



ACTION SUMMARY SHEET

DATE: September 20, 2018

ISSUE: Approval of Agenda

BACKGROUND:

SUGGESTED MOTION/RECOMMENDATION:

To approve the Agenda for the September 20-21, 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.

September 20, 2018 222 East 4 th Avenue Afton		
8:00 a.m.	State Board of Education	
8:00 a.m. - 8:30 a.m.	<ul style="list-style-type: none"> • Call to Order • Roll Call • Pledge of Allegiance 	
	<ul style="list-style-type: none"> • Approval of Agenda 	• Tab A
	<ul style="list-style-type: none"> • Minutes • July 12, 2018 	• Tab B
	<ul style="list-style-type: none"> • Treasurers Report 	• Tab C
	<ul style="list-style-type: none"> • Wyoming State Superintendent Update 	• Tab D
8:30 a.m. - 9:15 a.m.	Presentation from Jay Harnack, Sublette County School District #1 Superintendent	
9:15 a.m. - 10:15 a.m.	<u>Coordinator's Report:</u> <ul style="list-style-type: none"> • Legislative Update and Direction • Accountability Update • PJP Planning Update • Basket of Goods Update • Rules Discussion: Chapter 3, 21, 22 and New Accountability Rules • Introduction to Board Docs 	• Tab E
10:15 a.m. - 11:00 a.m.	<ul style="list-style-type: none"> • Accreditation Update • NASBE Conference 	<ul style="list-style-type: none"> • Tab F • Tab G
11:00 a.m. - 11:30 a.m.	<u>SBE Committee Reports:</u> <ul style="list-style-type: none"> • Communications Committee • Administrative Committee 	<ul style="list-style-type: none"> • Tab H • Tab I
11:30 a.m. - 12:00 p.m.	<u>Action Items:</u> <ul style="list-style-type: none"> • Policies of Governance 	• Tab J
12:00 p.m.	Lunch	
1:00 p.m. - 5:00 p.m.	State Board of Education Discussions on Stakeholder Engagement	
5:00 p.m.	Recess the State Board of Education	

September 21, 2018

8:00 a.m.	Reconvene the State Board of Education
8:00 a.m. - 12:00 p.m.	Continuation of Board Discussion on Equity
	Other issues, concerns, discussion, public comment:
	Adjourn

DRAFT



ACTION SUMMARY SHEET

DATE: September 20, 2018

ISSUE: Approval of Minutes

BACKGROUND:

SUGGESTED MOTION/RECOMMENDATION:

To approve the minutes from the State Board of Education meeting on July 12, 2018

SUPPORTING INFORMATION ATTACHED:

- Minutes of July 12, 2018

PREPARED BY: Kylie Taylor

Kylie Taylor, Executive Assistant

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

COMMENTS:

WYOMING STATE BOARD OF EDUCATION
July 12, 2018
2300 Capitol Ave.
Cheyenne

Wyoming State Board of Education members present: Chairman Wilcox, Sue Belish, Max Mickelson, Superintendent Balow, Ken Rathbun, Ryan Fuhrman, Kathryn Sessions, Robin Schamber, Nate Breen, Scotty Ratliff, Forrest Smith, and Dean Ray Reutzel (via Zoom).

Members absent: Dan McGlade and Dr. Sandra Caldwell.

Also present: Kylie Taylor, WDE; Dr. Thomas Sachse; Kari Eakins, WDE; Mackenzie Williams, Attorney General's Office (AG); and Adam Leuschel, AG.

July 12, 2018

CALL TO ORDER

Chairman Wilcox called the State Board of Education to order at 8:12 a.m.

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

APPROVAL OF AGENDA

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

APPROVAL OF MINUTES

Minutes from the June 21, 2018 State Board of Education meeting were presented for approval.

Max Mickelson moved to approve the minutes, seconded by Kathryn Sessions; the motion carried.

TREASURER'S REPORT

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

Ken Rathbun moved to approve the presented Treasurer's Report, seconded by Sue Belish; the motion carried.

State Superintendent's Update

State Superintendent Jillian Balow updated the SBE on the WY-TOPP summative assessment window ended on May 11, and in June an educator panel convened to determine performance level descriptors for grades 9-10. The Boot Up Wyoming team visited over half of Wyoming school districts as part of its landscape analysis. The WDE presented on several topics at the Joint Education Interim Committee's June meeting, the WDE was working on Government Efficiency Commission to identify efficiencies in areas such

as special education and transportation, in consultation with several stakeholder groups. Superintendent Balow also informed the SBE of all the statewide conferences the WDE was hosting throughout the summer and welcomed them to join.

Coordinator's Report

SBE Coordinator, Dr. Thomas Sachse started his Coordinator's Report with an update on the Professional Judgement Panel (PJP) planning. A call for PJP members was released and Tom asked for guidance from the SBE on how to move forward.

Tom reviewed the reports he made to Joint Education Interim Committee (JEIC) in June. Tom discussed three topics with members of the committee including accountability, the State's education program, and the promulgation of Chapters 6, 10, and 31.

Tom asked the board to provide input on the State's education program, Tom presented a survey that represent some preliminary thinking about the types of questions that might be asked efficiency using technology.

Changes and edits that were made to the Governance Policies were presented on and indicated they would later be voted on by the board for approval.

The final two topics Tom presented on were blog post approvals and retreat topics for the September SBE meeting. Tom prepared blog posts with Kelly Pascal's help and said he's hoping to have more ready for approval at the next meeting.

The SBE and WDE staff discussed potential retreat topics and locations, it was decided the retreat location would be in either Afton or Pinedale. Kylie said she would do research to determine which location would be more suitable for the meeting.

SBE COMMITTEE UPDATES

Administrative Committee

Sue Belish went over the administrative committee meeting minutes from the packet. The committee reviewed agenda topics, the SBE coordinator's update, the next administrative committee meeting, and additional topics which included Kylie volunteering to order a retirement present for Jim Rose.

Communications Committee

Ryan Fuhrman discussed the last communication committee meeting as well as the end of Kelly Pascal's contract. The committee decided as a whole they would work directly with Kari and the communications team at the WDE instead of hiring someone to help with their communications work.

ACTION ITEMS

Governance Policies

Sections 8-16 of the Governance Policies were presented to the board to be approved. Nate Breen moved to approve section 8-16 of the policies, seconded by Scotty Ratliff; the motion carried.

Charter Schools – Arapaho

Fremont County School District #38 presented their reapplication waiver for Arapaho Charter School to continue operations as a 9-12 school.

Max Mickelson moved to approve the waiver for Arapaho Charter School, seconded by Ken Rathbun; the motion carried.

Chapter 29 Rules

During the June SBE meeting, the board voted to promulgate Chapter 29 Emergency Rules. The Emergency Rules were signed by Governor Mead and filed with the Secretary of State's Office. The Emergency Rules were temporary and only effective for 120 days.

