



ACTION SUMMARY SHEET

DATE: November 16, 2018

ISSUE: Approval of Agenda

BACKGROUND:

SUGGESTED MOTION/RECOMMENDATION:

To approve the Agenda for the November 16, 2018 State Board of Education meeting.

SUPPORTING INFORMATION ATTACHED:

- Agenda

PREPARED BY: Kylie Taylor

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.

November 16, 2018 Via Teleconference		
1:00 p.m.	State Board of Education	
1:00 p.m. - 1:30 p.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 - October 12, 2018 	Tab B
	<ul style="list-style-type: none"> • Treasurer's Report 	Tab C
	<ul style="list-style-type: none"> • State Superintendent's Update 	Tab D
1:30 p.m. - 3:00 p.m.	<u>Coordinator's Report:</u> <ul style="list-style-type: none"> • November 1 LSO Reports • November JEIC Presentation • Draft Preschool Resolution • WCDA Input on "Basket of Goods" • Policies of Governance • NASBE Report 	Tab E
3:00 p.m. - 3:30 p.m.	BOARD REPORTS AND UPDATES <ul style="list-style-type: none"> • ESSA State Plan Update • 2017-18 Accountability Report 	Tab F
		Tab G
3:30 p.m. - 4:00 p.m.	<u>SBE Committee Reports:</u> <ul style="list-style-type: none"> • Communications Committee • Administrative Committee <ul style="list-style-type: none"> - Board Member Terms - Future Agenda Format - Officer Nomination Committee 	Tab H
		Tab I
	Other issues, concerns, discussion, public comment:	
4:00 p.m.	Adjourn the State Board of Education	



ACTION SUMMARY SHEET

DATE: November 16, 2018

ISSUE: Approval of Minutes

BACKGROUND:

SUGGESTED MOTION/RECOMMENDATION:

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

SUPPORTING INFORMATION ATTACHED:

- Minutes of October 12, 2018

PREPARED BY: Kylie Taylor

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

COMMENTS:

WYOMING STATE BOARD OF EDUCATION
October 12, 2018
3000 Independence Court
Casper

Wyoming State Board of Education members present: Chairman Wilcox, Sue Belish, Max Mickelson, Chief of Staff Dicky Shanor (proxy for Superintendent Balow), Robin Schamber (via Zoom), Scotty Ratliff, Dan McGlade and Nate Breen.

Members absent: Dr. Sandra Caldwell, Ryan Fuhrman, Ken Rathbun, Dean Ray Reutzel, Kathryn Sessions, and Forrest Smith.

Also present: Kylie Taylor, WDE; Dr. Thomas Sachse; Kari Eakins, WDE; Julie Magee, WDE; Guy Jackson, WDE; Laurel Ballard, WDE; Kathy Vetter, Wyoming Education Association; and Jim Peters, Attorney General's Office (AG).

October 12, 2018

CALL TO ORDER

Madam Chair Belish called the State Board of Vocational Education to order at 8:10 a.m.

Kylie Taylor conducted roll call and established that a quorum was not present at the time.

Guy Jackson from the WDE updated the board on the Perkins V plan

Jeff Stone, Career and Technical Director for Laramie County School District #1, said his school district is very grateful to have Perkins funding. Mr. Stone said, without Perkins funds his district wouldn't have been able to accomplish everything they've done.

The Pathways Innovation Center was built using Perkins funds, the facility is outstanding but we need to get more kids to come out here to utilize all it has to offer.

Guy Jackson spoke to sanctions for not meeting target goals which is new in Perkins V.

The State Board of Vocational Education adjourned at 9:01 a.m.

CALL TO ORDER

Chairman Wilcox called the State Board of Education to order at 9:02 a.m.

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

Chairman Wilcox joined the board meeting and took over for Madam Vice Chair Belish.

APPROVAL OF AGENDA

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

APPROVAL OF MINUTES

Minutes from the September 20-21, 2018 State Board of Education meeting were presented for approval.

Max Mickelson moved to approve the minutes, seconded by Scotty Ratliff; the motion carried.

Coordinator's Report

Dr. Tom Sachse, SBE Coordinator, updated the board on how Joint Education Interim Committee meeting went in Casper.

Mike Beck presented the Professional Judgment Panel (PJP) report along-side Tom Sachse and Julie Magee.

BOARD REPORTS AND UPDATES

Equity and Engagement Update

A summary of the conversations from the retreat discussion topics on equity and engagement were addressed and the board discussed if anything needed to be added or done with the summary.

Sue Belish said with assistance from Kari, Ryan, and Tom, the four of them are going to look through the spreadsheet Kari created of agendas from State Boards of Education around the state. With the information they gather, they will report back to the SBE and suggest a way to better the board's agendas going forward.

Jim Peters, AG, gave an update on Board Docs and where the contract is currently at in the process. Mackenzie Williams gave Jim an update to share with the board and said he is optimistic with where the process is going.

Sue Belish suggested the board look at the location of future meetings, four meetings in Casper, one meeting in Cheyenne during Legislative Session, two meetings via teleconference, and have the last two meetings be in different regions of the state. Sue said getting out into different communities is really important. Sue continued by saying the board might want to continue doing something similar with higher education like what the board does with State Board of Vocational Education.

Dr. Sandy Caldwell said there are a number of things the board should discuss that are being done at the state level with Wyoming community colleges.

Scotty Ratliff suggested the board hold a meeting in Laramie in an effort to get high education representatives to attend board meetings.

SBE COMMITTEE UPDATES

Administrative Committee

Sue Belish said unless anyone has any questions, everyone has the information from the admin committee in their packets.

ACTION ITEMS

State Systems of Support for Alternative Schools

Julie Magee presented the State Systems of Support report on behalf of Shelly Andrews. The report included recommendations for support, interventions and consequences, based on school performance ratings, specifically targeted to assist alternative schools.

Nate Breen moved to approve the Report on the Statewide System of Support for Alternative Schools for submission to the Joint Education Interim Committee, with suggested edits from the board, seconded by Max Mickelson; the motion carried.

Professional Judgment Panel Report

Based on the report presented by Mike Beck, Tom Sachse, and Julie Magee, Sue Belish moved to approve the PJP report, seconded by Scotty Ratliff; the motion carried.

Chapter 29 on Leader Evaluation

Max Mickelson moved to promulgate the Chapter 29 Rules for Evaluation Systems for District and School Leaders and Other Certified Personnel, seconded by Nate Breen; the motion carried.

