



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.

January 18, 2018 970 N Glenn Road Casper		
8:00 a.m.-9:00 a.m.	State Board of Vocational Education	
	<ul style="list-style-type: none"> • Call to Order • Pledge of Allegiance 	
	Update from Guy Jackson on State Perkins Plan	Tab A
	Adjourn the State Board of Vocational Education	
9:00 a.m.-10:00 a.m.	State Board of Education	
	<ul style="list-style-type: none"> • Call to Order • Approval of Agenda 	Tab B
	Minutes:	Tab C
	<ul style="list-style-type: none"> • November 17, 2017 • Treasurer's Report 	Tab D
	State Superintendent's Update	Tab E
	Coordinator's Report	Tab F
10:00 a.m.- 2:00 p.m.	Board Reports and Updates-	Tab G
	<ul style="list-style-type: none"> • Accreditation Task Force Update • ESSA Update • Input for Advisory Committee on Accountability • Formal Process of Communications 	Tab H
		Tab I
	Committee Updates:	Tab J
	<ul style="list-style-type: none"> • Administrative Committee • Communications Committee • NASBE Update 	Tab K
	Action Items:	Tab L
	<ul style="list-style-type: none"> • Technology Options • Chapter 29 Rules • Rescinding of December 1 Report • Accreditation of Sweetwater #1 • Legislative Priorities 	Tab M
		Tab N
		Tab O
		Tab P
	Other issues, concerns, discussion, public comment:	
	Adjourn the State Board of Education	

Wyoming State Department of Education

Carl Perkins IV State Report

Secondary Schools and Students
2016-2017

WYOMING
DEPARTMENT OF EDUCATION



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Introduction to Carl Perkins IV

The Carl Perkins Act provides federal support for rigorous career and technical education (CTE) programs that provide students with knowledge and skills to keep the United States competitive. States are provided with funds which are in turn distributed to eligible recipients such as local educational agencies (LEAs) and postsecondary institutions. The funds are used to develop the academic and career technical education knowledge and skills of secondary and postsecondary students who elect to enroll in career and technical education programs.

In keeping with the evolving trends in career and technical education, the Perkins Act was revised in 2006. One of the notable provisions of the Carl D. Perkins Career and Technical Education Improvement Act (Perkins IV) is the call for “programs of study.” The law requires states to offer high school students a new kind of career and technical education that helps prepare them for both college and career, not just for success in entry-level occupations. In addition to the programs of study, the Perkins Act of 2006 has several other features that have significantly impacted state and local recipients of Perkins funds. This includes, but is not limited to: a) an increased emphasis on local accountability; b) changes to federal performance measures and definitions of student populations; c) development and recognition of CTE Programs of Study¹; d) an emphasis on increasing coordination between the different programs within CTE as well as integration with academics; and e) focusing CTE so that students are being prepared for future employment in high-demand, high-skill, and/or high-wage jobs.

The following report presents data collected during the 2016-17 school year from Wyoming high schools. The information contained in this report illustrates how CTE programs are working in the state of Wyoming and also provides invaluable data to inform future planning.

¹ Such Programs of Study should explicitly address: 1) connections between secondary and postsecondary education; and 2) integration of academic and technical skills.

CTE Concentrators and Participants

Demographic information was collected from 64 secondary schools with students participating in CTE programs in Wyoming during the 2016-17 school year. Specifically, this information was collected from CTE Concentrators and CTE Participants. The table below describes how these categories are defined under Perkins IV. The charts and tables in this section summarize the demographic information available for these CTE students.

Table 1. Perkins Student Definitions

Perkins IV Definitions
At the <i>secondary level</i> , a CTE concentrator is defined as a secondary student who has completed three or more courses in a CTE program, including those who may be currently enrolled in their third course.
At the <i>secondary level</i> , a CTE participant is defined as a secondary student who has <i>completed</i> one or more courses in a CTE program sequence.

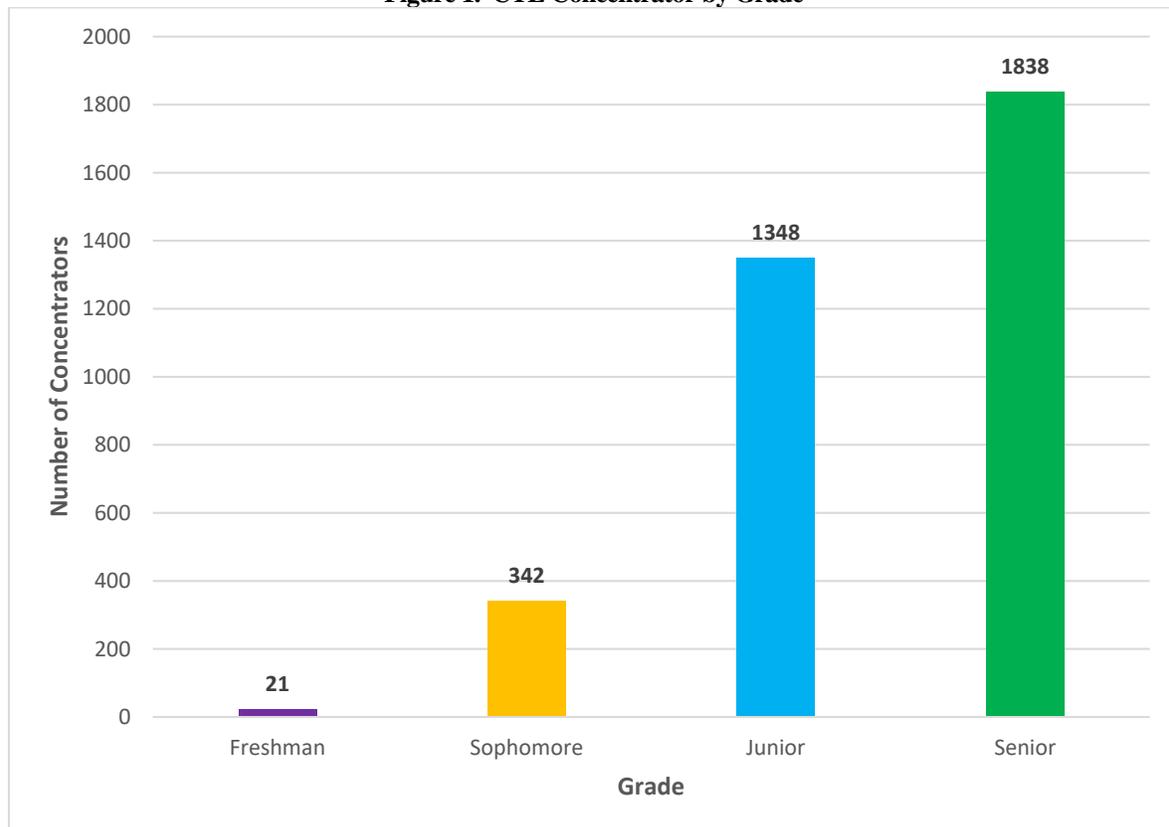
CTE Concentrators

At the secondary level, a **CTE concentrator** is defined as a secondary student who has completed three or more courses in a CTE program, including those who may be currently enrolled in their third course.

There were 3,549 total students reported as active CTE concentrators during the 2016-2017 school year. The charts and tables that follow show the demographic information reported on CTE concentrators by grade level, gender, race/ethnicity, eligibility category and career cluster/program area.

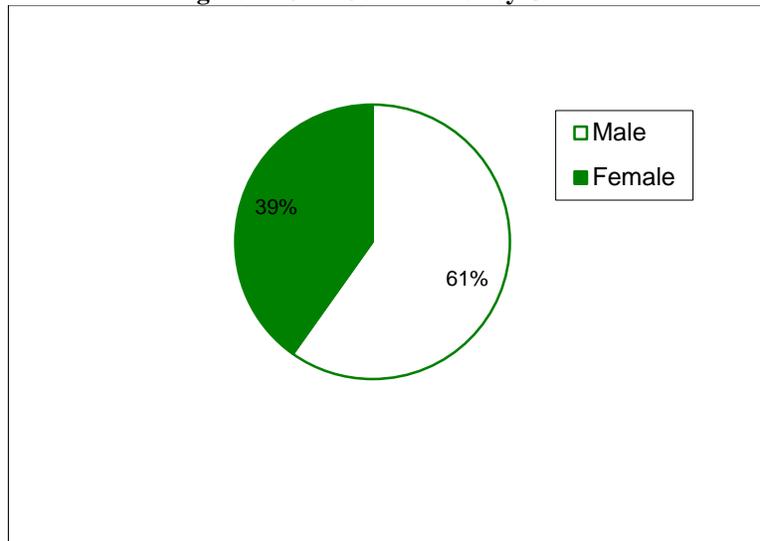
Grade Level. Among CTE concentrators, most students 52% were seniors, followed by 38% who were juniors. Only 10% of CTE concentrators were sophomores, and very few freshman students met the definition of a CTE concentrator. Such a grade level distribution is to be expected given that CTE concentrators must have at least completed 2 courses and currently enrolled in a 3rd course.

Figure 1. CTE Concentrator by Grade



Gender. During the 2016-2017 year, it was reported that 2,168 (61%) CTE concentrators were male and 1,381 (39%) were female. The proportion of males to females was consistent with what was reported during 2015-16 (61% males; 39% females), 2014-15 (60% males; 40% females), 2013-2014 (60% males; 40% females) and 2012-2013 (60% males; 40% females) school years.

Figure 2. CTE Concentrator by Gender



Race/Ethnicity. The majority of CTE concentrators are White (84%), followed by Hispanics (11%). Note that these figures are consistent with the ethnic/racial distribution of the student population statewide. Thus, although there are relatively few minority CTE concentrators, this is consistent with the statewide composition and has remained stable over the years.

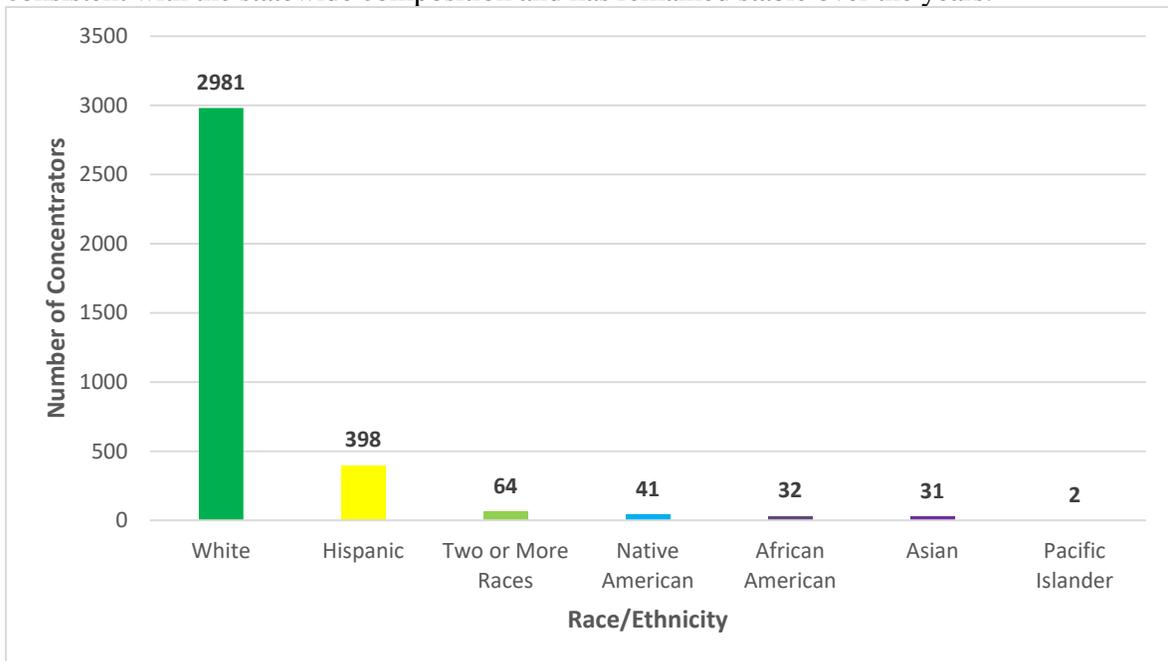


Figure 3. CTE Concentrator by Race/Ethnicity

Eligibility Category. Within the subpopulations, the most concentrators fell into the economically disadvantaged category (18.1% of total concentrators). Compared to last year's eligibility category composition, the distribution of the subpopulations has remained stable. There is a decrease in number of economically disadvantaged students.

Table 2. CTE Concentrator by Eligibility Category

Category*	Count	Percent of Total
Economically Disadvantaged	641	18.1%
Disability	244	6.9%
Single Parent	131	3.7%
Limited English Proficiency	15	0.4%
Other Educational Barriers	172	4.8%
Corrections	12	0.3%
Migrant	5	0.1%
Displaced Homemaker	1	0.0%

*Students may have been eligible under more than one category.

Career/cluster/program area. For the thirteenth year in a row, Agriculture and Architecture and Construction were the program areas with the highest enrollment among CTE concentrators. Manufacturing has regained its place as the third most popular program and Hospitality and Tourism has become the fourth most popular program. Over half (56%) of all CTE concentrators were enrolled in these four program areas.

Table 3. CTE Concentrator by Gender and Program

Program Area	Male Count	Female Count	Percent of Males in Program	Percent of Females in Program	Total Count	Total Percent
Agriculture, Nat. Resources	401	308	18.5%	22.3%	709	20.0%
Architecture & Construction	389	61	17.9%	4.4%	450	12.7%
Manufacturing	416	33	19.2%	2.4%	449	12.7%
Hosp. & Tourism	140	252	6.5%	18.2%	392	11.0%
Health Science	59	239	2.7%	17.3%	298	8.4%
Transportation, Distribution & Logistics	269	19	12.4%	1.4%	288	8.1%
STEM	171	29	7.9%	2.1%	200	5.6%
Info. Technology	97	58	4.5%	4.2%	155	4.4%
Business Admin.	39	64	1.8%	4.6%	103	2.9%
Human Services	6	107	0.3%	7.7%	113	3.2%
Arts, AV Tech & Comm.	68	76	3.1%	5.5%	144	4.1%
Marketing	49	34	2.3%	2.5%	83	2.3%
Finance	47	55	2.2%	4.0%	102	2.9%
Law & Public Safety	16	30	0.7%	2.2%	46	1.3%
Education & Training	1	16	0.0%	1.2%	17	0.5%
Gov. & Public Admin.	0	0	0.0%	0.0%	0	0.0%

Results by CTE pathway show that the Restaurants & Food Services, Construction, Production, Facility & Mobile Equipment Maintenance, and Agribusiness Systems were the most popular pathways among CTE concentrators, with over 43% of concentrators being in these five pathways.

Table 4. CTE Concentrator by Pathway

Pathway	Frequency	Percent
Restaurants & Food/Beverage Services	392	11.0%
Construction	339	9.6%
Production	292	8.2%
Facility & Mobile Equipment Maintenance	266	7.5%
Agribusiness Systems	246	6.9%
Engineering & Technology	200	5.6%
Support Services	176	5.0%
Power, Structural & Technical Systems	152	4.3%
Manufacturing Production Process Dev.	145	4.1%
Animal Systems	137	3.9%
Design/Pre-Construction	111	3.1%
Early Childhood Development & Services	100	2.8%
Diagnostic Services	92	2.6%
Journalism & Broadcasting	87	2.5%
Accounting	86	2.4%
Natural Resources Systems	78	2.2%
Marketing Management	76	2.1%
Food Products & Processing Systems	58	1.6%
Programming & Software Development	52	1.5%
Business Information Management	50	1.4%
Information Support & Services	48	1.4%
Visual Arts	46	1.3%
Emergency & Fire Management Services	46	1.3%
Plant Systems	38	1.1%
Web & Digital Communications	33	0.9%
General Management	28	0.8%
Network Systems	22	0.6%
Therapeutic Services	18	0.5%
Teaching/Training	17	0.5%
Administrative Support	17	0.5%
Business Finance	16	0.5%
Transportation Operations	15	0.4%

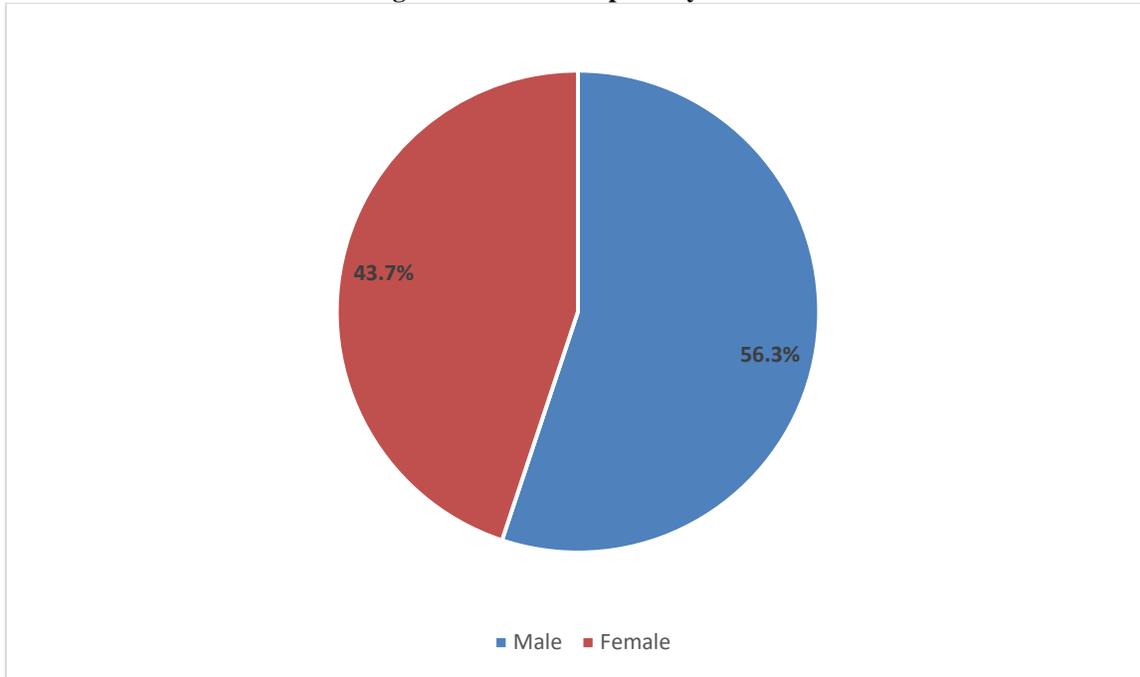
Maintenance, Installation & Repair	12	0.3%
Biotechnology Research & Development	12	0.3%
Family & Community Services	10	0.3%
Printing Technology	8	0.2%
Operations Management	8	0.2%
Sales & Service	7	0.2%
Merchandising	5	0.1%
Telecommunications	3	0.1%
Consumer Services	3	0.1%
Marketing Communications	2	0.1%

CTE Participants

At the secondary level, a **CTE participant** is defined as a secondary student who has completed one or more courses in a CTE program sequence.

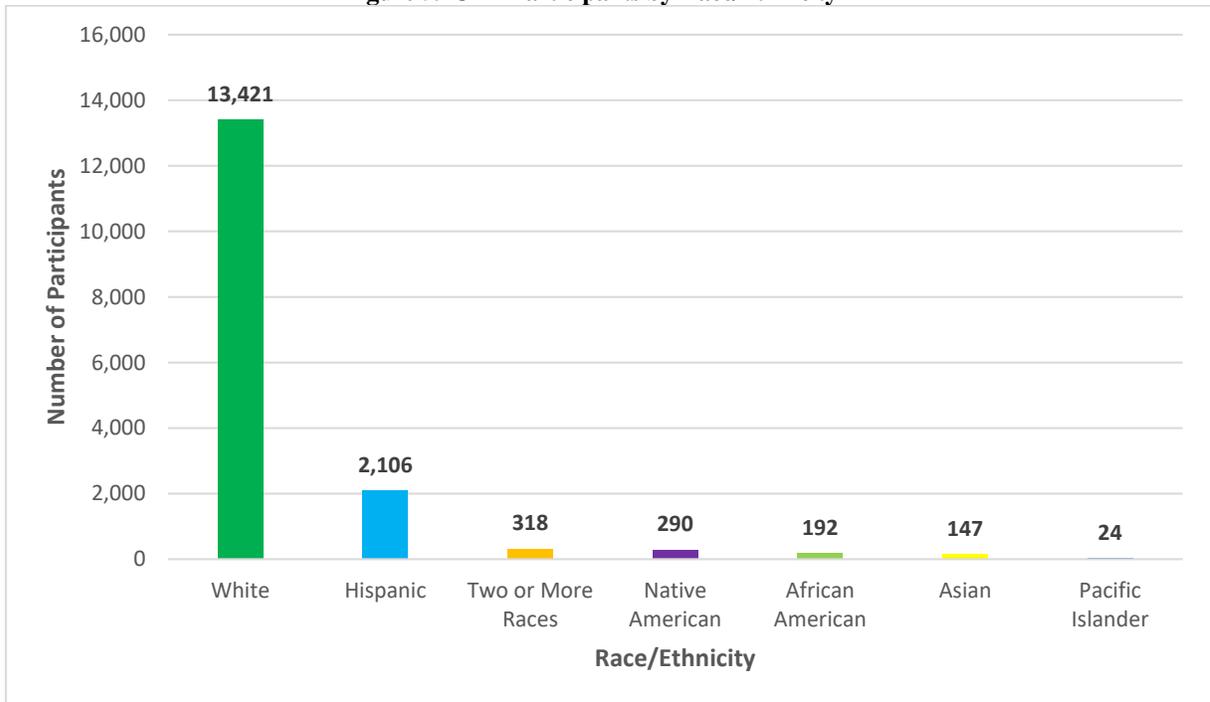
Gender. During the 2016-2017 school year, it was reported that 9,289 (56.3%) males and 7,209 (43.7%) females were CTE participants, for a total of 16,498 participants.

Figure 4. CTE Participants by Gender



Race/Ethnicity. As noted previously, due to limited ethnic diversity overall in Wyoming, the ethnic distribution of CTE participants consists of 81.3% White students.

Figure 5. CTE Participants by Race/Ethnicity



Eligibility Category. Most CTE participants in a special population were categorized as economically disadvantaged (23.5% of all participants).

Table 5. CTE Participants by Eligibility Category

Category*	Count	Percent of Total
Economically Disadvantaged	3,869	23.5%
Disability	1,615	9.8%
Other Educational Barrier	1,084	6.6%
Single Parent	448	2.7%
Limited English Proficiency	215	1.3%
Corrections	86	0.5%
Migrant Status	14	0.0%
Displaced Homemakers	12	0.0%

*Students may have been eligible under more than one category.

Federal Indicators

Summary of Results

The following table shows an overall summary of results statewide by each of the federal Perkins IV indicators. The sections that follow describe results for each of these indicators in more detail and by subgroup. Columns highlighted in yellow indicate that target goals were met at 90% or greater for the 2016-2017 school year.

Table 6. Summary of Federal Perkins IV Indicator Results: Statewide

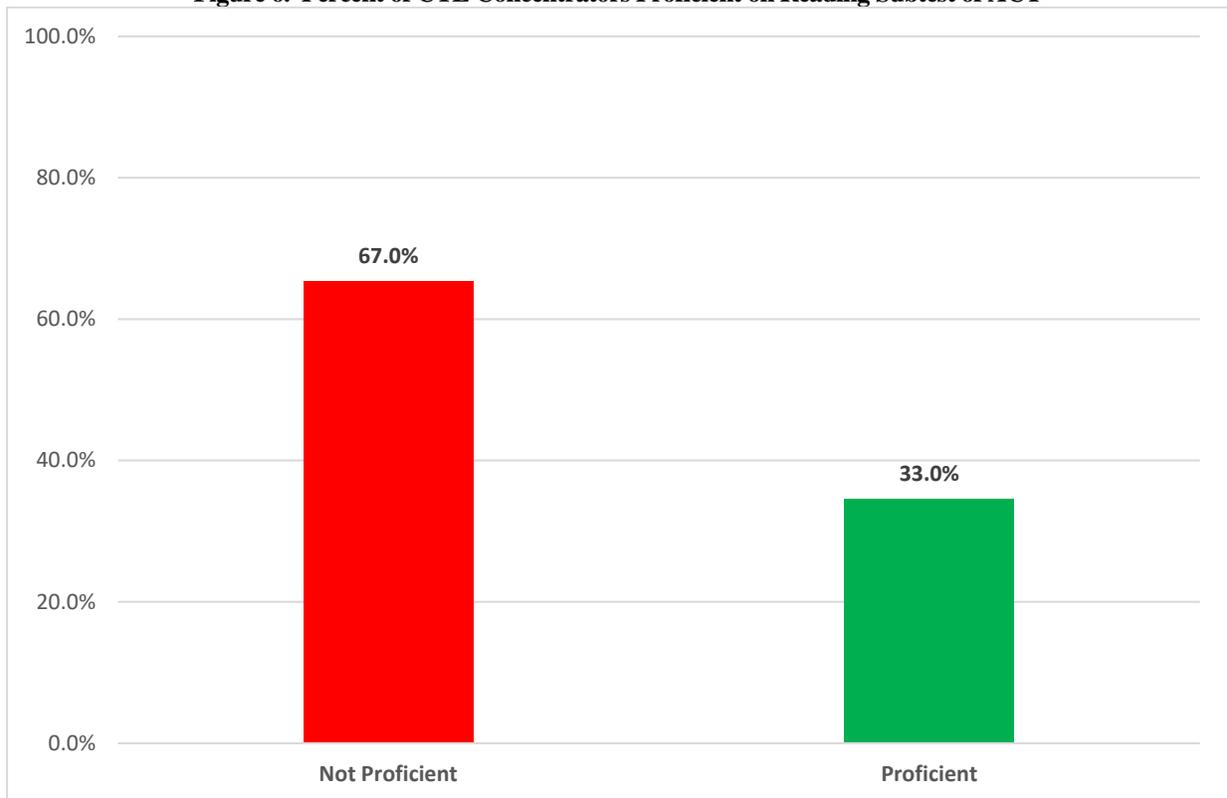
Indicators	Perkins IV Measurement Definitions	2016-2017 Results	2016-2017 Targets
(1S1) Academic Attainment: Reading	Percent of CTE concentrators who have met the proficient or advanced level on the ACT reading assessment administered by the State of Wyoming under Section 1111(b)(3) of the Elementary and Secondary Education Act (ESEA) as amended by the No Child Left Behind Act based on the scores that would be included in the State's computation of adequate yearly progress (AYP)	32.95	30.00
(1S2) Academic Attainment: Math	Percent of CTE concentrators who have met the proficient or advanced level on the ACT math assessment administered by the State of Wyoming under Section 1111(b)(3) of the Elementary and Secondary Education Act (ESEA) as amended by the No Child Left Behind Act based on the scores that would be included in the State's computation of adequate yearly progress (AYP)	38.30	38.00
(2S1) Technical Skill Attainment	Percent of CTE concentrators who passed technical skill assessments that are aligned with industry-recognized standards, if available and appropriate, during the reporting year.	75.08	71.86
(3S1) Completion	Percent of CTE concentrators who earned a regular secondary school diploma, earned a General Education Development (GED) credential as a State-recognized equivalent to a regular high school diploma (if offered by the State) <i>or</i> other State-recognized equivalent (including recognized alternative standards for individuals with disabilities), <i>or</i> earned a proficiency credential, certificate, or degree, in conjunction with a secondary school diploma (if offered by the State) during the reporting year.	99.45	95.00
(4S1) Graduation Rate	Percent of CTE concentrators who, in the reporting year, were included as graduated in the State's computation of its graduation rate as described in Section 1111(b)(2)(C)(vi) of the ESEA	95.36	94.00
(5S1) Placement	Percent of CTE concentrators who left secondary education and were placed in postsecondary education or advanced training, in the military service, or employment in the second quarter following the program year in which they left secondary education.	94.01	95.00
(6S1) Non-Traditional Participation	Percent of CTE participants from underrepresented gender groups who participated in a program that leads to employment in nontraditional fields during the reporting year.	29.88	33.32
(6S2) Non-Traditional Completion	Percent of CTE concentrators from underrepresented gender groups who completed a program that leads to employment in nontraditional fields during the reporting year.	22.34	29.86

1S1 – Academic Attainment: Reading

To compute academic attainment, CTE concentrators are matched with all 11th graders who took the ACT in spring 2017. The indicator was then calculated by the percent of CTE concentrators proficient on the reading portion of the ACT.

Overall, **33.0% of CTE concentrators were proficient on the ACT reading** subtest as compared to 67.0% not proficient. This represents a decrease from the prior year when 34.7% of concentrators were proficient.

Figure 6. Percent of CTE Concentrators Proficient on Reading Subtest of ACT



Indicator 1S1 by Subpopulations:

Results for indicator 1S1 by the subgroups of gender, race/ethnicity and special populations are reported in the following table. Highlights and key finding include:

- Proficiency rates by gender show that the percent proficient was greater for females (35.5%) than males (31.2%).
- Students in the White race/ethnicity category had the highest percentage of students meeting reading proficiency targets for reading at 35.6%.
- The highest proportion of special population students to meet this indicator were non-traditional (35.3%).

Table 7. Indicator 1S1 Results by Subpopulations

(1S1) Academic Attainment: Reading			
Gender	# of Students in Numerator	# of Students in Denominator	Percent of Students Meeting Indicator
Male	246	788	31.2%
Female	189	532	35.5%
Race/Ethnicity			
American Indian	4	17	23.5%
Asian	*	*	NA
Pacific Islander	*	*	NA
Black	*	19	21.1%
Hispanic	32	165	19.4%
White	386	1,085	35.6%
Two or more races	7	25	28.0%
Special Populations			
Individuals With Disabilities	11	100	11.0%
Economically Disadvantaged	63	236	26.7%
Single Parents	11	35	31.4%
Displaced Homemakers	*	*	NA
Limited English Proficient	*	*	NA
Migrant	*	*	NA
Non-Traditional	124	351	35.3%

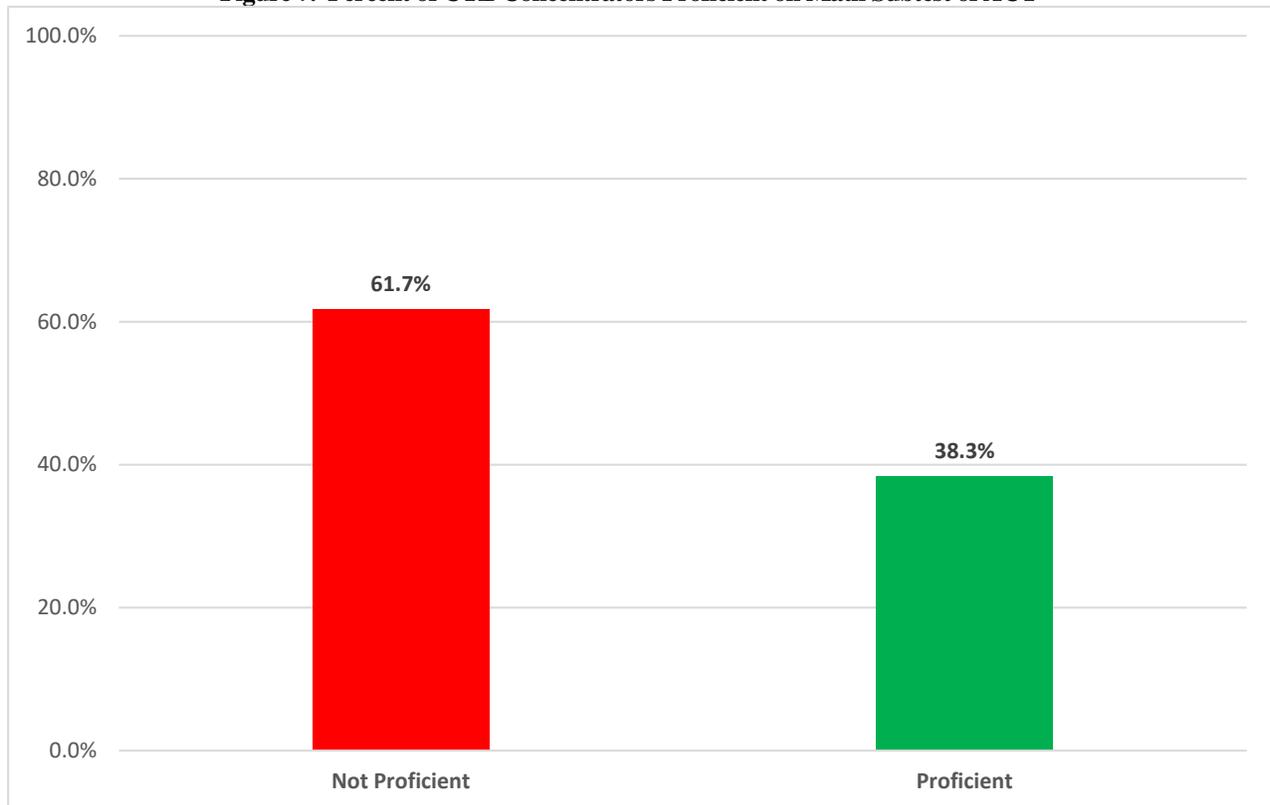
* Low counts (denominator <10) and values >=95% or <=5% have been suppressed.

1S2 – Academic Attainment: Mathematics

To compute academic attainment, CTE concentrators are matched with all 11th graders who took the ACT in spring 2017. The indicator was then calculated by the percent of CTE concentrators proficient on the math portion of the ACT.

Statewide results show that **38.3% of CTE concentrators were proficient in math** as compared to 61.7% who were not proficient. This represents a decrease in proficiency as compared to last year (41.9%).

Figure 7. Percent of CTE Concentrators Proficient on Math Subtest of ACT



Indicator 1S2 by Subpopulations:

Results for indicator 1S2 by subgroups are shown in the table below. Highlights of these results include:

- Proficiency rates by gender show that the percent proficient was greater for males (41.2%) than females (34.0%).
- For race/ethnicity, White students (40.9%) were most likely to meet the math proficiency targets.
- For special populations, students in the nontraditional (30.8%) category had the highest proportion of students meeting the proficiency target.

Table 8. Indicator 1S2 Results by Subpopulations

(1S2) Academic Attainment: Mathematics			
Gender	# of Students in Numerator	# of Students in Denominator	Percent of Students Meeting Indicator
Male	325	789	41.2%
Female	181	532	34.0%
Race/Ethnicity			
American Indian	2	17	11.8%
Asian	*	*	NA
Pacific Islander	*	*	NA
Black	5	19	26.3%
Hispanic	44	165	26.7%
White	444	1,086	40.9%
Two or more races	9	25	36.0%
Special Populations			
Individuals With Disabilities	*	(100-109)	<10.0%
Economically Disadvantaged	62	236	26.3%
Single Parents	10	35	28.6%
Displaced Homemakers	*	*	NA
Limited English Proficient	*	*	NA
Migrant	*	*	NA
Non-Traditional	108	351	30.8%

* Low counts (denominator <10) and values $\geq 95\%$ or $\leq 5\%$ have been suppressed.