Since no changes were requested for the emergency rules, Sue Belish moved to approve Chapter 29 Regular Rules, seconded by Nate Breen; Kylie took a roll call vote, the Rules passed 10-1 with one voting member absent.

Accreditation Recommendations

The WDE Accreditation Section manages the accreditation process for districts each year by conducting a staffing review assuring appropriately assigned staff, reviewing School Improvement Plans and Assurances, communicating with all agency divisions regarding systems reviews, and overseeing external site visits. The WDE presented the Wyoming school districts that were seeking full accreditation.

Sue Belish moved to grant full accreditation to Crook County School District #1, seconded by Max Mickelson, Ken Rathbun abstained from voting; the motion carried.

Sue Belish moved to grant full accreditation to Laramie County School District #1, seconded by Forrest Smith, Nate Breen abstained from voting; the motion carried.

Sue Belish moved to grant full accreditation to Natrona County School District #1, seconded by Ken Rathbun, Chairman Wilcox abstained from voting; the motion carried.

Sue Belish moved to grant full accreditation to Sheridan County School District #2, seconded by Max Mickelson, Ryan Fuhrman abstained from voting; the motion carried.

Sue Belish moved to grant full accreditation to Sublette County School District #1, seconded by Nate Breen, Robin Schamber abstained from voting; the motion carried.

Sue Belish moved to grant full accreditation to Sweetwater County School District #1, seconded by Forrest Smith, Max Mickelson abstained from voting; the motion carried.

Sue Belish moved to grant full accreditation to the rest of the Wyoming school districts presented on by the WDE, seconded by Ken Rathbun; the motion carried.

Chapter 6, 10, 31 Rules

Ken Rathbun moved to approve Chapter 6 Rules on Accreditation, seconded by Kathryn Sessions; the motion carried.

Nate Breen moved to approve Chapter 10 Rules on Wyoming Content and Performance Standards, seconded by Sue Belish; the motion carried.

Sue Belish moved to approve Chapter 31 Rules on Graduation Requirements, seconded by Max Mickelson; the motion carried.

NEXT MEETING

The board's next meeting will take place in Afton on September 20-21, 2018

The State Board of Education adjourned at 1:45 p.m.

DRAFT



ACTION SUMMARY SHEET

DATE: September 20, 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

SUMMARY REPORT

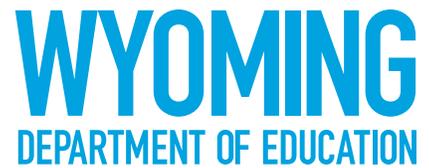
State Board of Education

FY17 Budget

30 June 2017 thru 10 September 2018

DESCRIPTION	BUDGETED	EXPENDED	ENCUMBERED	REMAINING BALANCE	Percentage
Personal Services (0100 series)					
[App Unit 001]	60,000.00	55,465.86		4,534.14	7.56%
Supportive Services (0200 series)					
[App Unit 001]	147,275.00	139,244.65	3,548.00	4,482.35	3.04%
Data Processing Charges (0400 series)					
[App Unit 001]	5,737.00	5,210.05		526.95	9.19%
Professional Services (0900 series)					
[App Unit 001]	30,794.00	14,931.50	375.00	15,487.50	50.29%
	243,806.00	214,852.06	3,923.00	25,030.94	10.27%
Professional Services (0900 series)					
[App Unit 009]	145,848.00	21,747.91	43,320.00	80,780.09	55.39%
[App Unit 001]	84,500.00	83,693.86	0.00	806.14	0.95%
TOTAL	230,348.00	41,166.16	3,153.46	186,028.41	79.98%

CREATING
OPPORTUNITIES
FOR STUDENTS TO
KEEP WYOMING
STRONG



JILLIAN BALOW

Superintendent of Public Instruction

DICKY SHANOR

Chief of Staff

SHELLEY HAMEL

Chief Academic Officer

MEGAN DEGENFELDER

Chief Policy Officer

DIANNE BAILEY

Chief Operations Officer



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ON THE WEB

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To: Wyoming State Board of Education
From: Jillian Balow, Superintendent of Public Instruction
Date: September 20-21, 2018
Subject: State Superintendent's Update

The 2018-19 school year is in full swing after a busy summer full of stakeholder meetings, conferences, and work at the Wyoming Department of Education (WDE).

Thank you to all who attended one of the many WDE conferences recently hosted across the state. Over 1,200 attendees took part in one of the four conferences offered.

The WY-TOPP fall interim window is currently open until September 28. The WDE assessment team has worked to implement testing upgrades to meet the needs and concerns expressed by districts over the past year.

WDE's first cohort of Professional Learning Communities (PLC) schools have been hard at work this summer to implement best practices and improve student learning. WDE is proud to support this new program within the Statewide System of Support and provide necessary resources to our schools.

The Boot Up Wyoming Team finished tours to all 48 school districts to gather information about computer science education. We will use this information, along with that from a computer science cost survey, to develop a landscape analysis of computer science efforts and needs across the state. The computer science standards review committee has already met several times and has proven to be an excellent collaboration between educators, business and industry, and community members.

As you may be aware, in addition to Chapters 6, 10, and 31, the Governor has also approved final rules for Chapters 38 for Hathaway and 43 for a school nutrition program. The public comment period is now open for Chapters 29 for Certified Evaluation Systems and 8 and 44 regarding Special Education funding. The WDE is also working with various stakeholder groups to update transportation rules, Chapters 2 and 20.



**WYOMING
STATE BOARD
OF EDUCATION**

September 8, 2018

To: State Board Members

From: Tom Sachse, Ph.D.

RE: Legislative Input

On September 7th, I sent board members copies of two draft bills that will be discussed by the Joint Education Interim Committee (JEIC) on September 28th. One bill, currently titled 2019 LSO-0006, includes proposed modifications to the Wyoming Accountability in Education Act (WAEA) including clarifications regarding the state board's role in conducting informal hearings from districts that wish to challenge the school performance ratings reported by the Wyoming Department of Education as well as situations in which the state board would convene a Professional Judgment Panel (PJP).

Another bill, the engrossed version of House Bill 37 from the 2017 general session, would remove teachers from Phase 2 accountability requirements. Remember this bill was significantly amended in the State Senate to the point where members of the House could not find compromise in the conference committee.

If the board has specific views on either of these legislative matters, I will present those recommendations to the JEIC on September 28th.



September 8, 2018

To: State Board Members

From: Tom Sachse, Ph.D. (with Dr. Julie Magee)

RE: Recent Accountability Meetings

At your direction, I have attended the last two meetings of the Accountability Advisory Committee and the Technical Advisory Group. The Accountability Advisory Committee (AC) is chaired by former State Superintendent Judy Catchpole and staffed by Scott Marion of the Center for Assessment. This group (on which Sue Belish represents the state board) provides recommendations to the Wyoming Department of Education (WDE) and state legislature on administrative and legislative matters affecting school accountability. The Technical Advisory Group (TAG) is staffed by Dr. Chris Domeleski and makes recommendations to the WDE and state legislature relative to the accountability system for alternative schools.