OTHER COMMENTS OR CONCERNS

Sue Belish thanked Tom Sachse for the work he did on the PJP in Casper, it worked better than past PJP's.

NEXT MEETING

The board's next meeting will take place via Teleconference on November 16, 2018

The State Board of Education adjourned at 1:53 p.m.



ACTION SUMMARY SHEET

DATE: November 16, 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

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

COMMENTS:

WYOMING DEPARTMENT OF EDUCATION

SUMMARY REPORT

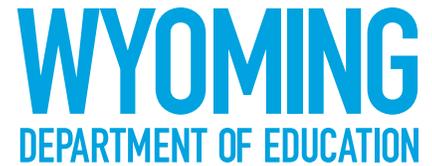
State Board of Education

FY19 Budget

30 June 2018 thru 05 November 2018

<i>DESCRIPTION</i>	<i>BUDGETED</i>	<i>EXPENDED</i>	<i>ENCUMBERED</i>	<i>REMAINING BALANCE</i>	<i>Percentage</i>
Personal Services (0100 series)					
[App Unit 001]	30,000.00	11,222.50		18,777.50	62.59%
Supportive Services (0200 series)					
[App Unit 001]	157,275.00	18,277.84		138,997.16	88.38%
Data Processing Charges (0400 series)					
[App Unit 001]	5,401.00	662.80		4,738.20	87.73%
Professional Services (0900 series)					
[App Unit 001]	50,794.00	0.00	0.00	50,794.00	100.00%
	243,470.00	30,163.14	0.00	213,306.86	87.61%
<i>DESCRIPTION</i>	<i>BUDGETED</i>	<i>EXPENDED</i>	<i>ENCUMBERED</i>	<i>REMAINING BALANCE</i>	<i>Percentage</i>
Professional Services (0900 series)					
[App Unit 009]	145,848.00	0.00	0.00	145,848.00	100.00%
[App Unit 002]	23,422.00	0.00	8,100.00	15,322.00	65.42%
[App Unit 001]	248,428.00	41,243.32	0.00	207,184.68	83.40%
TOTAL	417,698.00	41,243.32	8,100.00	368,354.68	88.19%

CREATING
OPPORTUNITIES
FOR STUDENTS TO
KEEP WYOMING
STRONG



Memorandum

To: State Board of Education

From: Jillian Balow, Superintendent of Public Instruction

Date: November 16, 2018

Subject: State Superintendent's Update



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
edu.wyoming.gov
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facebook.com/WYOEducation

Accountability results for 2017-18 were released earlier this month. This year marks significant changes to accountability in Wyoming. Results include information from a new assessment system, incorporate changes to how we measure whether a student is ready for life after high, and focus on specific students groups, including students learning the English language.

The 2018 WY-TOPP optional fall interim assessment was successfully executed, with an increase in participation of about 28% in grades 1-10.

At the end of the month, the Joint Education Interim Committee will meet for the last time before the 2019 Legislative Session. The WDE has been working with several stakeholder committees to develop fiscal efficiencies in transportation and special education, as requested by the committee. This includes collaboration with newly contracted Alvarex & Marsal (A&M) by the Governor's office to study Medicaid reimbursement of special education school-based services and a K-12 shared service center for school districts. The WDE also continues to meet the legal obligations of staffing guidelines for special education. This work will continue, with the guidelines being effective January 1, 2019.

Today, WDE staff will be presenting on our updated ESSA state plan, which is currently out for public comment. Additionally, WDE staff is working hard on the ESSA state report card, which is expected to be released mid-December. This month, two webinars were offered on LEA report cards to help school districts comply with their requirements.

Have a safe and enjoyable Thanksgiving holiday.



November 7, 2018

To: State Board Members

From: Tom Sachse, Ph.D.

RE: November Joint Education Interim Committee (JEIC) Reports

I have been asked to represent the state board and discuss the two reports submitted on November 1st. The first report is on the Professional Judgment Panel (PJP) process. We submitted the final Beck edition of the PJP [report](#) with completed School Performance level descriptors and corrected panelists representation along with a cover [memo](#) approved by Chairman Wilcox. We also submitted a [report](#) prepared by the Department on the State System of Support for Alternative Schools, along with a cover [memo](#) approved by Chairman Wilcox. I would like to hear from board members about any particular points of emphasis in these reports.



**WYOMING
STATE BOARD
OF EDUCATION**

November 7, 2018

To: State Board Members

From: Tom Sachse, Ph.D.

RE: November Joint Education Interim Committee (JEIC) Meeting

At your November meeting, I would like to receive direction from the board about any items they want me to comment on, in addition to the two previous reports. In particular, if there is revised draft legislation from LSO on refining the Wyoming Accountability in Education Act (WAEA), I would like to hear any consensus positions from the board.



**WYOMING
STATE BOARD
OF EDUCATION**

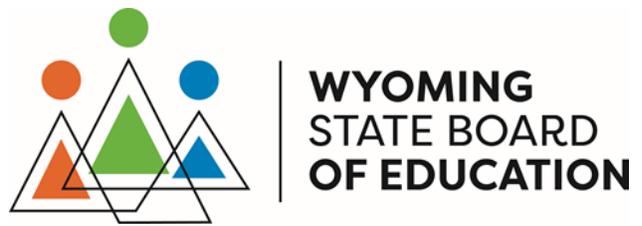
November 7, 2018

To: State Board Members

From: Tom Sachse, Ph.D.

RE: Draft Early Childhood Education Resolution

As part of the board's interest in promoting early childhood education as a means of advancing equity and in supporting the Department's effort to coalesce early childhood education programs throughout the state, I was directed to draft a [resolution](#) for the board's consideration. That draft is written in standard resolution format, but this can be recast, if the board desires. At your November meeting, I would like to get feedback from the board, so I can revise this for possible action at your January meeting.



November 7, 2018

To: State Board Members

From: Tom Sachse, Ph.D.

RE: Curriculum Directors' Input on Basket of Goods and Services

The board has asked to collect feedback on recent additions to the “basket of goods and services,” such as Indian Ed for All, Computer Science, Computational Thinking, and the like. Attached is the most recent data collection from the Wyoming Curriculum Directors Association (WCDA). We plan to use this same [survey](#) instrument to collect input from other stakeholder groups.



**WYOMING
STATE BOARD
OF EDUCATION**

November 7, 2018

To: State Board Members

From: Tom Sachse, Ph.D.

