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 | February 21, 2019 – 1:00 p.m.

2300 Capitol Ave. Basement Conference Room, Cheyenne

State Board of Education

Opening Items

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

Recess State Board of Education

Convene State Board of Vocational Education

Discussion Items

- Approval of State Reports
- Perkins V Update

Adjourn State Board of Vocational Education

Reconvene State Board of Education

Consent Agenda

- Minutes
- Treasurer's Report

Public Comment on Agenda Items

2019 Milken Award Winner – Chris Bessonette

Reports

- State Superintendent's Update
- Coordinator's Report
    - Legislative Update
    - Update on Basket of Goods Input

  - Administrative Procedures
- Committees
  - Communications Committee
  - Administrative Committee

Discussion Items

- Trigger Mechanism for Opening Standards
- Computer Science Request for Impact Study
- Certified Personnel Evaluation Systems
  - Committee Update
  - District and School Leadership Evaluation Survey Update and Next Steps
- Statewide System of Support Guidebook
- Biennium Budget Request Process
- Accreditation
  - Stickers for Diplomas
  - Wyoming Cowboy Challenge Academy

Recess the State Board of Education – 5:00 p.m.

February 22, 2019 – 8:00 a.m.

Reconvene the State Board of Education

Continuation of Board Reports and Updates from Previous Day

Action Items

- SBE Communications Policies (Sections 21 & 29)
- Early Learning Resolution
- State Board of Education Election of Officers
- Approval of Meeting Dates/Locations
- NASBE Legislative Conference in Washington DC
- Accreditation for Wyoming Cowboy Challenge Academy

Future Items

- Committee Appointments in March
- Location for March Meeting

Board Member Comments

(Comments about meetings or workshops attended, topics of concern, public recognition)

Public Comment

(Final comments from the public)

Adjournment – 12:00 p.m.

Wyoming State Department of Education

Carl Perkins IV State Report

Secondary Schools and Students
2017-2018

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Introduction to Carl Perkins IV

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

In keeping with the evolving trends in career and technical education, the Perkins Act was revised in 2006. One of the notable provisions of the Carl D. Perkins Career and Technical Education Improvement Act (Perkins IV) is the call for "programs of study." The law requires states to offer high school students a new kind of career and technical education that helps prepare them for both college and career, not just for success in entry-level occupations. In addition to the programs of study, the Perkins Act of 2006 has several other features that have significantly impacted state and local recipients of Perkins funds. This includes, but is not limited to: a) an increased emphasis on local accountability; b) changes to federal performance measures and definitions of student populations; c) development and recognition of CTE Programs of Study[1]; d) an emphasis on increasing coordination between the different programs within CTE as well as integration with academics; and e) focusing CTE so that students are being prepared for future employment in high-demand, high-skill, and/or high-wage jobs.

The following report presents data collected during the 2017-18 school year from Wyoming high schools. The information contained in this report illustrates how CTE programs are working in the state of Wyoming and also provides invaluable data to inform future planning.

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

CTE Concentrators and Participants

Demographic information was collected from 65 secondary schools with students participating in CTE programs in Wyoming during the 2017-18 school year. Specifically, this information was collected from CTE Concentrators and CTE Participants. The table below describes how these categories are defined under Perkins IV. The charts and tables in this section summarize the demographic information available for these CTE students.

Table 1. Perkins Student Definitions

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

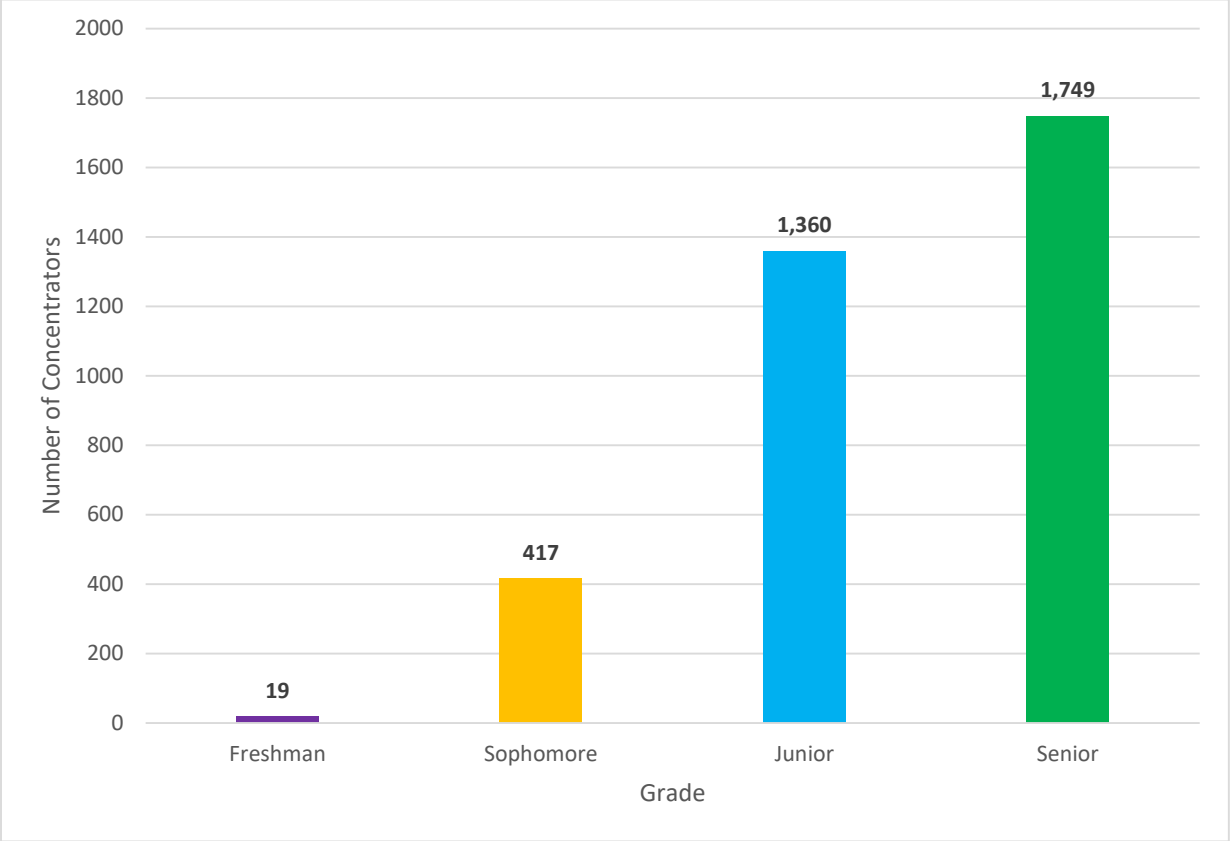
CTE Concentrators

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

There were 3,545 total students reported as active CTE concentrators during the 2017-2018 school year. The charts and tables that follow show the demographic information reported on CTE concentrators by grade level, gender, race/ethnicity, eligibility category and career cluster/program area.

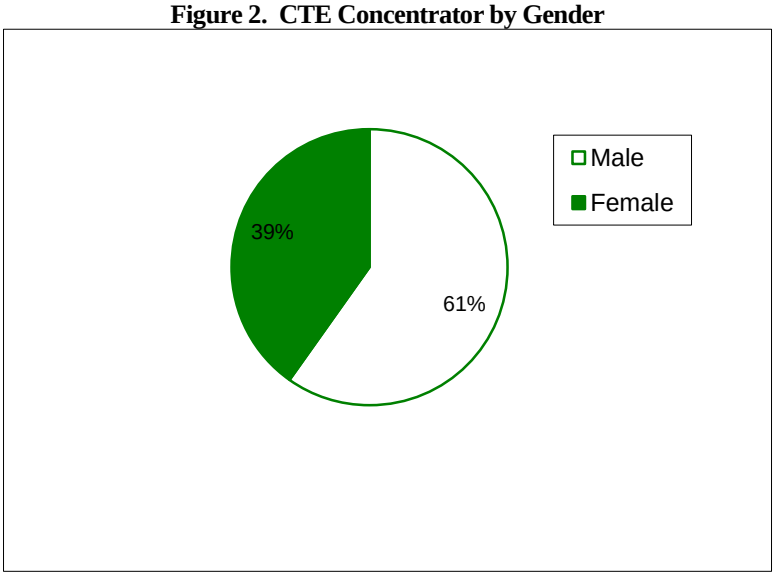
Grade Level. Among CTE concentrators, most students 49% were seniors, followed by 38% who were juniors. Only 12% of CTE concentrators were sophomores, and very few freshman students met the definition of a CTE concentrator. Such a grade level distribution is to be expected given that CTE concentrators must have at least completed 2 courses and currently enrolled in a 3rd course.

Figure 1. CTE Concentrator by Grade



Gender. During the 2017-2018 year, it was reported that 2,161 (61%) CTE concentrators were male and 1,384 (39%) were female. The proportion of males to females was consistent with what was reported during the past several school years.

Figure 2. CTE Concentrator by Gender



Race/Ethnicity. The majority of CTE concentrators are White (82%), followed by Hispanics (12%). Note that these figures are consistent with the ethnic/racial distribution of the student population statewide. Thus, although there are relatively few minority CTE concentrators, this is consistent with the statewide composition and has remained stable over the years.

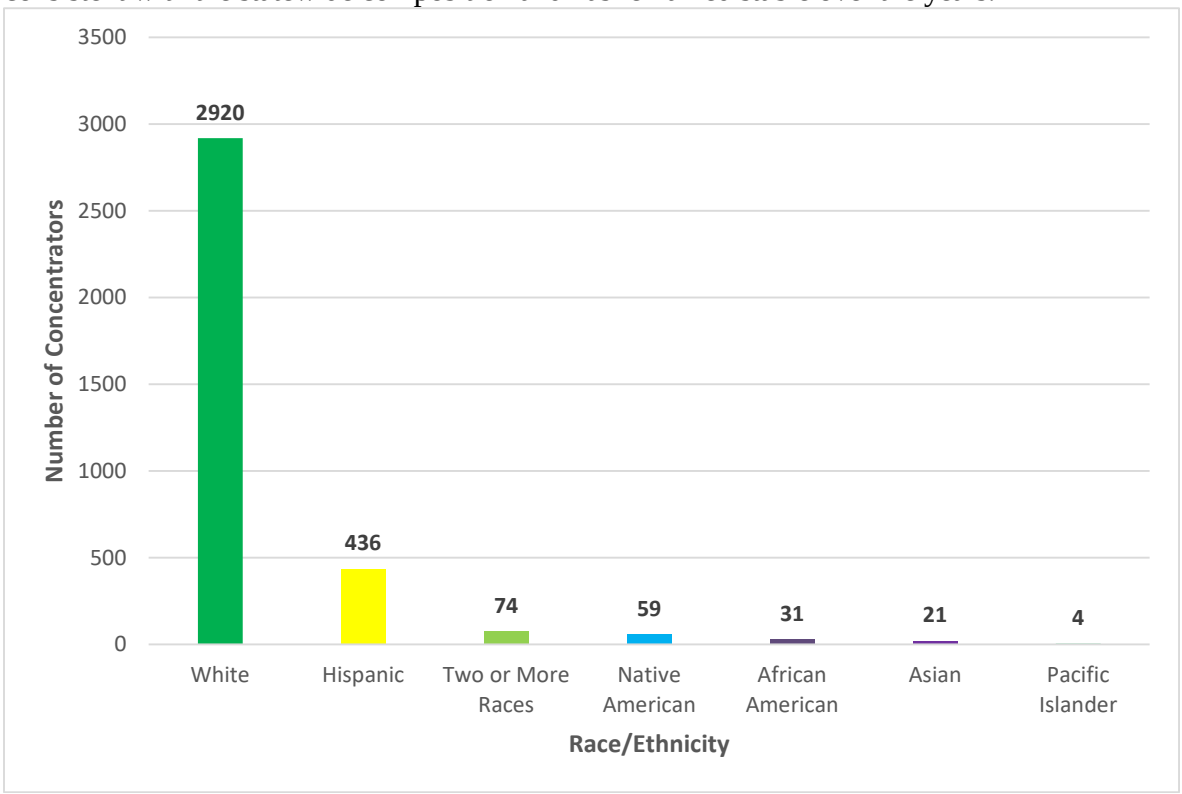


Figure 3. CTE Concentrator by Race/Ethnicity

Eligibility Category. Compared to last year's eligibility category composition, the distribution of the subpopulations has remained stable with the exception being a significant decrease in the number of economically disadvantaged students.

Table 2. CTE Concentrator by Eligibility Category

Category*	Count	Percent of Total
Economically Disadvantaged	200	5.6%
Disability	263	7.4%
Single Parent	92	2.6%
Limited English Proficiency	20	0.6%
Other Educational Barriers	184	5.2%
Corrections	4	0.1%
Migrant	1	0.0%
Displaced Homemaker	1	0.0%

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

Career/cluster/program area. For the fourteenth year in a row, Agriculture was the program area with the highest enrollment among CTE concentrators (23.0%). Hospitality and Tourism has continued to gain popularity and is now the second most popular program (13.8%). Manufacturing has retained its place as the third most popular program (12.6%) with Architecture and Construction falling to fourth place (11.4%). Over half (61%) of all CTE concentrators were enrolled in these four program areas.

Table 3. CTE Concentrator by Gender and Program

Program Area	Male Count	Female Count	Percent of Males in Program	Percent of Females in Program	Total Count	Total Percent
Agriculture, Nat. Resources	450	366	20.8%	24.6%	816	23.0%
Architecture & Construction	352	52	16.3%	3.8%	404	11.4%
Manufacturing	408	39	18.9%	2.8%	447	12.6%
Hosp. & Tourism	189	299	8.7%	21.6%	488	13.8%
Health Science	63	200	2.9%	14.5%	263	7.4%
Transportation, Distribution & Logistics	234	17	10.8%	1.2%	251	7.1%
STEM	151	29	7.0%	2.1%	180	5.1%
Info. Technology	86	30	4.0%	2.2%	116	3.3%
Business Admin.	41	50	1.9%	3.6%	91	2.6%
Human Services	3	101	0.1%	7.3%	104	2.9%
Arts, AV Tech & Comm.	67	76	3.1%	5.5%	143	4.0%
Marketing	50	30	2.3%	2.2%	80	2.3%
Finance	46	38	2.1%	2.7%	84	2.4%
Law & Public Safety	21	38	1.0%	2.7%	59	1.7%
Education & Training	0	19	0.0%	1.4%	19	0.5%
Gov. & Public Admin.	0	0	0.0%	0.0%	0	0.0%

Results by CTE pathway show that the Restaurants & Food Services, Construction, Production, Facility & Mobile Equipment Maintenance, and Agribusiness Systems were the most popular pathways among CTE concentrators, with over 44% of concentrators being in these five pathways.

Table 4. CTE Concentrator by Pathway

Pathway	Frequency	Percent
Restaurants & Food/Beverage Services	488	13.8%
Construction	338	9.5%
Production	281	7.9%
Agribusiness Systems	251	7.1%
Facility & Mobile Equipment Maintenance	212	6.0%
Animal Systems	199	5.6%
Power, Structural & Technical Systems	195	5.5%
Engineering & Technology	180	5.1%
Manufacturing Production Process Dev.	160	4.5%
Support Services	158	4.5%
Journalism & Broadcasting	95	2.7%
Diagnostic Services	92	2.6%
Early Childhood Development & Services	84	2.4%
Accounting	76	2.1%
Marketing Management	75	2.1%
Natural Resources Systems	73	2.1%
Design/Pre-Construction	66	1.9%
Emergency & Fire Management Services	59	1.7%
Food Products & Processing Systems	52	1.5%
Plant Systems	46	1.3%
Business Information Management	46	1.3%
Visual Arts	44	1.2%
Programming & Software Development	40	1.1%
Information Support & Services	36	1.0%
Web & Digital Communications	27	0.8%
Sales & Service	27	0.8%
Family & Community Services	20	0.6%
Teaching/Training	19	0.5%
General Management	19	0.5%
Administrative Support	16	0.5%
Therapeutic Services	13	0.4%
Network Systems	13	0.4%

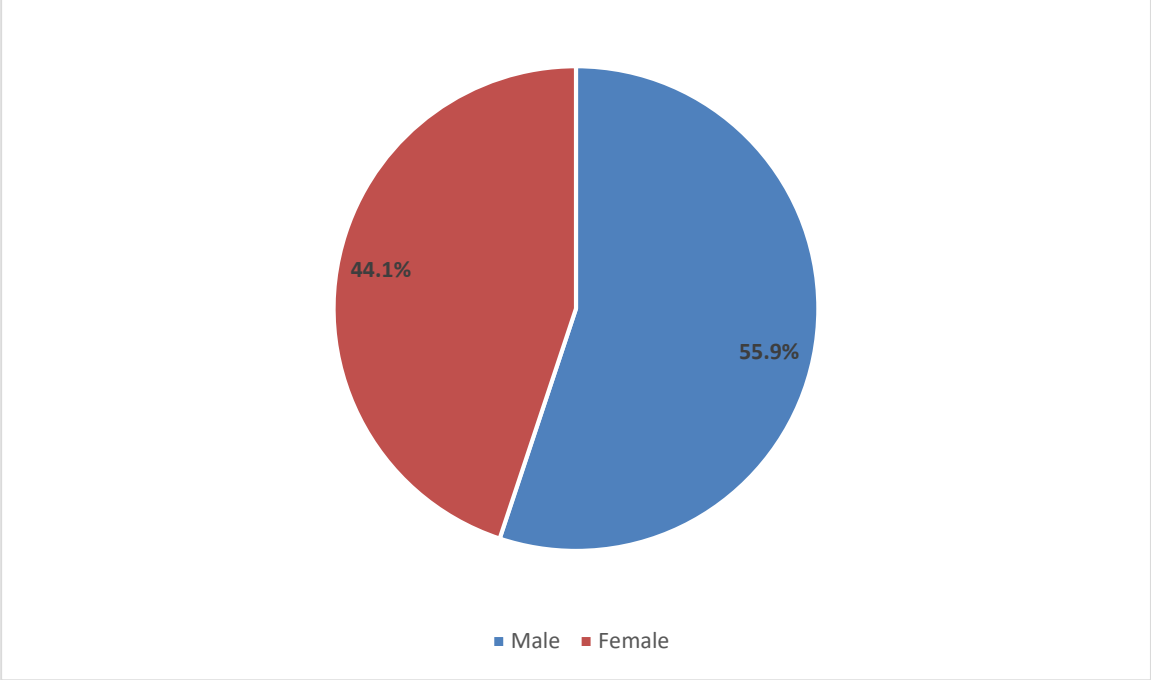
Transportation Operations	12	0.3%
Operations Management	10	0.3%
Business Finance	8	0.2%
Maintenance, Installation & Repair	6	0.2%
Printing Technology	3	0.1%
Marketing Communications	3	0.1%
Merchandising	2	0.1%
Telecommunications	1	0.0%

CTE Participants

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

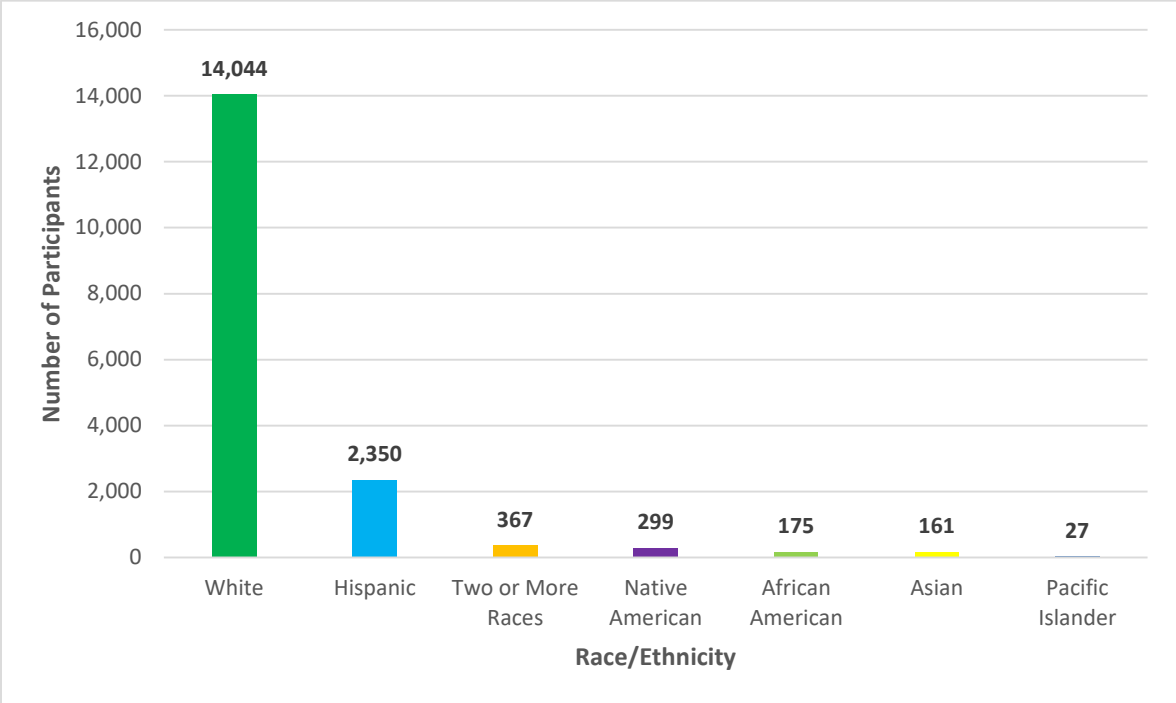
Gender. During the 2017-2018 school year, it was reported that 9,743 (55.9%) males and 7,680 (44.1%) females were CTE participants, for a total of 17,423 participants.

Figure 4. CTE Participants by Gender



Race/Ethnicity. As noted previously, due to limited ethnic diversity overall in Wyoming, the ethnic distribution of CTE participants consists of 80.6% White students.

Figure 5. CTE Participants by Race/Ethnicity



Eligibility Category. Most CTE participants in a special population were categorized as disabled or economically disadvantaged (16.1% of all participants).

Table 5. CTE Participants by Eligibility Category

Category*	Count	Percent of Total
Economically Disadvantaged	1,100	6.3%
Disability	1,710	9.8%
Other Educational Barrier	896	5.1%
Single Parent	415	2.4%
Limited English Proficiency	279	1.6%
Corrections	28	0.2%
Migrant Status	26	0.1%
Displaced Homemakers	7	0.0%

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

Federal Indicators

Summary of Results

The following table shows an overall summary of results statewide by each of the federal Perkins IV indicators. The sections that follow describe results for each of these indicators in more detail and by subgroup. Columns highlighted in yellow indicate that target goals were met at 90% or greater for the 2017-2018 school year.

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

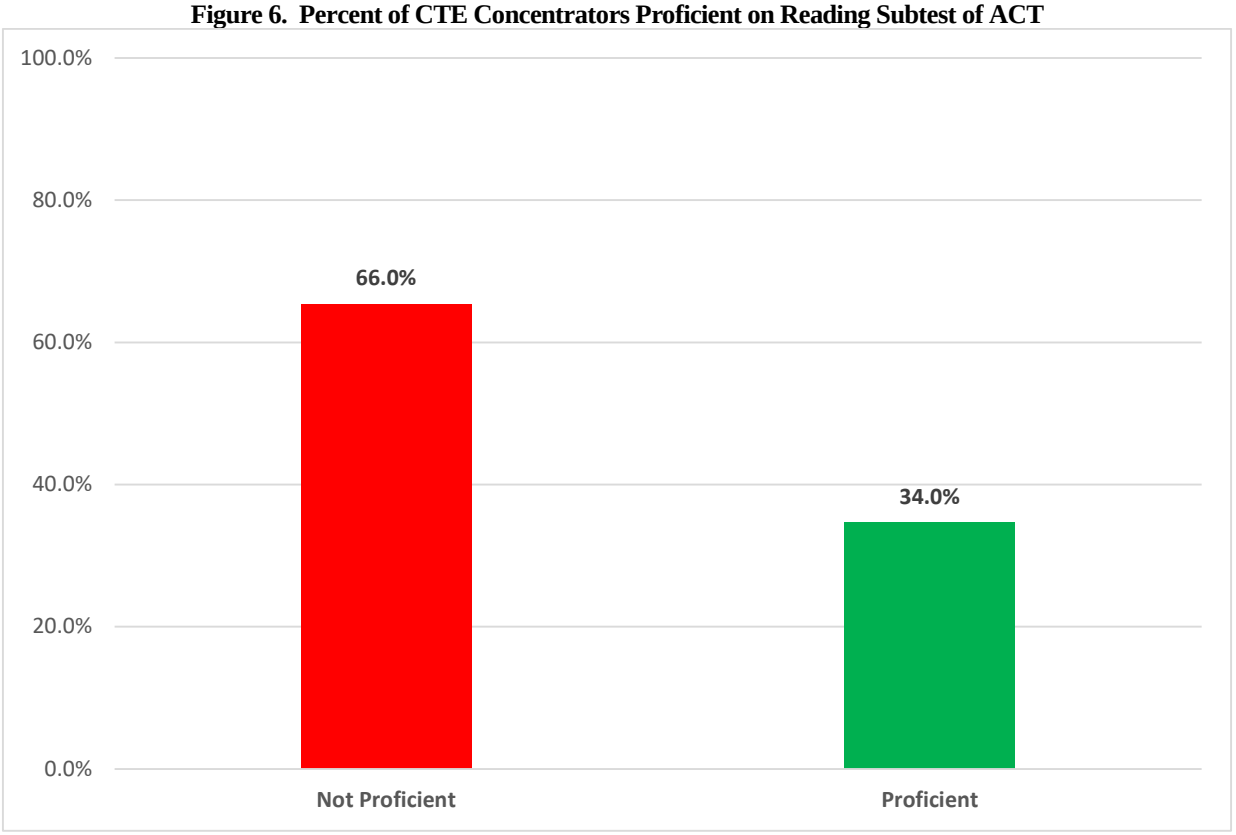
Indicators	Perkins IV Measurement Definitions	2017-2018 Results	2017-2018 Targets
(1S1) Academic Attainment: Reading	Percent of CTE concentrators who have met the proficient or advanced level on the ACT reading assessment administered by the State of Wyoming under Section 1111(b)(3) of the Elementary and Secondary Education Act (ESEA) as amended by the No Child Left Behind Act based on the scores that would be included in the State's computation of adequate yearly progress (AYP)	34.0	35.0
(1S2) Academic Attainment: Math	Percent of CTE concentrators who have met the proficient or advanced level on the ACT math assessment administered by the State of Wyoming under Section 1111(b)(3) of the Elementary and Secondary Education Act (ESEA) as amended by the No Child Left Behind Act based on the scores that would be included in the State's computation of adequate yearly progress (AYP)	30.9	40.0
(2S1) Technical Skill Attainment	Percent of CTE concentrators who passed technical skill assessments that are aligned with industry-recognized standards, if available and appropriate, during the reporting year.	74.5	72.0
(3S1) Completion	Percent of CTE concentrators who earned a regular secondary school diploma, earned a General Education Development (GED) credential as a State-recognized equivalent to a regular high school diploma (if offered by the State) *or* other State-recognized equivalent (including recognized alternative standards for individuals with disabilities), *or* earned a proficiency credential, certificate, or degree, in conjunction with a secondary school diploma (if offered by the State) during the reporting year.	99.4	95.0
(4S1) Graduation Rate	Percent of CTE concentrators who, in the reporting year, were included as graduated in the State's computation of its graduation rate as described in Section 1111(b)(2)(C)(vi) of the ESEA	96.7	94.0
(5S1) Placement	Percent of CTE concentrators who left secondary education and were placed in postsecondary education or advanced training, in the military service, or employment in the second quarter following the program year in which they left secondary education.	96.7	95.0
(6S1) Non-Traditional Participation	Percent of CTE participants from underrepresented gender groups who participated in a program that leads to employment in nontraditional fields during the reporting year.	30.7	32.0
(6S2) Non-Traditional Completion	Percent of CTE concentrators from underrepresented gender groups who completed a program that leads to employment in nontraditional fields during the reporting year.	27.9	26.0

1S1 – Academic Attainment: Reading

To compute academic attainment, CTE concentrators are matched with all 11th graders who took the ACT in spring 2018. The indicator was then calculated by the percent of CTE concentrators proficient on the reading portion of the ACT.

Overall, **34.0% of CTE concentrators were proficient on the ACT reading** subtest as compared to 66.0% not proficient. This represents an increase from the prior year when 33.0% of concentrators were proficient.

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



Indicator 1S1 by Subpopulations:

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

- Proficiency rates by gender show that the percent proficient was greater for females (39.7%) than males (30.3%).
- Students in the Asian race/ethnicity category had the highest percentage of students meeting reading proficiency targets for reading at 60.0%.
- The highest proportion of special population students to meet this indicator were non-traditional (39.9%).

Table 7. Indicator 1S1 Results by Subpopulations

(1S1) Academic Attainment: Reading			
Gender	**# of Students in Numerator**	**# of Students in Denominator**	**Percent of Students Meeting Indicator**
Male	244	804	**30.3%**
Female	205	516	**39.7%**
Race/Ethnicity			
American Indian	2	18	**11.1%**
Asian	6	10	**60.0%**
Pacific Islander	*	*	**NA**
Black	*	*	**NA**
Hispanic	41	162	**25.3%**
White	387	1,085	**35.7%**
Two or more races	10	34	**29.4%**
Special Populations			
Individuals With Disabilities	7	102	**6.9%**
Economically Disadvantaged	20	68	**29.4%**
Single Parents	9	33	**27.3%**
Displaced Homemakers	*	*	**NA**
Limited English Proficient	*	*	**NA**
Migrant	*	*	**NA**
Non-Traditional	139	348	**39.9%**

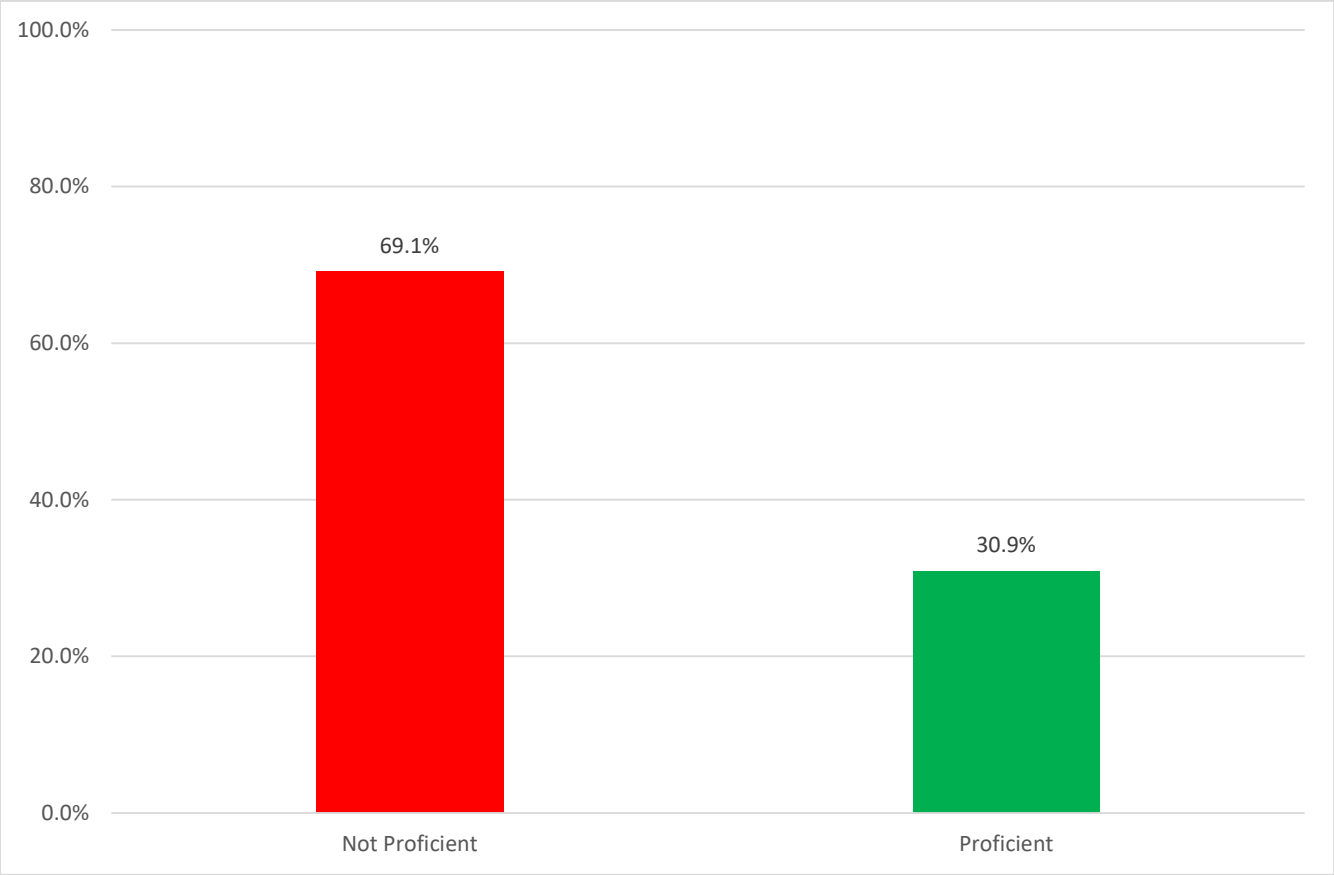
* Low counts (denominator <10) have been suppressed.

1S2 – Academic Attainment: Mathematics

To compute academic attainment, CTE concentrators are matched with all 11th graders who took the ACT in spring 2018. The indicator was then calculated by the percent of CTE concentrators proficient on the math portion of the ACT.

Statewide results show that **30.9% of CTE concentrators were proficient in math** as compared to 69.1% who were not proficient. This represents a decrease in proficiency as compared to last year. However, there was a significant change to how proficiency was determined this year. So, the values are not comparable.

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



Indicator 1S2 by Subpopulations:

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

- Proficiency rates by gender show that the percent proficient was greater for males (31.7%) than females (29.7%).
- For race/ethnicity, Asian students (60%) were most likely to meet the math proficiency targets.
- For special populations, students in the economically disadvantaged (33.8%) category had the highest proportion of students meeting the proficiency target.

Table 8. Indicator 1S2 Results by Subpopulations

(1S2) Academic Attainment: Mathematics			
Gender	**# of Students in Numerator**	**# of Students in Denominator**	**Percent of Students Meeting Indicator**
Male	255	804	**31.7%**
Female	153	516	**29.7%**
Race/Ethnicity			
American Indian	*	(10-19)	**< 10.0%**
Asian	6	10	**60.0%**
Pacific Islander	*	*	**NA**
Black	*	*	**NA**
Hispanic	33	162	**20.4%**
White	357	1,085	**32.9%**
Two or more races	8	34	**23.5%**
Special Populations			
Individuals With Disabilities	11	102	**10.8%**
Economically Disadvantaged	23	68	**33.8%**
Single Parents	6	33	**18.2%**
Displaced Homemakers	*	*	**NA**
Limited English Proficient	*	*	**NA**
Migrant	*	*	**NA**
Non-Traditional	100	348	**28.7%**

* Low counts (denominator <10) have been suppressed.

2S1 – Technical Skill Attainment

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

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

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

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

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

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

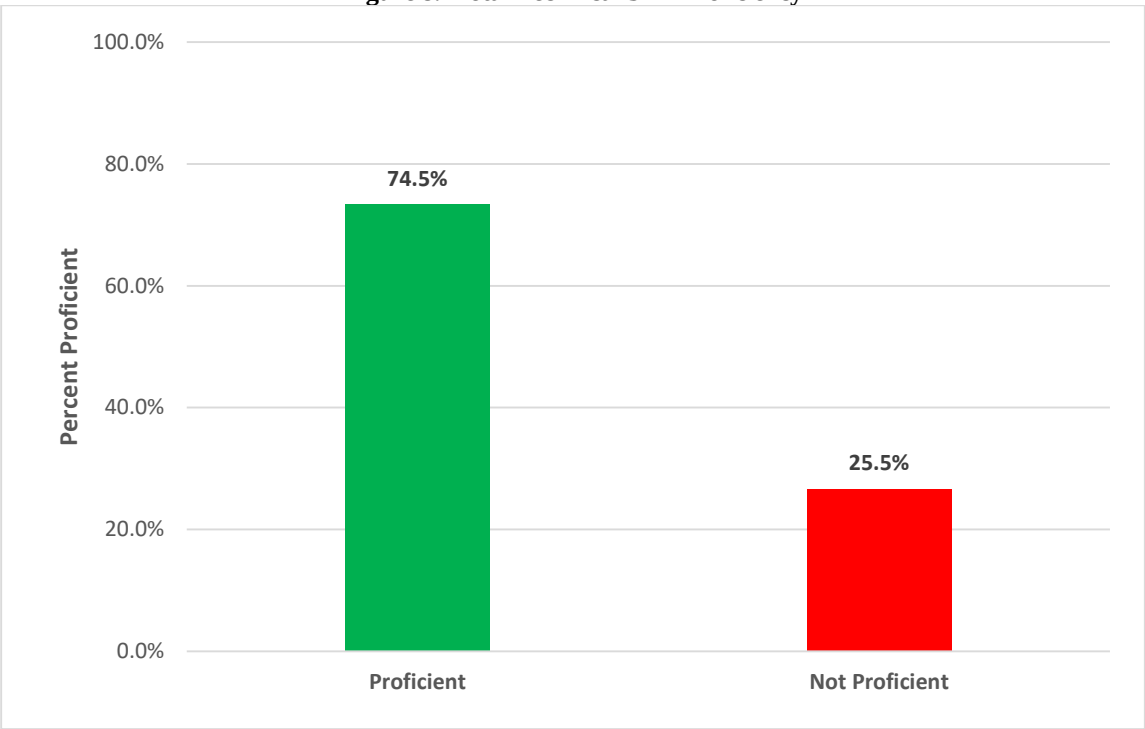
In addition to the Wyoming Pathway Assessments, NOCTI Pathway & Job-Ready Assessments, and ASE assessments, data was obtained on students within a pathway that has an industry-certified exam available (e.g., Culinary ProStart, CNA certification, etc.). Districts are required to seek approval of industry-certified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

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

Determination of technical skill attainment for the 2017-18 program year was made based on which CTE program area concentrators participated in and was calculated accordingly. Concentrators had the opportunity to take an assessment linked to their CTE program. Students in an engineering pathway had the opportunity to participate in Project Lead the Way.

Results showed that 74.5% of CTE concentrators were proficient in technical skills compared to 25.5% who were not proficient. This is a decrease in proficiency rate from the 2016-2017 school year where 75.1% of CTE concentrators were proficient in technical skill attainment.

Figure 8. Total Technical Skill Proficiency



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

Table 9. Overall Proficiency by Type of Assessment

	# Who Passed	# Who Took	Percent Proficient
Wyoming Pathway Assessments	618	851	72.6%
NOCTI Assessments	450	625	72.0%
Industry-certified exam	259	286	90.6%
ASE Auto Assessment	69	113	61.1%
21st Century Skills Assessment	44	56	78.6%
Project Lead the Way Courses (Pre-Engineering)	23	29	79.3%
TOTAL	**1,463**	**1,960**	**74.6%**

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

Table 10. Technical Proficiency by Program Area

Program Area	Passed Assessment	Took Assessment	Percent Proficient
Agriculture, Nat. Resources	375	447	83.9%
Manufacturing	158	271	58.3%
Architecture & Construction	177	235	75.3%
Hosp. & Tourism	217	278	78.1%
Health Science	116	130	89.2%
STEM	105	128	82.0%
Transportation, Distribution & Logistics	69	115	60.0%
Info. Technology	20	39	51.3%
Human Services	55	60	91.7%
Arts, AV Tech & Comm.	55	87	63.2%
Finance	24	38	63.2%
Business Admin.	20	49	40.8%
Marketing	40	51	78.4%
Education & Training	2	2	100.0%
Law & Public Safety	30	30	100.0%
Gov. & Public Admin.	0	0	NA
TOTAL	**1,463**	**1,960**	**74.6%**

Indicator 2S1 by Subpopulations:

Highlights of results for technical skill attainment by subpopulation include:

- Results by gender show that a higher percentage of females (80.8%) met the technical skill proficiency skill targets than males (70.9%).
- The racial category with the highest percentage of students meeting technical skill proficiency targets was Black (78.9%).
- Non-Traditional (81.6%) and economically disadvantaged (74.0%) CTE concentrators showed the highest proficiency levels from special populations.