2S1 – Technical Skill Attainment

Indicator 2S1 reports on the percent of CTE concentrators who passed technical skill assessments that are aligned with industry-recognized standards, if available and appropriate, during the reporting year. In the past, the Wyoming Department of Education initiated and carried out efforts to develop and implement local assessments in partnership with subject matter experts from around the state. These assessments were the primary mechanisms utilized for technical skills attainment reporting at the local level, and include the following titles:

- Agriculture Mechanics
- General Agriculture (includes Agriculture Business, Animal Science, Plant Science)
- Cabinetmaking & Woodworking
- Residential & Commercial Carpentry
- Technical Drafting
- Architectural Drafting
- Welding
- Business:
 - Accounting
 - Finance
 - Business Technology & Operations
 - Marketing, Management & Entrepreneurship
- Tourism, Hospitality, Foods & Nutrition:
 - Foods, Nutrition & Wellness
 - Professional Foods
 - Tourism, Hospitality & Lodging Management
- Child Development
- Interior Design
- Textiles

These locally developed assessments, referred to as “Wyoming Pathway Assessments,” will be available to local districts to be administered at their discretion, and will be reviewed and revised on a three-year cycle if local stakeholders continue to find value in their availability and use. Starting in the 2015-16 program year, however, the State shifted funding priority to technical skill assessments that align with national industry standards and competencies and lead to credentials, certificates, post-secondary credits or certifications. These include NOCTI Pathway and Job-Ready Assessments (options found at www.nocti.org) and the Automotive Service Excellence (ASE) assessments. The primary reasons for this shift in focus are: 1) to underscore the importance of student outcomes and program improvement reflective of national industry-specific skills and competencies; and 2) to encourage student engagement in the assessment process by providing them with increased opportunities to earn and stack credentials.

Section 113(b)(A)(ii) of Perkins says that states must develop an indicator relating to “student attainment of career and technical skill proficiencies, including student achievement on technical assessments that **are aligned with industry-recognized standards**, if available and appropriate.” By partnering with NOCTI and ASE to provide access to a wide range of assessments that align with national industry-recognized standards, Wyoming has increased its capacity to meet this requirement. In addition, local schools and programs have more choices, more comprehensive score report

feedback, and meaningful outcomes of the technical skills assessment process for students. Wyoming will continue to develop this assessment system to include the following:

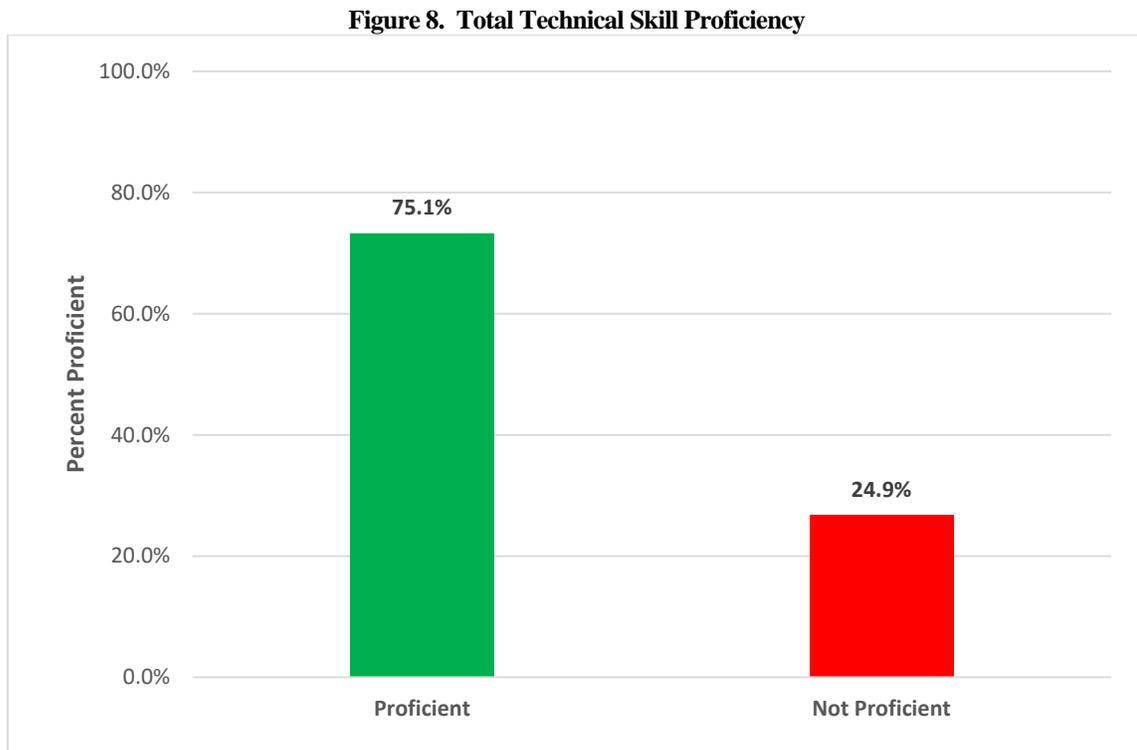
- Digital badging;
- Articulations with post-secondary institutions in Wyoming for transcribing assessment proficiencies to college credit;
- Performance-based assessment options;
- Increased opportunities for certifications and credentials in all content areas.

In addition to the Wyoming Pathway Assessments, NOCTI Pathway & Job-Ready Assessments, and ASE assessments, data was obtained on students within a pathway that has an industry-certified exam available (e.g., Culinary ProStart, CNA certification, etc.). Districts are required to seek approval of industry-certified exams that are not already on the “approved list” from the Wyoming Department of Education CTE team. For Pre-Engineering concentrators, data on their performance in “Project Lead the Way”, a course sequence specific for Pre-Engineering students was also obtained.

The Wyoming Department of Education developed a state-specific assessment-to-pathway crosswalk that aligns appropriate technical skills assessment to all pathways and career clusters. Assessment results are collected via a data import web service between the Wyoming Department of Education and NOCTI. ASE assessment results are reported to the WDE by ASE. Industry-certified exams are self-reported by school districts, and only reflect pass/fail values. The assessment results are then matched with the CTE concentrator data reported by the districts and analyzed for pathway alignment.

Determination of technical skill attainment for the 2016-17 program year was made based on which CTE program area concentrators participated in and was calculated accordingly. Concentrators had the opportunity to take an assessment linked to their CTE program. Students in an engineering pathway had the opportunity to participate in Project Lead the Way.

Results showed that 75.1% of CTE concentrators were proficient in technical skills compared to 24.9% who were not proficient. This is an increase in proficiency rate from the 2015-2016 school year where 73.3% of CTE concentrators were proficient in technical skill attainment.



The table below shows results for proficiency in the various assessment categories. CTE concentrators did well on the 21st Century Skills Assessment, and industry certified exams. In contrast, students had more difficulty on the ASE automotive assessments.

Table 9. Overall Proficiency by Type of Assessment

	# Who Passed	# Who Took	Percent Proficient
Wyoming Pathway Assessments	832	1,154	72.1%
NOCTI Assessments	299	426	70.2%
Industry-certified exam	327	338	96.7%
ASE Auto Assessment	62	109	56.9%
21st Century Skills Assessment	44	57	77.2%
Project Lead the Way Courses (Pre-Engineering)	36	45	80.0%
TOTAL	1,600	2,129	75.2%

The following table shows the number and percent of concentrators who were proficient in each CTE cluster. As shown, students in Health Science, Human Services, and Law & Public Safety were the most proficient. Students in Arts, Transportation, and Manufacturing were the least proficient.

Table 10. Technical Proficiency by Program Area

Program Area	Passed Assessment	Took Assessment	Percent Proficient
Agriculture, Nat. Resources	382	439	87.0%
Manufacturing	151	274	55.1%
Architecture & Construction	212	278	76.3%
Hosp. & Tourism	193	275	70.2%
Health Science	145	155	93.5%
STEM	126	162	77.8%
Transportation, Distribution & Logistics	70	122	57.4%
Info. Technology	57	69	82.6%
Human Services	53	59	89.8%
Arts, AV Tech & Comm.	28	68	41.2%
Finance	48	67	71.6%
Business Admin.	42	52	80.8%
Marketing	42	53	79.2%
Education & Training	8	13	61.5%
Law & Public Safety	43	43	100.0%
Gov. & Public Admin.	0	0	NA
TOTAL	1,600	2,129	75.2%

Indicator 2S1 by Subpopulations:

Highlights of results for technical skill attainment by subpopulation include:

- Results by gender show that a higher percentage of females (79.6%) met the technical skill proficiency skill targets than males (72.3%).
- The racial category with the highest percentage of students meeting technical skill proficiency targets was Asian (82.4%) students.
- Non-Traditional CTE concentrators (79.0%) and Single Parents (71.0%) showed the highest proficiency levels from special populations.

Table 11. Indicator 2S1 Results by Subpopulations

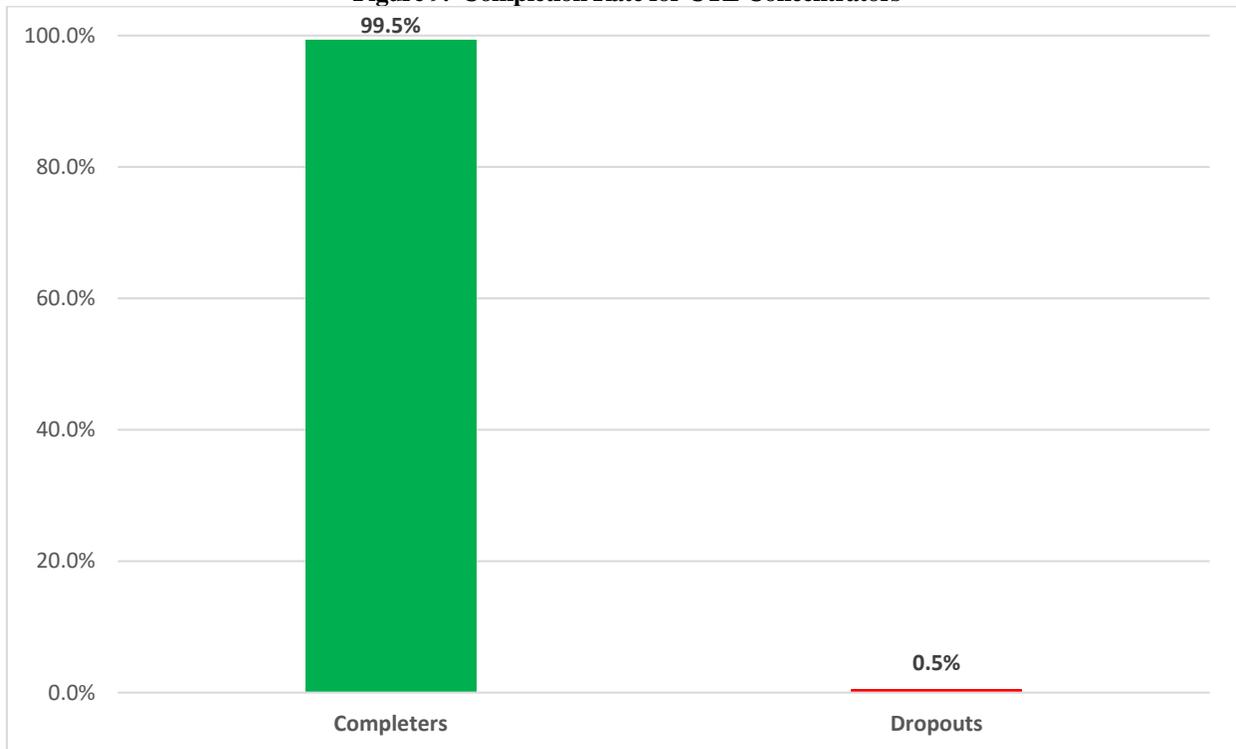
(2S1) Technical Skill Attainment			
Gender	# of Students in Numerator	# of Students in Denominator	Percent of Students Meeting Indicator
Male	952	1,316	72.3%
Female	639	803	79.6%
Race/Ethnicity			
American Indian	10	23	43.5%
Asian	14	17	82.4%
Pacific Islander	*	*	NA
Black	11	26	42.3%
Hispanic	156	228	68.4%
White	1,370	1,787	76.7%
Two or more races	29	37	78.4%
Special Populations			
Individuals With Disabilities	73	139	52.5%
Economically Disadvantaged	245	364	67.3%
Single Parents	49	69	71.0%
Displaced Homemakers	*	*	NA
Limited English Proficient	*	*	NA
Migrant	*	*	NA
Non-Traditional	377	477	79.0%

3S1 – Secondary School Completion

The indicator is calculated by identifying CTE concentrators who were noted as earning a diploma or dropping out of secondary education during the reporting year (2016-17). Students noted as receiving a diploma are included in the numerator while all students noted as leaving secondary education are included in the denominator.

Results show that 1,826 CTE concentrators left secondary education during the 2016-2017 school year. This included 1,816 completers and 10 dropouts. Thus, 99.5% of CTE concentrators who left secondary education were reported as graduating during the 2016-2017 school year. This represents an increase of 0.1% as compared to the prior year (99.4%).

Figure 9. Completion Rate for CTE Concentrators



Indicator 3S1 by Subpopulations:

Results by subpopulations for indicator 3S1 show a similar percentage of students meeting the indicator. Highlights of the results shown in the table below include:

- A comparable percentage of females met indicator 3S1 compared to males.
- For race/ethnicity subgroups, all subgroups attained at or above 95.0% completion.
- For special populations, all subgroups attained at or above 95.0% completion.

Table 12. Indicator 3S1 Results by Subpopulations

(3S1) Secondary School Completion			
Gender	# of Students in Numerator	# of Students in Denominator	Percent of Students Meeting Indicator
Male	*	(1,100-1,109)	>=95.0%
Female	*	(710-719)	>=95.0%
Race/Ethnicity			
American Indian	*	(10-19)	>=95.0%
Asian	*	(20-29)	>=95.0%
Pacific Islander	*	*	NA
Black	*	(10-19)	>=95.0%
Hispanic	*	(180-189)	>=95.0%
White	*	(1,560-1,569)	>=95.0%
Two or more races	*	(30-39)	>=95.0%
Special Populations			
Individuals With Disabilities	*	(100-109)	>=95.0%
Economically Disadvantaged	*	(290-299)	>=95.0%
Single Parents	*	(70-79)	>=95.0%
Displaced Homemakers	*	*	NA
Limited English Proficient	*	*	NA
Migrant	*	*	NA
Non-Traditional	*	(320-329)	>=95.0%

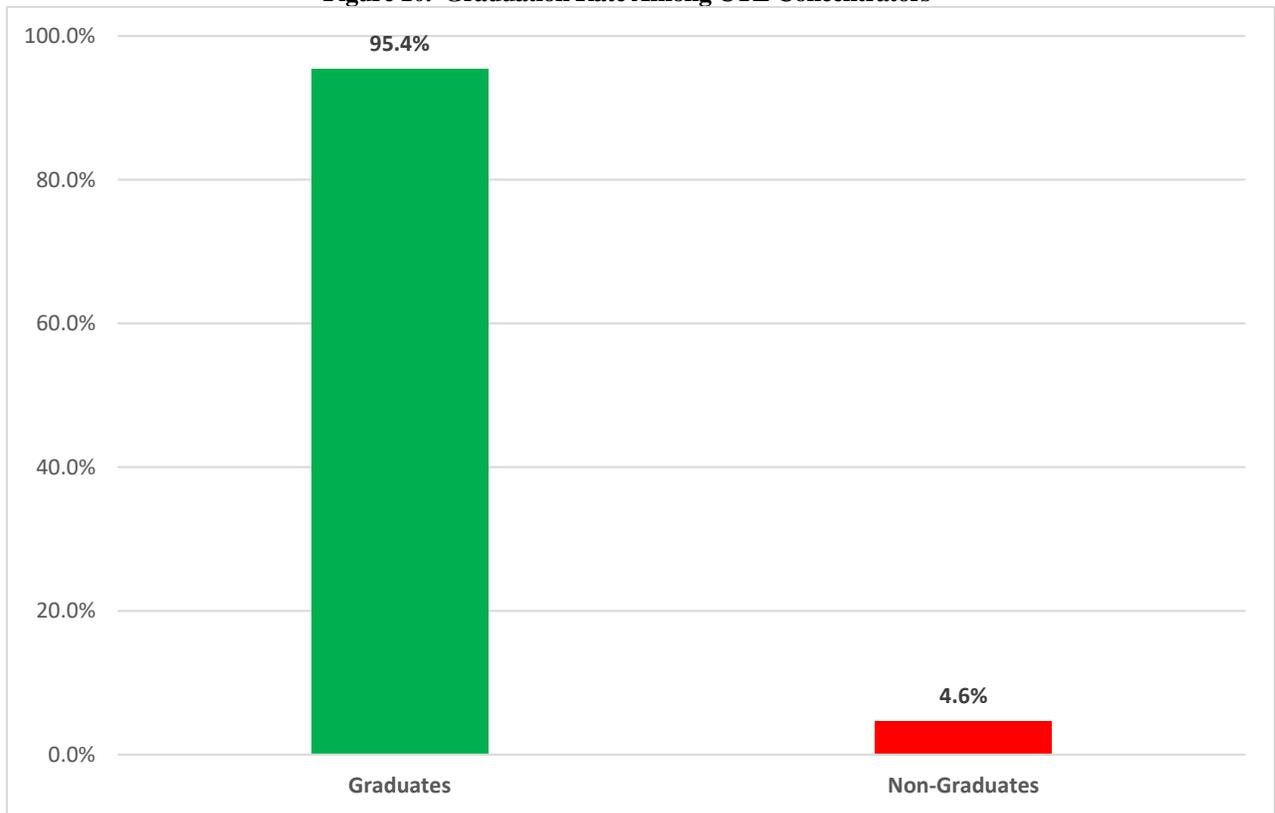
* Low counts (denominator <10) and values >=95% or <=5% have been suppressed.

4S1 – Student Graduation Rates

To calculate indicator 4S1, graduation data was matched with identified CTE concentrators, who in the reporting year, were included as graduated in the State’s computation of its graduation rate. This indicator varies from 3S1 in that the cohort of CTE concentrators used in the calculation of this indicator consists of last year’s (2015-16) graduates. This is consistent with how the WDE calculated and reported official graduation rates.

Results show that 95.4% (1,934 out of 2,028) of eligible CTE concentrators were reported as graduating as compared to 4.6% who did not graduate. This represents an increase from last year (92.9%).

Figure 10. Graduation Rate Among CTE Concentrators



Indicator 4S1 by Subpopulations:

Results for indicator 4S1 by subgroups of gender, race/ethnicity and special populations are shown in the table below. Highlights of these results include:

- Overall, females showed higher graduation rates (>95.0%) than males (94.5%).
- Pacific Islander and White students were the racial groups with the highest graduation rates.
- Examination of special populations showed that LEP students had the highest proportion of concentrators who graduated (>=95.0%).

Table 13. Indicator 4S1 Results by Subpopulations

(4S1) Student Graduation Rates			
Gender	# of Students in Numerator	# of Students in Denominator	Percent of Students Meeting Indicator
Male	1,136	1,202	94.5%
Female	*	(820-829)	>=95.0%
Race/Ethnicity			
American Indian	13	15	86.7%
Asian	*	(10-19)	>=90.0%
Pacific Islander	*	*	NA
Black	*	(10-19)	>=90.0%
Hispanic	216	229	94.3%
White	*	(1,720-1,729)	>=95.0%
Two or more races	28	30	93.3%
Special Populations			
Individuals With Disabilities	208	228	91.2%
Economically Disadvantaged	661	717	91.2%
Single Parents	0	0	NA
Displaced Homemakers	0	0	NA
Limited English Proficient	*	(30-39)	>=95.0%
Migrant	*	*	NA
Non-Traditional	355	367	96.7%

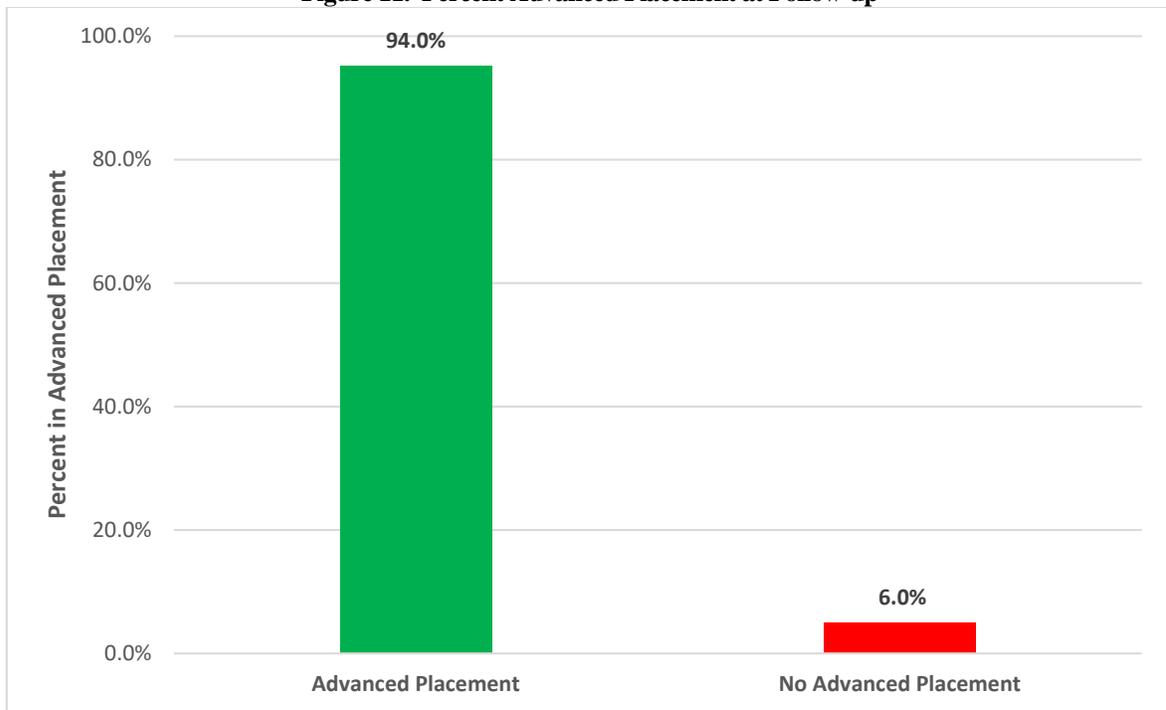
* Low counts (denominator <10) and values >=95% or <=5% have been suppressed.

5S1 – Secondary Placement in employment, post-secondary/advanced education, or the military at follow-up

Under Perkins IV guidelines, follow-up data was required to be collected during the second quarter of the year (e.g., between October 1, 2016 to December 31, 2016 for students leaving secondary education in the 2015-16 school year). Data was collected on all students who left secondary education, not only graduates. CTE concentrators who left secondary education during the prior year and were followed up with are included in the calculation of this indicator (students for which follow-up was not completed are excluded).

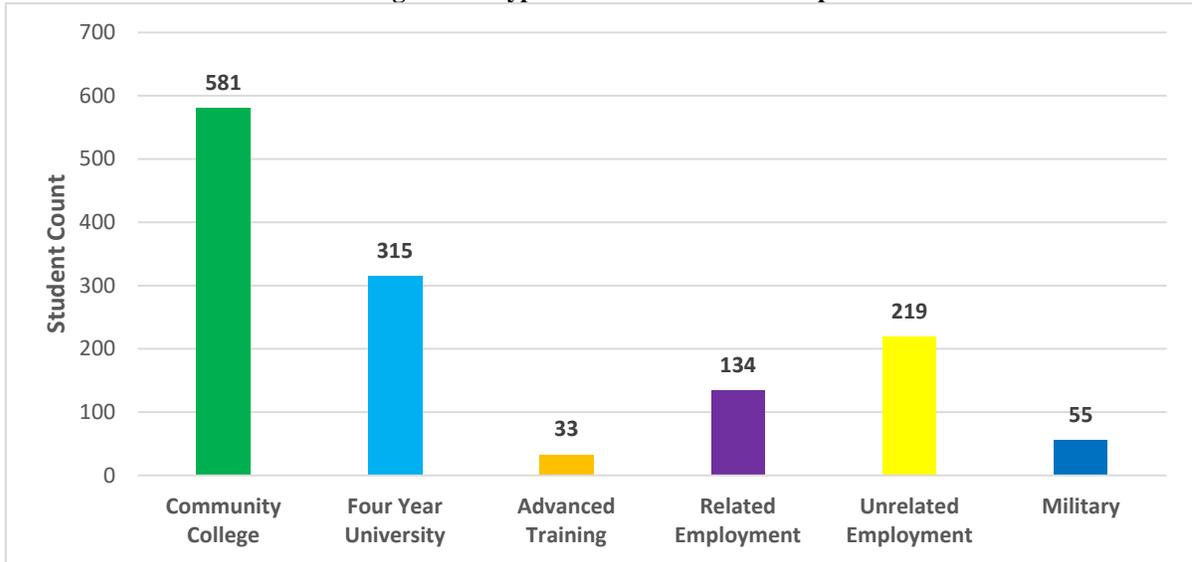
The following graph shows the percent of students in Advanced Placement (i.e. employment, post-secondary education, advanced training, or military) after leaving secondary education. Data was collected the second quarter of 2016 on 1,369 students who had left secondary education in 2015-2016. As shown, 94.0% of students were in advanced placement during the second quarter. This is lower than the prior year’s placement result of 95.7%.

Figure 11. Percent Advanced Placement at Follow-up



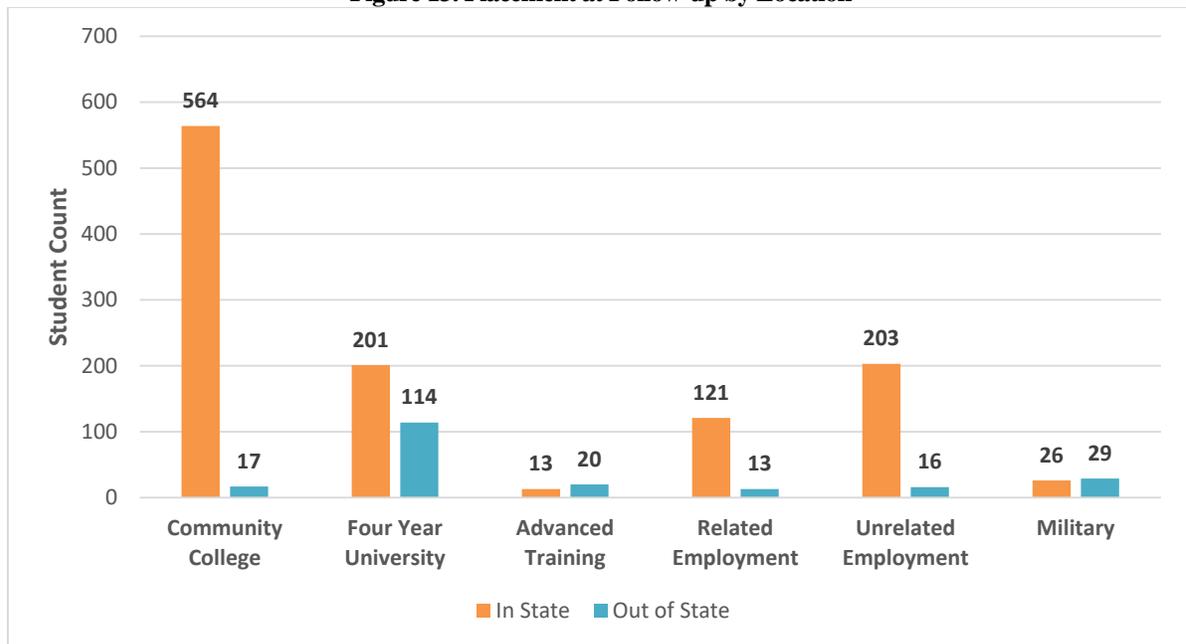
The largest group of students were enrolled in community college (42.4%) or in a four year university (23.0%) after leaving secondary education. Additionally, 16.0% were in employment unrelated to their CTE program. The fewest students were placed in employment related to their CTE (9.8%), the military (4.0%), or advanced training (2.4%). Additionally 6.0% of students had no advanced placement. Note that students can be reported in more than one category.

Figure 12. Type of Placement at Follow-up



Generally, students were located in Wyoming at follow-up. Follow-up students most likely to be located out of state were in advanced training, a four year university or in the military.

Figure 13. Placement at Follow-up by Location



There were 82 (6.0%) follow-up students that were not in advanced placement. This includes students who are serving religious missions, stay-at-home parents, and the unemployed.

Indicator 5S1 by Subpopulations:

Results by the subpopulations of gender, race/ethnicity and special populations are shown in the table below. Highlights of these results include:

- Females (94.8%) showed higher rates of advanced placement than males (93.5%).
- All racial subgroups did well on this indicator. The group with the lowest percentage of students placed was ‘two or more races’ (81.8%).
- Among special populations, non-traditional students had the highest placement rate at $\geq 95.0\%$.

Table 14. Indicator 5S1 Results by Subpopulations

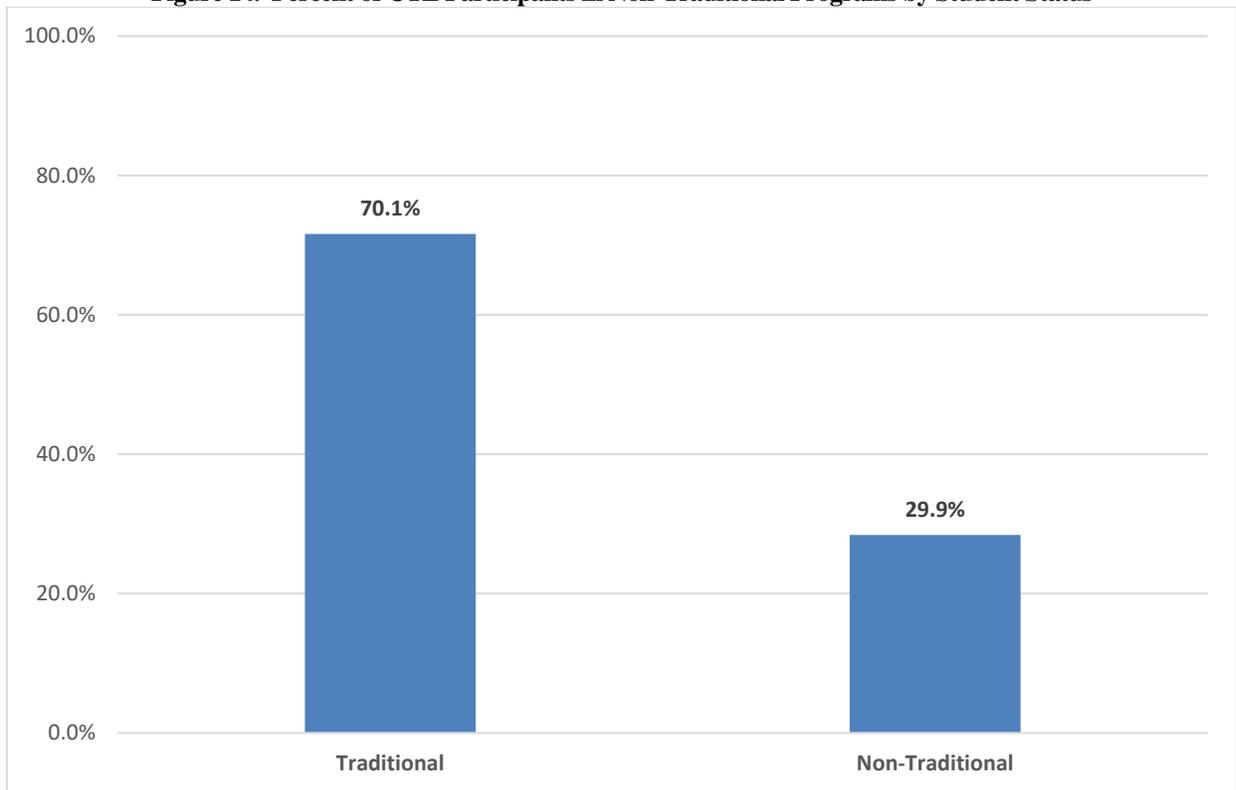
(5S1) Placement			
Gender	# of Students in Numerator	# of Students in Denominator	Percent of Students Meeting Indicator
Male	778	832	93.5%
Female	509	537	94.8%
Race/Ethnicity			
American Indian	*	*	NA
Asian	*	*	NA
Pacific Islander	*	*	NA
Black	*	*	NA
Hispanic	*	(140-149)	$\geq 95.0\%$
White	1,108	1,182	93.7%
Two or more races	18	22	81.8%
Special Populations			
Individuals With Disabilities	102	114	89.5%
Economically Disadvantaged	248	266	93.2%
Single Parents	49	52	94.2%
Displaced Homemakers	*	*	NA
Limited English Proficient	*	*	NA
Migrant	*	*	NA
Non-Traditional	*	(270-279)	$\geq 95.0\%$

6S1 – Non-Traditional Participation

To calculate non-traditional CTE participation rates, student level participant data was analyzed. The total number of participants who were in a non-traditional occupational field (as determined by CIP code provided) were counted. Note that the latest non-traditional guidelines were used to determine fields that are considered non-traditional for each gender. For example, nursing is a non-traditional male profession while engineering is a non-traditional female profession. Participants whose gender matches those in a non-traditional program (e.g. females pursuing an engineering field) are considered non-traditional participants whereas participants whose gender does not match a non-traditional program (e.g. a male pursuing an engineering field) are considered traditional participants.

For the 2016-2017 reporting year, approximately 29.9% of students in non-traditional programs were in under-represented gender groups. This figure is higher than last year’s result of 28.5%.

Figure 14. Percent of CTE Participants in Non-Traditional Programs by Student Status



Indicator 6S1 by Subpopulations:

Results for indicator 6S1 are reported by subgroup in the table below. Data by gender, race/ethnicity and special populations is included. Key findings from these results include:

- A significant difference in results by gender was observed. While 71.5% of female students participated in a non-traditional program, only 3.9% of males did so.
- Results by race/ethnicity were fairly comparable, with the highest percent of students participating in a non-traditional program being two or more races (37.9%).
- Students in the economically disadvantaged sub-category had the highest rates of non-traditional participation (29.7%).

