignment with school/district goals to support learning for all students.</p> <p>F. Ensure that the school/district functions within the legal and regulatory parameters at the federal, state, and local levels, and articulate the expectation that all staff and students do the same.</p>	<p>A. The leader allocates resources to support the highest priority work of the school/district, with a schedule that strengthens and protects core instructional time to maximize student learning.</p> <p>B. There is evidence the leader manages the logistical and data demands of the school's/district's various operational and instructional systems (e.g., evaluation, assessment, fiscal) as well as legal and contractual agreements and records.</p> <p>C. There is alignment between allocation of resources, including technology, and school/district vision, mission, and goals.</p> <p>D. Policies are in place that protect the rights and confidentiality of students and staff.</p>	<p>A. The school/district improvement plan (use for evidence of research base for current, past, and future initiatives and connections among them).</p> <p>B. Budget documents demonstrating alignment with district/school-level goals and fiscal responsibility.</p> <p>C. Staff survey and interview responses specifically about school/district management of policies, processes, and procedures.</p> <p>D. Management plans and documents.</p> <p>E. Documentation of an up-to-date emergency response system and other safety systems.</p> <p>F. Documentation of plans and/or activities to address the change process when new initiatives are implemented.</p> <p>G. Leader self-reflection on management practices.</p> <p>H. Human resources documentation and records.</p> <p>I. Monitoring and financial audit reports.</p>

Standard 6 – Ethics and Professionalism

KEY ELEMENTS	EXPECTED EVIDENCE OF IMPACT	POSSIBLE SOURCES OF DATA
<p>A. Lead with integrity by being self-aware, reflective, transparent, perseverant, trustworthy, fair, and ethical.</p> <p>B. Establish a culture in which exemplary ethical behavior is expected and practiced by all faculty, staff, students, and volunteers.</p> <p>C. Significantly contribute to district and state initiatives.</p> <p>D. Evaluate the potential ethical, legal, and precedent-setting consequences of decision-making.</p>	<p>A. The leader is respected and seen as being fair and just by staff, students, and the community.</p> <p>B. Staff and students demonstrate ethical, consistent, and fair behavior.</p> <p>C. The leader builds coherence between the work of the school, district, and state as a whole, promoting a sense of being a critical part of a larger system.</p> <p>D. The effective leader resolves conflicts in a fair and equitable way.</p>	<p>A. Supervisor observations and information from peer leaders (e.g., leaders from other schools/districts) regarding the leader’s perceived adherence to established codes of conduct and professional standards.</p> <p>B. Stakeholder survey and interview responses related to perceptions of the leader as fair, just, and respected, and as an effective communicator of high expectations for ethical behavior.</p> <p>C. Documentation of contributions to the profession (e.g., committee membership, professional association membership, community outreach, article writing) at the district and state level.</p> <p>D. Evidence of meetings with the school district attorney regarding ethical and legal issues.</p>

Standard 7 – Communication and Community Engagement

KEY ELEMENTS	EXPECTED EVIDENCE OF IMPACT	POSSIBLE SOURCES OF DATA
<p>A. Advocate and effectively communicate with a range of stakeholders, from students and teachers to parents and members of the larger community, including media, to advance the organization’s vision and mission.</p> <p>B. Implement and maintain policies to establish working relationships with the community and media to garner support and build consensus for school/district goals.</p> <p>C. Use community engagement efforts to identify and share successes and to address challenges for the benefit of students.</p> <p>D. Are easily approached, available, and inviting to students, staff, and community.</p> <p>E. Are intentional about welcoming improvement ideas from outside the school system, but still within the community.</p>	<p>A. Effective leaders are seen and known by the community as respected advocates for the school/district and its staff, students, and community.</p> <p>B. Effective leaders use multiple methods of communication and dissemination to engage the larger community and ensure that all parents have opportunities to learn about their students’ education.</p> <p>C. The leader ensures the school/district is a resource for families and the community.</p> <p>D. The leader also recognizes and respects the goals and aspirations of diverse family and community groups.</p> <p>E. The leader seeks out opportunities to collaborate with the community and to gather improvement ideas.</p>	<p>A. Documented relationships with key school and community groups such as the PTA, civic/business groups, and post-secondary institutions.</p> <p>B. Meeting logs and summaries of meeting outcomes.</p> <p>C. Stakeholder survey responses about their awareness of and support of various school/district programs, events, and policies, as well as the quality and quantity of communication.</p> <p>D. Documentation of efforts to engage disenfranchised parents and a regular evaluation of the effectiveness of these efforts.</p>



Glossary of Terms

The purpose of this glossary is to promote a shared understanding of key terms used in the Wyoming Education Leader Standards or in the guidance to districts for developing education leader evaluation systems. Each entry in the glossary includes a brief definition (*retrieved from external sources*), a reference to one or more documents with additional information about the term, and a listing of how the term is used in the standards or guidance for developing or identifying an education leader evaluation system.

Adult Learning

Sometimes referred to as *andragogy*, *adult learning* refers to the methods, strategies, or principles used in adult education. Most theories of adult learning focus on four key principles, described by Malcom Knowles:

1. Adults should be included in the planning of their own instruction.
2. Individual experiences and mistakes make for meaningful learning activities.
3. Adults are highly interested in topics that are personally relevant.
4. Adult learning should be focused on problem solving rather than solely on content.

Definition retrieved from <http://files.eric.ed.gov/fulltext/ED084368.pdf>

Standard 3

- Key element: Effective leaders have a solid understanding of *adult learning*.
- Possible sources of data: Support strategies reflect an understanding of *adult learning* and the leader conducts activities that foster *adult learning*.

Alignment

Alignment refers to the degree to which the components of a system work together to achieve desired goals.

Definition retrieved from <http://dx.doi.org/10.1080/10627197.2004.9652957>

A process that brings more coherence or efficiency to a curriculum, program, initiative, or education system.

Definition retrieved from <http://edglossary.org/alignment/>

Standard 1

- Key elements: *Alignment* of goals and district strategic priorities and *alignment* of assessments.

Standard 2

- Key element: Common instructional framework *aligns* with teaching, assessment, and learning.

Standard 3

- Possible source of data: School or district improvement plan *aligned* to the school or district priorities.

Standard 5

- Key elements: Programs and strategies are *aligned* to school and district plans and *align* financial, human and material resources, time, facilities, technology, and partnerships with district- and school-level goals.
- Expected evidence of impact: *Alignment* between allocation of resources, including technology, and district or school vision, mission, and goals.
- Possible source of data: Budget *aligned* with district- or school-level goals and fiscal responsibility.



Areas of Practice

Education leadership is a complex undertaking that requires the use of actions, methods, ideas, and beliefs in a number of *areas of practice* or domains. Some examples of areas of practice include instructional leadership, family and community engagement, and data-based decision-making. The various areas of practice are typically represented by different standards that may be described separately, but, in the day-to-day life of the leader, they overlap and interlink.

Definition retrieved from <http://www.naesp.org/sites/default/files/PrincipalEvaluationReport.pdf> and <http://resources.aasa.org/ConferenceDaily/handouts2011/3000-1.pdf>

- In the components: Measures are the methods used to determine levels of performance in the *areas of practice* (such as providing guidance to teachers on instruction and assessment) and outcomes (such as student performance growth).

Artifacts

In education, *artifacts* refer to tangible products (documents, materials, processes, strategies, or other information) created during the day-to-day activities of the educator. For education leaders, artifacts include tangible traces of supervisory activities such as schedules and teacher assignments.

Definition retrieved from http://www2.education.uiowa.edu/html/ialeaders/toolbox_docs/principal_artifact_examples.pdf and https://files.nwesd.org/jlongchamps/TPEP/3.25.13/artifacts_vs_evidence.pdf

Standard 4

- Possible source of data: *Artifacts* such as schedules, teacher assignments, and other day-to-day actions reflecting concerns about social justice and equity of access to educational opportunities.

Assessment

Assessment is the process of empirically understanding learning or teaching through observation and measurement. This process differs from evaluation, which concentrates on making a value judgment against a set of norms. Assessments may include teacher observations of student learning, projects, tests, grades, and self-reflections.

Definition retrieved from <http://web2.uconn.edu/assessment/what/index.html>

Standard 1

- Key element: Alignment of the *assessments* to district-identified prioritized standards.
- Possible sources of data: State *assessment* results, national *assessments*, results from district- and school-level common *assessments*.

Standard 2

- Key elements: Implement rigorous, relevant *assessment* system; align curriculum with *assessment*; ensure the use of formative *assessment* data to inform instruction.
- Expected evidence of impact: Knowledge of research-based *assessment* methods, including using multiple forms of *assessment* to improve instruction and programs and to promote the development of *assessment* expertise.
- Possible sources of data: Monitor student *assessment* to ensure that *assessments* support meaningful learning and evidence of *assessment* leadership.



Standard 3

- Expected evidence of impact: Leaders judge differences in instructional quality and provide useful feedback to educators to improve their instructional and *assessment* practices.

Standard 5

- Expected evidence of impact: Leaders manage the demands of operational and instructional systems, including *assessments*.

Calibration

Calibration is the process of measuring something against a standard to determine what corrections need to be made to improve consistency or accuracy. In evaluation systems, calibration is one method to ensure the consistency of evaluation ratings. In this method, multiple raters individually score an observation and then compare their scores with the benchmark score and with each other's. Similarly, teachers use benchmark or anchor papers to calibrate their use of rubrics to score student assessments.

Definition retrieved from <https://scale.stanford.edu/student/assessment-system/design-principles/scoring-evaluation>

Standard 2

- Possible source of data: Notes from *calibration* efforts to ensure all faculty teach the same material and have similar expectations for students' success.

Standard 3

- Possible source of data: *Calibration* activities demonstrating the leader's ability to judge instructional quality.

Capacity

Borrowed from law, *capacity* in education contexts signifies the ability of an individual or organization to accomplish tasks when measured over time.

Definition retrieved from <http://www.businessdictionary.com/definition/capacity.html>

Standard 3

- Key element: Develop *capacity* for teacher leadership and leadership from other members of the school community.

Career Readiness

Career readiness is often paired with *college readiness* because they frequently require the same knowledge, skills, and dispositions. One definition states that a student who is college and career ready can qualify for and succeed in entry-level, credit-bearing postsecondary courses leading to a bachelor's degree or certificate, or in career pathway-oriented training programs, without the need for remedial or developmental coursework.

There are multiple competencies that feed into career readiness and that encompass skill development across grades K–12, including critical thinking and problem solving, work ethic, teamwork, and communication skills. It is necessary not only to develop these skills prior to entering college but also to allow for career exploration to guide academic pathways.

Definition retrieved from <https://www.epiconline.org/ccr-definition/>

Standard 1



- Key element: Leaders ensure a system of accountability for students' academic success and *career readiness*.

Collaborative Learning Organizations

A *learning organization* is an organization skilled at creating, acquiring, and transferring knowledge, and at modifying its behavior to reflect new knowledge and insights. Learning organizations create a culture that encourages and supports employee learning, critical thinking, and risk-taking with new ideas. A *collaborative learning organization* exhibits open communication, shared decision-making, and trusting relationships.

Definition retrieved from <https://hbr.org/1993/07/building-a-learning-organization>

Standard 3

- Key element: Create or support *collaborative learning organizations*.

District Leader

A *district leader* is a person employed as superintendent of schools by any district's board of trustees or another district leader serving in a similar capacity.

- Defined in Chapter 29.

Equality vs. Equity

Equality refers to giving all students the *same access* to instruction or other educational opportunities, regardless of race, ethnicity, gender, socioeconomic status, or other characteristics.

Definition retrieved from <https://www.merriam-webster.com/dictionary/equality>

Equity refers to giving all students *fair access* to educational opportunities, which in some cases involves using different approaches or allocation of resources to eliminate obstacles.

Definition retrieved from <https://www.merriam-webster.com/dictionary/equity>

Standard 1

- Key element: High expectations for *equity* in opportunities and outcomes.
- Expected evidence of impact: Important outcomes and processes such as *equity*.

Standard 4

- Key element: Core values stress the imperative of *equity*.
- Possible source of data: Artifacts such as schedules, teacher assignments, and other day-to-day actions reflecting concerns about social justice and *equity* of access to educational opportunities.

Evaluation Cycle

Evaluation cycle refers to a continuous improvement process that is part of an evaluation system, including the timelines and time frames under which the various components of the evaluation process occur. Also included in the cycle are planning and goal-setting, the collection of data from multiple sources to chart professional growth and refine goals, and the different activities and responsibilities that may occur in various stages of the career of the individual being evaluated (such as action research during one year, intensive assistance, clinical supervision cycles, etc.).

Timelines should ensure that evaluators and individuals being evaluated have sufficient time to critically consider and complete all aspects of the evaluations, to solicit and obtain stakeholder input, and to fully evaluate evidence.



Definition retrieved from <http://www.doe.mass.edu/eval/resources/QRG-5StepCycle.pdf>

- Defined in Chapter 29.

Standard 3

- Possible source of data: Adherence to the complete *evaluation cycle*.

Expected Evidence of Impact

Expected evidence of impact refers to indicators (e.g., facts or information) that a leader's performance has had the expected effect or has had results that met a leader standard. Evidence of impact could include development of policies, establishment of partnerships, implementation of new practices, and improvements in teaching and learning.

Definition retrieved from <https://www.merriam-webster.com/dictionary/evidence>

- According to Chapter 29, all Wyoming School and District Leader Evaluation Systems must include *expected evidence of impact*, providing additional description of expectations for professional practice.

First- and Second-Order Change Strategies

This terminology comes from organizational psychology. In *first-order change*, the system remains essentially the same, but something is added or altered. This type of change generally does not challenge people's beliefs or the norms of the organization, and most people agree about the necessity of the change is needed and the process for making it. First-order change is generally reversible. *First-order change strategies* include being clear about what the change is, why it is needed, and how it relates to current practice and the shared ideals and beliefs that are important to staff; providing guidance to teachers about the new practice, using knowledge of research-based practices in curriculum, instruction, or assessment; and monitoring and evaluating the use of the practices associated with the change.

A *second-order change* fundamentally changes the system or organization. It breaks with past methods and is not easily reversed. People's beliefs may be challenged, and they must acquire new knowledge and skills to make the change. Often, disagreement about how to accomplish the change arises. In addition to those strategies for first-order change, *second-order change strategies* include challenging the status quo, being flexible, explaining how people can be involved in making the change and what making the change will involve, establishing a transition team to help people through the change, and providing professional development that acknowledges and addresses where people are in adopting the change.

Definition retrieved from http://www.creelmanresearch.com/files/Creelman2009vol2_5.pdf

Standard 5

- Key element: Leaders use appropriate strategies to guide their organizations through change (e.g., *first- and second-order change strategies*).

Framework

A *framework* is the basic conceptual structure of a concept or idea. An instructional framework refers to a set of instructional principles and their implementation within and across classrooms.

Definition retrieved from

<http://www.baltimorecityschools.org/cms/lib/MD01001351/Centricity/Domain/6823/InstructionalRubric2.pdf>

Standard 2



- Key element: Implement a common instructional *framework*.

Longitudinal Data

Data are *longitudinal* if they track the same type of information on the same subjects at multiple points in time.

Definition retrieved from <http://www.caldercenter.org/what-are-longitudinal-data>

Standard 1

- Key element: Develop and maintain *longitudinal* data and communication systems to deliver information for improvement.
- Expected evidence of impact: Student *longitudinal* growth.

Model

To *model* means to provide an example for emulation with regard to education leader evaluation practices, policies, and procedures.

Definition retrieved from <http://files.eric.ed.gov/fulltext/ED532778.pdf>

Standard 6

- Key element: *Modeling* principles of self-awareness, reflective practice, transparency, perseverance, trust, fairness, and ethical behavior.

Monitor

To *monitor* means to regularly watch, keep track of, or check on an area of interest (e.g., student achievement, implementation of new practices), usually for a special purpose (e.g., to identify trends or patterns, to determine frequency or quality of practice).

Definition retrieved from <http://files.eric.ed.gov/fulltext/ED532778.pdf>

Standard 1

- Key element: Use multiple data measures to *monitor* students' progress toward learning objectives.
- Possible source of data: Rates of disciplinary incidents to *monitor* student access to instruction.

Standard 2

- Key element: *Monitor* impact of instruction.
- Possible sources of data: *Monitor* student assessment and grading practices; using tools and processes for *monitoring* instruction.

Standard 3

- Expected evidence of impact: *Monitor* and evaluate new and existing programs.
- Possible source of data: Following up and *monitoring* by the leader to ensure successful actions.

Standard 4

- Possible source of data: *Monitor* course failures, truancy or absenteeism, and at-risk behavior.

Standard 5

- Key element: Facilitate the adaptation and *monitoring* of operational systems and processes.
- Possible source of data: *Monitoring* and creating financial audit reports.



Quality Controls

Quality controls refer to those policies and procedures that are necessary to ensure that the evaluation system is implemented with fidelity. Examples of quality controls are articulation of clear procedures for data collection and validation, use of easily understood measures, user-friendly access to data-entry portals, and a plan describing how evaluation data will be used. Procedures for evaluating the evaluation system are also part of quality control.

Definition retrieved from <http://www.gtlcenter.org/sites/default/files/PracticalGuidePrincipalEval.pdf>

- Quality controls are one of the components of an evaluation system listed in the components document.

Research-Based

A practice, approach, intervention, or policy is *research-based* if it is based on basic or applied research that

1. has been published in a peer-reviewed journal or approved by a panel of experts;
2. has been replicated by other researchers; and
3. has a consensus in the research community that the study's findings are supported by a critical mass of additional studies.

Definition retrieved from <https://ies.ed.gov/ncee/wwc/>

- Defined in Chapter 29.

Standard 2

- Expected evidence of impact: Leaders have a sound knowledge of *research-based* instructional and assessment methods.
- Possible source of data: Tactical expenditures of general funds and supplemental funds targeted to *research-based* successful interventions that improve student growth.

Standard 3

- Expected evidence of impact: *Research-based* professional development approaches.

Rigorous

Rigorous refers to instructional materials or experiences that are academically, intellectually, and personally challenging.

Definition retrieved from <http://edglossary.org/rigor/>

Standard 1

- Key element: Establish *rigorous*, concrete goals in the context of student achievement and instructional programming.

Standard 2

- Key element: Implementation of a *rigorous*, relevant curriculum and assessment system.

Stakeholders

Stakeholders refer to anyone who is directly impacted by the evaluation system and who is invested in the welfare and success of a school and its students. Stakeholders include administrators, teachers, staff members, students, parents, families, community members, local business leaders, and elected officials such as school board members,



city councilors, and state representatives. Stakeholders may also be collective entities, such as local businesses, organizations, advocacy groups, committees, media outlets, and cultural institutions, as well as organizations that represent specific groups, such as teacher unions, parent-teacher organizations, and associations of superintendents, principals, school boards, or teachers in specific academic disciplines.

Definition retrieved from <http://edglossary.org/stakeholder/>

Standard 2

- Possible source of data: Evidence of data dissemination to *stakeholders*.

Standard 3

- Expected evidence of impact: Systems are in place for reporting to *stakeholders*.

Standard 4

- Possible source of data: *Stakeholder* survey and interview results about school or district climate, including the degree to which all students are held to high expectations and the leader fosters a culture in which students and staff feel safe, valued, and respected.

Standard 6

- Possible source of data: *Stakeholder* survey and interview responses related to perceptions of the leader as fair, just, and respected, and as an effective communicator of high expectations for ethical behavior.

Standard 7

- Key element: Advocate for and effectively communicate with a range of *stakeholders*.
- Possible source of data: Survey and interview responses about *stakeholders'* awareness of and support for various school or district programs, events, and policies, as well as about the quality and quantity of communication.

Supports and Outcomes

A *support* is something that aids or assists someone. The supports in an evaluation system are designed to aid evaluators in increasing the quality of their evaluations and the feedback they provide to those being evaluated. An effective evaluation system provides educators with feedback about their performance and offers supports such as professional development, mentoring, and coaching to promote their professional growth. Other supports include training of evaluators, support networks, and online resources.

Outcomes of the evaluation system include what feedback is provided to those being evaluated and how the quality and usefulness of that feedback are perceived. Outcomes are important because supports depend on the feedback evaluators provide and other indicators (e.g., quality and usefulness of feedback) of the health of the evaluation system.

Definition retrieved from

https://proposals.learningforward.org/handouts/Washington2015/F47/tif_paper_dstrct_ldrshp_prin_eva_l_v2for508.pdf and

https://eric.ed.gov/?q=professional+development+and+superintendents&pr=on&ft=on&ff1=dtvSince_2008&id=EJ974243

- Supports and outcomes are one of the components of an evaluation system in the components document.

System

A *system* refers to a set of inter-related components that work together to form a unified whole.



Definition retrieved from <http://www.gtlcenter.org/sites/default/files/PracticalGuidePrincipalEval.pdf>

Standard 1

- Key elements: A *system* of accountability, *systems* to deliver actionable information for improvement, and implementation of an assessment *system*.

Standard 2

- Key element: Implementation of a curriculum and assessment *system*.

Standard 3

- Key element: Implementation of an educator support and evaluation *system*.
- Expected evidence of impact: Induction and professional development *systems* are in place, and *systems* are in place to ensure appropriate time and resources to implement, monitor, and evaluate new and existing programs.

Standard 4

- Expected evidence of impact: *Systems* in place to ensure the safety of the students and staff.

Standard 5

- Key element: Adaptation and monitoring of operational *systems* and processes.
- Expected evidence of impact: Manages the operational and instructional *systems*.
- Possible source of data: Up-to-date emergency response *system* and other safety *systems*.

Standard 6

- Expected evidence of impact: Builds coherence between the work of the school, district, and state as a whole, promoting a sense of being a critical part of a larger *system*.

Standard 7

- Key element: Welcome improvement ideas from outside the school *system*.

Technical Limitations of Assessment

Limitations are inherent when making inferences from test data and must be considered. Error is embedded in the test itself, which can be addressed by making sure there is alignment between tests and the area of interest, and by using multiple measures. Also, there is potential for error in the sample—when inconsistent or missing student data exists, the extent to which the results can be interpreted is limited. Additionally, there are limits to comparability between tests and contexts. Together, we refer to these as *technical limitations* that must be understood by education leadership.

Definition retrieved from <http://pareonline.net/getvn.asp?v=7&n=8>

Standard 1

- Key element: Use multiple data measures appropriately within the *technical limitations* to monitor students' progress toward learning objectives to improve instruction.

Weighting

Weighting is part of the structure of an evaluation system. It refers to adjusting the scores of the components (e.g., standards) of the evaluation system to reflect relative importance. For example, each standard's score could have a different coefficient to reflect a district's priorities. The score for Standard 1 could have a weight (coefficient) of 2, while the scores for all other standards have a weight of 1.



Definition retrieved from <http://www.gtlcenter.org/sites/default/files/PracticalGuidePrincipalEval.pdf>

- The 2014 Wyoming Model Leader and Educator Support and Evaluation System document stated that Standard 1 must be included every year and cannot have a *weight* of 0 percent.
- The opening statement of the 2017 standards document states that Standard 1 must be evaluated each year but does not specify the *weight* that this standard must be given. That decision is left to districts.