Both groups have established weights for the various indicators comprising each accountability system. While the AC has not made further recommendations about accountability indicator targets, the TAG has done just that. It may be that the state board wishes to make recommendations (regarding 2019 LSO-0006) relative to which matters are the province of these advisory committees and which are left to the Professional Judgment Panels.

In the backdrop of these two sets of Professional Judgment Panel recommendations lie the federal regulations for accountability under the Every Student Succeeds Act (ESSA). I asked Dr. Magee to reprise her presentation at the recent WAVE conference on the similarities and differences between the state and federal accountability systems. It is very important that the state board keep apprised of the twin accountability systems operating in Wyoming.

Update on Wyoming's School Accountability System

Every Student Succeeds Act (ESSA)

- Federal accountability system
- Replaced No Child Left Behind
- More flexibility for states
- Includes school-based, long-term goals for Achievement, Graduation Rate, and English Language Proficiency

WY Accountability in Education Act (WAEA)

- State accountability system
- Created in 2011 by state legislature
- Designed to represent performance of WY schools
- Includes separate model for alternative schools

A Cohesive System

- Wherever possible, the state and federal accountability models are identical
- Comparison table designates any differences in **red**
- Both models are designed to celebrate a school's success based on multiple indicators, not just a single test score
- Both models are also designed to identify schools in need of support

Notable Differences from Previous Years

- Participation rate
 - Under WAEA, schools were docked a full performance level for participation <95% and received automatic “Not Meeting Expectations” for participation <90%
 - Now, a participation rate below 95% will be treated the same way under WAEA as it will be for ESSA
 - Any non-participants in excess of 5% will be counted as “not proficient”
 - This approach is applicable to FAY students, and will only impact the Achievement indicator

Notable Differences from Previous Years

- Achievement is calculated in grades 3-10 based on WY-TOPP
 - ACT in grade 11 is used only for Growth and Equity
- Equity
 - Included for **grades 4-10** for all traditional schools under **WAEA**
 - Included for **grades 4-8** for all traditional schools under **ESSA**
 - Not included for alternative schools

Notable Differences from Previous Years

- English Language Proficiency
 - Includes all K-12 EL students
 - Designed to measure student progress toward English language acquisition
 - Measured using ACCESS 2.0
- Post-Secondary Readiness
 - Designed to measure % of students who are college-, career-, or military-ready
 - Three options are based on a curriculum plus additional measure such as ACT, NOCTI, ASVAB, college credit, etc.

Readiness Indicator Flexibility

- What it was: College Readiness
 - Used ACT scores, grad rates, and Hathaway Success Curriculum as measures
- What it is now: Post-Secondary Readiness
 - College – Hathaway (HSC) + ACT or earned college credits
 - Career – CTE Pathway + CTE exam or industry-recognized certification
 - Military – HSC or CTE Pathway + ASVAB

What's Coming Next?

- Cut scores for each indicator will be developed using 2017-18 performance data and used to produce an overall school performance rating
 - Long-term goals will be updated to reflect performance on WY-TOPP rather than PAWS and ACT
 - ESSA plan will be re-submitted for approval in January 2019

Important Timelines

- **School Performance Ratings & Identification**
 - 2018-19: November 1, 2018
 - 2019-20 & Beyond*: September 1
- **School Improvement Plans**
 - 2018-19: Due February 1, 2019
 - 2019-20 & Beyond*: Due November 1

*In years when a significant component of the accountability system changes, the timeline will reflect 2018-19 timeline (see Timeline document)

Questions?

ACCOUNTABILITY, IDENTIFICATION, and SCHOOL IMPROVEMENT TIMELINE
2018-19

What?	Who?	By When?
Student-level cut scores are established to determine proficiency levels on new WY-TOPP assessment	AIR, WDE, Wyoming Educators	July/August 2018
Recommendations for School Performance Ratings (SPRs) are finalized	Advisory Committee (Traditional Schools) Technical Advisory Group (Alternative Schools)	Late summer 2018
Target levels and overall school performance levels are established	Professional Judgement Panel	Early fall 2018
Schools receive confidential SPR reports (includes ESSA and WAEA determinations)	WDE	October 2018
SPR reports are made public	WDE	November 1, 2018
Schools are identified as Partially Meeting (PM) or Not Meeting (NM) expectations	WDE	November 1, 2018
Schools are identified for Comprehensive Support & Improvement (CSI)	WDE	November 1, 2018
Schools are identified for Targeted Support & Improvement (TSI)	WDE	November 1, 2018
School Improvement Plans submitted to WDE (if applicable)	Identified Schools	February 1, 2019

ACCOUNTABILITY, IDENTIFICATION, and SCHOOL IMPROVEMENT TIMELINE
2019-20 and Beyond*

What?	Who?	By When?
Recommendations for School Performance Ratings (SPRs) finalized	Advisory Committee	Only as needed
Target levels and overall school performance levels are established	Professional Judgement Panel	Only as needed
Schools receive confidential SPR reports (includes ESSA and WAEA determinations)	WDE	August
SPR reports are made public	WDE	September 1
Schools are identified as Partially Meeting (PM) or Not Meeting (NM) expectations	WDE	September 1
Schools are identified for Comprehensive Support & Improvement (CSI)	WDE	September 1
Schools are identified for Targeted Support & Improvement (TSI)	WDE	September 1
School Improvement Plans submitted to WDE (if applicable)	Identified Schools	November 1

**In years when a significant component of the accountability system changes, including changes to the state assessment, the timeline will reflect the 2018-19 timeline.*

May 2018

Comparison Table: WAEA vs. ESSA

INDICATOR	Description for STATE Accountability	Description for FEDERAL Accountability
Achievement	WAEA	ESSA
Indicator Description	The Achievement indicator measures the percentage of students who are proficient in reading, math, and science in grades 3-10.	
All Schools	A school's Achievement score is based on Math, Reading, Science	A school's Achievement score is based on Math and Reading
Assessment Used	WY-TOPP for grades 3-10	WY-TOPP for grades 3-10
Growth	WAEA	ESSA
Indicator Description	The Growth indicator measures the change in achievement for students (academic peers) from year to year.	
All Schools	A school's Growth score is based on the median student growth percentile (MGP) in reading and math combined for all students in grades four through eleven.	A school's Growth score is based on the median student growth percentile (MGP) in reading and math combined for all students in grades four through eleven.
Assessment Used	WY-TOPP for grades 3-8 and ACT in grade 11 for all high schools	WY-TOPP for grades 3-8 and ACT in grade 11 for all high schools
Equity	WAEA	ESSA
Indicator Description	The Equity indicator is the median student growth percentile (MGP) in reading and math combined for a subgroup of students who had low reading and math test scores in the prior year (i.e. scores in the bottom quartile in reading, math, or both). This indicator is designed to measure and ideally minimize achievement gaps.	
Grades 3-8	A school's Equity score is based upon the growth of all students with greater weight (i.e. 80%) being given for students identified as belonging to a consolidated subgroup at the school.	A school's Equity score is based upon the growth of all students with greater weight (i.e. 80%) being given for students identified as belonging to a consolidated subgroup at the school.
Traditional High Schools	A school's Equity score is based upon the growth of all students with greater weight (i.e. 80%) being given for students identified as belonging to a consolidated subgroup at the school.	Not included
Alternative High Schools	Equity is not included in the alternative school accountability model. Climate and Engagement are two indicators included for alternative schools, but not traditional schools.	Not included
Assessment Used	WY-TOPP for grades 3-8 and ACT in grade 11 for traditional high schools	WY-TOPP for grades 3-8 only