Table 15. Indicator 6S1 Results by Subpopulations

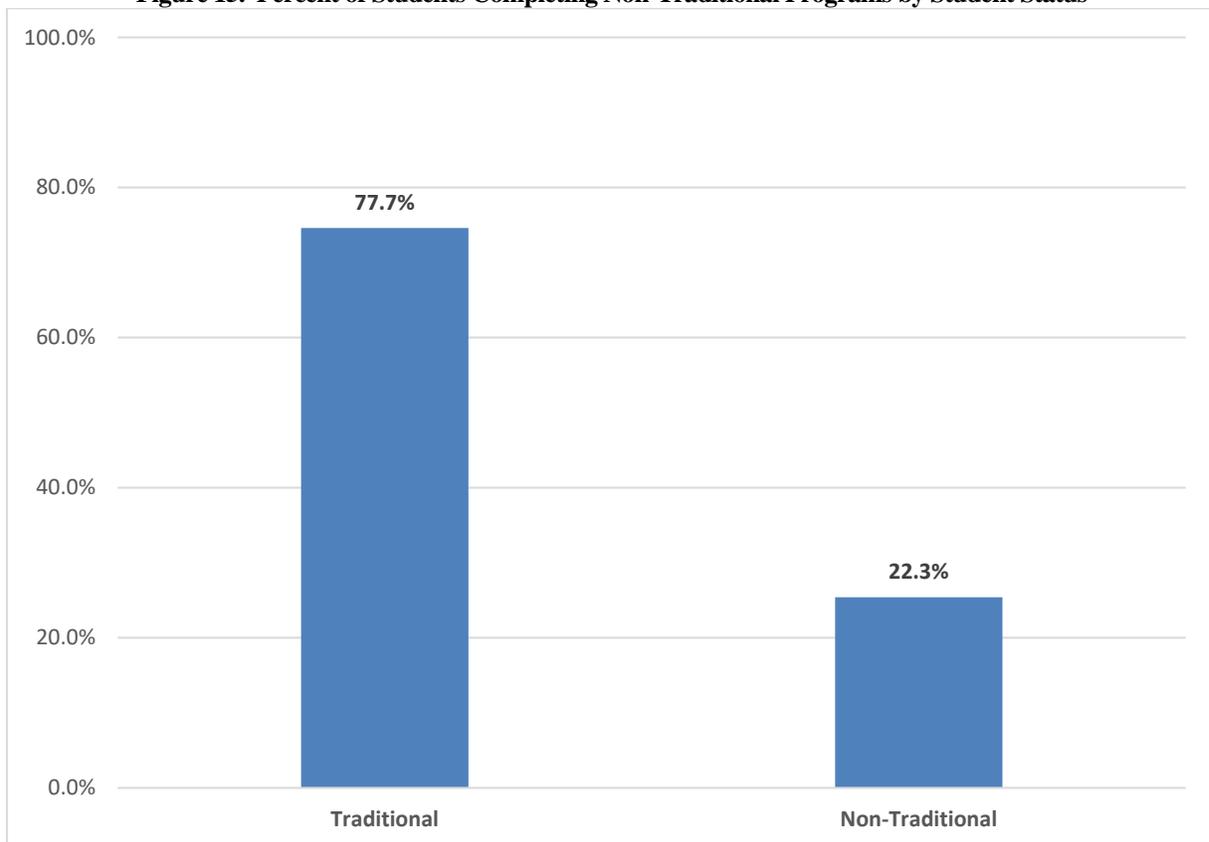
(6S1) Non Traditional Participation			
Gender	# of Students in Numerator	# of Students in Denominator	Percent of Students
Male	*	(7,000-7009)	<=5.0%
Female	3,150	4,408	71.5%
Race/Ethnicity			
American Indian	50	160	31.3%
Asian	27	98	27.6%
Pacific Islander	3	15	20.0%
Black	36	130	27.7%
Hispanic	414	1,478	28.0%
White	2,821	9,390	30.0%
Two or more races	77	203	37.9%
Special Populations			
Individuals With Disabilities	260	1,216	21.4%
Economically Disadvantaged	797	2,687	29.7%
Single Parents	87	320	27.2%
Displaced Homemakers	*	12	<10.0%
Limited English Proficient	39	142	27.5%
Migrant	*	*	NA

6S2 – Non-traditional Completion

In order to calculate the non-traditional completion indicator, CTE concentrators who completed a non-traditional program during the reporting year were identified. The total number of concentrators in a non-traditional field (as determined by CIP code provided) was determined using the latest guidelines for occupational fields that are considered non-traditional for each gender. This is compared to each concentrator's gender to determine if a concentrator is a non-traditional student (see description of indicator 6S1 for examples).

Approximately 22.3% of students completing a non-traditional program were non-traditional students. This figure represents a decrease from the 2015-16 school year in which 23.0% of non-traditional students completed a non-traditional program.

Figure 15. Percent of Students Completing Non-Traditional Programs by Student Status



Indicator 6S2 by Subpopulations:

Overall results by subpopulations are reported in the following table. Highlights of these results include:

- Similar to indicator 6S1, a significant difference in results by gender is observed. While 59.6% of female concentrators completed a non-traditional program, less than 5.0% of males did so.
- Results by race/ethnicity show two or more race students with the highest rates of non-traditional completion (40.0%).
- Among special populations, economically disadvantaged students showed the highest completion rates (24.9%)

Table 16. Indicator 6S2 Results by Subpopulations

(6S2) Non Traditional Completion			
Gender	# of Students in Numerator	# of Students in Denominator	Percent of Students
Male	21	1,017	<=5.0%
Female	330	554	59.6%
Race/Ethnicity			
American Indian	5	13	38.5%
Asian	4	13	30.8%
Pacific Islander	*	*	NA
Black	*	(10-19)	<5.0%
Hispanic	37	172	21.5%
White	295	1,335	22.1%
Two or more races	10	25	40.0%
Special Populations			
Individuals With Disabilities	9	105	8.6%
Economically Disadvantaged	59	237	24.9%
Single Parents	15	69	21.7%
Displaced Homemakers	*	*	NA
Limited English Proficient	*	*	NA
Migrant	*	*	NA

CTSO Participation

Approximately 29.6% of CTE concentrators (unduplicated N=1,049) participated in a CTSO during the 2016-2017 school year. This represents a slight decrease in the percentage of students participating in CTSO as compared to 29.8% in 2015-16. The highest percent of concentrators participating in CTSO were members of FFA (57.3%), and this is consistent with past years. There was an increase in FCCLA participation from 4.9% for 2015-2016 to 6.4% in 2016-2017.

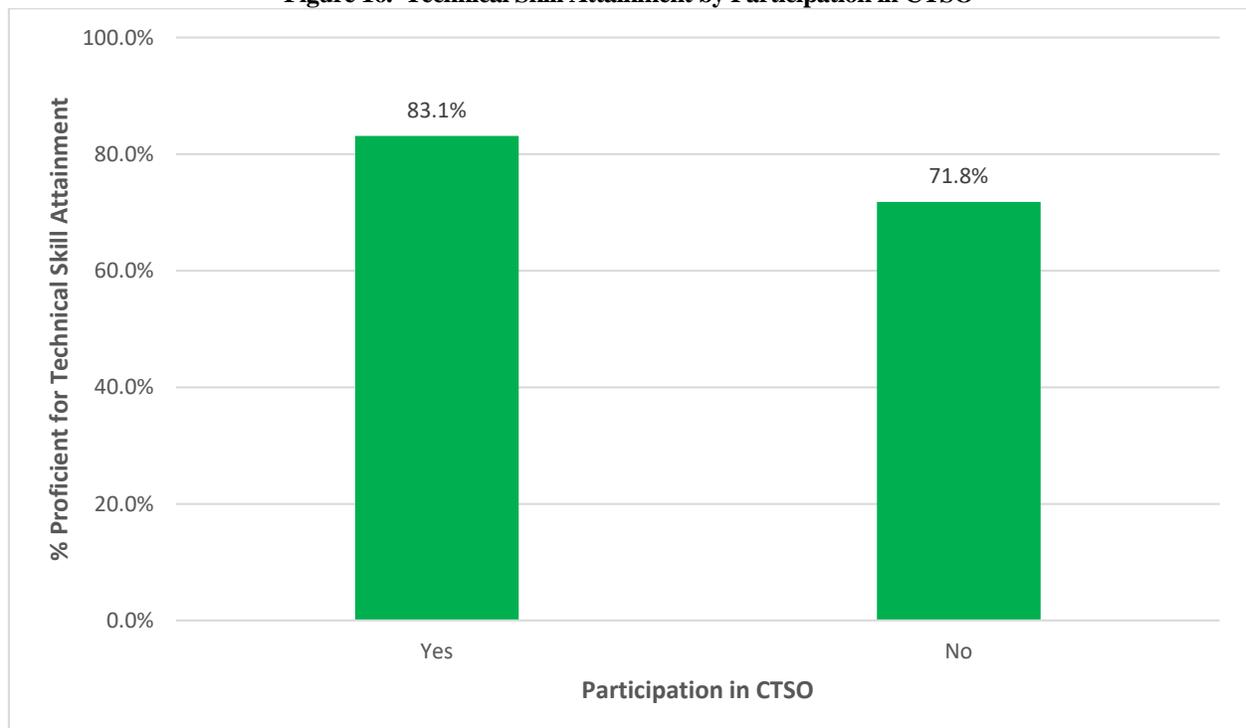
Table 17. CTSO Participation by Organization

Organization	Count*	Percent of CTSO
FFA	651	57.3%
SkillsUSA	198	17.4%
FBLA	160	14.1%
FCCLA	73	6.4%
DECA	54	4.8%
Total	1,136	100.0%

*Students may have participated in more than one CTSO.

The following graph shows the percent of students proficient in technical skill attainment during the 2016-2017 school year by CTSO participation. As shown, CTE concentrators who participated in CTSO had higher overall technical skill proficiency (83.1%) than those who did not participate in CTSO (71.8%).

Figure 16. Technical Skill Attainment by Participation in CTSO



CTE Programs at Wyoming Schools

Participation in Job Training & Work Based Learning

The table below shows results for the types of job training activities CTE concentrators participated in. Job shadowing was the most common form of work based learning (41.1%) followed by community service internships (19.6%) and work-experience (17.7%).

Table 18. Job Training by Type

Job Training Type	Count*	Percent of Programs
Job Shadowing	925	41.1%
Community service learning	442	19.6%
Work-experience internship	399	17.7%
School-based enterprises	288	12.8%
Mentorship	148	6.6%
Other**	20	0.9%
Cooperative Education	21	0.9%
Apprenticeship	7	0.3%
Total	2,250	100.0%

*Students may have participated in more than one activity.

**Other types of job training specified included:

- Clinicals (14)
- FFA-SAE (5)
- Child Care (1)

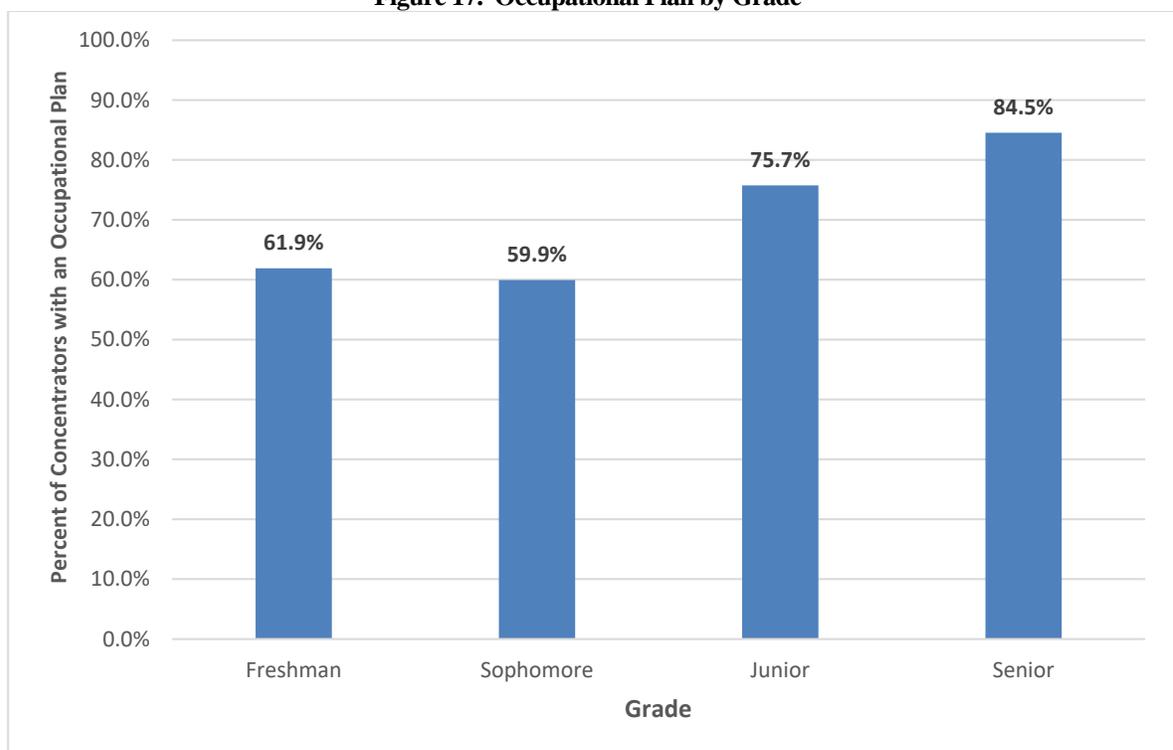
Occupational Plan

During 2016-2017, 2,793 reporting CTE concentrators (78.7%) had an occupational plan. This is a significant increase from 2015-2016 (65.8%).

Occupational Plan by Grade

Senior CTE concentrators were most likely to have an occupational plan as compared to all other grade levels. This is expected as students have a greater opportunity to have an occupational plan as they progress in their schooling. Overall distribution of students at each grade level with occupational plans are similar with results from 2014-2015 and 2015-2016.

Figure 17. Occupational Plan by Grade



Integrated Instruction

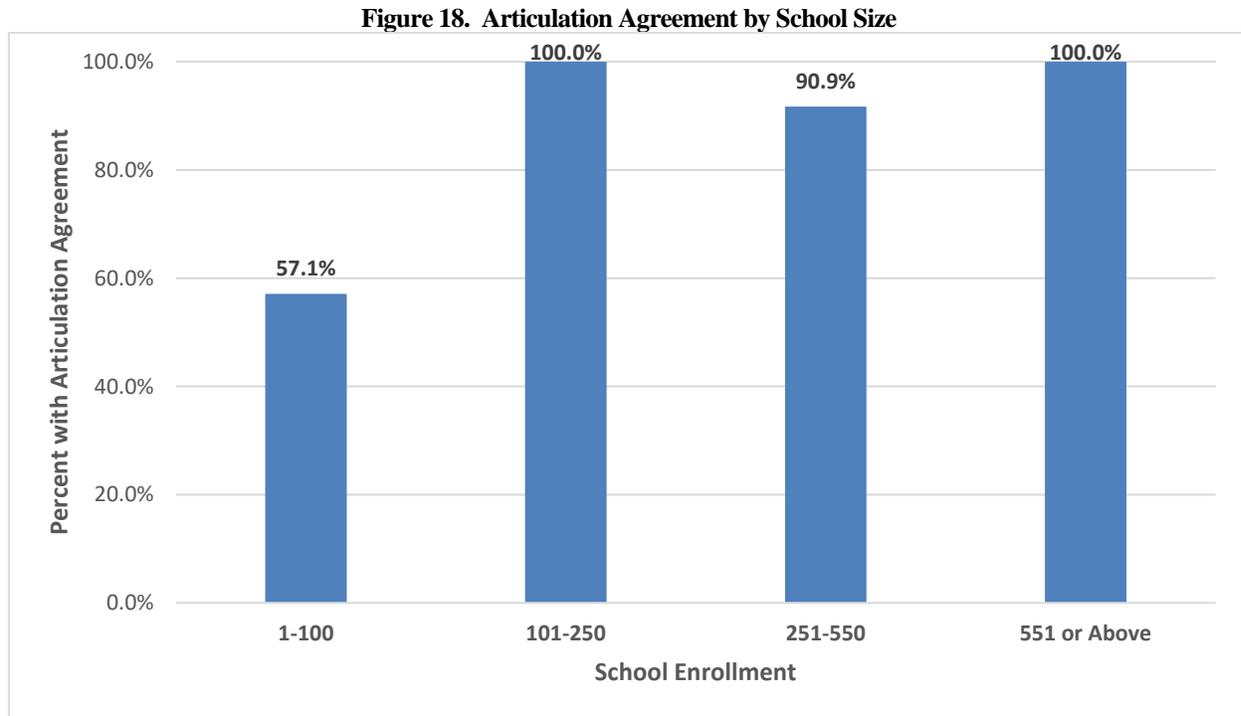
Information on integrated instruction was also collected from secondary schools during the 2016-2017 school year. Schools were asked to describe the methods they use to provide integrated instruction to students. Schools reported a varied number of ways that they integrate CTE and academic instruction, however several themes emerged. In particular, as described in the following table, schools noted that they integrate instruction at multiple levels, including at the CTE level, Academic level and/or Teacher level. That said, it was also noted by several schools that academic teachers find it more difficult to incorporate career and technical aspects into their curriculum. Integration was much more likely to take place in CTE classes.

Table 19. Integrated Instruction Activities

CTE Level Integration	Academic Level Integration	Teacher Level Integration
<ul style="list-style-type: none"> ○ CTE classes incorporate reading and math in specific lessons. (examples included “profit projections, cash flow and loan payment schedule lessons in business classes, technical writing related to agriculture, etc). ○ Writing is required in a majority of CTE courses including journal keeping, report writing, and research writing. ○ Integrated through Professional Learning Communities and Individual projects. ○ CTE classes are aligned to the Common Core Standards. 	<ul style="list-style-type: none"> ○ English classes incorporate resume writing and career writing opportunities. ○ Discussion and application of “real world” concepts in math and science classes. ○ Word processing and computer skills are incorporated in academic classes. ○ Integrate technology and multimedia to complete projects in academic classes. 	<ul style="list-style-type: none"> ○ Teachers participate in groups that include a mix of CTE and academic teachers. They work together on various assessment and curriculum planning goals. ○ Team teaching of units between CTE and Academic teachers. ○ Collaboration on class assignments to provide cross curricular activities/lessons

Articulation Agreements and Coordination with Postsecondary Institutions

Data was collected on articulation agreements from 64 secondary schools. Of these schools, 89.1% (n=57) reported having an articulation agreement in place with one or more Wyoming community colleges. Schools with enrollment above 100 students had at or very near 100% existing articulation agreements, 57% schools with enrollment below 100 students had articulation agreements.



Secondary schools had articulation agreements with a variety of Wyoming colleges. Western WY Community College (15) had the greatest number of articulation agreements with schools. All other community colleges had between 4 and 14 schools with articulation agreements.

Table 20. Number of High Schools with Articulation Agreements by College

Community College	# of High Schools with Articulation Agreements*
Western Wyoming College	15
NWCCD	14
Laramie County Community College	11
Central Wyoming Community College	11
Eastern Wyoming Community College	9
Northwest College	8
Casper Community College	4
University of Wyoming	2
Out of State	2

*Schools may have had articulation agreements with more than one community college

Schools reported brief descriptions of their articulation process for concurrent enrollment (also referred to by some schools as “dual enrollment”) classes. Generally, the following activities take place to make courses available for dual credit:

- Once a course is selected, the syllabus is aligned by the high school to fit the requirements of both the high school and college.
- Teachers instruction of concurrent high school courses and course syllabi must be approved by the college.
- Teachers of concurrent high school courses are approved by the college as concurrent teachers.
- Teachers collaborate with the colleges (instructors and department heads) on curricula content, methods, and skills.
- Ongoing communication between the high schools and colleges take place. Types of communication include: 1) regular yearly or semester meetings between high school and college staff; 2) site visits to concurrent classrooms for observation and feedback; 3) regular phone and/or email communications between college and high school staff.

Summary

During the 2016-17 reporting year, the State of Wyoming met Perkins accountability and reporting requirements and continued to undertake activities designed to address the requirements of Perkins IV.

In addition to pathway-aligned assessments, data was obtained on students within a pathway that has an industry-certified exam available (e.g., Culinary ProStart, CNA certification, etc.). For Pre-Engineering concentrators, data on their performance in “Project Lead the Way”, a course sequence specific for Pre-Engineering students was also obtained. Since 2012-13, Automotive Technology concentrators have been able to take Electrical Systems & Engine Performance industry-certified exams through National Institute for Automotive Service Excellence (ASE) Assessment.

In addition to these activities, the state has collected all required Perkins data and it has been submitted via the online CAR (postsecondary) and ED Facts (secondary). The following provides a summary of results as well as historical data.

Data was collected and reported for 3,549 CTE concentrators in 64 Wyoming secondary schools. The total number of concentrators was higher than the previous year, see Table 21 below. Among CTE concentrators, results showed that the program areas of Architecture and Construction, Agriculture, Manufacturing, and Hospitality and Tourism were the most popular CTE program areas.

Table 21. CTE Concentrator and Participant Counts

Perkins IV Definitions	2010-11 Results	2011-12 Results	2012-13 Results	2013-14 Results	2014-15 Results	2015-16 Results	2016-17 Results
At the <i>secondary level</i> , a CTE concentrator is defined as a secondary student who has completed three or more courses in a CTE program, including those who may be currently enrolled in their third course.	4,508	4,377	4,169	4,180	3,491	3,312	3,549
At the <i>secondary level</i> , a CTE participant is defined as a secondary student who has <i>completed</i> one or more courses in a CTE program sequence. ²	14,978	15,311	13,201	8,653	15,852	16,926	16,498

In the area of academic attainment (1S1 and 1S2), the Perkins IV indicator was divided into two separate indicators for reading and mathematics under Perkins IV. Results showed that 32.95% of CTE concentrators were proficient in reading and 38.30% were proficient in mathematics, see Table 22. Both proficiency rates met 100% of targets. These rates are higher than last year.

Table 22. Academic Attainment Results

Indicators	Perkins IV Measurement Definitions	2010-11 Results	2011-12 Results	2012-13 Results	2013-14 Results	2014-15 Results	2015-16 Results	2016-17 Results
(1S1) Academic Attainment: Reading	Percent of CTE concentrators who have met the proficient or advanced level on the ACT reading assessment administered by the State of Wyoming under Section 1111(b)(3) of the Elementary and Secondary Education Act (ESEA) as amended by the No Child Left Behind Act based on the scores that would be included in the State’s computation of adequate yearly progress (AYP) in the reporting year.	74.50	78.50	74.85	30.0	29.5	34.7	33.0
(1S2) Academic Attainment: Math	Percent of CTE concentrators who have met the proficient or advanced level on the ACT math assessment administered by the State of Wyoming under Section 1111(b)(3) of the Elementary and Secondary Education Act (ESEA) as amended by the No Child Left Behind Act based on the scores that would be included in the State’s computation of adequate yearly progress (AYP) in the reporting year.	66.65	68.78	68.02	38.0	38.1	41.9	38.3

For technical skill attainment (2S1), Wyoming concentrators were to given the opportunity to take an exam aligned with their program area. There are multiple different types of exams to include Wyoming Pathway Assessments, NOCTI assessments, ASE Automotive and other industry-certified exams, and the 21st Century Skills Assessment. Additionally, engineering students have the opportunity to participate in Project Lead the Way.

As shown in Table 23, 75.08% of CTE concentrators assessed for technical skills were proficient. This proficiency level exceeds the target of 71.86%.

Table 23. Technical Skill Attainment Results

Indicators	Perkins IV Measurement Definitions	2010-11 Results	2011-12 Results	2012-13 Results	2013-14 Results	2014-15 Results	2015-16 Results	2016-17 Results
(2S1) Technical Skill Attainment	Percent of CTE concentrators who passed technical skill assessments that are aligned with industry-recognized standards, if available and appropriate.	72.28	71.11	67.61	73.4	74.5	73.3	75.1

The completion rate (3S1) for 2016-17, i.e. the percent of CTE concentrator students who indicated that they would graduate or otherwise complete secondary education in 2016-17, was 99.5%. This represents an increase of .1% as compared to the prior year, and exceeds the target of 95.0%.

Table 24. Completion Results

Indicators	Perkins IV Measurement Definitions	2010-11 Results	2011-12 Results	2012-13 Results	2013-14 Results	2014-15 Results	2015-16 Results	2016-17 Results
(3S1) Completion	Percent of CTE concentrators who earned a regular secondary school diploma, earned a General Education Development (GED) credential as a State-recognized equivalent to a regular high school diploma (if offered by the State) <i>or</i> other State-recognized equivalent (including recognized alternative standards for individuals with disabilities), <i>or</i> earned a proficiency credential, certificate, or degree, in conjunction with a secondary school diploma (if offered by the State) during the reporting year.	98.10	95.75	96.41	96.7	96.8	99.4	99.5

Examination of the results for indicator (4S1-Student Graduation Rates) showed that 95.4% of eligible CTE concentrators were reported as graduating, exceeding the target of 94%. This is an increase from last year's figure of 92.9%. Note that this indicator is calculated using 2015-16 data for students who graduated during the prior school year.

Table 25. Graduation Rate Results

Indicators	Perkins IV Measurement Definitions	2010-11 Results	2011-12 Results	2012-13 Results	2013-14 Results	2014-15 Results	2015-16 Results	2016-17 Results
(4S1) Graduation Rate	Percent of CTE concentrators who, in the reporting year, were included as graduated in the State's computation of its graduation rate as described in Section 1111(b)(2)(C)(vi) of the ESEA	94.99	94.01	94.40	93.9	93.1	92.9	95.4

Follow-up information was obtained in the second quarter, (October 1 to December 31, 2016) for concentrators who left secondary education in the 2015-16 school year. Results for 5S1 showed that among concentrators who left, 94.01% were in an advanced placement, i.e. postsecondary education, military, advanced training or employment. This is similar to last year's figure of 95.7%, see Table 26. In addition, this is within 90% of the target of 95%. The majority of students (72.2%) in advanced placement are enrolled in a community college, 4-year university, or in advanced training; 27.4% are employed; and 4.3% are in the military. Additionally, 97.1% of students enrolled in a community college remained in-state. Students most likely to be out of state at time of follow-up were in advanced training/technical school, 4-year university, or in the military.

Table 26. Placement Results

Indicators	Perkins IV Measurement Definitions	2010-11 Results	2011-12 Results	2012-13 Results	2013-14 Results	2014-15 Results	2015-16 Results	2016-17 Results
(5S1) Placement	Percent of CTE concentrators who left secondary education and were placed in postsecondary education or advanced training, in the military service, or employment in the second quarter following the program year in which they left secondary education.	97.34	97.05	97.44	96.3	96.1	95.7	94.0

Examination of non-traditional participation (6S1) showed that 29.9% of students in nontraditional programs were in under-represented gender groups. This represents an increase compared to last year's results, but it fails to meet the target of 33.32%. Similarly, 22.3% of concentrators completing a non-traditional program were in under-represented gender groups (6S2). This also fails to meet the target of 29.86% and is a decrease from the prior year.

Table 27. Non-Traditional Results

Indicators	Perkins IV Measurement Definitions	2010-11 Results	2011-12 Results	2012-13 Results	2013-14 Results	2014-15 Results	2015-16 Results	2016-17 Results
(6S1) Non-Traditional Participation	Percent of CTE participants from underrepresented gender groups who participated in a program that leads to employment in nontraditional fields during the reporting year.	33.15	34.88	33.47	31.6	34.9	28.5	29.9
(6S2) Non-Traditional Completion	Percent of CTE concentrators from underrepresented gender groups who completed a program that leads to employment in nontraditional fields during the reporting year.	31.61	28.75	28.83	30.6	30.1	23.0	22.3

With respect to other CTE activities occurring in the state, trends in CTSO participation were consistent with prior years with 29.6% of CTE concentrators reporting participation in CTSOs. Like last year, the highest proportions of concentrators participated in FFA (57.3%). In addition, a total of 78.7% of CTE concentrators had an occupational plan in place. Participation in job training remained similar to the prior year, with job shadowing being the most popular (41.1%), followed by community service internships and work experience (19.6% and 17.7% respectively). In terms of integrated instruction, schools reported a number of ways that integration is achieved. In particular, schools noted that they integrate instruction at multiple levels, including at the CTE level, Academic level and/or Teacher level: (a) at the teacher level, this typically includes cooperation between academic and CTE teachers on specific units of study; (b) at the CTE level, this typically includes reading and writing integrated into CTE courses; and (c) at the academic level; this typically includes “real world” application in academic math and science classes.

Wyoming met its secondary targets in the areas of academic attainment (reading and math), technical skill attainment, completion, graduation rate, and placement. Targets were not met for 6S1 and 6S2, nontraditional participation and completion. As a result of processes established for local Perkins negotiations and improvement plans, schools are being held accountable for results, which serves as an impetus for progress. Finally, the WDE’s new data collection system is allowing for more accurate data collection which has led to more accurate results and reporting.

Wyoming State Department of Education

Carl Perkins IV State Report

Post-Secondary Schools and Students
2016-17

WYOMING
DEPARTMENT OF EDUCATION



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Introduction to Carl Perkins IV

The Carl D. Perkins Vocational and Technical Education Act of 2006 (Perkins IV) is the principal source of federal funding to states for the improvement of secondary and postsecondary career and technical education programs. States are provided with funds for distribution to local educational agencies (LEAs) and postsecondary institutions for enhancing academic and technical knowledge and skills individuals need to prepare for further education or careers in current or emerging employment sectors.

A number of important themes resulted from the reauthorization of the Carl D. Perkins Career and Technical Education Improvement Act, including accountability for results and program improvement at all levels, an increased level of communication and coordination within the Career & Technical Education (CTE) system, better integration of academic and technical skill development, and a comprehensive effort for secondary and post-secondary institutions to align their programs with needs and demands of business and industry. One of the most prominent changes is the requirement for each state to develop new “programs of study”, a unified program of academic and technical content connecting high school and post-secondary CTE programs leading to credentials or certificates recognized by industry.

The following report presents data collected during the 2016-2017 school year from Wyoming post-secondary schools under the guidelines set forth by the Perkins IV Act. The information contained in this report illustrates how CTE programs are working in the state of Wyoming and also provides invaluable data to inform future planning.

CTE Concentrators and Participants

Demographic information was collected from 7 Wyoming post-secondary schools with students participating in CTE programs during the 2016-17 school year. Specifically, this information was collected for both CTE Concentrators and CTE Participants. The charts and tables in this section summarize the demographic information available for these CTE students.

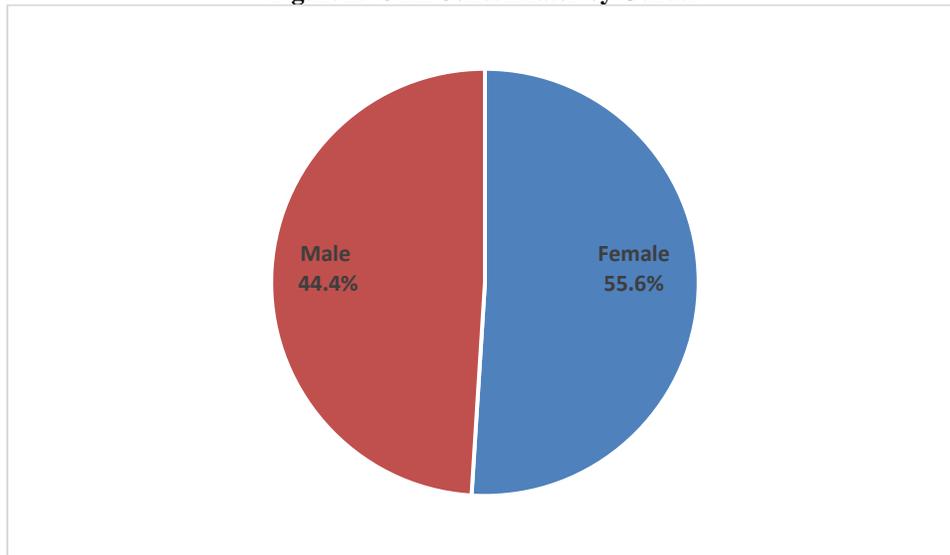
CTE Concentrators

At the post-secondary level, a **CTE concentrator** is defined as a student who (1) completes at least 12 technical or academic credits within a single program area or across multiple CTE program areas, or (2) completes a threshold level in a short-term CTE program of less than 12 credit units that terminates in an industry-recognized credential, certificate or degree.

There were 6,063 total students reported as CTE concentrators during the 2016-2017 school year. Concentrator enrollments are reported higher this year than last year (due in large part to past 3reporting error).

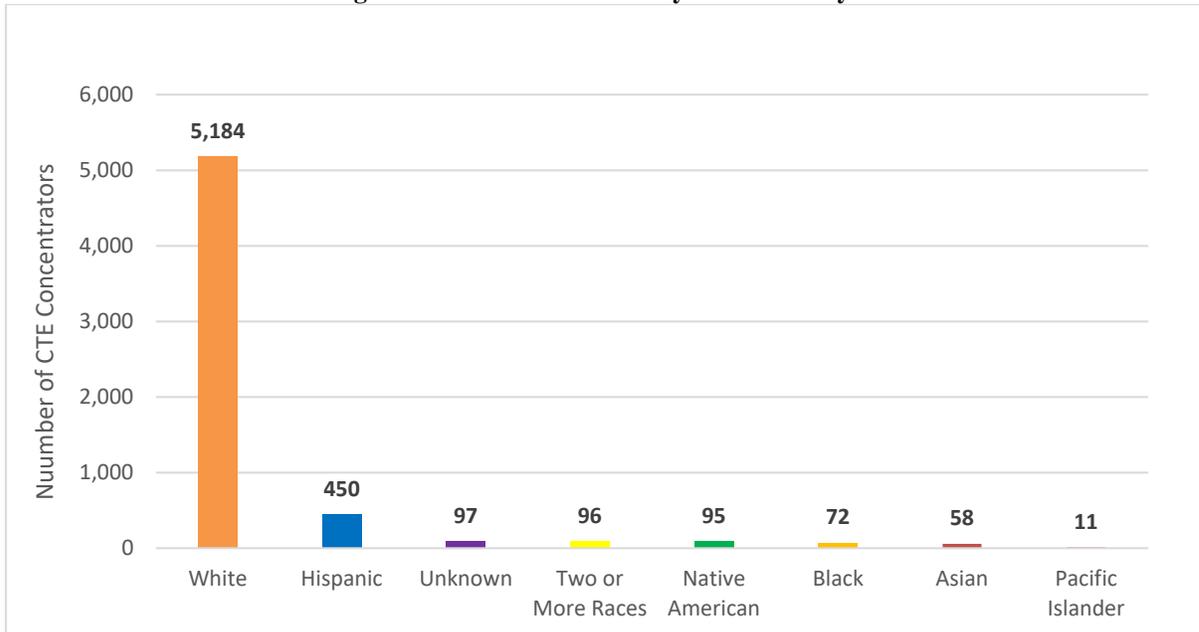
Gender. During the 2016-2017 year, it was reported that 2,692 (44.4%) CTE concentrators were male and 3,371 (55.6%) were female. The proportion of males to females is lower this year compared to last year (~48.4% males; ~51.6% females).