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DEPARTMENT OF EDUCATION

*Creating Opportunities
for Students to Keep
Wyoming Strong*

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MEMORANDUM

To: State Board of Education
From: Laurel Ballard, Supervisor, Student and Teacher
Resources Resources Team
Date: September 8, 2017
Subject: Virtual Education and Chapter 41 Rules

Meeting Date: September 21-22, 2017

Item Type: Action: _____ Informational: X

Background:

The Wyoming Department of Education (WDE) has been working with the Virtual Education Advisory Committee to develop rules for the extensive changes made to virtual education during 2017 legislative session. The Virtual Education Advisory Committee includes representation from school districts,

Included in these rules are the requirement for the WDE to report assessment and accountability results for the full-time virtual education student group. The legislation requires the WDE to consult with the Professional Teaching Standards Board and State Board of Education as rules are developed. After extensive work, the Chapter 41 Rules are ready for review and feedback by the SBE. After receiving input, the WDE will incorporate the feedback, as appropriate, and move forward with rule promulgation.

Statutory Reference (if applicable):

- W.S. 21-2-202(a)(xxxii)
- Education Rules, Chapter 41: Virtual Education

Supporting Documents/Attachments:

- DRAFT Chapter 41 Rules

Proposed Motions:

None

For questions or additional information:

Contact Laurel Ballard at laurel.ballard@wyo.gov or (307)777-8715.

Chapter 41 Distance-Virtual Education

Section 1. Authority. These rules are promulgated by the Wyoming Department of Education in consultation with the Wyoming State Board of Education and the Wyoming Professional Teaching Standards Board under the authority of W.S. § 21-2-202(a)(xxxi) and W.S. § 21-13-330.

~~**Section 2. Purpose and Applicability.** These rules are intended to provide a uniform and understandable process for all distance education courses offered by Wyoming school districts or from which academic credit will be transferred to or accepted by Wyoming school district. The provisions of this Chapter shall apply to all distance education courses offered by Wyoming school districts distance education courses from which academic credit will be transferred to or accepted by a Wyoming school district.~~

Section 3-2. Definitions. For purposes of all distance-virtual education courses offered by Wyoming school districts or from which academic credit will be transferred to or accepted by a Wyoming school district the following definitions shall apply:

(a) “Active Distance-Virtual Education Course” means any distance-virtual education course offered by a District-approved full- or part-time virtual education provider that has students currently enrolled;

(b) —“Asynchronous” means instruction delivered by the instructor and received by the student not concurrent in time;

(c) —“Bridge” means to connect multiple video units into one conference call using a telecommunications network device;

(b) “Concurrent enrollment” means, and is generally understood by district and school personnel to mean, an opportunity made available by a single district for a high school student to take one or more courses taught by a college-approved high school teacher for both high school course credit and transcribed college credit; however, for purposes of this rule and the Department’s administration of the Wyoming virtual education network, it also means an arrangement between two districts established pursuant to the laws of this state by which a student primarily enrolled in one district is permitted to have secondary enrollment in another district for a portion of the student’s educational program;

(c) (j) —“Memorandum of Understanding (MOU) Course and Services Agreement” means an signed documented agreement entered into between any two (2) districts establishing terms and conditions under which a district that allows one or more students enrolled in one school district in the state to receive a portion of the pupil’s education, which may be provided through virtual education, from another district in the state, as provided for under W.S. § 21-4-502(c), whereby the district providing for the enrollment of the student shall include the student within its average daily membership (ADM) and the district providing a portion of the student’s

education assesses the district of enrollment tuition. Tuition shall be calculated on a per course basis equal to or less than the ADM amount of the district providing the course prorated for the number of courses provided ~~distance education program provider and a resident district outlining fees paid for a distance education program, educational support provided to the student(s), required training, and conflict resolution policy;~~

(d) “Course sections” means simultaneous instances of a course offering with a unique student enrollment;

~~(e) “Department” means the Wyoming State Department of Education as created by W.S. § 21-2-104;~~

~~(h) “Distance Learning Plan (DLP)” means an agreement between a school district or districts, a student and his parents or guardian outlining the district education program requested by the student and his parent or guardian, together with expectations and achievable performance benchmarks required for completion of the program in accordance with content and performance standards promulgated by the state board under W.S. 21-2-304(a)(iii);~~

(e) “District-assigned learning coach” means an employee of the district in which a part-time virtual education student is enrolled who shall be assigned by the district or school to serve to monitor that student’s progress in virtual education, coordinate any instructional support needed at the request of the virtual education teacher, assist with data collection and reporting, and communicate with the student’s parent or legal guardian as appropriate in order to facilitate the student’s successful participation in virtual education;

(f) “Dual enrollment” means an opportunity for a high school student to take one or more college-credit-bearing courses taught by a college-level instructor and to earn transcribed college credit at the time the student successfully passes the course;

(g) “Family-designated learning coach” means a parent, legal guardian, or another responsible adult designated by a full-time virtual education student’s parent or legal guardian who shall serve as the point of contact for the virtual education teacher and virtual education provider for purposes of monitoring student progress, ensuring that any necessary instructional support is provided, assisting with tracking and reporting student participation in virtual education, and other appropriate duties as may be assigned by the virtual education provider;

(h) “Full-time virtual education” means providing more than fifty percent (50%) of the statewide educational program, required by W.S. § 21-9-101 and W.S. § 21-9-102, through virtual education by a single school district established pursuant to the laws of this state;

(i) “Full-time virtual education provider” means any school district established pursuant to the laws of the state that offers one or more virtual education courses approved by the Department and provides full-time virtual education for any student;

(j) ~~(+)~~ “Local Board” means the educational governing body established at each Wyoming school district in accordance with W.S. § 21-3-101;

~~(k) “Milestones” means achievable performance benchmarks required for completion of the program which are used to track student progress through the course;~~

~~(l) “Nonresident district” means the school district in which a participating student does not reside but which employs the distance education program teacher and which sponsors, approves, facilitates and supervises the distance education program course material provided to the participating student;~~

(k) “Part-time virtual education” means providing fifty percent (50%) or less of the statewide educational program, required by W.S. § 21-9-101 and W.S. § 21-9-102, through virtual education, by a school district established pursuant to the laws of this state;

(l) “Part-time virtual education provider” means any school district established pursuant to the laws of this state that offers one or more virtual education courses approved by the Department and provides part-time virtual education for any student;

(m) “Program” means one or more ~~distance~~ virtual education courses;

~~(n) “Resident district” means the school district in which the participating student resides, receives distance education program instruction and where the student’s distance learning plan (DLP) is filed;~~

~~(o) “State Board” means the Wyoming State Board of Education as created by W.S. § 21-2-301(a);~~

~~(p) “Student” means a resident of Wyoming as described in W.S. § 21-4-102;~~

(n) (q) “Synchronous” means instruction delivered by the ~~instructor~~ virtual education teacher and received by the student concurrent in time;

(o) (f) “Distance-Virtual Education” means instruction of one or more Department-approved courses administered primarily through technology outside of the physical classroom, in the statewide educational program prescribed by W.S. § 21-9-101 and 21-9-102 and accredited by the state board under W.S. 21-2-304(a)(ii), whereby the teacher and student, physically separated by time or space, are connected by means of a communications source used to provide synchronous or asynchronous instruction, and which may be distinguished from other types of courses in that the physical separation of the virtual education teacher and student(s) substantially limits or even prohibits the teacher from providing a preponderance of course instruction in-person;

(p) “Virtual Education Teacher” means the instructor of a Department-approved virtual education course who, regardless of whether the instructor is an employee of a school district established pursuant to the laws of this state, shall meet the certification or permit requirements of W.S. § 21-7-303 and the rules and regulations of the Wyoming Professional Teaching Standards Board pursuant to W.S. § 21-2-802. In addition to providing instruction primarily through technology outside of the physical classroom, the teacher shall have duties that generally include facilitating student learning, monitoring student progress, providing and grading assignments, and providing qualitative feedback, all of which can and generally are provided through technology;

~~(g) “Distance education program provider” means a Wyoming nonresident~~

~~school district, a consortia of school districts, a Wyoming post-secondary institution, or an out-of-state institution that delivers a distance education program;~~

(q) ~~(f)~~ “Wyoming Switchboard Network (WSN)–“Wyoming virtual education program” means an approved network of Department-approved distance-virtual education programs and courses that meet state-established guidelines for course content and delivery.

Section 4-3. Process to Join the Wyoming Switchboard Network (WSN) Virtual Education Program.

(a) ~~For School Year 2008-2009, current distance education program providers shall submit the required information in sub-section (b) as soon as possible. The Department shall annually review and approve full-time and part-time virtual education programs, and the specific courses to be offered, which together shall constitute the Wyoming virtual education program.~~

(b) A district must seek approval to operate as a full-time virtual education provider, a part-time virtual education provider, or both a full- and part-time virtual education provider, regardless of whether the district intends to offer virtual education courses to students enrolled within the district or to students enrolled in other Wyoming districts, or both.

(c) Unless offering one or more virtual education courses as part of its educational program, a district is not required to seek approval to operate as a virtual education provider if one or more students enrolled in the district is concurrently enrolled with a district that is an approved part-time virtual education provider.

(d) Subject to the requirements established in this rule, as well as other applicable state and local laws and regulations, a district that seeks approval as a full- or part-time virtual education program provider may do so with the intent to offer one or more virtual education courses, excluding any dual enrollment course, of the following types:

(i) A course that meets the definition of virtual education pursuant to Section 2(o) of this rule and that is designed and delivered by the district utilizing a virtual education teacher employed by the district to provide course instruction;

(ii) A course that meets the definition of virtual education pursuant to Section 2(o) of this rule and that is procured from a vendor, which may be taught by a virtual education teacher provided by the vendor, and which may be a vendor operating in-state or out-of-state, or a Wyoming post-secondary institution; or,

(iii) A combination of district- and vendor-provided courses as described in paragraphs (i) and (ii) above.

(e) ~~(b)~~ For School Year 200917-201018 and each year thereafter, prospective Wyoming distance-virtual education program providers shall submit a letter of intent to the Department by May 1 applying for inclusion in the to add its distance education program(s) to the WSN Wyoming virtual education program and to be considered for the succeeding school year. The letter of intent shall provide:

(i) Information on the district's intention to operate as a full-time virtual education provider, a part-time virtual education provider, or both a full- and part-time virtual education provider;

(ii) Information on the district's intention to limit student participation in its full- and/or part-time virtual education program to only students already enrolled in the district or to also make participation available to students enrolled in other Wyoming districts;

(iii) ~~(i)~~-A ~~distance-virtual~~ education program overview that describes general information such as the program's title, administrative contacts, method(s) of delivery, maximum allowed student to teacher ratios and instructor's course load, and proposed course offerings and capacity; and,

(iv) ~~(ii)~~-A signed assurance statement maintaining that the ~~distance-virtual~~ education program possesses the necessary financial, personnel, and technical infrastructure capacity to effectively operate.

(f) ~~(e)~~-After verifying the Department approved accreditation of the ~~school(s) and district(s)~~ proposing to provide the ~~distance-virtual~~ education program, the Department may approve the letter of intent based on the information provided in the ~~distance virtual~~ education program overview or request necessary changes before proceeding.

(g) ~~(d)~~-After the approval of the letter of intent, the prospective ~~Wyoming distance-virtual~~ education program provider shall submit a ~~WSN~~-program application created from Department approved templates and in accordance with any virtual education program guidelines published by the Department. The ~~WSN~~-program-application shall provide:

(i) A course evaluation narrative that describes:

(A) The method(s) of course procurement, if applicable; and,

(B) Procedures for course evaluation.

(ii) A student accountability narrative that details:

(A) The enrollment requirements of the student, with information on the enrollment of students within the district and students enrolled by other districts as applicable;

(B) A description of The pre-enrollment consultation requirements, to include:

(I) A process to verify that the ~~distance-virtual~~ education course(s) is appropriate to the learning capabilities of the individual student; and,

(II) Required ~~distance-virtual~~ education training, simulations, readiness surveys, or experience prior to the start of class(es);

(C) For any course that is offered through a part-time, or a full-time virtual education provider in a brick and mortar setting, whether offered by a district to its own students or offered by another district, the anticipated roles and duties of the resident-school in which the student has primary enrollment, which shall include the district's assignment of a learning coach to instructional support that assists the student, and monitors their student progress throughout the duration of the distance-virtual education course(s), assist with data collection and reporting, and communicate with the student's parent or legal guardian as appropriate;

(D) For any course that is offered through a full-time virtual education provider outside of a brick and mortar setting, the requirements and specific duties to be assigned to a family-designated learning coach, which shall include regular monitoring of student progress, ensuring that any necessary instructional support is provided, assisting with tracking and reporting student participation in virtual education, and other appropriate duties as may be assigned by the provider; and,

~~(D) The distance education program provider administrators' and instructors' accountability for monitoring student performance; and,~~

(E) An intervention plan to assist any student not performing satisfactorily or failing to achieve required progress ~~through course Milestones.~~

(iii) ~~An instructor~~ virtual education teacher accountability narrative that details:

(A) The professional development opportunities available to ~~instructors~~ a virtual education teacher, to include:

(I) Pre-service components which shall be required of all instructors that possess no previous experience teaching within the ~~distance-virtual~~ education medium of their currently assigned course(s). These pre-service components shall be completed prior to the beginning date of the course(s) assigned to that instructor; and,

(II) Ongoing components of the professional development process required of all ~~distance-virtual~~ education instructors such as just-in-time training and resources, available support materials, coaching or mentoring systems, and other professional learning communities;

(B) Continual evaluation process of the professional development program(s) that ensure the continuous improvement of the program(s) quality and overall value; and,

(C) Instructor performance expectations and methods of evaluation to determine and, if necessary, improve the critical aspects of ~~distance-virtual~~ education pedagogy.

(iv) A learning coach technical assistance and development narrative that describes the support, technical assistance, and professional development that the provider will

make available to district-assigned learning coaches, family-designated learning coaches, or both.

~~(iv) — A partnership plan narrative that describes the expectations and requirements the distance education program provider will have for the resident district, and how the distance education program provider will coordinate the proper support and training for resident district personnel.~~

~~(h) (e) Approval of the WSN application shall be determined by the Department in consultation with the nonresident local board. The Department may require necessary corrections or improvements before final approval of the WSN-program application.~~

~~(i) (f) After the approval of the WSN-program application, the distance-virtual education program provider shall provide the following information using templates made available by the Department: a credit course application for each proposed course, created from Department approved templates, that consists of:~~

~~(i) A course list with General course information that includes basic details such as the course title, description and syllabus, suggested grade level(s), subject area, course calendar outlining any synchronous requirements, and course delivery method, and any other information required by the Department;~~

~~(ii) A course syllabus scope that outlines the topics, objectives, assessments, and other mandatory benchmarks presented throughout the coursework, and information on the alignment of the course to the state content and performance standards;~~

~~(iii) Course participation requirements which shall define the expectations for the interaction of any student enrolled in the course with the virtual education course, and which shall be measurable, recorded, and verified by the virtual education teacher;~~

~~(iv) A description of what a participating student must do to complete the course, including, if permitted, completion prior to the end of the term.~~

~~(v) (iii) A Milestones checklist of compulsory topics and objectives from the course scope. The measurable participation elements that are required in order to successfully complete the course, which shall include attendance for any course offered through a full-time virtual education program, and a description of the party(ies) having primary responsibility for data collection and reporting; and, In accordance with Section 10 of the Department's Chapter 8 Rules and Regulations for the School Foundation Program, these Milestones will measure the student's progress throughout the coursework and shall be used as attendance and membership equivalency within the student's distance learning plan;~~

~~(iv) — A course standards and alignment that documents which Wyoming Content and Performance Standards are addressed by each course; and,~~

~~(v) — Course quality documentation that demonstrates the course meets or exceeds the appropriate Department approved standards/guidelines pertaining to distance education course delivery methods.~~

(vi) The amount of tuition for the course if it is available for single course purchase.

(j) (g) Approval of each credit-course application shall be determined by the Department based on the information described above and any other information that it requests. Necessary corrections or improvements shall may be required before final approval of each credit course application.

(k) (h) A Wyoming post-secondary distance virtual education program may apply for membership to the WSN by submitting a program overview that describes general information such as the program's title, administrative contacts, and method(s) of delivery. Any entity that develops a virtual education course to be sold, licensed, or otherwise made available to a Wyoming virtual education provider shall provide the district that is the virtual education provider with any information required by the district, including assurances and evidence that:

(i) The provider is accredited by an appropriate accrediting entity;

(ii) The course is aligned with the state content and performance standards;
and,

(iii) The course instructor meets all requirements established in this rule for a virtual education teacher including the appropriate Wyoming certification for the specific course and adherence with the minimum virtual education teacher requirements provided in Section 7 of this rule.

~~(i) A Wyoming school district that accepts credits from an out-of-state distance education program provider may apply for membership to the WSN. A resident district that collaborates with an out-of-state distance education program shall:~~

~~(i) Verify that the out-of-state or Wyoming distance education program provider is accredited by a regional accrediting agency;~~

~~(ii) Submit a program overview that describes general information such as the program's title, administrative contacts, and method(s) of delivery;~~

~~(iii) Provide the student with access to a Wyoming certified teacher to act as their instructional support to assist the student and monitor their progress throughout the duration of the course(s);~~

~~(iv) Ensure that the selected distance education course(s) meets or exceeds:~~

~~(A) State and district standards for course content;~~

~~(B) State education program requirements established by W.S. § 21-9-101 and W.S. § 21-9-102; and~~

~~(C) Other necessary local and state requirements.~~

~~(v) — Limit student participation to supplemental course registrations unless a waiver is approved by the Department to allow for full-time student enrollments; and~~

~~(vi) — Verify the out-of-state distance education program provider maintains optimal student to teacher ratios of no more than 25:1 and the instructor does not deliver more than six (6) course sections.~~

Section 5-4. WSN Wyoming Virtual Education Program Renewal and Updates.

~~(a) All Any nonresident district distance full- or part-time virtual education program providers shall update the virtual education course calendar information and verify the accuracy of all other course components each year in accordance with the virtual education program update schedule established by the Department. Updates to course Milestones participation requirements will not be accepted for active distance virtual education courses that have students currently enrolled.~~

~~(b) (e) Distance Any virtual education program providers may request to remove any course offerings or its entire program from the WSN virtual education program catalog provided that none of the courses are active distance virtual education courses and the Department is immediately notified.~~

~~(c) (b) All Any distance virtual education program providers may update any components of its WSN virtual education Pprogram Application and submit it for evaluation.~~

~~(d) The Department shall remove any distance virtual education program providers from the WSN Wyoming virtual education program if it loses accreditation or fails to comply with the policies outlined in these rules.~~

Section 6-5. Enrolling and Withdrawing Students.

~~(a) All Any student participating in one or more distance part-time virtual education courses shall remain enrolled enrollments in the district in which the student resides are initiated at the resident district in accordance with W.S. § 21-13-330(g)(ii). This enrollment shall be considered primary enrollment as distinguished from any other enrollment arrangements. Unless specified as concurrent enrollment or dual enrollment, the use of the term enrollment in this section means primary enrollment.~~

~~(b) After confirming the intention of the student to participate in any virtual education course approved by the Department and offered by another Wyoming district that is an approved part-time virtual education provider, The resident district shall have not more than ten (10) three (3) business days to verify concurrent confirm the enrollment of the student with the part-time virtual education provider and to enter into an agreement, as described in Section 10 of this rule, with the virtual education provider process and, if necessary, assign the student to a resident district school that provides an appropriate grade-level instruction. A distance education program provider shall not enroll or collect any student information the resident district's consent, which consent shall not be unreasonably withheld. Prior to completion of concurrent enrollment, a part-time virtual education provider shall be prohibited from collecting information from a prospective virtual education student without the consent of the district in which the student is enrolled.~~

(c) Any student who elects, with the consent of a parent or legal guardian if required, to participate in a full-time virtual education program offered by a district that is not the district in which the student resides, shall no longer be enrolled in the district in which the student resides. Such district, upon confirming the intention of the student to enroll in a Department-approved full-time virtual education program, shall withdraw the student from the district, if necessary, and confirm enrollment by the district that is the full-time virtual education provider within not more than ten (10) business days. The full-time virtual education provider shall formally document the student transfer and the request of student records by sending written notification to the district in which the student was previously enrolled. The two districts may enter into an agreement, as described in Section 10 of this rule, for any services or courses that are to be provided to the student by the district in which the student resides.

(d) Upon withdrawal of any student from a part-time virtual education course, whether withdrawal is initiated by the student or the district that is the course provider, the provider shall provide written notice to the district in which the student is enrolled within three (3) business days and the two districts shall work together to enroll the student in another course, which may be a virtual education course, if such enrollment is necessary to fulfill the statewide educational program required by W.S. § 21-9-101 and W.S. § 21-9-102. If the student is enrolled in a different virtual education course, a new Course and Services Agreement shall be entered into between the districts in accordance with Section 10 of this rule.

(e) Upon withdrawal of any student from a full-time virtual education course or program, whether withdrawal is initiated by the student or the district that is the virtual education provider, the provider shall notify the district in which the student resides within three (3) business days and the two districts shall work together to enroll the student in another course, which may be a virtual education course, if such enrollment is necessary to fulfill the statewide educational program required by W.S. § 21-9-101 and W.S. § 21-9-102. If the student withdraws or is withdrawn from one or more virtual education course and elects to participate in a part-time virtual education program, the district in which the student resides shall enroll the student and establish concurrent enrollment with the part-time virtual education provider as required in paragraph (a) of this section.

~~(b) — The resident district shall verify that the prospective distance education course(s) received by the student:~~

~~(i) — Complies with and fulfills the educational programs established by W.S. §§ 21-9-101 and 21-9-102;~~

~~(ii) — Has been approved by the Department;~~

~~(iii) — Possesses information that can be used as course Milestones to track student progress through the course; and,~~

~~(iv) — Meets the resident district's program and content standards.~~

~~(e) — The resident district shall notify the distance education program provider of the student's intent to register for any distance education course. The distance education~~

program provider sets the last day for registration.

(d) — The resident district shall ensure that each student participating in a distance education course has a DLP.

(i) — ~~The Distance Learning Plan shall be completed by the resident district's designee in collaboration with the distance education program provider's designee, the student's parent(s) or legal guardian(s), and the student.~~

(ii) — ~~The Distance Learning Plan shall remain on file at the resident district.~~

(iii) — The Department shall provide a template for the Distance Learning Plan, however districts may modify this template or create their own provided that the Distance Learning Plan documents at a minimum the following:

(A) — ~~The effective dates of the Distance Learning Plan that shall not exceed a period of twelve (12) months;~~

(B) — ~~The student's Wyoming Integrated Statewide Education Record Identifier (WISER ID) identification, legal first and last name, and grade level;~~

(C) — ~~A description of each distance education course detailing the title, WSN course identification number, and number of required Milestones;~~

(D) — ~~The attendance requirements, contact time and methods of contact required by the student in order to successfully complete the course;~~

(E) — ~~The acknowledgement of or modifications to the student accountability narrative that verifies that the course is appropriate to the learning capabilities of the participating student;~~

(F) — ~~The name and position of the resident school's instructional support that assists the student and monitors their progress throughout the duration of the course(s);~~

(G) — ~~Clearly outlined process concerning where and how to send information requested by the instructor, mentor, and student; and,~~

(f) (iv) The Any part-time virtual education provider and the district in which the student is enrolled shall agree on and clearly outlined a process concerning where and how to send for sharing information between the distance education program provider and resident district in regard to on the student's progress, participation, and any changes in enrollment through the course Milestones.

(g) (e) ~~Appropriate Wyoming Department of Education data collection policies shall be used to document:~~ (i) All student enrollments into a distance virtual education program; and (ii) Modifications to any distance education course titles, identification numbers, number of Milestones, or current number of Milestones completed as outlined in their Distance Learning Plan.