RE: Policies of Governance

The board asked for revisions to the last two Policies of Governance—[Policies 21 and 29](#). These were reviewed and refined at the Communications Committee. I have asked Mackenzie Williams to review these for legal accuracy. These are presented for information with the intention to take action on these two at your January meeting. If these are approved I will renumber all the sections to complete that living document and begin work on a new collection of administrative procedures.



November 7, 2018

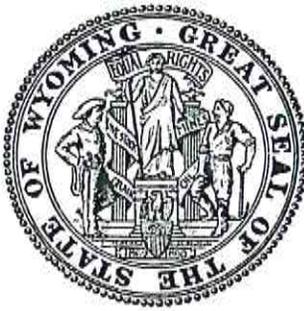
To: State Board Members

From: Tom Sachse, Ph.D.

RE: 2018 NASBE Conference

I attended the NASBE Conference in Denver last month that included a 60th anniversary celebration. The highlight of the conference for me was a presentation by Canada's premier educator—Michael Fullan. In a rapid-fire session, he summarized his last four books with an emphasis on recent developments in accountability systems. He noted that research shows that external accountability does not work, but that internal accountability is highly effective.

He cited Hattie's Effect Sizes for a number of powerful interventions including teacher collaboration. He had a number of memorable lines, but one I took to heart was, "if you want to kill a good idea, mandate it." Trustee Breen and Mackenzie Williams also attended and they may want to add their experiences at 2018 NASBE.



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November 8, 2018

From: Mackenzie Williams, Senior Assistant Attorney General *MW*
To: Wyoming State Board of Education
Re: National Council of State Education Attorneys Annual Meeting Summary

This memorandum is intended to serve as a recap of my experience attending the National Council of State Education Attorneys. As always, I appreciate the opportunity to attend the only education law conference I've attended that seemed to be worth the cost of my attending.

By way of background, I first attended the NCOSEA conference in Denver in 2014. Before that time, I was not aware that the group existed. By attending, I was able to access a network of colleagues across the country to share experiences and past approaches to our shared issues, as well as creative ways to solve some problems. I attended the 2015 conference in Baltimore, at which point I was voted the program chair. Unfortunately, due to a scheduled trial that was only settled the week before, I was unable to attend the 2016 conference. The demands of my work prevented me from continuing to serve as an NCOSEA officer and from attending the 2017 conference. While a close case, I was able to carve out the time to attend the 2018 conference in Denver. It is worth noting that attendance was slightly down this year as the NCOSEA conference was held at the same time as the National Association of State Directors of Teacher Education and Certification Professional Practices Institute. Many education attorneys also represent educator licensing entities and some chose to go to that conference instead.

One of the most valuable portions of the conference is the roundtable. Each attorney is given a few minutes to share current issues that they are facing—issues that other attorneys may have already resolved and can share their experiences. This year the roundtable was broken into two sessions, the first at the beginning of the conference and the second being the last session on Saturday. Topics ranged from better tracking special education compliance, difficulties in negotiating contracts with various entities, teacher discipline and social media, and much more.

Being in Colorado, there were a number of topics relevant to our location. The first was, naturally, school safety, which occupied three sessions. In the first, one of my colleagues from Iowa focused on school liability for safety issues and discussed balancing school safety with providing educational services. The topic of arming school staff, being a national conversation, was a prominent topic.

The second session focused on the intersection of school safety and FERPA. It discussed common misconceptions about FERPA-covered information and the extent to which FERPA covers information that may raise school safety concerns (short version: not much).

The third session focused on Colorado's perspective on school safety, tracing its practices from pre-Columbine to the present. The speakers included the current Jeffco Public Schools superintendent and Columbine High School's principal at the time of the Columbine shooting. It focused on the strategies Colorado has used to bring law enforcement response time in incidents from 20 minutes or so down to three. It also focused on Colorado's prevention efforts, which address more than violence at schools themselves. Colorado has been able to intervene in thousands of potential suicides, sometimes mid-attempt.

In another Colorado-themed session, one speaker discussed the state's marijuana legalization, its legal licensing framework, and information gathered about marijuana use in schools. In retrospect, this information will become increasingly valuable as states continue to legalize marijuana at a faster pace. One interesting takeaway is the data on self-reported marijuana use among youth. Viewed year over year, there was not a significant rise in youth using marijuana from before and after Colorado legalized recreational marijuana.

There were two other sessions that constituted deep dives into their respective topics that I found helpful. First, we had a presentation dealing with contract law for SEAs. This is particularly salient as the proportion of my work

that is negotiating contracts has skyrocketed in the last year or so. Second, one of the attorneys that worked on the recent *Andrew F.* U.S. Supreme Court case provided a nuanced look at how courts have treated the definition of a free appropriate public education through the years, and how *Andrew F.* fits in that long history.

Other sessions were a bit more general than the deep discussions afforded other topics. Reg Leichty from Foresight Law + Policy spoke about the current state of federal education policy and predictions for the year to come. One of our attorneys led us on a deep dive into religion and religious accommodation in public schools. Another covered attorney discipline decisions over the last year, thankfully none of which involved education attorneys. One session dealt with employment law for government attorneys, focusing on sexual harassment, particularly from a management perspective, which I found helpful given my position in the Attorney General's Office.

Finally, we had our annual review of the last year's U.S. Supreme Court cases that affect education law practitioners, as well as upcoming cases to watch. While there may not be many cases that deal directly with education topics, there are many that impact aspects of administrative law, first amendment jurisprudence, and more that can and will have drastic implications for education. These are all the more worthy of attention because of the recent changes to the Supreme Court's composition.

Overall, I thought it a very successful conference providing very deep, nuanced information, contrasted with other conferences I've attended that treated topics in a more shallow way. The shallow approach may be useful for a new attorney, but the detailed and nuanced treatment is much more effective in expanding my knowledge of various topics.

Day one NASBE Update from Nate:

The day started off with a great presentation/discussion led by the 2018 National Teacher of the Year, Mandy Manning (Spokane, WA). Ms. Manning's discussion focused upon "Our Most Vulnerable Students" (she works with new immigrants in her SPED program); yet she also had a strong statement to board members in attendance that teachers need to be an integral part in the development of any programs. Highlights of Ms. Manning's message included: a) We all operate in systems, but have we asked ourselves what to expect from that system; do we know the intended purpose of that system?; thus b) The problems in creating policy are linked a lack of experience in policy making by those who are making the policy (operating out of ignorance), and lack of educator input in the process (of which I believe we in Wyoming do a pretty good job in terms of rolling out policies from the WDE ... though I have deep reservations regarding the legislature); c) Be mindful of utilizing procedures, they must be designed meet the needs of students, not the convenience of administration; d) Our systems need to be flexible to meet the needs of those being serviced (at all times avoid making assumptions about any element which impacts who the student is, remembering that student is an individual); but e) Making our systems depends upon inviting educators to the table. If we are doing it, how might we make it better? And, advocacy must reach beyond the narrow confines of the classroom and the boardroom ... it is imperative to build a community; f) Change is about going beyond what one is comfortable and likes; and g) She finished by discussing the challenges tied to resources for health, especially mental and behavioral health citing *Andrew v. Douglas*.