Figure 1. CTE Concentrator by Gender



Race/Ethnicity. Similar to the limited ethnic diversity statewide in Wyoming, the ethnic distribution of CTE participants consists of 85.5% White students and 14.5% minorities.

Figure 2. CTE Concentrators by Race/Ethnicity



Career cluster/program area. The Health Science cluster was again the most popular program area (26.1%). Manufacturing has been in the top three most popular programs over the past five years (11.5% in 2016-17).

Table 1. CTE Concentrator Enrollment by Program Area

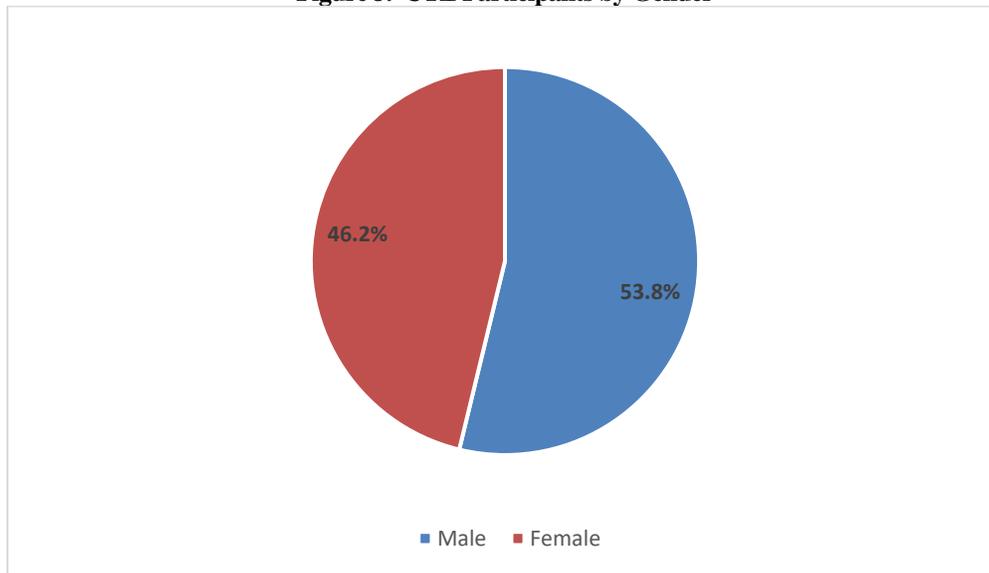
Program Area	Count	Percent
Health Science	1,584	26.1%
Business Management & Administration	730	12.0%
Manufacturing	696	11.5%
Education & Training	610	10.1%
Agriculture, Food & Natural Resources	499	8.2%
Law, Public Safety, Corrections & Security	358	5.9%
Transportation, Distribution & Logistics	347	5.7%
Arts, Audio/Video Technology & Communications	293	4.8%
Information Technology	201	3.3%
Finance	169	2.8%
Science, Technology, Engineering & Mathematics	164	2.7%
Architecture & Construction	158	2.6%
Hospitality & Tourism	121	2.0%
Human Services	118	1.9%
Marketing	13	0.2%
Government & Public Administration	2	0.0%

CTE Participants

Participant enrollments are reported higher this year than last year. A total of 16,778 students were reported as CTE participants by colleges for the 2016-17 reporting year.

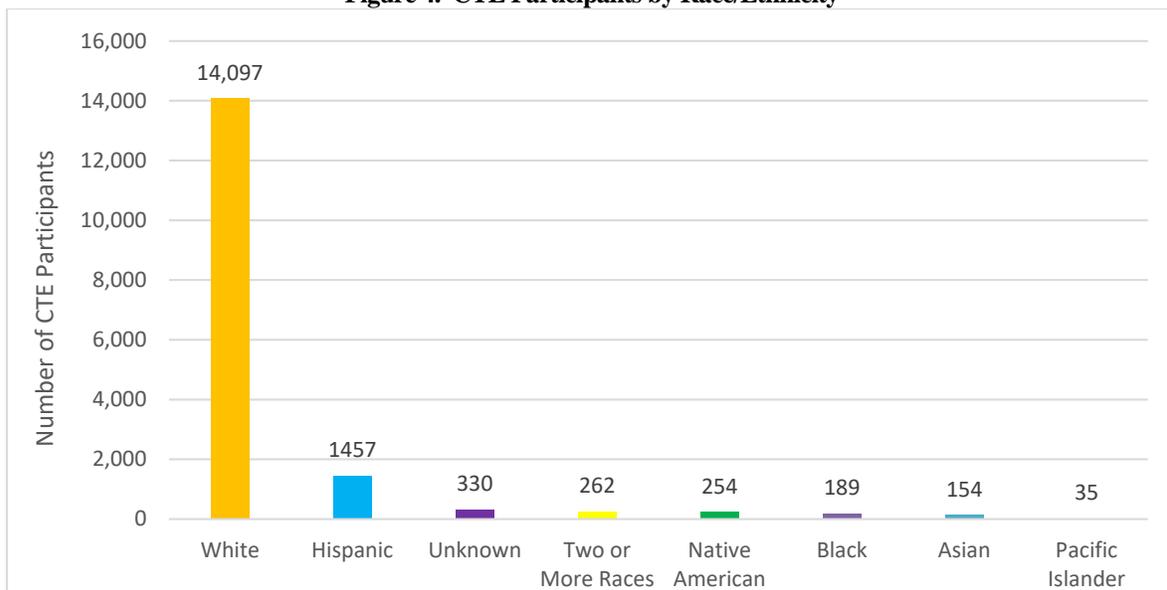
Gender. During the 2016-2017 school year, it was reported that 9,024 (53.8%) males and 7,754 (46.2%) females were CTE participants. This is a lower proportion of females compared to last year (42.5%).

Figure 3. CTE Participants by Gender



Race/Ethnicity. Similar to the limited ethnic diversity statewide in Wyoming, the ethnic distribution of CTE participants consists of 84% White students and 16% minorities.

Figure 4. CTE Participants by Race/Ethnicity



Eligibility Category. Most CTE participants in a special population were categorized as economically disadvantaged (37.5% of special populations) followed by nontraditional enrollees (32.3% of special populations).

Table 2. CTE Participants by Eligibility Category

Category*	Count	Percent of Special Pops
Nontraditional Enrollees	2,490	32.3%
Economically Disadvantaged	2,886	37.5%
Single Parents	1,317	17.1%
Displaced Homemakers	557	7.2%
Individuals With Disabilities (ADA)	369	4.8%
Limited English Proficient	80	1.0%
Total	7,699	100.0%

*Students may have been eligible under more than one category.

Federal Indicators

Summary of Results

The following table shows an overall summary of results statewide by each of the federal Perkins IV indicators. Targets that were met at 90% or greater are highlighted in yellow. The sections that follow describe results for each of these indicators in more detail and by subgroup.

Table 3. Summary of Federal Perkins IV Indicator Results: Statewide

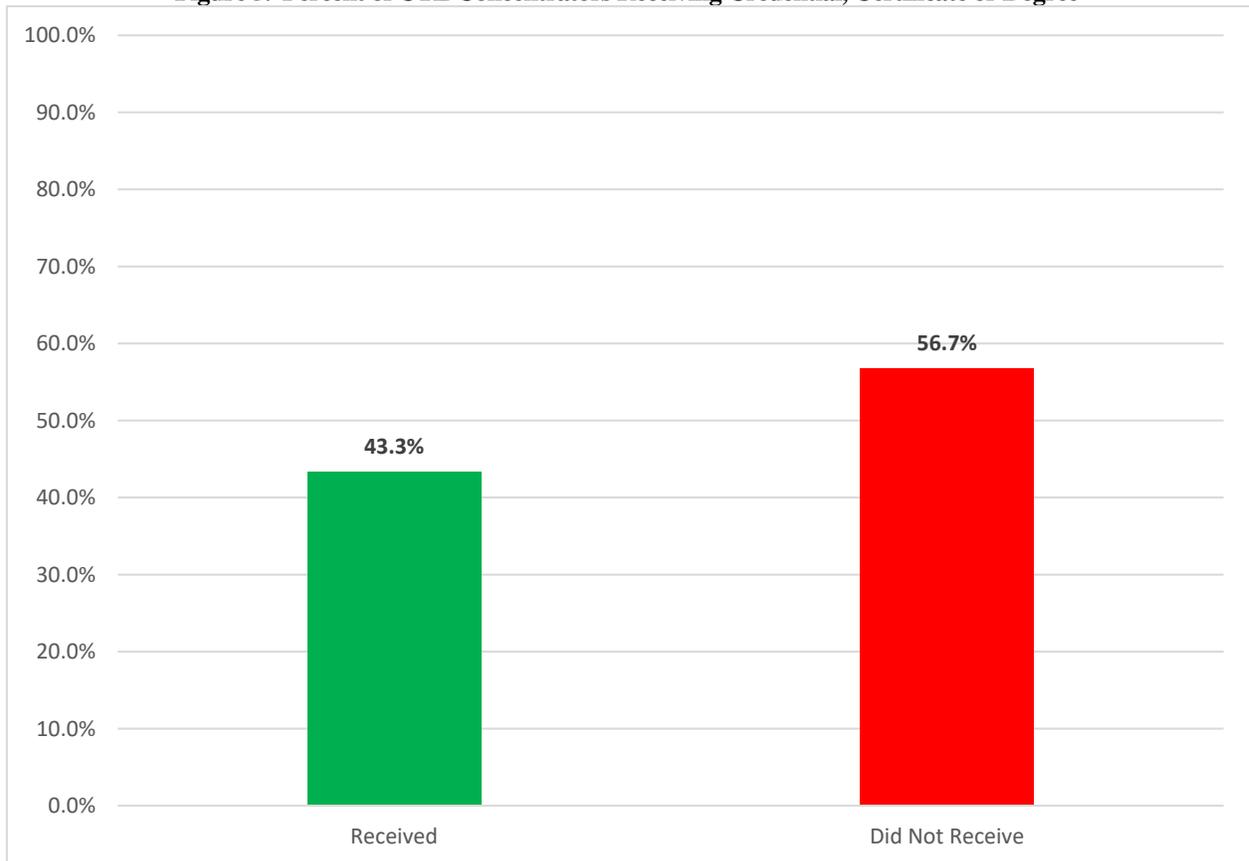
Indicators	Definitions	2016-17 Targets	2016-17 Results
(1P1) Technical Skill Attainment	Percent of CTE concentrators in the identified entry cohort who receive an industry-recognized credential, certificate, or degree at any point between when they were classified into the cohort and the current reporting period.	33.00	43.26
(2P1) Credential, Certificate or Degree	Percent of CTE concentrators in the identified entry cohort who receive or were eligible to receive an industry-recognized credential certificate, or degree at any point between when they were classified into the cohort and the current reporting period.	33.00	43.26
(3P1) Student Retention or Transfer	Percent of CTE concentrators who remained enrolled in their original postsecondary institution or transferred to another 2- or 4-year postsecondary institution during the reporting year and who were enrolled in postsecondary education in the fall of the previous reporting year.	67.10	67.41
(4P1) Student Placement	Percent of CTE concentrators who were placed or retained in employment, or placed in military service or apprenticeship programs in the 2nd quarter following the program year in which they left postsecondary education (i.e., unduplicated placement status for CTE concentrators who graduated by June 30, 2008 would be assessed between October 1, 2008 and December 31, 2008).	82.76	87.54
(5P1) Non-Traditional Participation	Percent of CTE participants from underrepresented gender groups who participated in a program that leads to employment in nontraditional fields during the reporting year.	27.04	22.75
(5P2) Non-Traditional Completion	Percent of CTE concentrators in the identified entry cohort from underrepresented gender groups who received or were eligible to receive a credential, certificate, or degree in a CTE program that prepares students for employment in an occupation identified as out-of-gender balance	13.48	14.82

1P1 Technical Skills Attainment & 2P1 Credential, Certificate or Degree

During the 2008-09 reporting year, indicator 1P1 was defined as the percent of non-returning CTE concentrators who passed a technical certification test. However, for the 2009-2010 reporting year, colleges convened to decide on a new measure of technical skill attainment due to the low number of concentrators who left postsecondary education and took a technical skill certification test during the prior year. The new definition consists of the percent of CTE concentrators who received a degree, credential, and/or certificate and was approved by OVAE. Of note is that the new definition is the same as 2P1. Hence, results for 1P1 and 2P1 are presented below.

Overall, **43.3% of CTE concentrators attained a Credential, Certificate or Degree** as compared to 56.7% that did not receive a credential, certificate or degree. This represents an increase from the prior year in which 33.9% reached technical skill attainment. For 2016-17, 1,149 concentrators were included in the numerator as completers, while 2,656 concentrators comprised the denominator.

Figure 5. Percent of CTE Concentrators Receiving Credential, Certificate or Degree



Indicator 1P1 & 2P1 by Subpopulations:

Results for indicator 1P1 & 2P1 by the subgroups of gender, race/ethnicity and special populations are reported in the following table. Highlights and key findings include:

- 39.5% of males and 46.4% of females received a credential, certificate or degree.
- Among race/ethnicity subgroups, Asian (55.2%) students had the highest percentage of students receiving a credential, certificate or degree.
- The highest proportion of special population students to meet this indicator were individuals with disabilities (51.0%).

Table 4. Indicator 1P1 & 2P1 Results by Subpopulations

(1P1) Technical Skill Attainment			
Gender	# of Students in Numerator	# of Students in Denominator	Percent of Students Meeting Indicator
Male	478	1,209	39.5%
Female	671	1,447	46.4%
Race/Ethnicity			
Native American	25	55	45.5%
Asian	16	29	55.2%
Pacific Islander	*	*	NA
Black	7	32	21.9%
Hispanic	101	223	45.3%
White	965	2,223	43.4%
Two or More Races	21	54	38.9%
Unknown	12	36	33.3%
Special Populations			
Individuals With Disabilities (ADA)	25	49	51.0%
Economically Disadvantaged	443	1,032	42.9%
Single Parents	75	250	30.0%
Displaced Homemakers	30	131	22.9%
Limited English Proficient	*	*	<10.0%
Nontraditional Enrollees	114	278	41.0%

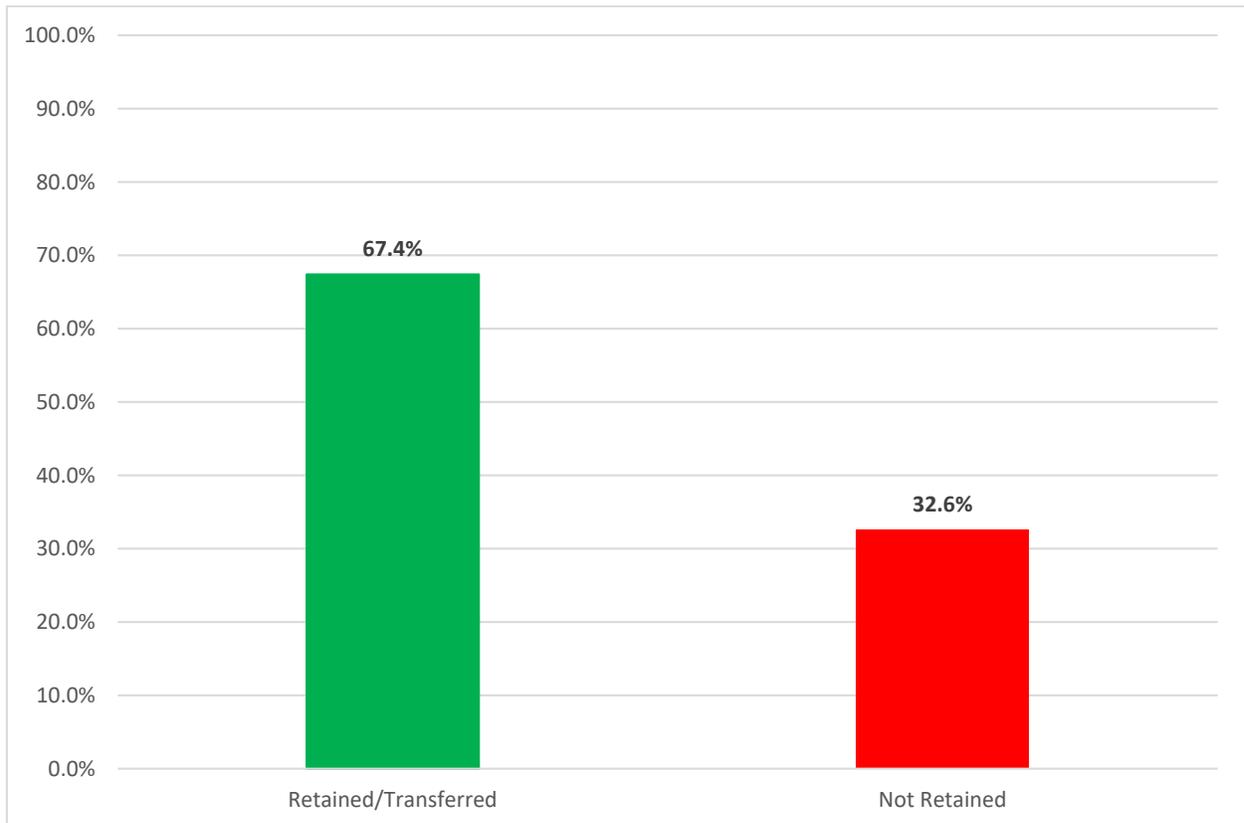
* Low counts (denominator <10) and values >=95% or <=5% have been suppressed.

3P1 – Student Retention or Transfer

The Student Retention or Transfer indicator under Perkins IV is defined as the percentage of CTE concentrators who remained enrolled in their original postsecondary institution or transferred to another 2- or 4-year postsecondary institution during the reporting year and who were enrolled in postsecondary education in the fall of the previous reporting year. Thus, all concentrators enrolled at a post-secondary college in Fall 2015 and who had not completed their program as of Spring 2016 were identified. Of these students, those who remained at the reporting college (retained) or transferred to another post-secondary institution (transferred) between Summer 2016 and Spring 2017 were counted in the numerator. In this case, records from the National Student Clearinghouse were matched against concentrator records to identify transfers.

Overall, **67.4% of CTE concentrators remained** in their original postsecondary institution or **transferred** to another 2- or 4-year institution as compared to 32.6% that did not transfer or were not retained. This represents an increase of approximately 4.5% as compared to 2015-16. For the 2016-17 academic year, 3,061 concentrators were included in the numerator as retained or transferred, while 4,541 total concentrators were in the denominator.

Figure 6. Percent of CTE Concentrators Retained or Transferred



Indicator 3P1 by Subpopulations:

Results for indicator 3P1 by the subgroups of gender, race/ethnicity and special populations are reported in the following table. Highlights and key findings include:

- A larger percentage of females (70.5%) than males (63.9%) were either retained or transferred to another post-secondary institution.
- Among race/ethnicity subgroups, Asian (70.8%) students had the highest percentage of students retained or transferred to another post-secondary institution.
- LEP students had the highest rates of students retained or transferred (82.8%) among special populations.

Table 5. Indicator 3P1 Results by Subpopulations

(3P1) Student Retention or Transfer			
Gender	# of Students in Numerator	# of Students in Denominator	Percent of Students Meeting Indicator
Male	1,348	2,110	63.9%
Female	1,713	2,431	70.5%
Race/Ethnicity			
Native American	47	76	61.8%
Asian	34	48	70.8%
Pacific Islander	*	*	NA
Black	42	61	68.9%
Hispanic	254	366	69.4%
White	2,628	3,877	67.8%
Two or More Races	33	60	55.0%
Unknown	19	46	41.3%
Special Populations			
Individuals With Disabilities (ADA)	89	122	73.0%
Economically Disadvantaged	1,250	1,847	67.7%
Single Parents	366	482	75.9%
Displaced Homemakers	200	272	73.5%
Limited English Proficient	24	29	82.8%
Nontraditional Enrollees	350	497	70.4%

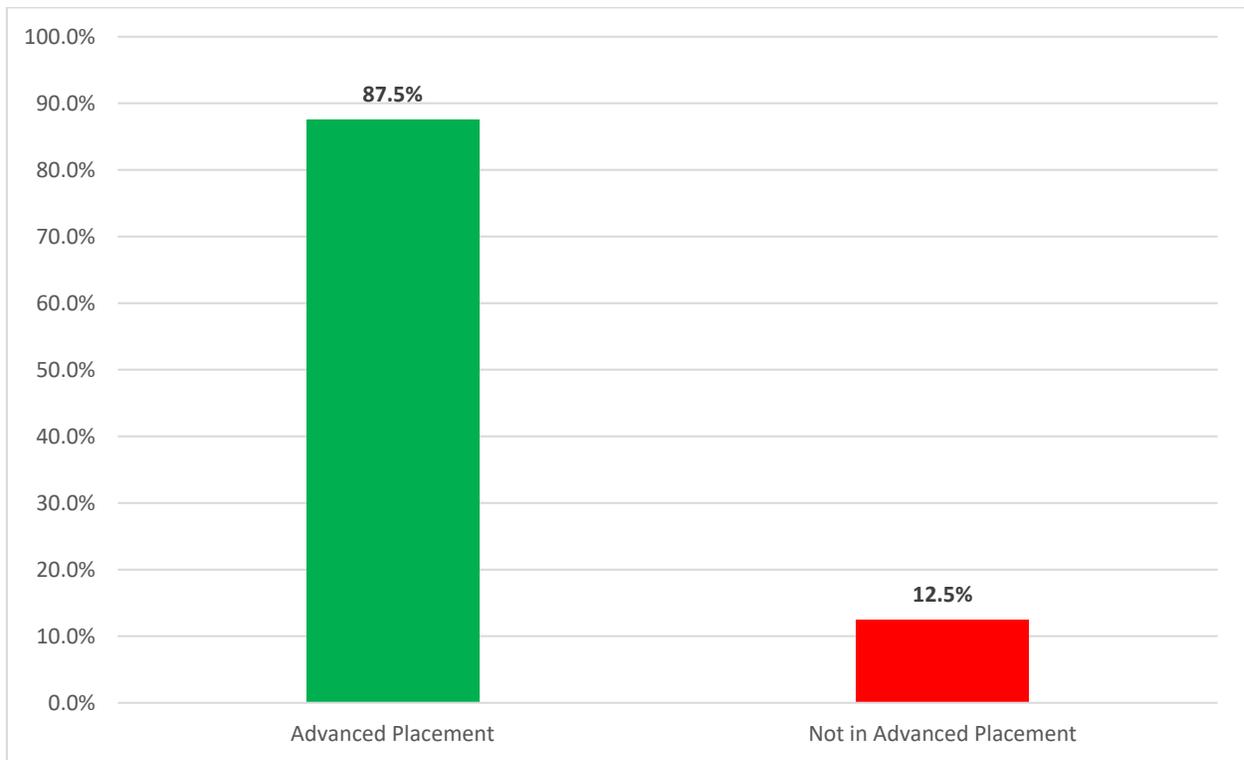
* Low counts (denominator <10) and values >=95% or <=5% have been suppressed.

4P1 – Student Placement

The Student Placement Indicator 4P1 measures student placement in employment, military and apprenticeships during the second quarter following their departure from postsecondary education. Colleges are working on alternative methods to gather follow-up data to supplement and improve upon data collection.

Results showed that **87.5% of CTE concentrators who left postsecondary education were employed, in the military, and/or in apprenticeship** during the second quarter following their departure. This is an increase from the prior reporting year (77.7%).

Figure 7. Percent of CTE Concentrators Completers who were Employed, in Military, or Apprenticeship



Indicator 4P1 by Subpopulations:

Results for indicator 4P1 by the subgroups of gender, race/ethnicity and special populations are reported in the following table. Highlights and key findings include:

- 91.4% of males and 83.7% of females were employed, in the military, or in an apprenticeship following their exit from postsecondary education.
- Among race/ethnicity subgroups, White (88.3%) students had the highest percentage of students who were employed, in the military, or in an apprenticeship.
- Economically Disadvantaged (80.0%) and Nontraditional (83.3%) subgroups had the highest percentage of special population students that were employed, in the military, or in an apprenticeship.

Table 6. Indicator 4P1 Results by Subpopulations

(4P1) Student Placement			
Gender	# of Students in Numerator	# of Students in Denominator	Percent of Students Meeting Indicator
Male	128	140	91.4%
Female	118	141	83.7%
Race/Ethnicity			
Native American	*	*	NA
Asian	*	*	NA
Pacific Islander	*	*	NA
Black	*	*	NA
Hispanic	10	14	71.4%
White	226	256	88.3%
Two or More Races	*	*	NA
Unknown	*	*	NA
Individuals With Disabilities (ADA)			
Individuals With Disabilities (ADA)	7	10	70.0%
Economically Disadvantaged	88	110	80.0%
Single Parents	*	*	NA
Displaced Homemakers	*	*	NA
Limited English Proficient	*	*	NA
Nontraditional Enrollees	20	24	83.3%
Sub-indicators			
Apprenticeship	5		
Employment	243		
Military	7		

*A student may be counted in more than one sub-indicator.

* Low counts (denominator <10) and values >=95% or <=5% have been suppressed.

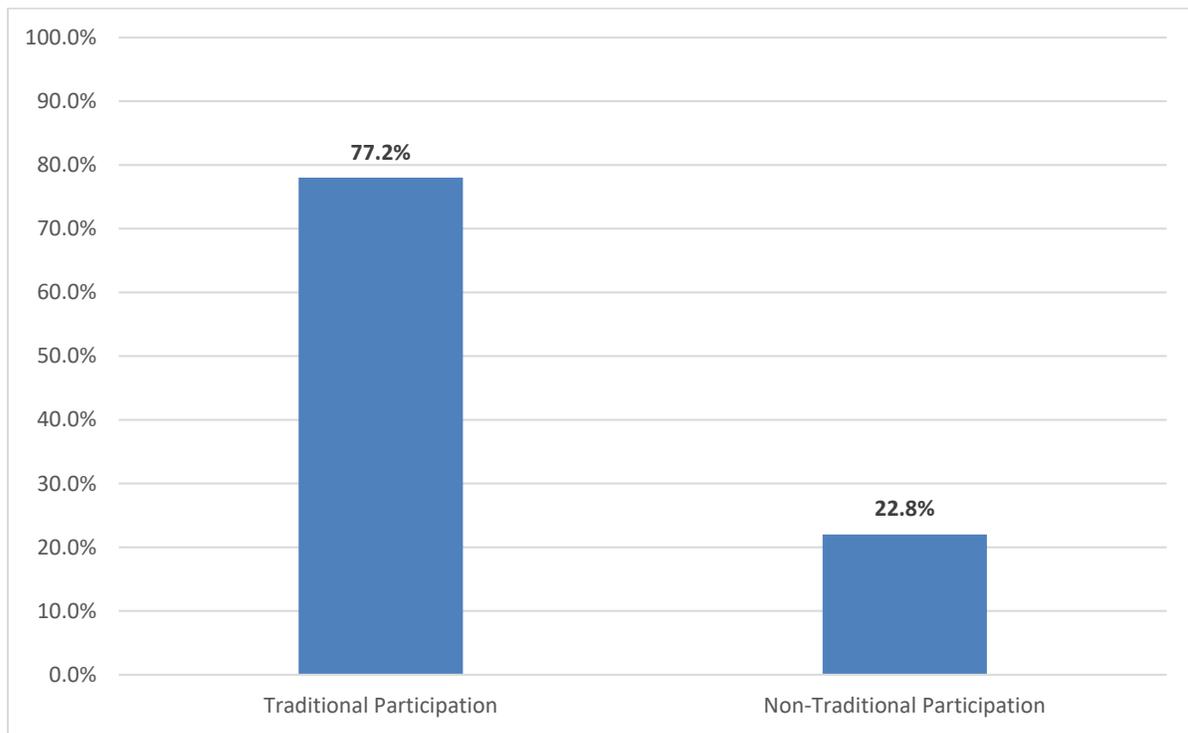
5P1 Non-Traditional Participation

The Non-Traditional Participation indicator under Perkins IV is defined as the percentage of CTE participants from underrepresented gender groups who participated in a program that leads to employment in nontraditional fields during the reporting year.

To calculate non-traditional programs, federal guidelines were used to determine fields that are considered non-traditional for each gender. For example, nursing is a non-traditional male profession while engineering is a non-traditional female profession. For this purpose, CIP codes were used to identify non-traditional fields by gender. Participants whose gender matches those in a non-traditional program (e.g. females pursuing an engineering field) are considered non-traditional participants whereas participants whose gender does not match a non-traditional program (e.g. a male pursuing an engineering field) are considered traditional participants.

For the 2016-17 reporting year, 22.8% of CTE participants in non-traditional programs were in under-represented gender groups, while 77.2% CTE participants participated in a program leading to employment in a traditional field. This represents an increase (0.8%) as compared to 2015-16. For 2016-17 academic year, 2,490 participants from underrepresented gender groups participated in a program leading to employment in non-traditional fields, while 10,943 participants regardless of gender group, participated in a program leading to employment in traditional fields during the reporting year.

Figure 8. Percent of CTE Participants in Non-Traditional Programs



Indicator 5P1 by Subpopulations:

Results for indicator 5P1 are reported by subgroup in the table below. Data by gender, race/ethnicity and special populations is included. Key findings from these results include:

- A significant difference in results by gender was observed. While 45.9% of female students participated in a non-traditional program, only 8.3% of males did so.
- Among race/ethnicity groups, two or more races (30.1%) and black (30.3%) had the highest percentage of nontraditional participants.
- Students with disabilities (31.3%) had the highest rates of non-traditional participation followed closely by economically disadvantaged students (29.2%).

Table 7. Indicator 5P1 Results by Subpopulations

(5P1) Non Traditional Participation			
Gender	# of Students in Numerator	# of Students in Denominator	Percent of Students
Male	560	6,741	8.3%
Female	1,930	4,202	45.9%
Race/Ethnicity			
Native American	35	144	24.3%
Asian	20	83	24.1%
Pacific Islander	4	24	16.7%
Black	30	99	30.3%
Hispanic	214	948	22.6%
White	2,102	9,281	22.6%
Two or More Races	44	146	30.1%
Unknown	41	218	18.8%
Special Populations			
Individuals With Disabilities (ADA)	60	192	31.3%
Economically Disadvantaged	484	1,659	29.2%
Single Parents	203	785	25.9%
Displaced Homemakers	62	316	19.6%
Limited English Proficient	12	42	28.6%

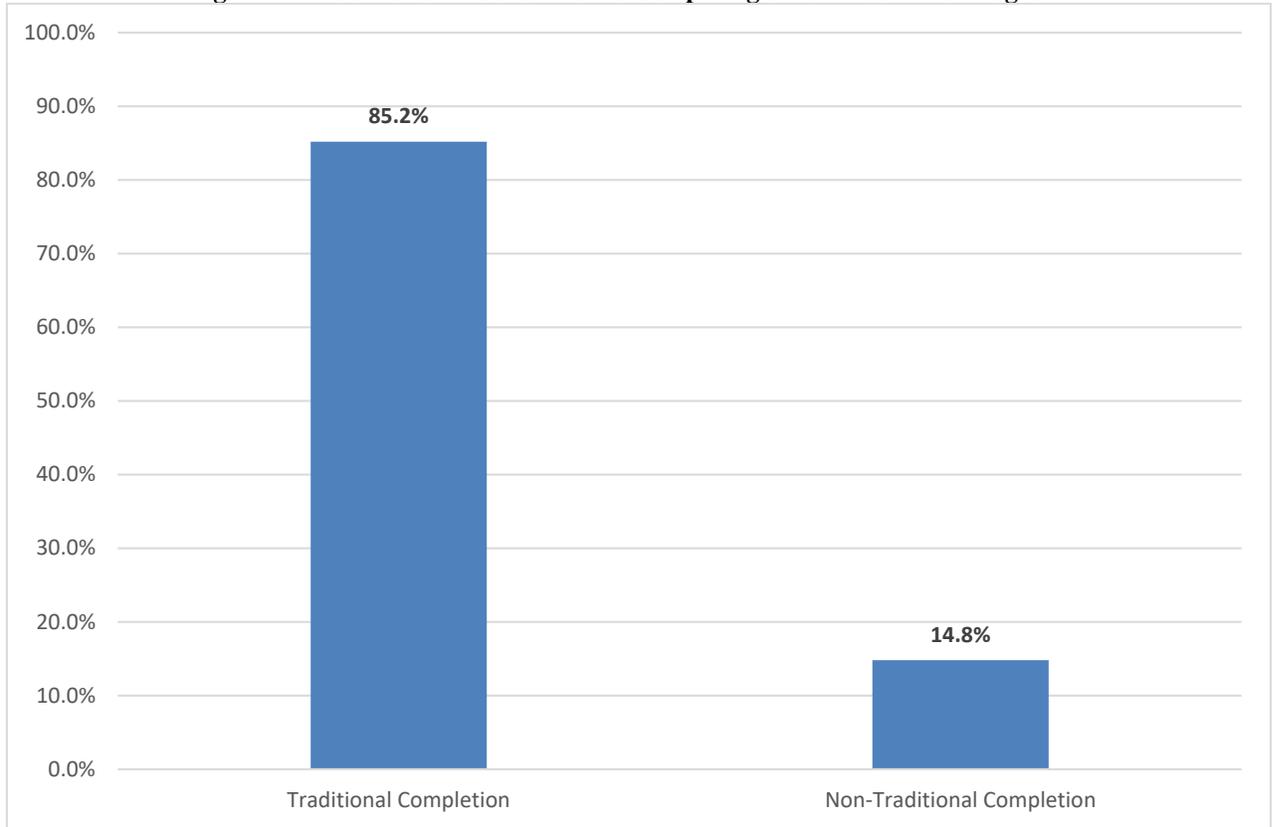
* Low counts (denominator <10) and values >=95% or <=5% have been suppressed.

5P2 Non-traditional Completion

The Non-Traditional Completion indicator under Perkins IV is defined as the percentage of CTE concentrators, who receive or were eligible to receive a credential, certificate, or degree in a CTE program, that were from underrepresented gender groups in non-traditional programs. Non-traditional programs were identified in the same manner as they were for the 5P1 indicator. The cohort of students used for this indicator was identified in the same manner as in 2P1.

For the 2016-2017 reporting year, 14.8% of CTE concentrators from non-traditional programs that received or were eligible to receive a credential, certificate or degree were from underrepresented gender groups. The 14.8% of concentrators from underrepresented gender groups in non-traditional programs is higher than the 12.0% figure attained for the 2015-16 reporting year.