~~(h) (f) As outlined in Section 12-10 of these rules, a signed Memorandum of Understanding (MOU) between the resident district and the distance education program provider shall be completed. Course and Services Agreement shall be entered into between any district which enrolls a student participating in one or more part-time virtual education courses offered by another district and the district that is the part-time virtual education provider or any student enrolled in a full-time virtual education program who participates in one or more part-time brick and mortar courses offered by another district, and on file at the resident district and with the distance education program provider.~~

~~(i) (g) The resident A~~ district may allow a student whose custodial parent or guardian is on active military service, and leaves the state of Wyoming and whose custodial parent or guardian maintains Wyoming residency, to ~~finish the remainder of the current school year enroll or continue enrollment~~ in a Department approved distance virtual education program(s) provided that the student is able to comply with course-specific participation requirements and participate in all required state and district assessments in adherence with Department regulations, guidance, and instructions.

~~(h) — In accordance with W.S. § 21-13-330(h), a resident district may remove a student from its membership to participate full time in a distance education program offered by a nonresident school district. In this instance, the nonresident school district shall:~~

~~(i) — Formally document the transfer and request of student records by sending written notification to the student's resident district that the student has enrolled;~~

~~(ii) — Immediately notify the student's resident district in writing if the student withdraws from the nonresident school district's distance education program.; and~~

~~(iii) — Assume all roles and responsibilities of the resident district outlined in these rules.~~

~~(j) In the event a student enrolled in a district elects to participate in more than one part-time virtual education programs, and through the combination of such programs receives more than fifty percent (50%) of the required statewide educational program as prescribed by W.S. § 21-9-101 and W.S. § 21-9-103, the district in which the student is enrolled retains the responsibility for enrollment and for administering all required assessments. However, since no virtual education program provider is providing the student with a full-time virtual education program, student performance on assessments is not required to be disaggregated and reported as part of a virtual education subgroup.~~

Section 7-6. Additional Department Responsibilities.

~~(a) — The Department shall maintain the intrastate Wyoming Equality Network (WEN) and its videoconferencing provider, the WEN Video system. Current WEN Video policies shall be adhered to for all WEN Video Events bridged by the Department WEN Video Scheduler.~~

~~(a) (b) The Department shall maintain, facilitate, and monitor a the state network of distance Wyoming virtual education program, called the WSN that provides a consolidated~~

~~guide of available distance education programming opportunities. Monitoring activities shall include:~~

(i) The review, at least annually, of virtual education program and course data and information collected;

(ii) The use of data and information on full-time virtual education students, with disaggregation of assessment data and other measures of academic performance, in the statewide systems of accountability and accreditation; and,

(iii) In consultation with the Professional Teaching Standards Board, the review, at least annually, of data on adherence to the minimum professional development requirements provided for in Section 7 by teachers utilizing virtual education methods to instruct students.

(b) The Department shall annually publish on its web site a virtual education program course catalog containing course-specific information including the per-course tuition established by the school district that has been approved to offer the course.

(c) The Department shall provide training and technical assistance to school districts, including professional development for teachers and school administrators as required under W.S. § 21-2-202(a)(xxxi)(B), for the delivery, review, and research of ~~distance-virtual~~ education programming available ~~on~~ through the ~~WSN~~-virtual education program.

(d) The Department shall provide training and technical assistance, which shall include current information and research regarding student and course accountability, and professional development for teachers and school administrators on ~~distance-virtual~~ education pedagogy, ~~professional development resources~~, and course delivery methods.

(e) The Department shall provide a point-of-contact to track and monitor complaints, whereby concerned individuals, school or district personnel can receive needed assistance in resolving any issues resulting from the delivery of ~~distance-virtual~~ education courses.

(f) The Department shall maintain a list of virtual education coordinators who shall assist with monitoring virtual education programs within the district and with the collection of data among, in addition to responsibilities that may be designated by the district. Every district shall designate a virtual education coordinator as required by the Department.

(g) ~~(f) The Department shall provide a template for the individual student Distance Learning Plan. The Department shall establish and periodically convene a virtual education advisory committee to make recommendations on revisions to this rule, provisions of other administrative rules that have an impact on virtual education, and relevant state statutes. The virtual education advisory committee shall also serve in an advisory capacity to school districts seeking to improve the delivery of virtual education courses. The committee shall be made up of not less than seven (7) members appointed by the state superintendent from a list of nominees compiled by the Department which shall include representatives from Wyoming school districts and other state agencies involved in the delivery of virtual education. Members shall serve a term of not more than four (4) years. Initial appointments shall provide for staggered terms. Vacancies shall be filled on a rolling basis as needed to maintain the minimum number of~~

members and representation from across the state.

Section 8. — Additional Resident District Responsibilities.

(a) — ~~The resident district shall monitor the participating student's progress, in collaboration with the distance education program provider, to ensure the student is progressing through the required course Milestones.~~

(b) — ~~The resident district shall ensure each student participating in distance education programs is evaluated, tested, and monitored at the same intervals as other students in their grade level and in accordance with the resident district's assessment policies.~~

(c) — ~~The resident district shall ensure that a DLP is maintained on a permanent basis for each student participating in distance education programs.~~

(d) — ~~In collaboration with the distance education program provider, the resident district shall ensure that the needs of all students are met, including gifted and talented, at-risk students, and students with disabilities as outlined in Chapter 7 rules.~~

Section 9. — Additional Nonresident District Responsibilities.

(a) — ~~The nonresident district shall document that all teachers instructing distance education courses in Wyoming are employed by a Wyoming school district, community college or the University of Wyoming. The employing institution is responsible for the authenticity of teacher credentials.~~

(b) — ~~The nonresident district shall assist in the completion of the student's Distance Learning Plan in collaboration with the resident district designee, the student, and parent or legal guardian.~~

(c) — ~~The nonresident district shall limit WEN Video and other Interactive Video Conference course sections to a 20:1 maximum student to teacher ratio that consists of not more than four (4) remote sites in addition to the originating location; unless extenuating circumstances apply and the WEN Video Scheduler approves, per the WEN Video Guidelines. All other distance education mediums shall limit course sections to a 25:1 maximum student to teacher ratio.~~

(d) — ~~The nonresident district shall ensure that the instructor does not teach more than six (6) course sections unless an exception is granted by the Department in accordance with the following:~~

(i) — ~~The Department may grant an exception to the limitation of six (6) sections on a case by case basis; and,~~

(ii) — ~~A request for an exception shall be made by the nonresident district in the manner and form directed by the Department.~~

~~(e) The nonresident district shall initiate the MOU with the resident district as outlined in Section 12.~~

Section 7. Minimum Requirements for Virtual Education Teachers.

(a) Any virtual education course provided by a school district established pursuant to the laws of this state shall have a designated instructor who shall be the virtual education teacher for the course and who must meet the certification or permit requirements of W.S. § 21-7-303 and the rules and regulations of the Wyoming Professional Teaching Standards Board pursuant to W.S. § 21-2-802.

(b) Any district offering a virtual education program shall require any teacher assigned to teach an active virtual education course to complete, on an annual basis, at least one (1) workshop focused primarily on using virtual education methods to instruct students. Any workshop used to satisfy this minimum requirement shall be at least seven (7) hours and approved by the Wyoming Professional Teaching Standards Board.

(c) The Department shall annually monitor district adherence to the minimum requirements for teacher professional development and shall obtain from the Professional Teaching Standards Board and the district, as necessary, information on teacher participation in required workshops.

Section 10-8. Use of a Learning Management System, Data Collection and Reporting.

(a) Any district that is a virtual education provider shall use a learning management system (LMS) to administer, document, track, report, and deliver virtual education courses.

(b) Any district that is a virtual education provider shall have the option of utilizing a centralized learning management system established by the Department. A district may instead elect to establish an individual or independent learning management system provided such system is capable of being used, and is used with regard to each active virtual education course, to administer, document, track, report, and deliver virtual education courses. Any individual or independent learning management system must also be designed and operated such that appropriate personnel from the district in which any student participating in any virtual education course is enrolled are able to utilize the virtual education program provider's learning management system to monitor student progress and participation and to collect participation data, as needed, for purposes of state-required reporting.

(c) ~~(a) The nonresident district~~ Any virtual education provider shall collect in a learning management system and maintain in the district's permanent student information system or other Department-approved reporting system:

(i) Student participation rates based on the course-specific participation requirements approved by the Department, including equivalent attendance;

(ii) ~~(i)~~ Course completion rates and information for each course offered on the WSN;

(iii) ~~(ii)~~ Internal survey results if available; and,

(iv) ~~(iii)~~ Reports required by the Distance Education Grant (DEG) outlined in Section ~~13-11~~ of these rules, to include:

(A) Total program costs;

(B) Expenditure of all DEG Program funding in the Special Revenue Fund using the appropriate accounting codes in the WDE601 – Annual District Report;

(C) Impact of the DEG Program on compliance with W.S. § 21-13-330; and,

(D) Evaluation of the ~~distance-virtual~~ education course(s) in addressing student needs.

(d) Data collection is ultimately the responsibility of the virtual education provider and each virtual education teacher who is the instructor of an Active Virtual Education Course.

(i) A part-time virtual education provider shall enable the district in which any virtual education student is enrolled to access the provider's LMS and shall establish through a Course and Services Agreement any data or information that the district-assigned learning coach is responsible for recording. A district-assigned learning coach may delegate data collection and reporting to another district employee as appropriate.

(ii) A full-time virtual education provider shall enable the family-designated learning coach of any student enrolled in an Active Virtual Education Course to access the provider's LMS for purposes of recording student participation in the course and monitoring student progress.

(e) ~~(b)~~ The Department shall:

(i) Monitor student ~~distance-virtual~~ education enrollment and participation information;

(ii) Annually survey district superintendents concerning their ~~distance-virtual~~ education learning needs and instructional availability;

(iii) Annually survey the ~~distance-virtual~~ education program providers administrators, instructors, and students concerning the quality and effectiveness of programming available through the ~~WSN-Wyoming~~ virtual education program;

(iv) Compile Department survey results and present a summary reporting those results to the State Superintendent of Public Instruction and the Wyoming Legislature;

(v) Provide a summary of ~~distance-virtual~~ education course(s) available ~~on~~ through the ~~WSN-Wyoming~~ virtual education program; and,

(vi) Present a compilation report on the information collected from ~~WSN~~ ~~distance-virtual~~ education program providers utilizing the DEG program.

Section 11-9. Funding-Average Daily Membership.

(a) Each student participating in ~~distance-virtual~~ education, as defined in course-specific participation requirements approved by the Department, shall be included in ~~a the resident district's~~ Average Daily Membership of the district in which the student is enrolled in accordance with the Department's Chapter 8 Rules and Regulations for the School Foundation Program.

(b) In accordance with W.S. § 21-13-330(g)(vii), Average Daily Membership shall only count for ~~distance-virtual~~ education programs approved by the Department and received by school districts that are accredited by the State Board.

(c) Average Daily Membership for virtual education courses shall be based on student meeting participation requirements rather than attendance, as described in Section 12.

Section 1210. Memorandum of Understanding (MOU) Course and Services Agreements and Additional Responsibilities of Districts.

(a) ~~A signed MOU shall be:~~ Any two districts established pursuant to the laws of this state may enter into a Course and Services Agreement to allow pupils enrolled in one district to receive a portion of the pupil's education from another district. Any such agreement may provide for a pupil's participation in one or more Active Virtual Education Courses, one or more traditional (non-virtual) courses, or any combination of virtual and non-virtual courses so long as more than fifty percent (50%) of the required educational program is provided by the district in which the student is enrolled.

~~(i) Used as the formal agreement between the resident districts and distance education program provider;~~

~~(ii) Initiated by the district providing the a portion of a student's distance education program provider;~~

~~(b) (iii) Any such agreement shall be Designed in effect for a period of not to exceed more than twelve (12) consecutive months and have a start and end date that generally correspond to the school calendar,; and shall include the following, as applicable:~~

~~(iv) On file at the resident districts.~~

~~(b) The MOU shall consist of at a minimum:~~

~~(i) The identification of the resident and distance education program provider each district's point-of-contact to include first and last name, position/title, and contact information;~~

~~(ii) For each course, the cost to be paid, Payment information to include how~~

the amount is determined, due date(s), and method of payment on a per-course basis and in an amount equal to or less than the ADM amount of the district providing the course prorated to reflect the number of courses provided;

(iii) Information on how the tuition amount is calculated, the method of payment to be utilized, and payment due date(s);

(iv) ~~(iii) Apportion the responsibility~~ The responsibilities of each district for ensuring that each student has access to the appropriate electronic equipment, connectivity, and resources needed to participate in the distance any virtual education course(s);

(v) A description of the process that will be used to ensure that the district in which the student is enrolled has access to the appropriate records and resources needed to monitor a student's participation, including participation in any virtual education course(s), as well as access to the provider's LMS for purposes of data reporting;

(vi) ~~(iv)~~ A description of the educational support provided to the student(s) by the resident district in which the student is enrolled. This may include, but is not limited to:

(A) The access of resources at the ~~resident~~ district in which the student is enrolled;

(B) Required tutoring and/or mentoring services;

(C) Testing and assessment services to include a timeline or schedule appropriate to the instruction provided to the student(s);

(D) Academic counseling services;

(E) Library services;

(F) Extra curricular activities; and,

(G) Special needs requirements.

(vii) ~~(v) If the resident district does not have qualified distance education site coordinators, the MOU shall include:~~ If the agreement is for one or more virtual education course and the district in which the student is enrolled does not have a qualified virtual education site coordinator, the Course and Services Agreement shall include:

(A) A description of the training required of the ~~resident~~ district's staff;

(B) Which district staff should attend the training;

(C) How the training will be provided; and,

(D) When the training should be completed.

(viii) ~~(vi)~~ If the agreement is for one or more virtual education courses, A a description of any training required of the student(s), how this training will be provided, and when it should be completed;

(ix) ~~(vii)~~ A statement ensuring that all records of the student(s) will be provided by the resident district in which the student is enrolled including any records of special education;

(x) ~~(viii)~~ A conflict resolution policy; and,

(xi) ~~(ix)~~ The signatures of each the distance education program provider and resident district's superintendent or designee, in accordance with district policies.

(c) Any agreement shall be made in writing and a copy kept on file by both districts for a period of not less than five (5) years.

(d) The district in which the student is enrolled, in collaboration with the virtual education program provider(s), shall regularly monitor the progress of any virtual education course participant to ensure the student is actively engaged and completing the required course participation elements and to ensure that the needs of all virtual education students, including those identified as gifted and talented, at-risk, or students with disabilities, are met.

(e) The district in which the student is enrolled shall ensure that any student participating in a virtual education program is evaluated, tested, and monitored at the same intervals as other students in the grade in which the student is assigned and in accordance with the assessment policies of the state and district.

(f) Any district that is a full- or part-time virtual education provider shall ensure that any teacher instructing a virtual education course offered by the district meets the minimum requirements for virtual education teachers provided for in Section 7 of this rule.

Section ~~13-11~~. The Distance Education Grant (DEG) Program.

~~(a)~~ The DEG shall be available to assist eligible distance education program providers with developing distance education course(s) available from the Wyoming WSN.

(a) ~~(b)~~ The DEG Program shall be available to Wyoming school districts, Wyoming community colleges, and the University of Wyoming, except that Wyoming community colleges and the University of Wyoming shall only be eligible to receive DEG program funds for courses that are or will be developed for and targeted to secondary students enrolled in a Wyoming school district through dual or concurrent enrollment.

(b) The notice of the grant program, together with necessary application forms and program information, shall be provided to eligible applicants by May 1. Grants will be awarded no later than August 15 of the succeeding school year.

(c) The DEG Program shall be made available for:

(i) Necessary professional development requirements that align to the ~~distance-virtual~~ education program provider's professional development plan as stated on the Instructor Accountability narrative. The applicant shall detail the origin of the professional development and rationale for selection, and itemized budget of how the funds will be expended;

(ii) Program maintenance and operational needs. The applicant shall provide an itemized budget of how the funds will be expended on items such as, but not limited to, infrastructure needs, teacher incentives, and course design;

(iii) Accreditation requirements for ~~distance-virtual~~ education program providers;

(iv) Program evaluation of core courses within the required statewide education program, components of the Success Curriculum required for participation in the Hathaway student scholarship program specified by W.S. § 21-16-1307, dual enrollment courses and advanced-placement courses. The applicant shall detail the origin of the evaluation, rationale for selection of the evaluator, and itemized budget of how the funds will be expended; and,

(v) Other program components necessary for sustainability if funds appropriated to the Department of Education permits.

(d) The priority of the DEG Program shall be available for the development and maintenance of ~~distance-virtual~~ education programs that deliver core courses within the required statewide education program; components of the success curriculum required for participation in the Hathaway student scholarship program specified by W.S. § 21-16-1307; dual enrollment and advanced-placement courses.

(e) The evaluation and award of all DEG Program grants shall be conducted by the Department and external evaluators, using ~~publically~~ publicly accessible rubrics. The evaluation of the grants shall be based on:

(i) The priority of the course(s) being offered and the intended uses of the funding;

(ii) The number of students estimated to participate in the ~~distance-virtual~~ education course(s) based on a needs assessment or prior enrollment numbers;

(iii) Total program costs; and,

(iv) If applicable, historical student success in the ~~distance-virtual~~ education course(s).

(f) Each grant recipient shall report to the Department by not later than August 1 of the succeeding school year:

(i) The expenditure of grant amounts awarded from the prior school year;

- (ii) The number of students enrolled in the ~~distance-virtual~~ education course(s) receiving grant assistance;
- (iii) The number of students that successfully completed the ~~distance-virtual~~ education program;
- (iv) The impact of the grant assistance in compliance with W.S. § 21-13-330; and
- (v) An evaluation of the ~~distance-virtual~~ education course(s) in addressing student needs.

Section 1412. Attendance-Participation.

(a) In accordance with Section 10 of the Department's Chapter 8 Rules and Regulations for the School Foundation Program, Each virtual education course approved by the Department shall have clearly defined requirements for the participation of any student enrolled in the course.

(b) Course participation requirements shall establish expectations for student interaction with the virtual education course. They shall also be measurable, recorded, and verified by the virtual education teacher. Participation requirements shall be used by the districts and the Department for funding and accountability purposes. all students enrolled in distance education course(s) shall satisfy compulsory attendance requirements by completing the Milestones outlined in the student's Distance Learning Plan.

(c) Any district that is a virtual education provider shall be responsible for documenting and recording in the learning management system used by the district, not less than once every five (5) program days, the participation of any student enrolled in the course.

(d) For each course, the number of days any student is reported as having participated shall be based on the course-specific virtual education program calendar submitted to the Department.

(e) At the end of each school year, for purposes of determining membership, the number of days on which a student was enrolled and participating in virtual education shall be the number of days in membership and must be converted to the number of days in the school calendar. The number of days in membership shall be divided by the number of regularly scheduled courses in the school in which the student is enrolled. The sum shall be the aggregate membership (e.g., if a student has one-hundred and seventy-five (175) days of virtual course participation and the school in which the student is enrolled offers eight (8) regularly-scheduled courses, the student's aggregate membership for the course would be 21.875).

(f) A district's documentation and recording of student participation in any virtual education course offered by the district shall be compiled in a participation report generated by a learning management system to include automatically recorded and virtual education teacher recorded elements. The participation report shall be generated at the administrative level and stored for future audit and monitoring purposes.

Section ~~15~~13. Assessment and Adequate Yearly Progress (AYP) Accountability.

(a) Students enrolled in ~~distance~~-virtual education course(s) shall not be exempt from state or district assessments.

(b) Each student participating in a ~~distance~~-virtual education course(s) shall be subject to the Wyoming statewide assessments as required by ~~in~~ W.S. § 21-2-304(a)~~(v)~~; and the assessment shall be administered and monitored by a state-trained assessment administrator.

(c) Student performance, accountability, state and district assessment results, and ~~adequate yearly progress (AYP)~~-accountability as required by W.S. § 21-2-204 shall be the responsibility of the ~~resident~~-district in which the student is enrolled.

SBE Communications Committee
September 5, 2017

Communications Committee members present via Zoom: Ryan Fuhrman, Robin Schamber, and Scotty Ratliff.

Members absent: Kathryn Sessions

Also present: Kylie Taylor, WDE; Kari Eakins, WDE; and Tom Sachse, SBE Coordinator.

September 5, 2017

CALL TO ORDER

Chairman Fuhrman called the meeting to order at 4:00 p.m.

APPROVAL OF MINUTES

Minutes from the June 13th meeting were looked over, no objections or changes were expressed, the minutes were approved.

Review Kelly's Contract

The committee reviewed the deliverables in Kelly Pascal's contract and discussed what the committee would like to see done to help complete those deliverables. The committee also reviewed the current expenses for Kelly's contract including a recent invoice for \$1,875. Kylie and Kelly both clarified that was the only invoice to be submitted with the new contract thus far.

Communications Priorities for Fall

The committee discussed important communications around the following topics:

- Chapter 31
- Chapter 29 - Leader Accountability
- Chapter 44 - Virtual Education
- Chapter 6 - Accreditation
- Chapter 10 - Indian Education for All

Website Metrics

Kari helped to explain the metrics and analytics of the State Board's website, such as which parts of the SBE website are being visited the most and the access points in which users are getting to the SBE's website.

- Access Points:
 - 55% Direct - Bookmarked/WDE
 - 39% Google search
 - 3.1% referral News Releases
 - 2.9% social media

Website Edits

Kari explained that all website edits are done by Kylie, as well as the SBE Twitter posts. The committee discussed updating the slider on the SBE website as well as posting more to the blog.

Key Stakeholder Invite List

The committee decided they would create a list of individuals to reach out to in every community to invite to board meetings. Chairman Fuhrman and Tom will create a list to connect the board to the classroom and generate good media PR.

Setting Fixed Meeting Time

The committee agreed to have a set meeting time of the Thursday after the Administrative Committee meets after board meetings.



**WYOMING
STATE BOARD
OF EDUCATION**

September 13, 2017

To: State Board of Education

From: Sue Belish – Chairman of Administrative Committee

RE: September 6, 2017 Administrative Committee Summary

1. We reviewed the draft agenda for the SBE September meeting
 - a. It was suggested that we begin the Thursday meeting at 8:00 so that we could take a deeper look at a few areas that the SBE is responsible for. One way to begin the discussion would be to look at the FAQ sheets provided by the WDE in their Back to School Toolkit. Possible topics for discussion include:
 - i. Alternative calendars
 - ii. Accountability
 - iii. Accreditation
 - iv. State system of support
 - v. Standards
 - vi. Leader Accountability
 - vii. Graduation Requirements
 - viii. LSO reports
2. Professional Judgement Panel (PJP) Report
 - a. We discussed the process for submitting our final PJP report to the Joint Education Interim Committee (JEIC). Since the date for submission of materials is September 14 which is prior to our SBE meeting, we agreed to have Tom send his report to all SBE members, and submit it to the JEIC with a disclaimer that the Board would be reviewing the report at our September meeting and any subsequent revisions would be reported to the JEIC at their meeting at the end of September.
3. JEIC Reporting and SBE-WDE Reporting Protocols

- a. We also discussed the reports that will be due to the JEIC as well as the report on school level accountability that the WDE submitted on our behalf. We appreciated the work of the department on school level accountability. The time-frame was so short that the report was not submitted for SBE approval prior to submittal.
 - b. The reporting deadlines, reduction of our coordinator's time, and the need for the SBE as an entity to officially approve reports submitted on our behalf was a topic of discussion. We will want to further discuss a process that will work for us and consider informing the JEIC of the challenges based on reporting timelines.
4. Wyoming Accountability in Education Act (WAEA) Informal Review
- a. Julie Magee informed us of the process to be used if a district wanted to appeal the WAEA rating for a school. Districts receive embargoed results in advance of public dissemination of all results. Districts have a certain timeline in which to notify the WDE of their wish for an informal review. The WDE then reviews the district's appeal and informs the district of their decision. If not satisfied with the WDE's response, the district can then request that the SBE review their appeal and the SBE will hear from both the district and the department. Julie will be explaining the details of the process at our September meeting. Due to strict timelines of appeals and the possible need for the SBE to hear an appeal, we may want to change our October meeting date or be prepared to schedule two meetings in October.
5. Early October SBE meeting
- a. We discussed the possibility of changing our October meeting date from October 5th to October 12th. This request was made because of the short time frame between meetings (2 weeks) and due to the possible WAEA appeal. SBE members will be asked to see if this change is possible.