Session two was focused upon "Safe Learning Environments For All Students". This was a panel discussion featuring four individuals (one was a student) discussing what we need to be looking at and be concerned with regarding school safety. Panelist Jay Barth, Arkansas State Board and former congressional aid to the late Senator Paul Wellstone, talked about the reactive mode we are in when it comes to school safety citing the extent of political polarization that has taken place in this country (on the side, after the session I talked with Jay regarding the overt politicization of security through Betsy DeVos' arbitrary and intentional political move of interpreting Title IV to permit schools districts to purchase firearms for teachers ... a move which is about to be litigated). Jay reminded us that state boards are center to this discussion (remembering that though state boards are not to "get into the weeds" of local control, state boards DO HAVE THE POWER to a) To Raise the Question; b) Convene; and c) Research). Additionally he noted that more counselors and mental health experts are needed (this is in Title IV, which DeVos is willing to divert funds from such for guns!). Finally Jay cautioned us that local control must be considered at all times, though issue of school climate must be are part of any question when considering security and safety. The third panelist (the first panelist, Jane Goff, recounted 20 years ago when she was teaching in Jefferson County and a leader of the local EA when Columbine occurred. Ms. Goff's introduction set the stage) was Charles Curtis from a high school in D.C.. Mr. Curtis first of all stated that "resources are needed"; then we very forcefully stated the need to "normalize" the climate in our schools in which

counseling is available to hold all accountable (as the leader at an all male school in D.C. he was quick to state that the current debate over the "rape culture, and women's concerns was not a female problem, it was male problem, and males need to be held accountable ... great applause). What I appreciated was that, though he is in an urban environment, he called out the need to recognize that there is a vast under-served population when it comes to the need for services ... and that population is our rural population. His message was "intentionality" ... we need to have the intent to make the buildings and classrooms safe, not simply satisfying groups reacting. Finally the student discussed the need for the proper culture/environment which is necessarily conducive to learning; and that includes the willingness and ability to address not only what is taking place in the hallways or classrooms or playgrounds, but the emotional socio-psychological luggage kids are bringing with them to school (reminded me of Putnam's "Our Kids"). Lastly he stated clearly, and all of the panelists agreed, we must strike the right balance between hardening our schools and maintaining a learning environment. We must be mindful that "hardening" our schools doesn't in fact make our schools prisons ... the pipeline to prison is all too easy when our schools look and work like a prison.

The third session (after lunch. The lunch discussion was centered around election 2018 and education issues. Actually pretty ephemeral) was on "Building A Pipeline Of Diverse High-Quality Teachers". The backdrop to this panel discussion is the teacher shortage which the nation is experiencing now. At present, there are about 100,000 uncertified and unqualified in our schools and most of them are in our most needy schools. The panelists posed two questions in an attempt to solve the shortage: 1) What matters most when addressing the teacher shortage (teacher diversity? Retention? Recruitment?); and 2) How can states build a sustainable system which holds teachers (and recruits them)? We then moved to the causes of the shortages which ran from compensation to work conditions (no one touched the boogey monster on stage ... state cuts to education in which teachers are encouraged to retire early to prevent RIFs and save money; or the constant harangue and libel by policy makers, journalists and communities that teachers are pariahs and the cause of all ills in society ... I was disappointed here when they refused or ignored to address this piece). That said, they offered five possible solutions: 1) 90% of the shortage is due to attrition, primarily early retirement. States need to establish residency programs. Many states are creating residency programs through ESSA; but states themselves need to find monies in which to pay for this. A key here is "growing your own" to create retention (it reminds me of what the Sup't in Green River told us last year and how they were trying to build their teacher corps); 2) There is a need for required mentoring and induction of new teachers (a large number of young teachers leave due to the fact that upon being hired, they are tossed into the waters and expected to swim against the current). There is data that illuminates the retention qualities of this.; 3) Leadership matters! Data illuminates that there is a direct correlation between poor administration and teachers leaving. There needs to be effective administrative training, and in some states Title II funds are being used to fund such; 4) There needs to be consideration for student loan forgiveness and offering service scholarships to encourage folks to enter the profession; and 5) The need for competitive compensation; but that competitive

compensation needs to be linked to improved working conditions. Additionally the panel noted that folks leave the profession early due to the lack of advancement opportunities (reminding me of the adage that if one wants to make more money in education, one needs to move on and get administrative certification ... yes, leave the classroom). Lastly, the panel took aim at the relicensure process and what exactly is it supposed to achieve. Is it simply tied to "seat time" or are there specific professional growth outcomes expected. How is National Board Certification utilized?

The final session of the day was on "Equity and Resources". For the most part this session are very little to do with what we face in Wyoming. We were given the graphs which showed Wyoming 7th nationally in NAEP 4th grade scores which comported with our 5th place ranking of spending; and the graph which demonstrated Wyoming pretty much "perfect" when it came to choosing a starting place for reform based on the level of spending and equity funding. There were five questions she presented us with to ask about resource equity in my state: a) How does my state compare in terms of overall performance? Subgroup performance?; b) How does my state compare in terms of overall spending? Equity in funding across districts?; c) How much does spending vary within districts based on need?; e) Does my state support and enable school leaders to organize resources to accelerate learning for ALL students; and f) Does my state report useful resource equity data to inform decision making and support.

Finally, it looks like I will be selected to be part of a study work group on Early Childhood Education and formulating a NASBE policy.

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

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ON THE WEB

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Memorandum

To: State Board of Education

From: Julie Magee, Accountability Director
Kari Eakins, Communications Director

Date: November 16, 2018

Subject: Proposed Changes to ESSA State Plan

Item Type: Informational

Proposed changes to Wyoming's consolidated State Plan for the Every Student Succeeds Act (ESSA) are currently out for public comment through December 7, 2018. Wyoming is resubmitting its ESSA State Plan in compliance with the requirements of its [Approval Letter](#) dated January 16, 2018 and to reflect the new baseline data provided by WY-TOPP in the long-term goals for Achievement. All proposed changes can be viewed in the redline version of the plan [here](#).