Figure 9. Percent of CTE Concentrators Completing a Non-Traditional Program



Indicator 5P2 by Subpopulations:

Overall results by subpopulations are reported in the following table. Highlights of these results include:

- The percentage of underrepresented male concentrators completing a non-traditional program (8.8%) was lower than the percentage of underrepresented females completing a similar program (19.6%).
- Among ethnic/racial subgroups, multiracial students (40%) had the highest percent of underrepresented students who completed a non-traditional program.
- Students with disabilities (15.4%) were the special populations group with the highest percentage of underrepresented students who completed a non-traditional program.

Table 8. Indicator 5P2 Results by Subpopulations

(5P2) Non Traditional Completion			
Gender	# of Students in Numerator	# of Students in Denominator	Percent of Students
Male	30	340	8.8%
Female	84	429	19.6%
Race/Ethnicity			
Native American	3	18	16.7%
Asian	*	*	NA
Pacific Islander	*	*	NA
Black	*	*	NA
Hispanic	5	61	8.2%
White	97	650	14.9%
Two or More Races	4	18	22.2%
Unknown	4	10	40.0%
Special Populations			
Individuals With Disabilities (ADA)	2	13	15.4%
Economically Disadvantaged	45	313	14.4%
Single Parents	5	48	10.4%
Displaced Homemakers	3	21	14.3%
Limited English Proficient	*	*	NA

* Low counts (denominator <10) and values >=95% or <=5% have been suppressed.

Summary

During the 2016-17 school year, postsecondary institutions instituted an updated and standardized digital data collection system established in 2014-15. The following provides a summary of results from the 2016-17 Perkins reporting year.

Information was collected from seven post-secondary schools with students participating in CTE programs in Wyoming. A total of 16,778 CTE participants and 6,063 CTE concentrators were reported across all of the post-secondary institutions. Concentrator and participant counts are reported higher this year than in the past year, but this is due in large part to past reporting errors.

Table 9. CTE Concentrator and Participant Counts

Perkins IV Definitions	2011-12 Results	2012-13 Results	2013-14 Results	2014-15 Results	2015-16 Results	2016-17 Results
At the postsecondary level, a CTE concentrator is defined as a student who (1) completes at least 12 technical or academic credits within a single program area or across multiple CTE program areas, or (2) completes a threshold level in a short-term CTE program of less than 12 credit units that terminates in an industry-recognized credential, certificate or degree.	4,434	6,824	5,153	3,178	3,987	6,063
At the postsecondary level, a CTE participant is defined as a student who has earned one or more credits in any CTE program area.	9,900	16,368	13,555	14,688	14,462	16,778

In the area of technical skills attainment (1P1), Perkins IV requires that students pass an assessment aligned with industry-recognized standards. Results show that 43.26% of CTE Concentrators met the technical skills criteria, see Table 10. This represents an increase over the prior reporting year, and the target of 33.0% was fully met.

Table 10. Technical Skill Attainment Results

Indicators	Definitions	2011-12 Results	2012-13 Results	2013-14 Results	2014-15 Results	2015-16 Results	2016-17 Results
(1P1) Technical Skill Attainment	Percent of CTE concentrators in the identified entry cohort who receive an industry-recognized credential, certificate, or degree at any point between when they were classified into the cohort and the current reporting period.	32.09%	30.65%	35.47%	33.12%	33.85%	43.26%

The 2P1 indicator for credential, certificate or degree attainment is the same as 1P1. As noted above (and below), during the 2016-17 reporting year, 43.26% of CTE concentrators earned a credential, certificate, or degree and the target of 33.0% was fully met.

Table 11. Credential, Certificate, or Degree Results

Indicators	Definitions	2011-12 Results	2012-13 Results	2013-14 Results	2014-15 Results	2015-16 Results	2016-17 Results
(2P1) Credential, Certificate or Degree	Percent of CTE concentrators in the identified entry cohort who receive or were eligible to receive an industry-recognized credential certificate, or degree at any point between when they were classified into the cohort and the current reporting period.	32.09%	30.65%	35.47%	33.12%	33.85%	43.26%

The Student Retention or Transfer indicator (3P1) under Perkins IV is defined as the percentage of CTE concentrators who remained enrolled in their original postsecondary institution or transferred to another 2- or 4-year postsecondary institution during the reporting year and who were enrolled in postsecondary education in the Fall of the previous reporting year. Overall, 67.41% of CTE Concentrators remained or transferred to another post-secondary institution during the 2016-17 reporting year. This represents an increase over the prior reporting year, and the target of 67.10% was fully met.

Table 12. Student Retention or Transfer Results

Indicators	Perkins IV Measurement Definitions	2011-12 Results	2012-13 Results	2013-14 Results	2014-15 Results	2015-16 Results	2016-17 Results
(3P1) Student Retention or Transfer	Percent of CTE concentrators who remained enrolled in their original postsecondary institution or transferred to another 2- or 4-year postsecondary institution during the reporting year and who were enrolled in postsecondary education in the fall of the previous reporting year.	64.57%	67.60%	63.29%	80.99%	62.95%	67.41%

The Student Placement Indicator, 4P1, measures student placement in employment, military and apprenticeships during the second quarter following their departure from postsecondary education. During the 2016-17 reporting year, data was obtained on 281 concentrators who exited postsecondary education, which represents an increase from the prior year’s total count (n=242). Wyoming will continue to work with colleges to increase response rates for this indicator. Results for the present year show that 87.54% of CTE concentrators who left postsecondary education were in advanced placement during the second quarter following their departure, and the target of 82.76% was fully met.

Table 13. Student Placement Results

Indicators	Perkins IV Measurement Definitions	2011-12 Results	2012-13 Results	2013-14 Results	2014-15 Results	2015-16 Results	2016-17 Results
(4P1) Student Placement	Percent of CTE concentrators who were placed or retained in employment, or placed in military service or apprenticeship programs in the 2nd quarter following the program year in which they left postsecondary education (i.e., unduplicated placement status for CTE concentrators who graduated by June 30, 2015 would be assessed between October 1, 2015 and December 31, 2015).	85.75%	78.29%	84.23%	85.05%	77.69%	87.54%

The Non-Traditional Participation (5P1) indicator under Perkins IV is defined as the percentage of CTE participants from underrepresented gender groups who participated in a program that leads to employment in nontraditional fields during the reporting year. During the current reporting period, 22.75% of CTE Participants in non-traditional programs were in under-represented gender groups. This value is slightly higher than the prior year's result of 22.03%. The target of 27.04% was not met.

Table 14. Non-Traditional Participation Results

Indicators	Perkins IV Measurement Definitions	2011-12 Results	2012-13 Results	2013-14 Results	2014-15 Results	2015-16 Results	2016-17 Results
(5P1) Non-Traditional Participation	Percent of CTE participants from underrepresented gender groups who participated in a program that leads to employment in nontraditional fields during the reporting year.	23.99%	27.89%	27.39%	23.69%	22.03%	22.75%

Perkins IV defines Non-Traditional Completion (5P2) as the percentage of CTE concentrators who receive or were eligible to receive a credential, certificate, or degree in a non-traditional CTE program that are from underrepresented gender groups. Results for the present reporting year show that 14.82% of CTE Concentrators eligible to receive a credential, certificate or degree in a non-traditional field were from underrepresented gender groups. This figure is higher than the one obtained last year (12.0%), and the target of 13.48% was fully met.

Table 15. Non-Traditional Completion Results

Indicators	Perkins IV Measurement Definitions	2011-12 Results	2012-13 Results	2013-14 Results	2014-15 Results	2015-16 Results	2016-17 Results
(5P2) Non-Traditional Completion	Percent of CTE concentrators in the identified entry cohort from underrepresented gender groups who received or were eligible to receive a credential, certificate, or degree in a CTE program that prepares students for employment in an occupation identified as out-of-gender balance	12.17%	12.65%	13.78%	13.76%	12.00%	14.82%

In summary, results show that Wyoming fully met **five** Perkins IV indicators. One indicator (5P1) was not met. This is a significant improvement from the prior year. However, to continue improving, progress needs to be made by all postsecondary schools to meet locally negotiated targets. To this end, all postsecondary colleges will develop action plans to promote greater accountability and improvement among schools.



PERKINS CONSOLIDATED ANNUAL REPORT HIGHLIGHTS FOR 2016-2017

<p>Secondary</p> <p>PARTICIPATION</p> <ul style="list-style-type: none"> • Concentrators (all grade levels): 3,549 <i>Increase of 237</i> • Participants (all grade levels): 16,498 <i>Decrease of 428</i> • Concentrators' participation in CTSOs: 29.6%. <ul style="list-style-type: none"> ○ CTE concentrators who participated in a CTSO had a higher overall technical skill proficiency (83.1%) compared to those who did not participate in a CTSO (71.8%). • Most popular pathways: Agriculture & Natural Resources, Architecture & Construction, Manufacturing, Hospitality and Tourism • 2,793 (78.7%) of CTE Concentrators had an occupational plan. • 89.1% of secondary schools reported having an articulation agreement with one or more community college. • Western Wyoming College, Northern Wyoming Community College District, Laramie County Community College and Central Wyoming College had the greatest number of articulation agreements. <p>STUDENT PERFORMANCE</p> <ul style="list-style-type: none"> • 1S1 - Academic Attainment: Reading EXCEEDED 2016-2017 TARGET OF 30.00% <ul style="list-style-type: none"> ○ 32.95% performed at proficient level (Down from 34.7%) ○ Overall state performance in 11th gr. ACT reading at the proficient level was 19.82%. • 1S2 - Academic Attainment: Math EXCEEDED 2016-2017 TARGET OF 38.00% <ul style="list-style-type: none"> ○ 38.30% performed at proficient level (Down from 41.85%)
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PERKINS CONSOLIDATED ANNUAL REPORT HIGHLIGHTS FOR 2016-2017

- Overall state performance in 11th gr. ACT math at the proficient level was 26.83%.
- 2S1 - Technical Skill Attainment: EXCEEDED 2016-2017 TARGET OF 71.86%
 - **75.08% (Up from 73.3%)**
 - Students taking Law and Public Safety, Health Science and Human Services were the most proficient at **100.0%, 93.5%, and 89.8%, respectively**
 - Highest technical skills proficiency program areas: **Scientific Research/Engineering, Health Science, and Information Technology.**
- 3S1 - Secondary School Completion Rate for CTE Concentrators: EXCEEDED 2016-2017 TARGET OF 95.00%
 - **99.45% (Up from 99.40%)**
- 4S1 - Student Graduation Rates for CTE Concentrators: EXCEEDED 2016-2017 TARGET OF 94.00%
 - **95.36% (Up from 92.88%)**
- 5S1 - Placement for CTE Concentrators: MISSED 2016-2017 TARGET OF 95.00% BUT STILL WITHIN REQUIRED 90% THRESHOLD OF TARGET
 - **94.01% (Down from 95.69%)**
 - A slightly higher percentage of students went on to community college – **42.4% compared to 41.5% last year.**
 - A slightly lower percentage of students went on to a four-year university – **23.0% compared to 25.6% last year.**
- 6S1 - Non-traditional Participation: MISSED 90% THRESHOLD OF 2016-2017 TARGET OF 33.32%
 - **29.88% (Up from 28.53%)**



PERKINS CONSOLIDATED ANNUAL REPORT HIGHLIGHTS FOR 2016-2017

- 6S2 - Non-traditional Completion: MISSED 90% THRESHOLD OF 2016-2017 TARGET OF 29.86%
 - **22.34% (Down from 23.05%)**

Postsecondary

PARTICIPATION

- Concentrators: **6,063**

Increase of 2,076

- Due to under-reported counts for 2015-2016

- Participants: **16,778**

Increase of 2,316

- Due to under-reported counts for 2015-2016

STUDENT PERFORMANCE

- 1P1 - Technical Skill Attainment: **43.26% (Up from 33.85%);**

MET 2016-2017 TARGET OF 33.00%

- 2P1 - Credential, Certificate or Degree attained: **43.26% (Up from 33.85%)**

MET 2016-2017 TARGET OF 33.00%

- 39.5% of male concentrators and 46.4% of female concentrators received attained a credential, certificate or degree, up from 29.8% and 37.9%, respectively.



PERKINS CONSOLIDATED ANNUAL REPORT HIGHLIGHTS FOR 2016-2017

- 3P1 - Student Retention or Transfer: **67.41% (Up from 62.95%)**

MET 2016-2017 TARGET OF 67.10%

- 2.26% Increase from last year

- 4P1 - Student Placement: **87.54% (Up from 77.69%)**

MET 2016-2017 TARGET OF 82.76%

- 9.85% Increase from last year.

- 5P1 - Non-traditional Participation: **22.75% (Up from 22.03%)**

MISSED 90% THRESHOLD 2016-2017 TARGET OF 27.04%

- 0.72% Increase over last year

- 5P2- Non-traditional Completion: **14.82% (Up from 12.00%)**

MET 2016-2017 TARGET OF 13.48%

- 2.82% Increase over last year

Carl D. Perkins State Reserve – Workforce Discovery Grants

Section 112(c) of the Carl D. Perkins Career and Technical Education Act of 2006 allows a state to reserve up to 10% of the minimum 85% of funds that must flow to the local level to distribute to local eligible recipients for local uses of funds.

From the amounts made available under subsection (a)(1) to carry out this subsection, an eligible agency may award grants to eligible recipients for career and technical education activities described in section 135 in -

- (1) rural areas;*
- (2) areas with high percentages of career and technical education students; and*
- (3) areas with high numbers of career and technical education students.*

If any Basic Perkins Grant funds are not expended at the local level within the program year (July 1 to September 30 of the following year) for which they are provided, these funds must be returned to the state. Starting in the 2017-18 program year, these returned funds will no longer be re-allocated to eligible subrecipients using the allocation formula from previous years. Returned funds (\$35,767.23 from this program year 2016-2017) will be placed in a state reserve fund, and re-distributed to eligible sub-recipients utilizing a competitive Workforce Discovery Grant application process.

This competitive grant may be used to support innovative CTE initiatives at the secondary and post-secondary levels, specifically those that do the following: 1) develop more comprehensive and robust career pathways leading to viable career or post-secondary training options for students; 2) provide work-based learning experiences for students that are in industries closely related to CTE pathways; 3) develop meaningful partnerships between schools/institutions and business/industry representatives. In order to be eligible for the grant, both secondary and post-secondary applicants must have at least one formal partnership established with business or industry (this may include a registered apprenticeship). The grant may not be used to pay for food and/or beverages or any other unallowable uses of funds under the Carl D. Perkins Act of 2006. Applications will be reviewed and scored by a grant review committee at the WDE, and amounts awarded will be equal to or less than \$12,000.00 each.

The grant application will be open for submission between mid-October and mid-December of each program year. Funds will be awarded in early January.



ACTION SUMMARY SHEET

DATE: January 18, 2018

ISSUE: Approval of Agenda

BACKGROUND:

SUGGESTED MOTION/RECOMMENDATION:

To approve the Agenda for the January 18, 2018 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

Wyoming education partners support a student-centered learning system in which all Wyoming students graduate prepared and empowered to create and own their futures.

January 18, 2018 970 N Glenn Road Casper		
8:00 a.m.-9:00 a.m.	State Board of Vocational Education	
	<ul style="list-style-type: none"> • Call to Order • Pledge of Allegiance 	
	Update from Guy Jackson on State Perkins Plan	Tab A
	Adjourn the State Board of Vocational Education	
9:00 a.m.-10:00 a.m.	State Board of Education	
	<ul style="list-style-type: none"> • Call to Order • Approval of Agenda 	Tab B
	Minutes:	Tab C
	<ul style="list-style-type: none"> • November 17, 2017 • Treasurer's Report 	Tab D
	State Superintendent's Update	Tab E
	Coordinator's Report	Tab F
10:00 a.m.- 2:00 p.m.	Board Reports and Updates-	Tab G
	<ul style="list-style-type: none"> • Accreditation Task Force Update • ESSA Update • Input for Advisory Committee on Accountability • Formal Process of Communications 	Tab H
		Tab I
	Committee Updates:	Tab J
	<ul style="list-style-type: none"> • Administrative Committee • Communications Committee • NASBE Update 	Tab K
	Action Items:	Tab L
	<ul style="list-style-type: none"> • Technology Options • Chapter 29 Rules • Rescinding of December 1 Report • Accreditation of Sweetwater #1 • Legislative Priorities 	Tab M
		Tab N
		Tab O
		Tab P
	Other issues, concerns, discussion, public comment:	
	Adjourn the State Board of Education	



ACTION SUMMARY SHEET

DATE: January 18, 2018

ISSUE: Approval of Minutes

BACKGROUND:

SUGGESTED MOTION/RECOMMENDATION:

To approve the minutes from the State Board of Education meeting on November 17, 2017 and December 11, 2017

SUPPORTING INFORMATION ATTACHED:

- Minutes of November 17, 2017
- Minutes of December 11, 2017

PREPARED BY: Kylie Taylor

Kylie Taylor, Executive Assistant

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

COMMENTS:

WYOMING STATE BOARD OF EDUCATION
November 17, 2017
Teleconference

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

Members absent: Jim Rose

Also present: Kylie Taylor, WDE; Julie Magee, WDE; Megan Degenfelder, Kari Eakins, WDE; Sean McInerney, WDE; Thomas Sachse, SBE Coordinator; Mackenzie Williams, Attorney General's Office (AG); and Adam Leuschel, (AG).

November 17, 2017

CALL TO ORDER

Chairman Walt Wilcox called the meeting to order at 1:03 p.m.

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

APPROVAL OF AGENDA

Max Mickelson moved to approve the agenda as presented, seconded by Ken Rathbun; the motion carried.

PERFORMANCE RATING APPEAL – WESTON #7

Chairman Wilcox explained the process of the hearing, he indicated the amount of time each side had to present their case and the rebuttal if any time remained.

Nate Breen asked if board members were allowed to ask questions during the 10 minute time frame that each side has to present.

Chairman Wilcox indicated that he will explain that as part of the process.

Kylie started the timer for 10 minutes at 1:15 p.m. for Weston #7

Superintendent Summer Stephens and Linda Crawford, Upton High School Principal, presented on behalf of Weston County School District #7. Superintendent Stephens asked the board to consider that Upton High School is a small school, one student represents 5%. Due to illness and the rules of the ACT exam, Weston #7 had two students who did not take the test on either of the two days it was allowed to be offered. This brought the schools performance rating below 95%. Superintendent Stephens also asked the board to consider that Weston #7 has had 100% participation for 11th graders taking the ACT in past years.

Kylie started the timer for 10 minutes at 1:24 p.m. for the WDE

Julie Magee presented to the board the WDE's recommendation, given the nature of Weston 7's request and the absence authority to grant an exception, the WDE recommended that the board vote to maintain the school performance rating of Partially Meeting Expectations for Upton High School. Julie presented a 2015 opinion from the Attorney General that pointed out that the statute pertaining to an informal review provides "very little guidance on the scope of the Board's reviews of school's performance rating" and that the statute "does not explicitly provide for changing a school's performance rating based on the review."

Nate Breen asked what the spirit behind the law is: is it compliance or to examine the achievement of students?

Mackenzie Williams indicated that participation requirements came from No Child Left Behind as an incentive for schools measure everyone. He also stated the same participation rate requirement applies to every subgroup.

Kathryn Sessions asked what leeway the board has to change participation rate, she didn't believe that the board had the ability from her perspective, and if the board does have the authority to change the performance rating, how?

Mackenzie said the statute is not clear, he referred to an informal review and said it's not explicit in the law if the board has that authority. The board must determine by what is put into law and it's also not clear what the advisory committee is recommending.

Sue Belish asked what a school district can ask for a review about and can the board do anything based on Chapter 3 rules?

Mackenzie said the purpose of an informal review is not clear from statute and stated it may be to correct a mistake from WDE or to identify issues with the business rules. The rules say the board cannot change any data but that's the only restriction that is clear in the rules.

Julie Magee said the WDE's interpretation of the informal review statute is the purpose that evidence is factual dispute and the WDE and Weston #7 agree on the facts.

Ryan Fuhrman asked what happens to students that are hospitalized in an unforeseen event, would the school still receive the same rating.

Julie said they would have to apply for a medical exception, there are very limited instances but it is possible.

Ryan followed up and said on page 20 of the handbook, is has examples and the part that says "etc." is intriguing. He then asked how does the board not have the ability to make the final decision and suggested the board make a final determination in state statute.

Mackenzie stated the board can change a rating in light of new facts if the board agrees with WDE's interpretation of the informal review statute. He pointed out again that there isn't a whole lot of guidance and this is the first time the board has had to address this issue.

Belenda asked do we have the ability to change the rating and does this cover other things besides factual disputes

Mackenzie stated that the board is struggling with knowing the limits of their authority since the statute offers no guidance. He said the board needs to make a collective decision about the purpose of the informal review process.

Nate made the comment that this is lacking guidance and uncertainty, making a decision that is not answering the needs of kids.

Sue said that as the board gets closer to making a decision to think about what the impact of the decision the board makes.

Mackenzie agreed and said this would be setting a precedence.

Sue said to be mindful and the board should not have other districts coming to ask for review because the time has passed. Give the board the opportunity to see what needs to be done with Chapter 3.

Dicky Shanor said that the limits and boundaries the board has arises from 2012 session law, the boundaries of the board are that the accountability model and business rules shall conform to January 2012 report. WDE is concerned with the fact the advisory committee approves that report, if the SBE wants to make changes to the business rule without ensuring through advisory committee, that is a boundary of overreaching and that if the decision today goes against rules, it could be an issue. He also stated that any change to a business rule should not be applied retroactively.

Deliberation began at 2:18 p.m.

Superintendent Balow indicated that she would be abstaining from the vote.

Ryan Fuhrman indicated that he is still confused on what the board can do.

Mackenzie Williams said that there is no clear answer that he can give at this time.

Scotty Ratliff said the purpose is to make sure schools are doing everything they can to provide education

Kathryn Sessions said by approving this request the board is saying other schools that maintain their 95% don't have to work as hard and they can just come to the board and get their rating changed, the board can't change the rating based on the AG's opinion.

Max Mickelson indicated that he cannot support the request because the board has a rule to operate under, there should be a different process for smaller schools but this is not the place to determine that.

Kathryn Sessions made a motion to maintain Weston County #7 Upton High Schools school performance rating, seconded by Max Mickelson.

Kylie took a roll call vote:

Ayes: Chairman Wilcox, Ryan Fuhrman, Max Mickelson, and Kathryn Sessions.

Nays: Sue Belish, Ken Rathbun, Nate Breen, Dan McGlade, Scotty Ratliff, Robin Schamber, and Belenda Willson.

The motion failed.

Sue Belish made a motion to change Weston County #7 Upton High Schools school performance rating to be meeting expectations, seconded by Ken Rathbun.

Kylie took a roll call vote:

Ayes: Sue Belish, Ken Rathbun, Nate Breen, Dan McGlade, Scotty Ratliff, Robin Schamber, and Belenda Willson.

Nays: Chairman Wilcox, Ryan Fuhrman, Max Mickelson, and Kathryn Sessions.

The motion passes.

APPROVAL OF MINUTES

Minutes from the October 18, 2017 State Board of Education meeting were presented for approval.

Robin Schamber moved to approve the minutes, seconded by Ryan Fuhrman; the motion carried.

SUPERINTENDENT'S UPDATE

Superintendent Balow updated the SBE on State Superintendent's Policy Summit that will be held in Cheyenne on February 26-28. Superintendent Balow also updated the SBE on the implementation of Indian Education for All Act, computer science, and the first WY-TOPP interim assessments that were given around the state.

COORDINATOR'S REPORT

SBE Coordinator Tom Sachse started his report off by giving an update on Chapter 31. There was a meeting held on October 26, 2017 with the Attorney General's Office, Governor's Office, SBE, WDE, School Administrators and Curriculum Directors. The group met to discuss the issues and possible paths forward regarding promulgation of Chapter 31 rules. The group discussed a variety of common inputs and outputs that convey the sense of equity of opportunity among all districts in the state. The following actions were agreed upon for the path forward:

1. Development of a "graduation skillset or baseline" by curriculum directors.
2. Evaluation of the District Assessment System Guidebook and aspects that should be included in Chapter 31 by WDE & SBE.

Tom continued his report with two items for reflection and discussion regarding accreditation. The first piece was Alternative Conceptions of Accreditation that attempts to lay out different purposes of accreditation. Tom suggested that the SBE consider different purposes for accreditation and get feedback

from stakeholders on the pros and cons of each. The second piece was an outline written by Sue Belish that was discussed during the administrative committee meeting regarding direction to the accreditation task force that is being convened by the WDE.

Tom ended his report with an update on miscellaneous issues regarding website sliders that Kelly Pascal and Kari Eakins have been working on for the SBE website, the annual NASBE conference, Google training, September 1 LSO report, and the upcoming Professional Judgement Panel Contractor.

BOARD REPORTS AND UPDATES

Julie Magee, WDE, gave an update on the accreditation process, due to budgetary constraints and feedback from local districts, the WDE will no longer be contracting directly with AdvancED for accreditation of Wyoming public schools. As a result, the WDE is currently creating a state-led accreditation process in which districts will continue to annually assure adherence to statutory requirements.

A task force comprised of educators from across the state has been created to make recommendations for the state-led process, including consideration of optional improvement processes, and external reviews. The task force includes representation from all five regions and large, medium, and small districts. Kathryn Sessions will represent the SBE on the task force.

Chairman Wilcox brought up the process for formalizing SBE representation on a task force, indicating that task force representations need to go through the SBE Chairman.

Superintendent Balow indicated that it was an appointment on the Superintendent's end and apologized for not going through the Chairman first.

Chairman Wilcox asked if there would be any other SBE member representation on the task force or if any other SBE members had an interest in being on the task force.

Sue Belish indicated that she had an interest in being on the task force.

Superintendent Balow said that the WDE would take that into consideration.

COMMITTEE UPDATES

Administrative Committee

The administrative committee met on November 6 and reviewed and approved the proposed agenda for the November SBE meeting. The committee was also updated on Chapter 31 progress as well as a budget discussion regarding clarification of the SBE's budget. The WDE updated the committee on the accreditation of Sweetwater County School District, and also discussed the format for the Weston #7 hearing. Lastly, the committee established protocols for improving processes between the WDE and SBE, as well as reporting for Legislature.

Communications Committee

Ryan Fuhrman reported to the SBE on the communications committee meeting that took place on November 9, the committee reviewed Kelly Pascal's contract, which is at 69% remaining through June 30, 2018. The committee also reviewed the technology survey results and decided that it would be most

beneficial for SBE members to indicate whether or not they would like a new device and move forward from there. The committee agreed to begin key stakeholder invites to SBE meetings in January, the first anticipated topic will be regarding Indian Education. Future items that the committee wants to take a deeper dive into is how to best utilize social media to maximize the SBE's reach and voice.

Legislative Committee

The legislative committee met on October 23 to discuss legislative priorities, given the expectation of the legislature for the duties of the SBE, the committee recommended a fully funded coordinator position be advocated for by the SBE. The committee also recommended an analysis of cost/benefits, impact on schools, and related areas regarding computer science and computational thinking. The committee recommended a motion be made and acted on by the SBE to formalize the legislative priorities and direct formulation of a written statement. This motion will be formalized for the January meeting.

Chairman Wilcox suggested to move the NASBE update to the January meeting, SBE members agreed.

NEXT MEETING

The Board's next meeting will take place via teleconference on January 18, 2018

The meeting adjourned at 5:12 p.m.

DRAFT

WYOMING STATE BOARD OF EDUCATION
December 11, 2017
Teleconference

Wyoming State Board of Education members present via Zoom: Chairman Wilcox, Sue Belish, Superintendent Balow, Nate Breen, Ryan Fuhrman, Dan McGlade, Max Mickelson, Scotty Ratliff, Robin Schamber, and Belenda Wilson

Members absent: Ken Rathburn, Jim Rose, and Kathryn Session

Also present: Kodi Gerhold, WDE; Julie Magee, WDE; Megan Degenfelder, Kari Eakins, WDE; Sean McInerney, WDE; Thomas Sachse, SBE Coordinator; Mackenzie Williams, Attorney General's Office (AG); and Adam Leuschel, (AG).

December 11, 2017

CALL TO ORDER

Chairman Walt Wilcox called the meeting to order at 8:00 AM

Kodi Gerhold conducted roll call and established that a quorum was present.

APPROVAL OF AGENDA:

Scotty Ratliff moved to approve the agenda as presented, seconded by Robin Schambers; the motion carried.

DISCUSSION OF WESTON 7 REQUEST:

Superintendent Balow – Matter of housekeeping item before going into executive session, several staff members including liaison Julie Magee and Chief of Staff Dicky Shanor were part of the recommendation, and would like to attend the executive session.

Mackenzie Williams- Clarified that Wyoming statute 21.302, the board needs the majority of the entire board even non-voting members. For the purpose of appearance we should keep the remainder of the board and the WDE staff separate in executive session. Would be best to consider these issues without WDE staff present.

Sue Belish- Julie and Dicky are at the office and can be called in if needed.

Chairman Wilcox- Echoing the same as Sue they will bring them in if needed during executive session, however at this time will not allow them in the session and will keep it to just board members only.

The board entered executive session

Kodi Gerhold took a roll call after Executive session to ensure that all members returned to public meeting line.

Chairman Wilcox - Weston 7 School performance rating do we have a motion towards this topic?

Sue Belish- Moved to change the performance rating of Upton High School from Partial Meeting to Meeting Expectations.

Nate Breen- Seconded this motion.

Superintendent Balow- Please put on the record Chapter 3 is the entirety of the reviews, not appropriate to revisit the vote. Would like to make very clear that this is my opinion because of the laws governing the board process. This issue was already determined, WDE will not be changing review. Superintendent Balow will be abstaining from vote because of her unique position as State Superintendent and a member of the board.

Makenzie- Gave clarification to quantity of votes, and comparison of voting members and board members. Wyoming statue 21.302, the board needs the majority of the entire board even non-voting members. Majority of the board is 8 votes.

Dicky Shanor- The board does not have an obligation to state on the record for a given vote, aide all parties to put on the record what the rational or legal justification is to the change of the rating.

Chairman Wilcox- called for the vote for the motion to change the school performance rating for Upton High School from partial meeting to meeting, adjusting the current SPR that was awarded for the 2017 cycle.

Kodi Gerhold took a roll call vote.

Ayes: Sue Belish, Nate Breen, Scotty Ratliff, Robin Schamber, and Belenda Willson.

Nays: Chairman Wilcox, Ryan Fuhrman, Dan McGlade, and Max Mickelson.

Superintendent Balow abstained from the vote.

Chairman Wilcox – That being said the motion fails and the status for Upton High School does not change. Chairman opened topic for discussion.

Sue Belish- Need to review the informal review process and the legislative implications, especially to the fact that they need more information about participation. Possibly the advisory committee will be discussing participation rates.

Chairman Wilcox- Requested legal counsel waive attorney client privilege to notify Weston 7 of the board's vote and legal advice. Also is having serious questions on what the authority of the board in an informal review process, our business rules are not comprehensive enough to solve this.

Summer Stevens- Weston 7, would appreciate a follow-up from legal counsel.

Chairman Wilcox adjourned the meeting.



ACTION SUMMARY SHEET

DATE: January 18, 2018

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

*Creating Opportunities
for Students to Keep
Wyoming Strong*

Jillian Balow

Superintendent of Public Instruction

Dicky Shanor

Chief of Staff

Brent Bacon

Chief Academic Officer

Megan Degenfelder

Chief Policy Officer

Dianne Bailey

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On the Web

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To: State Board of Education

From: Jillian Balow, Superintendent of Public Instruction

Date: January 8, 2018

Subject: Wyoming State Superintendent's Update

Registration is open for the 2018 State Superintendent's Policy Summit (S5S). For more information, visit the [S5S page](#) and [registration link](#). While the Legislature will not be meeting on Monday, February 26, WDE is partnering with the Wyoming School Boards Association to develop additional events on that day, including a session on WY-TOPP. There is no fee to attend S5S and I hope many of you can attend.

Governor Mead signed the Wyoming Computer Science Education Week Proclamation for the second year in a row and has recently joined the Governor's Partnership for K-12 Computer Science. The bi-partisan group of state leaders is committed to "advancing policy and funding to expand access to, and increase equity in, K-12 computer science education." Governor Mead has pledged commitment to 1) enabling all high schools to offer at least one rigorous computer science course; 2) funding professional learning opportunities so teachers can be prepared to teach these courses; and 3) creating a set of high-quality academic K-12 computer science standards to guide local implementation of courses.

During Computer Science Education Week, over 200 Hour of Code events took place in Wyoming, from school-based to community wide and family focused. The ENDOW Executive Council has also deemed Computer Science opportunities one of its preliminary recommendations for education and workforce training.

The Chapter 41 rules are released for public comment through February 18. To view the rules or comment, visit the following [link](#). The rules establish the minimum requirements that districts must meet to provide part-time or full-time virtual education to Wyoming students, and are being revised as per the passage of SEA0057 during the 2017 Legislative Session.

The Math and Science Extended Standards are expected to be submitted to the State Board mid-January. This will provide for a 4-week review prior to the February meeting. The Social Studies Standards will also be submitted in time for the February board packet. Upon approval, all will move on to public input period.

The optional WY-TOPP winter interim testing window will be open January 16 to February 9, and will now include grades 1 and 2. The WDE and American Institutes for Research (AIR) continue to work closely with schools to ensure successful delivery of the assessment and meaningful use of data and reports.

Wyoming's consolidated state plan, in fulfillment of requirement under the Every Student Succeeds Act (ESSA), is under review at the U.S. Department of Education (USED). We are hopeful for an on-time approval of our plan.



**WYOMING
STATE BOARD
OF EDUCATION**

January 7, 2018

To: State Board Members

From: Tom Sachse, Ph.D.

RE: Coordinator's Report

This month, I'll be commenting on three topics: Chapter 31 Update, Professional Judgement Panel Issues, and Draft Education Legislation. There are cover memos for all three.



**WYOMING
STATE BOARD
OF EDUCATION**

January 7, 2018

To: State Board Members

From: Tom Sachse, Ph.D.

RE: Chapter 31 Update

As you are aware, Chairman Wilcox received a confidential opinion on the legal issues surrounding the board's inability to frame Chapter 31 Rules consistent with legislative intent. The board is mandated to adopt "standards for graduation" that strikes the balance between state uniformity and local control. Representatives of the board met with staff from the Attorney General's Office as well as district leaders and WDE staff in late October to make a new plan for promulgating new Chapter 31 Rules.

Now that the AG's opinion has been provided, that same group will meet again on January 24th in Casper to determine whether the path forward discussed in late October fits within the advice provided by the Attorney General. The fact that the solution strategy will emanate from curriculum directors and superintendents will help ensure they are well-suited to the needs of the students, educators, community members, and others.



**WYOMING
STATE BOARD
OF EDUCATION**

January 7, 2018

To: State Board Members

From: Tom Sachse, Ph.D.