Comparison Table: WAEA vs. ESSA

English Language Proficiency (ELP)	WAEA	ESSA
Indicator Description	The ELP indicator is a new indicator that measures an English learner's (EL) progress toward becoming proficient in the English language.	
Grades 3-8 (applicable only to EL students)	A school's ELP score is based on the percentage of EL students who are making reasonable progress toward English language acquisition. A performance level score of 4.6 on the overall composite will be used in Wyoming as evidence of English Proficiency.	A school's ELP score is based on the percentage of EL students who are making reasonable progress toward English language acquisition. A performance level score of 4.6 on the overall composite will be used in Wyoming as evidence of English Proficiency.
Traditional High Schools (applicable only to EL students)	A school's ELP score is based on the percentage of EL students who are making progress toward English language acquisition. A performance level score of 4.6 on the overall composite will be used as evidence of English Proficiency.	A school's ELP score is based on the percentage of EL students who are making progress toward English language acquisition. A performance level score of 4.6 on the overall composite will be used as evidence of English Proficiency.
Alternative High Schools (applicable only to EL students)	English Language Proficiency is not included in the alternative school accountability model. Climate and Engagement are two indicators included for alternative schools, but not traditional schools.	A school's ELP score is based on the percentage of EL students who are making progress toward English language acquisition. A performance level score of 4.6 on the overall composite will be used as evidence of English Proficiency.
Assessment Used	ACCESS 2.0 for all except alternative schools	ACCESS 2.0 for all schools
Readiness (High School)	WAEA	ESSA
Indicator Description	The Readiness indicator is comprised of sub-indicators that measure progress toward on-time graduation, graduation rate, and outcomes related to post-secondary readiness.	
Grades 3-8	Not included	Not included
High School	A school's Readiness score is based on graduation rate (extended) AND specific sub-indicators (see below*).	For ESSA, the graduation rate is a separate indicator from the other Readiness indicators (see below*).
<i>Sub-Indicators for Readiness* (HS only)</i>	WAEA	ESSA
Graduation Rate	Four-year, On-time Rate plus 5 th , 6 th , and 7 th year graduates	Four-year, On-time Rate Only
9 th grade credits earned	Percent of grade 9 students earning 1/4th of the credits needed for graduation	Not included

Comparison Table: WAEA vs. ESSA

<i>Post-Secondary Readiness*</i> <i>(traditional HS only)</i>	WAEA	ESSA
College Readiness	Option 1 for Readiness indicator: <i>Completion of a college success curriculum and one or more of the following: a college-ready score on a standardized college entrance exam or college credits earned through Advanced Placement, International Baccalaureate, or dual/concurrent courses.</i>	Option 1 for Readiness indicator: <i>Completion of a college success curriculum and one or more of the following: a college-ready score on a standardized college entrance exam or college credits earned through Advanced Placement, International Baccalaureate, or dual/concurrent courses.</i>
Career Readiness	Option 2 for Readiness indicator: <i>Completion of a CTE pathway (minimum of a 3 course sequence) and one or more of the following: a passing score on a CTE exam or industry-recognized certification.</i>	Option 2 for Readiness indicator: <i>Completion of a CTE pathway (minimum of a 3 course sequence) and one or more of the following: a passing score on a CTE exam or industry-recognized certification.</i>
Military Readiness	Option 3 for Readiness indicator: <i>Completion of a college success curriculum or a CTE pathway and a military-readiness score on the ASVAB.</i>	Option 3 for Readiness indicator: <i>Completion of a college success curriculum or a CTE pathway and a military-readiness score on the ASVAB.</i>
<i>Post-Secondary Preparation*</i> <i>(alternative HS only)</i>	WAEA	ESSA
Graduation Credential	This includes students who earn a diploma OR pass a high school equivalency exam (i.e. GED)	Not included
Credit Earning	In addition to 9 th grade, credit earning is tracked in grades 10 and 11.	Not included
College & Career Readiness	This is based on students post-secondary preparation activities while attending an alternative school (i.e. taking Hathaway courses, earning college credit, participating in CTE, taking the ACT, WorkKeys, and/or ASVAB)	Not included
GOAL PARAMETERS	WAEA	ESSA
Achievement (all schools)	Based on schools performing in the top 35% on the state assessment during the baseline year (2015-16). Subgroup goal based on schools performing in the top 20% for each subgroup on the state assessment during the baseline year (2015-16).	Based on schools performing in the top 35% on the state assessment during the baseline year (2015-16). Subgroup goal based on schools performing in the top 20% for each subgroup on the state assessment during the baseline year (2015-16).

Comparison Table: WAEA vs. ESSA

English Language Proficiency (all schools)	Based on schools performing in the top 35% that are making acceptable progress toward proficiency in English. Subgroup goal based on schools performing in the top 20% that are making acceptable progress toward proficiency in English.	Based on schools performing in the top 35% that are making acceptable progress toward proficiency in English. Subgroup goal based on schools performing in the top 20% that are making acceptable progress toward proficiency in English.
Graduation Rate (all high schools)	Based on schools performing in the top 35% for four-year, on-time graduation rate the baseline year (2015-16). Subgroup goal based on schools performing in the top 20% for four-year, on-time graduation rate the baseline year (2015-16).	Based on schools performing in the top 35% for four-year, on-time graduation rate the baseline year (2015-16). Subgroup goal based on schools performing in the top 20% for four-year, on-time graduation rate the baseline year (2015-16).
IDENTIFICATION	WAEA	ESSA
Categories (all schools)	Schools are assigned to one of four performance levels based on their pattern of performance on the indicators: Exceeding, Meeting, Partially Meeting, or Not Meeting expectations. Schools Partially Meeting or Not Meeting Expectations must adhere to specific improvement requirements including the submission of an improvement plan. The state does not rank schools under WAEA.	Schools are assigned to specific categories of support based on performance on the indicators. Identification for Comprehensive Support (state-led interventions) will be applicable only to Title I schools except in cases where high schools are failing to graduate less than one-third of their students. Identification for Targeted Support (district-led interventions) will be applicable to all schools based on subgroup performance. Both Comprehensive and Targeted Support require a ranking of schools in order to be identified.