Public comment is being accepted [online](#), via mail and through a series of public meetings:

- 4:30 p.m. on November 13, Room 116 of the Intertribal Education and Community Center at Central Wyoming College in Riverton.
- 6:30 p.m. on November 19, online, [register here](#).
- 6:30 p.m. on November 29, Laramie County School District #1 boardroom in Cheyenne.

Following the public comment period, the proposed changes will be sent to the Governor's Office for review, and then resubmitted to the U.S. Department of Education.

Statutory Reference:

- Elementary and Secondary Education Act of 1965 [As Amended Through P.L. 115-64, Enacted September 29, 2017]

Supporting Documents/Attachments:

- ESSA State Plan Update Presentation

For questions or additional information:

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

ESSA State Plan Update

State Board of Education
November 16, 2018

Every Student Succeeds Act

- ESSA was passed in 2015. It reauthorized the Elementary and Secondary Education Act, the principal federal law affecting K-12 education, and replaced No Child Left Behind.
- Every state was required to submit a plan for compliance to USED in order to receive federal funds.

Wyoming's ESSA State Plan

- Wyoming's Consolidated State Plan was approved on January 16, 2018 on the condition that the plan be amended to include data regarding new criteria for teacher effectiveness by January 15, 2019.
- Additionally, a new statewide assessment, WY-TOPP, was implemented in the 2017-18 school year, making it necessary to resubmit long-term goals for achievement with the new assessment data.
- Minimal changes have been proposed. Most were required or included in the approved plan.

Summary of Changes

- Achievement is now measured in grades 3-10. Previously, it was measured in grades 3-8 and grade 11.
- Long-Term Goals for schools were reset with 2017-18 data using process established by the Advisory Committee:
 - Grade 3-8 Math = ~~59%~~ 57% proficient or better
 - Grade 3-8 ELA = ~~65%~~ 59% proficient or better
 - High School Math = ~~46%~~ 47% proficient or better
 - High School ELA = ~~39%~~ 53% proficient or better
 - Growth for students learning English = ~~44%~~ 59% of EL students making progress toward learning English

Summary of Changes

- Disproportionate Rates of Access to Educators
 - The revised state plan includes, as required, a [definition of Ineffective Teacher](#).
 - Using the new definition, the spring 2018 data collection was used to update the table in the ESSA State Plan, populating the ineffective teacher data components.
 - The newly collected ineffective educator data revealed that there is no gap between ineffective educators in Title I Schools versus non-Title I Schools.

Summary of Changes

Educator Type – Student Groups	Data, identified gaps, interim targets, including date by which target will be reached
<p>Ineffective Educator – high poverty schools identified as Title I Schools/low poverty schools identified as Non-Title I Schools</p>	<p>Percent of ineffective educators in high poverty schools identified as Title I Schools: 0.5% Percent of ineffective educators in low poverty schools identified as Non-Title I Schools: 0.8% Difference in rates: -0.3% Summary of difference: High-poverty Title I schools are served at a slightly lower rate by ineffective teachers than their low-poverty non-Title I counterparts.</p> <p>Interim Goals: monitor results annually to determine if a gap surfaces to be addressed.</p>

Summary of Changes

Educator Type – Student Groups	Data, identified gaps, interim targets, including date by which target will be reached
<p>Ineffective Educator-high minority schools identified as Title I Schools/low minority schools identified as Non-Title I Schools</p>	<p>Percent of ineffective educators in high minority schools identified as Title I Schools: 0.2%</p> <p>Percent of ineffective educators in low minority schools identified as Non-Title I Schools: 0.5%</p> <p>Difference in rates: -0.3%</p> <p>Summary of difference: High-minority Title I schools are served at a slightly lower rate by ineffective teachers than their low-minority non-Title I counterparts.</p> <p>Interim Goals: monitor annually to confirm that the gap has been eliminated.</p>

Summary of Changes

- The method of calculating student growth percentile is being changed from median to mean.
- ELP goals were also reset so all assessment goals are on the same timeline.

Next Steps

- Following public comment, the proposed changes will be sent to the Governor's Office for review.
- Based on feedback any necessary changes will be made and plan will be resubmitted to USED before January 15, 2019.

edu.wyoming.gov/ESSA

CREATING
OPPORTUNITIES
FOR STUDENTS TO
KEEP WYOMING
STRONG

Memorandum

To: State Board of Education

From: Julie Magee, Accountability Director

Date: November 16, 2018

Subject: 2017-18 Accountability Results

Item Type: Informational

On November 1, 2018, the 2017-18 accountability results were publicly released and submitted to the Legislative Services Office (LSO). The attached WAEA Accountability Report summarizes the results of Wyoming schools' performance in the 2017-18 school year.

During its November meeting, the State Board of Education will receive a brief overview of the results and have the opportunity to ask questions.

Statutory Reference(s):

- W.S. 21-2-204
- Every Student Succeeds Act

Supporting Documents/Attachments:

- 2017-18 Accountability Results Presentation
- 2017-18 Accountability Report
- 2017-18 Results_3-8 ([download here](#))
- 2017-18 Results_High Schools ([download here](#))



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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2017-18 Accountability Results

Highlights

Context

- The Wyoming Accountability in Education Act (WAEA) evaluates school performance based on multiple indicators related to student performance.
- The Every Student Succeeds Act (ESSA) identifies schools in most need of support based on multiple indicators related to student performance.
- A school's performance determination is based on multiple indicators including Achievement, Growth, Equity, and English Language Proficiency. In high school, additional indicators include Post-Secondary Readiness, Graduation Rate, and 9th Grade Credits Earned.

Actions

- The 2017-18 school accountability results were publicly released on November 1, 2018.
 - Each school received its performance results on October 15th for a confidential review period of 14 days.
 - The WDE received over 70 comments/questions and made several updates to the reports.

Results

- WAEA (traditional schools)
 - 55.2% of schools are Exceeding or Meeting Expectations
 - 56.1% of 3-8 schools
 - 46.1% of traditional high schools
 - 70.6% of combined schools
- ESSA (all schools)
 - 21 schools were identified for CSI
 - 34 schools were identified for TSI
 - 2 schools were identified for ATSI

Alternative Schools

- For state accountability, alternative schools are rated on the following indicators:
 - Achievement, Growth, HS Certification, CCR, Credit Earning, Climate, and Engagement
- 10 schools (62.6%) are Meeting or Exceeding Expectations
- Accountability results for 2017-18 are informational only

Significant Changes in 2017-18

- **New state assessment**
 - WY-TOPP administered in grades 3-10
 - New item types and testing platform
 - ACT no longer used for Achievement
- **New indicators**
 - English Language Proficiency
 - Post-Secondary Readiness

Conclusion

- The accountability system is valid and reliable
 - 44% of schools earned the same SPR from 2016-17 to 2017-18
 - 55.8% of schools were Meeting or Exceeding Expectations in 2016-17
 - No traditional school rated as Exceeding or Meeting Expectations was identified for CSI or ATSI, and only two were identified for TSI

Questions?