Table 11. Indicator 2S1 Results by Subpopulations

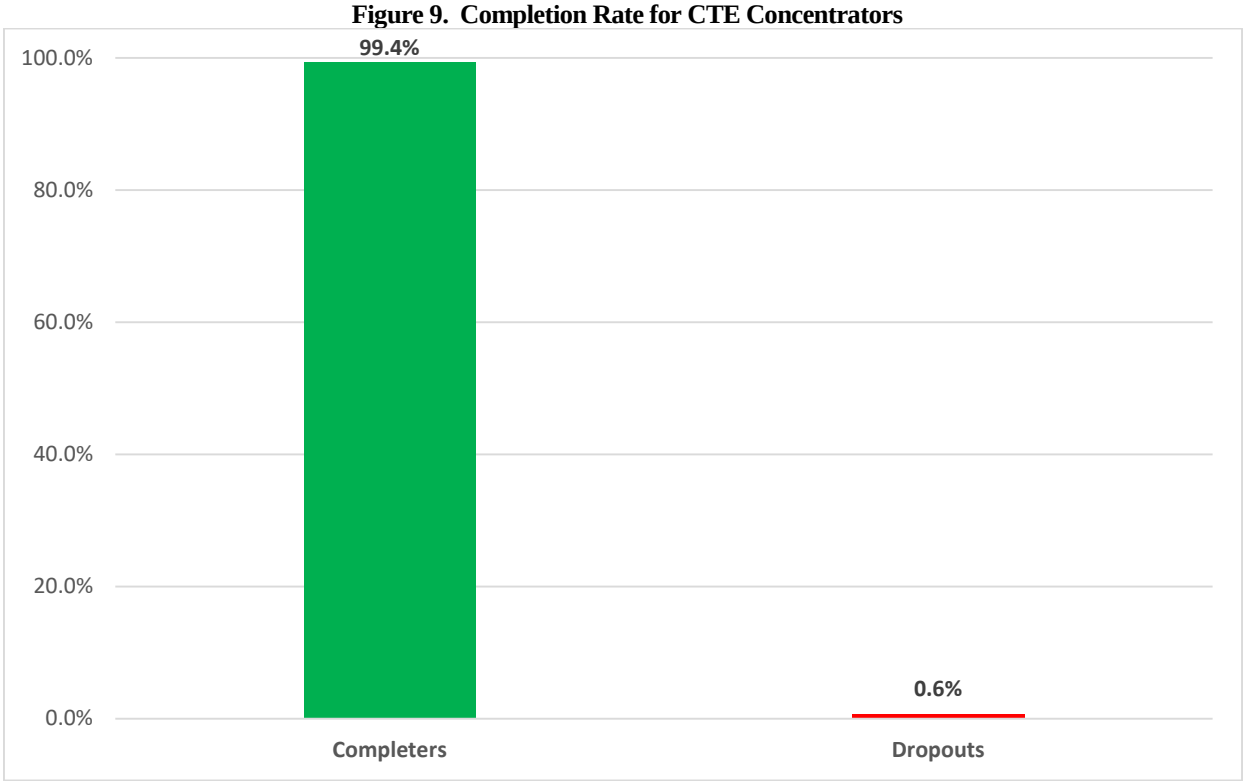
(2S1) Technical Skill Attainment			
Gender	**# of Students in Numerator**	**# of Students in Denominator**	**Percent of Students Meeting Indicator**
Male	874	1,233	**70.9%**
Female	579	717	**80.8%**
Race/Ethnicity			
American Indian	12	17	**70.6%**
Asian	10	13	**76.9%**
Pacific Islander	*	*	**NA**
Black	15	19	**78.9%**
Hispanic	159	231	**68.8%**
White	1,228	1,630	**75.3%**
Two or more races	27	38	**71.1%**
Special Populations			
Individuals With Disabilities	67	137	**48.9%**
Economically Disadvantaged	77	104	**74.0%**
Single Parents	29	50	**58.0%**
Displaced Homemakers	*	*	**NA**
Limited English Proficient	4	10	**40.0%**
Migrant	*	*	**NA**
Non-Traditional	363	445	**81.6%**

3S1 – Secondary School Completion

The indicator is calculated by identifying CTE concentrators who were noted as earning a diploma or dropping out of secondary education during the reporting year (2017-18). Students noted as receiving a diploma are included in the numerator while all students noted as leaving secondary education are included in the denominator.

Results show that 1,736 CTE concentrators left secondary education during the 2017-2018 school year. This included 1,725 completers and 11 dropouts. Thus, 99.4% of CTE concentrators who left secondary education were reported as graduating during the 2017-2018 school year. This represents a decrease of 0.1% as compared to the prior year (99.5%).

Figure 9. Completion Rate for CTE Concentrators



Indicator 3S1 by Subpopulations:

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

- 99.9% of females met indicator 3S1, which was higher than males at 99.1%.
- For race/ethnicity subgroups, all subgroups attained at or near 100% completion.
- Disabled enrollees (97.5%) had the lowest completion rates.

Table 12. Indicator 3S1 Results by Subpopulations

(3S1) Secondary School Completion			
Gender	**# of Students in Numerator**	**# of Students in Denominator**	**Percent of Students Meeting Indicator**
Male	1,047	1,057	**99.1%**
Female	678	679	**99.9%**
Race/Ethnicity			
American Indian	26	26	**100.0%**
Asian	*	*	**NA**
Pacific Islander	*	*	**NA**
Black	21	21	**100.0%**
Hispanic	227	228	**99.6%**
White	1,403	1,413	**99.3%**
Two or more races	38	38	**100.0%**
Special Populations			
Individuals With Disabilities	115	118	**97.5%**
Economically Disadvantaged	94	94	**100.0%**
Single Parents	42	43	**97.7%**
Displaced Homemakers	*	*	**NA**
Limited English Proficient	*	*	**NA**
Migrant	*	*	**NA**
Non-Traditional	393	393	**100.0%**

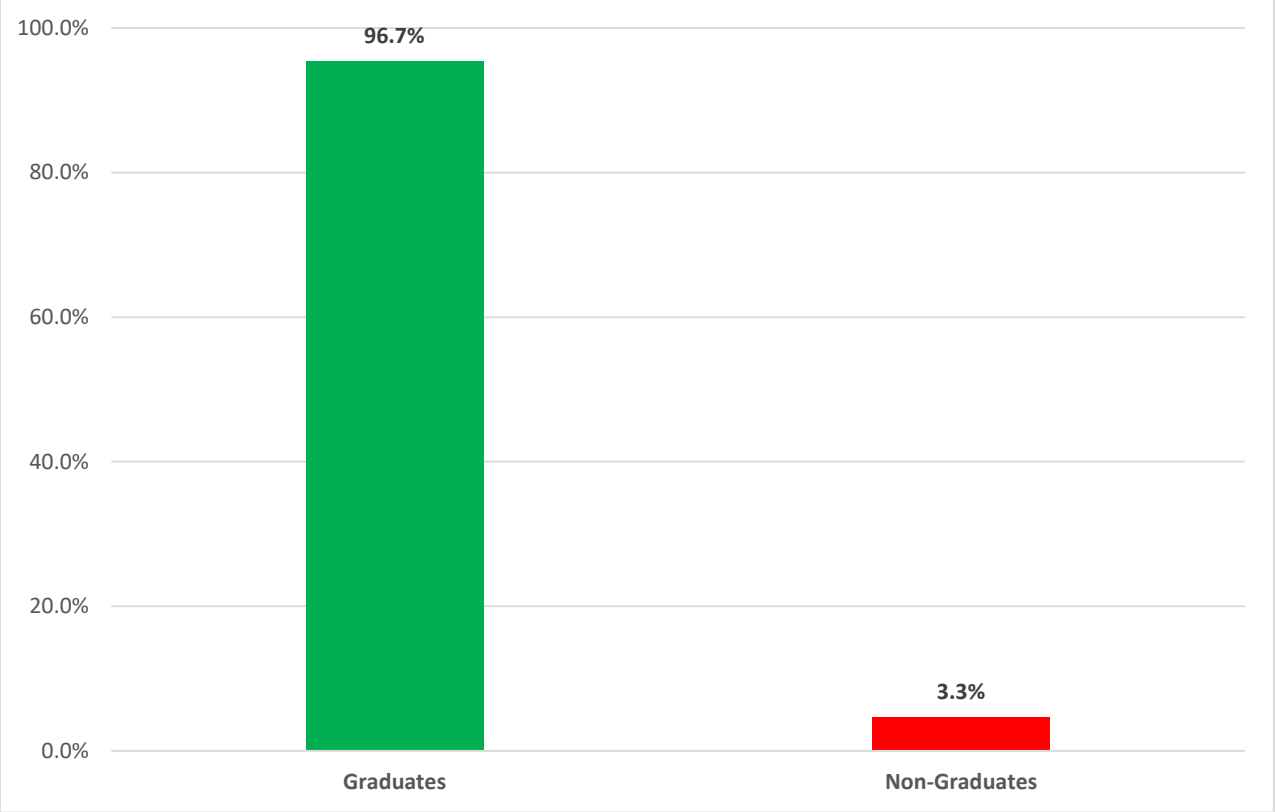
* Low counts (denominator <10) have been suppressed.

4S1 – Student Graduation Rates

To calculate indicator 4S1, graduation data was matched with identified CTE concentrators, who in the reporting year, were included as graduated in the State's computation of its graduation rate. This indicator varies from 3S1 in that the cohort of CTE concentrators used in the calculation of this indicator consists of last year's (2016-17) graduates. This is consistent with how the WDE calculated and reported official graduation rates.

Results show that 96.7% (1,957 out of 2,024) of eligible CTE concentrators were reported as graduating as compared to 3.3% who did not graduate. This represents an increase from last year (95.4%).

Figure 10. Graduation Rate Among CTE Concentrators



Indicator 4S1 by Subpopulations:

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

- Overall, females showed higher graduation rates (98.3%) than males (95.6%).
- Pacific Islander and White students were the racial groups with the highest graduation rates.
- Examination of special populations showed that migrant and non-traditional students had the highest proportion of concentrators who graduated.

Table 13. Indicator 4S1 Results by Subpopulations

(4S1) Student Graduation Rates			
Gender	**# of Students in Numerator**	**# of Students in Denominator**	**Percent of Students Meeting Indicator**
Male	1,163	1,216	**95.6%**
Female	794	808	**98.3%**
Race/Ethnicity			
American Indian	17	19	**89.5%**
Asian	19	20	**95.0%**
Pacific Islander	*	*	**NA**
Black	13	14	**92.9%**
Hispanic	196	208	**94.2%**
White	1,682	1,732	**97.1%**
Two or more races	29	30	**96.7%**
Special Populations			
Individuals With Disabilities	155	172	**90.1%**
Economically Disadvantaged	625	666	**93.8%**
Single Parents	*	*	**NA**
Displaced Homemakers	*	*	**NA**
Limited English Proficient	21	24	**87.5%**
Migrant	*	*	**NA**
Non-Traditional	329	334	**98.5%**

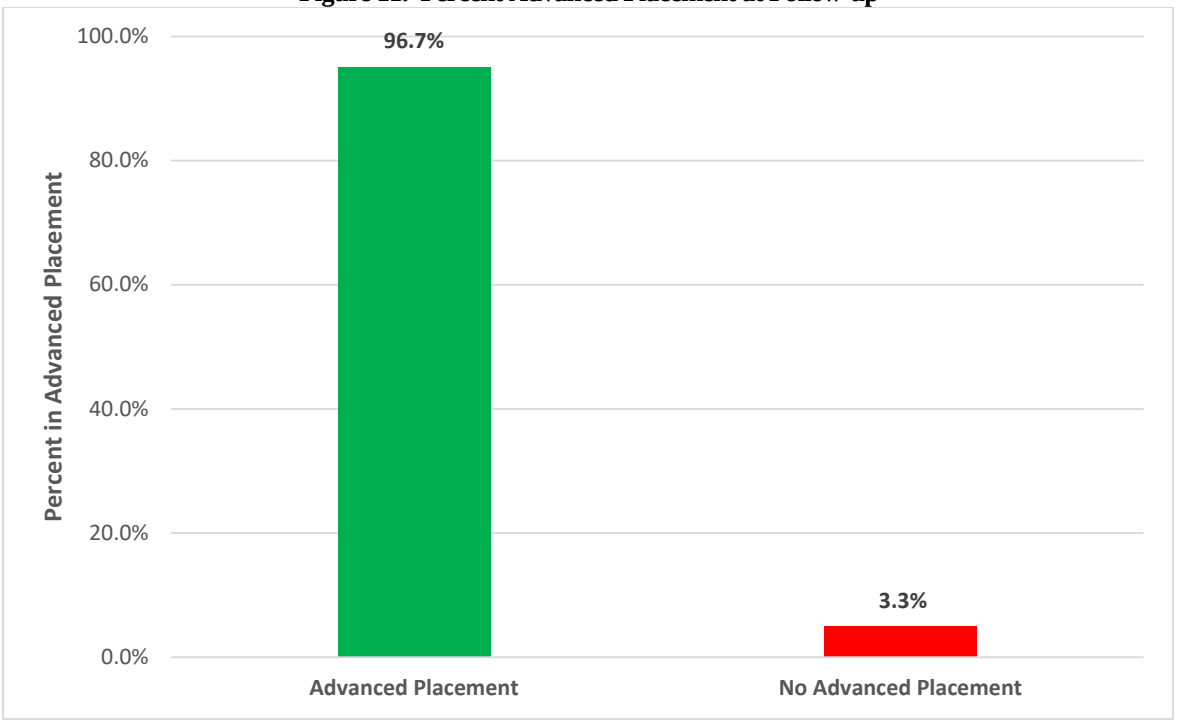
* Low counts (denominator <10) have been suppressed.

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

Under Perkins IV guidelines, follow-up data was required to be collected during the second quarter of the year (e.g., between October 1, 2017 to December 31, 2017 for students leaving secondary education in the 2016-17 school year). Data was collected on all students who left secondary education, not only graduates. CTE concentrators who left secondary education during the prior year and were followed up with are included in the calculation of this indicator (students for which follow-up was not completed are excluded).

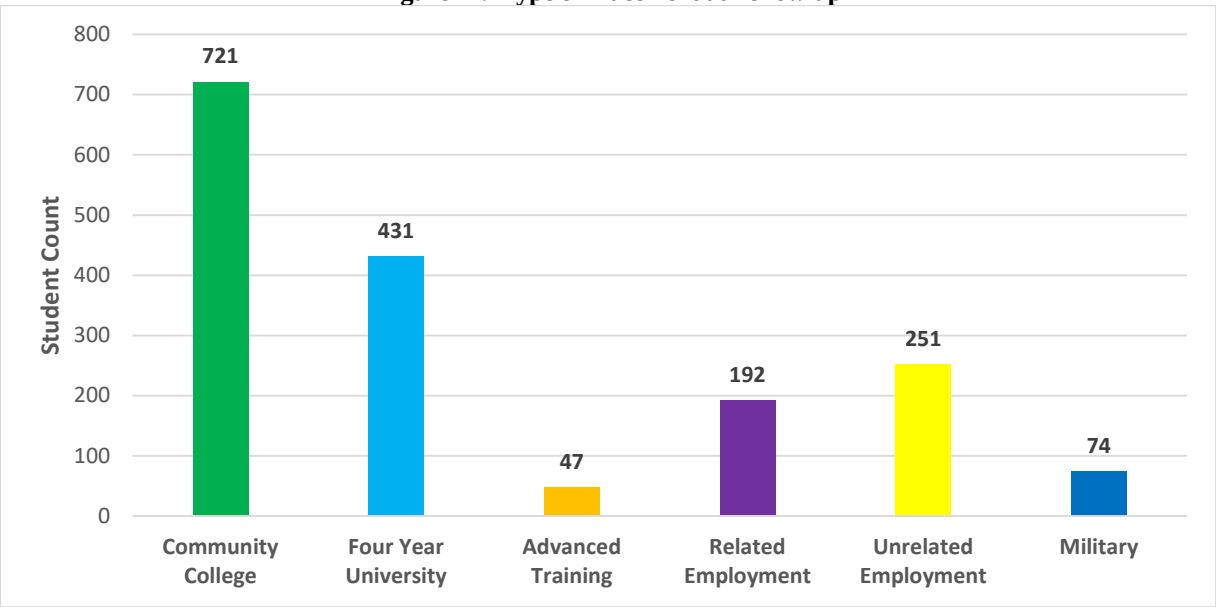
The following graph shows the percent of students in Advanced Placement (i.e. employment, post-secondary education, advanced training, or military) after leaving secondary education. Data was collected the second quarter of 2017 on 1,648 students who had left secondary education in 2016-2017. As shown, 96.7% of students were in advanced placement during the second quarter. This is higher than the prior year's placement result of 94.0%.

Figure 11. Percent Advanced Placement at Follow-up



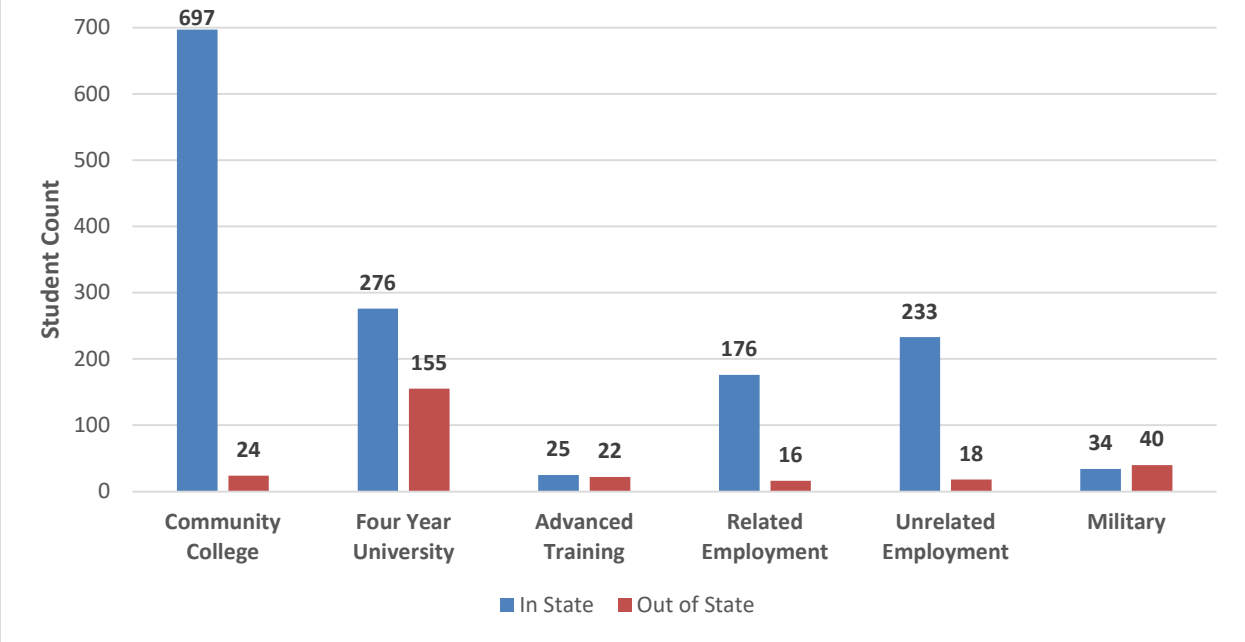
The largest group of students were enrolled in community college (42.0%) or in a four year university (25.1%) after leaving secondary education. Additionally, 14.6% were in employment unrelated to their CTE program. The fewest students were placed in employment related to their CTE (11.2%), the military (4.3%), or advanced training (2.7%). Additionally 3.3% of students had no advanced placement. Note that students can be reported in more than one category.

Figure 12. Type of Placement at Follow-up



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

Figure 13. Placement at Follow-up by Location



There were 82 (3.3%) follow-up students that were not in advanced placement. This includes students who are serving religious missions, stay-at-home parents, and the unemployed.

Indicator 5S1 by Subpopulations:

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

- Females (98.4%) showed higher rates of advanced placement than males (95.5%).
- All racial subgroups did well on this indicator. The group with the lowest percentage of students placed was American Indian (85.7%).
- Among special populations, non-traditional students had the highest placement rate.

Table 14. Indicator 5S1 Results by Subpopulations

(5S1) Placement			
Gender	**# of Students in Numerator**	**# of Students in Denominator**	**Percent of Students Meeting Indicator**
Male	965	1,010	**95.5%**
Female	628	638	**98.4%**
Race/Ethnicity			
American Indian	12	14	**85.7%**
Asian	18	18	**100.0%**
Pacific Islander	*	*	**NA**
Black	*	*	**NA**
Hispanic	136	142	**95.8%**
White	1,394	1,441	**96.7%**
Two or more races	24	24	**100.0%**
Special Populations			
Individuals With Disabilities	76	83	**91.6%**
Economically Disadvantaged	247	262	**94.3%**
Single Parents	67	70	**95.7%**
Displaced Homemakers	*	*	**NA**
Limited English Proficient	*	*	**NA**
Migrant	*	*	**NA**
Non-Traditional	291	299	**97.3%**

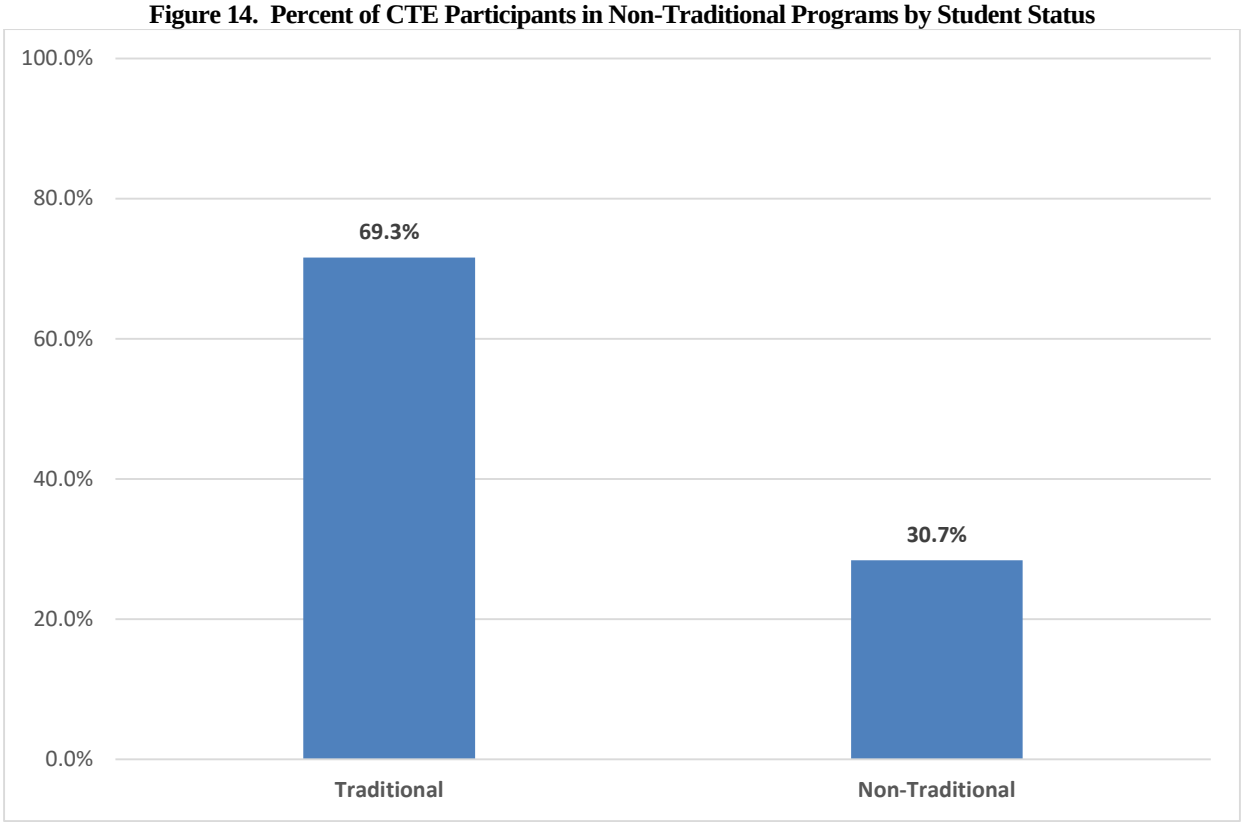
* Low counts (denominator <10) have been suppressed.

6S1 – Non-Traditional Participation

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

For the 2017-2018 reporting year, approximately 30.7% of students in non-traditional programs were in under-represented gender groups. This figure is higher than last year's result of 29.9%.

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



Indicator 6S1 by Subpopulations:

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

- A significant difference in results by gender was observed. While 72.2% of female students participated in a non-traditional program, only 4.2% of males did so.
- Results by race/ethnicity were fairly comparable, with the highest percent of students participating in a non-traditional program being two or more races (38.3%).
- Students in the economically disadvantaged sub-categories had the highest rates of non-traditional participation.

Table 15. Indicator 6S1 Results by Subpopulations

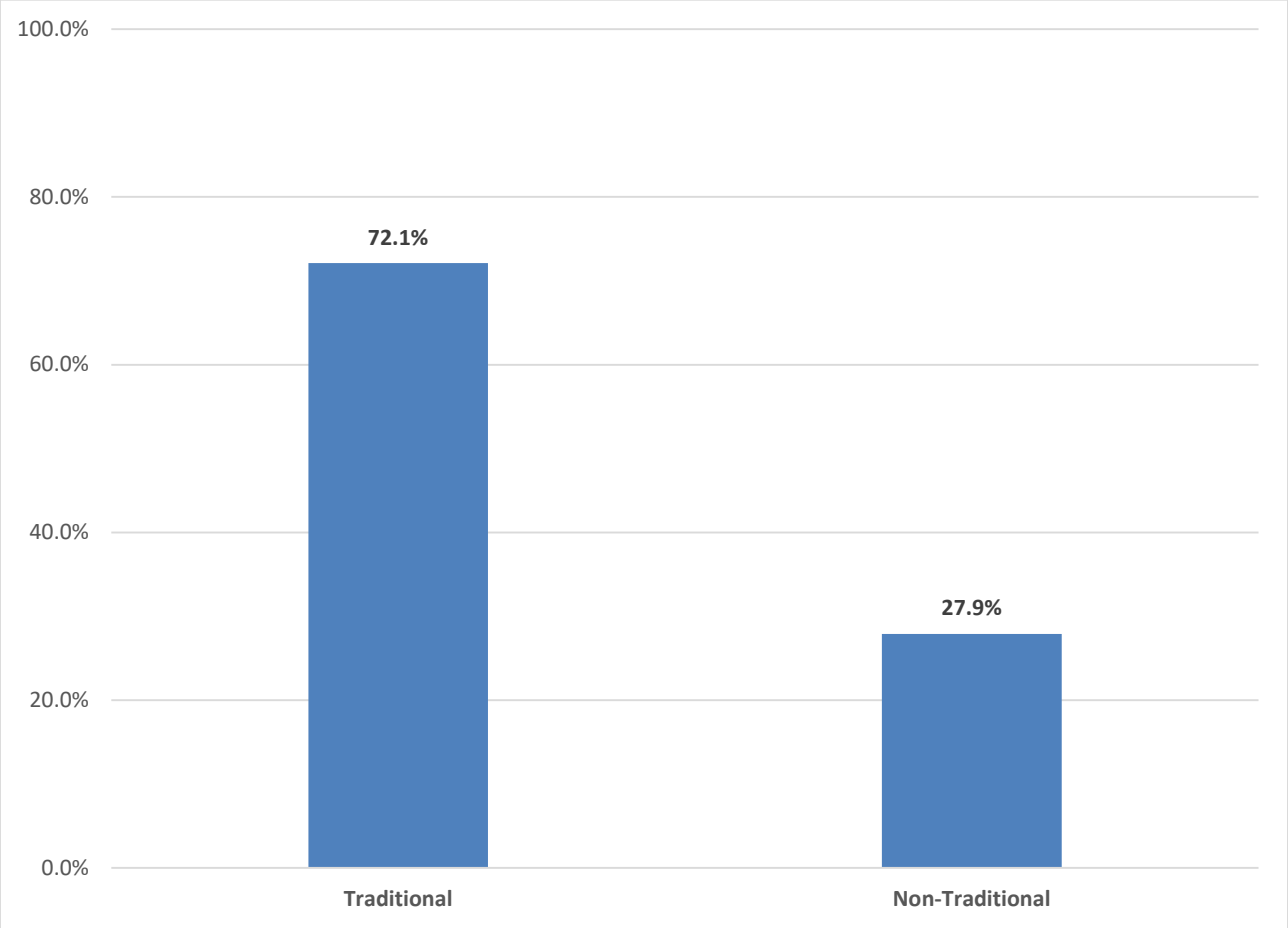
(6S1) Non Traditional Participation			
Gender	**# of Students in Numerator**	**# of Students in Denominator**	**Percent of Students**
Male	315	7,451	**4.2%**
Female	3,426	4,742	**72.2%**
Race/Ethnicity			
American Indian	43	157	**27.4%**
Asian	38	106	**35.8%**
Pacific Islander	3	14	**21.4%**
Black	25	108	**23.1%**
Hispanic	452	1,650	**27.4%**
White	3,088	9,918	**31.1%**
Two or more races	92	240	**38.3%**
Special Populations			
Individuals With Disabilities	291	1,303	**22.3%**
Economically Disadvantaged	237	752	**31.5%**
Single Parents	93	322	**28.9%**
Displaced Homemakers	*	*	**NA**
Limited English Proficient	43	188	**22.9%**
Migrant	2	18	**11.1%**

6S2 – Non-traditional Completion

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

Approximately 27.9% of students completing a non-traditional program were non-traditional students. This figure represents an increase from the 2016-17 school year in which 22.3% of non-traditional students completed a non-traditional program.

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



Indicator 6S2 by Subpopulations:

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

- Similar to indicator 6S1, a significant difference in results by gender is observed. While 68.5% of female concentrators completed a non-traditional program, only 4.4% of males did so.
- Results by race/ethnicity show two or more race students with the highest rates of non-traditional completion (56.8%).
- Among special populations, economically disadvantaged students showed the highest completion rates.

Table 16. Indicator 6S2 Results by Subpopulations

(6S2) Non Traditional Completion			
Gender	**# of Students in Numerator**	**# of Students in Denominator**	**Percent of Students**
Male	48	1,098	**4.4%**
Female	435	635	**68.5%**
Race/Ethnicity			
American Indian	4	14	**28.6%**
Asian	*	*	**NA**
Pacific Islander	*	*	**NA**
Black	7	21	**33.3%**
Hispanic	58	224	**25.9%**
White	386	1,421	**27.2%**
Two or more races	25	44	**56.8%**
Special Populations			
Individuals With Disabilities	14	104	**13.5%**
Economically Disadvantaged	25	96	**26.0%**
Single Parents	12	51	**23.5%**
Displaced Homemakers	*	*	**NA**
Limited English Proficient	*	*	**NA**
Migrant	*	*	**NA**

* Low counts (denominator <10) have been suppressed.

CTSO Participation

Approximately 33.8% of CTE concentrators (unduplicated N=1,198) participated in a CTSO during the 2017-2018 school year. This represents an increase in the percentage of students participating in CTSO as compared to 29.6% in 2016-17. The highest percent of concentrators participating in CTSO were members of FFA (58.4%), and this is consistent with past years. There was an increase in FCCLA participation from 6.4% for 2016-2017 to 8.4% in 2017-2018.

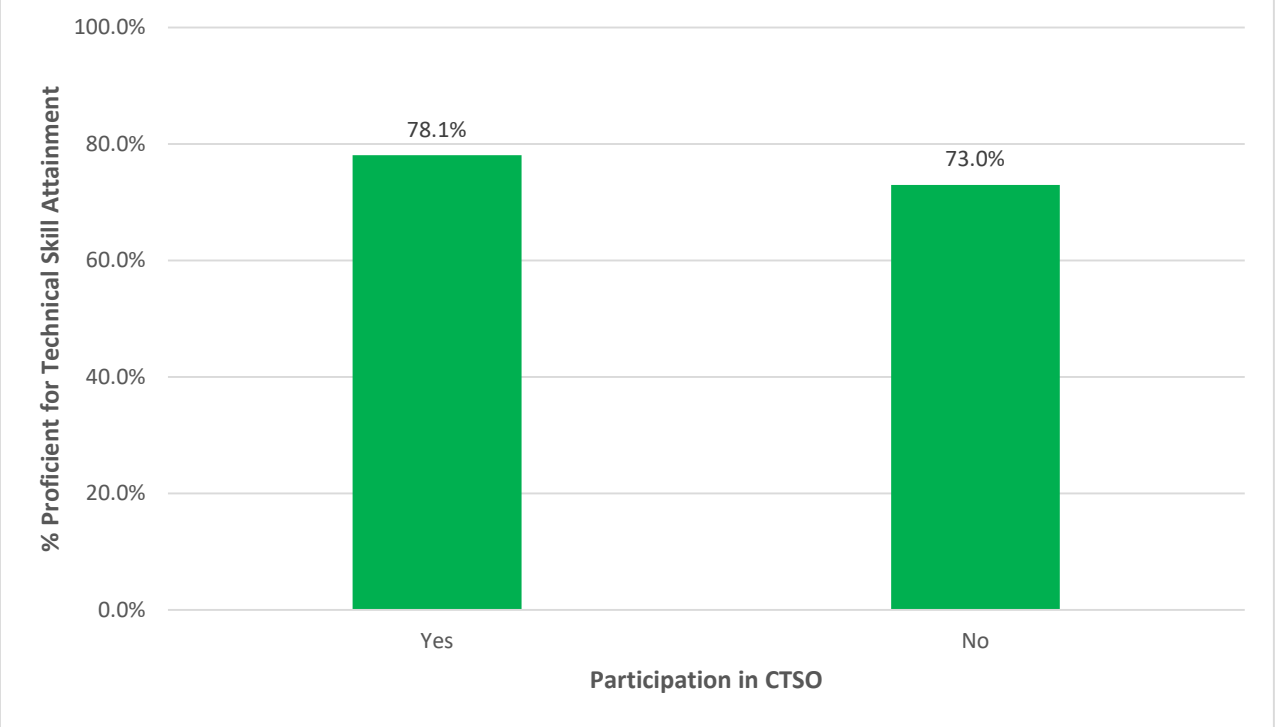
Table 17. CTSO Participation by Organization

Organization	Count*	Percent of CTSO
FFA	768	58.4%
SkillsUSA	195	14.8%
FBLA	191	14.5%
FCCLA	110	8.4%
DECA	51	3.9%
Total	**1,315**	**100.0%**

*Students may have participated in more than one CTSO.

The following graph shows the percent of students proficient in technical skill attainment during the 2017-2018 school year by CTSO participation. As shown, CTE concentrators who participated in CTSO had higher overall technical skill proficiency (78.1%) than those who did not participate in CTSO (73.0%).

Figure 16. Technical Skill Attainment by Participation in CTSO



CTE Programs at Wyoming Schools

Participation in Job Training & Work Based Learning

The table below shows results for the types of job training activities CTE concentrators participated in. Job shadowing was the most common form of work based learning (36.0%) followed by work-experience (26.5%) and community service internships (15.2%).

Table 18. Job Training by Type

Job Training Type	Count*	Percent of Programs
Job Shadowing	763	36.0%
Community service learning	322	15.2%
Work-experience internship	562	26.5%
School-based enterprises	164	7.7%
Mentorship	169	8.0%
Other**	52	2.5%
Cooperative Education	43	2.0%
Apprenticeship	43	2.0%
Total	2,118	100.0%

*Students may have participated in more than one activity.

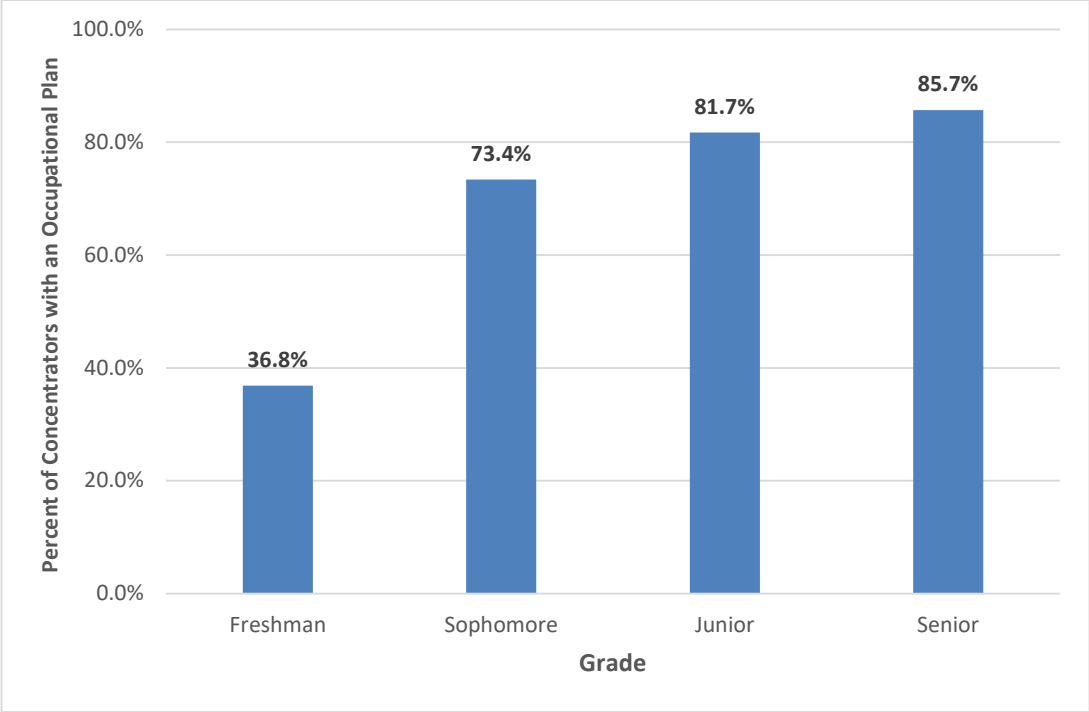
Occupational Plan

During 2017-2018, 2,923 reporting CTE concentrators (82.5%) had an occupational plan. This is an increase from 2016-2017 (78.7%).

Occupational Plan by Grade

Senior CTE concentrators were most likely to have an occupational plan as compared to all other grade levels. This is expected as students have a greater opportunity to have an occupational plan as they progress in their schooling. Overall distribution of students at each grade level with occupational plans are similar with results from 2015-2016 and 2016-2017.

Figure 17. Occupational Plan by Grade



Integrated Instruction

Information on integrated instruction was also collected from secondary schools during the 2017-2018 school year. Schools were asked to describe the methods they use to provide integrated instruction to students. Schools reported a varied number of ways that they integrate CTE and academic instruction, however several themes emerged. In particular, as described in the following table, schools noted that they integrate instruction at multiple levels, including at the CTE level, Academic level and/or Teacher level. That said, it was also noted by several schools that academic teachers find it more difficult to incorporate career and technical aspects into their curriculum. Integration was much more likely to take place in CTE classes.

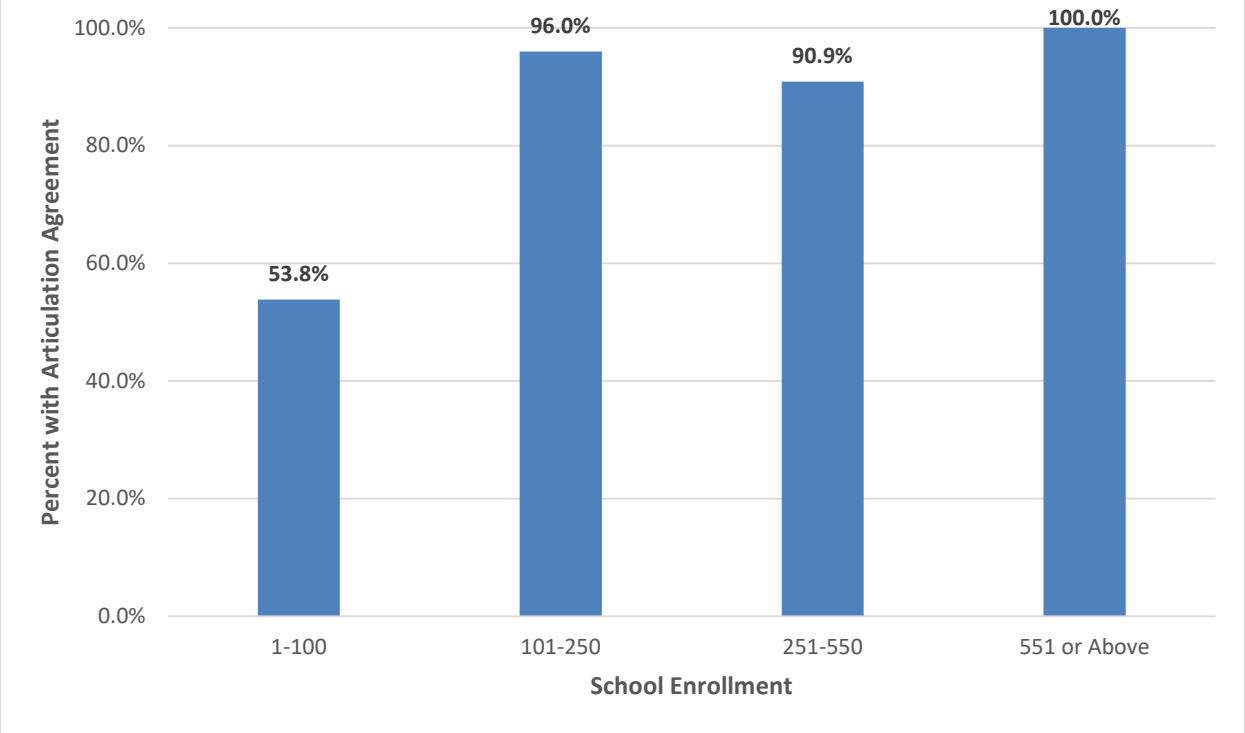
Table 19. Integrated Instruction Activities

CTE Level Integration	Academic Level Integration	Teacher Level Integration
o CTE classes incorporate reading and math in specific lessons. (examples included "profit projections, cash flow and loan payment schedule lessons in business classes, technical writing related to agriculture, etc). o Writing is required in a majority of CTE courses including journal keeping, report writing, and research writing. o Integrated through Professional Learning Communities and Individual projects. o CTE classes are aligned to the Common Core Standards.	o English classes incorporate resume writing and career writing opportunities. o Discussion and application of "real world" concepts in math and science classes. o Word processing and computer skills are incorporated in academic classes. o Integrate technology and multimedia to complete projects in academic classes.	o Teachers participate in groups that include a mix of CTE and academic teachers. They work together on various assessment and curriculum planning goals. o Team teaching of units between CTE and Academic teachers. o Collaboration on class assignments to provide cross curricular activities/lessons

Articulation Agreements and Coordination with Postsecondary Institutions

Data was collected on articulation agreements from 65 secondary schools. Of these schools, 87.7% (n=57) reported having an articulation agreement in place with one or more Wyoming community colleges. Schools with enrollment above 100 students had at or very near 100% existing articulation agreements, 53.8% of schools with enrollment below 100 students had articulation agreements.