Important Notes:

- A coherent system:
 - Many of the indicators are identical between WAEA and ESSA. Indicators for ESSA include only what is required by federal law. Indicators for WAEA, including alternative schools, represent a model that is best for Wyoming schools and students. All schools will be held to the same long-term goals under ESSA, and the components of WAEA are designed to support schools in reaching those goals.
- Identification and Support:
 - Different conclusions are drawn based on indicators: under WAEA, schools are assigned a school performance rating. The same indicators are used to identify schools for support and interventions under ESSA.
- Long-Term Goals:
 - The long-term goals for Achievement will be updated using 2017-18 performance data in order to align with the WY-TOPP assessment, rather than PAWS and ACT. The long-term goals for English Language Proficiency may also be revisited based on 2017-18 performance data.



September 8, 2018

To: State Board Members

From: Tom Sachse, Ph.D.

RE: PJP Planning

The 2018 Professional Judgment Panel (PJP) is in the final stages of preparation. The panels contain significant representation from the constituencies laid out in the original (2011) legislation establishing the Wyoming Accountability in Education Act (WAEA). The panels also have broad geographic representation from around the state. There is also intentional overlap between this panel and previous panels as well as intentional overlap between the traditional in the alternative school panels. State board members are well represented on both panels. The meeting details in terms of panel locations, room arrangements, catering, and reimbursement procedures are effectively all taken care of.

There have been several important meetings with our facilitator, Dr. Mike Beck. Dr. Magee and Dr. Flicek have been most helpful in clarifying some of the issues raised in some of the core documents that frame the requirements for the work of the PJP. We have also held meetings with the key staff (Marion and Domeleski) from the Center for Assessment who work with the Accountability Advisory Committee and the Technical Advisory Group, respectively.

Overall, I think we are well prepared to conduct both panels in a way that will lead to thoughtful and rigorous recommendations for accountability targets for all schools. Going forward, the state board may wish to solicit input from various constituency groups about the reporting and impact of these targets on school improvement efforts throughout the state.



**WYOMING
STATE BOARD
OF EDUCATION**

September 8, 2018

To: State Board Members

From: Tom Sachse, Ph.D.

RE: Basket of Goods Input

As you are aware, I have been working with a number of educational organizations to collect information from various constituencies about the combined impact of the additions to the “basket of goods and services” at a time when there are legislative actions that result in lost revenues to schools.

Trustee Furman and I have been refining the input survey to make it very short and targeted in a way that allows quick input from a variety of constituency groups. I will be using this [survey instrument](#) this fall to collect input from school board members, superintendents, curriculum directors, principals, teachers, and parents/community members. I plan to present these findings to the board at its November meeting and to the Joint Education Interim Committee in late November.



**WYOMING
STATE BOARD
OF EDUCATION**

September 8, 2018

To: State Board Members

From: Tom Sachse, Ph.D.

RE: Rules Reconsideration and Revision

Given the length of time it takes to revise and promulgate rules, it may be that the State Board of Education wants to consider one or more rules for the revision process. Based on my review, I think the most likely candidates for reconsideration are Chapters 3, 21, and 22. Chapter 3 addresses the procedures for the state board and the Wyoming Department of Education to conduct contested case proceedings. Chapter 21 are the rules governing alternative academic year calendars. And, Chapter 22 are the rules governing the school day. The board may wish to consider combining Chapters 21 and 22.

The board may also wish to begin drafting the new rules on accountability. As the 2018-2019 academic year proceeds, the state board may wish to gather input on the impacts of leader accountability on the rules promulgated for Chapter 29. Of course, Chapter 29 may need to be re-promulgated in spring 2019 depending on how the legislature deals with their reconsideration of House Bill 37 from the State Statutes of 2017.



September 8, 2018

To: State Board Members

From: Tom Sachse, Ph.D.

RE: Board Docs Overview

At your September meeting, we will have a brief overview of recently purchased software called Board Docs. We had hoped to take a little more time in finding an electronic solution for sharing the board packet among state board members as well as constituency groups. Ultimately, because of a change in pricing structure, the administrative committee concurred with Chairman Wilcox to purchase Board Docs at the end of August.

There are three primary reasons to support this purchase, beyond the savings of \$2,000 a year. First, Board Docs has a direct relationship with the Wyoming School Boards Association that enables the state board to search local board packet documentation for 34 of the 48 school districts. Second, Board Docs has an extremely sophisticated security infrastructure that will protect state board information, especially in the case of Executive Session materials. Third, the “back end” where the actual packet production is conducted will be extremely user-friendly for Kylie, other department staff, and me to create packets that are both collaborative and transparent.

With the final contract details and on-site planning, it is likely that the first Board Docs packet will be shared with state board members at the November or December meeting.

CREATING
OPPORTUNITIES
FOR STUDENTS TO
KEEP WYOMING
STRONG



JILLIAN BALOW

Superintendent of Public Instruction

DICKY SHANOR

Chief of Staff

SHELLEY HAMEL

Chief Academic Officer

MEGAN DEGENFELDER

Chief Policy Officer

DIANNE BAILEY

Chief Operations Officer



CHEYENNE OFFICE

122 W. 25th St. Suite E200
Cheyenne, WY 82002
307-777-7675

RIVERTON OFFICE

320 West Main
Riverton, WY 82501
307-857-9250



ON THE WEB

edu.wyoming.gov
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facebook.com/WYOEducation

To: State Board of Education

From: Megan Degenfelder, Chief Policy Officer
Julie Magee, Director of Accountability

Date: September 12, 2018

Subject: Accreditation Update

Meeting Date: September 20-21, 2018

Item Type: INFORMATIONAL

The Wyoming Department of Education has continued to work on the new state-led accreditation process and will hold two trainings during the week of September 17th. The trainings are for Wyoming educators who will serve on the accreditation on-site review teams.

The State Board of Education will receive an update on the revised accreditation process during its September meeting.