**WYOMING
STATE BOARD
OF EDUCATION**

2017-18 WAEA Accountability Report

Presented to the Joint Education Interim Committee

November 1, 2018

Presented by
Walt Wilcox, Chairman

Authority
2012 Chapter 101, Section 1
W.S. 21-2-204(f)

History

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

Actions

The 2017-18 school performance ratings for each school were publicly released on November 1, 2018. Each school received its performance rating on October 15th for a confidential review period of fourteen (14) days. A school's performance rating falls into one of four (4) categories: Exceeding Expectations, Meeting Expectations, Partially Meeting Expectations, or Not Meeting Expectations. Multiple indicators are used in calculating a school's performance including Achievement, Growth, Equity, and English Language Proficiency. In high school, additional indicators include Post-Secondary Readiness, Extended Graduation Rate, and 9th Grade Credits Earned.

Results/Findings

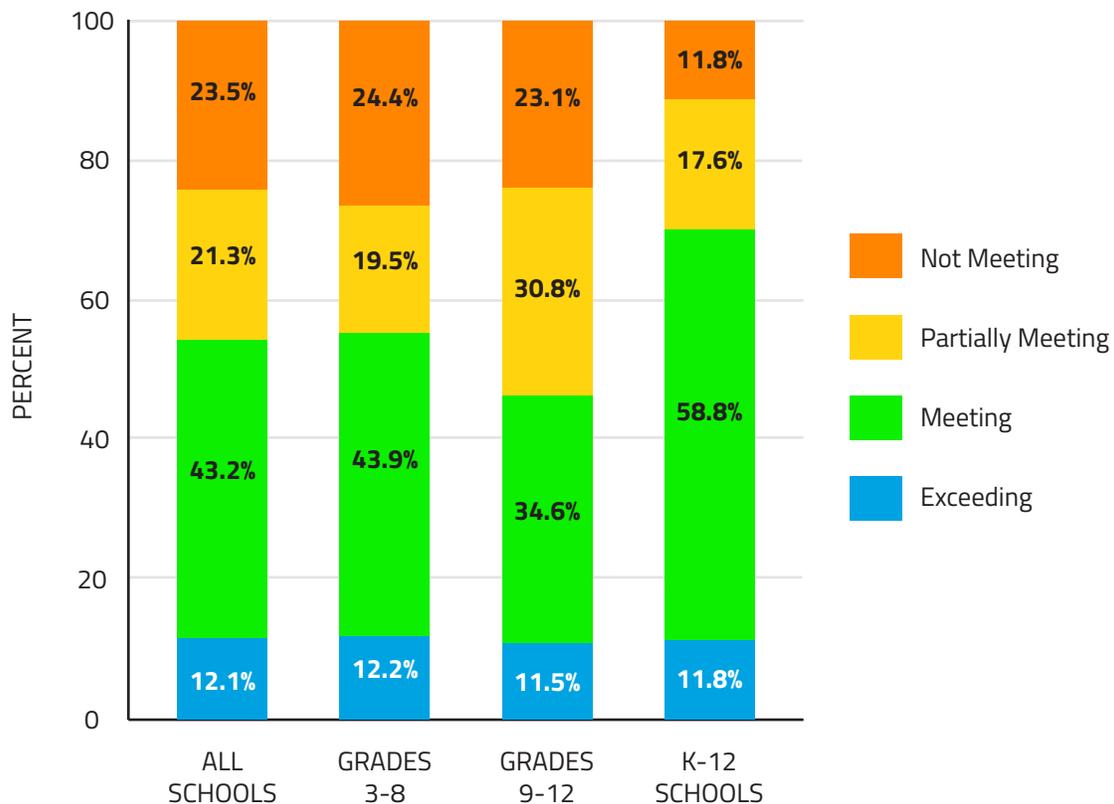
The 2017-18 performance level accountability results show that the majority (55.2%) of Wyoming schools are either Meeting or Exceeding Expectations. Statewide, 38 schools were Exceeding Expectations and 136 schools were Meeting Expectations. The table and charts below provide a visual representation of school performance in Wyoming.

2017-18 SCHOOL PERFORMANCE RATINGS

RATING	ALL SCHOOLS	GRADES 3-8	GRADES 9-12	K-12 SCHOOLS
EXCEEDING EXPECTATIONS	38	30	6	2
MEETING EXPECTATIONS	136	108	18	10
PARTIALLY MEETING EXPECTATIONS	67	48	16	3
NOT MEETING EXPECTATIONS	74	60	12	2
SMALL SCHOOL REVIEW	19	18	1	0



2017-18 SCHOOL PERFORMANCE RATINGS



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

Significant Changes for 2017-18

The 2017-18 school year marked significant changes to the accountability system. First, a new statewide assessment, the Wyoming Test of Proficiency and Progress (WY-TOPP), was implemented in grades 3-10. The new assessment brought different item types (i.e. short answer and tasks in addition to multiple choice) and was administered online, which is a departure from past test administrations. The state assessment is used to measure Achievement, Growth, and Equity. The ACT is still administered in grade 11, but 2018 legislation removed it as a measure of Achievement. Instead, the ACT is used to measure Growth and Post-Secondary Readiness.

Second, the passage of the federal Every Student Succeeds Act (ESSA) required all states to develop a state plan that includes performance indicators which are designed to identify schools in most need of support. In Wyoming, those indicators are identical to the indicators that exist in the state accountability model under the Wyoming Accountability in Education Act (WAEA). There is, however, one additional indicator included in the state model that is not part of the federal model.

Indicators for WAEA and ESSA

- Achievement
- Growth
- Equity (WAEA: included in grades 3-8 and high school. ESSA: included in grades 3-8 only)
- English Language Proficiency (new in 2017-18)
- Graduation Rate (WAEA: extended graduation rate. ESSA: four-year, on-time graduation rate)
- Post-Secondary Readiness (new in 2017-18)

Additional Indicator for WAEA

- 9th Grade Credit Earning (percent of freshman who earned one-fourth of the credits needed to graduate on time)

The attached Accountability Comparison document provides a description of each indicator and illustrates the differences between the state and federal accountability models.