Figure 18. Articulation Agreement by School Size



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

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

Community College	# of High Schools with Articulation Agreements*
Western Wyoming College	14
NWCCD	15
Laramie County Community College	10
Central Wyoming Community College	12
Eastern Wyoming Community College	9
Northwest College	8
Casper Community College	4
University of Wyoming	2
Out of State	3

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

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

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

Summary

During the 2017-18 reporting year, the State of Wyoming met Perkins accountability and reporting requirements and continued to undertake activities designed to address the requirements of Perkins IV.

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

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

Data was collected and reported for 3,545 CTE concentrators in 65 Wyoming secondary schools. The total number of concentrators was nearly the same as the previous year, see Table 21 below. Among CTE concentrators, results showed that the program areas of Architecture and Construction, Agriculture, Manufacturing, and Hospitality and Tourism were the most popular CTE program areas.

Table 21. CTE Concentrator and Participant Counts

Perkins IV Definitions	2011-12 Results	2012-13 Results	2013-14 Results	2014-15 Results	2015-16 Results	2016-17 Results	2017-18 Results
At the *secondary level*, a **CTE concentrator** is defined as a secondary student who has completed three or more courses in a CTE program, including those who may be currently enrolled in their third course.	4,377	4,169	4,180	3,491	3,312	3,549	3,545
At the *secondary level*, a **CTE participant** is defined as a secondary student who has *completed* one or more courses in a CTE program sequence.[2]	15,311	13,201	8,653	15,852	16,926	16,498	17,423

In the area of academic attainment (1S1 and 1S2), the Perkins IV indicator was divided into two separate indicators for reading and mathematics under Perkins IV. Results showed that 34.0% of CTE concentrators were proficient in reading and 30.9% were proficient in mathematics, see Table 22. The target for 1S2 was not met.

Table 22. Academic Attainment Results

Indicators	Perkins IV Measurement Definitions	2011-12 Results	2012-13 Results	2013-14 Results	2014-15 Results	2015-16 Results	2016-17 Results	2017-18 Results
(1S1) Academic Attainment: Reading	Percent of CTE concentrators who have met the proficient or advanced level on the ACT reading assessment administered by the State of Wyoming under Section 1111(b)(3) of the Elementary and Secondary Education Act (ESEA) as amended by the No Child Left Behind Act based on the scores that would be included in the State's computation of adequate yearly progress (AYP) in the reporting year.	78.50	74.85	30.0	29.5	34.7	33.0	34.0
(1S2) Academic Attainment: Math	Percent of CTE concentrators who have met the proficient or advanced level on the ACT math assessment administered by the State of Wyoming under Section 1111(b)(3) of the Elementary and Secondary Education Act (ESEA) as amended by the No Child Left Behind Act based on the scores that would be included in the State's computation of adequate yearly progress (AYP) in the reporting year.	68.78	68.02	38.0	38.1	41.9	38.3	30.9

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

As shown in Table 23, 74.5% of CTE concentrators assessed for technical skills were proficient. This proficiency level exceeds the target of 72.0%.

Table 23. Technical Skill Attainment Results

Indicators	Perkins IV Measurement Definitions	2011-12 Results	2012-13 Results	2013-14 Results	2014-15 Results	2015-16 Results	2016-17 Results	2017-18 Results
(2S1) Technical Skill Attainment	Percent of CTE concentrators who passed technical skill assessments that are aligned with industry-recognized standards, if available and appropriate.	71.11	67.61	73.4	74.5	73.3	75.1	74.5

The completion rate (3S1) for 2017-18, i.e. the percent of CTE concentrator students who indicated that they would graduate or otherwise complete secondary education in 2017-18, was 99.4%. This represents a decrease of .1% as compared to the prior year, and exceeds the target of 95.0%.

Table 24. Completion Results

Indicators	Perkins IV Measurement Definitions	2011-12 Results	2012-13 Results	2013-14 Results	2014-15 Results	2015-16 Results	2016-17 Results	2017-18 Results
(3S1) Completion	Percent of CTE concentrators who earned a regular secondary school diploma, earned a General Education Development (GED) credential as a State-recognized equivalent to a regular high school diploma (if offered by the State) *or* other State-recognized equivalent (including recognized alternative standards for individuals with disabilities), *or* earned a proficiency credential, certificate, or degree, in conjunction with a secondary school diploma (if offered by the State) during the reporting year.	95.75	96.41	96.7	96.8	99.4	99.5	99.4

Examination of the results for indicator (4S1-Student Graduation Rates) showed that 96.7% of eligible CTE concentrators were reported as graduating, exceeding the target of 94%. This is an increase from last year's figure of 95.4%. Note that this indicator is calculated using 2016-17 data for students who graduated during the prior school year.

Table 25. Graduation Rate Results

Indicators	Perkins IV Measurement Definitions	2011-12 Results	2012-13 Results	2013-14 Results	2014-15 Results	2015-16 Results	2016-17 Results	2017-18 Results
(4S1) Graduation Rate	Percent of CTE concentrators who, in the reporting year, were included as graduated in the State's computation of its graduation rate as described in Section 1111(b)(2)(C)(vi) of the ESEA	94.01	94.40	93.9	93.1	92.9	95.4	96.7

Follow-up information was obtained in the second quarter, (October 1 to December 31, 2017) for concentrators who left secondary education in the 2016-17 school year. Results for 5S1 showed that among concentrators who left, 96.7% were in an advanced placement, i.e. postsecondary education, military, advanced training or employment. This is higher than last year's figure of 94.0%, see Table 26. In addition, this exceeds the target of 95%. The majority of students (69.8%) in advanced placement are enrolled in a community college, 4-year university, or in advanced training; 25.8% are employed; and 4.3% are in the military. Additionally, 96.7% of students enrolled in a community college remained in-state. Students most likely to be out of state at time of follow-up were in advanced training/technical school, 4-year university, or in the military.

Table 26. Placement Results

Indicators	Perkins IV Measurement Definitions	2011-12 Results	2012-13 Results	2013-14 Results	2014-15 Results	2015-16 Results	2016-17 Results	2017-18 Results
(5S1) Placement	Percent of CTE concentrators who left secondary education and were placed in postsecondary education or advanced training, in the military service, or employment in the second quarter following the program year in which they left secondary education.	97.05	97.44	96.3	96.1	95.7	94.0	96.7

Examination of non-traditional participation (6S1) showed that 30.7% of students in nontraditional programs were in under-represented gender groups. This represents an increase compared to last year's results, and it meets 90% of the target of 32.0%. Similarly, 27.9% of concentrators completing a non-traditional program were in under-represented gender groups (6S2). This meets the target of 26.0% and is an increase from the prior year.

Table 27. Non-Traditional Results

Indicators	Perkins IV Measurement Definitions	2011-12 Results	2012-13 Results	2013-14 Results	2014-15 Results	2015-16 Results	2016-17 Results	2017-18 Results
(6S1) Non-Traditional Participation	Percent of CTE participants from underrepresented gender groups who participated in a program that leads to employment in nontraditional fields during the reporting year.	34.88	33.47	31.6	34.9	28.5	29.9	30.7
(6S2) Non-Traditional Completion	Percent of CTE concentrators from underrepresented gender groups who completed a program that leads to employment in nontraditional fields during the reporting year.	28.75	28.83	30.6	30.1	23.0	22.3	27.9

With respect to other CTE activities occurring in the state, trends in CTSO participation were consistent with prior years with 33.8% of CTE concentrators reporting participation in CTSOs. Like last year, the highest proportions of concentrators participated in FFA (58.4%). In addition, a total of 82.5% of CTE concentrators had an occupational plan in place. Participation in job training remained similar to the prior year, with job shadowing being the most popular (36.0%), followed by community service internships and work experience (15.2% and 26.5% respectively). In terms of integrated instruction, schools reported a number of ways that integration is achieved. In particular, schools noted that they integrate instruction at multiple levels, including at the CTE level, Academic level and/or Teacher level: (a) at the teacher level, this typically includes cooperation between academic and CTE teachers on specific units of study; (b) at the CTE level, this typically includes reading and writing integrated into CTE courses; and (c) at the academic level; this typically includes "real world" application in academic math and science classes.

Wyoming met its secondary targets in the areas of technical skill attainment, completion, graduation rate, placement, and non-traditional completion. Targets were met at the 90% level for reading academic attainment and non-traditional participation. The target for 1S1, math academic attainment was not met due to a change in how the state determines ACT proficiency for this purpose. As a result of processes established for local Perkins negotiations and improvement plans, schools are being held accountable for results, which serves as an impetus for progress.

Wyoming State Department of Education

Carl Perkins IV State Report

Post-Secondary Schools and Students 2017-18

WYOMING DEPARTMENT OF EDUCATION

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Introduction to Carl Perkins IV

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

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

The following report presents data collected during the 2017-2018 school year from Wyoming post-secondary schools under the guidelines set forth by the Perkins IV Act. The information contained in this report illustrates how CTE programs are working in the state of Wyoming and also provides invaluable data to inform future planning.

CTE Concentrators and Participants

Demographic information was collected from 7 Wyoming post-secondary schools with students participating in CTE programs during the 2017-18 school year. Specifically, this information was collected for both CTE Concentrators and CTE Participants. The charts and tables in this section summarize the demographic information available for these CTE students.

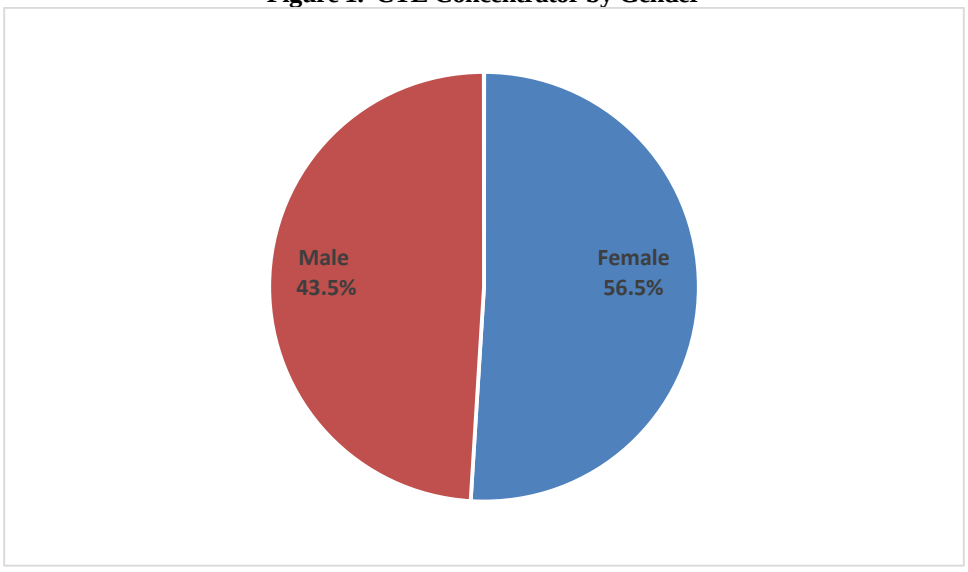
CTE Concentrators

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

There were 5,887 total students reported as CTE concentrators during the 2017-2018 school year. Concentrator enrollments are reported slightly lower this year than last year.

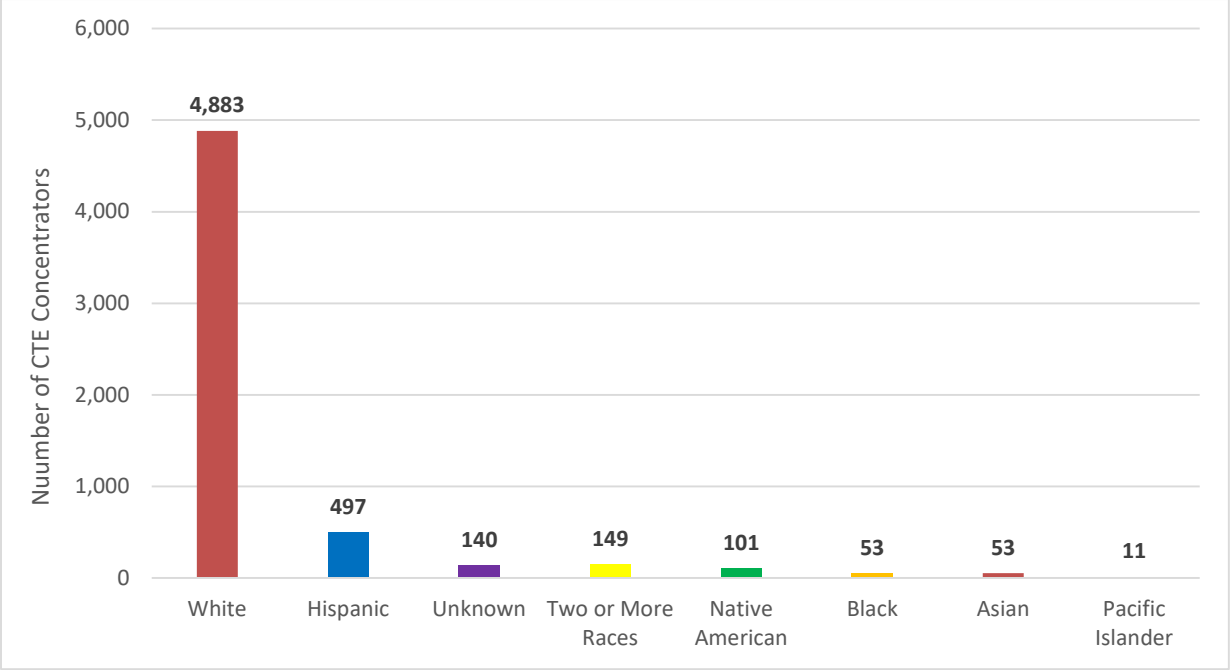
Gender. During the 2017-2018 year, it was reported that 2,559 (43.5%) CTE concentrators were male and 3,328 (56.5%) were female. The proportion of males to females is lower this year compared to last year (~44.4% males; ~55.6% females).

Figure 1. CTE Concentrator by Gender



Race/Ethnicity. Similar to the limited ethnic diversity statewide in Wyoming, the ethnic distribution of CTE participants consists of 82.9% White students and 17.1% minorities.

Figure 2. CTE Concentrators by Race/Ethnicity



Career cluster/program area. The Health Science cluster was again the most popular program area (28.4%). Manufacturing has been in the top three most popular programs over the past six years (11.4% in 2017-18).

Table 1. CTE Concentrator Enrollment by Program Area

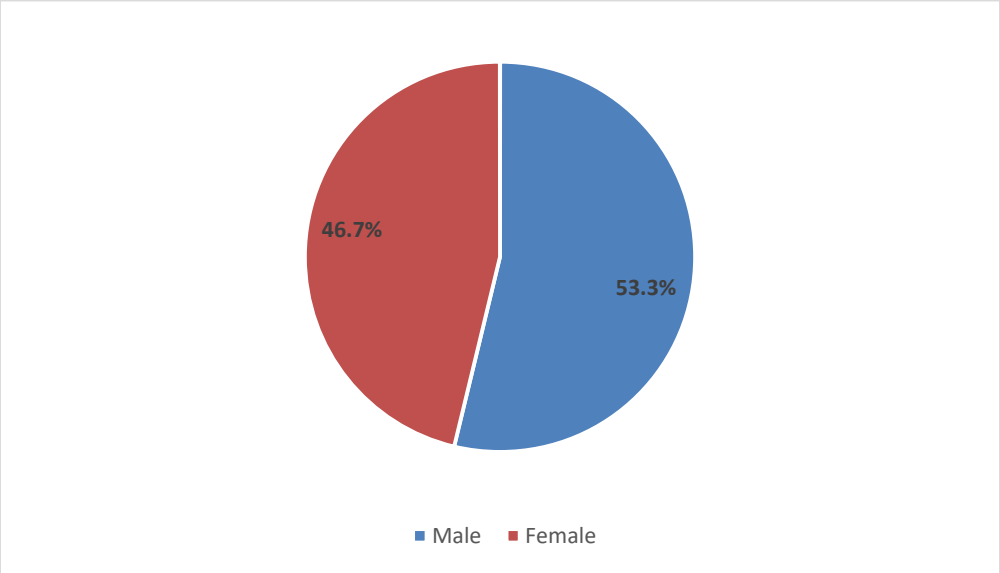
Program Area	Male Count	Female Count	Percent of Males in Program	Percent of Females in Program	Total Count	Total Percent
Health Science	243	1,431	9.5%	43.0%	1,674	28.4%
Business Administration	287	413	11.2%	12.4%	700	11.9%
Manufacturing	618	56	24.2%	1.7%	674	11.4%
Education & Training	98	450	3.8%	13.5%	548	9.3%
Agriculture, Nat. Resources	232	241	9.1%	7.2%	473	8.0%
Transportation, Distribution & Logistics	313	35	12.2%	1.1%	348	5.9%
Law & Public Safety	189	154	7.4%	4.6%	343	5.8%
Arts, AV Tech & Comm.	103	170	4.0%	5.1%	273	4.6%
Information Technology	146	44	5.7%	1.3%	190	3.2%
Finance	41	113	1.6%	3.4%	154	2.6%
STEM	111	36	4.3%	1.1%	147	2.5%
Human Services	16	123	0.6%	3.7%	139	2.4%
Architecture & Construction	114	8	4.5%	0.2%	122	2.1%
Hospitality & Tourism	45	45	1.8%	1.4%	90	1.5%
Marketing	3	8	0.1%	0.2%	11	0.2%
Gov. & Public Admin.	0	1	0.0%	0.0%	1	0.0%

CTE Participants

Participant enrollments are reported slightly lower this year than last year. A total of 16,537 students were reported as CTE participants by colleges for the 2017-18 reporting year.

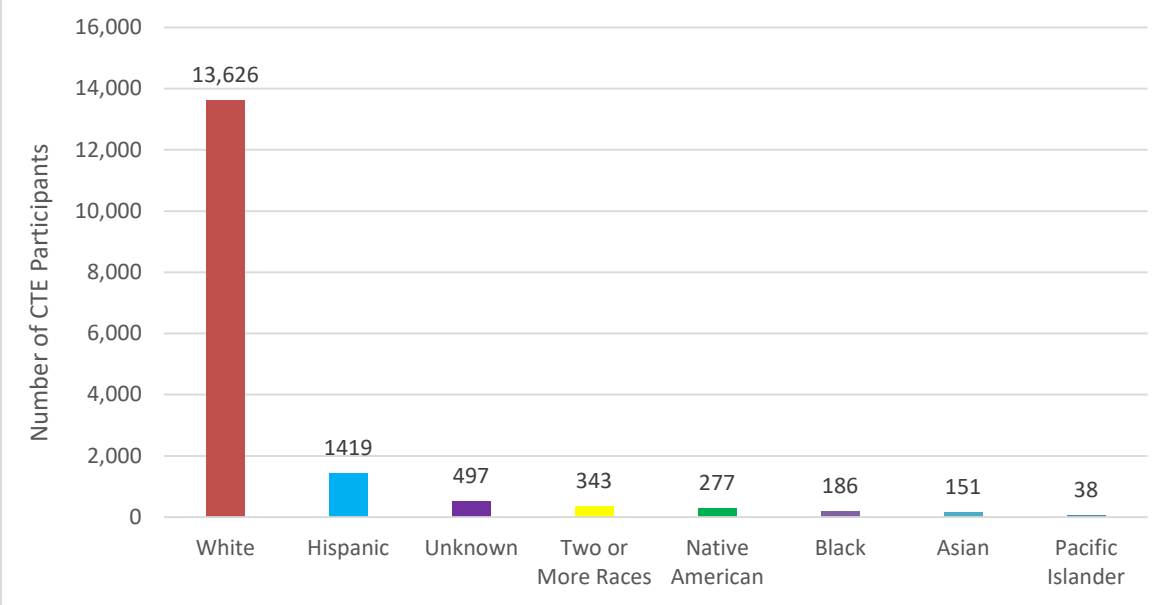
Gender. During the 2017-2018 school year, it was reported that 8,821 (53.3%) males and 7,716 (46.7%) females were CTE participants. This is a higher proportion of females compared to last year (46.2%).

Figure 3. CTE Participants by Gender



Race/Ethnicity. Similar to the limited ethnic diversity statewide in Wyoming, the ethnic distribution of CTE participants consists of 82.4% White students and 17.6% minorities.

Figure 4. CTE Participants by Race/Ethnicity



Eligibility Category. Most CTE participants in a special population were categorized as economically disadvantaged (47.8% of special populations) followed by nontraditional enrollees (34.8% of special populations).

Table 2. CTE Participants by Eligibility Category

Category*	Count	Percent of Special Pops
Nontraditional Enrollees	2,207	34.8%
Economically Disadvantaged	3,030	47.8%
Single Parents	522	8.2%
Displaced Homemakers	1	0.0%
Individuals With Disabilities (ADA)	446	7.0%
Limited English Proficient	133	2.1%
Total	6,339	100.0%

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

Federal Indicators

Summary of Results

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

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

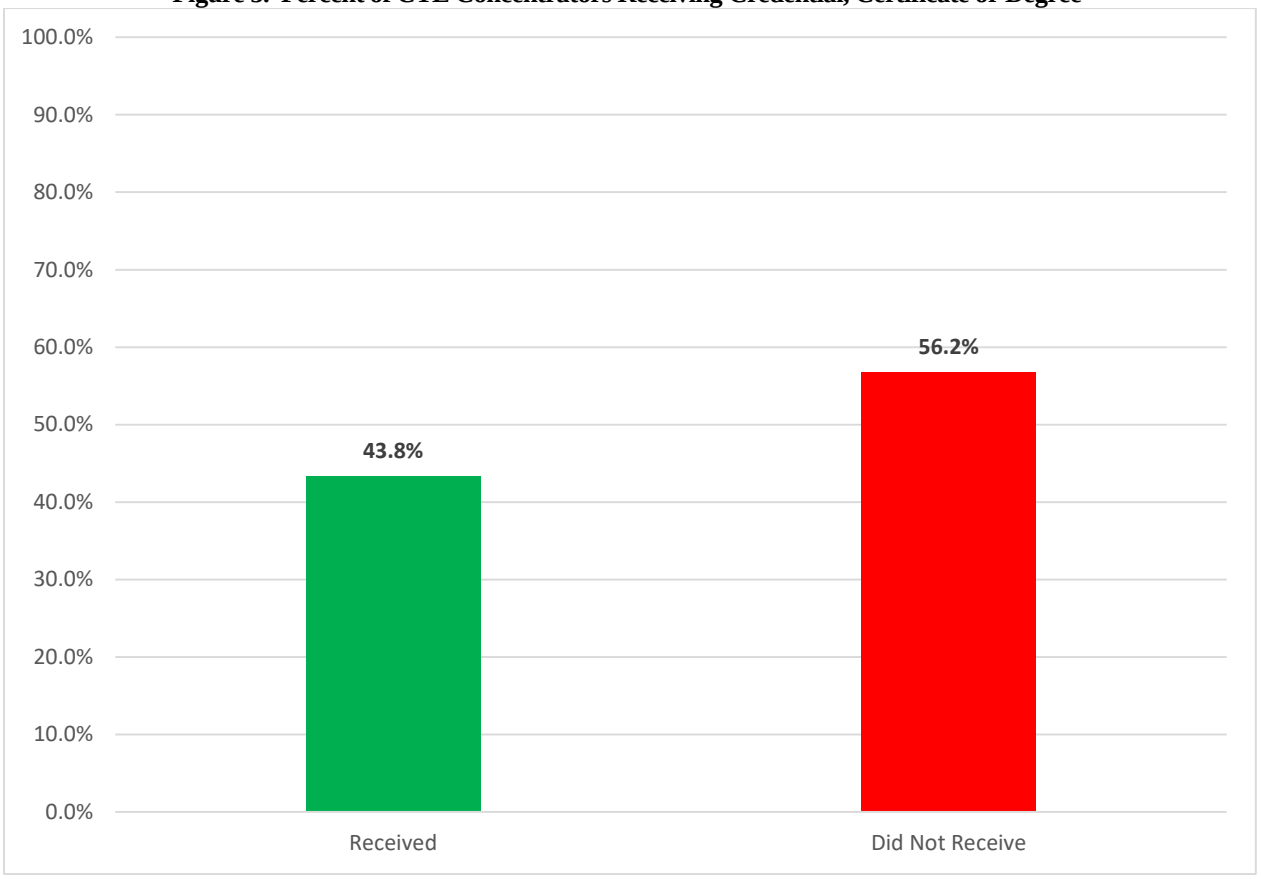
Indicators	Definitions	2017-18 Targets	2017-18 Results
(1P1) Technical Skill Attainment	Percent of CTE concentrators in the identified entry cohort who receive an industry-recognized credential, certificate, or degree at any point between when they were classified into the cohort and the current reporting period.	35.0	43.8
(2P1) Credential, Certificate or Degree	Percent of CTE concentrators in the identified entry cohort who receive or were eligible to receive an industry-recognized credential certificate, or degree at any point between when they were classified into the cohort and the current reporting period.	35.0	43.8
(3P1) Student Retention or Transfer	Percent of CTE concentrators who remained enrolled in their original postsecondary institution or transferred to another 2- or 4-year postsecondary institution during the reporting year and who were enrolled in postsecondary education in the fall of the previous reporting year.	67.5	64.9
(4P1) Student Placement	Percent of CTE concentrators who were placed or retained in employment, or placed in military service or apprenticeship programs in the 2nd quarter following the program year in which they left postsecondary education (i.e., unduplicated placement status for CTE concentrators who graduated by June 30, 2008 would be assessed between October 1, 2008 and December 31, 2008).	81.0	83.5
(5P1) Non-Traditional Participation	Percent of CTE participants from underrepresented gender groups who participated in a program that leads to employment in nontraditional fields during the reporting year.	23.0	21.8
(5P2) Non-Traditional Completion	Percent of CTE concentrators in the identified entry cohort from underrepresented gender groups who received or were eligible to receive a credential, certificate, or degree in a CTE program that prepares students for employment in an occupation identified as out-of-gender balance	13.0	17.3

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

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

Overall, **43.8% of CTE concentrators attained a Credential, Certificate or Degree** as compared to 56.2% that did not receive a credential, certificate or degree. This represents an increase from the prior year in which 43.3% reached technical skill attainment. For 2017-18, 1,256 concentrators were included in the numerator as completers, while 2,870 concentrators comprised the denominator.

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



Indicator 1P1 & 2P1 by Subpopulations:

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

- 40.8% of males and 46.4% of females received a credential, certificate or degree.
- Among race/ethnicity subgroups, White (44.5%) students had the highest percentage of students receiving a credential, certificate or degree.
- The highest proportion of special population students to meet this indicator were non-traditional enrollees (47.4%).

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

(1P1) Technical Skill Attainment			
Gender	**# of Students in Numerator**	**# of Students in Denominator**	**Percent of Students Meeting Indicator**
Male	545	1,337	40.8%
Female	711	1,533	46.4%
Race/Ethnicity			
Native American	27	62	43.5%
Asian	13	33	39.4%
Pacific Islander	*	*	NA
Black	19	47	40.4%
Hispanic	95	231	41.1%
White	1,082	2,433	44.5%
Two or More Races	10	34	29.4%
Unknown	9	26	34.6%
Special Populations			
Individuals With Disabilities (ADA)	33	71	46.5%
Economically Disadvantaged	478	1,064	44.9%
Single Parents	82	263	31.2%
Displaced Homemakers	37	126	29.4%
Limited English Proficient	6	17	35.3%
Nontraditional Enrollees	155	327	47.4%

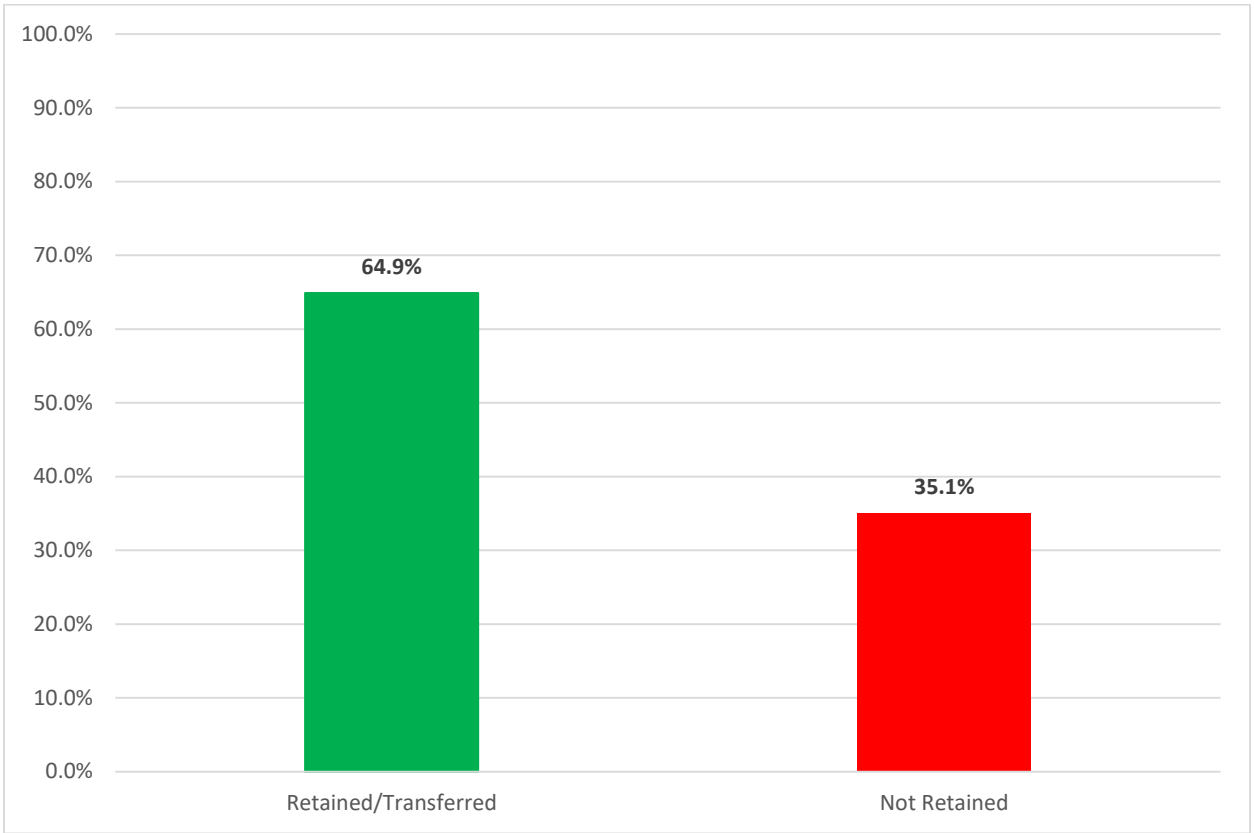
* Low counts (denominator <10) have been suppressed.

3P1 – Student Retention or Transfer

The Student Retention or Transfer indicator under Perkins IV is defined as the percentage of CTE concentrators who remained enrolled in their original postsecondary institution or transferred to another 2- or 4-year postsecondary institution during the reporting year and who were enrolled in postsecondary education in the fall of the previous reporting year. Thus, all concentrators enrolled at a post-secondary college in fall 2016 and who had not completed their program as of spring 2017 were identified. Of these students, those who remained at the reporting college (retained) or transferred to another post-secondary institution (transferred) between summer 2017 and spring 2018 were counted in the numerator. In this case, records from the National Student Clearinghouse were matched against concentrator records to identify transfers.

Overall, **64.9% of CTE concentrators remained** in their original postsecondary institution or **transferred** to another 2- or 4-year institution as compared to 35.1% that did not transfer or were not retained. This represents a decrease of approximately 2.5% as compared to 2016-17. For the 2017-18 academic year, 3,048 concentrators were included in the numerator as retained or transferred, while 4,694 total concentrators were in the denominator.

Figure 6. Percent of CTE Concentrators Retained or Transferred



Indicator 3P1 by Subpopulations:

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

- A larger percentage of females (67.8%) than males (61.5%) were either retained or transferred to another post-secondary institution.
- Among race/ethnicity subgroups, Asian (75.6%) students had the highest percentage of students retained or transferred to another post-secondary institution.
- Non-traditional students had the highest rates of students retained or transferred (66.2%) among special populations.

Table 5. Indicator 3P1 Results by Subpopulations

(3P1) Student Retention or Transfer			
Gender	**# of Students in Numerator**	**# of Students in Denominator**	**Percent of Students Meeting Indicator**
Male	1,303	2,119	61.5%
Female	1,745	2,575	67.8%
Race/Ethnicity			
Native American	41	75	54.7%
Asian	34	45	75.6%
Pacific Islander	*	*	NA
Black	27	53	50.9%
Hispanic	219	339	64.6%
White	2,611	4,015	65.0%
Two or More Races	59	84	70.2%
Unknown	50	74	67.6%
Special Populations			
Individuals With Disabilities (ADA)	117	178	65.7%
Economically Disadvantaged	1,231	1,914	64.3%
Single Parents	370	580	63.8%
Displaced Homemakers	155	252	61.5%
Limited English Proficient	15	27	55.6%
Nontraditional Enrollees	333	503	66.2%

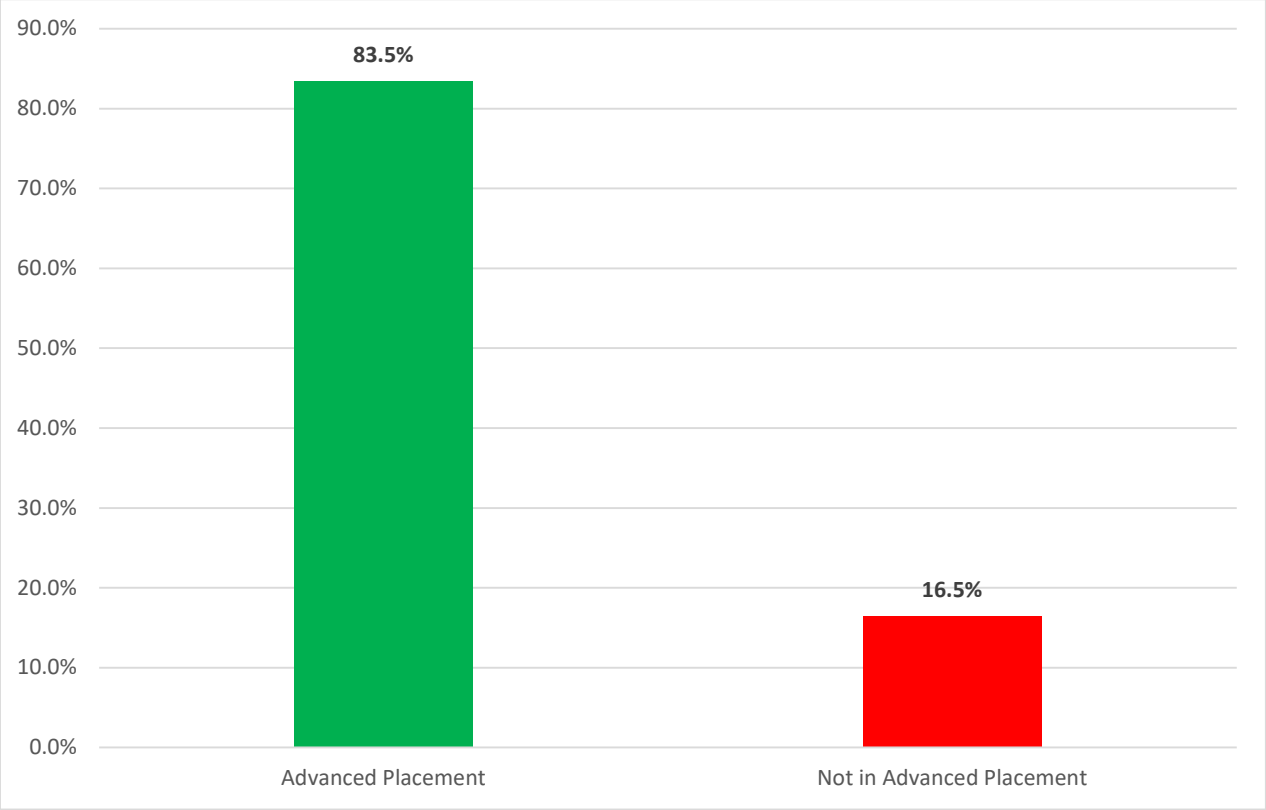
* Low counts (denominator <10) have been suppressed.

4P1 – Student Placement

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

Results showed that **83.5% of CTE concentrators who left postsecondary education were employed, in the military, and/or in apprenticeship** during the second quarter following their departure. This is a slight decrease from the prior reporting year (87.5%).

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



Indicator 4P1 by Subpopulations:

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

- 86.6% of males and 78.9% of females were employed, in the military, or in an apprenticeship following their exit from postsecondary education.
- Among race/ethnicity subgroups, all groups had high percentages of students who were reported as employed, in the military, or in an apprenticeship.
- Economically disadvantaged (85.0%) students had the highest percentage of special population students that were employed, in the military, or in an apprenticeship.

Table 6. Indicator 4P1 Results by Subpopulations

(4P1) Student Placement			
Gender	**# of Students in Numerator**	**# of Students in Denominator**	**Percent of Students Meeting Indicator**
Male	97	123	78.9%
Female	161	186	86.6%
Race/Ethnicity			
Native American	*	*	NA
Asian	*	*	NA
Pacific Islander	*	*	NA
Black	*	*	NA
Hispanic	11	13	84.6%
White	231	279	82.8%
Two or More Races	*	*	NA
Unknown	*	*	NA
Individuals With Disabilities (ADA)	9	12	75.0%
Economically Disadvantaged	102	120	85.0%
Single Parents	10	12	83.3%
Displaced Homemakers	*	*	NA
Limited English Proficient	*	*	NA
Nontraditional Enrollees	30	37	81.1%
Sub-indicators			
Apprenticeship	9		
Employment	257		
Military	5		

*A student may be counted in more than one sub-indicator.
** Low counts (denominator <10) have been suppressed.