WYOMING
DEPARTMENT OF EDUCATION

*Creating Opportunities
for Students to Keep
Wyoming Strong*

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Superintendent of Public Instruction

Dicky Shanor

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MEMORANDUM

To: State Board of Education
From: Max Mickelson, Legislative Committee Chair
Date: September 11, 2017
Subject: Legislative Committee Meeting

Meeting Date: 08/31/2017

Item Type: Action: _____ Informational: X

Background:

The State Board of Education (SBE) Legislative Committee met via tele and/or virtual conference on August 31, beginning around 9 a.m. and concluding around 9:35 a.m.

Dan McGlade, Max Mickelson, Jim Rose, Belenda Willson, Julie Magee, and Kylie Taylor attended the duration. Tom Sachse had technical difficulties and joined around 9:20 a.m.

Max Mickelson provided an extremely brief synopsis of the SBE member visit with consultants from APA. While past performance indicates these consultants will provide a fair and grounded recommendation to our legislature, it remains a recommendation.

Regarding JEIC meetings. Max Mickelson expressed an interest in attending to support Tom Sachse and others in being present and providing information as needed and appropriate.

On inquiry of statutory reporting requirements, Julie Magee agreed to provide a listing of them. Additionally, the SBE is tasked with reporting to the JEIC on the results of the accountability system for each school in the state on September 1. While sensitive to the desire of the SBE to see the report prior to dissemination, given the date and immediate inability to move the date, Max Mickelson asked Julie Magee to complete and submit the report on approval of the Legislative Committee.

Max Mickelson asked Julie Magee to provide a complete listing of statutorily required SBE reports as well as to investigate whether the due date for this report is capable of being shifted. Julie Magee will inquire.

Committee members held a discussion regarding the nature and limitations of executive branch boards regarding legislation, legislators, and our legislature. Jim Rose and Belenda Willson provided their understanding of the limits on our board and individuals acting as representatives of or in official capacity for the SBE regarding legislative areas. This committee wished to bring the topic forward to the SBE to ensure uniformity of purpose.

Jim Rose noted funding for our director position has been reduced and may continue to be reduced. Given the tasks assigned to the SBE by the legislature, there must be give either in funding or statutory tasks. In discussion regarding the recommendation of the committee to the SBE of the whole, we wished for a resolution of what the SBE will provide to the legislative body and the potential need to advocate for funding of our director position. Tom Sachse provided insight as to past practice, limits, and potential areas to address.

After our meeting, Julie Magee provided the report for the legislative committee to review as well as to our Chairman. Additionally, she provided the listing of statutorily required reports. Max Mickelson requested our committee be given time on our September agenda to address these issues and receive clarification and direction from our board.

We have scheduled a Legislative Committee meeting for the Wednesday prior to our meeting.

As is universally true, inaccuracies, errors, and conflations remain my responsibility as the preparer of this report; please do not hold anyone else responsible for my foibles.

Respectfully submitted,

Max Mickelson,

Supporting Documents/Attachments:

- 1) State Board of Education WAEA Accountability Report 2016-2017
 - a) School Performance Summary Gr 3 – 8
 - b) School Performance Summary High School
- 2) Annual SBE Required Reports
- 3) SBE Reports Due

Proposed Motions:

None

For questions or additional information:

Contact Max Mickelson at max.mickelson@wyoboards.gov

For hard questions or good information:

Contact Kylie Taylor at kylie.taylor@wyo.gov



**WYOMING
STATE BOARD
OF EDUCATION**

Report on the 2016-17 Results of the Accountability System for Each School in the State

Presented to Joint Education Interim Committee

September 1, 2017

Presented by:

Walt Wilcox, Chairman

Authority

2012 Chapter 101, Section 1

W.S. 21-2-204(j)

History

The Wyoming Accountability in Education Act (WAEA) was established in 2011 to evaluate school performance based on multiple indicators related to student performance. Each school year, the State Board of Education is required to report on the results of the accountability system for every school in the state.

Actions

The 2016-17 school performance ratings for each school were publicly released on August 31, 2017. Each school received its performance rating on August 17th for a confidential review period of fourteen (14) days. A school's performance rating falls into one of four categories: Exceeding Expectations, Meeting Expectations, Partially Meeting Expectations, or Not Meeting Expectations. Multiple indicators are used in calculating a school's performance including Achievement, Growth, and Equity. In high school, an additional indicator called Overall Readiness is included in the calculations and is comprised of Graduation Rate, Hathaway Eligibility, Tested Readiness, and 9th Grade Credits Earned.

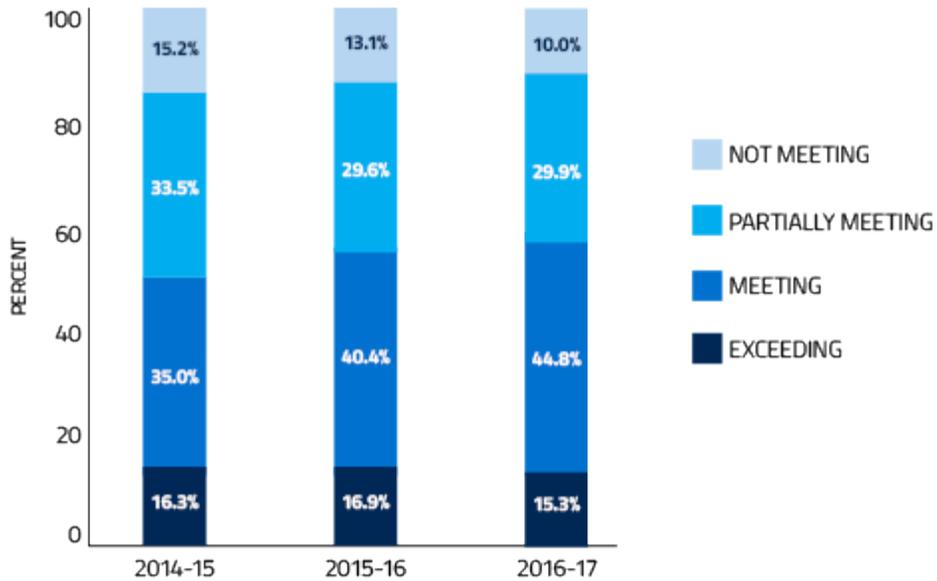
Results/Findings

The 2016-17 performance level accountability results show that the majority of Wyoming schools are either Meeting or Exceeding Expectations. Overall, the number of schools Not Meeting Expectations has declined over the last three years.

2016-17 SCHOOL PERFORMANCE LEVEL ACCOUNTABILITY

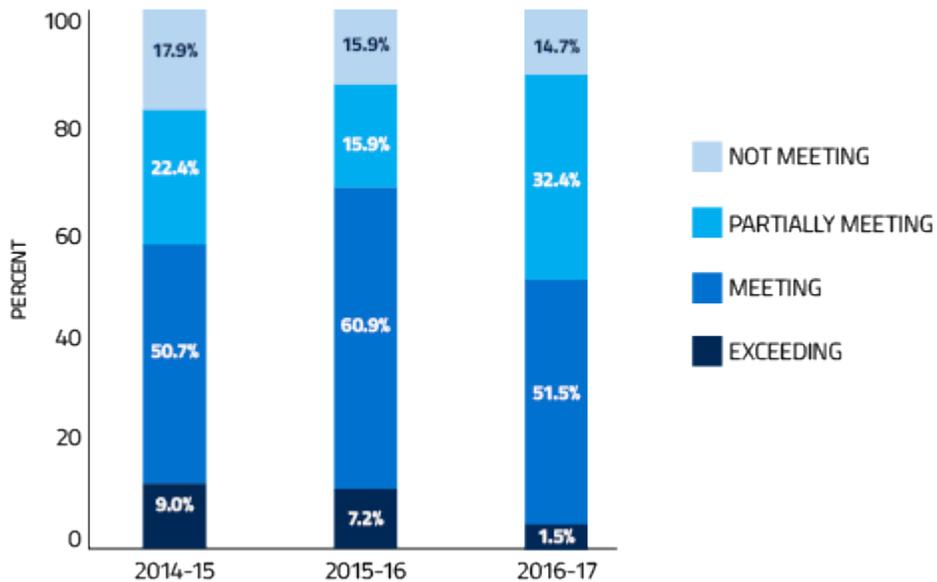
LEVEL	ALL SCHOOLS	GRADES 3-8	GRADES 9-12	K-12 SCHOOLS
EXCEEDING EXPECTATIONS	41	40	1	-
MEETING EXPECTATIONS	147	112	30	5
PARTIALLY MEETING EXPECTATIONS	90	68	12	10
NOT MEETING EXPECTATIONS	35	25	9	1
SMALL SCHOOL REVIEW	24	23	1	-
GRAND TOTAL	337	268	53	16

WYOMING SCHOOL PERFORMANCE – GRADES 3-8



WYOMING SCHOOL PERFORMANCE – GRADES 9-12

Does not include data from alternative high schools



The alternative high school accountability model is in its final pilot year for the 2017-18 school year.

HONORABLE MENTIONS

Thirteen (13) schools have Exceeded Expectations for three (3) consecutive years, and seven (7) schools raised their performance rating by two (2) levels since last school year.

Exceeding Expectations For Three (3) Consecutive Years

- Snowy Range Academy (Albany #1)
- Slade Elementary (Albany #1)
- Recluse School (Natrona #1)
- Paintbrush Elementary (Albany #1)
- Gilchrist Elementary (Laramie #1)
- PODER Academy (Laramie #1)
- Albin Elementary (Laramie #2)
- Evansville Elementary (Natrona #1)
- Glenn Livingston Elementary (Park #6)
- Highland Park Elementary (Sheridan #2)
- Meadowlark Elementary (Sheridan #2)
- La Barge Elementary (Sublette #9)
- Alta Elementary (Teton #1)

Increased By Two (2) Levels Since 2015-16

- Burlington Middle School (Big Horn #1)
- Glenrock Middle School (Converse #2)
- Davis Elementary (Laramie #1)
- Desert Middle School (Sweetwater #1)
- Harrison Elementary (Sweetwater #2)
- Torrington High School (Goshen #1)
- Central High School (Laramie #1)

Conclusions

The 2016-17 results suggest that the theory of action behind the state accountability model is working as intended, and schools are making progress toward many of the goals outlined in the Wyoming Accountability in Education Act. Specifically, progress has been made toward the goals of increasing student growth and minimizing achievement gaps (W.S. 21-2-204(b)(v-vi).

The school performance data summaries are attached to this report. All other related school performance reports can be found at http://fusion.edu.wyoming.gov/MySites/Data_Reporting/data_reporting_accountability_reports.aspx.

Grade 3 Through 8 School Performance Report For School Year:

School Year	District ID	District Name	School ID	School Name	Enrollment Count	Grades Served	School Performance Level/Small School Decision	Growth Target Level	Equity Target Level	Achievement Target Level	Participation Rate Level
			0101001	Snowy Range Academy	198	K-9	Exceeding Expectations	Exceeding Targets	Meeting Targets	Exceeding Targets	Met
			0101002	Beitel Elementary	245	K-5	Meeting Expectations	Meeting Targets	Meeting Targets	Meeting Targets	Met
			0101005	Centennial Elementary	6	K-6	Not Meeting Expectations	Below Targets		Below Targets	Met
			0101009	Harmony Elementary	23	K-6	Meeting Expectations	Meeting Targets	Meeting Targets	Meeting Targets	Met
			0101015	Rock River Elementary	34	P-6	Partially Meeting Expectations	Below Targets	Meeting Targets	Below Targets	Met
			0101017	Slade Elementary	258	P-5	Exceeding Expectations	Meeting Targets	Exceeding Targets	Exceeding Targets	Met
			0101019	Valley View Elementary	8	K-6	Under Review			Below Targets	Met
			0101020	Velma Linford Elementary	338	P-5	Partially Meeting Expectations	Meeting Targets	Meeting Targets	Below Targets	Met
			0101027	Spring Creek Elementary	333	K-5	Meeting Expectations	Meeting Targets	Below Targets	Exceeding Targets	Met
			0101028	Indian Paintbrush Elementary	329	K-5	Exceeding Expectations	Meeting Targets	Exceeding Targets	Exceeding Targets	Met
			0101030	UW Laboratory School	269	K-8	Meeting Expectations	Meeting Targets	Exceeding Targets	Meeting Targets	Met
			0101031	Laramie Montessori Charter School	76	K-6	Not Meeting Expectations	Below Targets	Below Targets	Below Targets	Met
			0101032	Notch Peak Elementary	1	K-8	Under Review				Met
			0101050	Laramie Junior High School	744	6-8	Meeting Expectations	Meeting Targets	Below Targets	Meeting Targets	Met
	0101000	Albany #1	0101051	Rock River Junior High School	11	7-8	Partially Meeting Expectations	Below Targets	Meeting Targets	Below Targets	Met
			0201001	Burlington Elementary	103	P-5	Exceeding Expectations	Exceeding Targets	Exceeding Targets	Exceeding Targets	Met
			0201004	Rocky Mountain Elementary	279	P-5	Meeting Expectations	Meeting Targets	Meeting Targets	Meeting Targets	Met
			0201050	Burlington Middle School	58	6-8	Exceeding Expectations	Meeting Targets	Exceeding Targets	Exceeding Targets	Met
	0201000	Big Horn #1	0201051	Rocky Mountain Middle School	183	6-8	Meeting Expectations	Meeting Targets	Below Targets	Meeting Targets	Met
			0202001	Lovell Elementary	339	K-5	Meeting Expectations	Meeting Targets	Below Targets	Meeting Targets	Met
	0202000	Big Horn #2	0202050	Lovell Middle School	169	6-8	Meeting Expectations	Meeting Targets	Meeting Targets	Meeting Targets	Met
			0203002	Greybull Elementary	203	K-5	Meeting Expectations	Meeting Targets	Exceeding Targets	Meeting Targets	Met
	0203000	Big Horn #3	0203050	Greybull Middle School	113	6-8	Partially Meeting Expectations	Below Targets	Below Targets	Meeting Targets	Met
			0204001	Laura Irwin Elementary	104	K-4	Partially Meeting Expectations	Below Targets	Below Targets	Meeting Targets	Met

Grade 3 Through 8 School Performance Report For School Year:

0204000	Big Horn #4	0204003	Manderson Elementary	22	5	Meeting Expectations	Meeting Targets	Exceeding Targets	Meeting Targets	Met		
		0204051	Cloud Peak Middle School	69	6-8	Partially Meeting Expectations	Exceeding Targets	Exceeding Targets	Below Targets	Met		
0301000	Campbell #1	0301002	4-J Elementary School	43	K-6	Partially Meeting Expectations	Below Targets		Meeting Targets	Met		
		0301006	Cottonwood Elementary	217	P-6	Partially Meeting Expectations	Meeting Targets	Meeting Targets	Below Targets	Met		
		0301009	Hillcrest Elementary	423	K-6	Partially Meeting Expectations	Meeting Targets	Exceeding Targets	Below Targets	Met		
		0301010	Little Powder Elementary	25	K-8	Meeting Expectations	Meeting Targets		Meeting Targets	Met		
		0301011	Meadowlark Elementary	258	K-6	Meeting Expectations	Meeting Targets	Meeting Targets	Meeting Targets	Met		
		0301012	Lakeview Elementary	484	K-6	Partially Meeting Expectations	Meeting Targets	Meeting Targets	Below Targets	Met		
		0301013	Rawhide Elementary	218	K-6	Partially Meeting Expectations	Meeting Targets	Exceeding Targets	Below Targets	Met		
		0301014	Recluse School	24	K-8	Exceeding Expectations	Meeting Targets		Exceeding Targets	Met		
		0301015	Rozet Elementary	340	K-6	Not Meeting Expectations	Below Targets	Below Targets	Below Targets	Met		
		0301017	Prairie Wind Elementary	395	K-6	Meeting Expectations	Meeting Targets	Meeting Targets	Meeting Targets	Met		
		0301019	Wagonwheel Elementary	340	K-6	Meeting Expectations	Meeting Targets	Exceeding Targets	Meeting Targets	Met		
		0301021	Paintbrush Elementary	379	K-6	Exceeding Expectations	Exceeding Targets	Meeting Targets	Exceeding Targets	Met		
		0301022	Conestoga Elementary	410	K-6	Meeting Expectations	Meeting Targets	Exceeding Targets	Meeting Targets	Met		
		0301023	Sunflower Elementary	384	K-6	Exceeding Expectations	Exceeding Targets	Exceeding Targets	Meeting Targets	Met		
		0301024	Pronghorn Elementary	431	K-6	Exceeding Expectations	Exceeding Targets	Exceeding Targets	Exceeding Targets	Met		
		0301025	Buffalo Ridge Elementary	436	K-6	Meeting Expectations	Meeting Targets	Exceeding Targets	Meeting Targets	Met		
		0301026	Stocktrail Elementary	239	P-6	Partially Meeting Expectations	Meeting Targets	Meeting Targets	Below Targets	Met		
		0301000	Campbell #1	0301050	Twin Spruce Junior High School	856	7-9	Partially Meeting Expectations	Meeting Targets	Below Targets	Below Targets	Met
				0301051	Sage Valley Junior High School	943	7-9	Meeting Expectations	Meeting Targets	Below Targets	Meeting Targets	Met
		0401000	Carbon #1	0401008	Rawlins Elementary	822	K-5	Not Meeting Expectations	Below Targets	Below Targets	Below Targets	Met
0401050	Rawlins Middle School			339	6-8	Partially Meeting Expectations	Exceeding Targets	Exceeding Targets	Below Targets	Met		
0402000	Carbon #2	0402001	Elk Mountain Elementary	13	K-6	Under Review			Meeting Targets	Met		
		0402003	Hanna Elementary	80	K-6	Exceeding Expectations	Exceeding Targets	Exceeding Targets	Exceeding Targets	Met		
		0402005	Medicine Bow Elementary	16	K-6	Exceeding Expectations	Exceeding Targets		Exceeding Targets	Met		
		0402006	Saratoga Elementary	164	K-6	Meeting Expectations	Meeting Targets	Meeting Targets	Meeting Targets	Met		

Grade 3 Through 8 School Performance Report For School Year:

0501000	Converse #1	0501001	Dry Creek Elementary	13	K-8	Under Review			Exceeding Targets	Met
		0501002	Douglas Primary School	240	K-1	Meeting Expectations	Meeting Targets	Meeting Targets	Exceeding Targets	Met
		0501003	Moss Agate Elementary	18	K-8	Partially Meeting Expectations	Meeting Targets		Below Targets	Met
		0501006	Shawnee Elementary	11	K-8	Under Review			Meeting Targets	Met
		0501009	Walker Creek Elementary	6	K-8	Under Review				Met
		0501010	Douglas Upper Elementary School	253	4-5	Meeting Expectations	Meeting Targets	Meeting Targets	Exceeding Targets	Met
		0501011	White Elementary	16	K-8	Meeting Expectations	Exceeding Targets		Meeting Targets	Met
		0501013	Douglas Intermediate School	230	2-3	Meeting Expectations	Meeting Targets	Meeting Targets	Exceeding Targets	Met
		0501050	Douglas Middle School	367	6-8	Meeting Expectations	Meeting Targets	Meeting Targets	Meeting Targets	Met
		0502000	Converse #2	0502001	Boxelder Elementary	8	K-6	Under Review		
0502004	Grant Elementary	242		K-4	Meeting Expectations	Meeting Targets	Meeting Targets	Meeting Targets	Met	
0502007	Glenrock Intermediate School	93		5-6	Meeting Expectations	Meeting Targets	Meeting Targets	Meeting Targets	Met	
0502050	Glenrock Middle School	92	7-8	Meeting Expectations	Meeting Targets	Meeting Targets	Meeting Targets	Met		
0601000	Crook #1	0601007	Sundance Elementary	207	K-6	Exceeding Expectations	Exceeding Targets	Exceeding Targets	Meeting Targets	Met
0601008		Moorcroft K-8	443	K-8	Meeting Expectations	Meeting Targets	Meeting Targets	Meeting Targets	Met	
0701000	Fremont #1	0701006	Jeffrey City Elementary	8	K-6	Under Review			Met	
0701008		Gannett Peak Elementary	565	K-3	Meeting Expectations	Meeting Targets	Below Targets	Meeting Targets	Met	
0701009		Baldwin Creek Elementary	302	4-5	Meeting Expectations	Meeting Targets	Below Targets	Meeting Targets	Met	
0701050		Lander Middle School	400	6-8	Partially Meeting Expectations	Below Targets	Below Targets	Meeting Targets	Met	
0702000	Fremont #2	0702001	Dubois Elementary	59	K-5	Meeting Expectations	Meeting Targets	Below Targets	Meeting Targets	Met
0702050		Dubois Middle School	29	6-8	Partially Meeting Expectations	Below Targets	Meeting Targets	Meeting Targets	Met	
0706000	Fremont #6	0706001	Crowheart Elementary	14	P-3	Not Meeting Expectations	Below Targets	Below Targets	Below Targets	Met
0706002		Wind River Elementary	155	P-5	Not Meeting Expectations	Below Targets	Below Targets	Below Targets	Met	
0706050		Wind River Middle School	77	6-8	Partially Meeting Expectations	Meeting Targets	Meeting Targets	Below Targets	Met	
0714000	Fremont #14	0714001	Wyoming Indian Elementary	328	P-5	Not Meeting Expectations	Below Targets	Below Targets	Below Targets	Met
0714050		Wyoming Indian Middle School	147	6-8	Not Meeting Expectations	Below Targets	Below Targets	Below Targets	Met	
0721000	Fremont #21	0721001	Ft. Washakie Elementary	341	P-6	Partially Meeting Expectations	Meeting Targets	Exceeding Targets	Below Targets	Met
0721050		Ft. Washakie Middle School	102	7-8	Not Meeting Expectations	Below Targets	Below Targets	Below Targets	Met	

Grade 3 Through 8 School Performance Report For School Year:

0724000	Fremont #24	0724001	Shoshoni Elementary	226	P-6	Meeting Expectations	Meeting Targets	Meeting Targets	Meeting Targets	Met	
		0724050	Shoshoni Junior High School	54	7-8	Partially Meeting Expectations	Below Targets	Meeting Targets	Below Targets	Met	
0725000	Fremont #25	0725002	Ashgrove Elementary	197	1-3	Partially Meeting Expectations	Exceeding Targets	Meeting Targets	Below Targets	Met	
		0725007	Rendezvous Elementary	377	4-5	Partially Meeting Expectations	Exceeding Targets	Meeting Targets	Below Targets	Met	
		0725008	Jackson Elementary	193	1-3	Partially Meeting Expectations	Exceeding Targets	Meeting Targets	Below Targets	Met	
		0725009	Aspen Early Learning Center	170	K	Under Review					Met
		0725010	Willow Creek Elementary	243	1-3	Partially Meeting Expectations	Exceeding Targets	Meeting Targets	Below Targets	Met	
0725050	Riverton Middle School	541	6-8	Partially Meeting Expectations	Meeting Targets	Meeting Targets	Below Targets	Met			
0738000	Fremont #38	0738001	Arapahoe Elementary	365	P-8	Partially Meeting Expectations	Below Targets	Meeting Targets	Below Targets	Met	
0801000	Goshen #1	0801002	Southeast Elementary	119	K-6	Meeting Expectations	Meeting Targets	Exceeding Targets	Meeting Targets	Met	
		0801004	La Grange Elementary	25	K-6	Meeting Expectations	Exceeding Targets		Meeting Targets	Met	
		0801005	Lingle-Ft. Laramie Elementary	140	K-5	Meeting Expectations	Meeting Targets	Meeting Targets	Meeting Targets	Met	
		0801006	Trail Elementary	264	3-5	Meeting Expectations	Meeting Targets	Meeting Targets	Meeting Targets	Met	
		0801007	Lincoln Elementary	262	K-2	Meeting Expectations	Meeting Targets	Meeting Targets	Meeting Targets	Met	
		0801050	Lingle-Ft. Laramie Middle School	47	6-8	Meeting Expectations	Meeting Targets	Meeting Targets	Meeting Targets	Met	
		0801051	Southeast Junior High School	47	7-8	Meeting Expectations	Exceeding Targets	Below Targets	Meeting Targets	Met	
		0801052	Torrington Middle School	270	6-8	Partially Meeting Expectations	Meeting Targets	Below Targets	Below Targets	Met	
0901000	Hot Springs #1	0901004	Ralph Witters Elementary	238	K-4	Meeting Expectations	Meeting Targets	Meeting Targets	Meeting Targets	Met	
		0901050	Thermopolis Middle School	193	5-8	Exceeding Expectations	Exceeding Targets	Exceeding Targets	Meeting Targets	Met	
1001000	Johnson #1	1001002	Cloud Peak Elementary School	281	3-5	Partially Meeting Expectations	Below Targets	Meeting Targets	Meeting Targets	Met	
		1001006	Meadowlark Elementary	288	K-2	Partially Meeting Expectations	Below Targets	Meeting Targets	Meeting Targets	Met	
		1001050	Clear Creek Middle School	259	6-8	Meeting Expectations	Meeting Targets	Meeting Targets	Meeting Targets	Met	
		1101001	Alta Vista Elementary	264	P-6	Partially Meeting Expectations	Meeting Targets	Meeting Targets	Below Targets	Met	
1101002	Arp Elementary	363	K-6	Not Meeting Expectations	Below Targets	Below Targets	Below Targets	Met			
1101003	Baggs Elementary	342	P-6	Partially Meeting Expectations	Meeting Targets	Meeting Targets	Below Targets	Met			
1101004	Bain Elementary	318	K-6	Meeting Expectations	Meeting Targets	Exceeding Targets	Meeting Targets	Met			

Grade 3 Through 8 School Performance Report For School Year:

1101005	Buffalo Ridge Elementary	209	K-4& 6	Not Meeting Expectations	Below Targets	Below Targets	Below Targets	Met
1101007	Cole Elementary	223	P-6	Not Meeting Expectations	Below Targets	Below Targets	Below Targets	Met
1101009	Davis Elementary	301	K-6	Exceeding Expectations	Exceeding Targets	Exceeding Targets	Meeting Targets	Met
1101010	Deming Elementary	116	K-3	Exceeding Expectations	Meeting Targets	Exceeding Targets	Exceeding Targets	Met
1101011	Dildine Elementary	420	K-4& 6	Meeting Expectations	Meeting Targets	Exceeding Targets	Meeting Targets	Met
1101013	Fairview Elementary	135	3-6	Meeting Expectations	Meeting Targets	Meeting Targets	Meeting Targets	Met
1101014	Gilchrist Elementary	107	K-6	Exceeding Expectations	Meeting Targets	Exceeding Targets	Exceeding Targets	Met
1101015	Goins Elementary	343	P-6	Partially Meeting Expectations	Meeting Targets	Below Targets	Below Targets	Met
1101016	Hebard Elementary	165	P-6	Not Meeting Expectations	Below Targets	Below Targets	Below Targets	Met
1101017	Henderson Elementary	296	K-6	Partially Meeting Expectations	Meeting Targets	Meeting Targets	Below Targets	Met
1101018	Hobbs Elementary	407	K-6	Meeting Expectations	Meeting Targets	Meeting Targets	Meeting Targets	Met
1101019	Clawson Elementary	10	K-6	Under Review			Exceeding Targets	Met
1101020	Jessup Elementary	247	K-6	Meeting Expectations	Meeting Targets	Below Targets	Meeting Targets	Met
1101021	Lebhart Elementary	104	P-2	Meeting Expectations	Meeting Targets	Meeting Targets	Meeting Targets	Met
1101022	Miller Elementary	84	4-6	Exceeding Expectations	Meeting Targets	Exceeding Targets	Exceeding Targets	Met
1101023	Pioneer Park Elementary	283	K-6	Exceeding Expectations	Exceeding Targets	Exceeding Targets	Meeting Targets	Met
1101024	Rossman Elementary	344	K-6	Not Meeting Expectations	Below Targets	Below Targets	Below Targets	Met
1101025	Willadsen Elementary	3	K-6	Under Review				Met
1101026	Anderson Elementary	338	K-4& 6	Meeting Expectations	Meeting Targets	Below Targets	Meeting Targets	Met
1101027	Afflerbach Elementary	458	K-6	Partially Meeting Expectations	Meeting Targets	Below Targets	Below Targets	Met
1101028	Freedom Elementary	305	K-6	Exceeding Expectations	Exceeding Targets	Exceeding Targets	Meeting Targets	Met
1101029	Sunrise Elementary	373	K-6	Partially Meeting Expectations	Meeting Targets	Meeting Targets	Below Targets	Met
1101030	Saddle Ridge Elementary	480	K-6	Meeting Expectations	Meeting Targets	Meeting Targets	Meeting Targets	Met
1101031	Prairie Wind Elementary	442	K-6	Meeting Expectations	Meeting Targets	Meeting Targets	Meeting Targets	Met
1101032	Meadowlark Elementary	233	5	Meeting Expectations	Meeting Targets	Below Targets	Meeting Targets	Met
1101040	PODER Academy	169	K-5	Exceeding Expectations	Exceeding Targets	Exceeding Targets	Exceeding Targets	Met
1101045	PODER Academy Secondary School	38	6-8	Exceeding Expectations	Exceeding Targets		Exceeding Targets	Met

Grade 3 Through 8 School Performance Report For School Year:

1101000	Laramie #1	1101050	Carey Junior High School	734	7-8	Not Meeting Expectations	Below Targets	Below Targets	Below Targets	Met
		1101051	Johnson Junior High School	721	7-8	Not Meeting Expectations	Below Targets	Below Targets	Below Targets	Met
		1101052	McCormick Junior High School	713	7-8	Meeting Expectations	Meeting Targets	Meeting Targets	Meeting Targets	Met
1102000	Laramie #2	1102001	Albin Elementary	54	K-6	Exceeding Expectations	Exceeding Targets	Exceeding Targets	Meeting Targets	Met
		1102002	Carpenter Elementary	98	K-6	Meeting Expectations	Meeting Targets	Meeting Targets	Meeting Targets	Met
		1102004	Pine Bluffs Elementary	146	K-6	Meeting Expectations	Meeting Targets	Below Targets	Meeting Targets	Met
		1102005	Burns Elementary	255	K-6	Meeting Expectations	Meeting Targets	Exceeding Targets	Meeting Targets	Met
		1201004	Kemmerer Elementary School	154	K-2	Partially Meeting Expectations	Below Targets	Meeting Targets	Meeting Targets	Met
1201000	Lincoln #1	1201051	Canyon Elementary School	192	3-6	Partially Meeting Expectations	Below Targets	Meeting Targets	Meeting Targets	Met
1202000	Lincoln #2	1202001	Afton Elementary	435	P-3	Meeting Expectations	Meeting Targets	Meeting Targets	Meeting Targets	Met
		1202002	Cokeville Elementary	131	K-6	Meeting Expectations	Meeting Targets	Below Targets	Exceeding Targets	Met
		1202003	Thayne Elementary	379	K-3	Exceeding Expectations	Exceeding Targets	Exceeding Targets	Meeting Targets	Met
		1202004	Etna Elementary	284	4-6	Exceeding Expectations	Exceeding Targets	Exceeding Targets	Meeting Targets	Met
		1202005	Osmond Elementary	341	4-6	Meeting Expectations	Meeting Targets	Meeting Targets	Meeting Targets	Met
		1202051	Star Valley Middle School	395	7-8	Partially Meeting Expectations	Below Targets	Below Targets	Meeting Targets	Met
		1301001	Alcova Elementary	3	K-6	Under Review				Met
		1301002	Crest Hill Elementary	326	K-5	Meeting Expectations	Exceeding Targets	Meeting Targets	Meeting Targets	Met
		1301003	Evansville Elementary	277	P-5	Exceeding Expectations	Exceeding Targets	Exceeding Targets	Meeting Targets	Met
		1301005	Cottonwood Elementary	314	P-5	Meeting Expectations	Meeting Targets	Meeting Targets	Meeting Targets	Met
		1301006	Ft. Caspar Academy	418	K-6	Meeting Expectations	Meeting Targets	Meeting Targets	Exceeding Targets	Met
		1301008	Grant Elementary	173	P-5	Meeting Expectations	Meeting Targets	Meeting Targets	Meeting Targets	Met
		1301009	Sagewood Elementary	313	K-5	Meeting Expectations	Meeting Targets	Meeting Targets	Meeting Targets	Met
1301011	Manor Heights Elementary	320	K-6	Partially Meeting Expectations	Meeting Targets	Meeting Targets	Below Targets	Met		
1301014	Mills Elementary	188	P-5	Not Meeting Expectations	Below Targets	Below Targets	Below Targets	Met		
1301015	Mountain View Elementary	171	P-5	Partially Meeting Expectations	Below Targets	Meeting Targets	Below Targets	Met		
1301016	Lincoln Elementary School	288	P-5	Partially Meeting Expectations	Exceeding Targets	Exceeding Targets	Below Targets	Met		
1301017	Paradise Valley Elementary	405	P-6	Partially Meeting Expectations	Below Targets	Below Targets	Meeting Targets	Met		

Grade 3 Through 8 School Performance Report For School Year:

1301000	Natrona #1	1301018	Park Elementary	318	K-6	Partially Meeting Expectations	Below Targets	Below Targets	Meeting Targets	Met		
		1301019	Pineview Elementary	268	P-6	Partially Meeting Expectations	Below Targets	Below Targets	Meeting Targets	Met		
		1301020	Poison Spider Elementary	175	K-8	Partially Meeting Expectations	Meeting Targets	Below Targets	Below Targets	Met		
		1301021	Powder River Elementary	5	K-6	Under Review				Met		
		1301022	Red Creek Elementary	9	K-6	Under Review			Exceeding Targets	Met		
		1301023	Southridge Elementary	319	K-5	Meeting Expectations	Below Targets	Exceeding Targets	Meeting Targets	Met		
		1301024	University Park Elementary	211	P-5	Partially Meeting Expectations	Meeting Targets	Below Targets	Below Targets	Met		
		1301025	Verda James Elementary	431	K-5	Meeting Expectations	Meeting Targets	Below Targets	Meeting Targets	Met		
		1301027	Willard Elementary	216	P-5	Not Meeting Expectations	Below Targets	Below Targets	Below Targets	Met		
		1301029	Woods Learning Center	160	K-8	Meeting Expectations	Meeting Targets	Below Targets	Meeting Targets	Met		
		1301031	Oregon Trail Elementary	353	K-5	Meeting Expectations	Meeting Targets	Meeting Targets	Meeting Targets	Met		
		1301033	Bar Nunn Elementary	227	P-6	Partially Meeting Expectations	Meeting Targets	Below Targets	Below Targets	Met		
		1301038	Casper Classical Academy	364	6-9	Meeting Expectations	Meeting Targets	Meeting Targets	Meeting Targets	Met		
		1301039	Summit Elementary School	438	K-5	Meeting Expectations	Meeting Targets	Below Targets	Exceeding Targets	Met		
		1301048	Frontier Middle School	186	6-8	Not Meeting Expectations	Below Targets	Below Targets	Below Targets	Met		
		1301050	C Y Junior High School	750	6-9	Meeting Expectations	Meeting Targets	Meeting Targets	Meeting Targets	Met		
		1301051	Dean Morgan Junior High School	858	6-9	Partially Meeting Expectations	Meeting Targets	Below Targets	Below Targets	Met		
		1301054	Centennial Junior High School	749	6-9	Partially Meeting Expectations	Meeting Targets	Meeting Targets	Below Targets	Met		
		1401003	Lance Creek Elementary	4	K-8	Under Review				Met		
		1401000	Niobrara #1	1401004	Lusk Elementary	285	K-5	Not Meeting Expectations	Below Targets	Below Targets	Below Targets	Met
				1401050	Lusk Middle School	264	6-8	Partially Meeting Expectations	Meeting Targets	Meeting Targets	Below Targets	Met
		1501000	Park #1	1501001	Clark Elementary	13	K-5	Under Review			Meeting Targets	Met
				1501002	Parkside Elementary	212	K-5	Meeting Expectations	Meeting Targets	Exceeding Targets	Meeting Targets	Met
				1501003	Southside Elementary	323	K-5	Meeting Expectations	Meeting Targets	Exceeding Targets	Meeting Targets	Met
				1501004	Westside Elementary	309	K-5	Exceeding Expectations	Exceeding Targets	Exceeding Targets	Exceeding Targets	Met
				1501050	Powell Middle School	431	6-8	Meeting Expectations	Meeting Targets	Meeting Targets	Meeting Targets	Met
				1506001	Eastside Elementary	309	K-5	Meeting Expectations	Below Targets	Exceeding Targets	Meeting Targets	Met
				1506002	Sunset Elementary	311	K-5	Meeting Expectations	Meeting Targets	Meeting Targets	Exceeding Targets	Met

Grade 3 Through 8 School Performance Report For School Year:

1506000	Park #6	1506003	Valley Elementary	5	K-5	Under Review			Exceeding Targets	Met
		1506004	Wapiti Elementary	9	K-5	Exceeding Expectations	Exceeding Targets		Exceeding Targets	Met
		1506005	Glenn Livingston Elementary	317	K-5	Exceeding Expectations	Exceeding Targets	Exceeding Targets	Exceeding Targets	Met
		1506050	Cody Middle School	470	6-8	Meeting Expectations	Meeting Targets	Meeting Targets	Meeting Targets	Met
1601000	Platte #1	1601001	Chugwater Elementary	32	K-6	Meeting Expectations	Exceeding Targets		Meeting Targets	Met
		1601002	Glendo Elementary	28	K-6	Partially Meeting Expectations	Below Targets	Exceeding Targets	Below Targets	Met
		1601003	Libbey Elementary	192	K-2	Partially Meeting Expectations	Below Targets	Below Targets	Meeting Targets	Met
		1601005	West Elementary	212	3-5	Partially Meeting Expectations	Below Targets	Below Targets	Meeting Targets	Met
		1601050	Wheatland Middle School	212	6-8	Partially Meeting Expectations	Below Targets	Meeting Targets	Below Targets	Met
		1601051	Chugwater Junior High School	5	7-8	Not Meeting Expectations	Below Targets		Below Targets	Met
		1601052	Glendo Junior High School	8	7-8	Partially Meeting Expectations	Meeting Targets	Exceeding Targets	Below Targets	Met
		1602000	Platte #2	1602001	Guernsey-Sunrise Elementary	140	K-6	Meeting Expectations	Meeting Targets	Meeting Targets
1602050	Guernsey-Sunrise Junior High	32		7-8	Partially Meeting Expectations	Below Targets	Exceeding Targets	Below Targets	Met	
1701000	Sheridan #1	1701001	Big Horn Elementary	207	K-5	Partially Meeting Expectations	Below Targets	Below Targets	Exceeding Targets	Met
		1701002	Slack Elementary	5	K-5	Under Review				Met
		1701003	Tongue River Elementary	247	K-5	Partially Meeting Expectations	Below Targets	Below Targets	Meeting Targets	Met
		1701050	Big Horn Middle School	94	6-8	Meeting Expectations	Meeting Targets	Exceeding Targets	Meeting Targets	Met
		1701051	Tongue River Middle School	118	6-8	Meeting Expectations	Meeting Targets	Meeting Targets	Meeting Targets	Met
		1702002	Henry A. Coffeen Elementary	343	K-5	Meeting Expectations	Meeting Targets	Below Targets	Meeting Targets	Met
		1702003	Highland Park Elementary	374	K-5	Exceeding Expectations	Exceeding Targets	Meeting Targets	Exceeding Targets	Met
		1702005	Story Elementary	22	K-5	Meeting Expectations	Exceeding Targets		Meeting Targets	Met
		1702007	Woodland Park Elementary	293	K-5	Exceeding Expectations	Exceeding Targets	Exceeding Targets	Exceeding Targets	Met
		1702009	Meadowlark Elementary	339	K-5	Exceeding Expectations	Meeting Targets	Exceeding Targets	Exceeding Targets	Met
1702010	Sagebrush Elementary	336	K-5	Exceeding Expectations	Exceeding Targets	Exceeding Targets	Exceeding Targets	Met		
1702050	Sheridan Junior High School	772	6-8	Meeting Expectations	Meeting Targets	Meeting Targets	Exceeding Targets	Met		
1703000	Sheridan #3	1703001	Arvada Elementary	10	K-6	Under Review			Met	
1801001		Bondurant Elementary	5	K-5	Under Review				Met	
		1801002	Pinedale Elementary	511	K-5	Meeting Expectations	Meeting Targets	Meeting Targets	Exceeding Targets	Met

Grade 3 Through 8 School Performance Report For School Year:

1801000	Sublette #1	1801050	Pinedale Middle School	243	6-8	Meeting Expectations	Meeting Targets	Exceeding Targets	Meeting Targets	Met
		1809001	Big Piney Elementary	190	K-5	Meeting Expectations	Meeting Targets	Meeting Targets	Meeting Targets	Met
		1809002	La Barge Elementary	47	K-5	Exceeding Expectations	Exceeding Targets	Exceeding Targets	Meeting Targets	Met
1809000	Sublette #9	1809050	Big Piney Middle School	132	6-8	Meeting Expectations	Meeting Targets	Exceeding Targets	Meeting Targets	Met
		1901001	Desert Elementary	24	K-6	Meeting Expectations	Meeting Targets	Exceeding Targets	Meeting Targets	Met
1901000	Sweetwater #1	1901002	Desert View Elementary	247	K-4	Meeting Expectations	Meeting Targets	Meeting Targets	Meeting Targets	Met
		1901003	Farson-Eden Elementary	77	K-5	Meeting Expectations	Meeting Targets	Below Targets	Meeting Targets	Met
		1901004	Eastside Elementary	449	5-6	Not Meeting Expectations	Below Targets	Below Targets	Below Targets	Met
		1901006	Overland Elementary	245	K-4	Meeting Expectations	Meeting Targets	Meeting Targets	Meeting Targets	Met
		1901010	Walnut Elementary	218	K-4	Meeting Expectations	Meeting Targets	Meeting Targets	Meeting Targets	Met
		1901013	Northpark Elementary	307	K-4	Not Meeting Expectations	Below Targets	Below Targets	Below Targets	Met
		1901014	Westridge Elementary	357	K-4	Partially Meeting Expectations	Meeting Targets	Below Targets	Below Targets	Met
		1901015	Pilot Butte Elementary	464	5-6	Meeting Expectations	Meeting Targets	Meeting Targets	Meeting Targets	Met
		1901016	Sage Elementary	336	K-4	Partially Meeting Expectations	Below Targets	Below Targets	Meeting Targets	Met
		1901017	Lincoln Elementary	179	K-4	Meeting Expectations	Meeting Targets	Below Targets	Meeting Targets	Met
		1901018	Stagecoach Elementary	387	K-4	Not Meeting Expectations	Below Targets	Below Targets	Below Targets	Met
		1901050	Rock Springs Junior High	805	7-8	Partially Meeting Expectations	Exceeding Targets	Meeting Targets	Below Targets	Met
		1901053	Desert Middle School	6	7-8	Exceeding Expectations	Exceeding Targets	Exceeding Targets	Meeting Targets	Met
		1901054	Farson-Eden Middle School	44	6-8	Partially Meeting Expectations	Below Targets	Below Targets	Meeting Targets	Met
		1902001	Granger Elementary	3	K-4	Under Review				Met
		1902002	Harrison Elementary	250	K-4	Exceeding Expectations	Exceeding Targets	Exceeding Targets	Meeting Targets	Met
		1902004	McKinnon Elementary	17	K-5	Under Review			Exceeding Targets	Met
		1902006	Thoman Ranch Elementary	1	K-8	Under Review				Met
		1902007	Washington Elementary	207	K-4	Meeting Expectations	Meeting Targets	Meeting Targets	Meeting Targets	Met
		1902010	Jackson Elementary	252	K-4	Partially Meeting Expectations	Below Targets	Below Targets	Meeting Targets	Met
1902011	Truman Elementary	320	K-4	Meeting Expectations	Exceeding Targets	Meeting Targets	Meeting Targets	Met		
1902012	Monroe Intermediate School	404	5-6	Meeting Expectations	Meeting Targets	Below Targets	Meeting Targets	Met		

Grade 3 Through 8 School Performance Report For School Year:

1902000	Sweetwater #2	1902050	Lincoln Middle School	398	7-8	Partially Meeting Expectations	Meeting Targets	Below Targets	Below Targets	Met		
		2001001	Alta Elementary	48	K-6	Exceeding Expectations	Meeting Targets		Exceeding Targets	Met		
		2001003	Kelly Elementary	46	K-5	Exceeding Expectations	Exceeding Targets		Exceeding Targets	Met		
		2001004	Moran Elementary	16	K-5	Meeting Expectations	Exceeding Targets		Meeting Targets	Met		
		2001005	Wilson Elementary	221	K-5	Meeting Expectations	Below Targets	Meeting Targets	Exceeding Targets	Met		
		2001009	Colter Elementary	566	3-5	Meeting Expectations	Meeting Targets	Below Targets	Meeting Targets	Met		
		2001010	Jackson Elementary	564	K-2	Meeting Expectations	Meeting Targets	Below Targets	Meeting Targets	Met		
		2001000	Teton #1	2001050	Jackson Hole Middle School	634	6-8	Meeting Expectations	Meeting Targets	Meeting Targets	Meeting Targets	Met
				2101002	Clark Elementary	196	K-5	Meeting Expectations	Meeting Targets	Meeting Targets	Exceeding Targets	Met
				2101004	Uinta Meadows Elementary	493	K-5	Meeting Expectations	Meeting Targets	Meeting Targets	Meeting Targets	Met
2101005	North Evanston Elementary			324	K-5	Meeting Expectations	Meeting Targets	Meeting Targets	Meeting Targets	Met		
2101006	Aspen Elementary			303	K-5	Meeting Expectations	Meeting Targets	Meeting Targets	Meeting Targets	Met		
2101000	Uinta #1	2101050	Davis Middle School	317	6-8	Meeting Expectations	Meeting Targets	Below Targets	Meeting Targets	Met		
		2101051	Evanston Middle School	328	6-8	Partially Meeting Expectations	Meeting Targets	Meeting Targets	Below Targets	Met		
2104000	Uinta #4	2104020	Mountain View K-8	617	K-8	Meeting Expectations	Meeting Targets	Meeting Targets	Meeting Targets	Met		
2106000	Uinta #6	2106002	Urie Elementary	289	K-4	Partially Meeting Expectations	Below Targets	Below Targets	Meeting Targets	Met		
		2106050	Lyman Intermediate School	241	5-8	Not Meeting Expectations	Below Targets	Below Targets	Below Targets	Met		
2201000	Washakie #1	2201001	East Side Elementary	201	K-5	Exceeding Expectations	Exceeding Targets	Exceeding Targets	Exceeding Targets	Met		
		2201002	South Side Elementary	199	K-5	Exceeding Expectations	Exceeding Targets	Meeting Targets	Exceeding Targets	Met		
		2201003	West Side Elementary	197	K-5	Partially Meeting Expectations	Below Targets	Meeting Targets	Below Targets	Met		
2301000	Weston #1	2201050	Worland Middle School	328	6-8	Meeting Expectations	Meeting Targets	Meeting Targets	Meeting Targets	Met		
		2301001	Newcastle Elementary 3-5	176	3-5	Meeting Expectations	Meeting Targets	Below Targets	Meeting Targets	Met		
		2301003	Newcastle Elementary K-2	170	K-2	Meeting Expectations	Meeting Targets	Below Targets	Meeting Targets	Met		
2307000	Weston #7	2301050	Newcastle Middle School	209	6-8	Meeting Expectations	Meeting Targets	Meeting Targets	Meeting Targets	Met		
		2307001	Upton Elementary	131	K-5	Exceeding Expectations	Meeting Targets	Exceeding Targets	Exceeding Targets	Met		
2016-17		2307000	Upton Middle School	49	6-8	Partially Meeting Expectations	Meeting Targets	Below Targets	Below Targets	Met		

High School Performance Report For School Year: 2016-17

School Year	District ID	District Name	School ID	School Name	Enrollment Count	Grades Served	School Performance Level/Small School Decision	Overall Readiness		Academic Performance			Overall Participation Rate
								Grad Rate Target Level	Additional Readiness Target Level	Equity Target Level	Achievement Target Level	Growth Target Level	
0101000	Albany #1		0101055	Laramie High School	1001	9-12	Partially Meeting Expectations	Meeting Targets	Meeting Targets	Meeting Targets	Meeting Targets	Meeting Targets	Docked
			0101056	Rock River High School	35	9-12	Meeting Expectations	Exceeding Targets	Meeting Targets		Below Targets	Below Targets	Met
0201000	Big Horn #1		0201055	Burlington High School	70	9-12	Meeting Expectations	Exceeding Targets	Meeting Targets	Meeting Targets	Exceeding Targets	Below Targets	Met
			0201056	Rocky Mountain High School	317	9-12	Partially Meeting Expectations	Below Targets	Below Targets	Meeting Targets	Below Targets	Meeting Targets	Met
0202000	Big Horn #2		0202055	Lovell High School	208	9-12	Meeting Expectations	Exceeding Targets	Meeting Targets	Below Targets	Meeting Targets	Meeting Targets	Met
0203000	Big Horn #3		0203055	Greybull High School	182	9-12	Meeting Expectations	Meeting Targets	Meeting Targets	Meeting Targets	Meeting Targets	Meeting Targets	Met
0204000	Big Horn #4		0204055	Riverside High School	85	9-12	Meeting Expectations	Exceeding Targets	Exceeding Targets	Below Targets	Exceeding Targets	Exceeding Targets	Met
0301000	Campbell #1		0301055	Campbell County High School	1547	10-12	Meeting Expectations	Meeting Targets	Meeting Targets	Meeting Targets	Below Targets	Meeting Targets	Met
			0301056	Wright Jr. & Sr. High School	184	7-12	Partially Meeting Expectations	Below Targets	Meeting Targets	Meeting Targets	Meeting Targets	Meeting Targets	Met
0401000	Carbon #1		0401049	Little Snake River Valley School	188	K-12	Exceeding Expectations	Exceeding Targets	Meeting Targets		Exceeding Targets	Meeting Targets	Met
			0401056	Rawlins High School	438	9-12	Not Meeting Expectations	Exceeding Targets	Below Targets	Below Targets	Below Targets	Below Targets	Docked
0402000	Carbon #2		0402048	HEM Junior/Senior High School	90	7-12	Partially Meeting Expectations	Below Targets	Meeting Targets	Exceeding Targets	Meeting Targets	Meeting Targets	Met
			0402049	Encampment K-12 School	134	K-12	Meeting Expectations	Meeting Targets	Exceeding Targets		Exceeding Targets	Below Targets	Met
0402000			0402059	Saratoga Middle/High School	134	7-12	Meeting Expectations	Meeting Targets	Exceeding Targets	Meeting Targets	Meeting Targets	Meeting Targets	Met
0501000	Converse #1		0501055	Douglas High School	541	9-12	Meeting Expectations	Meeting Targets	Meeting Targets	Meeting Targets	Below Targets	Meeting Targets	Met
0502000	Converse #2		0502055	Glenrock High School	182	9-12	Meeting Expectations	Meeting Targets	Meeting Targets	Meeting Targets	Meeting Targets	Below Targets	Met
			0601048	Sundance Secondary School	163	7-12	Meeting Expectations	Exceeding Targets	Meeting Targets	Meeting Targets	Meeting Targets	Meeting Targets	Meeting Targets
0601000	Crook #1		0601049	Hulett School	140	K-12	Partially Meeting Expectations	Meeting Targets	Meeting Targets	Below Targets	Below Targets	Exceeding Targets	Met
			0601056	Moorcroft High School	186	9-12	Meeting Expectations	Exceeding Targets	Meeting Targets	Below Targets	Meeting Targets	Meeting Targets	Meeting Targets
0701000	Fremont #1		0701055	Lander Valley High School	455	9-12	Meeting Expectations	Meeting Targets	Meeting Targets	Meeting Targets	Meeting Targets	Meeting Targets	Met
0702000	Fremont #2		0702055	Dubois High School	53	9-12	Partially Meeting Expectations	Below Targets	Meeting Targets	Exceeding Targets	Meeting Targets	Meeting Targets	Met
0706000	Fremont #6		0706056	Wind River High School	133	9-12	Partially Meeting Expectations	Exceeding Targets	Meeting Targets	Below Targets	Below Targets	Meeting Targets	Docked
0714000	Fremont #14		0714055	Wyoming Indian High School	149	9-12	Not Meeting Expectations	Below Targets	Below Targets	Below Targets	Below Targets	Below Targets	Met
0721000	Fremont #21		0721056	Ft. Washakie High School	52	9-12	Not Meeting Expectations	Below Targets	Below Targets	Below Targets	Below Targets	Below Targets	Docked
0724000	Fremont #24		0724055	Shoshoni High School	109	9-12	Meeting Expectations	Exceeding Targets	Meeting Targets	Below Targets	Below Targets	Meeting Targets	Met
0725000	Fremont #25		0725056	Riverton High School	709	9-12	Partially Meeting Expectations	Below Targets	Below Targets	Below Targets	Meeting Targets	Meeting Targets	Met
0738000	Fremont #38		0738055	Arapahoe Charter High School	22	9-12		Below Targets	Below Targets			Below Targets	Not Met
0801000	Goshen #1		0801055	Southeast High School	101	9-12	Meeting Expectations	Exceeding Targets	Exceeding Targets	Below Targets	Meeting Targets	Meeting Targets	Met
			0801058	Lingle-Ft. Laramie High School	92	9-12	Meeting Expectations	Exceeding Targets	Meeting Targets	Meeting Targets	Meeting Targets	Meeting Targets	Meeting Targets
0801000			0801059	Torrington High School	356	9-12	Meeting Expectations	Meeting Targets	Meeting Targets	Exceeding Targets	Below Targets	Meeting Targets	Met
0901000	Hot Springs #1		0901055	Hot Springs County High School	227	9-12	Partially Meeting Expectations	Below Targets	Meeting Targets	Meeting Targets	Meeting Targets	Meeting Targets	Met
1001000	Johnson #1		1001049	Kaycee School	147	K-12	Meeting Expectations	Exceeding Targets	Exceeding Targets	Meeting Targets	Meeting Targets	Meeting Targets	Met
			1001055	Buffalo High School	317	9-12	Meeting Expectations	Meeting Targets	Meeting Targets	Below Targets	Meeting Targets	Meeting Targets	Meeting Targets
1101000	Laramie #1		1101055	Central High School	1166	9-12	Exceeding Expectations	Exceeding Targets	Meeting Targets	Exceeding Targets	Meeting Targets	Exceeding Targets	Met
			1101056	East High School	1469	9-12	Meeting Expectations	Meeting Targets	Meeting Targets	Below Targets	Meeting Targets	Meeting Targets	Met
1102000	Laramie #2		1101058	South High School	1137	9-12	Meeting Expectations	Below Targets	Below Targets	Below Targets	Below Targets	Meeting Targets	Docked
			1102056	Burns Jr & Sr High School	283	7-12	Meeting Expectations	Meeting Targets	Exceeding Targets	Below Targets	Meeting Targets	Meeting Targets	Meeting Targets
1102000			1102057	Pine Bluffs Jr & Sr High School	165	7-12	Meeting Expectations	Exceeding Targets	Meeting Targets	Meeting Targets	Meeting Targets	Meeting Targets	Met
1201000	Lincoln #1		1201057	Kemmerer Junior Senior High School	238	7-12	Meeting Expectations	Meeting Targets	Meeting Targets	Meeting Targets	Below Targets	Meeting Targets	Met
1202000	Lincoln #2		1202055	Cokeville High School	114	7-12	Meeting Expectations	Exceeding Targets	Meeting Targets		Meeting Targets	Meeting Targets	Met
			1202056	Star Valley High School	747	9-12	Meeting Expectations	Exceeding Targets	Below Targets	Exceeding Targets	Meeting Targets	Meeting Targets	Meeting Targets

High School Performance Report For School Year: 2016-17

1301000	Natrona #1	1301049	Midwest School	150	P-12	Partially Meeting Expectations	Meeting Targets	Below Targets	Meeting Targets	Below Targets	Below Targets	Met	
		1301055	Kelly Walsh High School	1790	9-12	Partially Meeting Expectations	Below Targets	Meeting Targets	Meeting Targets	Meeting Targets	Meeting Targets	Met	
		1301057	Natrona County High School	1601	9-12	Partially Meeting Expectations	Meeting Targets	Meeting Targets	Below Targets	Below Targets	Below Targets	Met	
1401000	Niobrara #1	1401055	Niobrara County High School	325	9-12	Not Meeting Expectations	Below Targets	Below Targets	Below Targets	Meeting Targets	Below Targets	Docked	
1501000	Park #1	1501055	Powell High School	514	9-12	Meeting Expectations	Exceeding Targets	Meeting Targets	Meeting Targets	Meeting Targets	Meeting Targets	Met	
1506000	Park #6	1506055	Cody High School	604	9-12	Meeting Expectations	Meeting Targets	Meeting Targets	Exceeding Targets	Exceeding Targets	Meeting Targets	Met	
1516000	Park #16	1516049	Meeteetse School	123	P-12	Meeting Expectations	Exceeding Targets	Meeting Targets	Meeting Targets	Meeting Targets	Meeting Targets	Met	
1601000	Platte #1	1601055	Chugwater High School	17	9-12	Not Meeting Expectations	Below Targets	Below Targets		Below Targets	Meeting Targets	Met	
		1601056	Glendo High School	15	9-12	Not Meeting Expectations	Below Targets	Below Targets		Below Targets	Below Targets	Met	
		1601057	Wheatland High School	278	9-12	Partially Meeting Expectations	Below Targets	Meeting Targets	Meeting Targets	Exceeding Targets	Meeting Targets	Met	
1602000	Platte #2	1602055	Guernsey-Sunrise High School	69	9-12	Meeting Expectations	Meeting Targets	Meeting Targets	Meeting Targets	Below Targets	Meeting Targets	Met	
1701000	Sheridan #1	1701055	Big Horn High School	145	9-12	Meeting Expectations	Exceeding Targets	Exceeding Targets	Below Targets	Exceeding Targets	Meeting Targets	Met	
		1701056	Tongue River High School	129	9-12	Meeting Expectations	Exceeding Targets	Meeting Targets	Meeting Targets	Below Targets	Meeting Targets	Met	
1702000	Sheridan #2	1702057	Sheridan High School	940	9-12	Meeting Expectations	Meeting Targets	Exceeding Targets	Meeting Targets	Exceeding Targets	Meeting Targets	Met	
1703000	Sheridan #3	1703049	Clearmont K-12 School	87	K-12			Meeting Targets			Below Targets	Met	
1801000	Sublette #1	1801055	Pinedale High School	280	9-12	Not Meeting Expectations	Meeting Targets	Exceeding Targets	Exceeding Targets	Exceeding Targets	Meeting Targets	Not Met	
1809000	Sublette #9	1809055	Big Piney High School	191	9-12	Meeting Expectations	Exceeding Targets	Meeting Targets	Below Targets	Exceeding Targets	Meeting Targets	Met	
1901000	Sweetwater #1	1901055	Farson-Eden High School	59	9-12	Meeting Expectations	Meeting Targets	Below Targets	Meeting Targets	Meeting Targets	Meeting Targets	Met	
		1901056	Rock Springs High School	1386	9-12	Not Meeting Expectations	Below Targets	Below Targets	Below Targets	Below Targets	Below Targets	Met	
1902000	Sweetwater #2	1902055	Green River High School	791	9-12	Meeting Expectations	Meeting Targets	Meeting Targets	Meeting Targets	Below Targets	Meeting Targets	Met	
2001000	Teton #1	2001055	Jackson Hole High School	681	9-12	Meeting Expectations	Exceeding Targets	Exceeding Targets	Below Targets	Exceeding Targets	Meeting Targets	Met	
2101000	Uinta #1	2101055	Evanston High School	747	9-12	Partially Meeting Expectations	Meeting Targets	Meeting Targets	Below Targets	Below Targets	Below Targets	Met	
2104000	Uinta #4	2104055	Mountain View High School	234	9-12	Meeting Expectations	Meeting Targets	Meeting Targets	Exceeding Targets	Exceeding Targets	Meeting Targets	Met	
2106000	Uinta #6	2106055	Lyman High School	195	9-12	Meeting Expectations	Meeting Targets	Meeting Targets	Exceeding Targets	Below Targets	Meeting Targets	Met	
2201000	Washakie #1	2201055	Worland High School	404	9-12	Partially Meeting Expectations	Below Targets	Meeting Targets	Below Targets	Meeting Targets	Meeting Targets	Met	
2202000	Washakie #2	2202049	Ten Sleep K-12	112	P-12	Meeting Expectations	Exceeding Targets	Meeting Targets		Meeting Targets	Meeting Targets	Met	
2301000	Weston #1	2301055	Newcastle High School	213	9-12	Meeting Expectations	Meeting Targets	Meeting Targets	Exceeding Targets	Meeting Targets	Below Targets	Met	
2016-17	2307000	Weston #7	2307055	Upton High School	78	9-12	Partially Meeting Expectations	Exceeding Targets	Meeting Targets	Below Targets	Meeting Targets	Meeting Targets	Docked



WYOMING LEGISLATIVE SERVICE OFFICE

Memorandum

DATE March 31, 2017
TO Walt Wilcox, Chairman, State Board of Education
FROM Ted Hewitt, Staff Attorney
SUBJECT Required Reporting to Legislature – 2017 Interim

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

On-going Reporting Requirements

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

2017 General Session Reporting Requirements

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

2016 Budget Session Reporting Requirements

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

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

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

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

WYOMING LEGISLATIVE SERVICE OFFICE *Memorandum*

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Reports Due

Authority	Due Date	Reporting Agencies/Committees	Receipt Date	Comment
2011 Ch 184 Section: 5	12/1/2011	State board of education		The state board shall provide a final report on the pilot statewide benchmark adaptive assessment to the select committee on statewide education accountability.
Report ID: 757	Frequency One-Time	Receiving Agencies/Committees State board of education	Alchemy #:	
Authority	Due Date	Reporting Agencies/Committees	Receipt Date	Comment
1997 Ch 3 Section: 301 21-2-304(c)	12/1/2013 12/1/2018	State board of education		State Board is required to report to the JEC on its review of the student content and performance standards and the "basket of goods" (W.S. 21-9-101 & 102) every 5 years. NOTE: 1997 Sp. Sess.
Report ID: 784	Frequency Time Limited/Periodic	Receiving Agencies/Committees State board of education	Alchemy #:	
Authority	Due Date	Reporting Agencies/Committees	Receipt Date	Comment
1994 Ch 17 Section: 1 21-2-304(c)		State board of education		State Board is required to perform an on-going review of its duties and report to the Legislature with any modifications or revisions (no date or frequency specified).
Report ID: 785	Frequency Time Limited/Periodic	Receiving Agencies/Committees State board of education	Alchemy #:	
Authority	Due Date	Reporting Agencies/Committees	Receipt Date	Comment
2012 Ch 101 Section: 1 21-2-204(j)	9/1/2014	State board of education		Not later than September 1, 2014, and each September 1 thereafter, the state board shall report to the joint education interim committee on the results of the accountability system for each school in the state.
Report ID: 820	Frequency Annual	Receiving Agencies/Committees State board of education	Alchemy #:	
Authority	Due Date	Reporting Agencies/Committees	Receipt Date	Comment
2012 Ch 101 Section: 3	8/15/2012	State board of education		The state superintendent shall immediately apply to the United States department of education for a waiver allowing the use of the standardized achievement college entrance examination administered in grade eleven (11) pursuant to W.S. 21-2-202(a)(xxx) to fulfill the requirements of the federal No Child Left Behind Act of 2001. The state superintendent shall report each month to the select committee on the status of this waiver. Not later than August 15, 2012, the state board shall report to the select committee on any action taken under this subsection.
Report ID:	Frequency	Receiving Agencies/Committees	Alchemy #:	

Reports Due

821 Time Limited/Periodic State board of education

Authority	Due Date	Reporting Agencies/Committees	Receipt Date	Comment
2012 Ch 101 Section: 5	10/15/2012	State board of education		The state board, in consultation with the department of education, shall report to the legislative service office not later than October 15, 2012 on the implementation of phase one of the pilot statewide education accountability system. The report shall include the design and proposed business rules for implementation and administration of a fully operational phase one pilot statewide education accountability system by school year 2012-2013.

Report ID: **Frequency** **Receiving Agencies/Committees** **Alchemy #:**
822 One-Time State board of education

Authority	Due Date	Reporting Agencies/Committees	Receipt Date	Comment
2012 Ch 101 Section: 6	11/15/2012	State board of education		Not later than November 15, 2012, the state board shall report and make recommendations to the select committee on the use of an end of course assessment system as a component of the statewide summative assessment and for district assessment systems that are designed and used to determine the various levels of student performance for purposes of fulfilling high school graduation requirements.

Report ID: **Frequency** **Receiving Agencies/Committees** **Alchemy #:**
824 One-Time State board of education

Authority	Due Date	Reporting Agencies/Committees	Receipt Date	Comment
2013 Ch 195 Section: 5(b)	10/15/2013	State board of education		Not later than October 15, 2013, the state board, through the department, shall submit a report on phase I of the pilot statewide education accountability system developed under this section to the select committee on statewide education accountability established under 2011 Wyoming Session Laws, Chapter 184, Section 4, and continued by 2012 Wyoming Session Laws, Chapter 101, Section 4. Based upon this report, the select committee shall report its findings and recommendations to the Wyoming legislature prior to the 2014 budget session, including implementing legislation and a timeline for implementation when applicable.

Report ID: **Frequency** **Receiving Agencies/Committees** **Alchemy #:**
896 Time Limited/Periodic State board of education

Authority	Due Date	Reporting Agencies/Committees	Receipt Date	Comment
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Reports Due

2013 Ch 195
Section: 5(c)

State board of education

The state board, through the department, shall periodically report to the select committee on statewide education accountability regarding the status of assessment development, investigation of options available to the state and the impact of existing law governing statewide assessments on future assessment development. The select committee shall report to the 2014 legislature on any necessary legislation supporting future assessment development.

Report ID:	Frequency	Receiving Agencies/Committees	Alchemy #:
897	Time Limited/Periodic	State board of education	

Authority	Due Date	Reporting Agencies/Committees	Receipt Date	Comment
2013 Ch 195 Section: 5(e)	10/15/2013	State board of education		The state board and department of education, in implementing W.S. 21-2-304(a)(iv) and 21-3-110(a)(xxiv), as amended by section 1 of this act, pertaining to development of guidelines for measures to be included within school district assessment systems for purposes of determining successful completion of high school graduation requirements, shall periodically report progress to the select committee. A report with final recommendations on guidelines shall be included within the October 15, 2013, report required under subsection (b) of this section (report # 896).

Report ID:	Frequency	Receiving Agencies/Committees	Alchemy #:
898	Time Limited/Periodic	State board of education	

Authority	Due Date	Reporting Agencies/Committees	Receipt Date	Comment
2015 Ch 179 Section: 6(a)(iv) and (b)	10/15/2015	State board of education		On or before October 15, 2015, the state board of education shall report to the joint education interim committee and the select committee on statewide education accountability on findings and recommendations developed from its review and evaluation of the accountability system. Included in this report, the state board of education and department of education, shall periodically report pertaining to school district assessment systems and high school graduation requirements, to the joint education interim committee and the select committee with final recommendations on guidelines included within the October 15, 2015, report.

Report ID:	Frequency	Receiving Agencies/Committees	Alchemy #:
1093	One-Time	State board of education	

Authority	Due Date	Reporting Agencies/Committees	Receipt Date	Comment

Reports Due

2015 Ch 179
Section: 6(e)

10/15/2015

State board of education

The state board of education shall report each month to the select committee on statewide education accountability and the joint education interim committee on the status of the request for an exception from the requirements of no child left behind. Not later than October 15, 2015, the state board shall submit a final report to the select committee on statewide accountability and the joint education interim committee on the action taken related to the exception request.

Report ID: 1094
Frequency: Time Limited/Periodic
Receiving Agencies/Committees: State board of education
Alchemy #:

Authority	Due Date	Reporting Agencies/Committees	Receipt Date	Comment
2015 Ch 179 Section: 7(b)	12/31/2015	State board of education		The state board of education shall report expenditures related to the administration of the assessment task force to the select committee on statewide education accountability by not later than December 31, 2015.

Report ID: 1096
Frequency: One-Time
Receiving Agencies/Committees: State board of education
Alchemy #:

Authority	Due Date	Reporting Agencies/Committees	Receipt Date	Comment
2016 Ch 31 Section: 2	9/1/2016	State board of education		Section 2, Section 206 - Department of Education, Footnote 4: Not later than September 1, 2016, the state board shall submit a report to the joint education interim committee on the governance structure of the board and the necessity of the coordinator position.

Report ID: 1122
Frequency: One-Time
Receiving Agencies/Committees: State board of education
Alchemy #:

Authority	Due Date	Reporting Agencies/Committees	Receipt Date	Comment
2016 Ch 113 Section: 4		State board of education		At least thirty days prior to issuing a request for proposal to commence development and implementation of a statewide student assessment system, the state board shall submit the proposed request for proposal to the select committee on statewide education accountability.