Conclusions

The 2017-18 results suggest that the theory of action behind the state accountability model is working as intended, even when taking the aforementioned changes into consideration. Approximately 44% of schools earned the same School Performance Rating in 2017-18 as they did in 2016-17. Additionally, 55.8% of schools were Exceeding or Meeting Expectations last year, which is nearly identical to the percent of schools with the same ratings in 2017-18. This implies that the accountability system is valid and reliable, and schools are continuing to make progress toward many of the goals outlined in the Wyoming Accountability in Education Act.

The 2017-18 school performance data summaries are attached to this report. All other related school performance reports can be found [here](#).

SBE Communications Committee
November 5, 2018

Communications Committee members present via Zoom: Ryan Fuhrman, Forrest Smith, and Robin Schamber.

Communications Committee members absent: Kathryn Sessions and Scotty Ratliff.

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

November 5, 2018

CALL TO ORDER

Chairman Fuhrman called the meeting to order at 3:45 p.m.

APPROVAL OF AGENDA

Chairman Fuhrman presented the agenda no changes were suggested.

Policies of Governance

SBE Coordinator, Tom Sachse, went through the changes made to Chapter 21 and 29 of the Policies of Governance. The changes that were made were suggestions from the October 12 board meeting.

Kari Eakins suggested the order of items in Chapter 21 be moved around to make the chapter more fluid. Chairman Fuhrman suggested the addition of adding “thank you for your time” to the individual giving public comment.

Communication Outreach Blogs, Twitter, and Website

Chairman Fuhrman asked Kari what the committee needs to do in order to increase the amount of blog posts posted in a month. Kari said some clarification on who needs to approve the blog posts and guidance would be helpful. The committee discussed the status of current blogs and when they can be posted. Blog 1 will be posted this week and blog 2 will be posted after Thanksgiving. Kari, Ryan, and Tom will work the blog on Standards before the committee decides when to post it.

The committee discussed drafting a blog post for the PJP results and possibly having a PJP member document their experiences to include in the blog post.

Update of Statewide Recognition Process

The committee looked over the list of Statewide recognitions, Kylie Taylor said she sent the 2018-19 Wyoming Teacher of the Year a card after she was publicly announced.

November Presentation Ideas

Tom Sachse said he had reached out to an individual to do a presentation on early childhood and Pre-K but he hasn't heard back yet. Kylie indicated with the November meeting only being 3 hours, there might not be enough time. The committee decided to hold off on a presentation until their January meeting.

Administrative Committee (AC)
November 1, 2018 Summary

Attendance: Walt Wilcox, Max Mickelson, Kenny Rathbun, Nate Breen, Tom Sachse, Kylie Taylor, Julie Magee, Kari Eakins, Mackenzie Williams, Sue Belish

1. Review agenda items for November SBE meeting
 - a. We reviewed the items for the next meeting to be held Friday, Nov. 16th from 1:00-4:00 via teleconference.
 - b. It was decided that there does not appear to be a need for a December board meeting, so this will be the final meeting of the year.
2. Discuss agenda format suggestion and meeting ideas
 - a. Kari, Ryan, Tom, and Sue reviewed the agendas from 48 other state boards and designed an agenda template for the SBE. We will ask for board consensus on adopting the proposed template for future meetings.
 - b. Kari will provide a sample of what our November meeting would like should we adopt the suggested template.
 - c. In addition to an agenda template we discussed the idea of arranging our future meetings and locations to follow some themes. We would like to have a small group use the meeting format to plan the meetings for 2019. We hope to convene a group in December.
3. SBE Policies
 - a. Tom presented two revised policies about public comment. They will be discussed at the Nov. meeting with final approval slated for the January meeting.
4. BoardDoc discussion
 - a. Mackenzie shared the latest news on the contract negotiations for the purchase of BoardDocs. He has been working with the company attorney and the state contract division in the hopes of being able to find consensus and finalize the contracts. He is cautiously optimistic that we will have a resolution by the end of the year.
5. SBE – WDE processes – Kari
 - a. Prompted by a request from WDE leadership, the committee briefly reviewed a spreadsheet identifying the meeting responsibilities currently shared by Tom, as the SBE coordinator, and Kylie, as the WDE staff member assigned to the Board. The SBE committee was asked to consider if the tasks listed were still important and if so, who should be responsible for them – WDE staff or the SBE staff. We discussed possible ways to proceed with the task. Since this request came from the department it was suggested that the department take the lead by making the committee aware of what items they suggest should be eliminated, changed, or assigned to a different position.
 - b. We will revisit this item at the January committee meeting.
 - c. A copy of the spreadsheet is available if anyone wishes to see it.

Board of Education

Board ID: 61

Senate Confirmation Number Of Seats: 14 Board Term Length: 6 Authority: WS 21-2-301
 Districts Required Party Split Term Limit Disciplines Required

Meetings: Regular intervals as needed. Duties: The board establishes policies for public education, prescribes minimum standards for education programs, accredits public schools, acts as State Board of Vocational Education, and as the State Committee on School District Organization.

Appointment distribution: Seven (7) one (1) from each appointment district shall be from among lay citizens of the state who are electors of the state, known for their public spirit, business or professional ability and interest in education; One (1) at-large shall be a certified classroom teacher; One (1) at-large shall be a certified school administrator; Two (2) members-at-large shall be representatives of private business or industry in Wyoming; and (1) superintendent of public instruction shall be the 12th voter. Exe. Director of Community College Commission and UW President/designee shall be ex officio members. Not more than seventy-five percent (75%) of the appointed members shall be from the same political party. No member is eligible to reappointment except any member appointed to fill an unexpired term of less than six (6) years.