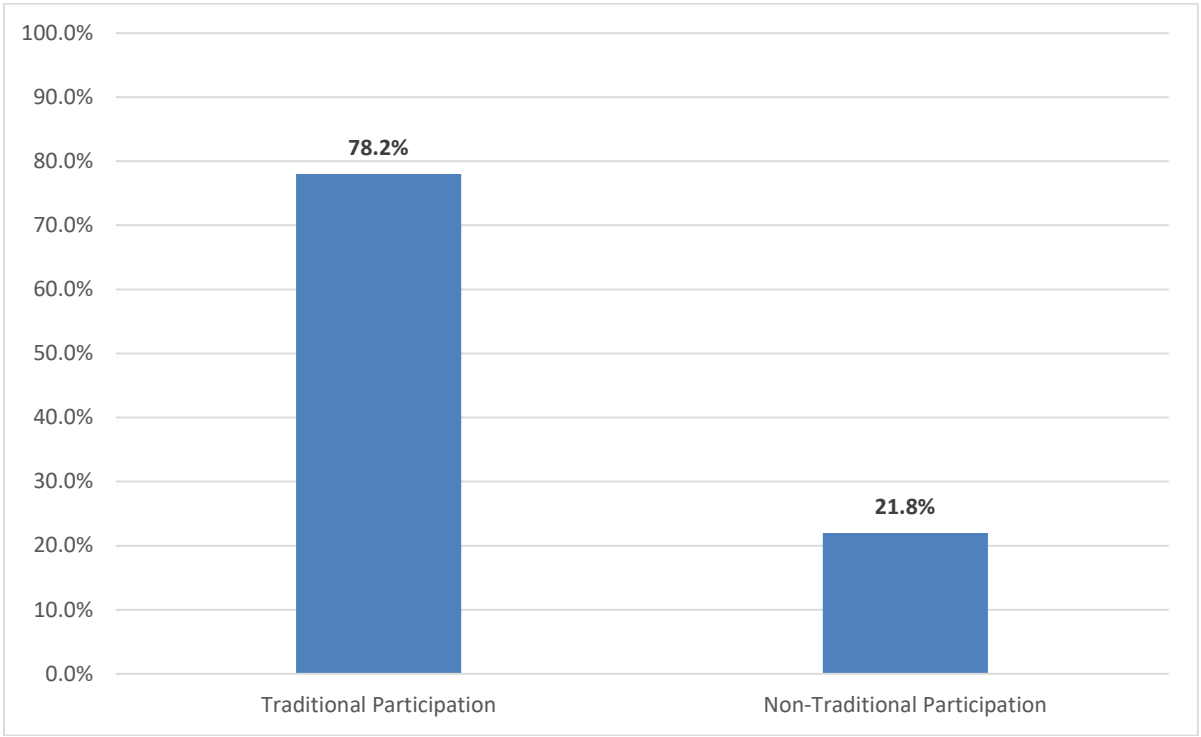
5P1 Non-Traditional Participation

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

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

For the 2017-18 reporting year, 21.8% of CTE participants in non-traditional programs were in under-represented gender groups**,** while 78.2% CTE participants participated in a program leading to employment in a traditional field. This represents a decrease (1.0%) as compared to 2016-17. For 2017-18 academic year, 2,207 participants from underrepresented gender groups participated in a program leading to employment in non-traditional fields, while 10,129 participants regardless of gender group, participated in a program leading to employment in traditional fields during the reporting year.

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



Indicator 5P1 by Subpopulations:

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

- A significant difference in results by gender was observed. While 44.5% of female students participated in a non-traditional program, only 7.9% of males did so.
- Among race/ethnicity groups, Pacific Islander (33.3%) had the highest percentage of nontraditional participants.
- Single parents (40.1%) had the highest rates of non-traditional participation among special populations.

Table 7. Indicator 5P1 Results by Subpopulations

(5P1) Non Traditional Participation			
Gender	**# of Students in Numerator**	**# of Students in Denominator**	**Percent of Students**
Male	496	6,285	7.9%
Female	1,711	3,844	44.5%
Race/Ethnicity			
Native American	33	147	22.4%
Asian	12	59	20.3%
Pacific Islander	6	18	33.3%
Black	17	77	22.1%
Hispanic	191	855	22.3%
White	1,844	8,482	21.7%
Two or More Races	53	177	29.9%
Unknown	51	314	16.2%
Special Populations			
Individuals With Disabilities (ADA)	57	213	26.8%
Economically Disadvantaged	498	1,622	30.7%
Single Parents	115	287	40.1%
Displaced Homemakers	*	*	NA
Limited English Proficient	18	63	28.6%

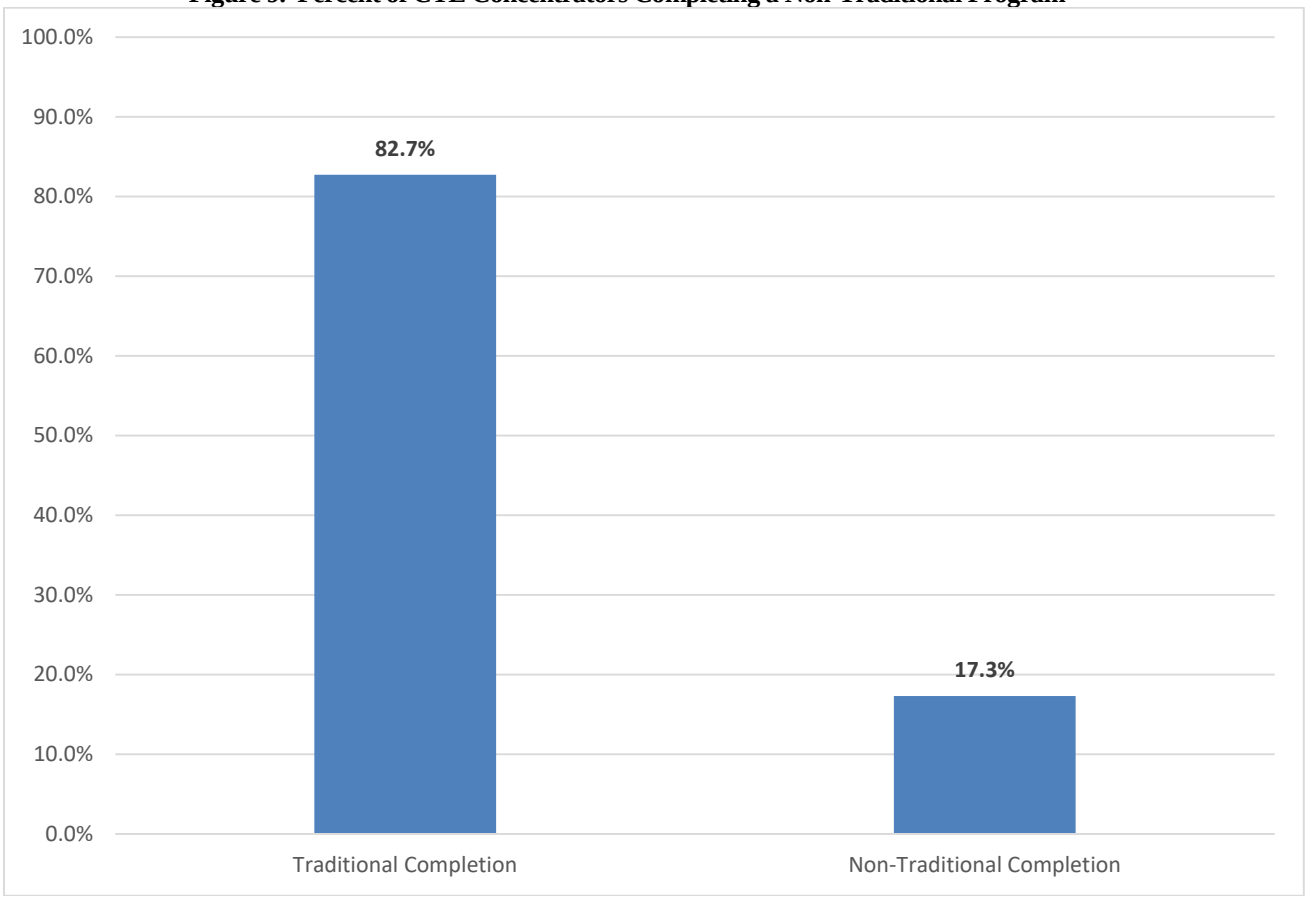
* Low counts (denominator <10) have been suppressed.

5P2 Non-traditional Completion

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

For the 2017-2018 reporting year, 17.3% of CTE concentrators from non-traditional programs that received or were eligible to receive a credential, certificate or degree were from underrepresented gender groups. The 17.3% of concentrators from underrepresented gender groups in non-traditional programs is higher than the 14.8% figure attained for the 2016-17 reporting year.

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



Indicator 5P2 by Subpopulations:

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

- The percentage of underrepresented male concentrators completing a non-traditional program (10.0%) was lower than the percentage of underrepresented females completing a similar program (23.3%).
- Among ethnic/racial subgroups, Native American students (30.0%) had the highest percent of underrepresented students who completed a non-traditional program.
- Students with disabilities (36.4%) were the special populations group with the highest percentage of underrepresented students who completed a non-traditional program.

Table 8. Indicator 5P2 Results by Subpopulations

(5P2) Non Traditional Completion			
Gender	**# of Students in Numerator**	**# of Students in Denominator**	**Percent of Students**
Male	41	408	10.0%
Female	114	489	23.3%
Race/Ethnicity			
Native American	6	20	30.0%
Asian	*	*	NA
Pacific Islander	*	*	NA
Black	2	13	15.4%
Hispanic	11	64	17.2%
White	132	781	16.9%
Two or More Races	*	*	NA
Unknown	*	*	NA
Special Populations			
Individuals With Disabilities (ADA)	8	22	36.4%
Economically Disadvantaged	68	330	20.6%
Single Parents	5	54	9.3%
Displaced Homemakers	3	28	10.7%
Limited English Proficient	*	*	NA

* Low counts (denominator <10) have been suppressed.

Summary

During the 2017-18 school year, postsecondary institutions instituted an updated and standardized digital data collection system established in 2015-16. The following provides a summary of results from the 2017-18 Perkins reporting year.

Information was collected from seven post-secondary schools with students participating in CTE programs in Wyoming. A total of 16,537 CTE participants and 5,887 CTE concentrators were reported across all of the post-secondary institutions. Concentrator and participant counts are reported slightly lower this year than in the past year.

Table 9. CTE Concentrator and Participant Counts

Perkins IV Definitions	2012-13 Results	2013-14 Results	2014-15 Results	2015-16 Results	2016-17 Results	2017-18 Results
At the postsecondary level, a **CTE concentrator** is defined as a student who (1) completes at least 12 technical or academic credits within a single program area or across multiple CTE program areas, or (2) completes a threshold level in a short-term CTE program of less than 12 credit units that terminates in an industry-recognized credential, certificate or degree.	6,824	5,153	3,178	3,987	6,063	5,887
At the postsecondary level, a **CTE participant** is defined as a student who has earned one or more credits in any CTE program area.	16,368	13,555	14,688	14,462	16,778	16,537

In the area of technical skills attainment (1P1), Perkins IV requires that students pass an assessment aligned with industry-recognized standards. Results show that 43.8% of CTE Concentrators met the technical skills criteria, see Table 10. This represents an increase over the prior reporting year, and the target of 35.0% was fully met.

Table 10. Technical Skill Attainment Results

Indicators	Definitions	2012-13 Results	2013-14 Results	2014-15 Results	2015-16 Results	2016-17 Results	2017-18 Results
(1P1) Technical Skill Attainment	Percent of CTE concentrators in the identified entry cohort who receive an industry-recognized credential, certificate, or degree at any point between when they were classified into the cohort and the current reporting period.	30.65%	35.47%	33.12%	33.85%	43.26%	43.8%

The 2P1 indicator for credential, certificate or degree attainment is the same as 1P1. As noted above (and below), during the 2017-18 reporting year, 43.8% of CTE concentrators earned a credential, certificate, or degree and the target of 35.0% was fully met.

Table 11. Credential, Certificate, or Degree Results

Indicators	Definitions	2012-13 Results	2013-14 Results	2014-15 Results	2015-16 Results	2016-17 Results	2017-18 Results
(2P1) Credential, Certificate or Degree	Percent of CTE concentrators in the identified entry cohort who receive or were eligible to receive an industry-recognized credential certificate, or degree at any point between when they were classified into the cohort and the current reporting period.	30.65%	35.47%	33.12%	33.85%	43.26%	43.8%

The Student Retention or Transfer indicator (3P1) under Perkins IV is defined as the percentage of CTE concentrators who remained enrolled in their original postsecondary institution or transferred to another 2- or 4-year postsecondary institution during the reporting year and who were enrolled in postsecondary education in the Fall of the previous reporting year. Overall, 64.9% of CTE Concentrators remained or transferred to another post-secondary institution during the 2017-18 reporting year. This represents a decrease from the prior reporting year, but the target of 67.5% was met at the 90% level.

Table 12. Student Retention or Transfer Results

Indicators	Perkins IV Measurement Definitions	2012-13 Results	2013-14 Results	2014-15 Results	2015-16 Results	2016-17 Results	2017-18 Results
(3P1) Student Retention or Transfer	Percent of CTE concentrators who remained enrolled in their original postsecondary institution or transferred to another 2- or 4-year postsecondary institution during the reporting year and who were enrolled in postsecondary education in the fall of the previous reporting year.	67.60%	63.29%	80.99%	62.95%	67.41%	64.9%

The Student Placement Indicator, 4P1, measures student placement in employment, military and apprenticeships during the second quarter following their departure from postsecondary education. During the 2017-18 reporting year, data was obtained on 309 concentrators who exited postsecondary education, which represents an increase from the prior year's total count (n=281). Wyoming will continue to work with colleges to increase response rates for this indicator. Results for the present year show that 83.5% of CTE concentrators who left postsecondary education were in advanced placement during the second quarter following their departure, and the target of 81.0% was fully met.

Table 13. Student Placement Results

Indicators	Perkins IV Measurement Definitions	2012-13 Results	2013-14 Results	2014-15 Results	2015-16 Results	2016-17 Results	2017-18 Results
(4P1) Student Placement	Percent of CTE concentrators who were placed or retained in employment, or placed in military service or apprenticeship programs in the 2nd quarter following the program year in which they left postsecondary education (i.e., unduplicated placement status for CTE concentrators who graduated by June 30, 2015 would be assessed between October 1, 2015 and December 31, 2015).	78.29%	84.23%	85.05%	77.69%	87.54%	83.5%

The Non-Traditional Participation (5P1) indicator under Perkins IV is defined as the percentage of CTE participants from underrepresented gender groups who participated in a program that leads to employment in nontraditional fields during the reporting year. During the current reporting period, 21.8% of CTE Participants in non-traditional programs were in under-represented gender groups. This value is slightly lower than the prior year's result of 22.8%. The target of 23.0% was met at the 90% level.

Table 14. Non-Traditional Participation Results

Indicators	Perkins IV Measurement Definitions	2012-13 Results	2013-14 Results	2014-15 Results	2015-16 Results	2016-17 Results	2017-18 Results
(5P1) Non-Traditional Participation	Percent of CTE participants from underrepresented gender groups who participated in a program that leads to employment in nontraditional fields during the reporting year.	27.89%	27.39%	23.69%	22.03%	22.75%	21.8%

Perkins IV defines Non-Traditional Completion (5P2) as the percentage of CTE concentrators who receive or were eligible to receive a credential, certificate, or degree in a non-traditional CTE program that are from underrepresented gender groups. Results for the present reporting year show that 17.3% of CTE Concentrators eligible to receive a credential, certificate or degree in a non-traditional field were from underrepresented gender groups. This figure is higher than the one obtained last year (14.8%), and the target of 13.0% was fully met.

Table 15. Non-Traditional Completion Results

Indicators	Perkins IV Measurement Definitions	2012-13 Results	2013-14 Results	2014-15 Results	2015-16 Results	2016-17 Results	2017-18 Results
(5P2) Non-Traditional Completion	Percent of CTE concentrators in the identified entry cohort from underrepresented gender groups who received or were eligible to receive a credential, certificate, or degree in a CTE program that prepares students for employment in an occupation identified as out-of-gender balance	12.65%	13.78%	13.76%	12.00%	14.82%	17.3%

In summary, results show that Wyoming fully met **four** Perkins IV indicators. Two indicators (3P1 & 5P1) were met at the 90% level. This is an improvement from the prior year. However, to continue improving, progress needs to be made by all postsecondary schools to meet locally negotiated targets. To this end, all postsecondary colleges will develop action plans to promote greater accountability and improvement among schools.

WYOMING STATE BOARD OF EDUCATION
January 17, 2019
Via Teleconference

Wyoming State Board of Education members present: Chairman Wilcox, Sue Belish, Dicky Shanor (proxy for Superintendent Balow), Robin Schamber, Nate Breen, Ryan Fuhrman, Ken Rathbun, Kathryn Sessions, and Forrest Smith.

Members absent: Max Mickelson, Dr. Sandy Caldwell, Dan McGlade, Dr. Dean Ray Reutzel and Scotty Ratliff.

Also present: Kylie Taylor, WDE; Dr. Thomas Sachse; Michelle Panos, WDE; and Julie Magee, WDE.

January 17, 2019

CALL TO ORDER

Chairman Wilcox called the State Board of Education to order at 1:02 p.m.

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

APPROVAL OF AGENDA

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

CONSENT AGENDA

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

State Superintendent's Update

Dicky Shanor began the State Superintendent's update by welcoming the WDE's new Communications Director, Michelle Panos. Michelle took over for Kari Eakins who is now the WDE's Chief Policy Officer. Dicky continued with and update on the statewide report card that was released in December. Sections of the report card include school performance, assessments, enrollment, graduation, teachers, and more.

Dicky ended the update with a list of priorities for the legislative session which include, expansion of the Hathaway Scholarship success curriculum to include Career and Technical Education course options. Virtual education amendments, school safety and security, and government efficiency.

Coordinator's Report

Dr. Tom Sachse, SBE Coordinator, began his report with a legislative update and gave an overview on some key bills that are working their way through the legislative committees. Board members gave input on the Civics Education Bill and K-2 Foreign Language Bill that they would like relayed to the legislature. There was discussion around "rapid response" through emails to get information out to the board quickly during the legislative session. Mackenzie Williams cautioned against doing that so it's not perceived as lobbying or holding board business outside of a public meeting. Tom continued his report with the draft

table of contents for an Administrative Procedures document. Tom asked the board for feedback on the draft table of contents.

SBE COMMITTEE UPDATES

Communications Committee

Ryan Fuhrman updated the board on the current work of the communications committee to engage the public and the work the committee has done to prepare the Communication Policies.

Administrative Committee

Sue Belish presented the administrative committee meeting minutes as presented in the packet and started a discussion around SBE/WDE tasks and changes. The board discussed and agreed that it would be appropriate to eliminate catered lunches unless they are having a full day and working through lunch. The board also discussed and agree that it was appropriate to eliminate having snacks at board meetings to lighten the load for Kylie when traveling.

BOARD REPORTS AND UPDATES

Computer Science Standards Update

Laurie Hernandez, WDE, presented the updated proposed 2019 Computer Science Standards review. The WDE Standards Team started the review process by releasing a survey to collect community input prior to convening the Computer Science Standards Review Committee. The Team also conducted five regional community input meetings across Wyoming. Laurie reviewed the work of the Committee and indicated the Proposed 2019 Computer Science Standards consist of 16 standards under five domains. The document includes benchmarks, the skills students must master in order to demonstrate proficiency of the content standards throughout the grade band. The committee chose to arrange the benchmarks by the following grade bands: K-2, 3-5, 6-8, and two levels for 9-12.

Sue Belish asked the WDE Standards Team to include the questions below to help form the impact survey that is going to be released:

1. What discussions took place about the wisdom of setting K-12 standards vs. 6-12 or 4-12 standards? If this was not discussed why not. Board members clearly discussed this topic at our March meeting in Rawlins and the September meeting in Afton. Sue voiced this concern at the community input meeting in Sheridan spring 2018.
2. What do K-5 teachers say about the impact of adding computer science standards and benchmarks to the student learning day and teacher instructional time?
3. What are the estimates for the amount of time it will take to teach and learn the benchmarks at various grade spans?
4. What did the audit conducted by the WDE last year reveal about the implementation costs for computer science?
5. How will the computer science practices, the digital guidelines, and the new standards all be integrated into what teachers must teach and students must learn?

Robin Schamber agreed with Sue's concerns and with the questions she gave the WDE.

State and Federal Accountability Results

Julie Magee presented the 2017-18 accountability results that were presented to the Joint Education Interim Committee. Julie went through the presentation that summarized the results of the Wyoming schools' performance in the 2017-18 school year.

Process to Avoid Lobbying

Mackenzie Williams presented a memo from the Attorney General's office that serves as a yearly reminder of the Executive Branch's policy prohibiting agencies, and their representatives, from lobbying the Wyoming Legislature. The policy allows agencies, and their representatives, to provide the Legislature requested and needed factual information.

ACTION ITEMS

SBE Communication Policies

Tom Sachse presented the Communication Policies sections 21 and 29 and explained the revisions that were made to the policies.

Robin Schamber moved to approve the communication policies, seconded by Ken Rathbun; the motion did not carry because there were not enough voting members present.

Early Learning Resolution

Tom Sachse reviewed the early learning resolution to the board and Dicky Shanor said the WDE cannot support universal Pre-K and will vote no.

Kathryn Sessions moved to approve the early learning resolution, seconded by Ryan Fuhrman; the motion did not carry because there were not enough voting members present.

PUBLIC COMMENT

Carla Hester-Croff: Thanked the board for their time and explained she was on the Computer Science Standards Committee and would be happy to help anyone if needed.

Kevin Mitchell: Thanked the board for a good meeting and shared the same concerns with the Computer Science Standards. Kevin said the work done by the committee was amazing quality work but they are very complex and what everyone has seen so far is only the cliff note version. Kevin would like to know what is specifically new that teachers will have to teach.

NEXT MEETING

The board's next meeting will take place in Cheyenne on February 21-22, 2019

The State Board of Education adjourned at 4:41 p.m.

WYOMING DEPARTMENT OF EDUCATION

SUMMARY REPORT

State Board of Education

FY19 Budget

30 June 2018 thru 12 February 2019

DESCRIPTION - General Fund Appropriation [Appr Unit 001)	BUDGETED	EXPENDED	ENCUMBERED	REMAINING BALANCE	Percentage
Personal Services (0100 series)	30,000.00	15,097.90		14,902.10	49.67%
Supportive Services (0200 series)	157,275.00	49,907.31	3,443.00	103.924.69	66.08%
Data Processing Charges (0400 series)	5,401.00	932.86		4,468.14	82.73%
Professional Services (0900 series)	50,794.00	1,500.00	0.00	49,294.00	97.05%
	243,470.00	67,438.07	3,443.00	68,664.24	28.20%

DESCRIPTION - School Foundation Appropriation [Appr Unit 009]	BUDGETED	EXPENDED	ENCUMBERED	REMAINING BALANCE	Percentage
Personal Services (0100 series)	248,428.00	63,771.67	0.00	184,656.33	74.33%
Supportive Services (0200 series)	23,422.00	0.00	8,100.00	15,322.00	65.42%
Professional Services (0900 series)	145,848.00	0.00	0.00	145,848.00	100.00%
	417,698.00	63,771.67	8,100.00	345,826.33	82.79%

	BUDGETED	EXPENDED	ENCUMBERED	REMAINING BALANCE
TOTAL	661,168.00	131,209.74	11,543.00	414,490.57

WYOMING
DEPARTMENT OF EDUCATION

JILLIAN BALOW
Superintendent of Public Instruction

DICKY SHANOR
Chief of Staff

TO: State Board of Education
FROM: Jillian Balow, Superintendent of Public Instruction
DATE: February 13, 2019
SUBJECT: Update

It is privilege to welcome Margee Robertson to the Wyoming Department of Education (WDE) leadership team as Special Education Director. Margee served as a principal and teacher in Wyoming schools and brings a wealth of practical knowledge and experience to her new position. She will oversee special education and individual learning programs.

I am so excited for the State Board members to meet Chris Bessonette, Wyoming's Milken Educator Award recipient for 2019. Early in January, Board Member Robin Schamber celebrated with us at Mr. Chris's school.

In 2017, work commenced to develop K-12 content and performance standards that address the cultural heritage, history, and contemporary contributions of American Indian tribes of the region, including Eastern Shoshone and Northern Arapaho. The initiative and resulting standards were supported by this State Board. As we move closer to full implementation of the standards beginning in 2020, I am enthusiastic about the development of curricular materials and professional development to support schools. A number of entities including the Wyoming Humanities Council, the Buffalo Bill Center of the West, wyominghistory.org, and Wyoming PBS are developing classroom resources in collaboration with tribal leaders, teachers, and community members. As with other content areas, the WDE will provide professional development to support implementation.

Staff members at the WDE are preparing for a statewide assessment system peer review process, as required under the Every Student Succeeds Act (ESSA). In short, staff will compile comprehensive information about our statewide assessments including: ACCESS, WY-TOPP, Alt-ACCESS, and WY-ALT. Evidence must demonstrate how our assessment system corresponds with six critical elements: Statewide System of Standards and Assessments, Assessment System Operations, Technical Quality – Validity, Technical Quality – Other, Inclusion of All Students, and Academic Achievement Standards and Reporting.

WYOMING
DEPARTMENT OF EDUCATION

JILLIAN BALOW
Superintendent of Public Instruction

DICKY SHANOR
Chief of Staff

SPECIAL MEMORANDUM

TO: Wyoming State Board of Education

FROM: Jillian Balow, State Superintendent of Public Instruction

RE: CIVICS EDUCATION

During both the 2017 and 2019 legislative sessions, draft bills requiring students to pass the U.S. Citizenship test have been introduced and failed. In both instances, I supported this effort and the State Board of Education (SBE) opposed. Nonetheless, I believe we have more common ground than not. We are all concerned about the lack of emphasis placed on civics education in our schools. We all understand that meaningful learning experiences, not simply a test, will produce the results we desire: engaged and informed citizens.

A concern from state and local policymakers throughout the debate is a reluctance to mandate a test from the state level. It becomes counterproductive for everyone when the conversation is focused on a test rather than how to improve learning experiences for students.

In the coming months, I intend to conduct town hall meetings across Wyoming to hear from constituents about civics education. In addition to hearing concerns about the lack of emphasis on civics education in our schools, I anticipate hearing wonderful stories about programs like *We The People* that are taking place in some communities. Unfortunately, I am certain that civics education opportunities for students across the state are not equitable.

I encourage the SBE to join me in this effort, recognizing this as a watershed opportunity to examine civics education and develop solutions and recommendations that achieve the goal of making Wyoming civics education nothing less than exemplar for the nation.

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WYOMING
STATE BOARD
OF EDUCATION

To: State Board of Education

From: Tom Sachse, Coordinator

Date: February 14, 2019

Subject: Legislative Update

Issue: The Legislature is in full swing and a number of bills address topics of direct relevance to the state board. In this memo, two bills are summarized that may be heading to the Governor's desk in the next few weeks. Two other bills that have been defeated, but would have had a bearing on the work of the state board are also summarized.

Background: The state board directs the coordinator to attend the state legislature and present information to Senate and House Education committees on bills where the board has expressed a consensus position. The coordinator declines to comment on bills where the board has not taken a position. In expressing comments to the committees, the coordinator tries to strike a balance between getting the point across and too much detail. This memo will focus on four bills of interest, but a more robust listing of bill status in contained in the spreadsheet Kylie Taylor has created.

Status: As of this writing, two bills are of considerable importance to the state board. House Bill 22 (Teacher Accountability) has seen wild swings in amendments from both chambers. The original bill from the Joint Interim Education Committee (JEIC) essentially repealed the Phase 2 Accountability requirements for a single teacher evaluation system approved by the state board. (I am your representative on the department's Certified Personnel Evaluation System (CPES) committee and you will receive a report on this work from Dr. Ballard later in the meeting.) The House amended the bill to take out all oversight of local evaluation systems, including state board approval of those systems. The Senate responded by putting back state board oversight and emphasizing the need for flexibility in approval of those local systems. Then, they amended the bill further to add a requirement for the state board to set professional standards for teaching and they added another amendment requiring the state board to report on the number of teachers dismissed annually and the amount of funding expended for dismissal proceedings (e.g., legal expenses). Finally, they added back a

requirement for local evaluation systems to include some degree of evaluation relative to student academic growth. That bill then went to conference committee.

House Bill 23 (Education Accountability) includes some minor technical clean-up, like detailing under what circumstances the state board could conduct an informal hearing (essentially computational errors by the department) and under what circumstances the state board could give schools an exemption from state accountability (essentially when schools could not administer the state assessment). The bill would have allowed the state superintendent's advisory committee to set targets that the state board would have to use, thus eliminating the need for Professional Judgment Panel (PJP). But that provision was amended out of the bill.

House Bill 129 (Civics Examination) and a mirror bill on the Senate side were both defeated. This bill was proposed in the last biennium and was rejected then too. It essentially establishes a high school graduation requirement where students would have to pass a 100-item test used for naturalizing citizens. Most of the comments were that the test was too low level--the items were all multiple choice, low level recall, and unrelated to civic engagement. While that bill has been repeatedly rejected, it is likely to be framed as an interim topic. The state board could take any number of policy actions relative to this topic.

House Bill 147 (K-2 Foreign Language) was introduced again, this time failing in Senate Education. The bill would have made elementary foreign language permissive. The discussion was primarily around the issue of equity. Some argued that some districts did elementary foreign language especially well (several districts have vibrant immersion programs) while others play videos or use apps in an exploratory way, then drop the program after second grade. Others argued that foreign language should be provided to all Wyoming students even though implementation differs among districts. The topic of elementary foreign language comes up later in your board meeting relative to the Basket of Goods and Services Survey Results.

WYOMING
STATE BOARD
OF EDUCATION

To: State Board of Education

From: Tom Sachse, Coordinator

Date: February 14, 2019

Subject: Basket of Goods and Services Survey Report

Issue: As explained in the Introduction to the report, the survey leading to the attached report was originally proposed to the Joint Interim Education Committee last September. The survey was undertaken to gauge how stakeholders feel about the curricular expectations when viewing the whole of standards in all subjects where the state board has promulgated Chapter 10 rules. The challenge for the state board is now that this survey is completed, what does it mean and how should it best be used?

Background: Since 2013, the state board has approved several sets of standards that are arguably the most challenging in the nation. Surely, the standards in the areas of Language Arts, Mathematics, and Science constitute significant expansions in the breadth and depth of the core curriculum. With the addition of new standards in Social Studies (Indian Ed for All) and now Computer Science, it seems prudent for the state board to engage constituencies thoughts in looking at all the expectations placed before students. The study was conducted using an online Google form. Leadership from a number of professional associations volunteered to email the form to membership, so that 606 respondents completed the form.

Status: The results from this survey may be of value to the state board and/or legislature as each group thinks about the policy implications of the current basket of goods. Some would argue that the basket is now full and teachers have precious little time to address all the state standards in a meaningful way. Others would argue that Wyoming students need access to a broad array of classic and modern ideas and techniques. The state board is uniquely positioned to conduct this study and think about implications for the future of state standards comprising the basket of goods and services.

WYOMING
STATE BOARD
OF EDUCATION

Survey Results On the Basket of Goods and Services: A Report to the Wyoming State Board of Education

Prepared by Tom Sachse & Kylie Taylor

Discussion Draft: February 14, 2019

Walt Wilcox, Chairman Wyoming State Board of Education

Introduction: This report to the Wyoming State Board of Education summarizes a survey regarding the state's "Basket of Goods and Services" proposed to the Joint Education Interim Committee on September 28, 2018 in Casper, WY. The intent of the state board in conducting this survey was to get a snapshot of how various stakeholders viewed the growing curricular expectations for all students.

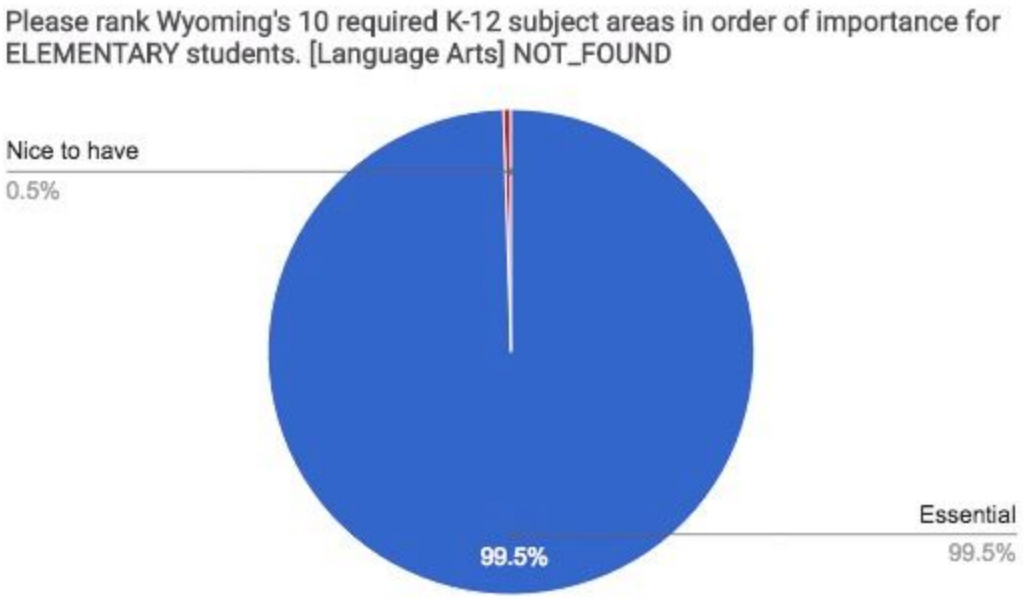
Background: In the previous biennium, the Wyoming State Legislature proposed bold additions to the state's Uniform Student Content and Performance Standards. Additions including Indian Education for All (modeled after the Montana program of the same name) and Computer Science were supported by the state board. But the board was concerned that these additions and other proposals, including adding CPR to the health standards and four years of math in high school may be too much to add at a time when the system was already dealing with a new assessment system, major changes to the state's accountability system, and cuts in funding levels. These additional standards and the existing standards are all contained in Chapter 10 Rules (found on the Secretary of State's website).

Methods: This survey was conducted entirely on-line and consisted of six questions that most respondents completed in less than 10 minutes. They were asked about their role, asked about the relative importance of the now 10 content areas for elementary grades, asked about the relative importance of the now 10 content areas for secondary grades, and asked about whether other additions should be made in the near future given the current status of public schooling in Wyoming.

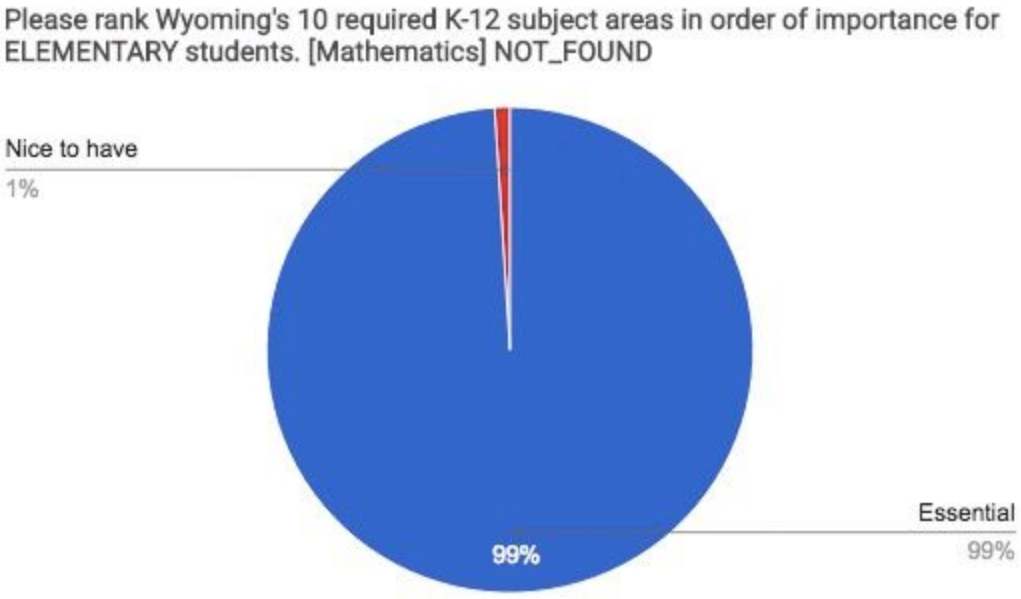
The survey was sent to various professional associations for larger distribution. These partner associations included those for school board members, superintendents, curriculum directors, principals, teachers, and parents. In two cases, the survey was presented in person by the board's coordinator; all other surveys were emailed with requests for responses. The survey was opened on October 25th, 2018 and was closed on February 11th, 2019. The survey period was longer than anticipated due to similar surveys being conducted and the winter holidays. Given that similar statewide education surveys often get 30-50 respondents, the board set a lofty goal of getting 300 responses. The final number of surveys completed was 606. This report was created using an application found by Trustee Fuhrman. The pie charts it creates has oddities like listing NOT_Found in the title sometimes and combining Essential.Nice to Have sometimes. Please ignore these random labels; they are part of a jpeg picture and cannot be deleted. The graphs and my summaries are accurate.

Respondents: Of the 606 respondents, the largest number was Teachers (200 responses--33%). They were followed by Parents (143 responses--24%); Principals (114 responses--19%); School Board Members (60 responses--10%); Central Office Staff, like Curriculum Directors (53 responses--9%); and Superintendents (36 responses of 48 Superintendents--6%). Some respondents gave multiple affiliations to this question.

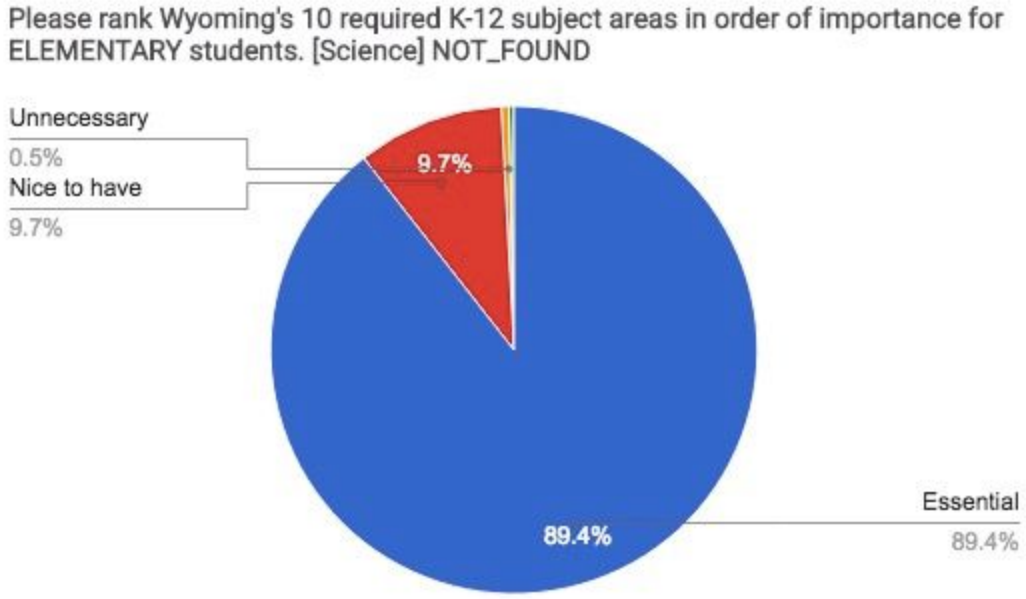
Results:



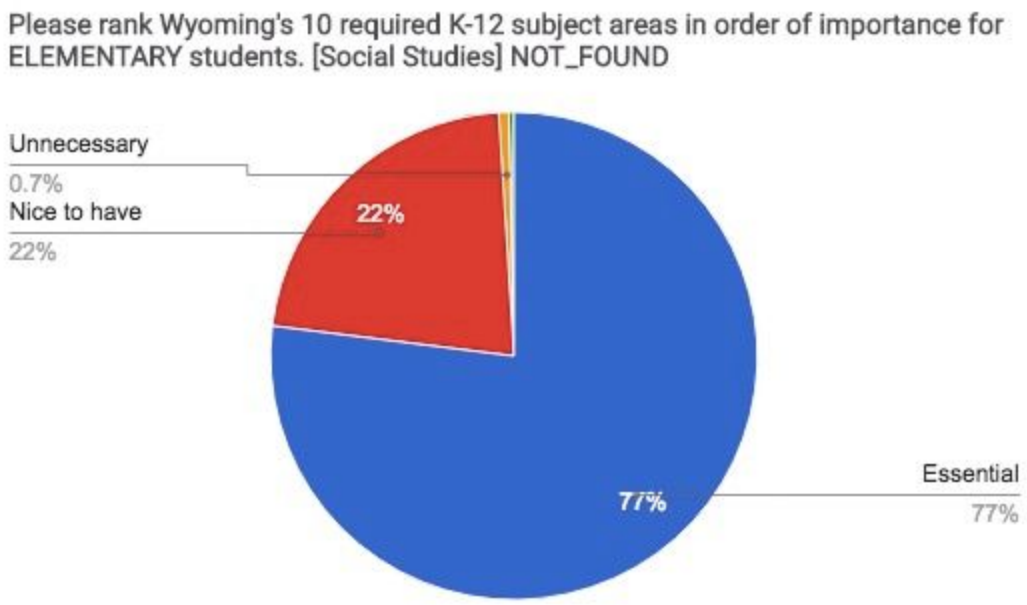
Not surprisingly, virtually everyone agreed that elementary students should study the Language Arts. The astonishing response is that someone thought Reading and Writing are “Nice to Have.”