Report ID: 1137
Frequency: One-Time
Receiving Agencies/Committees: State board of education
Alchemy #:

Authority	Due Date	Reporting Agencies/Committees	Receipt Date	Comment
2016 Ch 113 Section: 5	9/30/2016	State board of education		Not later than September 30, 2016, the state board of education shall report any recommendations related to the specialty assessments, together with any recommended statutory revisions, to the select committee on statewide education accountability.

Reports Due

Report ID: 1138	Frequency One-Time	Receiving Agencies/Committees State board of education	Alchemy #:	
Authority 2016 Ch 113 Section: 6	Due Date 12/31/2016	Reporting Agencies/Committees State board of education	Receipt Date	Comment Not later than December 31, 2016, the state board shall report expenditures of amounts appropriated to provide support and administration of the specialty assessment committees to the select committee on statewide education accountability.
Report ID: 1140	Frequency One-Time	Receiving Agencies/Committees State board of education	Alchemy #:	
Authority 2016 Ch 108 Section: 1	Due Date 10/15/2018	Reporting Agencies/Committees State board of education	Receipt Date	Comment The state board shall report periodically to the select committee on statewide education accountability and the joint education interim committee on the progress related to setting target levels associated with school performance rating and a final report shall be submitted no later than October 15, 2018.
Report ID: 1142	Frequency One-Time	Receiving Agencies/Committees State board of education	Alchemy #:	
Authority 2016 Ch 108 Section: 1	Due Date 10/15/2018	Reporting Agencies/Committees State board of education	Receipt Date	Comment The state board of education shall, in consultation with the technical advisory group, study and develop recommendations related to the progressive multi-tiered system of support, interventions and consequences specifically targeted to assist alternative schools. The state board shall report any recommendations for modification, as may be necessary, to the select committee on statewide accountability and the joint education interim committee, no later than October 15, 2018.
Report ID: 1143	Frequency One-Time	Receiving Agencies/Committees State board of education	Alchemy #:	
Authority 2016 Ch 108 Section: 4	Due Date 12/31/2018	Reporting Agencies/Committees State board of education	Receipt Date	Comment Not later than December 31, 2018, the state board shall report expenditures of the amounts appropriated to convene the panel of professionals to set target performance levels to the select committee on statewide education accountability and the joint education interim committee.
Report ID: 1144	Frequency One-Time	Receiving Agencies/Committees State board of education	Alchemy #:	

Reports Due

Authority	Due Date	Reporting Agencies/Committees	Receipt Date	Comment
2016 Ch 108 Section: 4	12/31/2018	State board of education		Not later than December 31, 2018, the state board shall report expenditures of the amounts appropriated to provide support and administration of the technical advisory group to the select committee on statewide education accountability and the joint education interim committee.
Report ID: 1145	Frequency One-Time	Receiving Agencies/Committees State board of education	Alchemy #:	
Authority	Due Date	Reporting Agencies/Committees	Receipt Date	Comment
2017 Ch 95 Section: 7(b)	8/15/2017	State board of education		Not later than August 15, 2017, the State Board of Education shall report to the Joint Education Interim Committee the methods and process recommended to determine post secondary readiness as required under W.S. 21-2-204(c)(iv) as amended. The report shall include identification of any enabling legislation that may be necessary. 2017 HB0040
Report ID: 1157	Frequency One-Time	Receiving Agencies/Committees State board of education	Alchemy #:	
Authority	Due Date	Reporting Agencies/Committees	Receipt Date	Comment
2017 Ch 193 Section: 1 21-2-204, 21-2-304	9/1/2017 9/1/2018	State board of education		In establishing a reporting system for providing periodic and uniform reporting on the progress of state public education achievement compared to established targets, the Department of Education shall describe the performance of each public school in Wyoming, including assessment results for students attending full-time virtual education programs. The State Board of Education in consultation and coordination with local school districts shall report a reliable and valid measure of individual student achievement for each public school and school district within the state, and the performance of the state as a whole, including assessment results for students attending full-time virtual education programs. Reporting shall be to the legislature and the Joint Education Interim Committee. 2017 SF0035
Report ID: 1175	Frequency Annual	Receiving Agencies/Committees State board of education	Alchemy #:	
Authority	Due Date	Reporting Agencies/Committees	Receipt Date	Comment

Reports Due

2017 Ch 61 Section: 3	7/1/2017	State board of education	Not later than July 1, 2017, the State Board of Education shall report to the Joint Education Interim Committee the status and substance of the rules and regulations regarding districts' leader evaluation systems and any alternative leader evaluations systems, pursuant to W.S. 21-2-304(b) as amended. 2017 SF0036
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Report ID:	Frequency	Receiving Agencies/Committees	Alchemy #:	
1176	One-Time	State board of education		
Authority	Due Date	Reporting Agencies/Committees	Receipt Date	Comment
2017 Ch 95 Section: 7 21-2-204(k)	9/1/2018	State board of education		Under section 7, subsection (c) of this act, in the September 1, 2018 report to the Joint Education Interim Committee required under W.S. 21-2-204(k), the State Board of Education shall include documentation and explanation of the deliberative process and benchmarks, established in W.S. 21-2-204(f). 2017 HB0040

ACTION SUMMARY REVIEW
STATE BOARD of EDUCATION

August 2017

ISSUE:

Wyoming State Statutes 21-13-315 and 21-13-336 require the Wyoming Department of Education (WDE) to adopt reasonable rules prescribing minimum standards and allowable costs for educational program services in support of Court Ordered Placement of Students or Medically Necessary placed youth in Psychiatric Residential Treatment Facilities (PRTF). Chapter 14, State Board of Education Rules and Regulations, lists these minimum standards. For new facilities, written verification of information provided to the WDE and an on-site review are required. WDE representatives Jo Ann Numoto and Jennifer Gregory reviewed Rite of Passage dba Meadowlark Academy on August 23, 2017. Documentation is on file at the WDE; the State Board of Education reviews this information, and either approves or denies the applicant.

BACKGROUND & KEY FACTS:

Rite of Passage dba Meadowlark Academy (Meadowlark Academy) is located at 3304 I-80 Service Road, Cheyenne, Wyoming. Meadowlark Academy is in the process, with assistance from Thrive Health Services, LLLP, of applying for accreditation from the Commission on Accreditation of Rehabilitation Facilities (CARF). Rite of Passage dba Meadowlark Academy is certified by the Wyoming Department of Family Services (DFS) as a Residential Treatment Center (RTC), effective through July 2018. Rite of Passage dba Meadowlark Academy in connection with Thrive Health Services, holds certification from the Behavioral Health Division of the Wyoming Department of Health. Rite of Passage dba Meadowlark Academy holds license from the Consumer Health Services of the Wyoming Department of Agriculture. Rite of Passage dba Meadowlark Academy has provided a copy of the Memorandum of Understanding (MOU) between Haven Behavioral Health Institute & Consulting, LLP and Rite of Passage, Inc. (Meadowlark Center) as a result of a request for documentation of the connection between Thrive Health Services and Rite of Passag dba Meadowlark Academy. The MOU copy is with Rite of Passage dba Meadowlark Academy documentation at the WDE. Meadowlark Academy serves co-ed youth, ages twelve to seventeen (12-17) grades 6-12. In order for continuous fidelity throughout their programs, Rite of Passage has transferred several staff members from other sites to the Cheyenne site.

Rite of Passage has received a “system accreditation” from AdvancED that includes Meadowlark Academy as well as its other sites. Rite of Passage dba Meadowlark Academy is a staff of nineteen (19) with two PTSB certified faculty in the education unit. There is space for expansion as one classroom presently holds the students with two additional rooms that could be used for classrooms. Students move at their pace and according to their Individual

Learning Plan for individual education related requirements. Currently, less than forty percent (40%) are students with an Individualized Education Program (IEP). Teachers provide individual educational guidance, directives, and academic assistance as students have access to laptops to complete their classwork. Direct Care (residential) staff are in the classroom to assist the teachers and students.

At the present time, Meadowlark Academy has nine (9) Wyoming students court ordered for placement.

SUGGESTED MOTION:

Recommend that the State Board of Education (SBE) designate Rite of Passage dba Meadowlark Academy as an approved facility for court ordered placement of students and subsequent educational payments pursuant to Wyoming Statute 21-13-315.

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

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

COMMENTS:



**WYOMING
STATE BOARD
OF EDUCATION**

**The 2017 Professional Judgement Panel Report
to the Joint Education Interim Committee**
Discussion Draft

September 13, 2017

Prepared by
Thomas P. Sachse, PhD
Coordinator, State Board of Education

Wyoming State Board of Education
Walt Wilcox, Chairman

Background

Following HEA-061, W.S. 21-2-204(f) states, “The state board, through the department of education, shall compile, evaluate and determine the target levels for an overall school performance rating and for content indicator level performance. The board shall execute this determination *when a significant aspect of the school accountability system changes* (emphasis added) or based upon periodic review of the system that requires evaluation of the target and indicator levels for school performance ratings through a prescribed deliberative process informed by a panel comprised of broad based representation from both public education and the community at-large.”

HEA-061 further stipulates in W.S.21-2-204(c)(iv): “Post secondary readiness, as defined to include college readiness and career readiness. School level performance shall be based upon the percentage of students meeting either college or career readiness. College readiness shall be measured by a standardized college entrance examination administered pursuant to W.S. 21-2-202(a)(xxx) in grade eleven (11), together with a readiness indicator defined by a series of student eligibility data reports generated under the Hathaway student scholarship program established by W.S. 21-16-1301 through 21-16-1310, *with school level results aggregated according to a procedure in which values and weights determined by a deliberate method are tied to specified definitions of post secondary readiness and other college readiness indicators as determined by the state board of education in consultation with the state superintendent.*” (emphasis added) Career readiness shall be measured by student performance in accordance with other provisions of this title as determined by the state board of education in consultation with the state superintendent.

The State Board of Education (SBE) determined that the addition of post-secondary readiness, (as recommended by the Advisory Committee on Accountability) as well as the addition of English Language proficiency to the Wyoming Accountability in Education Act (WAEA), triggered the convening of a Professional Judgement Panel (PJP) to conduct the deliberative process to advise the Wyoming Department of Education (WDE) and the Advisory Committee.

Mechanics

The Professional Judgement Panel (PJP) convened in Casper, Wyoming the afternoon of July 13 and the morning of July 14. This allowed staff to conduct additional analyses about issues raised in the first session so they were prepared with answers and additional insight the next morning. There were 21 panelists (listed on page 2) and six staff in attendance. Travel reimbursements were made only for those not employed by Wyoming governmental agencies as specified in statute. The meeting was open to the public in person and by phone.

PJP Membership

Once the decision had been made to convene the PJP, every effort was made to include members who had served previously. About half the membership changed due to new positions, retirements, changes in status, and vacation schedules. The final PJP membership followed the statutory expectations for breadth and depth of

representation. Two membership categories, business and support services, had only one representative attend the panel because other individuals who had originally agreed to serve on the PJP were, at the last moment, unable to do so.

State Board of Education

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Dr. Mike Flicek presenting underlying research methodology for recommended indicators.

Presentations

Dr. Tom Sachse, coordinator for the SBE, explained the charge of the PJP for this two-day session. Prior to convening the PJP, he discussed this with the entire state board at their June meeting in Sheridan, and later, with the Administrative Committee of the SBE in early July. He began the meeting by introducing himself and his role as an employee of the SBE. He reviewed certain acronyms such as WAEA and ESSA, reviewed the mechanics and agenda for the meeting, described the similarities and differences between the state and federal accountability systems, and described the time frame for the 2018 PJP and the implications of the transition from PAWS to WYTOPP. He also emphasized the need for alignment between the indicators for the state and federal accountability systems. He noted that in the past, the federal system under No Child Left Behind was very different from the state accountability system under the Wyoming Accountability in Education Act. He then introduced the PJP co-facilitator, Dr. Julie Magee, division director of accountability from the WDE, who then introduced her staff.

1. The first formal presentation was delivered by Fremont CSD#6 Superintendent Diana Clapp, who shared the history of the state accountability system since initial legislation began in 2011. She chronicled the annual legislative refinements and implementation features. She also noted her own point of view about the accountability system and stipulated that she was but one member of the

Advisory Committee to the Select Committee on Accountability. The purpose of her presentation was to set the historical context for the current status of the Wyoming Accountability in Education Act along with the expectation for a repeat of the PJP process in 2018, when the new statewide assessment is implemented. She was passionate about the role of the PJP as a legitimizing process for creating the Wyoming brand of state accountability and spoke to the value of the state system of support that will help schools improve student results, which is the whole point of an accountability system.

2. Dr. Magee then delivered two presentations, one of which compared the state and federal accountability systems with particular emphasis on the recommendations from the advisory committee on the postsecondary readiness indicator. She then gave a status report on Wyoming's plan for federal accountability under ESSA, which was being sent to the Governor for review and final submission to the US Department of Education. She also emphasized the need to have one coherent accountability system for schools, acknowledging that state and federal systems often have different functions and requirements.
3. Dr. Mike Flicek provided an overview of the underlying research methodology for the recommendations on a variety of indicators. One interesting aspect of Dr. Flicek's presentation was that the research methodology provided graphical representations and rationales for the long-term targets. Overall, he was demonstrating how the methodology employed was designed to strike a balance between targets that were ambitious, yet attainable. His first set of remarks established parameters for all students with regard to grades 3 through 8 achievement, high school achievement, graduation rate, English language proficiency for grades 3 through 8, and English language proficiency for high school students. His second set of remarks established the rationale for the parameters for all subgroups in achievement for grades 3 through 8, achievement for high school, and graduation rate. Another interesting aspect of Dr. Flicek's remarks involved the time frame for goal attainment. The long-term goals for all of these parameters was set at 15 years, and the interim goals were considered annual.
4. The next presentation was conducted by phone with Dr. Scott Marion who currently advises the WDE on matters related to assessment and accountability. His remarks dovetailed with Dr. Flicek's, and he answered a number of technical and policy questions regarding the recommendations for the parameters that had been described earlier. Because his firm works with a number of other states on issues related to statewide assessment and accountability, he was able to characterize the Wyoming model and contrast it with other states' approaches.

Deliberative Process

The panel began its deliberative process, and one panelist raised a question about why Equity, an indicator used in grades 3 through 8, wasn't chosen as the fifth indicator. A number of different observations were made about this question, but it was suggested

that state leadership wanted to flesh out readiness to include college, career, and military readiness, all with equal value.

Another major discussion point was about the Opportunity level of the Hathaway Scholarship; the curriculum requirement includes four years of math and four years of science that are currently not state graduation requirements. Some of this discussion was framed around the issue that small districts have difficulty finding and retaining high-quality math and science teachers. It was also noted that the “highly qualified” requirements from the No Child Left Behind Act were still resident in the current requirements under the Professional Teaching Standards Board.

A related discussion described the example of a student who wished to pursue the arts, but had no interest in four years of mathematics and science. Panelists thought it would be difficult for counselors and principals to convince art majors to take more STEM courses and fewer arts classes.

A number of panel members raised questions of a statistical nature that were not readily available at the time. These questions included: how many students reached the four levels of Hathaway Scholarship status; how many students currently take four years of mathematics and four years of science; how many students currently meet the graduation requirements of three years of mathematics and three years of science and also earn a grade point average of 2.5 and an ACT score of 19; and, why wasn't the Performance level of the Hathaway Scholarship status considered for accountability purposes by the advisory committee. In the end, the Professional Judgement Panel requested the Advisory Committee on Accountability reconvene and discuss whether the Opportunity level of the Hathaway Scholarship program gave high schools an “equal footing” to reach the status of meeting or exceeding expectations under WAEA.

An entirely different discussion spoke to the issue of maintaining the Wyoming Accountability in Education Act measures and indicators as is, without changing them. Of course, the response was that the Every Student Succeeds Act accountability requirements were forcing some of these reconsiderations. There were a few comments about the positive aspect of post-secondary readiness including more than simply test scores. One veteran of the Advisory Committee on Accountability reminded the group that the original “theory of action” is the driving force to help incentivize schools to serve students better.

Consensus

Once the presentations had been received and after a robust discussion of alternatives to the long-term goals, Dr. Flicek reviewed each goal and asked the panel for consensus. Staff told the panel in the introductory charge that they would not take a formal vote of approval or disapproval; rather they would use a consensus-building process to seek support for the proposed long-term goals. Panelists were asked to show favor with thumbs-up, concern (or uncertainty) with thumbs sideways, and disapproval with thumbs down. There were a few sideways thumbs, but not one thumbs down on any goal.

In terms of the recommended goals, the recommendation was to establish goals for all students pegged at the 65th percentile of the current score distribution and for subgroups pegged at the 80th percentile of the current score distribution. The rationale for using a higher percentile for subgroups was to “close the gap” between all students and identified subgroups (that include minorities (like Hispanics) and special populations (like those on Free or Reduced Lunch). For example, the recommended long-term (15 year goal) is to have all schools serving grades three through eight reach the current performance of schools at the 65th percentile of this year’s score distribution. Of course, all these goals will have to be reexamined once the state moves from PAWS to WyTOPP. The WIDA ACCESS test is also being renormed, so those goals will also be reexamined. Samples of the plots used by Dr. Flicek to illustrate current distributions are included in the Appendix.

The PJP gave nearly 100% thumbs up consensus for the following long-term proficiency goals:

Parameters for All Students

Achievement 3-8 Math

- 65th percentile (59% proficiency is the current performance for the 65th percentile)

Achievement 3-8 Reading

- 65th percentile (65% proficiency is the current performance for the 65th percentile)

Achievement High School Math

- 65th percentile (46% proficiency is the current performance for the 65th percentile)

Achievement High School Reading

- 65th percentile (39% proficiency is the current performance for the 65th percentile)

Grad Rate

- 65th percentile (88% graduation rate is the current performance for the 65th percentile)

ELP 3-8

- Student-level goal: 4.6 on ACCESS 2.0
- Acceptable progress (school-level): 65th percentile

ELP High School

- Student-level goal: 4.6 on ACCESS 2.0

- Acceptable progress (school-level): 65th percentile

Parameters for All Subgroups – Consensus Reached:

Achievement 3-8 Math

- 80th percentile

Achievement 3-8 Reading

- 80th percentile

Achievement High School Math

- 80th percentile

Achievement High School Reading

- 80th percentile

Grad Rate

- 80th percentile

Gap Closure

- 30% for all subgroups

Timeline for goal attainment (must be same for All Students and All Subgroups) – Consensus Reached: 15 years for each

Achievement 3-8 Math

3-8 Reading

Achievement High School Math

Achievement High School Reading

Grad Rate

ELP 3-8

ELP High School

Noted Differences in the State and Federal Systems

At several discussion points during the deliberation process, individuals noticed four major differences between the state and federal accountability systems as they currently exist.

1. WAEA currently requires science assessment results to be used in the computation of the school ratings, while the Wyoming ESSA accountability plan only uses language arts and mathematics in the school rating process.

2. WAEA currently has four levels of school ratings (exceeding expectations, meeting expectations, partially meeting expectations, and not meeting expectations), while ESSA has three ratings, all of which describe what level of support and assistance a school needs to improve (e.g., comprehensive support and two types of targeted assistance).
3. WAEA incentivizes high schools to keep students through graduation even though it may take five, six, or even seven years to complete the diploma requirements, while ESSA maintains only the four-year, on-time cohort graduation rate.
4. WAEA has a nearly complete alternative high school accountability system pilot that is responsive to the special circumstances of schools dealing with a challenging population, while ESSA has a one-size fits all requirement that all high schools get the same treatment.

There was also one other minor difference: the ESSA plan currently defines the interim targets as annual. But given the shortness of time between receiving accountability status and the start of school, PJP members felt the interim targets should be three years. The PJP members also discussed the provision for a “safe harbor” as under NCLB, where no sanctions would occur the first year a school receives a low rating (partially or not meeting expectations).

The state board will discuss legislative remedies, but due to cost-cutting measures, it is likely that conversation will not occur before the September JEIC meeting.

Conclusions

The convening of the Professional Judgement Panel addressed several important issues.

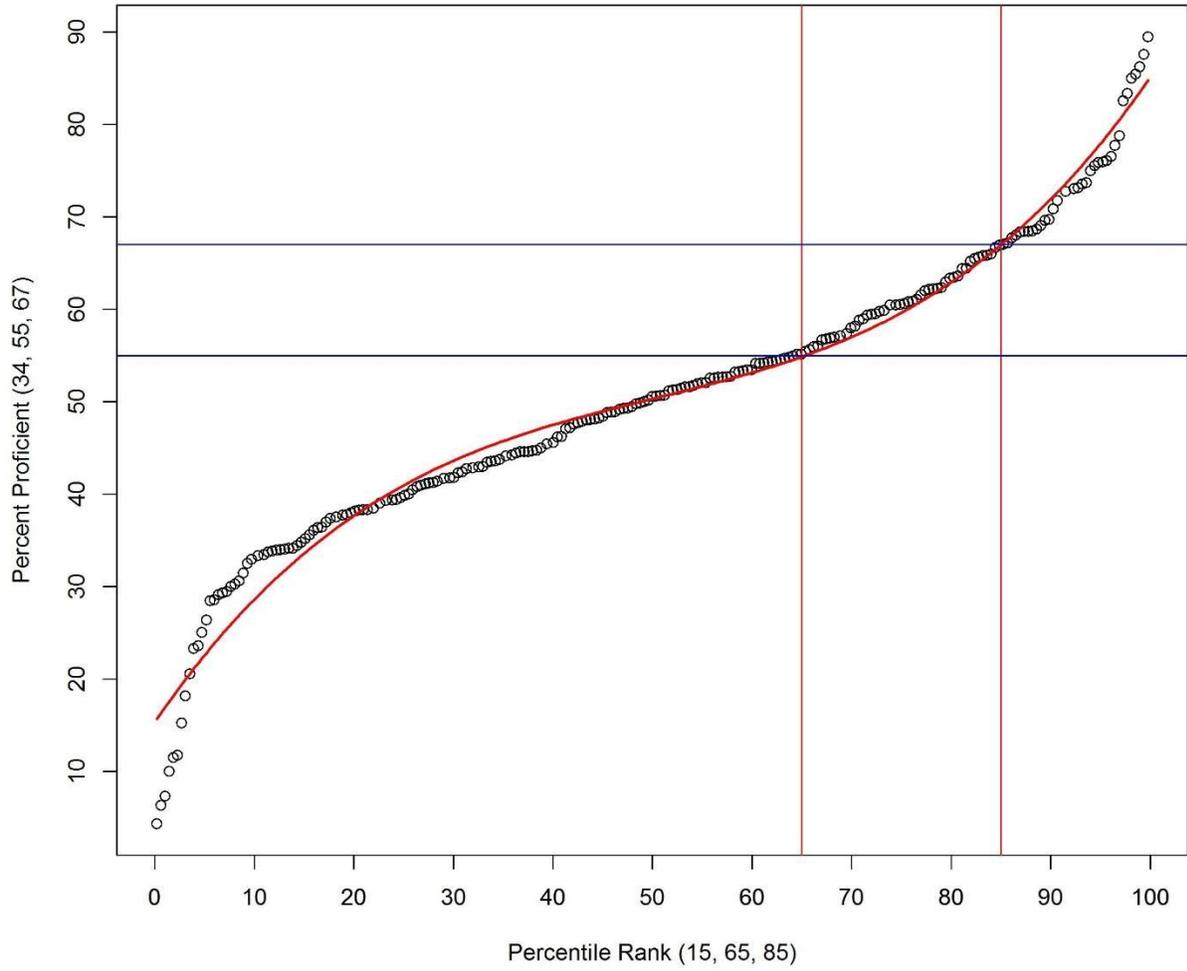
1. By holding the PJP in summer of 2017, the membership was updated and expanded, and the panelists received the history of state accreditation and learned about the federal accountability system under ESSA.
2. This was a trial run. The more important types of judgements will be made once the new statewide assessment system is fully implemented.
3. The panel was able to follow the analytical process used by the advisory board in making the current set of recommendations.
4. The panel identified four major and one minor difference between the two systems.
5. The PJP spent considerable time reviewing the post-secondary readiness indicator, enabling the state board to meet its statutory obligation to report to the JEIC. The PJP also enabled staff from the state board and the WDE to collaborate in defining an accountability system that will serve both state and federal reporting requirements.