Member	Address	City	County	Expiration Date	Phone Number	Party	Represents
Sandy Caldwell	2300 Capitol Avenue 5th Floor Suite B	Cheyenne	Laramie		(307) 362-6130	Democr	ex-officio Director Community College Commission
D. Ray	4322 Evets Lane	Laramie	Albany		(307) 766-3145	unknow	Ex officio - UW President Designee
Thomas P. Sachse, PhD	37 North Scott Street Suite 23	Sheridan	Sheridan		(307) 752-1900		State Board Coordinator - Board Contact
Jillian Balow	2300 Capitol Ave	Cheyenne	Laramie	1/3/2019	(307) 777-6101	Republi	Superintendent of Public Instruction
Kenny Rathbun	15 Storts Road	Sundance	Crook	3/1/2019	(307) 283-2114	Republi	District 6 - Crook County
Scott J. Ratliff	11 Clothesline Road	Riverton	Fremont	3/1/2019	(307) 856-9729	Democr	District 7 Fremont County
Kathryn Sessions	930 Centennial Drive	Cheyenne	Laramie	3/1/2019	(307) 214-4050	Democr	Business
Sue Belish	P O Box 422	Ranchester	Sheridan	3/1/2021	(307) 655-9541	Democr	District 4

Board Contact:

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 2300 Capitol Avenue
 Cheyenne WY 82002
 (307) 777-6213
 Kylie.taylor@wyo.gov
<http://www.k12.wy.us>

Member		Address	City	County	Expiration Date	Phone Number	Party	Represents
Nathan	D Breen	1013 West 28th Street	Cheyenne	Laramie	3/1/2021	(307) 778-7652	Democr	District 1 / Member of local school board
Walter	Wilcox	3531 Arroyo	Casper	Natrona	3/1/2021	(307) 473-2785	Republi	Public at large-school administrator
Ryan	Fuhrman	941 West Works Street	Sheridan	Sheridan	3/1/2023	(307) 251-3632	Republi	Teacher at large
Dan	McGlade	6790 Casper Mountain Road	Casper	Natrona	3/1/2023	(307) 262-0478	Republi	Public at Large
Gordon	M Mickelson III	1702 Edgar Street	Rock Springs	Sweetwater	3/1/2023	(307) 389-9069	Republi	District 2 or Public at Large
Robin	Schamber	PO Box 2342	Pinedale	Sublette	3/1/2023	(307) 870-2040	Republi	District 3
Forrest	Smith	1030 E. Washington Street	Powell	Park	3/1/2024	(307) 754-7041		District 5

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



**WYOMING
STATE BOARD
OF EDUCATION**

AGENDA | November 16, 2018

1:00 p.m. via teleconference

Opening Items

- Call to order
- Roll Call
- Pledge
- Welcome
- Approve Agenda

Consent Agenda

- Minutes
- Treasurer's Report

Public Comment on Agenda Items

Reports

- State Superintendent's Update
- Coordinator's Report
 - November 1 LSO Reports
 - November JEIC Presentation
 - WCDA Input on "Basket of Goods"
 - NASBE Report
- Committees
 - Communications Committee
 - Administrative Committee
 - Board Member Terms
 - Future Agenda Format
 - Officer Nomination Committee

Discussion Items

- Draft Preschool Resolution
- Policies of Governance
- ESSA State Plan Update
- 2017-18 Accountability Report

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



**WYOMING
STATE BOARD
OF EDUCATION**

AGENDA | November 16, 2018

Concluding Items

- Next Board Meeting
- Board Member Comments
- Public Comment
- Adjournment

EXAMPLE

Agenda Template Suggestion

- 1. Opening Items (These items take place in this order at every meeting)**
 - Call to order
 - Roll Call
 - Pledge
 - Welcome: (Thanks to host district or organization, process for addressing the board and providing input, recognition of special audience members)
 - Approve Agenda
- 2. Consent Agenda (The purpose of the consent agenda is to efficiently approve items that are clear or have been discussed at a previous meeting, and probably need no further discussion. Board members may ask to pull an item out of the consent agenda if additional discussion is warranted. Before asking for an item to be pulled, board members should read through the board packet and ask clarifying questions prior to the meeting.)**
 - Approval of minutes from previous meetings
 - Acceptance of treasurer's report
 - Approval of items that have been previously presented (changes to policies, reports, accreditation status, alternative calendar requests)
 - Adoption of resolutions (such as a resolution about our support for early childhood education)
- 3. Presentation**
 - Meeting theme – related to statutory responsibilities, strategic goals, partner work or celebration of educators and students
- 4. Public Comment on Agenda Items**
 - The welcome message should include remarks about how public comment will be handled and how the chairman has the authority to limit time.
- 5. Reports (These should be written reports. In some instances, additional information may be orally added to the report. Questions may be asked about the reports.)**
 - State Superintendent
 - Coordinator
 - Committees
- 6. Discussion Items**
 - Presentations of information or proposals which will become business items at the next meeting
 - Official reports that must be submitted to another entity
 - Progress on board goals or priorities (Could be about equity, engagement, early childhood, “Big Picture Education Goals”)
 - Progress on statutory responsibilities (are we on track to meet our obligations, do we need to begin work on certain issues)
- 7. Action Items (Items that need official board approval)**
 - Action items should have been presented as a discussion item at a previous meeting.
 - Require the use of a template with statutory and budgetary references, summary information and links to more specific information
- 8. Concluding Items (Every meeting should end with these items)**
 - Future Items (calendar for upcoming meetings, date and location, list of issues needing additional information, recommendations for future agenda items)
 - Board Member Comments (Comments about meetings or workshops attended, topics of concern, public recognition)
 - Public Comment (Final comments from the audience)
 - Adjournment

Meeting Schedule and Locations Suggestion

- Ten meetings per year (none in July/Aug. and none in Dec.)
- Locations
 - Casper 4 (it is a central location)
 - Cheyenne 1 (during legislative session; to encourage WCCC participation)
 - Laramie 1 (to encourage UW participation)
 - Across State 2 (Rotate locations)
 - Teleconference 2 (Nov. + another month)
- Themes for Meetings (Presentations at the meeting would be linked to the theme for that meeting. We would need to work with our partners, UW and, if we chose to do so, early childhood organizations. Discussion items may also be linked to the theme.)
 - UW: 2 times per year, one in Laramie, one at another meeting, provide and discuss information about teacher education, students from K-12 education in remedial classes, completers, Hathaway Scholarship results, leader preparation
 - WCCC: 2 times per year, one in Cheyenne, one at another meeting; provide and discuss information about students from K-12 education in remedial classes, completers, Hathaway Scholarship results, concurrent and dual enrollment, career/technical opportunities
 - Early Childhood Ed: 2 times per year but would need to forge relationship with agencies and organizations, provide and discuss information about students entering K-12, readiness, exemplars, legislative issues; this would be a partnership beyond our present ones.
 - Statutory requirements
 - Accountability
 - Assessment
 - Graduation requirements
 - Basket of goods and standards
 - Accreditation
 - State system of support
 - Goals for education and improvement of education
 - Special populations
 - Other Possible Options
 - STEM Initiatives
 - Innovation
 - Student Engagement
 - Equity