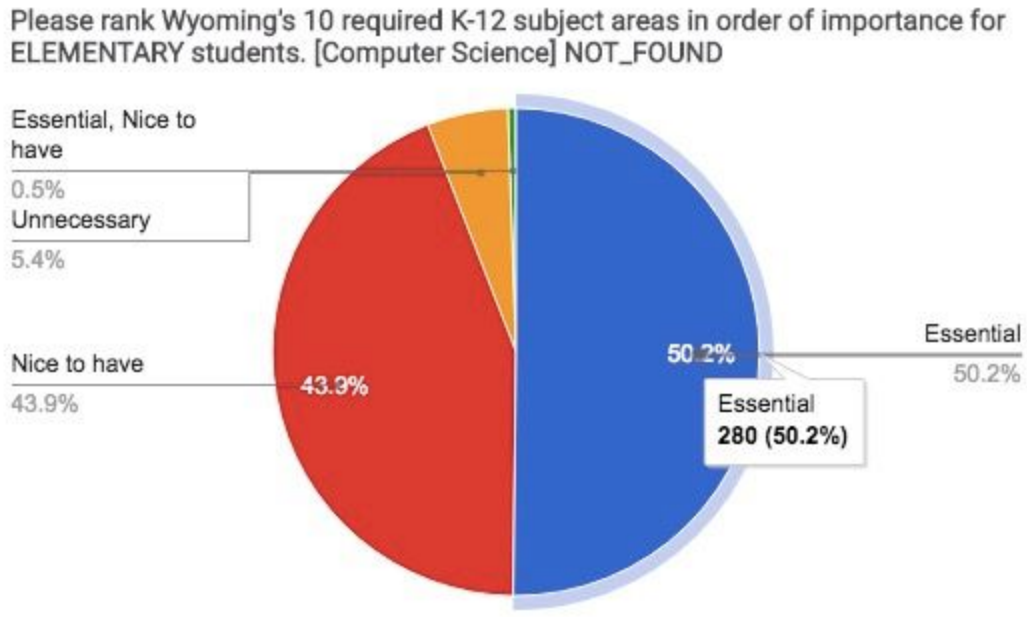
Here too, the overwhelming response is that all students should learn Math in the elementary grades.



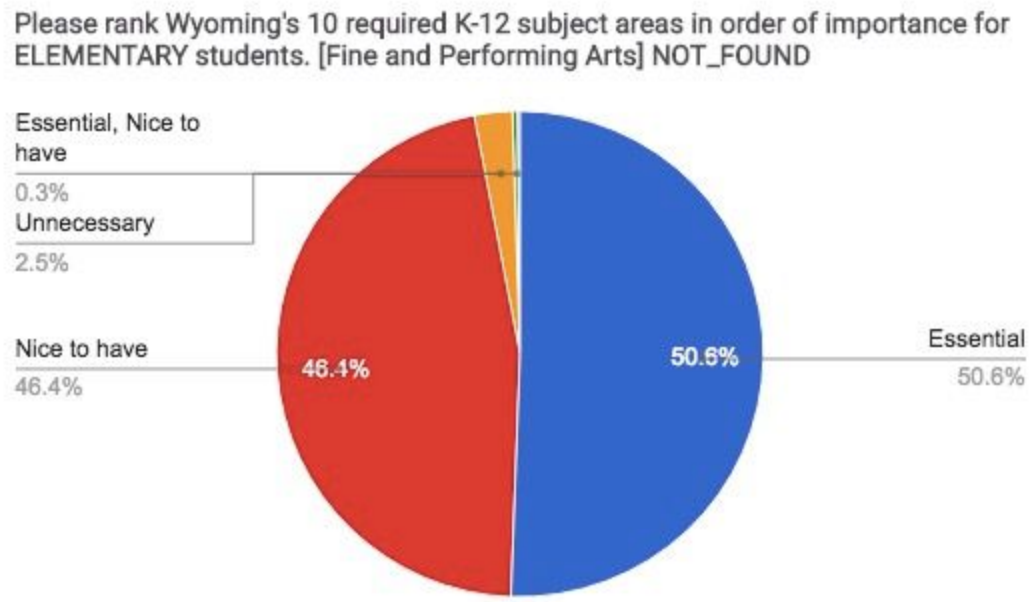
For elementary Science, nearly 10% felt this subject was Nice to Have--and this is a tested subject area. Still, about 9 in 10 felt elementary science was a core subject.



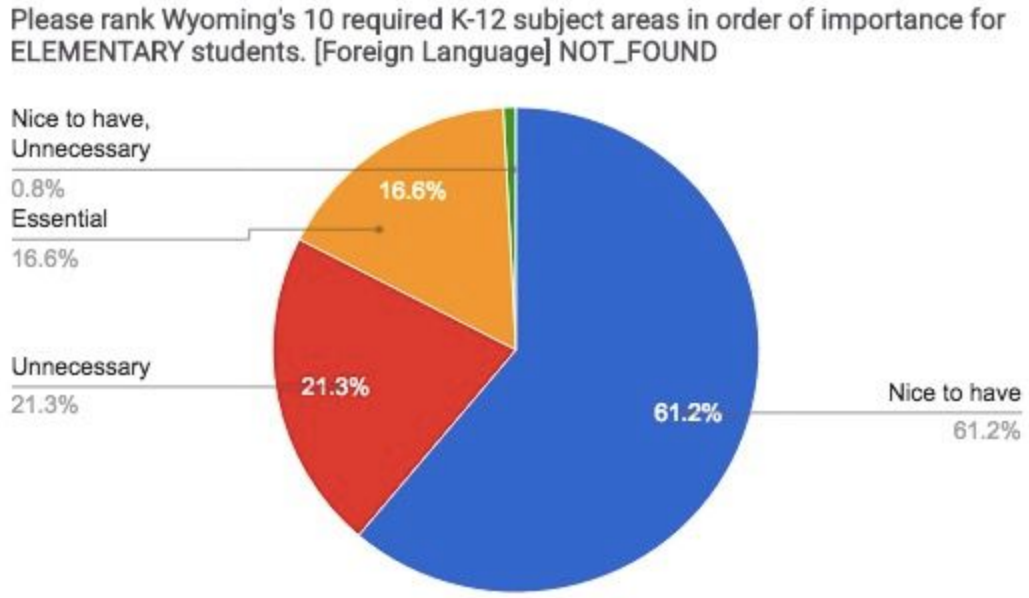
While nearly 80% felt social studies was important, over 1 in 5 thought it was Nice to Have.



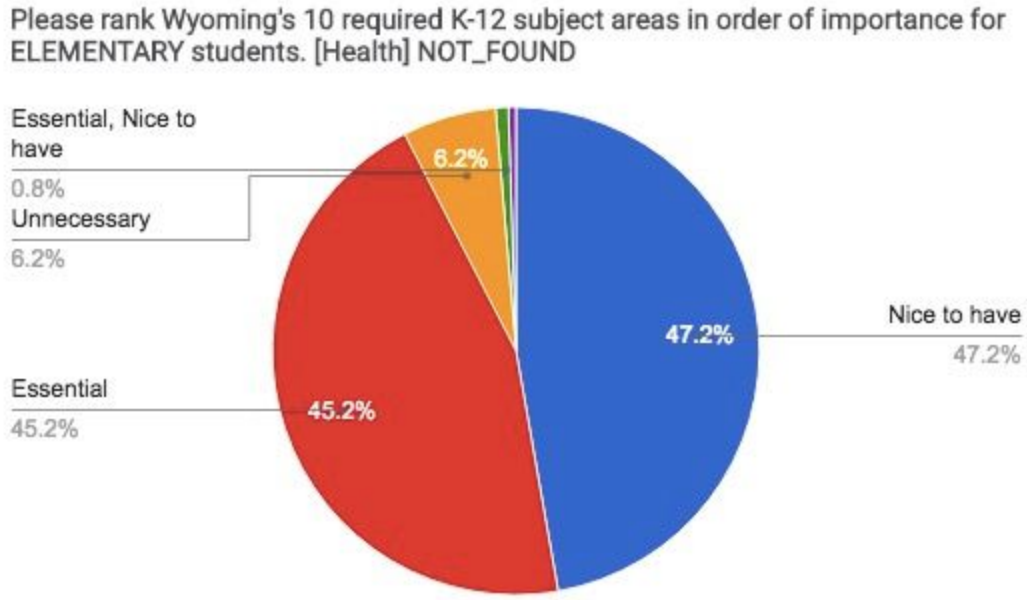
About half of all respondents felt the new subject area, Computer Science was Essential. The other half found it Nice to Have or Unnecessary.



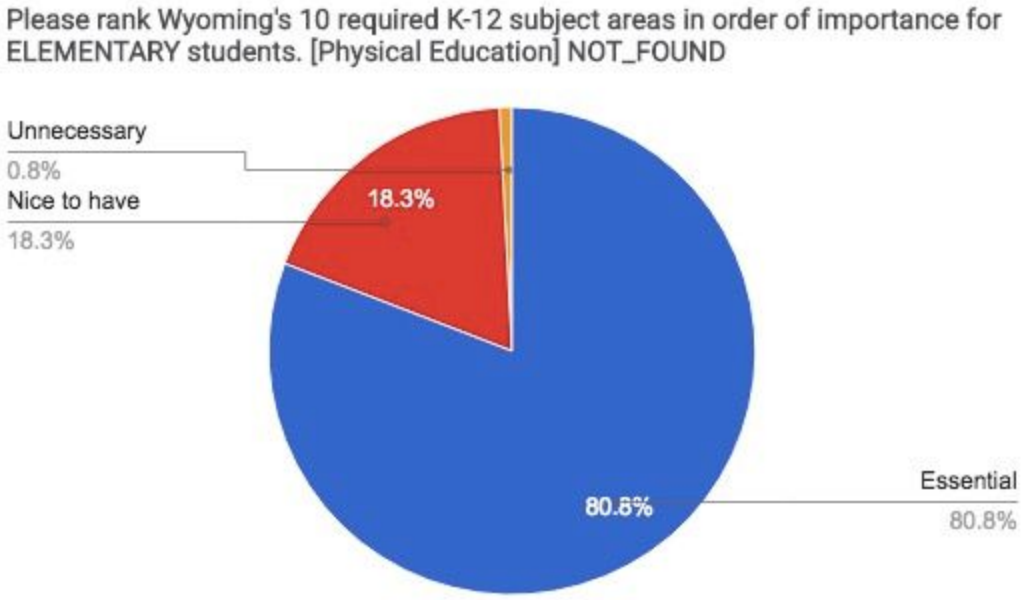
Like Computer Science, about half felt Art and Music were Essential and half thought it was Nice to Have or Unnecessary.



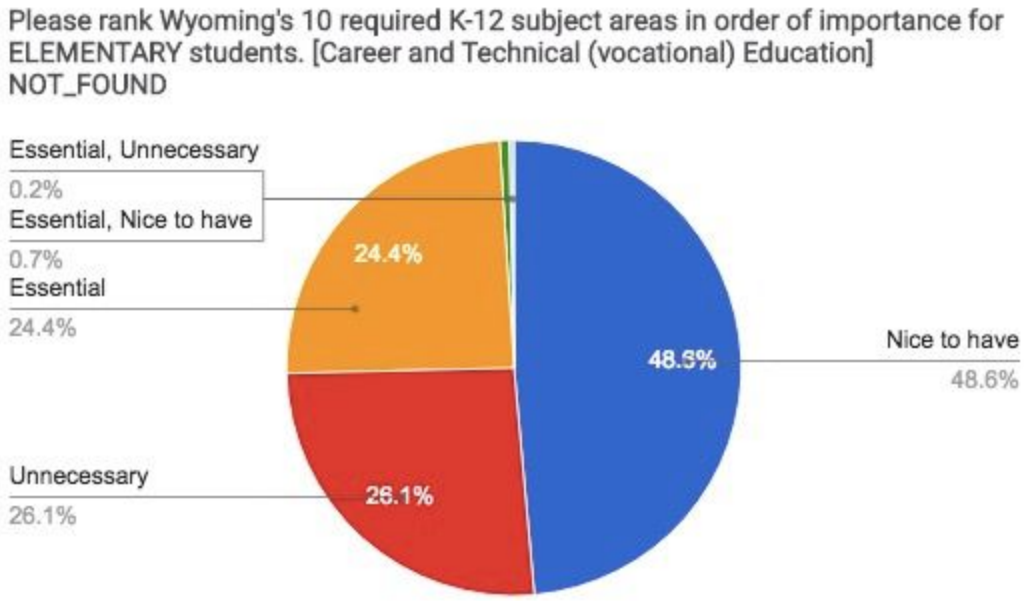
Despite the existing K-2 Foreign Language mandate, only about 17% found it Essential, while over 21% thought it was Unnecessary and 62% gave it a Nice to Have.



Less that half of respondents found that Health was Essential at the elementary level. A similar size group found it Nice to Have and 6% thought it was Unnecessary.

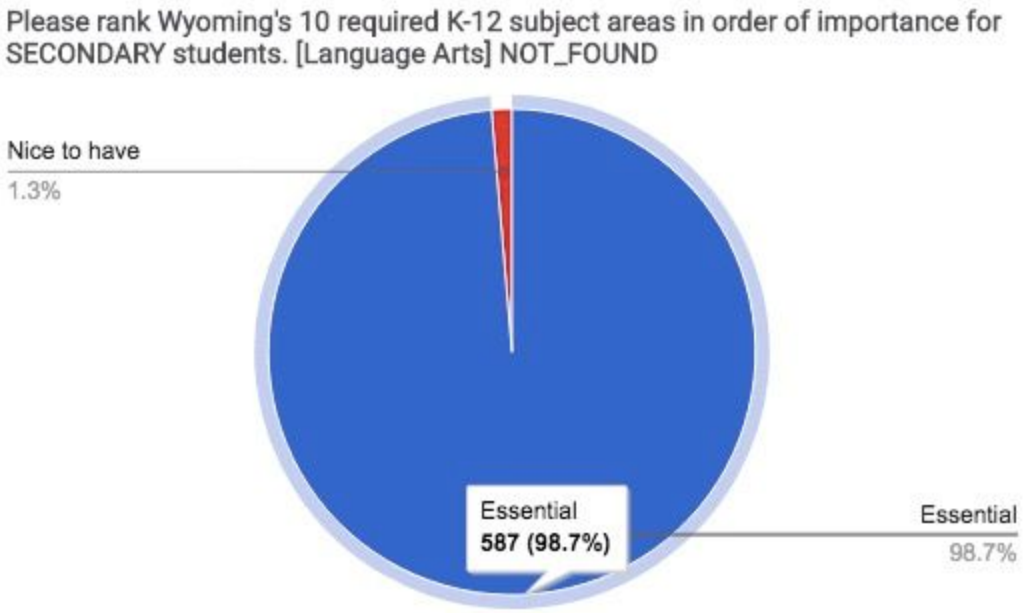


About 4 in 5 respondents felt PE was Essential and about 20% though it was Nice to Have.

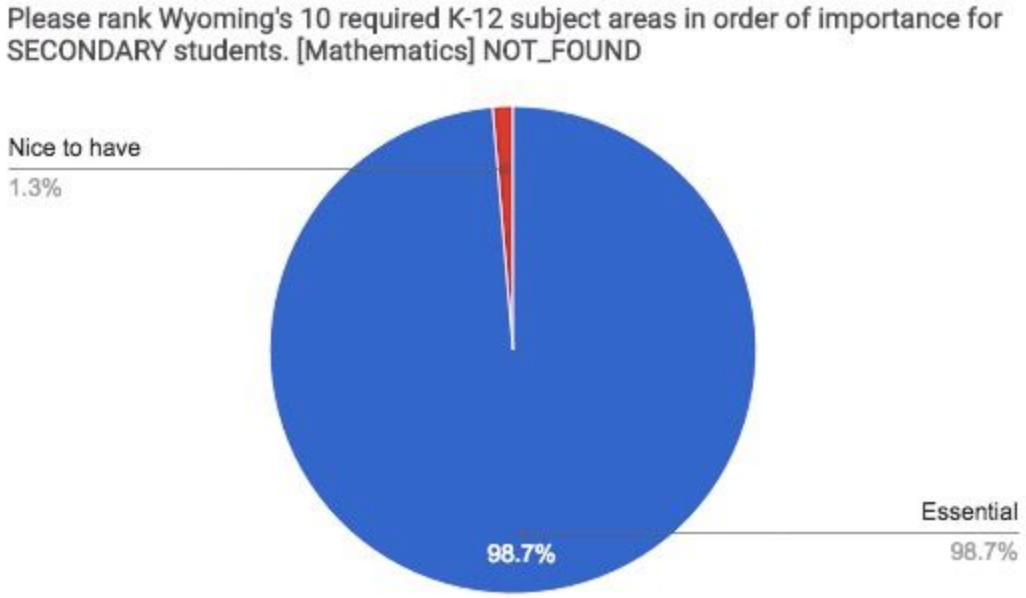


About one-quarter of respondents felt C&TE was Essential, while almost half felt C&TE was Nice to Have and the remaining quarter was Unnecessary.

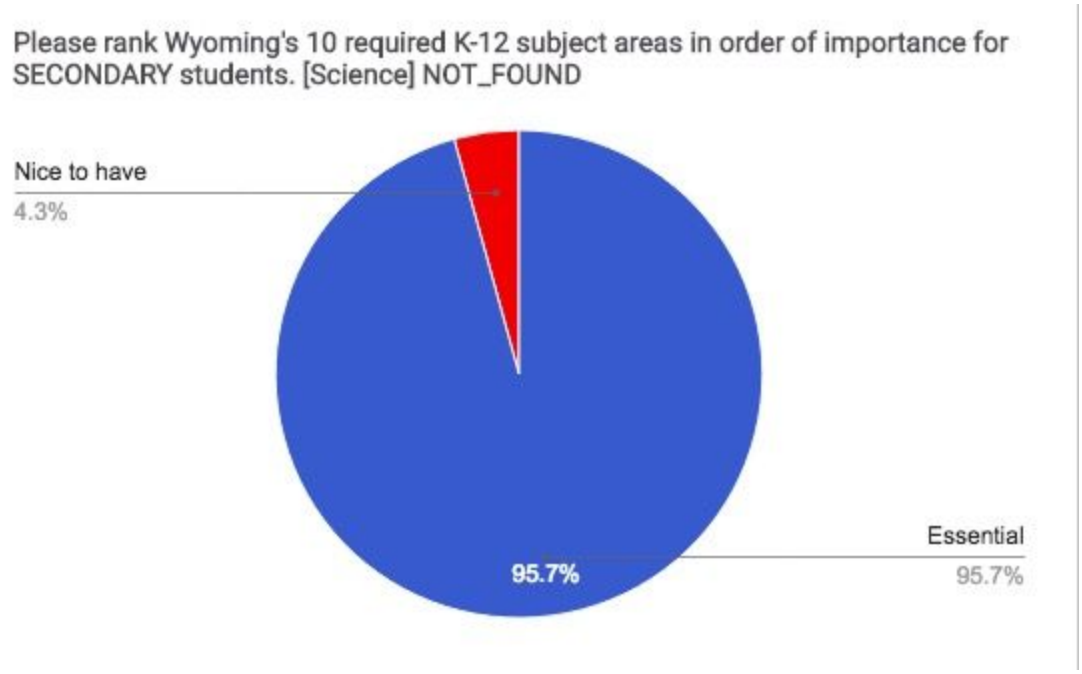
Open Ended Comments: Respondents were also asked to provide additional comments about subjects that they responded were unnecessary. A large number of respondents (27) said C&TE was unnecessary K-5; 25 said Foreign Language was unnecessary at K-5; 12 felt elementary grades should focus on the tested subjects and 10 said just focus on the three "R's"; 7 felt Health and PE could be integrated; 5 said elementary teachers don't have enough time in the day to "do it all"; 2 thought Computer Science could be done 6-12 and 1 suggested Computer Science instead of Foreign Language; 1 felt Science and Social Studies could start at grade 3; and, 1 felt the Arts were "an extra."



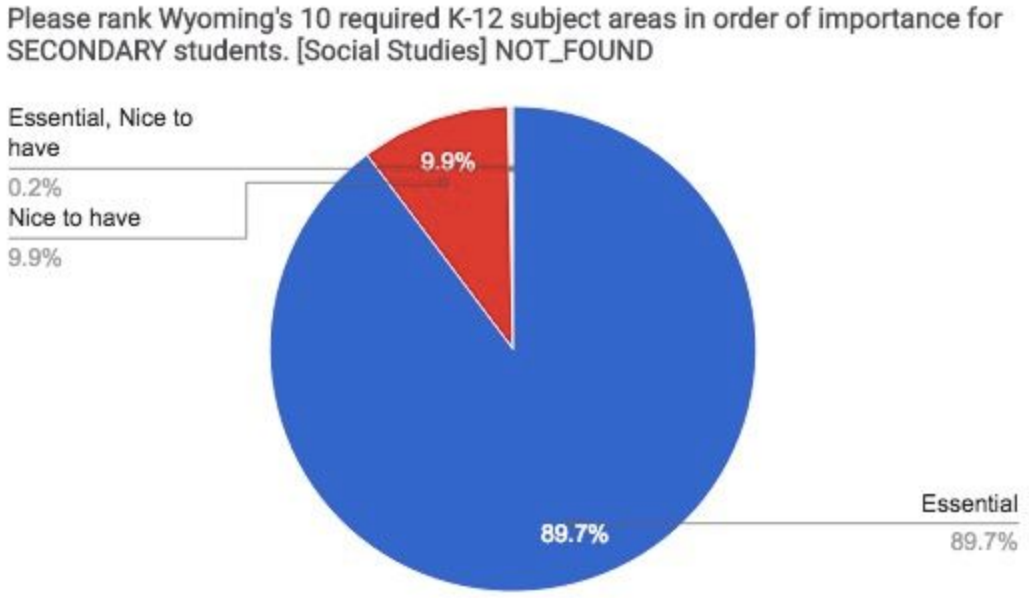
Virtually all respondents reported Language Arts was Essential at the secondary grades.



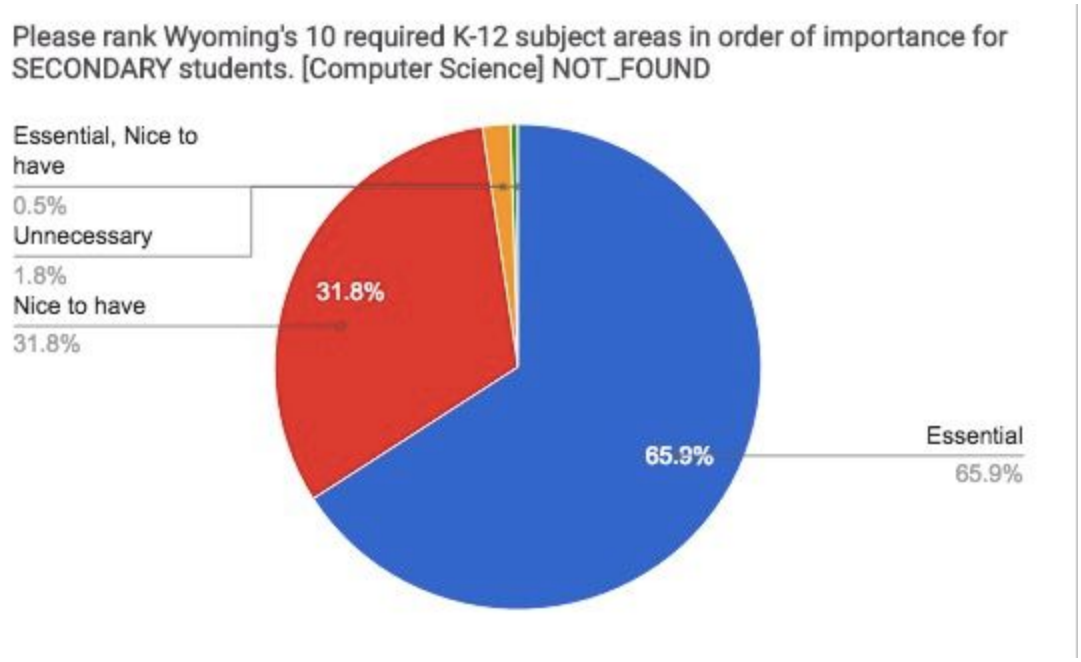
The same percentage who thought English was Essential felt the same about Mathematics.



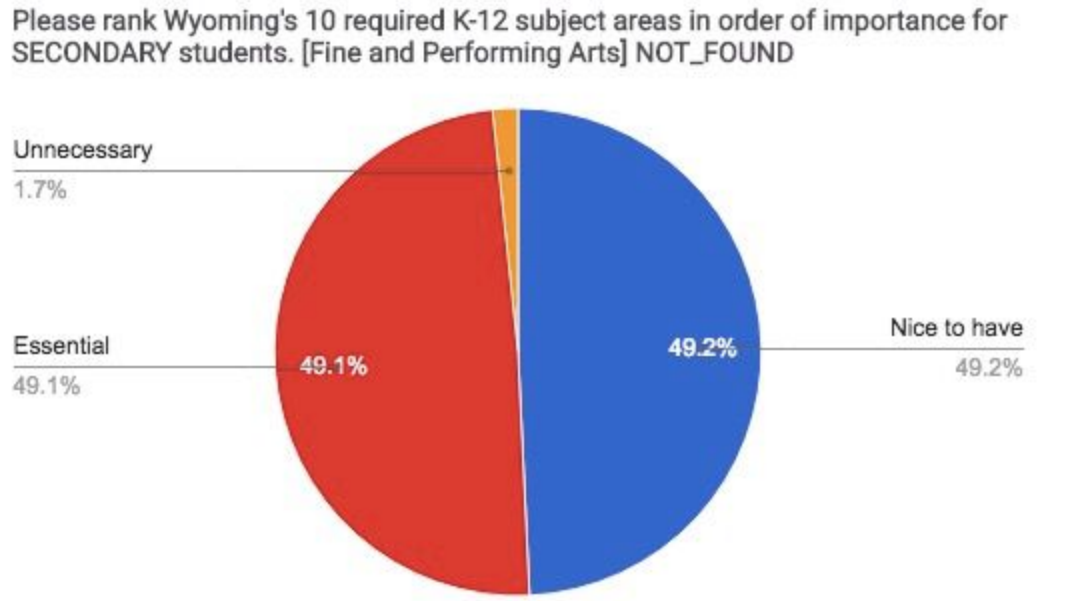
About 96% felt secondary science was Essential and 4% thought it was Nice to Have.



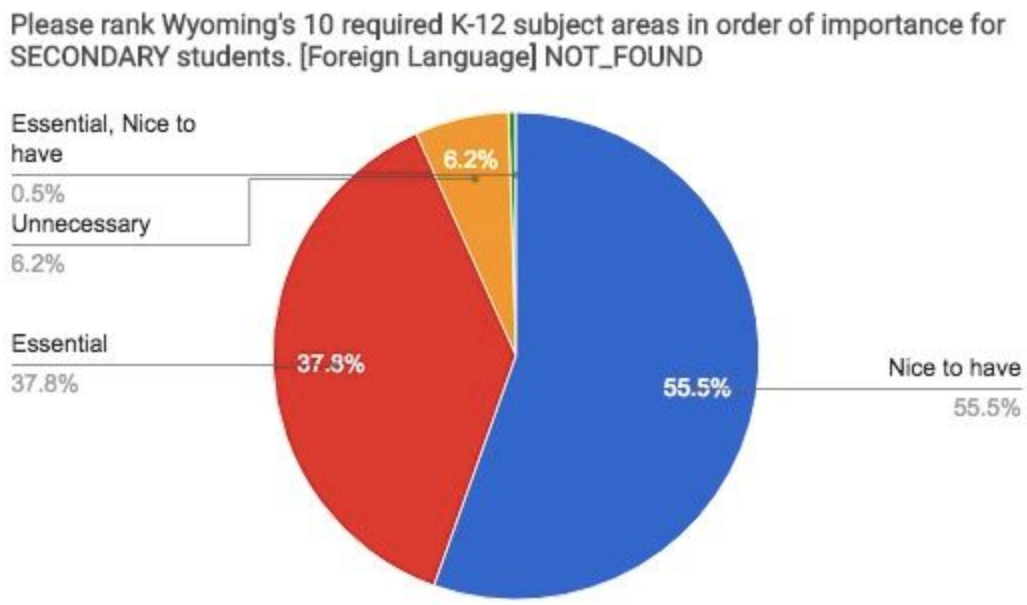
Nine in ten thought Social Studies was core and 10% found it Nice to Have.



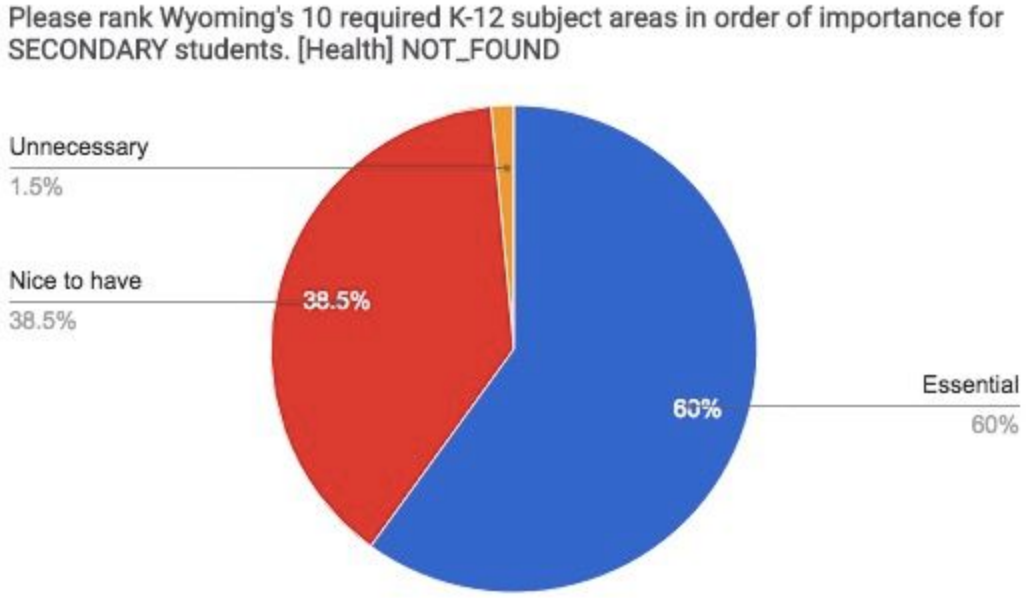
About two-thirds reported Computer Science as Essential in secondary grades and about one-third found it Nice to Have.



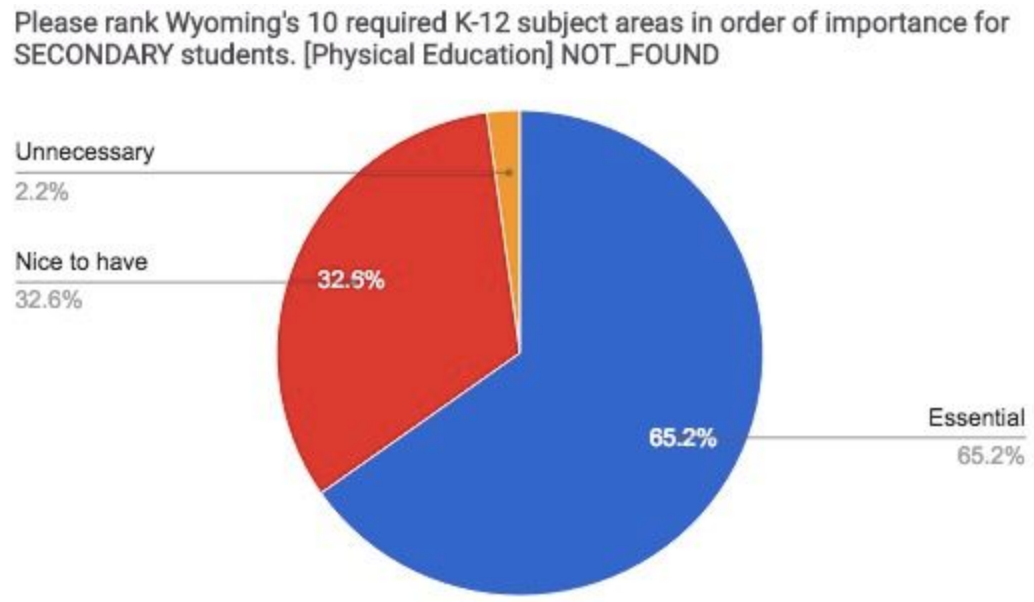
Respondents were split 50:50 with half thinking Arts as Essential and half thinking Arts as Nice to Have.



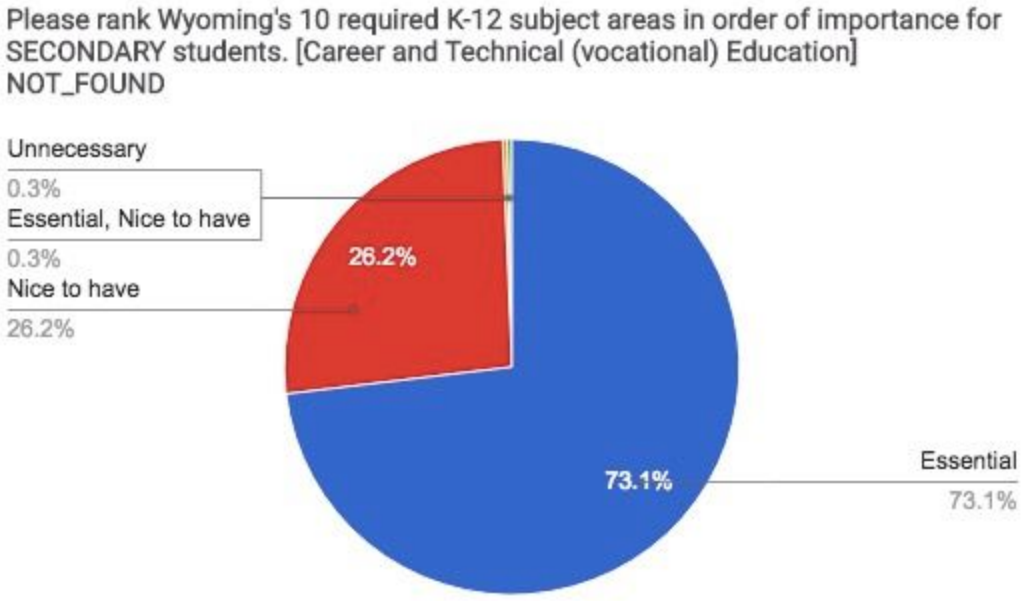
Surprisingly, about 37% reported Foreign Language as Essential for secondary students to study, while about 55% found it Nice to Have and 6% thought it was Unnecessary.



While 38% found Health to be Nice to Have, 60% reported it to be Essential.



About 2/3rds reported PE as Essential; the other 1/3rd found it Nice to Have.



Fully 73% reported C&TE as Essential and 26% found it Nice to Have.

Open ended responses: As with elementary, respondents were asked to comment on those subjects they listed as Unnecessary. Many of the comments suggested that certain subjects were perceived as required; this may have been because they are components of the Hathaway Success Curriculum. For example, the most common comment from 10 respondents was to make Foreign Language optional, which it is. Another 7 comments suggested that PE should be optional (or replaced by credits earned in extracurricular sports or clubs). Then, 5 respondents commented that Computer Science should be an elective. Three respondents suggested that there were too many requirements. While 2 comments were made that C&TE was important, another 2 suggested C&TE should be optional. Two respondents felt students needed to concentrate on basic skills and two respondents thought Health should be integrated with PE. Singleton comments included: do foreign language in the elementary grades; eliminate Computer Science; all subjects are necessary; need more time for Computer Science and C&TE; integrate Computer Science with other subjects; and, teach more civics.

The survey also asked respondents whether other subjects should be added to the basket of goods and services. To this question, the largest number of responses (21) said No. Another 18 felt Personal Finance should be added to the curriculum. Life Skills was seen as an important addition by 6 respondents. Another 4 respondents felt that Social-Emotional Learning should be added. More C&TE options were suggested by 4 respondents. Two respondents added suggestions for more: Civics; Music; Home Economics; and integrating Computer Science into C&TE. Singleton suggestions were voiced for: Internships; Indian Education for All; Ethics; Information Literacy; STEM-based coursework; Verbal Communications; Statistics; Art; Performing Arts; Sex Education; and, more Foreign Languages than just Spanish and French. When asked whether the Basket of Goods and Services should be expanded at a time of fiscal constraint, 59% said No and 28% said Yes.

Conclusion: With more than 600 responses to a voluntary, on-line survey this topic seemed to have touched a nerve. With one-third of respondents from teachers, there is confidence that those closest to the topic have spoken out. Of course, there was strong support for Language Arts, Mathematics, and Science. There was moderate support for Social Studies and Computer Science. There was little support for elementary C&TE or Foreign Language despite the current mandate. There were many suggestions for integrating Health and PE as well as for integrating Computer Science with C&TE. Many felt nothing more should be added to the basket at this time. But there was support for more attention to Financial Literacy, Life Skills, and Social-Emotional Learning. There was also support for fewer requirements and more options.

The question these results present to the board is now what? Are these results definitive enough to take action on? For example, should the board present these findings to the Joint Education Committee and ask for reconsideration of the K-2 Foreign Language mandate? Should the board ask the department to fully integrate Health and PE standards? Should the elective areas in the elementary grades start at grades 3 or 4 or even 6? Should the board have grade level standards in tested areas, but have grade-level span standards in elective areas?

Perhaps a more rigorous and expansive study should be commissioned by the board. There are a number of policy directions this survey may suggest. This survey is presented as a discussion draft. It may be prudent to take a month to further examine these results and have a fuller discussion of the policy implications at a future meeting.

Section 1: STATE BOARD OF EDUCATION MEMBERSHIP

The Wyoming State Board of Education was created by the Wyoming State Legislature in 1917 and is composed of 14 members, 11 of whom are appointed by the Governor and can vote, while three are *ex officio* (one of whom can vote). The *ex officio* members are the State Superintendent of Public Instruction (the voting *ex officio* member), a designee of the President of the University of Wyoming, and the Executive Director of the Wyoming Community College Commission.

Among the gubernatorial appointments, seven appointees are chosen from different appointment districts of which there must be one certified classroom teacher at the time of appointment, one certified school administrator at the time of appointment, two from the private business or industry community, and one local school board member at the time of appointment (W.S. 21-2-301(a) and W.S. 9-1-218). Not more than 75% of the appointed members may be registered for the same political party. The appointments are typically six-year terms and are confirmed by the state senate. If a board member is appointed to complete a term, an additional six-year term is possible, if the governor reappoints that person to the position.

The current membership of the Wyoming State Board of Education is presented here. Biographical sketches are presented here. A map of the board members' geographical representations are presented here.

SECTION 3: STATE BOARD BUDGET AND BUDGETING PROCEDURES

The state board, like all state agencies, receives a biennial budget. The board's budget is in the budget of the Department of Education and the budget summary presented to the board is organized into two sets of line items. The top set of line items includes expenditures for the state board and the bottom set of line items includes expenditures for the state board's coordinator position. A copy of the current state board budget is presented here.

Some funds may be moved between line items, others may not. The 100 series includes salaries and benefits; funds can move into this line item, but can't be moved out. The 200 series item can be used for travel reimbursement and supplies; funds can be moved into or out of this line item. Since state board members are neither part-time or full-time employees of the state, no monies are initially placed into the 100 series item. The department's business office typically moves $30,000 from 200 into 100 two times

during the biennium. The board should plan to have at least $60,000 available in the 200 series to pay for board salaries for the biennium. The 400 series pays for technology support from the Department of Enterprise Technology Services. Funds can be moved into or out of this series. The 900 series is for professional services, typically consultant services like the consultant who facilitated the Professional Judgment Panel. Funds can be moved into or out of this series. While the board's funding was originally all General Fund, when the legislature added accountability-related duties in 2011 additional funds were added from the School Foundation Program Fund.

The line items for the coordinator position parallel those for the board expenditures. The 100 series includes salary and benefits for the board coordinator for the biennium. This At-Will Employee Contract (AWEC) position is a ¾-time appointment consisting of 1500 hours per year, (but has no holidays, sick days, or vacation days). A monthly timesheet is approved by the chairman of the Administrative Committee and signed off by the WDE Liaison to the state board.

<This section will change following the state board discussion at their February meeting.> The state board budget is monitored by the board's treasurer who gives Treasurer's Reports to the full board at each regular board meeting. The board begins by preparing a biennial budget request in parallel with the rest of the department's units. The board chair creates an *ad hoc* Budget Development Committee comprised of the board officers, two voting members of the board, and the board's coordinator. Based on previous year budget (and using the same budget structure), the *ad hoc* committee uses information from its legislative duties along with its goals and priorities (established at the board retreat) to present a budget request that allows them to conduct business and achieve its goals for the next biennium.