RE: Professional Judgement Planning (PJP) Progress Report

We have now begun planning in earnest for the contract to facilitate the PJP processes later this year. It appears the board will have to conduct a thorough Request for Proposals (RFP), rather than the simpler procedures associated with a sole source or bid waiver process. There will likely be two independent PJPs; one for the new WY-TOP/ACT program for all schools and a distinct process for alternative high schools.

As this process moves forward, I will work with the administrative committee and WDE staff to ensure the board is meeting its obligation to develop the mechanics of the accountability system that is timely, fiscally prudent, and tightly connected to the scope of the state system of support. Ultimately, the Wyoming Accountability in Education Act (WAEA) is a systemic reform that is designed to help schools improve programs for students throughout the state.



January 7, 2018

To: State Board Members

From: Tom Sachse, Ph.D.

RE: 2018 Draft Legislation

It appears there are six pieces of draft legislation that the board may want to discuss. Two are on relatively minor issues dealing with military families; two are major fiscal bills addressing how much districts will receive; and, two are bills addressing topics specifically within the purview of the state board.

[House Bill 27](#)—military spouses—establishes continuing contract status for military personnel, their spouses, and their survivors in two years rather than the usual three for individuals that have taught at least three years (and two in Wyoming). [House Bill 28](#)—reporting military children--requires districts to collect and report data on students whose parents are serving in the military, with distinctions between active and reserve duty. Reporting students whose parents are in active duty is required by ESSA.

[House Bill 30](#)—school finance—offers a collection of minor reductions to calculating school districts' block grant. For example, it requires calculating ADM at the district rather than school level. It also prohibits districts from leasing, rather than purchasing, school buses. It does strip away the allocation for local assessments (given the loss of the requirement for interim MAP testing), even though many districts use that funding for developing local formative assessments and district assessment systems. [Senate File 28](#)—school finance—effectively reduces the amount of funding districts receive for health care to funds actually spent on health care from the prior year. Of course, there may well be another finance bill emanating from the recalibration committee. Their last meeting is January 29th.

[House Bill 29](#)—alternative school accountability—establishes the four criteria for alternative high school accountability, those being achievement, college and career readiness, school quality (or climate), and school engagement (possibly student success plans). This bill would require the state board, through the department, to establish accountability targets, through the PJP process and assistance mechanisms, through the state system of support. [Senate File 29](#)—computer science—adds this new curriculum requirement to the common core of knowledge and adds computational thinking to the common core of skills. Computer science coursework could fulfill the fourth year of math or the third year of science for the Hathaway Scholarship Success Curriculum.

This would require the state board, through the department, to add a new content area to Chapter 10. There is another version on this topic coming out of the recalibration committee, but it was not out at the time of this writing.



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Wyoming Strong*

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Superintendent of Public Instruction

Dicky Shanor

Chief of Staff

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MEMORANDUM

To: State Board of Education
From: Megan Degenfelder, Chief Policy Officer
Julie Magee, Accountability Director
Date: January 8, 2018
Subject: Accreditation Task Force Update

Meeting Date: January 18, 2018

Item Type: Action: _____ Informational: xx

Introduction: In July and November of 2017, the WDE presented options for a state-led accreditation process that will be implemented in the 2018-19 school year.

A task force comprised of educators from all five regions in the state has been created to make recommendations for the state-led process. The accreditation task force will meet on January 9, 2018 to provide input on the following topics:

- The definition and purpose of accreditation
- Revisions to the Chapter 6 rules
- The annual accreditation report and required evidence
- Voluntary options for external reviews
- Effective practices and professional development

The WDE will present the outcome of this work during the January 18 SBE meeting.

Statutory References (if applicable):

- W.S. 21-2-202(a)(viii) - Superintendent shall "prepare and maintain a list of accredited schools in Wyoming."
- W.S. 21-2-202(c) - Adherence to all applicable laws and regulations.
- W.S. 21-13-310(a) - Use of district funds to offer the educational basket of goods and services.
- W.S. 21-2-304(a)(ii) - Teach the Uniform Wyoming Content and Performance Standards.
- W.S. 21-3-110(a)(xxxiv) - Include a standards-aligned district assessment system.
- W.S. 21-2-304(a)(ii) - Participate in the Statewide Accountability System.

Supporting Documents/Attachments:

None

Proposed Motions:

None

For questions or additional information:

Contact Bill Pannell at bill.pannell@wyo.gov or (307)777-7322.



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MEMORANDUM

To: State Board of Education
From: Julie Magee, Accountability Director
Kari Eakins, Communications Director
Date: January 9, 2017
Subject: ESSA Update

Meeting Date: January 18, 2017

Item Type: Action: _____ Informational: X

The Wyoming Consolidated State Plan for the Every Student Succeeds Act (ESSA) was submitted to the U.S. Department of Education (USED) in August for the September 18, 2017 submission window. USED provided an interim feedback letter to the WDE on December 13, 2017, which required resubmission of Wyoming's ESSA plan on December 28, 2017 to address the feedback.

In order to respond to the feedback received, and meet the requirements of ESSA, some changes were made to the plan. The two most significant changes were around participation rate and the equity indicator. The bulk of the changes regarded clarification of the process for ranking and identifying schools for support, with other minor clarifications made in several sections.

The interim feedback letter from USED, as well as a redline version of the resubmitted plan are available at: edu.wyoming.gov/essa.

Participation Rate

The feedback received from USED indicated that the method of docking performance levels for missing the 95 percent participation rate does not meet the federal requirement of basing the Academic Achievement Indicator on 95 percent of all students. In the resubmitted plan, the methodology has been altered so that non-participants in excess of 5% are counted as "not proficient" on the state assessment and will be included in the Achievement indicator.

Equity Indicator

Wyoming was one of several states to receive feedback from USED on the equity indicator, stating it does not meet federal requirements because it does not consider the performance of all students. In the plan originally submitted, the equity indicator mirrored the equity indicator currently utilized in the Wyoming

Accountability in Education Act (WAEA), which is based on the academic growth of the students in the bottom quartile in reading and math. In order to meet the requirement of considering the performance of all students, and maintain as much alignment to WAEA as possible, an altered equity indicator was included in the resubmitted plan. The altered equity indicator includes the academic growth of both the students in the lowest quartile of achievement and also the remaining 75 percent, with a 4:1 weighting favoring the lowest quartile.

Ranking Methodology

Much of the feedback from USED was around the methodology for the system for annual meaningfully differentiation and ranking of schools so they can be identified for support. Clarification was provided that for each indicator, schools will be assigned one of three levels of performance: above average, average, or below average. To determine an overall score for each school the three levels will be assigned scores of 1 for below average, 2 for average, and 3 for above average. The overall school score will be the average indicator category score (AICS), rounded to one digit. Identification for support will be based on a school's AICS.

Supporting Documents/Attachments:

- PowerPoint Presentation

For questions or additional information:

Contact Julie Magee at julie.magee@wyo.gov or (307)777-8740, or Kari Eakins at kari.eakins@wyo.gov or (307)777-2053.

EVERY STUDENT SUCCEEDS ACT

Update

State Board of Education
January 18, 2018

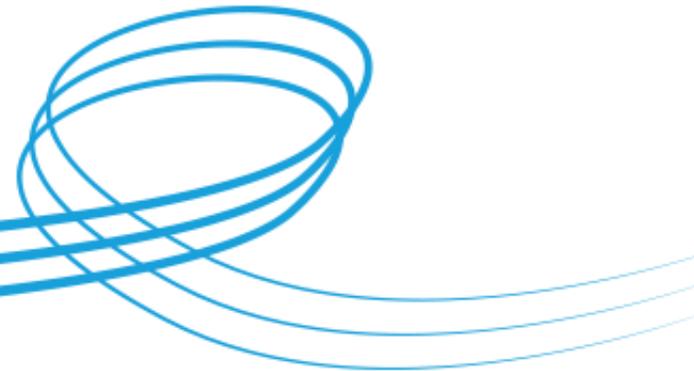
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Background

- Wyoming's ESSA plan was submitted in August for the September 18, 2017 submission window
- USED sent feedback letter on December 13
- Plan was resubmitted December 28
- Resubmitted again January 8





Participation Rate

In ESSA plan originally submitted:

“When a school does not meet the participation threshold, the school is not able to be scored and is assigned to the ‘not meeting expectations’ performance level. When a school meets the participation threshold but does not meet the 95% participation requirement, the school is scored and consequently docked one school performance level.”





Participation Rate

Feedback from USED:

“Section 1111(c)(4)(E)(ii) of the ESEA requires a State to use the greater of 95 percent of all students (or 95 percent of all students in a given subgroup) or the number of students participating in the assessments as the denominator for measuring, calculating, and reporting on the Academic Achievement indicator.”





Participation Rate

In resubmitted ESSA plan:

“Non-participants in excess of 5% are counted as “not proficient” on the state assessment and will be included in the Achievement indicator.”





Equity Indicator

In ESSA plan originally submitted:

“Equity is a school measure of academic growth for any student who scores in the bottom quartile in reading or math or both based on scale score cut points identified during the baseline year.”





Equity Indicator

Feedback from USED:

“The ESEA requires that a State describe a School Quality or Student Success indicator that can be measured statewide and is comparable for the grade spans to which the indicator applies and that will allow for meaningful differentiation in school performance. Because this indicator does not consider the performance of all students, it does not meet the statutory requirements.”





Equity Indicator

In resubmitted ESSA plan:

“The equity indicator is based on a weighted MGP for growth of both the students in the lowest quartile of achievement (based on the prior year’s test scores) and also the MGP of the remaining 75%. The indicator score would be the weighted average of the two MGPs. There will be a 4:1 weighting favoring the lowest quartile.”





Ranking Schools for ESSA

- Each school will receive a designation of above average, average, or below average on each indicator to produce a score of 3, 2, or 1.
- The indicator scores will be averaged to produce an Average Indicator Category Score (AICS).
- This score will be used to identify schools for support.



Other Changes

- Addition of Native Hawaiian/Pacific Islander
- Addition of data on inexperienced and out-of-field teachers
- Exit criteria for support based on improved AICS





Superintendent's Quote

“Our goal to significantly increase the percentage of Wyoming students who are college, career, and military ready by 2020 is clearly articulated in our ESSA plan. From the day they first step foot in a kindergarten classroom to the day they graduate, Wyoming students will have access to opportunities and excellent instruction. Our ESSA plan is rooted in collaboration and consensus-building among our community education partners and the U.S. Department of Education. I am confident we have crafted a strategy that puts every Wyoming student on a path to success.”





ESSA Highlights

- Relies on balance of achievement, growth, and equity to determine school performance and keep focus on all students.
- Keeps school relevant for all students with inclusion of Post-Secondary Readiness Indicator that measures college, career, and military readiness.
- Works directly with University of Wyoming on Trustees' Education Initiative to improve teacher prep and teacher pipeline.



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edu.wyoming.gov/essa



Participation Rates for WAEA

The Advisory Committee on Accountability will be meeting to discuss the issue of participation rates for ESSA and WAEA. Since the state board has a great deal of responsibility for WAEA, as your representative I will be asked to provide input about the participation rate. Based on our recent discussions about Upton High School we may want to consider changes to the current business rules about participation rates in school accountability. Considerations:

1. What is the purpose of the participation rule? As stated in the implementation guide for WAEA the purpose of the business rule is to encourage schools to include all students in state testing so that the results are an accurate depiction of achievement in the school. In other words, the rule is there to prevent schools from systematically excluding low performing students from taking the tests and possibly lowering the school results.
2. Should participation rate be more important than the other indicators as is the case with the current business rule? As the business rule is written right now participation rate ends up being more important than achievement, growth, equity, and readiness because it can lower a school performance by one full level.
3. Is there data to suggest that any Wyoming schools are systematically excluding students from testing in an attempt to “game the system” or enhance their results? If not, can we provide another way to monitor the participation rate, to impose a warning system (like safe harbor of the No Child Left Behind years), and then if there is evidence that there has been an attempt to exclude students or low participation rates persist for two or more years, a more drastic consequence is imposed?
4. Do any of the options listed below seem reasonable?

Participation Rate Information presented by Scott Marion

The ESSA regulations require states to address participation rate in the ESSA determinations. States are not required to fail a school if the participation rate falls below 95% as was the case under No Child Left Behind, but they are supposed to take some sort of action. In their ESSA plan WDE submitted that they would dock schools one performance level if their participation rate was less than 95%.

Three options were presented for consideration if schools fall below 95%. For schools that fail to meet the 95% criterion, the state might issue a warning, but when the school falls below 90% (for example), the state could employ one of the following three options:

1. The state could dock the school one performance level (e.g., change the school’s rating from Level 3 to Level 2).
2. The state could “fill up the denominator” to get to 95% (essentially treating the missing scores as 0). For example, consider a school with 100 students that had only 50 participating in the assessment. If 40 of these students scored proficient or better (only addressing the achievement indicator in this example), then the proportion considered proficient would be 40/100 and not 40/50.
3. The “NY approach” is related to #2 above but calculates two performance results: one based on 95% or more as calculated in #2 above and the second where the results are calculated for only those students who tested. The state would then use the average of the two sets of results. This approach has the important advantage of ensuring that high-performing schools would not be identified for Comprehensive Support and Improvement (CSI) and thereby diverting vital funds from schools that really need the support under ESSA.

Mike Flicek reported that no elementary or middle schools failed to meet the 95% criterion and only about 15% of high schools had fewer than 95% of the students participate. However, most of the schools that had participation rates below 95% were small schools where having only one or two students not participate could drop the school below the 95% criterion. Mike reported that the minimum-n for participation was n=10, which is the same for all other indicators. It was noted that many states employ a different minimum-n for participation rate so that schools do not automatically fail this indicator if only one student does not participate. States have settled on a minimum-n of 40 for participation rate so that schools are not penalized until more than three (3) students do not participate. Recognizing that reaching a minimum-n of 40 will be a struggle for many Wyoming schools in a single year, it was suggested that we could aggregate participation results from up to three years (the current year and previous two years). The Advisory Committee endorsed this approach.

Administrative Committee Meeting Agenda
January 3, 2018

- Review Jan. 18th SBE Meeting Agenda
 - District Presentation or input from districts on proposed computer science standards--As of this meeting, the board thought the Ch 29 action would come in February, so they put off input on Leader Accountability and asked Ryan to invite the Milken winner (once announced by the WDE).
 - Vocational Education Board Meeting--Guy Jackson will give a presentation on the updated Perkins plan.
 - Superintendent Report--TBA
 - Coordinator Report--These three topics will be addressed in the Coordinator's report.
 - Professional Judgement Panel process
 - Chapter 31 update
 - Review of Draft Education Legislation
 - Updates--WDE will provide these updates. The Chapter 6 Accreditation Task Force will meet the date the packet is assembled, so a brief summary will be in the packet. Laurel Ballard had asked Kylie to send the proposed changes to Chapter 29 in advance of the board packet going out. Julie Magee reviewed changes to the ESSA accountability plan and will review them for the entire board.
 - Chapter 6 Accreditation Task Force
 - Chapter 29 Leader Accountability Rules
 - ESSA Plan Modifications
 - Recommendation on changing accreditation status--The department will recommend taking action at the January meeting.
 - Sweetwater #1 Accreditation Status
 - Discussion Items
 - Continued NASBE membership--Kenny will review the fiscal impacts (about \$20,000, plus travel to national conferences (Denver next year)) and the board will discuss whether to continue with NASBE participation, given cost-benefit analysis.
 - Input for the Advisory Committee on Accountability--Sue would like a detailed discussion of the role of the advisory committee on these two important topics:
 - Recommendations for participation business rule as applied to WAEA school performance
 - Process for informing SBE and PJP of Advisory Committee Recommendations
 - Rescinding Amended September SPR Report based on Upton High School decision--Julie Magee wrote the original report and the revision and agreed to revise it again following subsequent board action.
 - Committee Reports
 - Administrative--this committee will review
 - Process for assigning SBE representatives to work groups, task forces, and other committees (Question on whether this should be board policy or standard operating procedure)
 - Reimbursement for committee work (Seeking a balance of fiscal discipline with needs for Board attendance and representation), and

- Coordinator contract review (This will also include direction on the duration of Tom's stay at the Legislature and review of his contract hours to date)
- Communications--this committee will report on recent Website updates as well as
 - Technology decision for personal devices, and
 - Technology for streaming meetings
- Legislative--this committee will review it's recommendations for
 - SBE representation during legislative session,
 - Legislative priorities,
 - Board communications with the Legislature, and
 - Review of lobbying versus informational discussions with legislators

- Set February Administrative Committee Meeting Date--January 29th from 11:30 to 1:30

SBE Communications Committee
January 10, 2018

Communications Committee members present via Zoom: Ryan Fuhrman, and Scotty Ratliff.

Members absent: Kathryn Sessions, and Robin Schamber.

Also present: Kylie Taylor, WDE; Tom Sachse, and Kelly Pascal.

January 10, 2018

CALL TO ORDER

Chairman Fuhrman called the meeting to order at 3:02 p.m.

APPROVAL OF MINUTES

Minutes from the November 9th meeting were looked over, no objections or changes were expressed, the minutes were approved.

Review Kelly's Contract

Ryan noted the December invoice but was unsure if he had seen the November invoice. Kelly indicated that there wasn't payment for her November invoice. Kylie looked through her documents and didn't see record of the November invoice as well. Kelly will resend and Kylie will get submitted ASAP. Ryan will update final figures once he has seen the November invoice.

Stakeholder Communication Update

Ryan and Kelly presented drafts of an invitation letter, presentation template, and timeline for use with the stakeholder communication initiative. It was decided to invite Bryan Farmer and Kevin Mitchell to participate in the leadership accountability discussion during the January meeting and to invite Shannon Hill, the Wyoming Milken Award winner to present at the February meeting in Cheyenne. The committee discussed possible invitees for future meetings and the need to hear from knowledgeable and interested parties to the specific issues before the board. It was noted that the timeline as currently drafted was optimistic for when stakeholders could be identified and contacted.

Website Edits/Updates

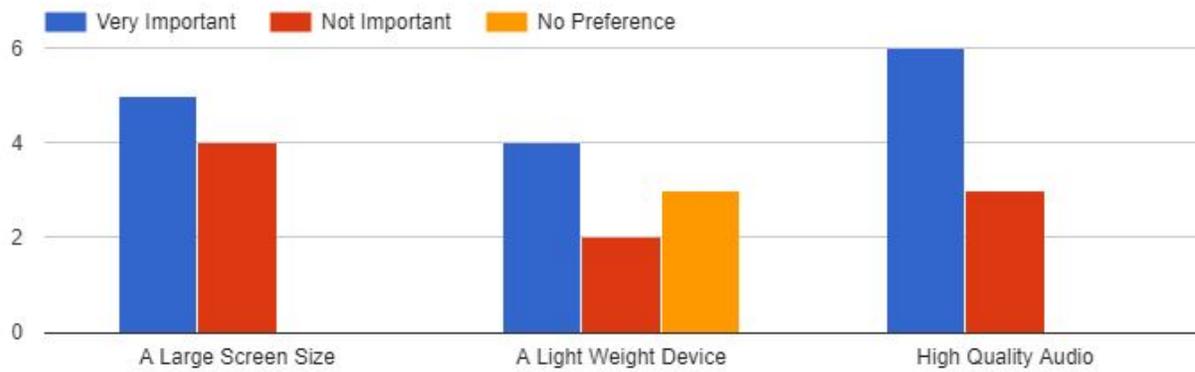
Kari is going to be making the website edits that Kelly requested. The committee also discussed

the adding a link to the website where the public can reach out to the board to present regarding specific upcoming topics topics. This could be a pathway to expand the pool of possible presenters and to make the public more aware of the work of the SBE. Tom Sachse updated the committee on where he was at with working on Indian Education for All and Math Standards sliders.

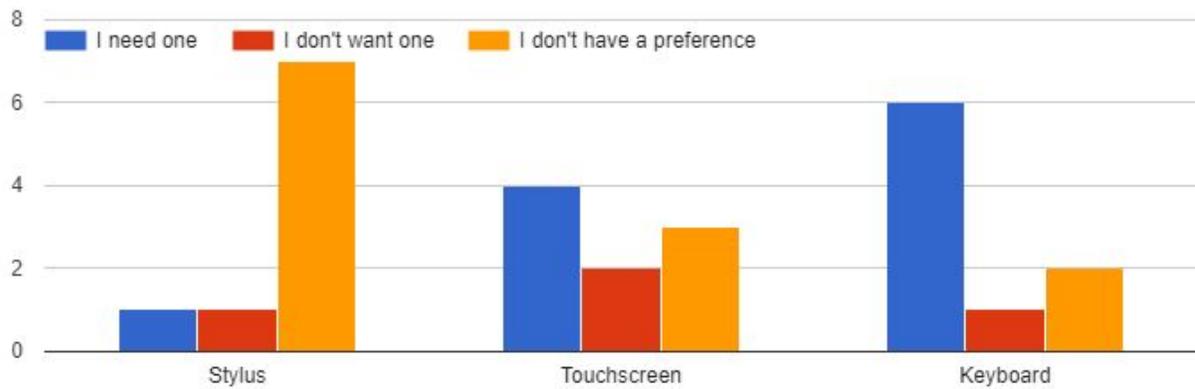
Media Outreach

Tom suggested to reach out to Tennessee Watson to start a news story regarding Leader Evaluation. The committee discussed the possibility of the board discussing Chapter 10 in February. It was also noted that computer science will be a topic that will be coming up soon as well.

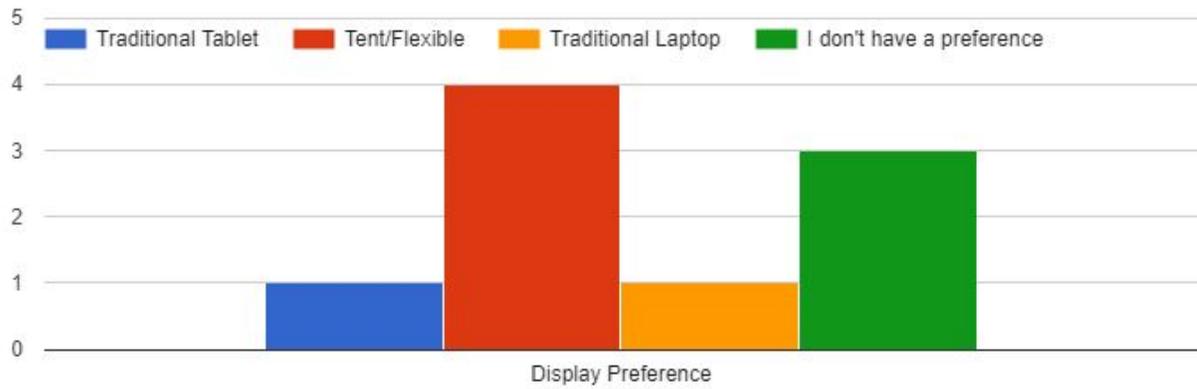
How important is having



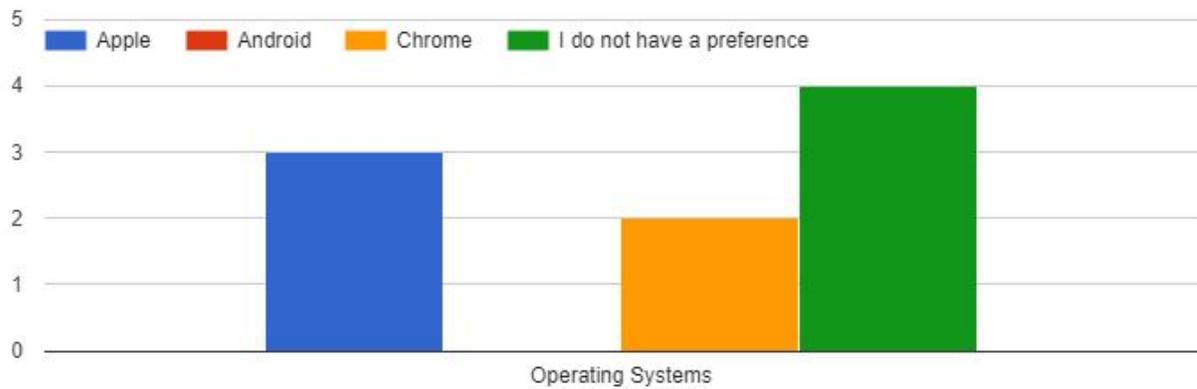
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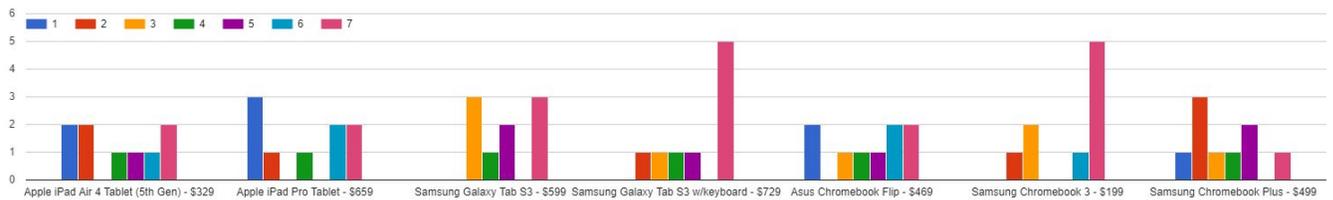
Please select your preference regarding operating systems:



Please select your preference regarding price:



Please rank the device options in order of preference (1 is top choice, 7 is bottom choice):



Please add any comments or questions you may have on the device options. 6 responses

I prefer to use my own device.

Prefer the apple product for durability, quality of life and format is already familiar

I don't have a preference on devices at this time. I would like to get rid of the IPAD I was issued as I tend to just use my own device mostly.

I already have what I need.

I want us to get quality devices that are durable.

I like the apple product.



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MEMORANDUM

To: State Board of Education
From: Laurel Ballard, Supervisor, Student and Teacher
Resources Resources Team
Shelley Hamel, Director, School Support Division
Date: January 9, 2018
Subject: Leader Accountability and Chapter 29 Rules

Meeting Date: January 18, 2018

Item Type: Action: _____ Informational: X

Background:

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

The CPES Advisory Panel has met numerous times since May 2017. They have reviewed extensive research and proposed standards for education leaders and develop recommendations for changes to Chapter 29 Rules. To assist with providing support to districts, advisory panel also created the glossary of terms and leader evaluation system components guidance documents. They have also worked with REL Central create a crosswalk between the State Model standards and standards contained within several commonly used leader evaluation systems.

The attached documents show the work completed by the CPES Advisory Panel to date. Included in the documents are sources and research used by the Advisory Panel in developing the standards and guidance documents. They have also incorporated feedback received from the State Board of Education, district superintendents, school board members, and principals.

Statutory Reference (if applicable):

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

Supporting Documents/Attachments:

- Chapter 29 Rules - Clean Copy
- Chapter 29 Rules - Strike and Underline Copy
- Quality Standards for Wyoming District and School Leaders
- Wyoming District and School Leader Evaluation Components

- Glossary of Terms
- [DRAFT: Leader Evaluation Crosswalk Between State Model and Other Models](#)
- School and District Leadership Performance Standards Support Search
- School and District Leadership Evaluation Model Components

Proposed Motions:

None

For questions or additional information:

Contact Laurel Ballard at laurel.ballard@wyo.gov or (307)777-8715 or Shelley Hamel at shelley.hamel@wyo.gov or (307)777-6132.

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

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. **Definitions.**

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

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

(c) “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) “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 adopted by the State Board of Education and which may be adopted, in whole or with refinement, by a board of trustees.

(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, as determined by the district.

(h) “Equitable” means dealing fairly and equally with all concerned.

(i) “Evaluation Cycle” means the timelines and timeframes under which the various components of an evaluation process occurs.

(j) “Performance Criteria” means the areas on which an individual is to be evaluated.

(k) “Professional Practice” means the minimum expectations the State has set for the practice of professional education, as defined by the Quality Standards identified and for which districts are to define specific measures.

(l) “Quality Standards for Wyoming District and School Leaders,” also referred to in this rule as “Quality Standards,” means the standards which define the knowledge and skills required of effective district leaders and school leaders.

(m) “Reliable” means dependable; obtaining the same results in successive trials.

(n) “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.

(o) “School leader” means a school principal or other school leader serving in a similar capacity, as determined by the district.

(p) “Significantly Amended” means a change to an Evaluation System that replaces an existing system or materially changes any component of an existing system.

(q) “Stakeholder” means an individual who will be directly impacted by the Evaluation System.

(r) “Student Performance Growth Data” means data which shows outcomes for students, including student achievement test scores and other non-academic measures of student outcomes.

(s) “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 shall be used in the State Model 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) 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. Evaluation of Superintendents, Principals, and Other District and School Leaders Serving in a Similar Capacity.

(a) Every district shall clearly define the goals of its District and School Leader Evaluation System in writing. Those goals shall include, but are not limited to:

(i) Evaluating 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 leaders, including professional development and growth; and,

(iii) Supporting teacher growth and evaluation by 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 one of the following models:

(i) **State Model** - The full set of Quality Standards and the associated elements defined by the State Board of Education.

(ii) **State Model with Refinements** – A set of standards, approved by the board of trustees, that is closely aligned with but not identical to the State Model and which may be, but is not limited to, a set of nationally-recognized or other widely-used standards. The concepts included in Quality Standard 1 and at least five (5) of the other six (6) Quality Standards provided in Section 3 shall be covered by the board of trustee-approved standards, the sufficiency of which shall be determined by the board of trustees through a review of the elements, domains, components, areas, or comparable descriptive language used to explicate the standards.

(iii) **Alternative Standards System** - A model based on a set of standards, adopted by the board of trustees, that is not sufficiently aligned with the State Model to be considered a State Model with Refinements as described in paragraph (ii) of this section. An Alternative Standards System may be based on 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) The standards shall include Standard 1 from the Quality Standards;

(B) The board of trustees shall provide the Department, on behalf of the State Board of Education, with a statement of alignment of its standards to the Quality Standards; and,

(C) The board of trustees shall submit its standards, statement of alignment, and other supporting materials which may be requested by the Department, on behalf of the State Board of Education, as part of the alternative district and school leader evaluation system review process. The Board shall use the district's standards and statement of alignment to discern similarities and differences between the State Model and the Alternative Standards System.

(c) All boards of trustees shall base their District and School Leader Evaluation System on a methodology that is clearly defined in writing and apply that system consistently.

(d) A board of trustees shall adopt a District and School Leader Evaluation System that meets the requirements of this chapter and establish policy on the system as needed. The district's system shall delineate responsibilities for the use of the system as follows:

(i) The board of trustees shall ensure that the evaluation of any person employed as superintendent of schools is carried out in accordance with the district's system;

(ii) A superintendent of schools shall ensure 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

(iii) A principal shall ensure 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.

(e) All chairs of the boards of trustees of each district participating in an evaluation shall be trained on the use of the district's evaluation system and related tools. All other persons participating in the evaluation shall be provided with the opportunity to be trained on the use of the district's evaluation system and related tools.

(f) The board of trustees shall establish and use multiple measures for each standard.

(g) The board of trustees shall establish a ratings system that includes and defines performance descriptors and provides a rating of professional practice for each standard.

(h) Every district leader and school leader shall be reviewed annually on Standard 1 from Quality Standards and any other standards the board of trustees or district identifies for inclusion in an annual review. Every district leader and school leader shall be reviewed on every standard adopted by a local board of trustees, not less than once every three (3) years.

(i) 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. The timeline shall ensure that evaluators and the individual being evaluated have sufficient time to consider and complete all aspects of the evaluation cycle.

(j) All evaluations of a district leader or school leader shall culminate in the development of a report on the leader's professional practice based on the full scope of the evaluation.

(i) The report shall include a summary of findings, feedback, and recommendations for improvement that will be used by the leader to develop a professional growth plan.

(ii) Pursuant to W.S. 21-2-204(f)(v) and (vi), any district with a school designated as partially meeting expectations or not meeting expectations shall review and analyze the District and School Leader Evaluation System reports generated during the previous academic year, along with any school improvement plan generated during the previous academic year.

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

(a) Beginning no later than November 1, 2018, and by the same date each year thereafter, each board of trustees shall provide the Department, on behalf of the State Board of Education, with an annual assurance that the district has developed and implemented a District and School Leader Evaluation System in accordance with this chapter.

(b) In addition to the annual assurance required by paragraph (a), any board of trustees using an Alternative Standards System, as defined in Section 4(b)(iii), shall have its system evaluated and approved by the State Board of Education no later than the beginning of the 2018-2019 school year and again following any revision that results in a significantly amended system. Each such district shall submit all information requested by the Department, for evaluation by the State Board of Education, using the evaluation system approval criteria defined in Section 8, and the ten (10) requirements established in (i) through (x) of this paragraph. A district may request a waiver from the requirement of State Board approval by the beginning of the 2018-2019 school year in order to complete the adoption of an alternative set of standards for the District and School Leader Evaluation System; however, any such waiver shall be limited to one year with the possibility of renewal for not more than two (2) additional consecutive years. If the State Board grants such an extension, the district must annually report its progress.

(i) A list of committee members that developed and adopted the District and School Leader Evaluation System;

(ii) A list of the standards adopted as part of the District and School Leader Evaluation System;

- (iii) An assurance that Quality Standard 1 is used as part of every annual review;
- (iv) A statement of alignment of the district's standards to the Quality Standards with an explanation for the omission of any of the Quality Standards;
- (v) Evidence that the district's standards are reflective of best practice;
- (vi) A list of the measures of professional practice the district will use to evaluate district and school leaders, and the ratings system's performance levels;
- (vii) A description of how the evaluation process is linked to improvement in professional practice; how and when the system provides feedback to each district or school leader; and how the district will use feedback to inform the design of and participation in professional growth opportunities;
- (viii) An assurance that board of trustee chairs are trained on the evaluation process and trained to view measures similarly so that evaluations are consistent;
- (ix) An assurance that evaluations are conducted not less than annually; and,
- (x) A description of how the board of trustees will evaluate its District and School Leader Evaluation System for improvement.

(c) Any board of trustees operating one or more schools designated as partially meeting expectations pursuant to W.S. 21-2-204(v) or as not meeting expectations pursuant to W.S. 21-2-204(vi) shall, prior to November 1 immediately following any such designation, submit to the Department, on behalf of the State Board of Education, a description of how the District and School Leader Evaluation System, including aspects of the system's design and implementation, will be reviewed as part of the improvement planning process. The State Board of Education or Department, may require the board of trustees to provide additional information on the district's District and School Leader Evaluation System, including system data, as necessary.