Statutory Reference(s):

- W.S. 21-2-304(a)(ii)
- Chapter 6 Rules

Supporting Documents/Attachments:

- Presentation_WY Accreditation Process (PPT)

Proposed Motion(s):

- None



WYOMING
DEPARTMENT OF EDUCATION

Wyoming Accreditation Overview

Accreditation Task Force

Nancy Nelson

Brian Brandon

WesAnn Brown

Mike Hamel

Nancy Torstenbo

Andrea Gilbertson

Bruce Thoren

Steve Newton

Charlotte Gilbar

Marty Wood

Ray Schulte

James Kapptie

Tracy DeRyk

Mitch Craft

Jennifer Martin-Palacios

Pier Trudelle

Jody Rakness

Jack Mueller

Kathryn Sessions

Bill Pannell

Julie Magee

Joe Simpson

Chapter 6 Rules and Regulations

- Provide the statutory authority and a description of the accreditation process
- Governor signed Chapter 6 into law on August 15, 2018

Wyoming Accreditation Process

- Annual district self-reporting (November 1)
 - Assurances and Documentation
- Onsite review every five years
 - [District Assessment System](#)
 - District Effective Practices
 - Classroom Observations

Annual Self-Reporting

- Annual self-reporting is a major requirement for state accreditation
- Documents provided as evidence will be shared across districts
- Documents provided as annual evidence will also be used for the onsite review

Annual Assurances:

- Example:
YES OR NO Teachers are evaluated by principals in a manner consistent with statute and board policy. W.S. § 21-3-110(a)(xvii-xix)
- Assurances are collected from districts only through an annual survey
- The November 1 deadline is in statute
- Data and reports submitted by districts are used to validate some assurances such as staffing

Annual Evidence Examples:

03. SCHOOL LEADERSHIP

DOCUMENT	DESCRIPTION
(a) Principal Roles and Responsibilities	Document that outlines the major duties of principals
(b) Teacher Evaluation Model	Web page or document with the teacher evaluation model used by the district

- Annual [spreadsheet](#) with links to documents
- WDE will be flexible with the deadlines (i.e. February 1) the first year, and will provide assistance as needed
- After the first year, the deadline is November 1

Onsite Review - DAS

- **All** districts will have a district assessment system (DAS) review by the Department at least once every five years
- The DAS review results will be reported to the State Board and follow-up provided by WDE as needed

District Assessment System Review Process

- 2018-19: Review of written plan only
- 2019-20 and beyond:
 - Review of written plan (annually)
 - Onsite verification through interviews at least once every five years
 - Guiding questions and a [DRAFT Sample Plan](#) are available from the WDE

Onsite Review - Accreditation

- The purpose of the state-led review is to provide feedback on the district practices and processes, including the district's level of implementation, and includes district presentations, artifact reviews, and classroom observations
- Districts have the option to contract with AdvancED or another WDE-approved provider in lieu of the state-led review

District Practices

- Districts will define their own priorities and effective practices aligned to the criteria
- WDE will provide a sample document

District Processes

- For the accreditation criteria, what are the current district practices?
- Are these processes well-implemented?

Level of Implementation

- Based on the evidence provided and discussions with district leaders the team will review district practices and determine a level of implementation for each criteria:

NONE	MINIMAL	PROGRESSING	FULL
The district isn't meeting the requirements of statute and needs follow up from WDE.	The district meets the requirements of statute, but the district priorities are excessive, unclear or there is almost no implementation.	District priorities and evidence-based practices are well-defined and are being systematically implemented.	District priorities and evidence-based practices related to this criterion are well-defined and well-implemented.

Classroom Observations

- Classrooms will be observed to see:
 - Content: What are the students learning?
 - Student: What are the students doing?
 - Teacher: What is the teacher doing?

Onsite Review Timeline

2018-19 School Year

- Pilot External Reviews
- DAS review requirement is met through a written DAS plan rather than on-site in pilot year
- Pilot districts are:
 - Fremont 1
 - Platte 1
 - Platte 2
 - Albany 1

2019-20 School Year

- Albany 1
- Carbon 1
- Carbon 2
- Goshen 1
- Laramie 2
- Niobrara 1
- Platte 1
- Platte 2
- Laramie 1

2020-21 School Year

- Lincoln 1
- Lincoln 2
- Sublette 1
- Sublette 9
- Sweetwater 1
- Sweetwater 2
- Teton 1
- Uinta 1
- Uinta 4
- Uinta 6

2021-22 School Year

- Fremont 1
- Fremont 2
- Fremont 6
- Fremont 14
- Fremont 21
- Fremont 24
- Fremont 25
- Fremont 38
- Washakie 1
- Washakie 2

2022-23 School Year

- Big Horn 1
- Big Horn 2
- Big Horn 3
- Big Horn 4
- Park 1
- Park 6
- Park 16
- Converse 1
- Converse 2
- Hot Springs 1
- Natrona 1

2023-24 School Year

- Campbell 1
- Crook 1
- Johnson 1
- Sheridan 1
- Sheridan 2
- Sheridan 3
- Weston 1
- Weston 7

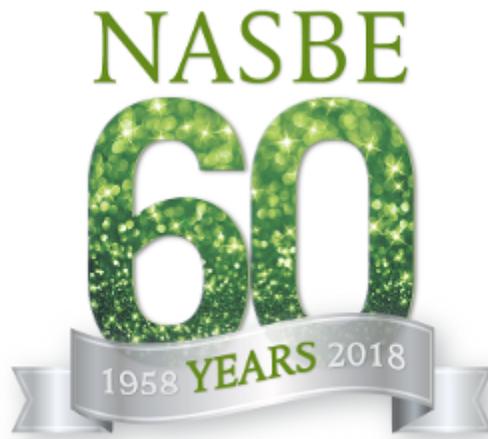
External Review Teams

- 1 Team Leader
- 5 Statewide Peers
- 2 WDE Staff

The reviewers for districts that only have an assessment system review will be the team leader and WDE staff.

Questions?

The 2018 NASBE Annual Conference



Conference Information

October 17-20, 2018

All conference activities will take place at the Grand Hyatt Denver

Hotel Information

Grand Hyatt Denver

1750 Welton Street

Denver, CO 80202

303.295.1234

Attendees are responsible for making hotel reservations. To guarantee the special group rate of \$239.00 per night (plus applicable taxes), you must make your reservation no later than **Monday, September 24, 2018**. After that date, higher rates will apply, and rooms may not be available. To make your reservation, identify yourself as a NASBE Conference attendee and call the hotel directly at 303.295.1234 or **[click here](#)** (<https://book.passkey.com/event/49243569/owner/3134/home>) to reserve your room online now. **NASBE will not make hotel reservations for attendees.**

You support NASBE by staying at the Grand Hyatt Denver in our negotiated room block. Meeting our financial obligations to the Grand Hyatt Denver for our room block has a long-term benefit: It helps NASBE negotiate lower rates for our conferences in the future, and it lowers your out-of-pocket travel costs. When we fill our contracted room block, we avoid unnecessary financial penalties, which strengthens our negotiation efforts in the future to keep conference costs manageable.