In March, the year before the biennium, the board has an opportunity to update the unit budget narrative and the unit budget request. Some time between March and July, the State Budget Office takes a "snapshot" of the board's AWEC position and sends the WDE a worksheet that has the estimate for the AWEC position salary and related benefits. Negotiations for the board's budget request can go back and forth for a period of approximately six weeks, though the AWEC position salary and benefits are non-negotiable unless the WDE finds an error in the budget office calculations. The WDE sends its final budget request to the State Budget Office usually in August. The WDE presents its biennial budget to the Joint Appropriations Committee of the state legislature usually in December. The board's treasurer and/or coordinator can attend this meeting.

Section 4: BOARD MEMBER COMPENSATION, EXPENSES, AND PROFESSIONAL DEVELOPMENT

All appointed members of the state board shall receive compensation, per diem, and mileage for actual time spent in performance of their duties and traveling expenses

while in attendance, and going to and from board meetings in the same manner and amount as members of the Wyoming legislature. Wyo. Stat. Ann. § 21-2-303.

The Wyoming Department of Education uses this form for reimbursing compensation and travel.

The state board uses this form to request professional development or training opportunities involving state board funds.

SBE Communications Committee
February 2, 2019

Communications Committee members present via Zoom: Ryan Fuhrman, Forrest Smith, Robic Schamber, and Scotty Ratliff.

Communications Committee members absent: Kathryn Sessions.

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

February 2, 2019

CALL TO ORDER

Chairman Fuhrman called the meeting to order at 4:30 p.m.

APPROVAL OF AGENDA

Chairman Fuhrman presented the agenda no changes were suggested.

Communication Outreach
The committee discussed the "Indian Education for All" guest blog post and the committee agreed that Kylie, Tom, and Michelle could make minor edits and post it to the website and Twitter. The committee discussed possible guests for the next guest blog and how to incorporate the guest blogs to applicable topics. Robin suggested the committee write a blog post thanking outgoing board members on their service to the board and welcoming the new board members.

Chairman Fuhrman reviewed the January 2019 scorecard with the committee and suggested that Kylie tweet out information that the WDE puts out on their website to get more tweets out.

Upcoming Topics/Focus
Tom reviewed the "Basket of Goods" survey that was sent out to districts around the state, Tom will summarize the results for the February board meeting.

Website Updates
Tom indicated that the sliders on the website need to be updated, Chairman Fuhrman indicated he would like to update the sliders to be relevant around the blog posts.

Kylie asked Tom to send the policies and procedures when they are ready so she can post them to the SBE's website.

Templates
Tom he would like there to be templates for the coordinator's report, SBE reports, LSO memos, and SBE action items. Chairman Fuhrman and Forrest both agreed that templates with background information would be very helpful. Tom will draft these templates for the next board meeting.

Award Winners Update
Tom overviewed the award winner spreadsheet and said he will get it updated, Kylie said she still sends out cards to the new award winners.

Scotty said he would like to see more camaraderie within the SBE, he would like to see the SBE share more meals together instead of just reacting to things that are said. Scotty suggested when the new board members come onto the board they explain why they are excited to be on the board and what their goals are.

Administrative Committee Minutes
February 5, 2019

Present: Walt Wilcox, Kenny Rathbun, Max Mickelson, Ryan Fuhrman, Sue Belish, Tom Sachse, Julie Magee, Mackenzie Williams, Randal Lockyear, Michelle Panos, Kylie Taylor

1. **February 21-22, 2019 Meeting Agenda and logistics**
   a. The committee discussed the topics for the February agenda. As a result of the discussion, it was decided that we would start the meeting at 1:00 on Thursday, February 21 and continue the meeting on Friday, February 22, adjourning at noon.
2. **WDE Items**
   a. There were no additional items from the WDE.
3. **SBE Items**
   a. The committee discussed the location for March and April SBE meetings. The previously adopted meeting schedule had the 21st and 22nd as the dates for our March meeting. The committee felt that we should meet in person in March so we can welcome our new SBE members and provide a beginning orientation session for new members who can attend. We do not believe that two days will be needed so we are suggesting a day long meeting on March 21st beginning around 10:00 and adjourning around 4:00. We agreed that Casper would be a good location for the meeting. We are considering having the April meeting as a virtual one.
   b. Tom shared the first few sections for our new Administrative Procedures document which provides additional information about the operations of the State Board. The committee provided some suggestions for revisions which Tom will incorporate. He plans to bring several of these procedures to our attention at future meetings.
   c. The committee discussed the process for our SBE Biennium budget request. We have asked that Tom and Max work with folks at WDE to provide us with an explanation of the process. We would like our process to mirror the process used by the rest of the departments at WDE including notifications, timelines, etc. This will be a topic for discussion at our February meeting and will be reflected in our administrative procedures.
   d. Tom made some slight revisions on the Early Childhood Resolution which were accepted by the committee. The resolution will come to the board for action at the February meeting.
   e. Mackenzie reported that the contract for BoardDocs should be making its way through the WDE contract division. Keep your fingers crossed.
4. **Final Note:**
   a. The February meeting will be held in the basement of the Hathaway Building (same place we had it last February). Board members are responsible for their own lunch and snacks for the two days. Coffee and water will be provided. Kylie recently sent out an invitation for anyone who will be in Cheyenne early enough on the 21st to join the Milken Award winner Chris Bessonette for lunch. Hopefully we can schedule an early lunch so we can make it to the meeting by 1:00. Let Kylie know if you are interested in joining Chris.

CREATING OPPORTUNITIES FOR STUDENTS TO KEEP WYOMING STRONG

JILLIAN BALOW
Superintendent of Public Instruction

DICKY SHANOR
Chief of Staff

SHELLEY HAMEL
Chief Academic Officer

KARI EAKINS
Chief Policy Officer

TRENT CARROLL
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

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WYOMING
DEPARTMENT OF EDUCATION

Memorandum

To: State Board of Education
From: Julie Magee, Director of Accountability
Date: February 14, 2019
Subject: Trigger Mechanisms for Standards Review

Meeting Date: February 21-22, 2019

Item Type: Informational

At past meetings, the State Board of Education (SBE) has discussed what types of requests would necessitate a review of the state standards outside of the normal review cycle. The SBE asked the Wyoming Department of Education (WDE) to assist with the development of a process for the public to petition to repeal, revoke, or open state standards in any content area. The SBE requests that a petitioner clearly describe the need for change with data, facts, and evidence to support claims.

The WDE consulted with a representative from the AG's Office and created a petition document for the SBE's review. After receiving initial feedback from the SBE, the WDE revised attached document and will present it for final feedback at the February meeting.

The process for petitioning rules, including a request to review the state standards outside of the normal review cycle, will be included in the next iteration of the Chapter 3 Education Rules.

Statutory Reference(s):

- W.S. 21-2-304
- W.S. 21-9-101
- W.S. 16-3-106

Supporting Documents/Attachments:

- Petition of Rules Form

Petition of Education Rules - Wyoming Department of Education (WDE) and/or State Board of Education (SBE)

NAME: **EMAIL:** **DATE:**

Authority: W.S. 16-3-106. Petition for promulgation, amendment, or repeal of rules.

Any interested person may petition an agency requesting the promulgation, amendment or repeal of any rule and may accompany his petition with relevant data, views and arguments. Each agency may prescribe by rule the form of the petition and the procedure for its submission, consideration and disposition. Upon submission of a petition, the agency as soon as practicable either shall deny the petition in writing (stating its reasons for the denials) or initiate rulemaking proceedings in accordance with W.S. 16-3-103. The action of the agency in denying a petition is final and not subject to review.

Directions: Petitioning for the promulgation, amendment, or repeal of Education rules

This process is intended to petition Education rules, not state statute. Proposed rule changes that are in conflict with current Wyoming Statute (W.S.) cannot be approved through this process. If this is the case, please contact your local legislator(s).

Link to Find Current Legislators
Link to Wyoming State Statutes [Title 21 is Education]
Link to Current Rules

Please choose the reason(s) for your petition.

X		W.S./Ch. #
	Promulgate new rules for W.S.	
	Amend rules for Chapter #	
	Repeal rules for Chapter #	

"Promulgating rules" means to put law into action and make known publicly.

"Amending rules" means to improve or remove errors/defects and leads to promulgation.

"Repealing rules" means to put an end to them.

Briefly describe your concern with the rules and/or statute if appropriate, including your reason for this petition and the desired change.

Clearly describe how this change will impact students, teachers, schools, and/or the community at large. Data, facts, and evidence to support your claim(s) are required. Please attach supporting documents as appropriate.

Processes and procedures are described on the next page.

Process for Submitting Form: Education - Ch. 3 Section 5(a)

1. Complete this petition form and attach evidence.
2. Submit form and documents online at https://edu.wyoming.gov/XXX

OR mail/hand deliver to:

Wyoming Dept. of Education
c/o Agency Rules Liaison
122 W. 25th Street, E200
Cheyenne, WY 82002

Process for WDE/SBE Review:

1. Petition will be shared with all appropriate WDE/SBE members within 30 calendar days of submission.
2. If the request falls under the purview of the SBE, this petition will be added to the agenda for the next available meeting.
3. All appropriate members will review and discuss the petition within 60 days of receiving the complete petition and appropriate documents.
4. The petitioner will be notified of next steps including information on any public meetings.

Process for WDE/SBE Reply to Petitioner:

The petitioner will be notified of the decision or the next steps being initiated for this request.

* If the petition is approved, the petitioner will be notified of the rules promulgation timeline within 30 days. The rules promulgation process includes a public comment period of at least 45 days before final determinations are made.

Internal Use Only:

☐ This request requires additional information or discussion with appropriate stakeholders to determine the needs expressed.

- ☐ School districts
- ☐ General Public
- ☐ Legislators
- ☐ Other: _____

☐ This petition is rejected due to:

Signature _____ Date _____

- ☐ The request is in conflict with Wyoming State Statute.
- ☐ The request is not relevant to the Rules/W.S. referenced in the petition.
- ☐ The request is preferential only and was not based on relevant data/information.
- ☐ See the SBE motion below
- ☐ Other: _____

☐ This petition is approved and the following action will be taken:

Signature _____ Date _____

- ☐ Rules will be written and promulgated.
- ☐ Rules will be amended as requested and will go through the promulgation process.
- ☐ Rules will be amended with WDE edits and promulgated.
- ☐ Rules will be amended with SBE edits and promulgated. (see motion below)
- ☐ Rules will be repealed as requested.

SBE motion on _____ (Date of meeting & motion)

_____ (SBE Motion)

CREATING OPPORTUNITIES FOR STUDENTS TO KEEP WYOMING STRONG

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WYOMING
DEPARTMENT OF EDUCATION

TO: State Board of Education

FROM: Jillian Balow, Superintendent of Public Instruction
Laurie Hernandez, Director of Standards and Assessment Division

DATE: February 12, 2019

SUBJECT: Update on Proposed 2019 Computer Science Standards Review

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Background: The Board is charged with evaluating and reviewing the uniformity and quality of the educational standards imposed under W.S. 21-9-101 including the student content and performance standards. HEA 48 was signed by Governor Mead on March 14, 2018, which required the addition of Computer Science Standards and a couple of changes to W.S. 21-9- 101(a)(i), as outlined below.

(i) Common Core of Knowledge
(M) Applied technology (repealed)
(O) Computer science (added)
(iii) Common Core of Skills
(C) Keyboarding (removed) Computational thinking (added) and computer applications (remains)

Section 3 of the bill requires the state board of education to promulgate uniform content and performance standards for computer science by January 1, 2022, to be effective beginning with the 2022-23 school year.

Statutory Reference:

- HEA 48 (SF0029)
- W.S. 21-2-304(c)

Educator Input Collection: At the January 17, 2019 virtual meeting, the State Board of Education (SBE) requested input from educators to identify possible impacts of the Proposed 2019 Wyoming Computer Science Content and Performance Standards on curriculum and instruction. A Superintendent's Memo was sent on January 22, 2019 to collect input from educators through an educator online survey through **February 26th, 2019**. As of the date of this memo, 178 people commented on this survey.

Public Input Collection: Per the SBE approved process for standards review, the 2019 Wyoming Computer Science Content and Performance Standards document is open online for stakeholder review, found at **edu.wyoming.gov**. Input can be given through an **online survey** through **March 5, 2019** or at any of the five regional meetings listed below. The public was notified of this information through a Press Release dated January 18, 2019. The WDE has also posted this information, regularly throughout the input period, on WDE social media. As of the date of this memo, 78 people commented on this survey.

Public input meetings will be held 6:00-7:30 p.m. at the following locations:

- **February 25,** Green River - SCSD #2 Central Admin. Office, 351 Monroe Avenue
- **February 25,** Buffalo - JCSD#1 Buffalo High School, 29891 Old Hwy 87
- **February 26,** Meeteetse - PCSD #16 School Building, 2107 Idaho Street
- **February 26,** Douglas - CCSD #1, Admin. Building, 615 Hamilton Street
- **February 28,** Cheyenne - LCSD #1, Storey Gym, 2811 House Avenue

A full report of information gathered from both surveys and meetings will be presented to the SBE during their March 21, 2019 meeting.

Supporting Documents/ Attachments:

- 2019-WY CS Standards Snapshot (14-page document)
- K-12 WY 2019 CS Overview (4-page quick view)
- CS Survey Questions Doc for Educator Input and Survey Questions for Public Input

PROPOSED 2019 WYOMING COMPUTER SCIENCE STANDARDS: K-12 PROGRESSION

DOMAIN - KEY	COMPUTING SYSTEMS	NETWORKS & THE INTERNET	DATA & ANALYSIS	ALGORITHMS & PROGRAMMING	IMPACTS OF COMPUTING

CONCEPT	By end of Grade 2	By end of Grade 5	By end of Grade 8	High School Level 1	High School Level 2
DEVICES	2.CS.D.01 Independently select and use a computing device to perform a variety of tasks for an intended outcome (e.g., create an artifact).	5.CS.D.01 Independently, describe how internal and external parts of computing devices function to form a system.	8.CS.D.01 Recommend improvements to the design of computing devices based on an analysis of how a variety of users interact with the device.	L1.CS.D.01 Explain how abstractions hide the underlying implementation details of computing systems embedded in everyday objects.	
HARDWARE & SOFTWARE	2.CS.HS.01 Demonstrate and describe the function of common components of computing systems (hardware and software) (e.g. use a browser, search engine).	5.CS.HS.01 Model how information is translated, transmitted, and processed in order to flow through hardware and software to accomplish tasks.	8.CS.HS.01 Design and refine a project that combines hardware and software components to collect and exchange data.	L1.CS.HS.01 Explain the interactions between application software, system software, and hardware layers.	L2.CS.HS.01 Categorize the roles of operating system software.
TROUBLESHOOTING	2.CS.T.01 Recognize computing systems might not work as expected and identify and effectively communicate simple hardware or software problems and implement solutions (e.g., app or program is not working as expected, no sound is coming from the device, caps lock turned on) and discuss problems with peers and adults.	5.CS.T.01 Identify hardware and software problems that may occur during everyday use, then develop, apply, and explain strategies for solving these problems.	8.CS.T.01 Systematically identify, resolve, and document increasingly complex software and hardware problems with computing devices and their components.	L1.CS.T.01 Develop guidelines that convey systematic troubleshooting strategies that others can use to identify and resolve errors.	L2.CS.T.01 Identify how hardware components facilitate logic, input, output, and storage in computing systems, and their common malfunctions.
NETWORK COMMUNICATION & ORGANIZATION	2.NI.NCO.01 Identify and describe that computing devices can be connected in a variety of ways (e.g., Bluetooth, Wi-Fi, home and school networks, the internet).	5.NI.NCO.01 Model and explain how information is broken down into smaller pieces, transmitted as packets through multiple devices over networks and the internet, and reassembled at the destination.	8.NI.NCO.01 Model the role of protocols in transmitting data across networks and the internet (e.g. explain protocols and their importance to data transmission; model how packets are broken down into smaller pieces and how they are delivered).	L1.NI.C.01 Give examples to illustrate how sensitive data can be affected by malware and other attacks.	L2.NI.NCO.01 Describe the issues that impact network functionality (e.g., bandwidth, load, latency, topology).
CYBERSECURITY	2.NI.C.01 Explain what authentication factors are, why we use them, and apply authentication to protect devices and information (personal and private) from unauthorized access.	5.NI.C.01 Discuss real-world cybersecurity problems and identify and implement appropriate strategies for how personal information can be protected.	8.NI.C.01 Critique physical and digital procedures that could be implemented to protect electronic data/information.	L1.NI.C.02 Recommend cybersecurity measures to address various scenarios based on factors such as efficiency, feasibility, and ethical impacts.	L2.NI.C.01 Compare ways software developers protect devices and information from unauthorized access.
			8.NI.C.02 Apply multiple methods of encryption to model the secure transmission of data.	L1.NI.C.03 Compare various security measures, considering trade-offs between the usability and security of a computing system.	
				L1.NI.C.04 Explain trade-offs when selecting and implementing cybersecurity recommendations.	
STORAGE	2.DA.S.01 With guidance, develop and modify an organizational structure by creating, copying, moving, and deleting files and folders.	5.DA.S.01 Justify the format and location for storing data based on sharing requirements and the type of information (e.g., images, videos, text).	8.DA.S.01 Represent data using multiple encoding schemes (e.g., ASCII, binary).	L1.DA.S.01 Translate between different bit representations of real-world phenomena, such as characters, numbers, and images.	
				L1.DA.S.02 Evaluate the trade-offs in how data elements are organized and where data is stored.	

COLLECTION, VISUALIZATION, & TRANSFORMATION	2.DA.CVT.01 With guidance, collect data and independently present the same data in various visual formats.	5.DA.CVT.01 Organize and present collected data to highlight relationships and support a claim.	8.DA.CVT.01 Using computational tools, transform collected data to make it more useful and reliable.	L1.DA.CVT.01 Create interactive data representations using software tools to help others better understand real-world phenomena (e.g., paper surveys and online data sets).	L2.DA.CVT.01 Use data analysis tools and techniques to identify patterns in data representing complex systems.
					L2.DA.CVT.02 Select data collection tools and techniques, and use them to generate data sets that support a claim or communicate information.
INFERENCE & MODELS	2.DA.IM.01 With guidance, interpret data and present it in a chart or graph (visualization) in order to make a prediction, with or without a computing device.	5.DA.IM.01 Use data to highlight or propose relationships, predict outcomes, or communicate an idea.	8.DA.IM.01 Refine computational models based on generated data.	L1.DA.IM.01 Create computational models that represent the relationships among different elements of data collected from a phenomenon or process.	L2.DA.IM.01 Formulate, refine, and test scientific hypotheses using models and simulations.
ALGORITHMS	2.AP.A.01 With guidance, identify and model daily processes by creating and following algorithms (sets of step-by- step instructions) to complete tasks (e.g., verbally, kinesthetically, with robot devices, or a programing language).	5.AP.A.01 Using grade appropriate content and complexity, compare and refine multiple algorithms for the same task and determine which is the most appropriate.	8.AP.A.01 Create flowcharts and pseudocode to design algorithms to solve complex problems.	L1.AP.A.01 Create a prototype that uses algorithms (e. g., searching, sorting, finding shortest distance) to provide a possible solution for a real-world problem relevant to the student.	L2.AP.A.01 Critically examine and trace classic algorithms. Use and adapt classic algorithms to solve computational problems (e.g., selection sort, insertion sort, binary search, linear search).
				L1.AP.A.02 Describe how artificial intelligence algorithms drive many software and physical systems.	L2.AP.A.02 Develop an artificial intelligence algorithm to play a game against a human opponent or solve a real-world problem.
					L2.AP.A.03 Evaluate algorithms (e.g., sorting, searching) in terms of their efficiency, correctness, and clarity.
VARIABLES	2.AP.V.01 Model the way programs store and manipulate data by using numbers or other symbols to represent information (e.g. thumbs up/down as representations of yes/no, arrows when writing algorithms to represent direction, or encode and decode words using numbers, pictographs, or other symbols to represent letters or words).	5.AP.V.01 Using grade appropriate content and complexity, create programs that use variables to store and modify data.	8.AP.V.01 Using grade appropriate content and complexity, create clearly named variables that represent different data types and perform operations on their values.	L1.AP.V.01 Use lists to simplify solutions, generalizing computational problems instead of repeatedly using simple variables.	L2.AP.V.01 Compare and contrast simple data structures and their uses (e.g., lists, stacks, queues).
CONTROL	2.AP.C.01 With guidance, independently and collaboratively create programs to accomplish tasks using a programming language, robot device, or unplugged activity that includes sequencing, conditionals, and repetition.	5.AP.C.01 Using grade appropriate content and complexity, create programs that include sequences, events, loops, and conditionals, both individually and collaboratively.	8.AP.C.01 Using grade appropriate content and complexity, design and iteratively develop programs that combine control structures, including nested loops and compound conditionals.	L1.AP.C.01 Justify the selection of specific control structures when tradeoffs involve implementation, readability, and program performance, and explain the benefits and drawbacks of choices made.	
				L1.AP.C.02 Trace the execution of loops and conditional statements, illustrating output and changes in values of named variables.	L2.AP.C.01 Trace the execution of recursion, illustrating output and changes in values of named variables.
				L1.AP.C.03 Design and iteratively develop computational artifacts for practical intent, personal expression, or to address a societal issue by using events to initiate instructions.	

MODULARITY	2.AP.M.01 Using grade appropriate content and complexity, decompose (breakdown) the steps needed to solve a problem into a precise sequence of instructions (e.g., develop a set of instructions on how to play your favorite game).	5.AP.M.01 Using grade appropriate content and complexity, decompose (break down) problems into smaller, manageable subproblems to facilitate the program development process.	8.AP.M.01 Using grade appropriate content and complexity, decompose problems and subproblems into parts to facilitate the design, implementation, and review of programs.	L1.AP.M.01 Decompose problems into smaller components through systematic analysis, using constructs such as procedures, modules, and/or objects.	L2.AP.M.01 Construct solutions to problems using student-created components, such as procedures, modules, and/or objects.
		5.AP.M.02 Using grade appropriate content and complexity, modify, remix, or incorporate portions of an existing program into one's own work, to develop something new or add more advanced features.	8.AP.M.02 Using grade appropriate content and complexity, create procedures with parameters to organize code and make it easier to reuse.	L1.AP.M.02 Create artifacts by using procedures within a program, combinations of data and procedures, or independent but interrelated programs.	L2.AP.M.02 Analyze a large-scale computational problem and identify generalizable patterns that can be applied to a solution.
					L2.AP.M.03 Demonstrate code reuse by creating programming solutions using libraries and APIs.
PROGRAM DEVELOPMENT	2.AP.PD.01 Develop plans that describe a program's sequence of events, goals, and expected outcomes.	5.AP.PD.01 Use an iterative process to plan the development of a program by including others' perspectives and considering user preferences.	8.AP.PD.01 Using grade appropriate content and complexity, seek and incorporate feedback from team members and users to refine a solution to a problem.	L1.AP.PD.01 Plan and develop programs by analyzing a problem and/or process, developing and documenting a solution, testing outcomes, and adapting the program for a variety of users.	L2.AP.PD.01 Plan and develop programs that will provide solutions to a variety of users using a software life cycle process.
	2.AP.PD.02 Give credit to ideas, creations, and solutions of others while writing and developing programs.	5.AP.PD.02 Using grade appropriate content and complexity, observe intellectual property rights and give appropriate credit when creating or remixing programs.	8.AP.PD.02 Incorporate existing code, media, and libraries into original programs of increasing complexity and give attribution.	L1.AP.PD.02 Evaluate licenses that limit or restrict use of computational artifacts when using resources such as libraries.	L2.AP.PD.02 Use version control systems, integrated development environments (IDEs), and collaborative tools and practices (e.g., code documentation) in a group software project.
	2.AP.PD.03 Independently and collaboratively debug (identify and fix errors) programs using a programming language.	5.AP.PD.03 Using grade appropriate content and complexity, test and debug (i.e., identify and fix errors) a program or algorithm to ensure it runs as intended.	8.AP.PD.03 Systematically test and refine programs using a range of test cases.	L1.AP.PD.03 Use debugging tools to identify and fix errors in a program.	
				L1.AP.PD.04 Design and develop computational artifacts, working in team roles, using collaborative tools.	L2.AP.PD.03 Develop programs for multiple computing platforms.
	2.AP.PD.04 Use correct terminology (debug, program input/output, code) to explain the development of a program or an algorithm (e.g., in an unplugged activity, hands on manipulatives, or a programming language).	5.AP.PD.04 Using grade appropriate content and complexity, describe choices made during program development using code comments, presentations, and demonstrations.	8.AP.PD.04 Using grade appropriate content and complexity, document programs in order to make them easier to follow, test, and debug.	L1.AP.PD.05 Document design decisions using text, graphics, presentations, and/or demonstrations in the development of complex programs.	L2.AP.PD.04 Evaluate key qualities of a program through a process such as a code review (e.g., qualities could include correctness, usability, readability, efficiency, portability, and scalability).
		5.AP.PD.05 Using grade appropriate content and complexity, with teacher guidance, perform varying roles when collaborating with peers during the design, implementation, and review stages of program development.	8.AP.PD.05 Distribute tasks and maintain a project timeline when collaboratively developing computational artifacts.	L1.AP.PD.06 Evaluate and refine computational artifacts to make them more usable and accessible.	L2.AP.PD.05 Develop and use a series of test cases to verify that a program performs according to its design specifications.
					L2.AP.PD.06 Explain security issues that might lead to compromised computer programs.
					L2.AP.PD.07 Modify an existing program to add additional functionality and discuss intended and unintended implications (e.g., breaking other functionality).
					L2.AP.PD.08 Compare multiple programming languages and discuss how their features make them suitable for solving different types of problems.

CULTURE	2.IC.C.01 Describe how people use different types of technologies in their daily work and personal lives.	5.IC.C.01 Give examples and explain how computing technologies have changed the world and express how those technologies influence and are influenced by cultural practices.	8.IC.C.01 Describe impacts associated with computing technologies that affect people's everyday activities and career options.	L1.IC.C.01 Evaluate the ways computing impacts personal, ethical, social, economic, and cultural practices.	L2.IC.C.01 Evaluate the beneficial and harmful effects that computational artifacts and innovations have on society.
		5.IC.C.02 Develop, test, and refine digital artifacts or devices to improve accessibility and usability for diverse end users.	8.IC.C.02 Describe issues of bias and accessibility in the design of technologies.	L1.IC.C.02 Test and refine computational artifacts to reduce bias and equity deficits.	L2.IC.C.02 Evaluate the impact of equity, access, and influence on the distribution of computing resources in a global society.
				L1.IC.C.03 Demonstrate how a given algorithm applies to problems across disciplines.	L2.IC.C.03 Predict how computational innovations that have revolutionized aspects of our culture might evolve.
SOCIAL INTERACTIONS		5.IC.SI.01 Seek diverse perspectives for the purpose of improving computational artifacts.	8.IC.SI.01 Using grade appropriate content and complexity, collaborate using tools to connect with peers when creating a computational artifact.	L1.IC.SI.01 Use tools and methods for collaboration.	
	2.IC.SI.01 Practice grade-level appropriate behavior and responsibilities while participating in an online community. Identify and report inappropriate behavior.	5.IC.SI.02 Practice grade-level appropriate behavior and responsibilities while participating in an online community. Identify and report inappropriate behavior.	8.IC.SI.02 Practice grade-level appropriate behavior and responsibilities while participating in an online community. Identify and report inappropriate behavior.	L1.IC.SI.02 Practice grade-level appropriate behavior and responsibilities while participating in an online community. Identify and report inappropriate behavior.	L2.IC.SI.01 Practice grade-level appropriate behavior and responsibilities while participating in an online community. Identify and report inappropriate behavior.
SAFETY, LAW, & ETHICS		5.IC.SLE.01 Recognize and appropriately use public domain and creative commons media and discuss the social impact of violating intellectual property rights.	8.IC.SLE.01 Using grade appropriate content and complexity, describe tradeoffs between allowing information to be public and keeping information private and secure.	L1.IC.SLE.01 Explain the beneficial and harmful effects that intellectual property laws can have on innovation.	L2.IC.SLE.01 Debate laws and regulations that impact the development and use of software and technology.
				L1.IC.SLE.02 Explain the privacy concerns related to the collection and generation of data through automated processes that may not be evident to users.	
				L1.IC.SLE.03 Evaluate the social and economic implications of privacy in the context of safety, law, or ethics.	
			8.IC.SLE.02 Using grade level appropriate content and complexity, discuss the legal, social, and ethical impacts associated with software development and use, including both positive and malicious intent.	L1.IC.SLE.04 Using grade level appropriate content and complexity, discuss the legal, social, and ethical impacts associated with software development and use, including both positive and malicious intent.	L2.IC.SLE.02 Using grade level appropriate content and complexity, discuss the legal, social, and ethical impacts associated with software development and use, including both positive and malicious intent.

Snapshot of the Proposed 2019 Computer Science (CS) Standards

There are two parts to this document, the Snapshot and the Proposed CS Standards document. The Snapshot is found on the first 14 pages and is designed to give the reader a quick overview of the standards and benchmarks K-12. The CS Standards document that follows is intended to provide further guidance for teachers as they implement these standards.

There are five domains (core concepts), 16 standards, and 130 benchmarks broken out as follows:

- Grades K-2 (18)
- Grades 3-5 (23)
- Grades 6-8 (25)
- HS Level 1 (35)
- HS Level 2 (29)

Computer Science, as defined in the CS Standards document, is the study of computing principles, design, and applications (hardware & software); the creation, access, and use of information through algorithms and problem solving, and the impact of computing on society.

WYOMING 2019 COMPUTER SCIENCE DOMAINS & STANDARDS

Computing Systems	Networks & The Internet	Data Analysis	Algorithms & Programming	Impacts of Computing
CS.D—Devices CS.HS—Hardware & Software CS.T—Troubleshooting	NI.NCO—Network Communication & Organization NI.C—Cybersecurity	DA.S—Storage DA.CVT—Collection, Visualization, & Transformation DA.IM—Inference & Models	AP.A—Algorithms AP.V—Variables AP.C—Control AP.M—Modularity AP.PD—Program Development	IC.C—Culture IC.SI—Social Interactions IC.SLE—Safety, Law, & Ethics

Computing Systems: Devices

K-2	3-5	6-8	9-12 (Level 1)	9-12 (Level 2)
2.CS.D.01 Independently select and use a computing device to perform a variety of tasks for an intended outcome (e.g., create an artifact).	5.CS.D.01 Independently, describe how internal and external parts of computing devices function to form a system.	8.CS.D.01 Recommend improvements to the design of computing devices based on an analysis of how a variety of users interact with the device.	L1.CS.D.01 Explain how abstractions hide the underlying implementation details of computing systems embedded in everyday objects.	

Computing Systems: Hardware & Software

K-2	3-5	6-8	9-12 (Level 1)	9-12 (Level 2)
2.CS.HS.01 Demonstrate and describe the function of common components of computing systems (hardware and software) (e.g. use a browser, search engine).	5.CS.HS.01 Model how information is translated, transmitted, and processed in order to flow through hardware and software to accomplish tasks.	8.CS.HS.01 Design and refine a project that combines hardware and software components to collect and exchange data.	L1.CS.HS.01 Explain the interactions between application software, system software, and hardware layers.	L2.CS.HS.01 Categorize the roles of operating system software.

Computing Systems: Troubleshooting

K-2	3-5	6-8	9-12 (Level 1)	9-12 (Level 2)
2.CS.T.01 Recognize computing systems might not work as expected and identify and effectively communicate simple hardware or software problems and implement solutions (e.g., app or program is not working as expected, no sound is coming from the device, caps lock turned on) and discuss problems with peers and adults.	5.CS.T.01 Identify hardware and software problems that may occur during everyday use, then develop, apply, and explain strategies for solving these problems.	8.CS.T.01 Systematically identify, resolve, and document increasingly complex software and hardware problems with computing devices and their components.	L1.CS.T.01 Develop guidelines that convey systematic troubleshooting strategies that others can use to identify and resolve errors.	L2.CS.T.01 Identify how hardware components facilitate logic, input, output, and storage in computing systems, and their common malfunctions.

Networks & The Internet: Network Communication & Organization

K-2	3-5	6-8	9-12 (Level 1)	9-12 (Level 2)
2.NI.NCO.01 Identify and describe that computing devices can be connected in a variety of ways (e.g., Bluetooth, Wi-Fi, home and school networks, the internet).	5.NI.NCO.01 Model and explain how information is broken down into smaller pieces, transmitted as packets through multiple devices over networks and the internet, and reassembled at the destination.	8.NI.NCO.01 Model the role of protocols in transmitting data across networks and the internet (e.g. explain protocols and their importance to data transmission; model how packets are broken down into smaller pieces and how they are delivered).	L1.NI.NCO.01 Evaluate the scalability and reliability of networks, by describing the relationship between routers, switches, servers, topology, and addressing.	L2.NI.NCO.01 Describe the issues that impact network functionality (e.g., bandwidth, load, latency, topology).

Networks & The Internet: Cybersecurity

K-2	3-5	6-8	9-12 (Level 1)	9-12 (Level 2)
2.NI.C.01 Explain what authentication factors are, why we use them, and apply authentication to protect devices and information (personal and private) from unauthorized access.	5.NI.C.01 Discuss real-world cybersecurity problems and identify and implement appropriate strategies for how personal information can be protected.	8.NI.C.01 Critique physical and digital procedures that could be implemented to protect electronic data/information.	L1.NI.C.01 Give examples to illustrate how sensitive data can be affected by malware and other attacks.	L2.NI.C.01 Compare ways software developers protect devices and information from unauthorized access.
		8.NI.C.02 Apply multiple methods of encryption to model the secure transmission of data.	L1.NI.C.02 Recommend cybersecurity measures to address various scenarios based on factors such as efficiency, feasibility, and ethical impacts.	
			L1.NI.C.03 Compare various security measures, considering trade-offs between the usability and security of a computing system.	
			L1.NI.C.04 Explain trade-offs when selecting and implementing cybersecurity recommendations.	

Data Analysis: Storage

K-2	3-5	6-8	9-12 (Level 1)	9-12 (Level 2)
2.DA.S.01 With guidance, develop and modify an organizational structure by creating, copying, moving, and deleting files and folders.	5.DA.S.01 Justify the format and location for storing data based on sharing requirements and the type of information (e.g., images, videos, text).	8.DA.S.01 Represent data using multiple encoding schemes (e.g., ASCII, binary).	L1.DA.S.01 Translate between different bit representations of real-world phenomena, such as characters, numbers, and images.	
			L1.DA.S.02 Evaluate the trade-offs in how data elements are organized and where data is stored.	

Data Analysis: Collection, Visualization, & Transformation

K-2	3-5	6-8	9-12 (Level 1)	9-12 (Level 2)
2.DA.CVT.01 With guidance, collect data and independently present the same data in various visual formats.	5.DA.CVT.01 Organize and present collected data to highlight relationships and support a claim.	8.DA.CVT.01 Using computational tools, transform collected data to make it more useful and reliable.	L1.DA.CVT.01 Create interactive data representations using software tools to help others better understand real-world phenomena (e.g., paper surveys and online data sets).	L2.DA.CVT.01 Use data analysis tools and techniques to identify patterns in data representing complex systems.
				L2.DA.CVT.02 Select data collection tools and techniques, and use them to generate data sets that support a claim or communicate information.

Data Analysis: Inference & Models

K-2	3-5	6-8	9-12 (Level 1)	9-12 (Level 2)
2.DA.IM.01 With guidance, interpret data and present it in a chart or graph (visualization) in order to make a prediction, with or without a computing device.	5.DA.IM.01 Use data to highlight or propose relationships, predict outcomes, or communicate an idea.	8.DA.IM.01 Refine computational models based on generated data.	L1.DA.IM.01 Create computational models that represent the relationships among different elements of data collected from a phenomenon or process.	L2.DA.IM.01 Formulate, refine, and test scientific hypotheses using models and simulations.

Algorithms & Programming: Algorithms

K-2	3-5	6-8	9-12 (Level 1)	9-12 (Level 2)
2.AP.A.01 With guidance, identify and model daily processes by creating and following algorithms (sets of step-by- step instructions) to complete tasks (e.g., verbally, kinesthetically, with robot devices, or a programing language).	5.AP.A.01 Using grade appropriate content and complexity, compare and refine multiple algorithms for the same task and determine which is the most appropriate.	8.AP.A.01 Create flowcharts and pseudocode to design algorithms to solve complex problems.	L1.AP.A.01 Create a prototype that uses algorithms (e. g., searching, sorting, finding shortest distance) to provide a possible solution for a real-world problem relevant to the student.	L2.AP.A.01 Critically examine and trace classic algorithms. Use and adapt classic algorithms to solve computational problems (e.g., selection sort, insertion sort, binary search, linear search).
			L1.AP.A.02 Describe how artificial intelligence algorithms drive many software and physical systems.	L2.AP.A.02 Develop an artificial intelligence algorithm to play a game against a human opponent or solve a real-world problem.
				L2.AP.A.03 Evaluate algorithms (e.g., sorting, searching) in terms of their efficiency, correctness, and clarity.

Algorithms & Programming: Variables

K-2	3-5	6-8	9-12 (Level 1)	9-12 (Level 2)
2.AP.V.01 Model the way programs store and manipulate data by using numbers or other symbols to represent information (e.g. thumbs up/down as representations of yes/no, arrows when writing algorithms to represent direction, or encode and decode words using numbers, pictographs, or other symbols to represent letters or words).	5.AP.V.01 Using grade appropriate content and complexity, create programs that use variables to store and modify data.	8.AP.V.01 Using grade appropriate content and complexity, create clearly named variables that represent different data types and perform operations on their values.	L1.AP.V.01 Use lists to simplify solutions, generalizing computational problems instead of repeatedly using simple variables.	L2.AP.V.01 Compare and contrast simple data structures and their uses (e.g., lists, stacks, queues).

Algorithms & Programming: Control

K-2	3-5	6-8	9-12 (Level 1)	9-12 (Level 2)
2.AP.C.01 With guidance, independently and collaboratively create programs to accomplish tasks using a programming language, robot device, or unplugged activity that includes sequencing, conditionals, and repetition.	5.AP.C.01 Using grade appropriate content and complexity, create programs that include sequences, events, loops, and conditionals, both individually and collaboratively.	8.AP.C.01 Using grade appropriate content and complexity, design and iteratively develop programs that combine control structures, including nested loops and compound conditionals.	L1.AP.C.01 Justify the selection of specific control structures when tradeoffs involve implementation, readability, and program performance, and explain the benefits and drawbacks of choices made.	
			L1.AP.C.02 Trace the execution of loops and conditional statements, illustrating output and changes in values of named variables.	L2.AP.C.01 Trace the execution of recursion, illustrating output and changes in values of named variables.
			L1.AP.C.03 Design and iteratively develop computational artifacts for practical intent, personal expression, or to address a societal issue by using events to initiate instructions.	

Algorithms & Programming: Modularity

K-2	3-5	6-8	9-12 (Level 1)	9-12 (Level 2)
2.AP.M.01 Using grade appropriate content and complexity, decompose (breakdown) the steps needed to solve a problem into a precise sequence of instructions (e.g., develop a set of instructions on how to play your favorite game).	5.AP.M.01 Using grade appropriate content and complexity, decompose (break down) problems into smaller, manageable subproblems to facilitate the program development process.	8.AP.M.01 Using grade appropriate content and complexity, decompose problems and subproblems into parts to facilitate the design, implementation, and review of programs.	L1.AP.M.01 Decompose problems into smaller components through systematic analysis, using constructs such as procedures, modules, and/or objects.	L2.AP.M.01 Construct solutions to problems using student-created components, such as procedures, modules, and/or objects.
	5.AP.M.02 Using grade appropriate content and complexity, modify, remix, or incorporate portions of an existing program into one's own work to develop something new or add more advanced features.	8.AP.M.02 Using grade appropriate content and complexity, create procedures with parameters to organize code and make it easier to reuse.	L1.AP.M.02 Create artifacts by using procedures within a program, combinations of data and procedures, or independent but interrelated programs.	L2.AP.M.02 Analyze a large-scale computational problem and identify generalizable patterns that can be applied to a solution.
				L2.AP.M.03 Demonstrate code reuse by creating programming solutions using libraries and APIs.