Section 6. Certified Personnel Evaluation System. The Evaluation Systems for each of the major certified job categories shall be designed to measure the effectiveness with which Certified Personnel in those categories perform their roles. Criteria on which these positions are evaluated shall reflect the nature of these positions. The Department, on behalf of the State Board of Education, shall review each Evaluation System on the criteria identified below:

- (a) Was developed and/or adopted with the involvement of stakeholders;
- (b) Defines the performance criteria on which Certified Personnel are evaluated and that the criteria are research-based and/or considered best practice;
- (c) Facilitates professional growth and continuous improvement;

- (d) Is reliable and equitable;
- (e) Includes evaluation instruments and processes that support the ability to generate the required documentation to make employment decisions;
- (f) Provides a description of evaluation procedures including how data will be collected to complete the Summative Evaluation. This may include, but is not limited to, analysis of observations of job performance, use of various types of data, and employee-produced artifacts;
- (g) Includes student performance growth data, relevant to the nature of each Certified Personnel's position and indicates how it is used by the Certified Personnel to improve teaching and learning; and
- (h) Provides a description of the district's complete Evaluation Cycle, which shall include frequency of evaluations for initial and continuing contract teachers and other Certified Personnel and may include cycles of clinical supervision, action research, intensive assistance, and any other cycles used by the district.

Section 7. Submission of Evaluation Systems. Each board of trustees shall submit a copy of its Evaluation Systems for Certified Personnel to the Department. Once established and filed with the Department, the Evaluation System will stand unless changed or significantly amended by the board of trustees at which time the board of trustees shall resubmit the new or significantly amended system. Each board of trustees shall include in its submission the following documentation:

- (a) A list of members of the committee that was used to develop and adopt the Certified Personnel Evaluation System. The list contains appropriate representation of Stakeholders;
- (b) A list of performance criteria on which the district evaluates Certified Personnel. The district shall define the criteria sufficiently so that an outside reader will clearly understand each criterion. The district shall provide evidence 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 provide opportunities to identify areas 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 used in making employment decisions. 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 collected 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 used in the evaluation process. The Summative Evaluations will identify the purpose 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) 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 8. Evaluation System Approval. The State Board of Education shall determine the approval of each district's Certified Personnel Evaluation System based upon the previous stated criteria. Approval shall be at one of the following levels and any determination other than full approval shall be accompanied with feedback describing the conditions or deficiencies that the district shall address prior to reconsideration by the State Board of Education:

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

Section 9. Technical Assistance. Technical assistance will be made available to school districts by the Department and other partners to help them develop and evaluation systems that comply with the requirements of this chapter and to support districts with the ongoing improvement of its evaluation systems.

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

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

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

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

Section 4. **Definitions.**

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

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

(c) ~~(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 adopted by the State Board of Education and which may be adopted, in whole or with refinement, by a board of trustees.

(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, as determined by the district.

(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 (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) “Professional Practice” means the minimum expectations the State has set for the practice of professional education, as defined by the Quality Standards identified and for which districts are to define specific measures.

(l) “Quality Standards for Wyoming District and School Leaders,” also referred to in this rule as “Quality Standards,” means the standards which define the knowledge and skills required of effective district leaders and school leaders.

(m) ~~(h)~~ “Reliable” —means dependable; obtaining the same results in successive trials.

(n) ~~(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.

(o) “School leader” means a school principal or other school leader serving in a similar capacity, as determined by the district.

(p) ~~(j)~~ “Significantly Amended” —means a change to an Evaluation System that replaces in whole or in part an existing system or plan or materially changes any component of an existing system.

(q) ~~(k)~~ “Stakeholder” —means an individual who will be directly impacted by the Evaluation System.

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

(s) ~~(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 shall be used in the State Model 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) 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. Evaluation of Superintendents, Principals, and Other District and School Leaders Serving in a Similar Capacity.

(a) Every district shall clearly define the goals of its District and School Leader Evaluation System in writing. Those goals shall include, but are not limited to:

(i) Evaluating 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 leaders, including professional development and growth; and,

(iii) Supporting teacher growth and evaluation by 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 one of the following models:

(i) **State Model** - The full set of Quality Standards and the associated elements defined by the State Board of Education.

(ii) **State Model with Refinements** – A set of standards, approved by the board of trustees, that is closely aligned with but not identical to the State Model and which may be, but is not limited to, a set of nationally-recognized or other widely-used standards. The

concepts included in Quality Standard 1 and at least five (5) of the other six (6) Quality Standards provided in Section 3 shall be covered by the board of trustee-approved standards, the sufficiency of which shall be determined by the board of trustees through a review of the elements, domains, components, areas, or comparable descriptive language used to explicate the standards.

(iii) **Alternative Standards System** - A model based on a set of standards, adopted by the board of trustees, that is not sufficiently aligned with the State Model to be considered a State Model with Refinements as described in paragraph (ii) of this section. An Alternative Standards System may be based on 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) The standards shall include Standard 1 from the Quality Standards;

(B) The board of trustees shall provide the Department, on behalf of the State Board of Education, with a statement of alignment of its standards to the Quality Standards; and,

(C) The board of trustees shall submit its standards, statement of alignment, and other supporting materials which may be requested by the Department, on behalf of the State Board of Education, as part of the alternative district and school leader evaluation system review process. The Board shall use the district's standards and statement of alignment to discern similarities and differences between the State Model and the Alternative Standards System.

(c) All boards of trustees shall base their District and School Leader Evaluation System on a methodology that is clearly defined in writing and apply that system consistently.

(d) A board of trustees shall adopt a District and School Leader Evaluation System that meets the requirements of this chapter and establish policy on the system as needed. The district's system shall delineate responsibilities for the use of the system as follows:

(i) The board of trustees shall ensure that the evaluation of any person employed as superintendent of schools is carried out in accordance with the district's system;

(ii) A superintendent of schools shall ensure 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

(iii) A principal shall ensure 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.

(e) All chairs of the boards of trustees of each district participating in an evaluation shall be trained on the use of the district's evaluation system and related tools. All other persons

participating in the evaluation shall be provided with the opportunity to be trained on the use of the district's evaluation system and related tools.

(f) The board of trustees shall establish and use multiple measures for each standard.

(g) The board of trustees shall establish a ratings system that includes and defines performance descriptors and provides a rating of professional practice for each standard.

(h) Every district leader and school leader shall be reviewed annually on Standard 1 from Quality Standards and any other standards the board of trustees or district identifies for inclusion in an annual review. Every district leader and school leader shall be reviewed on every standard adopted by a local board of trustees, not less than once every three (3) years.

(i) 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. The timeline shall ensure that evaluators and the individual being evaluated have sufficient time to consider and complete all aspects of the evaluation cycle.

(j) All evaluations of a district leader or school leader shall culminate in the development of a report on the leader's professional practice based on the full scope of the evaluation.

(i) The report shall include a summary of findings, feedback, and recommendations for improvement that will be used by the leader to develop a professional growth plan.

(ii) Pursuant to W.S. 21-2-204(f)(v) and (vi), any district with a school designated as partially meeting expectations or not meeting expectations shall review and analyze the District and School Leader Evaluation System reports generated during the previous academic year, along with any school improvement plan generated during the previous academic year.

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

(a) Beginning no later than November 1, 2018, and by the same date each year thereafter, each board of trustees shall provide the Department, on behalf of the State Board of Education, with an annual assurance that the district has developed and implemented a District and School Leader Evaluation System in accordance with this chapter.

(b) In addition to the annual assurance required by paragraph (a), any board of trustees using an Alternative Standards System, as defined in Section 4(b)(iii), shall have its system evaluated and approved by the State Board of Education no later than the beginning of the 2018-2019 school year and again following any revision that results in a significantly amended system. Each such district shall submit all information requested by the Department, for evaluation by the State Board of Education, using the evaluation system approval criteria

defined in Section 8, and the ten (10) requirements established in (i) through (x) of this paragraph. A district may request a waiver from the requirement of State Board approval by the beginning of the 2018-2019 school year in order to complete the adoption of an alternative set of standards for the District and School Leader Evaluation System; however, any such waiver shall be limited to one year with the possibility of renewal for not more than two (2) additional consecutive years. If the State Board grants such an extension, the district must annually report its progress.

(i) A list of committee members that developed and adopted the District and School Leader Evaluation System;

(ii) A list of the standards adopted as part of the District and School Leader Evaluation System;

(iii) An assurance that Quality Standard 1 is used as part of every annual review;

(iv) A statement of alignment of the district's standards to the Quality Standards with an explanation for the omission of any of the Quality Standards;

(v) Evidence that the district's standards are reflective of best practice;

(vi) A list of the measures of professional practice the district will use to evaluate district and school leaders, and the ratings system's performance levels;

(vii) A description of how the evaluation process is linked to improvement in professional practice; how and when the system provides feedback to each district or school leader; and how the district will use feedback to inform the design of and participation in professional growth opportunities;

(viii) An assurance that board of trustee chairs are trained on the evaluation process and trained to view measures similarly so that evaluations are consistent;

(ix) An assurance that evaluations are conducted not less than annually; and,

(x) A description of how the board of trustees will evaluate its District and School Leader Evaluation System for improvement.

(c) Any board of trustees operating one or more schools designated as partially meeting expectations pursuant to W.S. 21-2-204(v) or as not meeting expectations pursuant to W.S. 21-2-204(vi) shall, prior to November 1 immediately following any such designation, submit to the Department, on behalf of the State Board of Education, a description of how the District and School Leader Evaluation System, including aspects of the system's design and implementation, will be reviewed as part of the improvement planning process. The State Board of Education or Department, may require the board of trustees to provide additional information on the district's District and School Leader Evaluation System, including system data, as necessary.

Section ~~56~~. **Certified Personnel Evaluation System.** The Evaluation Systems for each of the major certified job categories shall be designed to measure the effectiveness with which Certified Personnel in those categories perform their roles. Criteria on which these positions are evaluated shall ~~be reflective of~~ the nature of these positions. The Department, on behalf of the State Board of Education, shall review each Evaluation System on the criteria identified below:

- (a) Was developed and/or adopted with the involvement of stakeholders;
- (b) Defines the ~~Performance Criteria~~ performance criteria on which Certified Personnel are evaluated and that the criteria are ~~Research Based~~ research-based and/or considered ~~Best Practice~~ best practice;
- (c) Facilitates professional growth and continuous improvement;
- (d) Is ~~Reliable and Equitable~~ 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, but is not limited to, analysis of observations of job performance, use of various types of data, and employee-produced artifacts, ~~etc.~~;
- (g) Includes ~~Student Performance Growth Data~~ 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 shall include 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~~ and any other cycles used by the district.

Section ~~67~~. **Submission of Certified Personnel Evaluation Systems.** Each ~~school district within the state~~ board of trustees shall submit a copy of its Evaluation Systems for all Certified Personnel to the Department. Once established and filed with the Department, the Evaluation System will stand unless changed or ~~Significantly Amended~~ significantly amended by the ~~district board of trustees~~ at which time the board of trustees shall resubmit the new system or ~~Significantly Amended~~ significantly amended system ~~must be resubmitted~~. Each ~~district board of trustees~~ 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 Certified Personnel Evaluation System. The list contains appropriate representation of Stakeholders;

(b) A list of ~~Performance Criteria~~ performance criteria on which the district evaluates Certified Personnel ~~are evaluated~~. The district shall define the criteria ~~are defined~~ sufficiently so that an outside reader will clearly understand each criterion. The district shall provide Evidence ~~evidence is provided~~ that each criterion is ~~Research Based~~ research-based or reflective of ~~Best Practice~~ 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 used~~ 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 collected 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~~ 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~~ purpose of reviewing ~~Student Performance Growth Data~~ 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 d~~ 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. **Evaluation System Approval Criteria**. The ~~department~~ State Board of Education shall determine the approval of ~~the each~~ district's Certified Personnel Evaluation System based upon the previous stated criteria. Approval shall be at one of the following levels and any ~~determination other than full approval shall be accompanied with feedback describing the conditions or deficiencies that the district shall address prior to reconsideration by the State Board of Education~~:

(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 and other partners to help them develop and implement ~~Evaluation Systems~~ evaluation systems that comply with the requirements of this chapter and to support districts with the ongoing improvement of its evaluation systems.



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.

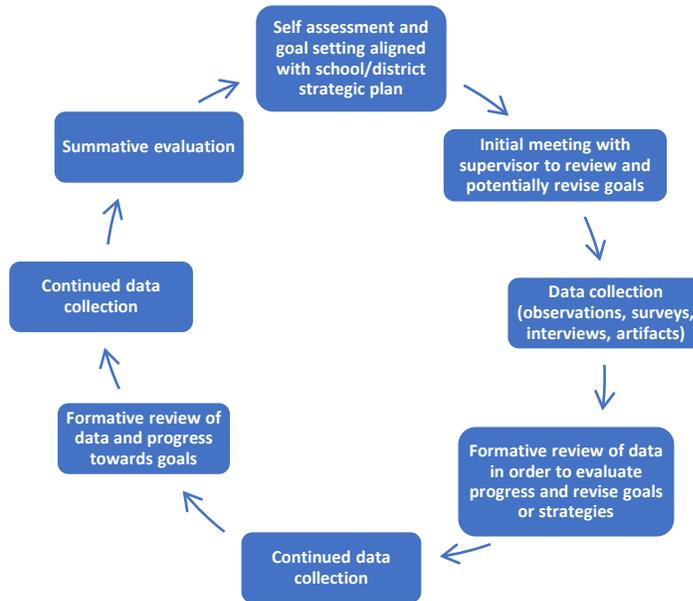
Evaluation Cycle

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.

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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="padding-left: 20px;">a) Aligns curriculum with teaching, assessment, and learning AND</p> <p style="padding-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=dtYSince_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.

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.



Memorandum

TO: Robin Grandpre, Laurel Ballard, and Shelley Hamel at Wyoming Department of Education

FROM: Joshua Stewart, Trudy Cherasaro, Ceri Dean, Jeanette Joyce, and McKenzie Haines at REL Central

SUBJECT: School and District Leadership Evaluation Model Components

DATE: August 2017

This memo is a response to a request from the Wyoming Department of Education (WDE) to conduct a scan for literature and resources related to components of School and District Leader Evaluation Models.

Questions to Address

A search for literature and resources was conducted to address the following WDE question:

- What are the critical components of a Leadership Evaluation Model?

We conducted a search for the components typically included in models for leader evaluation systems that have been developed by other states and that might serve as a guide to WDE. We also searched for not-for-profit organizations that provide guidance on school and district leader evaluation models. Lastly, we searched for reports and studies to help answer the question above. The resources included ERIC and other federally funded databases and organizations, research institutions, academic databases, and general Internet search engines. For details, please see the methods section at the end of this memo. Resources are organized by components.

We have not evaluated the quality of references and the resources provided in this response, and we offer them only for WDE reference. Also, we compiled the references from the most commonly used resources of research, but they are not comprehensive. Furthermore, the amount of research that we conducted on leader evaluation systems is limited, and other relevant references and resources may exist.

Although the subject of this memo is leader evaluation, we have included some resources related to teacher evaluation. These resources contain information that is directly or generally applicable to leader evaluation or provides guidance that is useful in developing leader evaluation systems.



Multiple Measures

Berk, R. A., (2005). Survey of 12 strategies to measure teaching effectiveness. *International Journal of Teaching and Learning in Higher Education*, 17(1), 48–62. Retrieved from <http://citeseerx.ist.psu.edu/viewdoc/download?doi=10.1.1.454.3400&rep=rep1&type=pdf>

From the abstract: “Twelve potential sources of evidence to measure teaching effectiveness are critically reviewed: (a) student ratings, (b) peer ratings, (c) self-evaluation, (d) videos, (e) student interviews, (f) alumni ratings, (g) employer ratings, (h) administrator ratings, (i) teaching scholarship, (j) teaching awards, (k) learning outcome measures, and (l) teaching portfolios. National standards are presented to guide the definition and measurement of effective teaching. A unified conceptualization of teaching effectiveness is proposed to use multiple sources of evidence, such as student ratings, peer ratings, and self-evaluation, to provide an accurate and reliable base for formative and summative decisions. Multiple sources build on the strengths of all sources, while compensating for the weaknesses in any single source. This triangulation of sources is recommended in view of the complexity of measuring the act of teaching and the variety of direct and indirect sources and tools used to produce the evidence.”

Candoli, I. C., Cullen, K., & Stufflebeam, D. L. (Eds.). (2012). *Superintendent performance evaluation: Current practice and directions for improvement*. New York: Springer Science and Business Media. Retrieved from https://books.google.com/books?id=K2nBgAAQBAJ&printsec=frontcover&source=gbs_ge_summary_r&cad=0#v=onepage&q&f=false

From the executive summary: “Every school district needs a system of sound superintendent performance evaluation. U.S. School district superintendents are and must be accountable to their school boards, communities, faculties, and students for delivering effective educational leadership. . . .

To assure that they are evaluated fairly, competently, and functionally, superintendents need to help their school boards plan and implement evaluation systems that adhere to the evaluation standards. This summary outlines some of the problems and deficiencies in current evaluation practice and offers professionally-based leads for strengthening or replacing superintendent performance evaluation systems. . . .

Boards and superintendents are advised to make superintendent performance evaluation an integral part of the district’s larger system for evaluating district needs, plans, processes, and accomplishments.”



Mahar, J.-A., & Strobert, B. (2010). The use of 360-degree feedback compared to traditional evaluation feedback for the professional growth of teachers in K–12 education. *Planning and Changing*, 41(3/4), 147–160. Retrieved from <http://files.eric.ed.gov/fulltext/EJ952378.pdf>

From the abstract: “Empirical research on the use of 360-degree feedback in elementary and secondary educational settings is quite limited. This study sought to understand teachers’ perceptions of the quality of feedback they received from the traditional administrative evaluative feedback to feedback they received from a multi-source feedback process. Results from the Wilcoxon Matched-Pairs Signed Ranks Test indicated that the participants in this project found the multi-source feedback process to be significantly more helpful than the traditional method in a number of areas, including: the development of professional growth goals, identifying professional development needs and providing feedback focused on student achievement.”

Wiener, R., & Lundy, K. (2013). *Evaluating evaluations: Using teacher surveys to strengthen implementation*. Washington, DC: Aspen Institute. Retrieved from <http://www.aspendri.org/portal/browse/DocumentDetail?documentId=1597&download>

From the executive summary: “Surveys are a critical component of well-designed continuous improvement systems. Surveying teachers to find out how they are experiencing evaluations and what they are getting from them can provide a great deal of information to school, district, and state leadership about how well evaluation reform is being implemented.”

Rating System

Vanderbilt Assessment of Leadership in Education. (2017). *Performance rubric*. Nashville, TN: Vanderbilt University. Retrieved from <https://ioeducation.com/wp-content/uploads/IO-VAL-ED-Performance-Rubric.pdf>

From the introduction: “The Vanderbilt Assessment of Leadership in Education™ (VAL-ED) focuses on two dimensions of leadership behaviors—core components and key processes. The instrument assesses the intersection of what principals or leadership teams must accomplish to improve academic and social learning for all students (the core components), and how they enact those core components (the key processes). The VAL-ED framework identifies those leadership behaviors that research has shown to be associated with improved teaching and increased student achievement.

No leadership evaluation model is able to capture all the subtleties of the principal’s role and influence. There are aspects of the context within which leadership and schooling takes place that bear on leadership evaluation. Levels of experience, student body composition, staff composition, level of schooling, and geographic setting of the school



can all have bearing on high-quality education leadership. Within all contexts however, effective learning-centered leadership occurs at the intersection of the core components and key processes.”

Wallace Foundation. (2009). *Assessing the effectiveness of school leaders: New directions and new processes*. New York, NY: Author. Retrieved from <http://www.wallacefoundation.org/knowledge-center/Documents/Assessing-the-Effectiveness-of-School-Leaders.pdf>

From the abstract: “Since 2000, The Wallace Foundation has supported a range of efforts to strengthen leadership so that teaching and learning are improved in every school, especially those most in need. Well-designed assessment processes could be a powerful and constructive way to identify leaders’ strengths and weaknesses and encourage them to focus on the actions likeliest to bring about better teaching and learning. While assessing school leaders isn’t a new idea, research concludes that most assessments in use today are not as focused on learning as they should be, nor are they effective in gathering reliable facts about how leaders’ behaviors are or are not promoting the learning agendas of schools and entire districts. In this Wallace Perspective, we discuss the elements of a possible new direction in leader assessment – what should be assessed, and how. We then highlight several newly developed instruments: one designed to assess instructional leadership, and two others for more targeted purposes. Finally, we discuss the potential, the challenges and the unknowns of using assessment as a key means of promoting not only better leader performance but also systemwide improvements that benefit children.”

Examples from Other States

Brevard Public Schools School Board. (2013). *District leadership performance appraisal system*. Viera, FL: Author. Retrieved from <http://benefits.brevard.k12.fl.us/HR/comp/pas/dlpasinfo/DLPASBookDistrictAdministratorsNew.pdf>

California School Boards Association. (2014). *Key points relating to superintendent evaluation*. West Sacramento, CA: Author. Retrieved from [https://www.csba.org/GovernanceAndPolicyResources/~media/CSBA/Files/GovernanceResources/EffectiveGovernance/2014_02_KeyPoints_SuperintendentEvaluation.ashx](https://www.csba.org/GovernanceAndPolicyResources/~/media/CSBA/Files/GovernanceResources/EffectiveGovernance/2014_02_KeyPoints_SuperintendentEvaluation.ashx)

Cooperative Educational Services Agency. (2012). *School Administrator Performance Evaluation System* (Guidebook). Williamsburg, VA: Stronge and Associates. Retrieved from <http://www.newlondon.k12.wi.us/staffforms/FINAL%20SAPES%20HB%207%202%2012.pdf>

School Administrators of Iowa. (n.d.). *Central office leadership performance review: A systems approach*. Clive, IA: Author. Retrieved from <http://www.sai-iowa.org/Leadership/Standards%20and%20Evaluation/COEval.pdf>



Evaluation Cycle

Davis, S. H., Kearney, K., Sanders, N. M., Thomas, C. N., & Leon, R. J. (2011). *The policies and practices of principal evaluation: A review of the literature*. San Francisco, CA: WestEd. Retrieved from https://www.wested.org/online_pubs/resource1104.pdf

From the introduction: “The purpose of this report is to review and relate what research does and does not say about principal evaluation systems. Sources include peer reviewed and non-peer-reviewed research studies focused on principal evaluation systems that highlight what is known about policies and practices that contribute to comprehensive, effective principal evaluation. Analysis of existing primary source studies indicates that while important and informative work has been done, research on the subject of principal evaluation lacks volume and depth. Therefore, in addition to primary sources, this review also examines secondary sources drawn from professional literature to supplement the thin empirical research base. Together, primary- and secondary-source literature highlight a number of key points that may provide guidance to practitioners and policymakers charged with evaluating principals as a means to assess and increase principal effectiveness.”

Examples from Other States

Arkansas School Boards Association. (n.d.). *Steps in the superintendent evaluation cycle*. Little Rock, AR: Author. Retrieved from <http://arsba.org/wp-content/uploads/2016/01/Steps-in-the-Superintendent-Evaluation-Cycle.pdf>

Michigan Association of School Boards. (2016). *Superintendent evaluation*. Lansing, MI: Author. Retrieved from https://www.masb.org/Portals/0/Education_Community/Superintendents/MASBSuptEvaluation2016.pdf

Washington State School Directors’ Association. (2013). *The five-step cycle for superintendent evaluation: Pilot four implementation guide*. Olympia, WA: Author. Retrieved from [http://wssda.org/Portals/0/Sup%20Eval%20Initiative/Pilot%20Program%204%20\(web\).pdf](http://wssda.org/Portals/0/Sup%20Eval%20Initiative/Pilot%20Program%204%20(web).pdf)

Guidance Documents/Training

Center on Great Teachers and Leaders at American Institutes for Research. (n.d.). Guide to evaluation products. Retrieved from <http://resource.tgsource.org/GEP/>

From the webpage: “Accurately measuring an educator’s effectiveness is a complex and difficult task.



Like building a puzzle, developing an educator evaluation system requires multiple pieces that must be placed together in a purposeful way to create a holistic evaluation system.

This guide can be used by states and districts to explore various evaluation methods and tools that represent the ‘puzzle pieces’ of an evaluation system.

The guide includes detailed descriptions of more than 75 educator evaluation tools that are currently implemented and tested in districts and states throughout the country.

Details for each include the following:

- Research and resources,
- Information on the educator and student populations assessed
- Costs, contact information, and technical support offered.”

Center on Great Teachers and Leaders at American Institutes for Research. (n.d.). Preparing educators for evaluation and feedback: Planning for professional learning. Retrieved from <http://www.gtlcenter.org/technical-assistance/professional-learning-modules/preparing-educators-evaluation-and-feedback-planning-professional-learning-PLM>

From the webpage: “Educators need more than ‘evaluation training’ to successfully participate in performance evaluation; they need integrated, ongoing professional learning opportunities. In this module, regional centers and states will find information and activities on high quality professional learning approaches that prepare evaluators, educators, and district leaders for implementing evaluation systems. With this module you can:

- Identify professional learning approaches that support evaluators in developing more accurate and reliable evaluation skills
- Use collaborative activities and exercises to help evaluators develop stronger coaching and feedback skills
- Develop a comprehensive plan for preparing all educators for implementing evaluation, including district leaders and educators who are being evaluated.

The module provides eight hours of material, including hands-on activities, which we strongly encourage you to adapt and customize to your state or district’s context and needs.”

Fetters, J. (2013). *High fidelity: Investing in evaluation training* (Issue brief). Washington, DC: Center on Great Teachers and Leaders at American Institutes for Research. Retrieved from <http://files.eric.ed.gov/fulltext/ED555660.pdf>

From the introduction: “High-quality training is a crucial investment in establishing and maintaining implementation fidelity as well as building educators’ trust in the new



process. Training approaches for educator evaluation vary both in **format** (i.e., how it's delivered) and **content** (i.e., what is provided). Train-the-trainer sessions, online professional learning modules, videos, webinars, in-person presentations—these are all examples of the formats that states use to provide training on new performance evaluation systems.”

School ADvance. (2012). *Getting started: Step-by-step guide to a high-quality superintendent evaluation system*. Lansing, MI: Author. Retrieved from [http://www.goschooladvance.org/sites/default/files/Superintendent Eval Getting started tips.pdf](http://www.goschooladvance.org/sites/default/files/Superintendent_Eval_Getting_started_tips.pdf)

From the introduction: “No matter what type of rubric, standards, or tool a board and superintendent agree to use, every high-quality educator evaluation system involves a well thought out step-by-step *process*. The steps outlined below are based on a set of evaluation assumptions and a framework co-developed by the Michigan Association of School Administrators and the Michigan ASCD, and supported by the Michigan Association of School Boards. We encourage board/superintendent teams to review this framework as a guide to developing their own district-wide evaluation system.”

Examples from Other States

Ohio Department of Education. (n.d.). *Ohio principal evaluation system: Training workbook*. Columbus, OH: Author. Retrieved from <http://www.bwls.net/Downloads/Appendix%20C-14.pdf>

Quality Controls

Cherasaro, T., Yanoski, D., & Swackhamer, L. (2015). *A guide for monitoring district implementation of educator evaluation systems* (REL 2015–069). Washington, DC: U.S. Department of Education, Institute of Education Sciences, National Center for Education Evaluation and Regional Assistance, Regional Educational Laboratory Central. Retrieved from https://ies.ed.gov/ncee/edlabs/regions/central/pdf/REL_2015069.pdf

From the introduction: “This guide provides a three-step process and sample tools for state departments of education to monitor district implementation of state- or district-developed educator evaluation systems. Districts can also use the tools to self-monitor implementation and guide further development of their systems. For each step of the process, the guide provides sample tools developed by Regional Educational Laboratory Central and the Missouri Department of Elementary and Secondary Education. The steps guide states in collecting and analyzing policy and practice data on educator evaluation systems and in examining adherence to guidelines for quality educator evaluation systems.”



Clifford, M., Hansen, U. J., & Wright, S. (2014). *Practical guide to designing comprehensive principal evaluation systems: A tool to assist in the development of principal evaluation systems*. Washington, DC: Center on Great Teachers and Leaders at American Institutes for Research. Retrieved from <http://www.gtlcenter.org/sites/default/files/PracticalGuidePrincipalEval.pdf>

From the introduction: “Across the country, states and districts are designing principal evaluation systems as a means of improving leadership, learning, and school performance. Principal evaluation systems hold potential for supporting leaders’ learning and sense of accountability for instructional excellence and student performance. Principal evaluation also is an important component of state and district systems of leadership support efforts, especially when newly designed evaluation systems work in conjunction with principal certification, hiring, and professional development systems.

The *Practical Guide to Designing Comprehensive Principal Evaluation Systems* is intended to assist states and districts in developing systems of principal evaluation and support. The guide is informed by research on performance evaluation design and lessons learned through the experience of state and district evaluation designers. It is organized in three sections:

- Research and Policy Context
- State Accountability and District Responsibility in Principal Evaluation Systems
- Development and Implementation of Comprehensive Principal Evaluation Systems.”

Condon, C., & Clifford, M. (2012). *Measuring principal performance: How rigorous are commonly used principal performance assessment instruments?* (Issue brief). Washington, DC: American Institutes for Research. Retrieved from http://www.air.org/sites/default/files/downloads/report/Measuring_Principal_Performance_0.pdf

From the introduction: “This brief reports results of a scan of publicly available measures conducted by Learning Point Associates staff in 2009. The measures included in this review are expressly intended to evaluate principal performance and have varying degrees of publicly available evidence of psychometric testing. The review of this information is intended to inform decision makers’ selection of job performance instruments used for hiring, performance assessment, and tenure decisions. This brief also addresses the importance of standards-based measures, the need for establishing reliability and validity, and the measures that are more widely accepted and psychometrically sound.”



Matlach, L. (2015). *Evaluating evaluation systems: Policy levers and strategies for studying implementation of educator evaluation* (Policy brief). Washington, DC: Center on Great Teachers and Leaders at American Institutes for Research. Retrieved from http://www.gtlcenter.org/sites/default/files/Evaluating_Evaluation_Studies.pdf

From the introduction: “In recent years, states have invested significantly in the development and implementation of educator evaluation systems. Studies of these new systems are critical to understanding whether the systems are producing accurate and understandable results that can be used to make valid and reliable inferences about professional development needs and to inform human capital decisions. Studies can provide feedback on implementation, support continuous improvement, and increase understanding of evaluation systems’ impact on teaching and learning. However, despite the importance of studying educator evaluation systems, prioritizing and funding studies can be challenging. Successful studies require expertise, time, and a shared commitment to conduct research from the state education agency down to the educators participating in the study.”

Supports

Clifford, M., & Ross, S. (2012). *Rethinking principal evaluation: A new paradigm informed by research and practice*. Alexandria, VA: National Association of Elementary School Principals; Reston, VA: National Association of Secondary School Principals. Retrieved from <https://www.naesp.org/sites/default/files/PrincipalEvaluationReport.pdf>

From the report: “NAESP and NASSP believe that performance evaluations, if meaningful and accurate, can serve also as a tool for professional growth and spark professional reflection and learning. Principals report that while they are attempting to create conditions to support learning for others, their own learning is not well supported. Principals report that they have few trusted sources of feedback on their practice with which to advance their learning about leadership, and they feel isolated from colleagues due to the rigors of their positions (Friedman, 2002). Recommended methodology for designing state and local principal evaluation systems focuses on building the capacity of principals, and the outcomes of any evaluation connect to a trajectory of growth and professional development opportunities on the core competencies of effective school leadership. Further, NAESP and NASSP believe that evaluation must never be used for retaliatory or punitive purposes.”

Kimball, S. M., Arrigoni, J., Clifford, M., Yoder, M., & Milanowski, A. (2015). *District leadership for effective principal evaluation and support*. Washington, DC: U.S. Department of Education, Teacher Incentive Fund. Retrieved from https://proposals.learningforward.org/handouts/Washington2015/F47/tif_paper_dstrct_ldrshp_prin_eval_v2for508.pdf



From the introduction: “Research demonstrating principals’ impact on student learning outcomes has fueled the shift from principals as facilities managers to an emphasis on instructional leadership (Hallinger & Heck, 1996; Leithwood, Louis, Anderson, & Wahlstrom, 2004; Marzano, Waters, & McNulty, 2005). Principals are under increasing pressure to carry out effective instructional leadership practices, including those needed to adopt college- and career-ready standards and more comprehensive teacher evaluation approaches. To improve instructional leadership performance, districts are stepping up principal support and oversight by increasing the focus of principal supervisors on principal evaluation and school leadership support functions (Canole & Richardson, 2014; Corcoran, Casserly, Price-Baugh, Walston, Hall, & Simon, 2013; Honig, 2012, 2013; Honig, Copland, Rainey, Lorton, & Newton, 2010).”

Smith, Jr., D. E. (2015). *The superintendent as instructional leader: A qualitative study of rural district superintendents in Washington State* (Doctoral dissertation, Washington State University). Retrieved from <https://search.proquest.com/openview/c001c2ccafb9b11d34a5a1c014918ce6/1?pq-origsite=gscholar&cbl=18750&diss=y>

From the abstract: “The purpose of this qualitative study was to explore the role of the rural school district superintendent as instructional leader. Specifically, the study focused on rural superintendents who were known as effective instructional leaders and explored their understandings of and motivations for their instructional leadership work, how they fulfilled this work, and how this work was affected by recent federal and state policy initiatives.”

Spanneut, G., Tobin, J., & Ayers, S. (2011). Identifying the professional development needs of school superintendents. *International Journal of Educational Leadership Preparation*, 6(3). Retrieved from <http://files.eric.ed.gov/fulltext/EJ974243.pdf>

From the abstract: “Superintendents of schools face increased leadership demands from diverse constituents, challenges due to current conditions, and opportunities posed by evolving trends and reforms. Superintendents are in the key position to make systemic school improvements a major priority, to allocate resources to promote their progress and importance, and to direct and support what principals need to do to keep instructional leadership at the top of their agendas. To better fulfill such responsibilities, superintendents must purposefully choose to stay current with existing demands and to address future needs. This article presents the results of a preliminary study on superintendents’ self-identification of professional development needs based on recognized leadership standards and their preferences for professional development delivery methods.”

Examples from Other States

Oklahoma Public School Resource Center. Available from <http://opsrc.net/>



Methods

Search Strings

The following keywords and search strings were used to search the reference databases and other sources:

- Stakeholder feedback OR 360 evaluations OR supervisor evaluation OR 360 surveys
- Superintendent AND evaluation AND cycle OR process
- Nontraditional OR holistic OR narrative OR descriptive OR alternative AND superintendent evaluation
- Superintendent AND evaluation AND rubric OR effectiveness AND ratings AND educational leader
- Evaluation of evaluation systems
- Superintendent OR district leader AND professional development OR training OR evaluator training

Databases and Resources

We searched ERIC for relevant resources. ERIC is a free online library of over 1.6 million citations of education research sponsored by the Institute of Education Sciences. We also searched Google Scholar and Google. Additionally, we searched the reference lists in the most recent publications to locate further resources.

This memo 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.