Begin Registration (registration-1.asp?reg=)



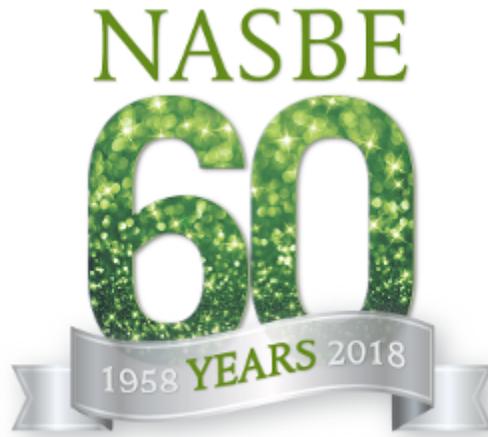
NASBE

National Association of
State Boards of Education

National Association of State Boards of Education, 333 John Carlyle St., Suite 530, Alexandria, VA 22314

Phone: 703.684.4000 · Twitter: [@nasbe](https://twitter.com/nasbe) (<https://twitter.com/nasbe>)

The 2018 NASBE Annual Conference



The 2018 NASBE Annual Conference

October 17-20, 2018

Grand Hyatt Denver

1750 Welton Street

Denver, CO 80202

303.295.1234

Schedule At A Glance

(times subject to change as program is developed)

Wednesday, October 17

- 7:30am-5:30pm - Registration
- 8:30am-4:30pm - Board of Directors Meeting
- 8:30am-4:30pm - Pre-Conference Sessions to be announced
- 1:00pm-4:30pm - Government Affairs Committee Meeting

Thursday, October 18

- 7:00am-5:30pm - Registration
- 7:30am-8:15am - Breakfast
- 8:30am-9:15am - Welcome and Conference Introduction
- 9:15am-10:15am - Plenary Session -- *The Time is Now: Building Coherent Systems*
Michael Fullan, Global Leadership Director, New Pedagogies for Deep Learning
- 10:15am-10:30am - Break
- 10:30am-11:30pm - Panel Discussion on Building Coherent Systems
- 11:30am-12:30pm - Interactive Participant Session
- 12:30pm-1:45pm - Awards Luncheon

- 2:00pm-3:15pm - Concurrent Sessions
- 3:15pm-3:45pm - Networking Break
- 3:45pm-5:00pm - Concurrent Sessions
- 5:00pm-6:15pm - Area Meetings

Friday, October 19

- 7:00am-5:30pm - Registration
- 7:30am-8:15am - Breakfast Caucus (chairs only, new members, etc.)
- 8:30am-9:30am - Plenary Session -- *Keynote Address*
Mandy Manning, 2018 National Teacher of the Year
- 9:30am-10:45am - Panel Discussion -- *Educating Our Most Vulnerable Students*
- 10:45am-11:00am - Break
- 11:00am-12:15pm - Concurrent Sessions
- 12:15pm-1:30pm - Awards Luncheon
- 1:30pm-2:30pm - Concurrent Sessions
- 2:30pm-3:30pm - Plenary Session (Wallace)
- 3:30pm-4:00pm - Networking Break
- 4:00pm-5:00pm - Looking Forward to the Next Decade: Unveiling of NASBE's Strategic Plan
- 7:00pm-9:00pm - NASBE's 60th Anniversary Gala Reception

Saturday, October 20

- 7:00am - Registration
- 7:30am-8:45am - Closing Breakfast and NASBE Town Hall
- 9:00am-11:30am - Annual Business Meeting and Delegate Assembly

Begin Registration ([registration-1.asp?reg=](#))

NASBE

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Phone: 703.684.4000 · Twitter: [@nasbe](#) (<https://twitter.com/nasbe>)

SBE Communications Committee
August 30, 2018

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

Communications Committee members absent: Kathryn Sessions and Forrest Smith.

Also present: Kylie Taylor, WDE, and Tom Sachse.

August 30, 2018

CALL TO ORDER

Chairman Fuhrman called the meeting to order at 3:46 p.m.

APPROVAL OF AGENDA AND MINUTES

Chairman Fuhrman presented the agenda and minutes from the August 14th meeting, no changes were suggested.

Policies of Governance

The committee reviewed the Policies of Governance and made appropriate edits. After edits were made, Chairman Fuhrman asked for committee consensus to approve and move forward with each section the committee addressed.

Stakeholder Communication Update

Sublette County School District #1 Superintendent, Jay Harnack will present to the board in September. Committee members asked Robin to bring information back to the admin committee in regards to sending out information that is discussed during the admin committee meetings.

Committee members discussed the possibility of changing the October board meeting date because of deadlines and decided to wait to pick a presenter for October.

Review Upcoming Blog Posts

The committee reviewed the blog post that was posted on the board's website. Tom indicated the process of getting his blog to Kari to be posted went smoothly and suggested we should be having a blog post come out every two weeks. The next blog post will be, "Implications of Chapter 31 for School Districts." The committee discussed a blog post Tom is drafting regarding

Indian Education for All, and to communicate blog posts in the best way.

Board Recognition of State Winners

Chairman Fuhrman reviewed the Wyoming Awards spreadsheet that was created to send out recognition to winners across the State. Tom offered a suggestion to write a blog post about some of the award winners that can be posted to the website. Kylie said she will continue to send out cards to award winners.

Administrative Committee Summary
August 29, 2018

Attendance: Tom Sachse, Walt Wilcox, Kenny Rathbun, Robin Schamber, Sue Belish, Kylie Taylor, Mackenzie Williams, Julie Magee, Kari Eakins

1. Review September Meeting Agenda

- a. We reviewed the items for the business portion of our meeting and concluded that we could conduct the meeting on Thursday, September 20 from 8:00-noon. At that time, we will have lunch and then go into our retreat topics for the remainder of the day. We will reconvene on Friday morning from 8:00-noon before adjourning. Our goal is to complete our business items, have time for in-depth discussions focusing on engagement and equity, and get folks headed home early on Friday.
- b. Tom gave us a preview of topics that will be in his Coordinator's Report and would like the SBE to be ready to provide feedback on several of those items (Teacher Accountability and WAEA revisions)

2. Prepare for Retreat Topics

- a. We discussed our goals for spending time on the topics of encouraging engagement and equity. We wanted to provide a framework for organizing our discussions, so they are productive.
 - i. The essential question for the engagement topic is: What can the SBE do to increase engagement of stakeholders in board business? We suggested that we focus on the following aspects of engagement:
 1. Pre-school through college representatives – how do we make attending SBE meetings or being a part of the SBE a meaningful experience for pre-school, community college, and UW representatives?
 2. Stakeholders – how do we elicit meaningful input from K-12, community, and parents on SBE issues?
 3. Effective meetings – how can we improve our meeting practices so that we are effective and efficient?
 4. Meeting dates and times – could we garner more participation from others if we changed our meeting days (Saturdays) and times (evening vs. day)?
 5. Communication – how do we communicate to stakeholders so that they are interested and engaged in SBE activities?
 6. Metrics – once we implement the suggestions, how will we evaluate whether our engagement levels have improved?
 - ii. Our goal is to determine some actions that we can take
 1. What are the next steps?
 2. Who is responsible for the implementation?