Algorithms & Programming: Program Development

K-2	3-5	6-8	9-12 (Level 1)	9-12 (Level 2)
2.AP.PD.01 Develop plans that describe a program's sequence of events, goals, and expected outcomes.	5.AP.PD.01 Use an iterative process to plan the development of a program by including others' perspectives and considering user preferences.	8.AP.PD.01 Using grade appropriate content and complexity, seek and incorporate feedback from team members and users to refine a solution to a problem.	L1.AP.PD.01 Plan and develop programs by analyzing a problem and/or process, developing and documenting a solution, testing outcomes, and adapting the program for a variety of users.	L2.AP.PD.01 Plan and develop programs that will provide solutions to a variety of users using a software life cycle process.
2.AP.PD.02 Give credit to ideas, creations, and solutions of others while writing and developing programs.	5.AP.PD.02 Using grade appropriate content and complexity, observe intellectual property rights and give appropriate credit when creating or remixing programs.	8.AP.PD.02 Incorporate existing code, media, and libraries into original programs of increasing complexity and give attribution.	L1.AP.PD.02 Evaluate licenses that limit or restrict use of computational artifacts when using resources such as libraries.	L2.AP.PD.02 Use version control systems, integrated development environments (IDEs), and collaborative tools and practices (e.g., code documentation) in a group software project.
2.AP.PD.03 Independently and collaboratively debug (identify and fix errors) programs using a programming language.	5.AP.PD.03 Using grade appropriate content and complexity, test and debug (i.e., identify and fix errors) a program or algorithm to ensure it runs as intended.	8.AP.PD.03 Systematically test and refine programs using a range of test cases.	L1.AP.PD.03 Use debugging tools to identify and fix errors in a program.	
			L1.AP.PD.04 Design and develop computational artifacts, working in team roles, using collaborative tools.	L2.AP.PD.03 Develop programs for multiple computing platforms.

2.AP.PD.04 Use correct terminology (debug, program input/output, code) to explain the development of a program or an algorithm (e.g., in an unplugged activity, hands on manipulatives, or a programming language).	5.AP.PD.04 Using grade appropriate content and complexity, describe choices made during program development using code comments, presentations, and demonstrations.	8.AP.PD.04 Using grade appropriate content and complexity, document programs in order to make them easier to follow, test, and debug.	L1.AP.PD.05 Document design decisions using text, graphics, presentations, and/or demonstrations in the development of complex programs.	L2.AP.PD.04 Evaluate key qualities of a program through a process such as a code review (e.g., qualities could include correctness, usability, readability, efficiency, portability, and scalability).
	5.AP.PD.05 Using grade appropriate content and complexity, with teacher guidance, perform varying roles when collaborating with peers during the design, implementation, and review stages of program development.	8.AP.PD.05 Distribute tasks and maintain a project timeline when collaboratively developing computational artifacts.	L1.AP.PD.06 Evaluate and refine computational artifacts to make them more usable and accessible.	L2.AP.PD.05 Develop and use a series of test cases to verify that a program performs according to its design specifications.
				L2.AP.PD.06 Explain security issues that might lead to compromised computer programs.
				L2.AP.PD.07 Modify an existing program to add additional functionality and discuss intended and unintended implications (e.g., breaking other functionality).

				L2.AP.PD.08 Compare multiple programming languages and discuss how their features make them suitable for solving different types of problems.

Impacts of Computing: Culture

K-2	3-5	6-8	9-12 (Level 1)	9-12 (Level 2)
2.IC.C.01 Describe how people use different types of technologies in their daily work and personal lives.	5.IC.C.01 Give examples and explain how computing technologies have changed the world and express how those technologies influence and are influenced by cultural practices.	8.IC.C.01 Describe impacts associated with computing technologies that affect people's everyday activities and career options.	L1.IC.C.01 Evaluate the ways computing impacts personal, ethical, social, economic, and cultural practices.	L2.IC.C.01 Evaluate the beneficial and harmful effects that computational artifacts and innovations have on society.
	5.IC.C.02 Develop, test, and refine digital artifacts or devices to improve accessibility and usability for diverse end users.	8.IC.C.02 Describe issues of bias and accessibility in the design of technologies.	L1.IC.C.02 Test and refine computational artifacts to reduce bias and equity deficits.	L2.IC.C.02 Evaluate the impact of equity, access, and influence on the distribution of computing resources in a global society.
			L1.IC.C.03 Demonstrate how a given algorithm applies to problems across disciplines.	L2.IC.C.03 Predict how computational innovations that have revolutionized aspects of our culture might evolve.

Impacts of Computing: Social Interactions

K-2	3-5	6-8	9-12 (Level 1)	9-12 (Level 2)
	5.IC.SI.01 Seek diverse perspectives for the purpose of improving computational artifacts.	8.IC.SI.01 Using grade appropriate content and complexity, collaborate using tools to connect with peers when creating a computational artifact.	L1.IC.SI.01 Use tools and methods for collaboration.	
2.IC.SI.01 Practice grade-level appropriate behavior and responsibilities while participating in an online community. Identify and report inappropriate behavior.	5.IC.SI.02 Practice grade-level appropriate behavior and responsibilities while participating in an online community. Identify and report inappropriate behavior.	8.IC.SI.02 Practice grade-level appropriate behavior and responsibilities while participating in an online community. Identify and report inappropriate behavior.	L1.IC.SI.02 Practice grade-level appropriate behavior and responsibilities while participating in an online community. Identify and report inappropriate behavior.	L2.IC.SI.01 Practice grade-level appropriate behavior and responsibilities while participating in an online community. Identify and report inappropriate behavior.

Impacts of Computing: Safety, Law, & Ethics

K-2	3-5	6-8	9-12 (Level 1)	9-12 (Level 2)
	5.IC.SLE.01 Recognize and appropriately use public domain and creative commons media and discuss the social impact of violating intellectual property rights.	8.IC.SLE.01 Using grade appropriate content and complexity, describe tradeoffs between allowing information to be public and keeping information private and secure.	L1.IC.SLE.01 Explain the beneficial and harmful effects that intellectual property laws can have on innovation.	L2.IC.SLE.01 Debate laws and regulations that impact the development and use of software and technology.
			L1.IC.SLE.02 Explain the privacy concerns related to the collection and generation of data through automated processes that may not be evident to users.	
			L1.IC.SLE.03 Evaluate the social and economic implications of privacy in the context of safety, law, or ethics.	
		8.IC.SLE.02 Using grade level appropriate content and complexity, discuss the legal, social, and ethical impacts associated with software development and use, including both positive and malicious intent.	L1.IC.SLE.04 Using grade level appropriate content and complexity, discuss the legal, social, and ethical impacts associated with software development and use, including both positive and malicious intent.	L2.IC.SLE.02 Using grade level appropriate content and complexity, discuss the legal, social, and ethical impacts associated with software development and use, including both positive and malicious intent.

Questions on the Educator Survey for the Proposed 2019 CS Standards

An educator online survey was sent via a Superintendent's Memo to all School District Superintendents, Curriculum Directors K-12 Principals, and K-12 Teachers on January 22, 2019. The survey will close on February 26, 2019. Information requested included name, school district, and current position in the school district. The survey questions are:

1. **In which grade band(s) is computer science taught?**

	Your School District	Your School	Your Classroom
Grades K-2			
Grades 3-5			
Middle School/Jr. HS			
High School			

2. **In which grades are you or your teachers integrating computer science in the curriculum (within other content areas)?**

___ Grades K-2
___ Grades 3-5
___ Middle School/Jr. HS
___ High School

3. **Which of the supporting pieces on each standards page are helpful to you as a teacher?**

___ Clarification Statements
___ CS Practices (descriptions found in introductory pages)
___ Benchmark Progressions
___ Cross-Disciplinary Connections
___ 2016 ISTE / WY DL Guidelines (Digital Learning Guidelines)
___ Other:

4. **What is your comfort level on implementing these new CS Standards?**

___ Confident and excited
___ Ready and can do this with the right support
___ Neutral
___ Nervous but can do it with the right support
___ Overwhelmed and concerned

5. **Do the CS Standards provide clear learning progressions across grade levels?**

___ Yes
___ No
If no, please explain your concerns.

6. **What is your feedback on the overall structure of the CS Standards with regard to instruction?**

___ Favorable
___ Unfavorable

7. **Are the expectations of the CS Standards appropriately challenging, yet accessible for students?**

___ Yes
___ No
If no, please explain your concerns.

8. **Do the CS Standards prepare students for the future?**

___ Yes
___ No
If no, please explain your concerns.

9. **What does your district need to implement the CS Standards (e.g., instructional materials, technologies, professional development)?** (open-ended response)

10. **What does a teacher need to implement the CS Standards at the classroom level (e.g., instructional materials, technologies, professional development)?** (open-ended response)

11. **How might the WDE support districts and teachers through the CS Standards implementation process?** (open-ended response)

12. **Is there anything else you would like the State Board of Education to know about your review of the CS Standards?** (open-ended response)

Public Input Survey on the Proposed 2019 CS Standards

The State Board of Education (SBE) requested public input on the Proposed 2019 Wyoming Computer Science Content and Performance Standards. The Wyoming Department of Education (WDE) sent a news release on January 18, 2019 to inform the public input of an **online survey**. The survey will remain open until March 5, 2019. Information requested included name, town of residence, and optional email address. The survey options are:

Choose one of the following options for the Proposed 2019 Wyoming Computer Science Standards which can be found at https://edu.wyoming.gov/cs-standards.

___ I would like the State Board of Education to approve these standards as is.

___ I would like to comment on the proposed Computer Science Standards.

Comment on the Proposed 2019 Wyoming Computer Science Standards (open-ended response)

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WYOMING
DEPARTMENT OF EDUCATION

MEMORANDUM

To: State Board of Education
From: Laurel Ballard, Supervisor, Student and Teacher Resources Team
Date: February 14, 2019
Subject: Leader and Teacher Evaluation Systems

Meeting Date: February 21, 2019

Item Type: Action: _____ Informational: X

Background:
The Wyoming Department of Education (WDE) is working with districts to implement the requirements of Chapter 29 associated with leader evaluations. In addition, the WDE continues to work with the Certified Personnel Evaluation System (CPES) - Educator Advisory Panel and Regional Educational Laboratory (REL) Central to make recommendations on the teacher evaluation system for Chapter 29 to the State Board of Education (SBE).

Leader Evaluation Systems

Districts were required to complete a survey with information about whether their district plans to adopt and implement a state-defined or locally-designed leader evaluation system for their district and school leaders.

Superintendent Evaluation:

- State-Defined Model - 43 Districts
- Locally-Designed Model - 4 Districts

Principal Evaluation:

- State-Defined Model - 33 Districts
- Locally-Designed Model - 14 Districts

Other District Leaders:

Eighteen districts indicated they plan to include other district leaders in their leader evaluation systems defined through Chapter 29 Rules. These leaders include assistant superintendents, special education and other directors. Fourteen of these evaluation systems will align to the state-defined leader evaluation system. The remaining four will use a locally-designed evaluation system.

Other School Leaders:

Twenty-four districts indicated they plan to include other school leaders in their leader evaluation systems defined through Chapter 29 Rules. These leaders include assistant principals, special education and other academic directors. Sixteen of these evaluation systems will align to the state-defined leader evaluation system. The remaining nine will use a locally-designed evaluation system.

Charter Schools:

At this time, the WDE has not received information from all of the charter schools in Albany #1 or Laramie #1. Snowy Range Academy in Albany #1 is planning to adopt locally-designed models for both the district and school leader evaluation systems.

Approving District Leader Evaluation Systems

Districts who chose to adopt evaluation systems aligned to the state-defined model do not need to request approval from the State Board. Districts electing to adopt a locally-designed model will be required to submit additional information about their evaluation system to the SBE by June 1, 2019. This information will include:

- The purpose and goals of the evaluation system.
- A description of the extent to which those standards are the same as or similar to the standards that are part of the state-defined system.
- Evidence that the district's standards reflect best practice
- Evidence of system quality as demonstrated by adherence with the comprehensive system component requirements.

At the March SBE meeting, the WDE will provide more information for the SBE to vote on providing conditional approval of locally-designed leader evaluation system.

Statutory Reference (if applicable):

- W.S. 21-2-304(b)(xv)
- Board Rules, Chapter 29: Evaluation Systems For District And School Leaders And Other Certified Personnel

Supporting Documents/Attachments:

- Wyoming Teacher Performance Standards

Proposed Motions:

None

Wyoming Professional Teaching Standards - Draft

Table of Contents

These standards are in service of the goals that all students demonstrate...

- growth in academic performance measures and
- skills necessary to be life (college, career, and/or military) ready.

Standard 1 - Instruction and Assessment		
Benchmark	**Indicators**	**Possible Sources of Evidence**
1A. Teacher selects and evaluates the guaranteed and viable curriculum based upon student, district, and state standards data.	1. Teacher prepares lessons that help all students learn.	• Planning tool/document • Presentation slides • 21st century skills reflection • Student assignments • Canvas Course • Student perception data • Sample teaching video • NWEA Data • District assessment results • WY-TOPP Data • Student work samples/test data • District Assessment System • Professional development implementation plan
	2. Teacher aligns and communicates learning objectives that are connected to state standards, district curriculum, and unit outcomes that foster college, career, and/or military readiness.	
	3. Teacher intentionally plans multiple learning opportunities based on evidence of students' current learning status and short- and long-term goals for student performance.	
	4. Teacher gradually releases responsibility of meeting learning objectives thereby increasing all student ownership of their learning process.	
1B. Teacher has, continues to acquire, and adapts content knowledge to make the discipline applicable, accessible, and meaningful for all students.	1. Teacher maintains and demonstrates appropriate content knowledge and understanding aligned to state standards and district curriculum.	
	2. Teacher understands and connects the major discipline concepts within and across grade-levels and subject-area content to engage learners in critical thinking, creativity, and collaborative problem solving.	
1C. Teacher implements a variety of instructional strategies based on an analysis of student, district, and state assessment data.	1. Teacher evaluates and adapts instructional strategies based on an analysis of student, district, and state assessment data.	
	2. Teacher systematically reflects on instructional strategies and makes appropriate adjustments.	
	3. Teacher integrates and intentionally utilizes technology to maximize achievement for all students.	

1D. Teacher evaluates, adjusts, and uses multiple methods of assessment.	1. Teacher uses a variety of informal and formal methods of assessment aligned with learning goals to measure student learning, growth, and progress toward achieving standards.	
	2. Teacher uses assessment data in collaboration with others to inform planning and to differentiate instruction.	
	3. Teacher provides multiple opportunities for students to monitor their learning.	

Standard 2 - Learning Environment

Benchmark	Indicators	Possible Sources of Evidence
2A. Teacher supports students in achieving individual and classroom goals through structures, procedures, and expectations.	1. Teacher organizes and manages a safe classroom environment to promote student well-being.	• Teacher observations • Sample teaching video • Meeting observations • Student perception surveys • Collaborating teacher perception surveys • Parent perception surveys • Learning objectives • Differentiated lesson plans • Plan for each student
	2. Teacher monitors student behavior against expectations and responds to student behavior, balancing individual student and classroom needs.	
	3. Teacher creates a culture of learning and maximizes time on task using structures, procedures, and expectations.	
	4. Teacher facilitates student goal setting with regard to safety, behavior, and academic expectations.	
2B. Teacher demonstrates that all students can achieve.	1. Teacher establishes and communicates high expectations for all students.	• Evidence of relationships being built with students • Evidence of authentic engagement • Behavior plans
	2. Teacher provides differentiated learning opportunities that progressively develop all students' cognitive abilities (i.e. critical thinking) and skills (i.e. problem solving).	
	3. Teacher persists when students need additional support for continued growth in their learning.	
2C. Teacher creates an inclusive environment that promotes positive social interaction and active engagement for learning outcomes.	1. Teacher develops all students' interpersonal and group communication skills.	• Significant time spent in learning teams • Collaborative learning strategies frequently deployed • Encouragement to bring personal experience in to relevant learning events • Students compliment others work before offering alternative solution strategies
	2. Teacher provides scaffolding and appropriate opportunities for all students to develop and refine teamwork and leadership skills.	
	3. Teacher engages all students as individuals with unique interests and strengths.	
	4. Teacher creates, models, and fosters an environment of mutual respect and rapport.	

	5. Teacher uses input and feedback from students for continuous improvement in the classroom.	● Regular check-ins with students about how they are doing ● Engages each students affirmatively as they enter or leave the classroom
	6. Teacher attends to the students' cognitive, social, emotional, and physical development.	

Standard 3 - Communication and Engagement

Benchmark	Indicators	Possible Sources of Evidence
3A. Teacher uses effective verbal, nonverbal, and appropriate media communication techniques with all students to foster active inquiry, collaboration, and supportive interactions in the learning environment.	1. Teacher uses spoken and written language correctly both within the discipline and for more general use.	● Teacher observations - administration/PLC ● Sample teaching video ● Meeting observations
	2. Teacher provides directions and procedures that are clear and anticipates the needs of the students.	
	3. Teacher uses communication techniques, including connections to students' first language, to make content accessible, leading to student growth and understanding.	● Student perception surveys ● Colleague perception surveys
	4. Teacher communicates relevance of learning by connecting with students' interests.	● Presentation slides ● Canvas Course ● Assignment directions
	5. Teacher validates individual students' comments and questions, utilizing them to advance learning.	
	6. Teacher fosters active inquiry and collaboration using appropriate media communication techniques.	● Video messages ● Parent Newsletters ● Communication with community members ● Social Media ● Works with principal and others to support students' interests and abilities
3B. Teacher advocates for all students.	1. Teacher is proactive in advocating for students, supporting their students' best interests, and seeking out resources or additional support as needed.	
	2. Teacher challenges negative attitudes or practices to ensure that all students, particularly those traditionally underserved, are supported in the school.	● Uses holidays and other special events to note the contributions and cultural expressions of various subgroups
	3. Teacher provides opportunities and feedback to students so they can develop effective self-advocacy skills.	
3C. Teacher communicates and collaborates with families and caregivers to support student learning and development.	1. Teacher communicates about expectations for student learning and behavior with families and caregivers and provides updates on curriculum, instruction, and student progress.	● Designs role-playing and other class events that allow students to practice advocacy in a safe, supportive environment

	2. Teacher initiates and engages in two-way communication with families and caregivers regarding student learning and development.	● Regular outreach in multiple formats to engage families and others in classroom events ● Receives feedback from families in an open, inviting manner ● Demonstrates cultural sensitivity, without resorting to cultural appropriation ● When introducing new standards, the teacher regularly refers to the school mission ● Understands and expands school-community partnerships ● Service learning is a regular extension of the classroom experience
	3. Teacher communication is sensitive to and respectful of different families' and caregivers' needs, culture, and values.	
	4. Teacher collaborates with families and caregivers to use their assets to support student learning and development.	
3D. Teacher contributes to the school's communication efforts to foster community partnerships in support of student learning.	1. Teacher communication demonstrates understanding of, and support for, the school's mission.	
	2. Teacher communication demonstrates understanding of, and support of, school and community partnerships that support student learning.	
	3. Teacher connects families, caregivers, and students to opportunities and services within the school and/or community according to student needs.	

Standard 4 - Ethics and Professionalism

Benchmark	Indicators	
4A. Teacher complies with and supports rules, procedures, policies, statutes, regulations, and licensure standards (site, district, state, and/or federal).	1. Teacher maintains records as required by law, site, district, policy, and administrative regulation.	• Certification • Teacher resume - courses and community involvement • CEU credits earned • Transcripts
	2. Teacher abides by applicable law, policy, and procedures.	
	3. Teacher is punctual and reliable with paperwork, duties, and assignments.	
	4. Teacher has reviewed and complies with Professional Teacher Standards Board (PTSB) regulations and code of conduct.	• Colleague perception survey • Parent perception survey • Meeting observations • Displays professional demeanor and attire
	5. Teacher maintains confidentiality.	
	6. Teacher demonstrates honesty and integrity.	
4B. Teacher engages in reflective practices and activities to grow and develop professionally.	1. Teacher engages in professional development and applies new learning.	
	2. Teacher contributes to the profession through mentorship, teacher leadership, and/or through participation in school and/or district priorities.	
	3. Teacher collaborates in professional learning, contributing relevant data, ideas, reflections, questions, and expertise to planning and decision making.	
	4. Teacher engages in reflective practice to determine professional strengths and areas in need of growth.	
4C. Teacher demonstrates professionalism in interactions with colleagues, students, families, and members of the community.	1. Teacher is open to constructive feedback from colleagues, mentors, and administrators.	

	2. Teacher participates in collaborative decision making, using professional standards to guide decision making, and supports the direction determined.	
	3. Teacher demonstrates fair, equitable, and appropriate treatment of all students.	
	4. Teacher collaborates with community organizations.	
	5. Teacher communicates in a professional, considerate, and respectful manner in all educational settings.	
	6. Teacher models integrity in all interactions with colleagues, students, families, and members of the community.	

CREATING OPPORTUNITIES FOR STUDENTS TO KEEP WYOMING STRONG

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TO: State Board of Education

FROM: Kari Eakins, Chief Policy Officer

DATE: February 12, 2019

SUBJECT: SSOS Guidebook

MEETING DATE: February 21-22, 2019

ITEM TYPE: Informational

The Statewide System of Support (SSOS), established by W.S. 21-2-204(h) is designed to support schools at all levels. The SSOS is led by a WDE cross-divisional team that works collaboratively to design and implement a multi-tiered system of support, which effectively utilizes both state and federal resources.

The current SSOS Model was developed by the SSOS Team in collaboration with Education Northwest. The screening protocol used to identify each school's level of support need incorporates data from state, federal, and special education accountability systems. A separate screening protocol will be utilized for alternative schools beginning with the 2018-19 school year. Small schools will be supported based on identified needs.

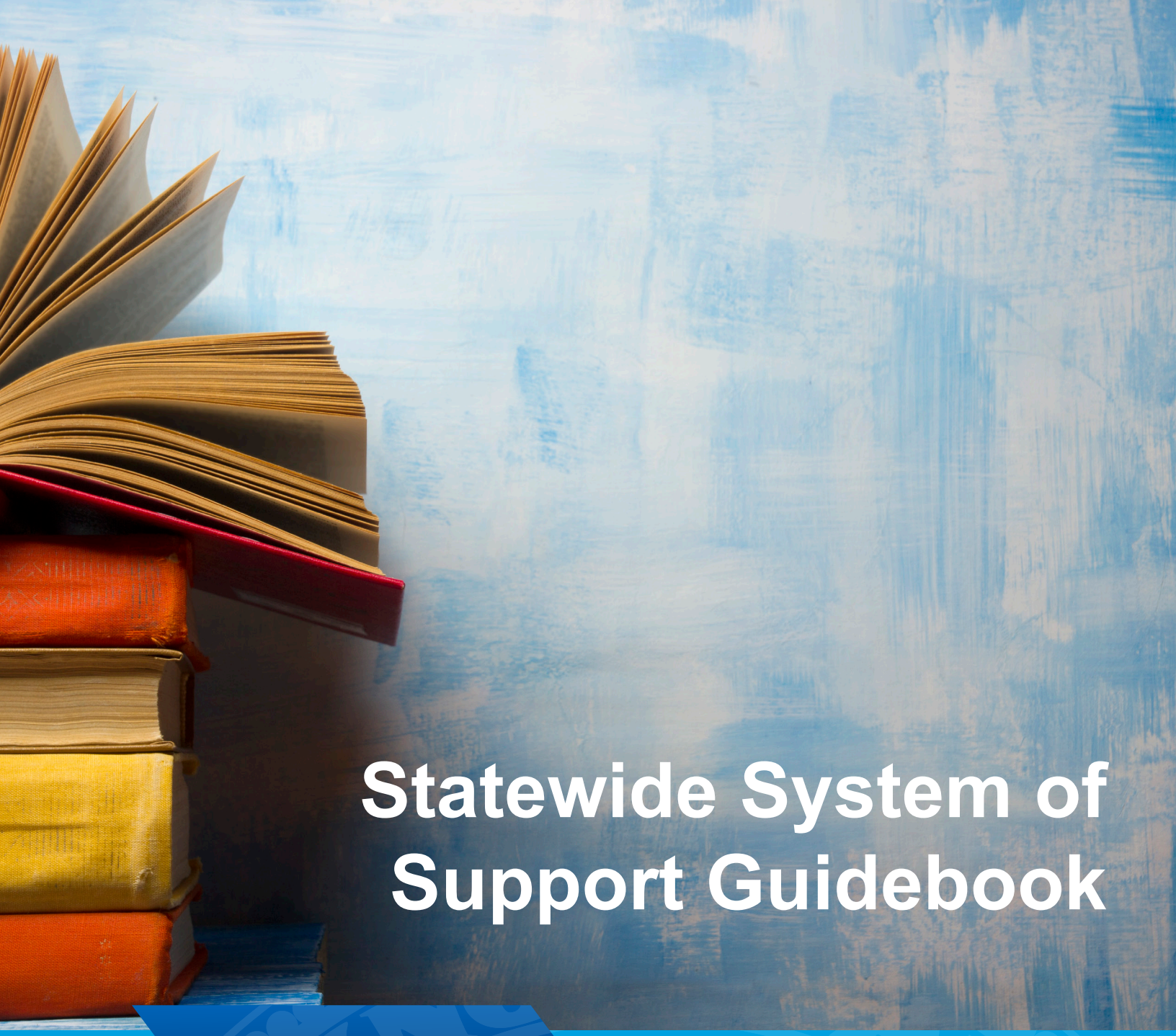
The pillars of support were expanded from four to five and represent the key components necessary for a high performing school:

1. Cultivating exceptional leadership.
2. Improving teaching and learning.
3. Developing a high-performance culture.
4. Establishing effective structures and processes.
5. Engaging families and the community.

These pillars will be considered as the Team implements programs that address each tier of support.

The three-tiered system is developed to allow more intense support for schools with the greatest need. The SSOS Team will adapt the posture taken and the differentiated support provided. A partnership with schools will ensure an effective use of state, federal and school resources. Data analysis will be used to identify program needs, and to measure progress.

The Guidebook resource and the programs of support will continue to evolve based on identified needs and effectiveness of the programs provided.



Statewide System of Support Guidebook

WYOMING
DEPARTMENT OF EDUCATION

JANUARY 2019

MESSAGE FROM SUPERINTENDENT BALOW

Dear Education Stakeholders,

The vision of the Wyoming Department of Education (WDE) is to significantly increase the percentage of Wyoming students who are college, career, and military ready. To that end, the WDE strives to do everything possible to help students and districts succeed in the education process.

State and federal accountability laws provide a framework for measuring school performance and success. Both the Wyoming Accountability in Education Act and the Every Student Succeeds Act help us determine which schools need support for improvement.

This guide is designed to help schools and districts understand how the WDE uses data to differentiate schools by tiers of support and why those tiers exist. This guide explains the approach for addressing the needs of different schools, as well as the protocol for placing schools into tiered levels. It also lays out the five primary pillars of school effectiveness designed by the Statewide System of Support team. The resources and information in this guide provide background on how each key program or resource that the WDE offers fits into these five primary pillars, which are crucial for student success.

I believe in our schools, our educators, and our students. It is my hope that this guide will be a resource as we all work together to meet the needs of our students, our districts, and every Wyoming community.

Sincerely,

Jillian Balow
State Superintendent of Public Instruction

PURPOSE OF THIS GUIDEBOOK

The Wyoming Accountability in Education Act (WAEA) establishes performance ratings for all public schools. It identifies schools using a range of performance, from those at the highest levels (Exceeding Expectations) to those that are underperforming (Not Meeting Expectations). Additionally, the Every Student Succeeds Act identifies school for different areas of support.

The Wyoming Statewide System of Support (SSOS), established by Wyoming Statute §21-2-204(h), is designed to support schools at all levels by matching the intensity of each school's need to an array of programs and resources that will assist with the implementation of effective practices. Just as schools support learners who demonstrate multiple and varied needs, the SSOS supports schools by differentiating services and serving as a partner in achieving improved outcomes for all students.

The SSOS is led by a Wyoming Department of Education (WDE) cross-divisional team that works collaboratively to design and implement a statewide system of support which effectively utilizes both state and federal resources. This guidebook is designed to provide information about SSOS programs, services, and resources, and will continue to evolve as the WDE responds to identified needs across the state.

SSOS MODEL

In 2018-19, the WDE will identify appropriate tiered levels of support and intervention for each Wyoming school based on a comprehensive screening protocol. The WDE will administer five pillars of support, wherein the agency can take an increasingly active support role with districts and schools demonstrating the most intense and persistent needs.

SCREENING PROTOCOL

TRADITIONAL SCHOOLS

In 2018-19, the WDE will adopt a statewide comprehensive screening protocol to determine each traditional school's tiered level of support need. Each data set described below will be considered in this process of determining an appropriate tier of support need for each school. This information will be used to prioritize services and resources in support of schools, as seen in Appendix A.

Indicator One: *WAEA School Performance Report (SPR) designation.* The WAEA SPR depicts an annual measurement of school performance. The current year SPR and the previous year's results serve as the first screening measures for each school. Generally, schools that are Not Meeting Expectations have a higher need for support than schools that are Partially Meeting Expectations. In turn, Partially Meeting schools have greater needs than schools that are Meeting and Exceeding

Expectations. Those schools with multiple years of Not Meeting Expectations or Partially Meeting Expectations are deemed to have even higher levels of support need.

Indicator Two: *Every Student Succeeds Act (ESSA) designation.* In accordance with the Every Student Succeeds Act (ESSA) §1111(d) requirements, schools may be identified as Comprehensive Support and Improvement (CSI) or Targeted Support and Improvement (TSI). An Average Indicator Category Score (AICS) will be calculated to identify these schools. The CSI designation is primarily for Title I Schools; all schools regardless of Title status can be identified as TSI. However, the traditional school screening protocol will prioritize CSI, TSI, and non-Title I schools with similar AICS values into a higher level of support.

Indicator Three: *Special Education designation.* The WDE's Special Education and Programs team monitors the implementation of the Individuals with Disabilities Education Act (IDEA) through a Results Driven Accountability (RDA) system. Within this federal law, Part B Performance and Compliance Indicators are considered for review at the district level. The traditional school screening protocol will give priority to schools, in part, based on districts identified for monitoring of selected indicators. The RDA places a greater emphasis on performance indicators and results in a district-level designation that describes the needs of each district.

The comprehensive screening protocol functions as a decision-tree and is illustrated in Appendix A.

ALTERNATIVE SCHOOLS

For alternative schools, a school's performance as defined by the Alternative School Accountability Model will be used to determine the tier level in which each alternative school in the state will fall. The school's overall performance rating, in combination with the number of years a particular rating is observed, will be considered in identifying the appropriate tier level. Those schools with multiple years of Not Meeting Expectations or Partially Meeting Expectations are deemed to have higher levels of support need. This information will be used to prioritize services and resources in support of alternative schools.

The alternative school protocol is illustrated in Appendix B.

SMALL SCHOOLS

In order to receive a WAEA School Performance Report (SPR) designation [Indicator One], and the Every Student Succeeds Act (ESSA) designation [Indicator Two], a school serving grades three through eight must meet the minimum number of students on both the achievement and growth indicators. High schools must meet the minimum number of students on both achievement and graduation indicators. Small schools that do not meet these minimum number of students, undergo a small school review process. This small number of schools (2017-18 = 19 schools) will be considered on an individual basis.

THREE-TIERED LEVELS

Wyoming Statute §21-2-204(h) directs the development of a "progressive multi-tiered system of support and intervention to assist schools" that is appropriate for both traditional and alternative schools. The screening protocol (described above) for traditional schools, and as modified for alternative schools, effectively categorizes all schools into a tiered level of support need. These designations will guide the WDE as it adapts the posture of support that best meets the needs of each school. The goal is to develop a partnership with each school to build capacity, as well as to refine the progressive system of support that will appropriately address both traditional and alternative school needs.

Tier I schools are those which have very little need for external support. With basic guidance and some support from the state, they generally perform according to expectations. Programming currently in place at this statewide level is deemed to be appropriate for both traditional and alternative schools designated as Tier I.

Tier II schools are those that have a moderate need for external support. These schools typically have clear areas of strength with intermittent performance challenges. The primary focus for current SSOS Tier II programming relates to understanding WAEA school data, using it to identify the root cause of low performance on indicators within the model, and developing school improvement plan goals and strategies to address the low performance. This Tier II support is appropriate for both traditional and alternative schools.

Tier III schools have a higher intensity of need, which is typically indicated by multiple measures in which they persistently struggle to meet the needs of their students. Tier III supports are specifically differentiated based on an individual school's identified need. Currently, the differentiated support provided to individual schools has focused on classroom instructional strategies, classroom assessment, data analysis, and root cause identification for small schools and districts. These differentiated supports will continue to evolve and develop based on need and resources available.

The alternative school accountability model includes additional indicators of performance, and the support provided to these schools will be modified as appropriate to address the unique needs of these students.

Appendix C illustrates the intensity of support for each tier, as well as the adaptive postures of the WDE.

PILLARS OF SUPPORT

The SSOS Model designates five pillars of support based on the three-tiered system. For those schools with the most intense support needs, the department will collaborate with school leadership teams to identify specific needs. A differentiated support plan will be developed within the parameters of available school and department resources. All programming will be aligned to assist school improvement within the areas defined by the five pillars of support.

1. CULTIVATING EXCEPTIONAL LEADERSHIP

Leaders create the conditions for others to be successful in the system by setting vision, focus, and goals that address the other pillars. The SSOS aims to cultivate effective leadership among administrators as well as collective formal and informal leadership that is distributed throughout the system.

2. IMPROVING TEACHING AND LEARNING

Addressing the school's core business (e.g., curriculum, instruction, and assessment), this pillar addresses teachers knowing what to teach, how to teach, and whom they are teaching. Teachers must know what to teach by selecting material and resources that are aligned with state content and performance standards. They must know how to teach in ways that reflect evidence-based methods, including appropriate scope and sequence. Additionally, teachers must know how to adapt their materials, resources, and pedagogy, based on whom they are teaching, in ways that are both culturally and contextually sensitive as well as differentiated by student needs. The SSOS will provide resources and programs that focus on improving teacher and leader practices around teaching and learning.

3. DEVELOPING A HIGH-PERFORMANCE CULTURE

A high-performance culture hinges on the human-centered individual and collective aspects of the school (e.g., high expectations, relationships, trust, collaboration, monitoring of teaching and learning). This also includes creating a supportive school environment as it relates to safety (physical and emotional) for students. All decisions are made in support of the goal of advancing student learning. SSOS programs will empower teachers, principals, and district leaders to engage in change processes that enhance a high-performance culture.

4. ESTABLISHING EFFECTIVE STRUCTURES & PROCESSES

This pillar includes the more technically oriented structures and standard operating procedures established in schools, including policies and allocation of tangible and intangible resources. This includes, for example, setting schedules, creating processes, and providing tools for collaboration, such as through Professional Learning Communities. The SSOS will assist schools and districts in implementing structures and processes that lead to improved teaching, learning, and leading.

5. ENGAGING FAMILIES AND THE COMMUNITY

The role of the school goes beyond the transmission of content. The role of the school is also to manifest community values within the next generation. To carry out both roles, schools must effectively engage families and their communities as leaders, partners, and allies in educating children. From working with community representatives, such as elected school boards, tribal elders, or other community leaders to creating programs that support and provide a welcoming environment for families, schools need to both serve and enlist the service of their stakeholders. The SSOS will come alongside schools and districts to empower them and their partnerships with the community.

SSOS programs and resources will be administered in relation to these five key pillars. Some programs and resources emphasize one pillar more than others, while some programs will cut across multiple pillars. The reason for this is that school change is complex. Sometimes, there is a need to target professional learning in a specific pillar, while other times it is important to amplify all the pillars at the same time.

Historically, the WDE's Statewide System of Support has operated four core programs across these pillars, targeted to different schools across tiers of need.

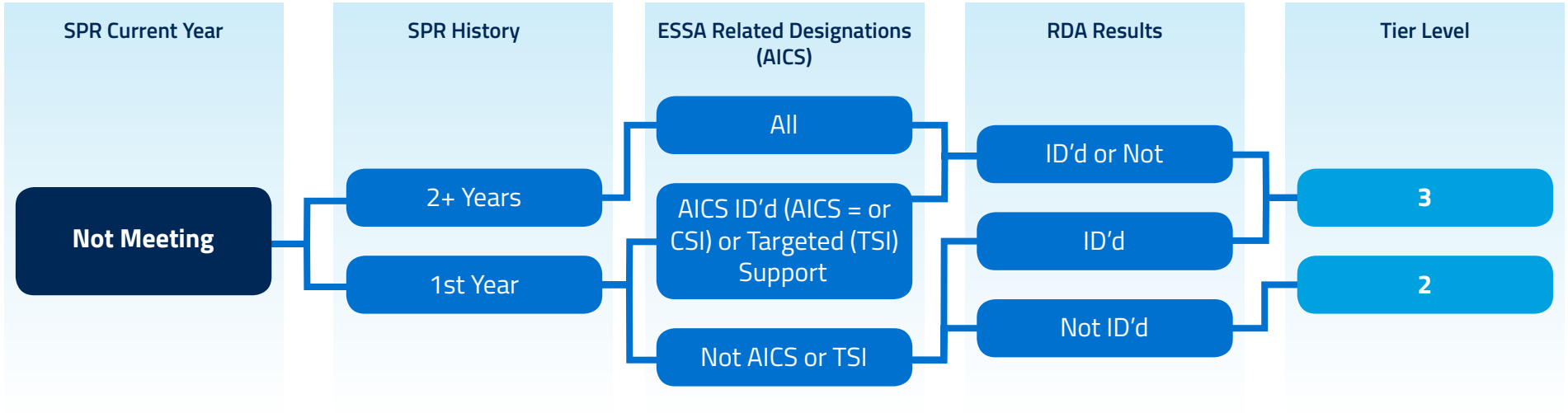
- Assessment Literacy and Formative Assessment Resource Development
- Data Retreats including Root Cause Analysis and School Improvement Plan Development
- Professional Learning Community Process Understanding and Implementation
- District and School Leadership Topic Presentation and Networking

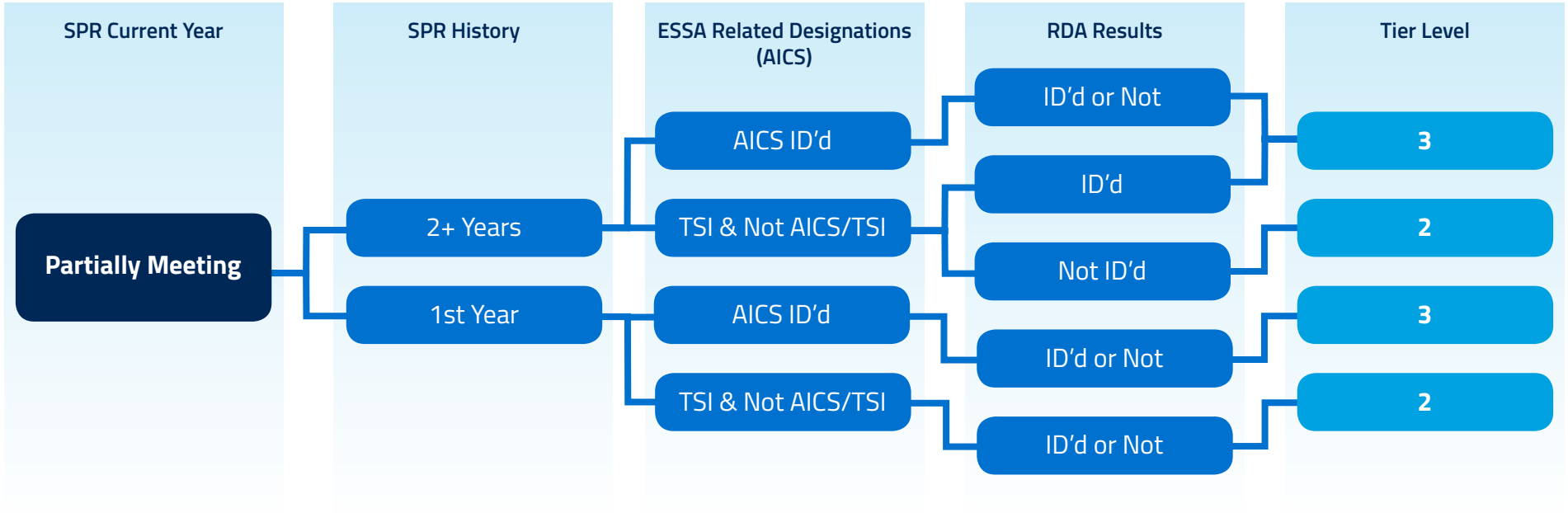
The WDE considers all of its current state- and federally-funded programs and resources to be its complete Statewide System of Support. Appendix D includes a more comprehensive list of the programs available from the WDE, and Appendix E catalogs the resources, along with contact information and web links where available. Appendix F includes the school improvement plan requirements for WAEA and ESSA.

Programs and resources may support one or more Pillar of Support. This is indicated with the corresponding icon identified in the descriptions above. Most programs are open to all schools statewide, and these are identified as Tier I level of support. Programs are also designed to specifically address Tier II level support needs and/or Tier III level support needs. This is indicated by listing one or more Tier level of support (i.e., Tiers I, II, III). Please contact the person listed next to each program if you have questions about any of the programs or resources.