TO: Robin Grandpre, Laurel Ballard, and Shelley Hamel at Wyoming Department of Education

FROM: Joshua Stewart, Trudy Cherasaro, & Ceri Dean, REL Central at Marzano Research

SUBJECT: School and District Leadership Performance Standards Search

DATE: 5/25/17

This memo is a response to a request from the Wyoming Department of Education (WDE) to conduct a scan for literature and resources related to school and district level leadership performance standards.

Questions to Address

A search for literature and resources was conducted in order to address two WDE questions:

- 1) What are the professional standards schools and districts include in a district leadership evaluation system?
- 2) Which district and school level leadership positions should be included in a district leadership evaluation system?

We conducted a search for school and district evaluation standards that have been developed by other states that might serve as a guide to WDE. We also searched for not-for-profit organizations that provide guidance on school and district leadership evaluation standards. Lastly, we searched for reports and studies to help answer the questions above. The resources included ERIC and other federally funded databases and organizations, research institutions, academic databases, and general Internet search engines. For details, please see the methods section at the end of this memo.

We have not evaluated the quality of references and the resources provided in this response, and we offer them only for WDE reference. Also, we compiled the references from the most commonly used resources of research, but they are not comprehensive and other relevant references and resources may exist.

States to Consult

Indiana Department of Education:

<http://www.decaturo.k12.in.us/Files/evalRubrics/superRubric.pdf>.

From the website: “The Office of Educator Effectiveness and Leadership (EEL) promotes high quality teachers and effective instruction in Indiana’s P-12 schools to ensure that all students in the state are provided an excellent and competitive education. EEL provides guidance to school corporations on the implementation of evaluation legislation and



locally developed annual evaluations based on multiple measures including student performance.”

Ohio Department of Education: <http://education.ohio.gov/Topics/Teaching/Educator-Evaluation-System/Ohio-s-Superintendent-Evaluation-System>.

From the website: “As part of Ohio's commitment to standards and accountability for all educators, the Ohio Superintendent Evaluation System was created as a companion to the Ohio Standards for Superintendents. The evaluation system is a tool that can be used to assess the performance of Ohio superintendents. It was developed by Ohio school board members and local superintendents to promote high levels of leader effectiveness, professional growth and ongoing dialogue between superintendents and boards of education.”

Massachusetts Department of Elementary and Secondary Education:
<http://www.doe.mass.edu/eval/resources/rubrics/>.

From the website: “This rubric describes administrative leadership practice at the district level. It is intended to be used throughout the 5-step evaluation cycle for the evaluation of the superintendent by the school committee. This rubric can also be used by the superintendent for the evaluation of other district level administrators, such as assistant superintendents, directors of curriculum and instruction, school business administrators, and directors of special education.”

Michigan Association of School Boards: <http://masb.org/postingrequirements>.

From the website: “The following information is provided to assist districts in meeting the posting requirements stipulated in PA 173 Section 1249(3)(c). It is worth noting that MASB’s instrument is intended for use by school board members in the evaluation of superintendents. As such, effort has been invested to ensure that the language in the rubrics and the recommended process is easy for noneducators to understand and implement.”

Missouri Department of Elementary and Secondary Education:
<https://dese.mo.gov/sites/default/files/00-SuptEvaluation-CompleteDoc>.

From the website: “In 2007, the Commissioner of Education appointed a committee to provide guidelines for revising the content and documents of the Missouri Performance Based Superintendent Evaluation (PBSE) model. Performance-based evaluation of school personnel has been implemented across the State of Missouri since 1983. The Excellence in Education Act of 1985 extended this process to include school administrators. With the leadership of the Department of Elementary and Secondary Education, input from the members of the statewide advisory committee and interviews



with board members and superintendents a revised model of the 1983 PBSE has been completed.”

North Carolina Department of Public Instruction:

<http://www.ncpublicschools.org/effectiveness-model/ncees/>.

From the website: “On this page, you will find information about the North Carolina Educator Evaluation System (NCEES). The NCEES system includes the professional standards and evaluation processes associated with every educator in NC. Data for the NCEES is captured annually in an online tool and the information is included in the Educator Effectiveness data reported at the state level.”

Oregon School Boards:

http://www.osba.org/Resources/Article/Board_Operations/Superintendent_Evaluation.aspx.

From the website: “Selecting and evaluating the superintendent is one of the school board’s most important jobs. A high quality superintendent evaluation process helps develop good board/superintendent relationships, provides clarity of roles, creates common understanding of the leadership being provided and provides a mechanism for public accountability.

- The evaluation process involves the four core board governing roles:
- Vision: Goal setting.
- Structure: Developing a clear written evaluation plan and timeline.
- Accountability: Measuring the superintendent’s performance.
- Advocacy: Communication of goals and progress among the board, superintendent and community.”

Washington State School Directors’ Association:

<https://www.wssda.org/LeadershipDevelopment/SuperintendentEvaluations.aspx>.

From the website: “One of the major responsibilities for school boards is to evaluate the superintendent. It is essential for school boards to have the tools to do that well. A high quality evaluation is fair, can be legally defended, and supports the superintendent's ongoing professional development. In 2013, WSSDA and WASA began a partnership to develop superintendent evaluation that reflected the best practices for teacher and administrator evaluations. In this three-year project, they developed and piloted five



models of evaluation. The five models were tested and reviewed by different school boards and superintendents across Washington.

Reports and Studies

Superintendents

DiPaola, M. F. (2007). Revisiting Superintendent Evaluation. *School Administrator*, 64(6), 18.

From the abstract: “Superintendents' performance evaluations continue to be too frequently conducted through a highly informal, subjective process, based more on impressions than data. Several states require school boards to use student performance data in evaluating their superintendents. Student achievement data, focusing on continuous improvement, should certainly be considered in the process of superintendent evaluation. A fair and unbiased evaluation of superintendent performance must be based on multiple sources of data that reflect performance in the many facets of the position. Superintendent evaluations are almost always performed quickly in an attempt to satisfy a legal requirement or a policy mandate. If the evaluation is merely an event, it has little, if any, impact on the professional growth of the superintendent or improvement of the school district. In this article, the author discusses the importance of devoting adequate time and resources to the design, development, and execution of a comprehensive and quality performance evaluation system.”

Hendricks, S. (2013). Evaluating the Superintendent: The Role of the School Board. *Education Leadership Review*, 14(3), 62-72.

From the abstract: “A collaborative superintendent/board relationship is essential to the successful and efficient oversight of a school district. The relationship between the superintendent and the school board lies at the heart of school governance (Callan & Levinson, 2011; Eadie, 2003; McCurdy & Hymes, 1992). To illustrate the importance of a collaborative superintendent/board relationship, Carter and Cunningham (1997) found that the primary reason for superintendents leaving their districts was due to the lack of support from and conflicting relationships with school board members. Further, Ray (2003) stated, “a superintendent can possess all the necessary competencies to be an effective leader, but it is the school board's perception of success that really matters.”

Moffett, J. (2011). Perceptions of School Superintendents and Board Presidents on Improved Pupil Performance and Superintendent Evaluation. *International Journal of Educational Leadership Preparation*, 6(1), n1.



From the abstract: “It is well documented that the demands on school superintendents have not only become more taxing but have also changed in recent years. The superintendent needs to possess a high degree of knowledge and skills in a diverse number of areas, including psychology, finances, personnel, and general education while functioning at a very high level in managing school boards, parenting, transportation, counseling, workmen compensation, school law, special education, facilities, maintenance, taxes, politics, athletics, extracurricular activities, energy conservation, risk management (Clark 2010) and, most importantly, teaching and learning.”

Central Office Staff and District Staff

Casserly, M., Lewis, S., Simon, C., Uzzell, R., & Palacios, M. (2013). Principal Evaluations and the Principal Supervisor: Survey Results from the Great City Schools. *Council of the Great City Schools*.

From the abstract: “Principals serve as both instructional and administrative leaders in their schools. Their roles and responsibilities vary from managing school compliance issues to facilitating and assisting teachers with their instructional duties. In order to support principals in public schools, district leaders and others are working to build the kinds of professional development, organizational structures, and supports principals need. Moreover, big city school systems and others continue to debate how to evaluate and hold principals accountable for achieving results. In the fall of 2012, the Council of the Great City Schools received a grant from the Wallace Foundation to investigate the ways principals are supported and evaluated in large urban school districts and districts that participate in the Wallace leadership initiative. This involves taking a closer look at the roles and responsibilities of principal supervisors--defined here as individuals who directly oversee and/or evaluate the performance of principals. This interim report summarizes the results of a survey administered to district staff in these positions in the fall of 2012. These results will be followed up with a second report detailing the findings of extensive site visits to the six districts participating in the Wallace Principal Pipeline project. This report does not provide recommendations or identify best practices, but seeks to present an overview of the ways districts support the critical work performed by principals and their supervisors.”

Honig, M. I., & Rainey, L. R. (2015). How School Districts Can Support Deeper Learning: The Need for Performance Alignment. Deeper Learning Research Series. *Jobs For the Future*.

From the abstract: “School district leaders nationwide aspire to help their schools become vibrant places for learning--where students have meaningful academic opportunities and develop critical thinking and problem-solving skills. Historically, though, school district central offices have been ill-equipped to support such ambitious



goals. A new wave of research suggests that central offices have a key role to play in creating the conditions that make deeper learning possible, and they can do so by making deliberate efforts to align the work of each and every part of the school system to a set of common priorities. This paper addresses the following questions: (1) Why should district central office leaders make performance alignment a key part of their efforts to help all students learn deeply?; and (2) What, more specifically, does performance alignment entail, and how might district leaders move in that direction? This paper: (1) identifies several challenges that district central offices often face when they try to support the improvement of teaching and learning districtwide; (2) describes how pioneering districts are pursuing performance alignment; and (3) recommends specific strategies that can help school districts to realize deeper learning at scale. Findings and observations point to the need for a fundamental redesign of most central office functions, as well as some major departures from business-as-usual for most, if not all, central office staff, especially those in human resources, curriculum and instruction, and principal supervision. Such reforms can be challenging, but they are likely to be necessary for school systems to realize deeper learning in all schools and for all students. A table of Data Sources is appended.”

Hornung, K., & Yoder, N. (2014). What Do Effective District Leaders Do? Strategies for Evaluating District Leadership. Policy Snapshot. *Center on Great Teachers and Leaders*.

From the abstract: “In the wake of the Common Core State Standards and teacher evaluation reform, school leaders increasingly look to district leaders for support, coaching, and leadership. District leaders--superintendents, assistant or area superintendents, specialists, principal supervisors, and school business administrators--can hold varying and multiple roles in the district. Reform of district leader evaluations has lagged behind that of teachers and principals, but creating evaluations that accurately reflect district leader responsibilities is of critical importance. Reform of district leader evaluations is an emerging issue, and the research and policy base needed to inform this effort is limited. That said, more organizations, including the National School Boards Association and the American Association of School Administrators, are increasingly investing resources to think more deeply about district evaluation, and new resources and research may be forthcoming. In addition, the strategies used and the lessons learned from states and districts that have already begun this work, as well as teacher and principal evaluation reform, can help inform states and districts that are just beginning to engage in this area of reform. This Policy Snapshot explores district leadership evaluation in the context of state policy and provide information that governors, state legislatures, state boards of education, and state education agencies may wish to consider when designing and implementing evaluation systems for superintendents and other district leaders. This brief is divided into two sections: (1) Defining effective district leadership: What do effective district leaders do?; and (2) Setting evaluation policies for district leaders: What strategies can



states use? This brief highlights existing evaluation policies as examples to illustrate the strategies in practice. The authors offer these examples to inform state's policy and legislative deliberation, but they do not endorse any of the programs featured."

Riggan, M., Fink, R., Sam, C., & Darfler, A. (2013). Building District Capacity for System-Wide Instructional Improvement in Erie Public Schools. Working Paper. GE Foundation "Developing Futures"™ in Education Evaluation Series. *Consortium for Policy Research in Education*.

From the abstract: "This report summarizes findings from one component of the Consortium for Policy Research in Education's (CPRE) evaluation of the General Electric Foundation's (GEF) "Developing Futures"™ in Education program in Erie Public Schools (EPS). As described in the CPRE proposal and research design, the purpose was to closely analyze district capacity to support system-wide instructional improvement. Specifically, this phase focused on a single, overarching question: to what extent has the district central office adopted and institutionalized the core principles of "Developing Futures"™? To answer this question, this evaluation assesses the Erie Public School District's progress in scaling up and institutionalizing seven core elements of "Developing Futures"™. They include: (1) Internal constituency engagement. The district engages stakeholders at all levels of the system, and establishes common vision and buy-in for improvement efforts. (2) External constituency engagement. The district engages partner organizations and institutions, parents and the community; and effectively communicates about reform efforts. (3) Curriculum and instruction. The district communicates and supports a system-wide vision for instructional improvement. (4) Professional development for instruction. The district delivers high-quality professional development on curriculum, instruction, standards or assessment. (5) Professional development for leadership. The district delivers high-quality professional development on leadership or management. (6) Management capacity. The district collects and uses data, attracts and develops talent, and evaluates staff performance. (7) Evaluation. The district monitors and evaluates reform efforts. These seven reform elements were identified through a review of GEF program materials and documentation, and through a close analysis of each district's reform trajectory over the life of the grant. Based on a thorough review of the research and evaluation literature, a set of indicators was constructed to allow the research team to determine the extent to which there was evidence of effective practice in each of these seven areas."

Directors

Talan, T. N., Bloom, P. J., & Kelton, R. E. (2014). Building the Leadership Capacity of Early Childhood Directors: An Evaluation of a Leadership Development Model. *Early Childhood Research & Practice*, 16(1), n1.



From the abstract: “While there is consensus among policymakers and practitioners about the importance of strong leadership in early childhood education, there is scant research on effective models of leadership development for administrators of early childhood programs, particularly those working in the child care sector. This is cause for concern because the majority of center directors assume their leadership positions without prior preservice management training. This study examined the effectiveness of Taking Charge of Change (TCC), a 10-month leadership development program that focuses on the nature of individual, organizational, and systemic change and the program director's role as a change agent. The study looked at two data sets: archived evaluation data from 502 participants across 20 cohorts of Taking Charge of Change and new data from 138 TCC alumni generated from an online survey. The archived information included data from several measures: A Training Needs Assessment Survey (TNAS), the "Program Administration Scale" (PAS), and the "Early Childhood Work Environment Survey" (ECWES). The online survey to TCC alumni gathered information about their current job status, career decisions, continuing professional development, commitment to the early childhood profession, and professional achievements. The findings revealed evidence of individual growth and organizational improvement as well as positive program outcomes relating to accreditation status and participation in Illinois' quality rating system. The results of this study underscore the need for systematic, intensive, and relevant training focused on the unique needs of early childhood administrators.”

Methods

Search Strings

The following keywords and search strings were used to search the reference databases and other sources:

- Leadership AND evaluation OR performance OR standards OR frameworks
- District staff AND evaluation OR performance OR standards OR frameworks
- Educational leadership AND evaluation OR performance OR standards OR frameworks
- Effective educational leadership AND evaluation OR performance OR standards OR frameworks
- Certified personnel AND evaluation OR performance OR standards OR frameworks
- Central office staff AND evaluation OR performance OR standards OR frameworks



- School support staff AND evaluation OR performance OR standards OR frameworks

Databases and Resources

We searched ERIC for relevant resources. ERIC is a free online library of over 1.6 million citations of education research sponsored by the Institute of Education Sciences. Additionally, we searched Google Scholar and Google.



WYOMING
DEPARTMENT OF EDUCATION

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for Students to Keep
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MEMORANDUM

To: State Board of Education
From: Megan Degenfelder, Chief Policy Officer
Julie Magee, Accountability Director
Date: January 8, 2018
Subject: Request to Rescind Amended SPR Report

Meeting Date: January 18, 2018

Item Type: Action: xx Informational:

Background:

On November 17, 2017, the State Board of Education (SBE) heard Weston County School District #7's request to change Upton High School's 2016-17 performance rating from "Partially Meeting Expectations" to "Meeting Expectations". Upton High School missed the 95% participation rate requirement and asked for an exception to that rule. The SBE voted 7-to-4 to grant Weston #7 its request and amended the annual school performance rating (SPR) report to the JEIC to reflect this change on December 1, 2017.

After the informal hearing, the SBE received guidance from the Attorney General's office stating that the majority of the entire board, not just voting members, is necessary to carry a motion. Therefore, Upton High School's performance rating failed to be amended since a 7-to-4 vote does not constitute a majority of the entire board. The SBE was further advised that there is no mechanism for revisiting the matter. The SBE reconvened on December 11, 2017 and decided to hold another vote to change Upton High School's original SPR from "Partially Meeting Expectations" to "Meeting Expectations". The motion failed.

The WDE has prepared a request to rescind the December 1 report on behalf of the SBE.

Statutory Reference (if applicable):

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

Supporting Documents/Attachments:

- MEMO to LSO_Request to Rescind Amended 2016-17 SPR Report

Proposed Motions:

"I propose the State Board of Education approve the January 19 report to replace the December 1 report."

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



**WYOMING
STATE BOARD
OF EDUCATION**

TO: Joint Education Interim Committee

FROM: Walt Wilcox, Chair
State Board of Education

DATE: January 19, 2018

SUBJECT: Request to Rescind Amended 2016-17 School Performance Ratings Report

Pursuant to W.S. 21-2-204(k), the State Board of Education (SBE) is required to report to the Joint Education Interim Committee (JEIC) the results of the accountability system for each school in the state by September 1st of each year.

Weston County School District #7 requested an informal review of Upton High School's 2016-17 performance rating because the school missed the 95% participation requirement. As a result, the school's overall rating was docked from "Meeting Expectations" to "Partially Meeting Expectations". On November 17, 2017, the SBE held an informal review hearing pursuant to W.S. 21-2-204(d) and heard from the district and the Wyoming Department of Education on this matter. After hearing from both sides, the SBE deliberated and voted 7-to-4 to grant an exception to the 95% participation requirement and amend Upton High School's 2016-17 performance rating from "Partially Meeting Expectations" to "Meeting Expectations", and on December 1, 2017, the SBE notified the JEIC that the school performance ratings report had been amended to reflect the decision of the SBE to overturn the 2016-17 school performance rating for Upton High School.

Following the November 17th meeting, the SBE received guidance from the Attorney General's (AG) office stating that "a majority of the entire Board, not just voting members, must vote in favor of a motion in order for the Board to take action, [and therefore] the Board did not change Upton High School's accountability rating." The AG's office further advised that "there is no mechanism for revisiting the issue."

The SBE reconvened on December 11, 2017 and discussed the matter during executive session. The SBE decided to hold another vote to change Upton High School's original rating of "Partially Meeting Expectations" to "Meeting Expectations". The motion failed.

The SBE is rescinding the amended report that was submitted to the JEIC on December 1, 2017 and is reverting to the original report that was submitted on September 1, 2017 to reflect

Upton High School's original 2016-17 school performance rating of "Partially Meeting Expectations".

For more information, please contact Tom Sachse, SBE Coordinator, at tom.sachse@wyo.gov.



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MEMORANDUM

To: State Board of Education
From: Megan Degenfelder, Chief Policy Officer
Julie Magee, Accountability Director
Date: January 8, 2018
Subject: 2016-17 Accreditation Status for Sweetwater #1

Meeting Date: January 18, 2018

Item Type: Action: xx Informational:

Background:

At the June 2017 meeting, the State Board of Education (SBE) received recommendations about the status of each school's accreditation for the 2016-17 school year. At that time, Sweetwater County School District #1 was under a corrective action plan to address concerns around the Least Restrictive Environment requirement under IDEA.

Sweetwater #1 satisfactorily completed their corrective action plan as of September 22nd, and the Department is recommending that their 2016-17 accreditation status be amended from "Accreditation with Follow Up" to *full* accreditation.

Statutory Reference (if applicable):

- W.S. 21-2-202(c)

Supporting Documents/Attachments:

- 1_June 2017 SBE Meeting Packet
- 2_C-0117-16 Closure Letter
- 3_Oct 5th Email from IL Director

Proposed Motions:

"I move that the 2016-17 accreditation status for Sweetwater County School District #1 be amended from *Accreditation with Follow Up* to *Full Accreditation*."

For questions or additional information:

Contact Bill Pannell at bill.pannell@wyo.gov or (307)777-7322.



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.

June 22, 2017 201 North Connor Street Sheridan		
9:00 a.m.-9:30 a.m.	State Board of Education	
	<ul style="list-style-type: none"> • Call to Order • Pledge of Allegiance • Roll Call 	
	<ul style="list-style-type: none"> • Approval of Agenda 	Tab A
	<ul style="list-style-type: none"> • Minutes - May 18-19, 2017 	Tab B
	<ul style="list-style-type: none"> • Treasurer's Report 	Tab C
9:30 a.m.- 9:45 a.m.	Wyoming State Superintendent Update	Tab D
9:45 a.m.- 10:00 a.m.	Coordinator's Report	Tab E
10:00 a.m.- 1:45 p.m.	Board Reports and Updates- <ul style="list-style-type: none"> • Update on Chapters 6, 10, and 31 • JEIC Reports • Advisory Committee and Professional Judgement Panel • Alternative Schedule and School Performance Ratings • Every Student Succeeds Act Update 	Tab F
		Tab G
		Tab H
		Tab I
		Tab J
1:45 p.m.- 2:00 p.m.	Committee Updates: <ul style="list-style-type: none"> • Administrative Committee • Communications Committee • Professional Education Positions • Recalibration Advisory Committee 	Tab K
		Tab L
	Action Item: <ul style="list-style-type: none"> • Court Ordered Placement of Students Facility • Accreditation 	Tab M
		Tab N
	Other issues, concerns, discussion, public comment:	
	Adjourn the State Board of Education	

Accreditation Recommendations to SBE

The Wyoming State Board of Education determines the accreditation status of every Wyoming school district and every Wyoming institutional school.

Current Process

- Staffing Review
- School Improvement Plan & Assurances
- External Reviews
- Systems Review
- Recommendations discussed with Leadership

Current Process

- Staffing Review
 - Personnel paid only when certification and assignment match
 - Accreditation can be lowered for Misassignments
 - Corrective Action Plan required
- School Improvement Plan & Assurances
 - Review of calendars
 - On site Assurances check
 - Assurances submitted annually with improvement plans
- External Reviews – Advanc-Ed
- Systems Review – WDE Divisions
- Recommendations discussed with Leadership

AdvancEd Recommendations

- Districts
 - IEQs, based on External Reviews
 - Under Review from past year – all Accredited
 - Under Review current year – Uinta #6 based on APR
- Institutional Schools
 - Under Review from past year – all Accredited

Misassignments

- 1 district found with current misassignments
 - Crook #1
 - 1 Teacher
 - 2 Coaches
 - Recommend warning as no misassignments have occurred in past 7 years

Assurances

- All Assurances have been checked and verified either through data reports submitted by districts or during External Reviews on-site.

Systems Issues

- Individual Learning
 - Sweetwater #1 has had SPED concerns around Least Restrictive Environment
 - Recommend Accreditation with Follow-up for 2017-18 to complete a SPED Corrective Action Plan with TA
- Information Management
 - Hot Springs #1 has had concerns re: untimely reports
 - Recommend Full Accreditation with a warning letter

Corrective Action Plan

1. The District shall provide services to all special education students based on the unique, individual needs of students in the least restrictive environment, including an appropriate response to student progress. The plan shall comply with the following:
 - a. March 1, 2017: The District shall submit a Preliminary Corrective Action Plan in writing containing the following elements –
 - i. IEPs that directly connect PLAAFP to students IEP goals;
 - ii. IEPs that individualize service delivery to meet the unique needs of students in order to progress toward meeting IEP goals and participation in the general curriculum;
 - iii. IEPs that respond to student progress, evidencing review and reconsideration when students exceed anticipated progress or fail to make expected progress; and
 - iv. The elimination of any barriers to individualized service delivery, i.e., scheduling, grading, or the awarding of credits.
 - b. March 20, 2017: WDE shall review and provide feedback and/or approval for the Preliminary Corrective Action Plan.
 - c. June 1, 2017: The District shall formally adopt a final Corrective Action Plan and develop a Preliminary Implementation Plan to ensure all components (i.e. training, staffing, scheduling) will be firmly established in preparation for implementation. The Preliminary Implementation Plan shall include specific implementation steps and a detailed timeline for completion.
 - d. August 1, 2017: The District shall provide a Final Implementation Plan to WDE, verifying that all necessary steps have been taken to provide services consistent with the Plan commencing with the 2017-2018 school year.
2. The District shall provide notice to the parent (or adult student) of each student enrolled in the Edge Program during the 2015-2016 and 2016-2017 school years of the following:
 - a. For each student with a current IEP, still enrolled in the district. Those students IEP teams shall conduct a detailed review of the students' progress and the educational benefit received during enrollment the Edge program. If the student failed to make expected progress, the team shall provide remediation opportunities based on the student's unique needs;

- b. For students who have exited special education, the District shall offer to meet with the student and/or parent to review student's progress, the educational benefit received while enrolled in the Edge program, and the need to provide remediation opportunities based on the student's unique needs, if applicable and agreed upon by both the district and the parents and or student;
 - c. A Prior Written Notice (PWN) shall be separately drafted for each student to memorialize the review of this decision, the student's progress and educational benefit received while enrolled in the Edge program, and the options considered to remediate the lack of educational benefit, if any; and
 - d. The PWN shall be submitted to WDE within five (5) days of the completion of each IEP meeting.
3. All required documentation evidencing compliance with the above steps must be submitted in a timely manner.
4. The District must continue to follow the recommendations and requirements of the ongoing Compliance Agreement between the District and WDE. All corrective action requirements herein are in addition to any requirements in the Compliance Agreement currently in effect or as amended in the future.

2016-17 District Accreditation Recommendations, Two Year Comparison/ 5/30/2017



District	Accreditation Status	Recommended Status Based On:	Accreditation Status
	2016-17 Recommendation		2015-16 with Reason
Albany #1	Accreditation with Follow-up	Misassignments in 2 of last 4 years	Full Accreditation - IEQ 285
Big Horn #1	Full Accreditation	IEQ 304	Full Accreditation
Big Horn #2	Full Accreditation	IEQ 337	Full Accreditation
Big Horn #3	Full Accreditation	IEQ 294	Full Accreditation
Big Horn #4	Full Accreditation	IEQ 283	Full Accreditation
Campbell #1	Full Accreditation		Full Accreditation
Carbon #1	Full Accreditation	IEQ 283	Full Accreditation
Carbon #2	Full Accreditation	IEQ 266	Full Accreditation
Converse #1	Full Accreditation	External Review IEQ 301	Full Accreditation
Converse #2	Full Accreditation	External Review IEQ 286	Full Accreditation
Crook #1	Full Accreditation		Full Accreditation
Fremont #1	Full Accreditation	IEQ 260	Full Accreditation
Fremont #2	Full Accreditation	APR Completed, IEQ 233	Accreditation with Follow-up - IEQ 217, Making progress on APR
Fremont #6	Full Accreditation	IEQ 302	Full Accreditation
Fremont #14	Full Accreditation	IEQ 251	Full Accreditation
Fremont #21	Full Accreditation	IEQ 245	Full Accreditation
Fremont #24	Full Accreditation	IEQ 316	Full Accreditation
Fremont #25	Full Accreditation	IEQ 275	Full Accreditation
Fremont #38	Full Accreditation	IEQ 235	Full Accreditation
Goshen #1	Full Accreditation	IEQ 237	Full Accreditation
Hot Springs #1	Full Accreditation	External Review IEQ 280, Warning letter re: Data Reporting System	Full Accreditation
Johnson #1	Full Accreditation		Full Accreditation
Laramie #1	Full Accreditation	IEQ 283	Full Accreditation
Laramie #2	Full Accreditation	IEQ 261	Full Accreditation
Lincoln #1	Full Accreditation	IEQ 298	Full Accreditation
Lincoln #2	Full Accreditation	IEQ 312	Full Accreditation
Natrona #1	Full Accreditation	External Review IEQ 287	Full Accreditation
Niobrara #1	Full Accreditation	IEQ 256	Full Accreditation

District	Accreditation Status	Recommended Status Based On:	Accreditation Status
	2016-17 Recommendation		2015-16 with Reason
Park #1	Full Accreditation	IEQ 306	Full Accreditation
Park #6	Full Accreditation	IEQ 288	Full Accreditation
Park #16	Full Accreditation	IEQ 308	Full Accreditation
Platte #1	Full Accreditation	IEQ 232	Full Accreditation
Platte #2	Full Accreditation	APR completed, IEQ 249	Accreditation with Follow-up, Completing APR
Sheridan #1	Full Accreditation		Full Accreditation
Sheridan #2	Full Accreditation		Full Accreditation
Sheridan #3	Full Accreditation		Full Accreditation
Sublette #1	Full Accreditation	IEQ 321	Full Accreditation
Sublette #9	Full Accreditation	IEQ 288	Full Accreditation
Sweetwater #1	Accreditation with Follow-up	Recommended to complete Corrective Action Plan for Individual Learning with TA	Full Accreditation - IEQ 278
Sweetwater #2	Full Accreditation	IEQ 288	Full Accreditation
Teton #1	Full Accreditation	IEQ 291	Full Accreditation
Uinta #1	Full Accreditation	IEQ 298	Full Accreditation
Uinta #4	Full Accreditation	IEQ 295	Full Accreditation
Uinta #6	Accreditation with Follow-up	APR, making progress on 2 of 6 requirements, continuing work on 4 of 6	Full Accreditation - IEQ 229
Washakie #1	Full Accreditation	IEQ 319	Full Accreditation
Washakie #2	Full Accreditation	IEQ 282	Full Accreditation
Weston #1	Full Accreditation		Full Accreditation
Weston #7	Full Accreditation		Full Accreditation
St. Stephens	Full Accreditation	APR completed, IEQ 193 (164 for HS, 203 for Elem.)	Accreditation with Follow-up, Completing APR

For information on Accreditation contact Dianne Frazer at 307-777-8676 or dianne.frazer@wyo.gov



WYOMING
DEPARTMENT OF EDUCATION

*Creating Opportunities
for Students to Keep
Wyoming Strong*

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Superintendent of Public Instruction

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On the Web

edu.wyoming.gov
wyomingmeasuresup.com

September 22, 2017

Steve Chasson
Rock Springs High School
1375 James Drive
Rock Springs, WY 82901

Kayci Arnoldi
Sweetwater County School District #1
3550 Foothill Blvd.
Rock Springs, WY 82901
arnoldik@sw1.k12.wy.us

Via Email and U.S. Mail

Re: State Complaint #C-0117-16 Closure Letter

Dear Parties:

WDE concluded its investigation and issued a final decision with an Order for Corrective Action on December 11, 2016. WDE finds that all required corrective action is complete and satisfied.

Therefore, WDE shall formally close the file effective the date of this letter.

If you have any questions or concerns regarding this correspondence, please contact the Dispute Resolution Coordinator at 307-777-2691 or Jordan.brock@wyo.gov

Sincerely,

Jordan Brock,
Dispute Resolution Coordinator

Cc: Kelly McGovern, Superintendent
Brady Baldwin, Board Chair
Anne-Marie Willams, WDE Individual Learning Division Director
Brent Bacon, Chief Academic Officer
Katherine Leuschel, Assistant Attorney General

Anne-Marie Williams

Oct
5

to me, Bill, Brent

Hi Julie & Bill,

Sweetwater CSD #1 is recommended for Accreditation with Follow-up. The district has experienced ongoing systems issues in Special Education services. WDE has conducted hearings and has developed a Corrective Action Plan to improve the areas where issues have occurred.

Sweetwater #1 cleared their Corrective Action Plan dated September 22, 2017. The District is considered in compliance with the Corrective Action Plan details. The closure letter is attached for your reference.

Anne-Marie Williams

Director of Individual Learning
Wyoming Department of Education
[307.777.3530](tel:307.777.3530) office
[307.286.1440](tel:307.286.1440) cell

PLEASE NOTE *E-Mail to and from me, in connection with the transaction of public business, is subject to the Wyoming Public Records Act.*

State Board of Education
Legislative Committee
October 23 Meeting Summary

The State Board of Education (SBE) Legislative Committee met via electronic conference on October 23, beginning around 3:00 p.m. and concluding around 3:30 p.m.

Max Mickelson was facilitator for the meeting. No motions were made.

Nate Breen, Max Mickelson, Jim Rose, Tom Sachse, Kari Eakins, and Kylie Taylor attended the duration.

Purpose: Report review, response to legislator inquiry, and legislative position paper development.

Meeting minutes from our September 20 committee meeting were reviewed with no changes suggested.

DISCUSSION:

1. The SBE has a request for information made by Representative JoAnn Dayton regarding 18LSO-0085, Representative Timothy Hallinan's bill. Tom Sachse will write a response. Max Mickelson sent Representative Dayton's original request and mailing address to Tom via text.
2. Dr. Julie Magee's table of required reports delineating informational versus recommendation reports is held to be an excellent guide for the SBE and WDE to know which reports require SBE approval as opposed to those we merely need be aware of. Barring an unforeseen issue, this committee recommends its use for reporting purposes and expression of need regarding a coordinator position.
3. Regarding a legislative priority statement
 - a. Given the expectation of our legislature for the duties of the SBE, this committee recommends a fully funded coordinator position be advocated for by the SBE.
 - b. Given the strong support by both the Governor's office and Wyoming Department of Education (WDE) for computer science/computational thinking, this committee recommends an analysis of cost/benefits, impact on schools, and related areas be prepared.
 - c. In looking holistically at the state of Wyoming's economy, educational challenges, and many chapter revisions underway, a broad statement of adequate funding of education broadly with a coordinator position, computer science, and other relevant topics included as a subset is the final recommendation from this committee for a legislative priority statement by the full SBE.
 - d. Jim Rose asked, noting the budget hearing for the WDE is scheduled for 10/24, if we knew where the funding request stands for the SBE coordinator position. Kari Eakins responded that the SBE coordinator position is included in the WDE budget request at its current reduced funding level. Tom will connect with Walt Wilcox for guidance regarding reaching out to the Governor's office on this issue.

4. 2017-2018 School Performance Report

- a. Julie had asked we include this in our agenda. She was unable to attend. Kari and Tom surmised this is to see if the SBE will approach our legislature to shift the due date from September 1 to a later date as a one off or ongoing change allowing for the needed adjustments from the switch to WY-TOPP and limitations provided by the ACT. Tom will follow up with Julie.
5. Mike O'Donnell, Assistant Attorney General, scheduled a meeting of relevant parties for October 26. Walt, Tom, Kylie Taylor, various WDE staff, several superintendents and curriculum directors will attend to address the ongoing challenges, both statutory and other, impacting chapter 31. Tom will send a report to this committee.

Meeting was adjourned on that note.

Recommendation: A motion to be made, discussed, and acted on by our board as a whole to formalize our legislative priorities and direct formulation of a written statement.