In the end, the PJP aligned with the state board's preference that the recommendations for (at least the first year) of the state (WAEA) accountability system long-term goals would be exactly the same as the first year long-term goals of the federal (ESSA) plan. Staff and presenters were pleased that they could reach commonality between the federal and state systems. In this sense, the PJP was a

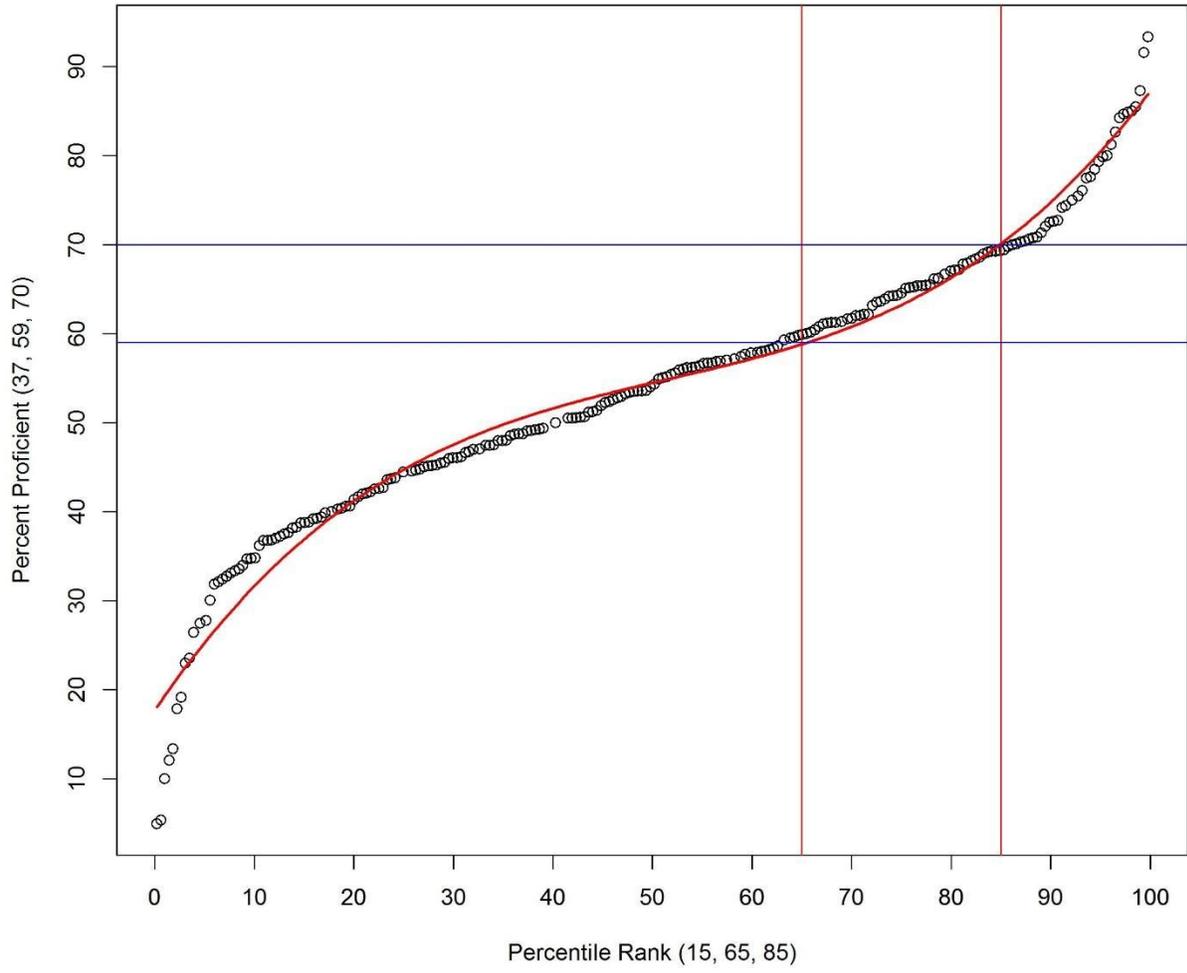
success. They reached continuity between the systems while identifying some important differences between the legislative designs of the state and federal systems.

Appendix: Sample Distribution Plots

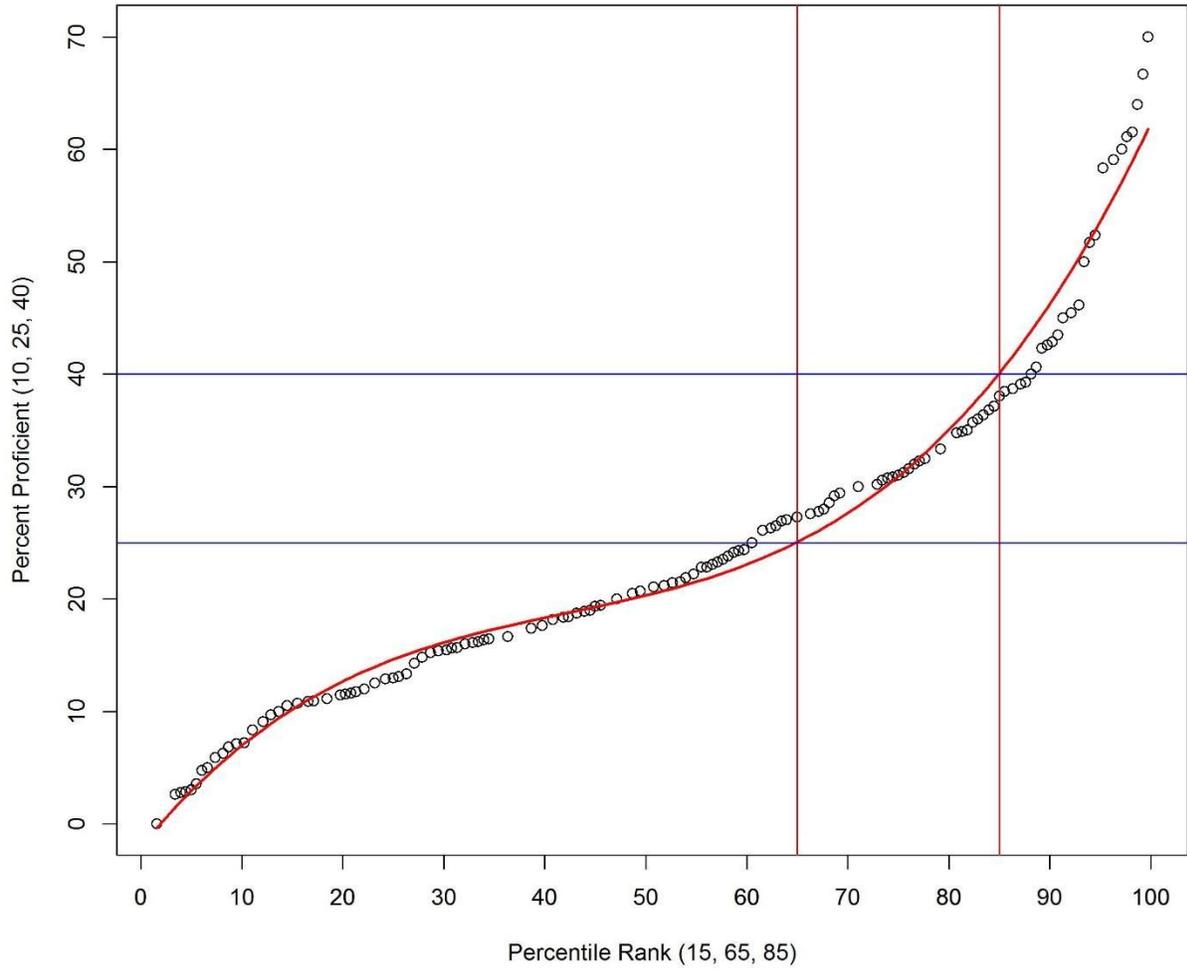
2014-15 PAWS Math Percent Proficient (241 Schools) - All Students



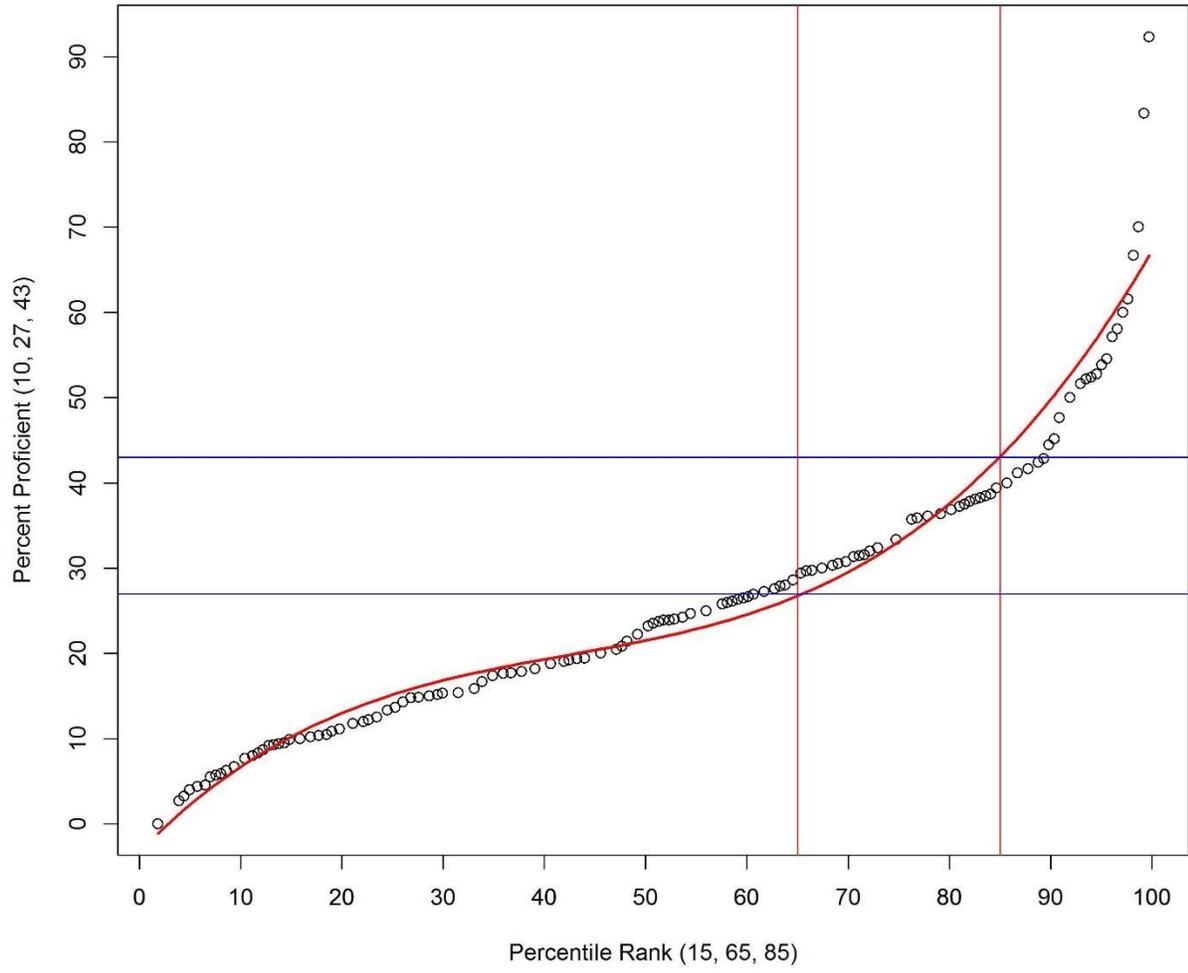
2015-16 PAWS Math Percent Proficient (242 Schools) - All Students



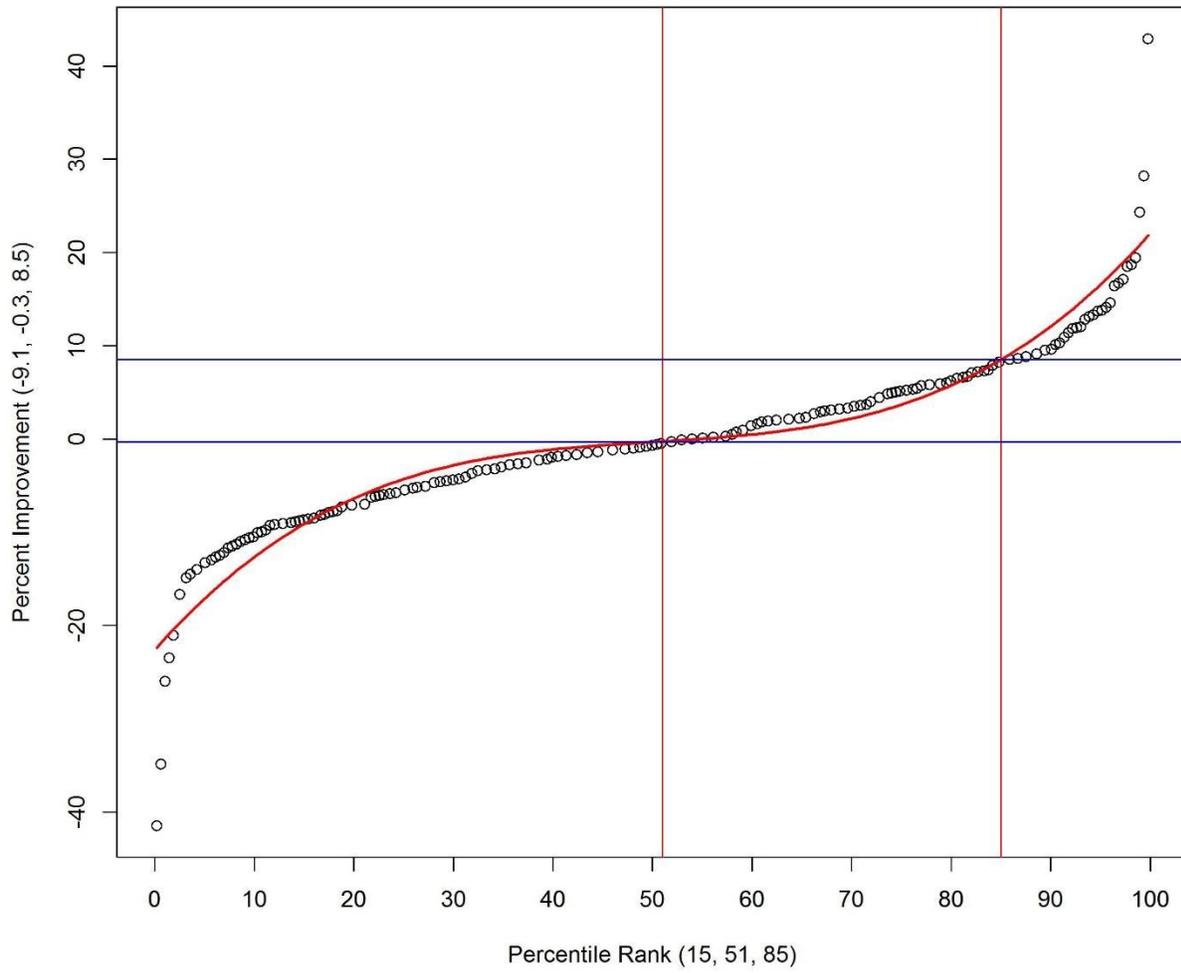
2014-15 PAWS Math Percent Proficient (190 Schools) - IDEA Students



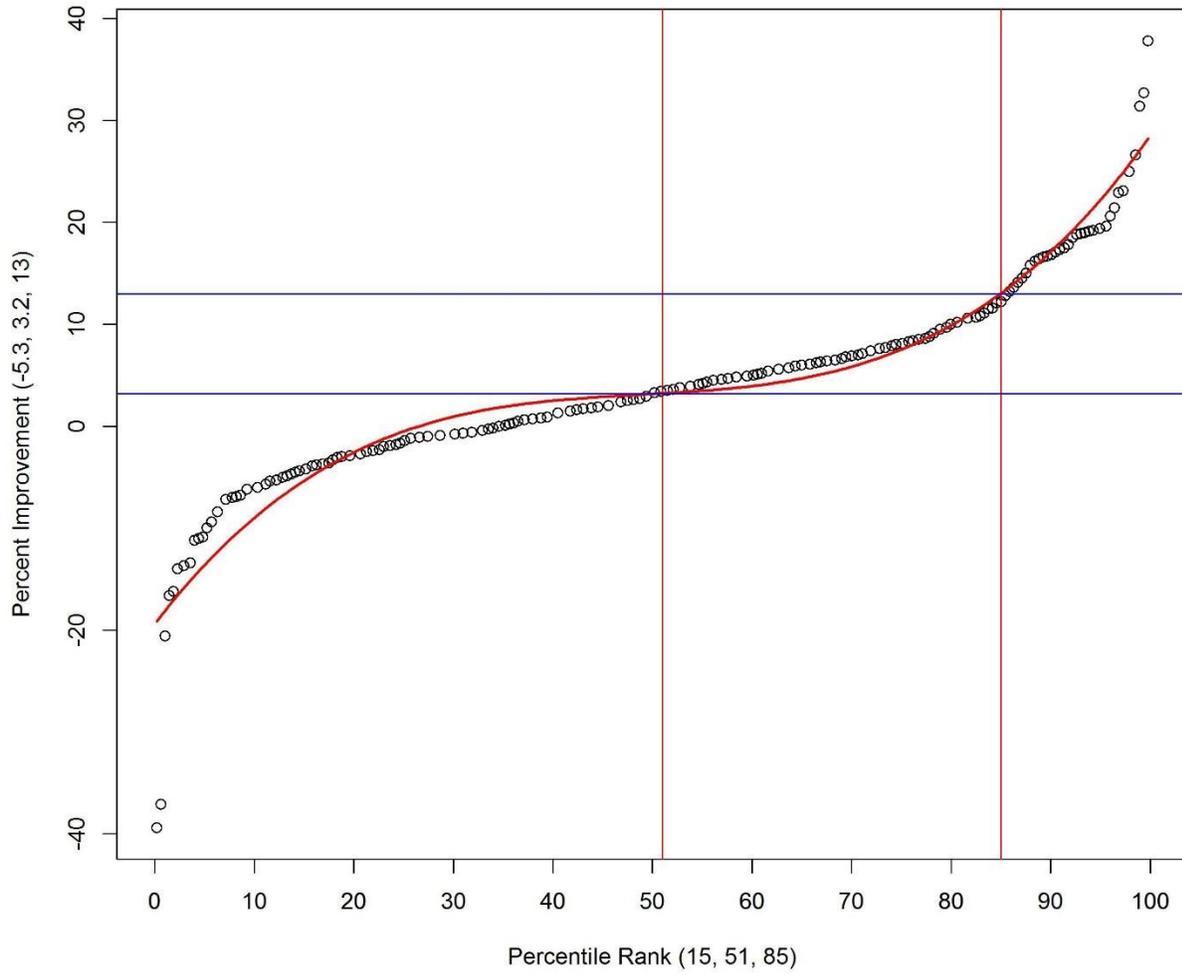
2015-16 PAWS Math Percent Proficient (192 Schools) - IDEA Students



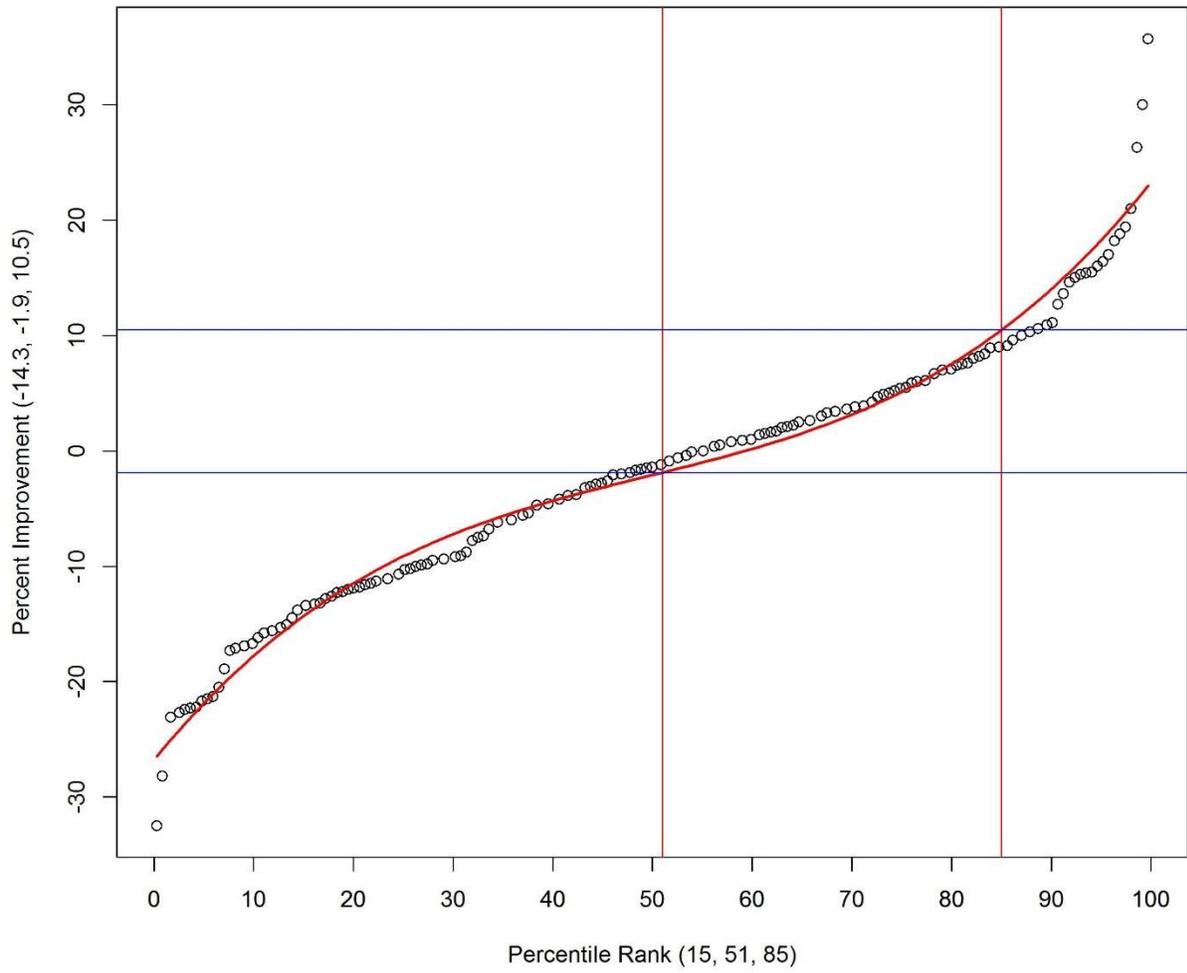
From Prior Year to 2014-15 PAWS Math Improvement (237 Schools) - All Students



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



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



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