- iii. The essential questions for equity are: What influence (policies, rules and regulations, legislative action, official statements, basket of goods,) does the SBE have on ensuring equity for all Wyoming students? How do our current policies, rules and regulations, policy statements, or statutes support or present road blocks to equity? We suggested that we focus on the following aspects of equity:
 1. Teacher quality
 2. Achievement
 3. Poverty
 4. Mobility
 5. Access to opportunities
 - iv. Our goal is to determine what information we need to make informed decisions, what our next steps might be, and who will be responsible for implementing the next steps.
3. BoardDocs Decision
- a. The Administrative Committee strongly supports the purchasing of BoardDocs to improve our meeting efficiency and communication. Some of our reasons for support include:
 - i. Good system for organizing our meetings and meeting documents
 - ii. Options such as contact information, communication, and calendar events available
 - iii. Library allows storage of our policies, rules and regulations, committee agendas and summaries, and meeting materials
 - iv. Search function allows searching policies and meetings from Wyoming districts
 - v. Place for public comments
 - vi. Ease of use
 - vii. Large number of Wyoming school districts using BoardDocs
 - viii. Positive recommendations from SBE members who use BoardDocs in their districts
4. We will be discussing two potential legislative bills at our September meeting – House Bill 37 (presented several legislative sessions ago) on Teacher Accountability and LSO draft legislation on changes to Wyoming Accountability in Education Act (WAEA).
- a. WAEA draft: The Joint Education Committee requested LSO draft legislation to adopt recommended revisions to the WAEA developed by WDE and the Advisory Committee. LSO worked with Julie and Megan at WDE to draft the attached legislation. Any suggestions, comments or questions from the SBE are welcome. Here is a summary of the components of the draft bill:
 - i. Clarify the State Board’s informal review process for school performance ratings
 - ii. Require school performance targets and target levels for indicator and overall school ratings to be appropriate and rigorous, rather than conform to the January 2012 education accountability report
 - iii. Authorize the State Superintendent to convene one or more advisory committees to assist in the development of school performance targets and target levels for indicator and overall school ratings
 - iv. Limit the PJP’s role in the development of the accountability system to assisting in the establishment of target levels by recommending minimum score thresholds
 - v. Remove the language that mandates the system of support and intervention shall conform to the January 2012 education accountability report. It’s replaced with the stated goals for the system from the 2012 report, for both traditional schools and alternative schools
 - vi. Remove the words “multi tiered” from the name of the system of support and intervention. WDE indicated it caused confusion with another similarly named system

- vii. Provide that the annual accountability system report may be submitted to the Joint Education Interim Committee by November 1 in years in which there is a significant change to the State's assessment system or the accountability system
 - viii. Require the accountability system to be provided for in rule by July 1, 2020. The rules must include the Advisory Committee's recommendations regarding the student participation rate penalty and the method of aggregating indicator data into an overall school performance rating
- b. We did not have an opportunity to review the bill on teacher accountability.
 - c. The committee is asking board members to carefully read the two drafts prior to the SBE meeting so that we can have a substantive discussion.
5. Review of education rules such as Chapters 3, 21, 22
- a. We discussed the possibility of revising several chapters of the education rules and regulations. The draft legislation on WAEA would require a new chapter on accountability and would necessitate changes to Chapter 3. Chapters 21 and 22 deal with the annual minimum number of hours of instruction required at various levels and the process for approving alternative schedules. We hope to get direction from the rest of the board on these areas.
6. Additional items
- a. Robin reported that the Communications Committee has asked Pinedale Superintendent Jay Harnack to present about his district's improvement journey and to comment on accountability as part of our September meeting.
 - b. Walt asked if there was going to be additional guidance sent to districts concerning Chapters 6, 10, and 31. The department responded that districts had been receiving general information and if they have specific questions the WDE responds to them individually.

Wyoming Accountability Advisory Committee
September 6, 2018
Meeting Summary

Accountability Policy

The WDE accountability team uncovered a likely oversight in W.S. 21-2-204(c)(i) (see the statutory language below) in that during the last session we neglected to press for deleting the language about the standardized college readiness test as related to the growth indicator. We think this is an oversight since the Advisory Committee successfully advocated for no longer using ACT as an "achievement assessment" in our model. Additionally, it does not make a lot of sense to measure growth in grades 4-10 based on the same type of assessment (WY-TOPP) and then calculate an additional growth score in grade 11 based on the ACT. It can be done and will be done for 2018-19 SPRs, but it is cleaner to leave the ACT as a readiness indicator only. The ACT will still have a strong presence in WY since it is used for Hathaway eligibility and is still part of our accountability model for post-secondary readiness. Rationale for seeking a statutory change include 1) the new Wy-TOPP test gives a combined English Language Arts score but does not break it down into separate reading and language arts scores while the ACT gives a separate score for each of those content areas and 2) high school students at the 9th and 10th grade levels now take the Wy-TOPP which allows growth to be computed from 4th grade to 10th grade using the same test. Adding the ACT test to growth would require manipulation of the data between two tests with different constructs.

W.S. 21-2-204(c)(i) Student longitudinal academic **growth** in English language arts and mathematics as measured by assessments administered under paragraph (ii) of this subsection, beginning in grade four (4) and for all subsequent grades for which a state summative **achievement assessment** is administered in the immediately preceding grade, ~~including a standardized college readiness test in grade eleven (11)~~; [emphasis added]

The Advisory Committee voted to recommend this proposed statutory change. We realize that this will require support from legislators and may be a challenge.

Evaluation and continuous improvement

The committee reviewed a draft plan to be used to evaluate and ensure continuous improvement of the accountability system. The plan was very thorough, and it will be difficult to accomplish everything in the plan. The goal of our meeting was to have the committee prioritize the various components of an evaluation effort. Once we have a clear prioritization of studies needed for the evaluation, we can begin building a budget and fiscal note for any recommended legislation.

The Advisory Committee reviewed the plan and provided input about the crucial aspects.

Performance Level Descriptors (PLDs) for Professional Judgement Panel (PJP)

The committee discussed whether there was a need to provide the PJP with Performance Level Descriptors before the panel deliberates in October. Mike Flicek aptly described how the PLDs had been created in the past and the challenges with writing these before data and cut-scores were determined.

The recommendation was to discuss this further when Scott Marion, Mike Flicek, Julie Magee, Tom Sachse, and Mike Beck (PJP Facilitator) have a conversation in the next two weeks prior to the PJP.



**WYOMING
STATE BOARD
OF EDUCATION**

September 8, 2018

To: State Board Members

From: Tom Sachse, Ph.D.

RE: Policies of Governance

The Communications Committee has reviewed, revised, and tentatively approved the following [policies of governance](#): Sections 17, 20, 21, and 29.

Trustee Fuhrman and I would be happy discuss any of these draft policies for your consideration. These will be up for action at the close of today's meeting. The remaining policies will be presented to the Administrative Committee for action in November. Then, we will turn our attention to creating a parallel document comprised of the administrative procedures of the state board.