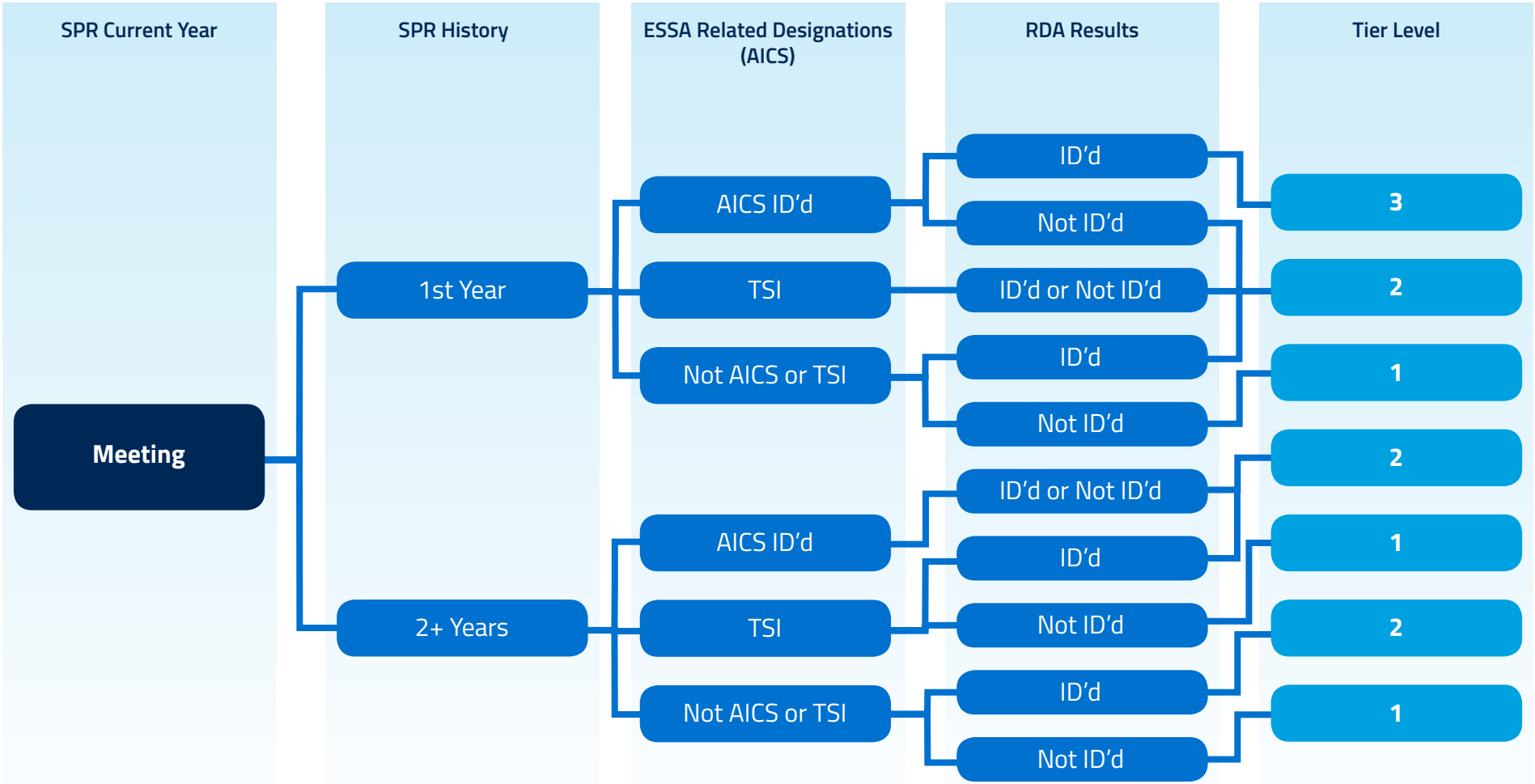
Additional information is also available on the **WDE website**.

Appendix A: Screening Protocol for Traditional Schools

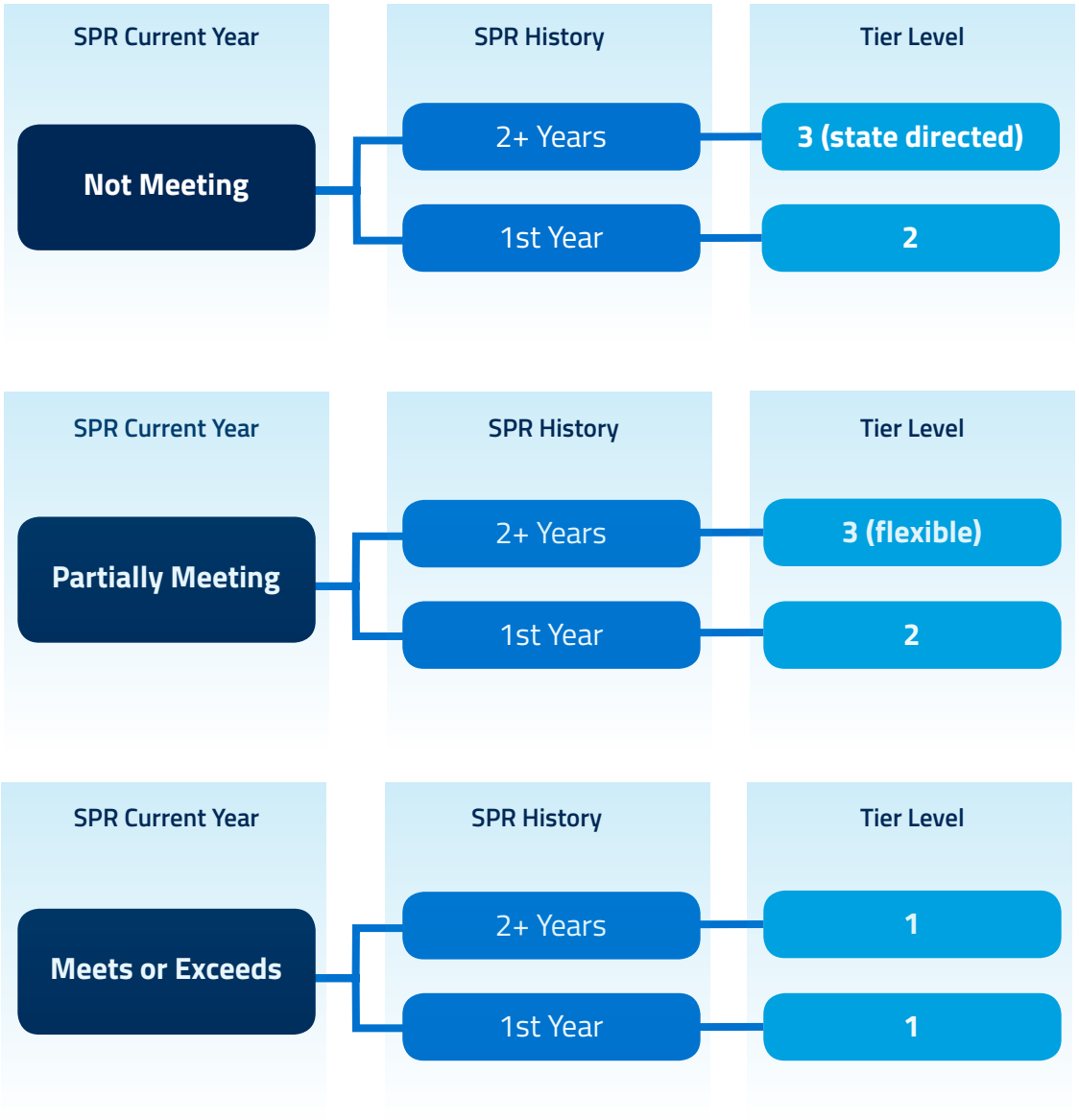




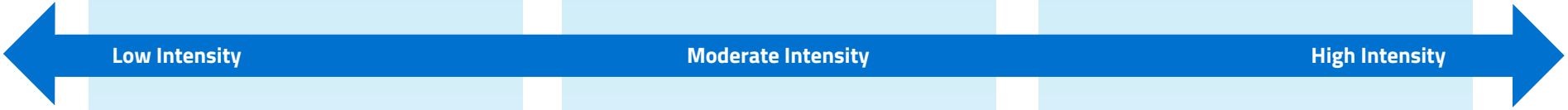
Appendix A: Screening Protocol for Traditional Schools



Appendix B: Screening Protocol for Alternative Schools



Appendix C: Adaptive Postures - Intensity of Support



Tier I

Statewide services open to all schools. The current program support focuses on improving teaching and learning.

WDE posture:
School acts autonomously with the WDE providing resources for continued success.

Tier II

Identified groups of schools for participation. The current program support focuses on best practices in assessment and school data analysis.

WDE posture:
The WDE provides targeted resources and support to schools with defined parameters including priority access to support programs.

Tier III

Specifically identified individual schools for support. These services are determined based on individual school need. A differentiated plan of support is developed.

WDE posture:
The WDE collaborates directly with school leadership teams to analyze school data, processes, and resources to develop a differentiated plan of support. The WDE may become increasingly prescriptive in providing supports and resources based on progress toward school improvement.

Appendix D: SSOS Programs

Pillars of Support & Tier Level	Program Description	Contact
Tiers I, II, III	**Marzano - Phase I & II Assessment Literacy and Formative Assessment Development** This program is designed to support improved teaching and learning, and the development and establishment of effective structures and processes. This is a two-day intensive training on assessment literacy, formative assessment, and the development of proficiency scales. This program is open to all schools. Intended audience: District staff (curriculum and assessment directors) and building leadership and staff (principals, teachers, and instructional facilitators).	**Accountability** Shelly Andrews shelly.andrews@wyo.gov 307-777-3781
Tiers I, II, III	**Marzano - Phase III The New Art and Science of Teaching** This program is designed to support improved teaching and learning, and the development and establishment of effective structures and processes. The focus of this intensive training is high-quality classroom instruction. A two-day training in the fall, and a two-day training in the spring (4 days total). A one-year subscription to an on-line resource (Marzano Compendium of Instructional Strategies) is provided to participants. Completing Phases I & II beforehand is helpful, but not required. Intended audience: District staff (curriculum and assessment directors) and building leadership and staff (principals, teachers, and instructional facilitators).	**Accountability** Shelly Andrews shelly.andrews@wyo.gov 307-777-3781
Tiers I, II, III	**Marzano - Phase IV Standards-Based Grading** This program is designed to support improved teaching and learning, and the development and establishment of effective structures and processes. Participants attending this one-day training will learn the what, why and how of proficiency scale development; how to create or refine quality classroom-based assessments; ways to figure meaningful grades; and how to connect standards-based grading to the bigger picture. This program is open to all schools in the state. Participation in Phases I & II, and Phase III prior to participation in Phase IV is recommended, but not required. Intended audience: district staff (curriculum and assessment directors) and building leadership and staff (principals, teachers, and instructional facilitators).	**Accountability** Shelly Andrews shelly.andrews@wyo.gov 307-777-3781
Tiers I, II, III	**Marzano - Phase IV Proficiency Scales for Exceptional Learners** This program is designed to support improved teaching and learning, and the development and establishment of effective structures and processes. Participants attending this one-day training will explore three groups of exceptional learners; gain enhanced understanding of how to determine appropriate accommodations and modifications based on proficiency scales; and discover how to offer accurate information about achievement to exceptional learners and their parents. This program is open to all schools in the state. Participation in Phases I & II, and Phase III prior to participation in Phase IV is recommended, but not required. Intended audience: district staff (curriculum and assessment directors) and building leadership and staff (principals, teachers, and instructional facilitators).	**Accountability** Shelly Andrews shelly.andrews@wyo.gov 307-777-3781

KEY

- Cultivating Exceptional Leadership
- Improving Teaching and Learning
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Appendix D: SSOS Programs

Pillars of Support & Tier Level	Program Description	Contact
 *Tier III*	**Marzano - Differentiated Support** Marzano expertise utilized through this support is centered on the development of proficiency scales to support teaching and learning of content and performance standards to mastery, assessment development to ensure alignment with curriculum and instruction, and the use of instructional strategies in the classroom for effective teaching and learning by all students. The support will be based on an individual school's identified need and will be prioritized through collaboration between the school, the consultant, and the WDE.	**Accountability** Shelly Andrews shelly.andrews@wyo.gov 307-777-3781
 *Tiers I, II, III*	**Solution Tree - PLC At Work™ - Statewide Training** Four one-day intensive trainings on implementing the PLC process, using the Solution Tree PLC At Work program. Topics include culture, singletons, leadership, and RTI at Work™. Intended audience: District leadership (superintendent, curriculum and assessment directors,) and building leadership and staff (principals, teachers, and instructional facilitators).	**Accountability** Shelly Andrews shelly.andrews@wyo.gov 307-777-3781
 *Tiers I, II, III*	**Solution Tree - PLC At Work™ Initiative - Cohorts** Schools are chosen for this program through a competitive application process. Up to 15 schools are selected each year, and a five-member leadership team is identified to lead this work within the school. This intensive Solution Tree program spans an entire school year and includes an on-site needs assessment, three two-day leadership implementation academies, web-based coaching, and four days of statewide training covering topics from the PLC At Work program, with emphasis on data compiled from schools' participation in the PLC At Work survey. Participation in this program funded by the state is by application/selection. This program is also made available to an additional 24 schools (five-member teams) at the expense of the school or district.	**Accountability** Shelly Andrews shelly.andrews@wyo.gov 307-777-3781
 *Tier III*	**Solution Tree - PLC At Work™ - Differentiated Support** Solution Tree expertise is centered on the PLC at Work process and as such will be the foundation of the support provided. The support will be based on an individual school's identified need and could range from leadership and governance, school culture, and improving teaching and learning.	**Accountability** Shelly Andrews shelly.andrews@wyo.gov 307-777-3781
 *Tiers II, III*	**WDE - Data Analysis and School Improvement Planning** This program is designed to support improved teaching and learning (Pillar #2), and the development and establishment of effective structures and processes (Pillar #4). School improvement teams led by the building principal will benefit from this two-day workshop. The agenda includes a drill down into WAEA school data, a root cause analysis process, and the development of School Improvement Plan goals and strategies to support the urgent facts identified through this process. This training is required of all schools not meeting expectations.	**Accountability** Shelly Andrews shelly.andrews@wyo.gov 307-777-3781

Appendix D: SSOS Programs

Pillars of Support & Tier Level	Program Description	Contact
 *Tiers I, II, III*	**WDE – Educational Leadership Network** This program will focus on current and relevant topics facing both district and building leadership. This will be provided in 90 minute Zoom sessions once per week by state education experts. Sample topics will include: 1) developing a collaborative culture; 2) school and district best practices; 3) professional learning community support from district school boards; 4) the superintendent's role in supporting professional learning communities. Intended audience: district leadership and staff (curriculum and assessment directors) and building leadership and staff (principals, teachers, and instructional facilitators).	**Accountability** Shelly Andrews shelly.andrews@wyo.gov 307-777-3781
 *Tiers I, II, III*	**Data Based Individualization (DBI)** wyominginstructionalnetwork.com Data-based individualization (DBI) is a research-based process for individualizing and intensifying interventions through the systematic use of assessment data, validated interventions, and research-based adaptation strategies. This document introduces and describes the DBI process and how it can be used to support students who require intensive intervention in academics and/or behavior. DBI is the state selection innovation to support the Systemic State Improvement Plan (SSIP).	**Special Education Programs** Thom Jones thom.jones@wyo.gov 307-777-5674
 *Tiers I, II, III*	**Multi-Tiered Systems of Support Framework (MTSS)** wyominginstructionalnetwork.com Multi-Tiered Systems of Support (MTSS) is a systemic, continuous improvement framework in which data-based problem-solving and decision making is practiced across all levels of the educational system for supporting students. The framework of MTSS utilizes high-quality evidence-based instruction, intervention, and assessment practices to ensure that every student receives the appropriate level of support to be successful. The Wyoming MTSS project is funded through the State Professional Development Grant (SPDG).	**Special Education Programs** Thom Jones thom.jones@wyo.gov 307-777-5674
 *Tiers I, II, III*	**Positive Behavioral Interventions and Supports (PBIS)** This program is a prevention-oriented framework for school personnel to organize evidence-based practices, improve the implementation of those practices, and maximize academic and social behavior outcomes for students. The WDE-supported training and follow-up coaching is designed to support school teams in their implementation of a school-wide PBIS system. School teams generally include administrators, teachers, PBIS coaches, counselors, paraprofessionals, and others.	**Special Education Programs** Gail Eisenhauer gail.eisenhauer@wyo.gov 307-777-8909
 *Tiers I, II, III*	**SpEd Director Mentoring/Coaching (New Director's Academy)** SpEd Director Mentoring/Coaching is designed to communicate with first and second year Special Education Directors and school districts determined to be in the "Needs Intervention" status. Mentors will perform district visits and attend central meetings to assist and support first and second year directors and their school districts.	**Special Education Programs** Jenny Krause jennifer.krause@wyo.gov 307-777-3320

Appendix D: SSOS Programs

Pillars of Support & Tier Level	Program Description	Contact
 *Tiers I, II, III*	**UW ECHO** This program is a lifelong learning and guided practice model that revolutionizes education and exponentially increases workforce capacity to provide best practices. The project is led by expert teams who use multi-point videoconferencing to conduct virtual clinics with community providers. UW Project ECHO hosts virtual clinics in Behavior Supports, Early Childhood, School Leadership, Autism/Autism for Families, and Secondary Transition.	**Special Education Programs** Jenny Krause jennifer.krause@wyo.gov 307-777-3320
 *Tiers I, II, III*	**Native American Education Conference** This conference is designed to support engaging families and communities, improving teaching and learning, and developing a high culture of performance. Teachers, principals, districts, tribes and community members may benefit from this two-day conference, which includes over 60 workshops with a focus on suicide prevention skills, understanding of and appreciation for the history and culture of the Eastern Shoshone and Northern Arapaho tribes, cultural sensitivity for educators and other adults who impact Native American students, instructional and learning needs of Native American students, emotional and social needs of Native American students, successful transitions for students between school levels, empowering youth to develop leadership skills and choose healthy lifestyles, promoting understanding, building relationships and generating ideas for engaging families and the community in education of the whole child.	**Standards & Assessment** Rob Black rob.black1@wyo.gov 307-777-3747
 *Tiers I, II, III*	**STAR Conference** This conference offers federal grant technical assistance to teachers, principals, superintendents, and other school and district personnel via training, resources, and technical assistance on federal grant compliance. Programs include: ELL education, neglected and delinquent student education, homeless education, improving the academic achievement of the disadvantaged, teacher and leader training needs, after-school programs, and student support and academic enrichment grants. This resource is for school districts with identified needs who require training, particularly federally-funded programs.	**School Support** Jessica Binning jess.binning@wyo.gov 307-777-6208
 *Tiers I, II, III*	**Week of Academic Vision and Excellence Conference (WAVE)** The Week of Academic Vision and Excellence Conference (WAVE) is an annual conference that brings together national and state leaders in education to share knowledge and expertise on best practices, quality instruction, regulations and law requirements.	**Special Education Programs** Deb Montoya deb.montoya@wyo.gov 307-777-7708

Appendix E: SSOS Resources

Pillars of Support & Tier Level	Resource Description	Contact
Tiers I, II, III	**ACCESS - English Learner Toolkit** The Office of English Language Acquisition's (OELA) English Learner (EL) Toolkit was published in 2015 as a companion to support the 2015 Dear Colleague Letter produced by the U.S. Department of Education, Office for Civil Rights, and the Department of Justice, outlining legal obligations for ELs. The English Learner Toolkit helps state and local education agencies help ELs by fulfilling these obligations and helping ensure that English Learners and immigrant students attain English proficiency and achieve academic success.	**Standards & Assessment** Antoinette Hallam antoinette.hallam@wyo.gov 307-777-5217
Tiers I, II, III	**ACT - OpenEd Educator Instructions** This resource offers information from a variety of publishers, including: Flocabulary, NASA, Khan Academy, Crash Course, GeoGebra, PBS, and others. Intended audience: students, parents, teachers, and principals.	**Standards & Assessment** Jessica Steinbrenner jessica.steinbrenner@wyo.gov 307-777-8568
Tiers I, II, III	**ACT - OpenEd Student Instructions** This resource offers instruction on how to personalize the user interface on OpenEd. Intended audience: students, parents, teachers, principals.	**Standards & Assessment** Jessica Steinbrenner jessica.steinbrenner@wyo.gov 307-777-8568
Tiers I, II, III	**ACT - Understanding Your WorkKeys Scores** This resource explains types of scores and reports. ACT® WorkKeys® National Career Readiness Certificate® assessments (Applied Math, Workplace Documents, Graphic Literacy) have both Level and Scale Scores. These types of scores indicate an ability to perform more complex skills as the scores increase. ▪ Level Scores are often used in hiring and advancements decisions. They are based on ACT WorkKeys job profiles which are a snapshot of the skills needed for a particular job. ▪ Scale Scores are used by educators to track growth in skills over time. They aren't used for hiring or advancement decisions. The Scale Score Interpretation Guide (PDF) helps to explain what the score is, how it can be used, and how it was developed.	**Standards & Assessment** Jessica Steinbrenner jessica.steinbrenner@wyo.gov 307-777-8568
Tiers I, II, III	**ACT - Using Your WorkKeys Scores** This resource shows how ACT® WorkKeys® scores can help job seekers and students, including using the scores on resumes or applications and giving employers the National Career Readiness Certificate® number or unique web address to verify a certificate.	**Standards & Assessment** Jessica Steinbrenner jessica.steinbrenner@wyo.gov 307-777-8568

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Appendix E: SSOS Resources

Pillars of Support & Tier Level	Resource Description	Contact
 *Tiers I, II, III*	**Edmodo** This resource supports teachers and administrators by providing an opportunity to interact in statewide professional learning communities offering a place to view available professional development opportunities, a forum to ask questions, and a chance to share lessons and best practices. There are 12 different groups (one for each content area). This resource is on a free Edmodo platform and is moderated by the WDE.	**Standards & Assessment** Barb Marquer barb.marquer@wyo.gov 307-777-5506
 *Tiers I, II, III*	**Standards Newsletter** This resource is designed to support teachers and administrators by updating them on professional development activities available at the state and national levels. It covers all subject areas and is produced monthly, except during the months of June and July. This resource is free and is produced by the WDE standards team.	**Standards & Assessment** Barb Marquer barb.marquer@wyo.gov 307-777-5506
 *Tiers I, II, III*	**Understanding Student Growth** This resource offers an explanation of how student growth percentiles indicate the amount of growth a student made in a testing subject over the course of one year, relative to their academic peers. The student growth percentile allows us to fairly compare students who enter school at different levels. It also demonstrates a student's growth and academic progress, even if she is not yet meeting standard. Intended audience: students, parents, teachers, schools, districts.	**Standards & Assessment** Jessica Steinbrenner jessica.steinbrenner@wyo.gov 307-777-8568
 *Tiers II, III*	**SPECIAL EDUCATION PROGRAMS - Family Engagement** Family Engagement is the deliberate, systematic inclusion of families in all activities and programs that promote and reinforce children's learning, development and wellness in multiple settings. It is based on respectful relationship and collaborative communication between schools and families and embraces families as equal partners, advocates and decision makers for their student.	**Special Education Programs** Jenny Krause jennifer.krause@wyo.gov 307-777-3320
 *Tiers I, II, III*	**SPECIAL EDUCATION PROGRAMS - K-3 Early Literacy Guidance** The K-3 Early Literacy Guidance is to provide information, resources, guidance, and support to schools, families, and caregivers in order to better understand early literacy. The K-3 Literacy Guidance is designed around W.S. 21-3-401 and provides information for the identification and remediation of reading difficulties, including dyslexia.	**Special Education Programs** Thom Jones thom.jones@wyo.gov 307-777-5674
 *Tiers I, II, III*	**SPECIAL EDUCATION PROGRAMS - Results Driven Accountability (RDA)** As part of Individual Learning's general supervision requirement, the division will monitor LEA's for both compliance and results-driven accountability. This will primarily support student outcomes but also families, teachers, administrators, and related service providers.	**Special Education Programs** Jenny Krause jennifer.krause@wyo.gov 307-777-3320

Appendix E: SSOS Resources

Pillars of Support & Tier Level	Resource Description	Contact
 *Tiers I, II, III*	**WIDA - Grades 1-12 EL Determination Flowchart (W-APT)** This flowchart assists teachers, instructional facilitators and other school personnel with determining whether students in grades 1-12 are eligible to receive English Learner services. Intended audience: teachers, schools, districts.	**Standards & Assessment** Antoinette Hallam antoinette.hallam@wyo.gov 307-777-5217
 *Tiers I, II, III*	**WIDA - Pre-K EL Determination Flowchart (W-APT)** The purpose of this flowchart is to assist teachers, instructional facilitators and other school personnel with determining whether a Pre-K or Kindergarten student is eligible to receive English Learner services. Intended audience: teachers, schools, districts.	**Standards & Assessment** Antoinette Hallam antoinette.hallam@wyo.gov 307-777-5217
 *Tiers I, II, III*	**WIDA - Wyoming English Learner Guidebook** This guidebook sets forth the conditions and methods for identifying, serving, and reporting, to the Wyoming Department of Education (WDE), a student as an Active English Learner (EL) or as a Monitor Status Year 1 or 2 student. This reporting is used to determine eligibility for the Wyoming Funding Model and Federal Title III – EL funding. Only Active ELs (those currently identified as Active ELs based on this guidebook) are eligible for Federal Title III – EL funding. Students that are Active ELs, and those that are in the federally mandated two years of Monitor Status, are eligible for state funding through the Wyoming Funding Model. Intended audience: teachers, parents, schools, and districts.	**Standards & Assessment** Antoinette Hallam antoinette.hallam@wyo.gov 307-777-5217
 *Tiers I, II, III*	**WY-ALT - Fact Sheet** This resource is designed to support those involved with the WY-ALT assessment by improving understanding of the assessment, leading to better test administration. This fact sheet helps those who work with this special population double check their understanding of the test prior to administration.	**Standards & Assessment** Michelle Carroll michelle.carroll@wyo.gov 307-777-3618
 *Tiers I, II, III*	**WY-ALT - Family FAQ** This resource supports families involved with students with the most significant cognitive disabilities by improving their understanding of the WY-ALT assessment. By addressing possible misunderstandings and providing information to parents, this resource helps families prepare their children for optimal performance on the assessment.	**Standards & Assessment** Michelle Carroll michelle.carroll@wyo.gov 307-777-3618
 *Tiers I, II, III*	**WY-ALT - FAQ** This resource is designed to improve understanding of the WY-ALT assessment, leading to better administration of the assessment by addressing possible misunderstandings. By offering this question and answer document, those who work with this special education population may double check their understanding of frequently addressed topics for alternate assessments.	**Standards & Assessment** Michelle Carroll michelle.carroll@wyo.gov 307-777-3618

Appendix E: SSOS Resources

Pillars of Support & Tier Level	Resource Description	Contact
 *Tiers I, II, III*	**WY-ALT - Online Reporting System Guide** This user guide describes the features of the Online Reporting System (ORS), a web-based system that provides score reports for each student who takes the Wyoming Alternate Assessment (WY-ALT). Intended audience: teachers, instructional facilitators, curriculum directors, other school personnel.	**Standards & Assessment** Michelle Carroll michelle.carroll@wyo.gov 307-777-3618
 *Tiers I, II, III*	**WY-ALT - Participation Guidelines** These guidelines are intended for teachers, curriculum directors, and members of the student's IEP team to determine if a student is appropriate to take the alternate assessment.	**Standards & Assessment** Michelle Carroll michelle.carroll@wyo.gov 307-777-3618
 *Tiers I, II, III*	**WY-TOPP - FAQ for Teachers** This resource is designed to improve understanding of the assessment for families with students in grades 3-10, leading to better home preparation for the assessment by addressing possible misunderstandings and providing information. By offering this question and answer document, families who have students within this population may double check their understanding of frequently addressed topics for the summative assessment.	**Standards & Assessment** Catherine Palmer catherine.palmer@wyo.gov 307-777-5296
 *Tiers I, II, III*	**WY-TOPP - Acceptable Use Modular and Interim Assessment Items** This resource outlines both acceptable and non-acceptable uses of WY-TOPP modular and interim assessment items.	**Standards & Assessment** Michelle Carroll michelle.carroll@wyo.gov 307-777-3618
 *Tiers I, II, III*	**WY-TOPP - Accommodations and Accessibility Manual WY-TOPP** This resource provides comprehensive guidance for WY-TOPP accessibility and accommodations.	**Standards & Assessment** Jessica Steinbrenner jessica.steinbrenner@wyo.gov 307-777-8568
 *Tiers I, II, III*	**WY-TOPP - AIR Ways Reporting User Guide** This resource offers guidance on how to access the tools, as well as functionality of the assessment tool, AIR Ways. It is designed to support teachers, building coordinators, district coordinators, and other staff with report viewing capabilities within the assessment system at www.wyoassessment.org in order to make instructional adjustments throughout the year.	**Standards & Assessment** Jessica Steinbrenner jessica.steinbrenner@wyo.gov 307-777-8568
 *Tiers I, II, III*	**WY-TOPP - Artificial Intelligence Scoring for WY-TOPP Webinar** This webinar provides information on artificial intelligence scoring for the WY-TOPP assessment. Intended audience: teachers, instructional facilitators, principals.	**Standards & Assessment** Jessica Steinbrenner jessica.steinbrenner@wyo.gov 307-777-8568

Appendix E: SSOS Resources

Pillars of Support & Tier Level	Resource Description	Contact
 *Tiers I, II, III*	**WY-TOPP - Assessment Best Practices** This resource provides an outline of practices intended to prepare students and building personnel for secure and successful statewide assessment administration. Intended audience: teachers, test administrators, principals, building coordinators, districts test coordinators.	**Standards & Assessment** Jessica Steinbrenner jessica.steinbrenner@wyo.gov 307-777-8568
 *Tiers I, II, III*	**WY-TOPP - Assessment Blueprints and Writing Rubrics** This resource is designed to support schools, particularly building coordinators and teachers, in determining to what extent each content area is being assessed. It may also be used to examine what measures they should be looking for from the assessment. The rubrics afford individuals the capability to see what the expectations look like at various performance levels. This document was created by WDE and AIR, through the assessment contract, to provide a blueprint and framework for building the assessment.	**Standards & Assessment** Barb Marquer barb.marquer@wyo.gov 307-777-5506
 *Tiers I, II, III*	**WY-TOPP - Braille Requirements Manual** This resource is designed to support those administering the WY-TOPP using Braille. Test Administrators and teachers of blind or visually impaired students may use this resource to help make assessment administration mimic the Braille testing environment as closely as possible. This resource was created by AIR and WDE through the WY-TOPP assessment system contract.	**Standards & Assessment** Catherine Palmer catherine.palmer@wyo.gov 307-777-5296
 *Tiers I, II, III*	**WY-TOPP - DESMOS Calculator Webinar (video)** The webinar provides instruction on the functions and uses of the DESMOS online calculator as it relates to the WY-TOPP assessment. Intended audience: teachers, principals, and other personnel who provide direct student support.	**Standards & Assessment** Catherine Palmer catherine.palmer@wyo.gov 307-777-5296
 *Tiers I, II, III*	**WY-TOPP - FAQ for Parents** This resource is designed to improve understanding of the assessment, leading to better administration of the assessment by addressing possible misunderstandings. By offering this question and answer document, those who work with the assessment can double check their understanding of frequently addressed topics for the summative assessment.	**Standards & Assessment** Catherine Palmer catherine.palmer@wyo.gov 307-777-5296
 *Tiers I, II, III*	**WY-TOPP - Lexiles and Quantiles** This resource offers information, based on a student's performance, as to his or her level of education in math (quantiles) and reading level (lexiles). Information provided by the summative assessment, or captured by other educational tools that collect quantiles and lexiles, can be put into a site to help determine educationally appropriate materials to help further a student's education. This is provided by the WDE, through the contract with AIR, for the state assessment system.	**Standards & Assessment** Barb Marquer barb.marquer@wyo.gov 307-777-5506

Appendix E: SSOS Resources

Pillars of Support & Tier Level	Resource Description	Contact
 *Tiers I, II, III*	**WY-TOPP - Modular Previewing System User Guide** This resource offers guidance on how to access the tools, as well as functionality of the viewing tool, at www.wyoassessment.org It is designed to support teachers, building coordinators, district coordinators, and other staff with item reviewing capabilities within the modular assessment system.	**Standards & Assessment** Jessica Steinbrenner jessica.steinbrenner@wyo.gov 307-777-8568
 *Tiers I, II, III*	**WY-TOPP - Performance Level Descriptors** PLDs give teachers, parents/guardians, and students more information about the typical skills and knowledge a student demonstrates on state assessments in each performance level (Below Basic, Basic, Proficient, and Advanced). PLDs are linked to state-adopted content standards and are used as guides by standard-setting committees as they make recommendations for the scores needed to achieve performance on statewide assessments.	**Standards & Assessment** Jessica Steinbrenner jessica.steinbrenner@wyo.gov 307-777-8568
 *Tiers I, II, III*	**WY-TOPP - Technical Specifications for Manual Online Testing** This resource is designed to support Technology Coordinators in their efforts to ensure that the technology is set up, ready for test administration, and their machines are capable of handling the assessments. This document provides details surrounding the technical requirements of the assessment. Personnel familiar with these specifications can troubleshoot testing situations to further ensure quality data.	**Standards & Assessment** Jessica Steinbrenner jessica.steinbrenner@wyo.gov 307-777-8568
 *Tiers I, II, III*	**WY-TOPP - Test Security PowerPoint Slides** The Test Security Webinar provides information on how to keep test items secure and to ensure test reliability on the statewide assessments. Intended audience: WY-TOPP Test Administrators.	**Standards & Assessment** Michelle Carroll michelle.carroll@wyo.gov 307-777-3618
 *Tiers I, II, III*	**WY-TOPP - Training Tests** This resource offers an opportunity to work within the student's platform for testing. This resource may be used by students to gain security and grow their understanding of functionality. It may be used by parents to help them understand the look and feel of the assessment in order to support their child. It may be used by the school to support the student and get a feel for what they may see when trying to test a student. This resource was created in order to allow for trials and for student accessibility to the platform. This resource was created by funds from the assessment system contract with AIR.	**Standards & Assessment** Catherine Palmer catherine.palmer@wyo.gov 307-777-5296
 *Tiers I, II, III*	**WY-TOPP/ACCESS - Quality Assurance Checklist** This resource offers an explanation of the documents, procedures, and settings that must be in place for viable testing to occur. This includes security alongside good practice. It also allows the school to know in advance the criteria which those who observe their testing will be using to analyze its effectiveness. This resource was developed by the WDE to ensure quality testing and proper procedures are taking place.	**Standards & Assessment** Catherine Palmer catherine.palmer@wyo.gov 307-777-5296

Appendix F: School Improvement Plan Requirements

Plan Requirements	**Wyoming Accountability in Education Act** W.S.21-2-204(h)(v-viii)	**ESSA Comprehensive Support and Improvement (CSI)** 1111(d)(1)(B)	**ESSA Targeted Support and Improvement (TSI)** 1111(d)(2)(B)
Developed by:	School	District	School
Improvement goals based on:	WAEA Indicators	ESSA Indicators	Subgroup Performance
Interventions include:	Evidence-based improvement strategies	Evidence-based improvement strategies	Evidence-based improvement strategies
Resources	Justification for resources identified in the plan	Identifies inequities	
Link to district's improvement plan page submitted to:	State	State	District
Improvement plan approval by:	District (and local board for "Not Meeting" schools), State	School, District, and State	District
Monitoring or assistance provided by:	District/Representative	State	District

Note: Schools submit one improvement plan that meets all applicable state and federal requirements.

CREATING OPPORTUNITIES FOR STUDENTS TO KEEP WYOMING STRONG

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RIVERTON OFFICE
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307-857-9250

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WYOMING
DEPARTMENT OF EDUCATION

Memorandum

To: State Board of Education
From: Trent Carroll, Chief Operations Officer
Jeremy Wilch, Director of Finance
Date: February 14, 2019
Subject: Biennium Budget Request Process

Meeting Date: February 21-22, 2019

Item Type: Informational

The Wyoming Department of Education (WDE) Finance Division will provide information to the State Board of Education about the 2021-22 biennium budget request process during the February meeting.

The presentation will include detailed information about the following:

- Process timeline
- Roles and responsibilities
- Budget narratives
- Budget Summary Sheet

Statutory Reference(s):

- W.S. 21-2-301 through 307

Supporting Documents/Attachments:

- SBE Budget Narrative
- SBE Budget Summary

SECTION 1. UNIT STATUTORY AUTHORITY

W.S. 21-6-210, W.S. 21-9-101, W.S. 21-2-301 through 307, W.S. 21-1-104

SECTION 2. STANDARD BUDGET REQUEST

PART A: Narrative

The State Board of Education Unit consists of one (1) AWEC position.

The State Board of Education establishes policies for public education in Wyoming consistent with the Wyoming Constitution and applicable statutes. The State Board of Education is comprised of 14 members, 11 appointed by the Governor with the approval of the Senate and 3 ex-officio members. The Wyoming Department of Education provides support and staff for the Board to carry out its duties. The Board's many duties and responsibilities include student performance standards, accreditation of schools, alternative school schedules, statewide accountability and assessment systems, and teacher performance evaluation systems.

PART B: Revenue

General Fund and School Foundation Program

DEPARTMENT: DEPARTMENT OF EDUCATION
DIVISION: STATE BOARD OF EDUCATION
UNIT: STATE BOARD OF EDUCATION

Wyoming On-Line Financial System Codes				
DEPT	DIVISION	UNIT	FUND	APPR
00206	1000	1001	001	001

1 Object/Revenue Decription	Code	2 2018 Budget Sess Section 2 Approp	3 Minus Effective Immediate	4 Net	5 Department Moves	6 WOLFS Interface	7 null
EXPENDITURES							
AWEC SALARY & BENEFITS	0110	248,428	0	248,428	0	248,428	0
PERSONAL SERVICES	0100	248,428	0	248,428	0	248,428	0
DUES-LICENSES-REGIST	0207	43,859	0	43,859	0	43,859	0
TRAVEL IN STATE	0221	128,890	0	128,890	0	128,890	0
TRAVEL OUT OF STATE	0222	26,348	0	26,348	0	26,348	0
OFFICE SUPPL-PRINTNG	0231	3,500	0	3,500	0	3,500	0
FOOD FOOD SVC SUPPL	0234	2,500	0	2,500	0	2,500	0
EDUCA-RECREATNL SUPP	0236	600	0	600	0	600	0
REAL PROPERTY RENTAL	0251	5,000	0	5,000	0	5,000	0
AWARDS-PRIZES	0271	0	0	0	0	0	0
SUPPORTIVE SERVICES	0200	210,697	0	210,697	0	210,697	0
TELECOMMUNICATIONS	0420	5,401	0	5,401	0	5,401	0
CENT. SERV./DATA SERV.	0400	5,401	0	5,401	0	5,401	0
PROFESSIONAL FEES	0901	196,642	0	196,642	0	196,642	0
CONTRACTUAL SERVICES	0900	196,642	0	196,642	0	196,642	0
EXPENDITURE TOTALS		661,168	0	661,168	0	661,168	0
MEANS OF FUNDING							
GENERAL FUND	1001	243,470	0	243,470	0	243,470	0
GENERAL FUND/BRA	G	243,470	0	243,470	0	243,470	0
SCHOOL FOUNDATION PROG NON-STA	5839	417,698	0	417,698	0	417,698	0
SCHOOL FOUNDATION PRGM ACCNT	S5	417,698	0	417,698	0	417,698	0
TOTAL FUNDING		661,168	0	661,168	0	661,168	0
AUTHORIZED EMPLOYEES							
AWEC EMPLOYEE COUNT		1	0	1	0	1	0
AUTHORIZED EMPLOYEES		1	0	1	0	1	0
TOTAL AUTHORIZED EMPLOYEES		1	0	1	0	1	0

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WYOMING
DEPARTMENT OF EDUCATION

Memorandum

To: State Board of Education
From: Julie Magee, Director of Accountability
Date: February 14, 2019
Subject: Accreditation Diploma Stickers

Meeting Date: February 21-22, 2019

Item Type: Informational

The State Board of Education (SBE) is the sole accrediting authority of Wyoming schools. Some districts have requested state accreditation stickers to place on students' high school diplomas.

During the February meeting, the Wyoming Department of Education will present mock-ups of accreditation stickers for the SBE to choose for high school diplomas.

Statutory Reference(s):

- W.S. 21-2-304

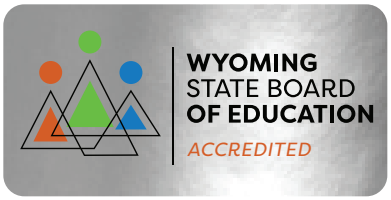
Supporting Documents/Attachments:

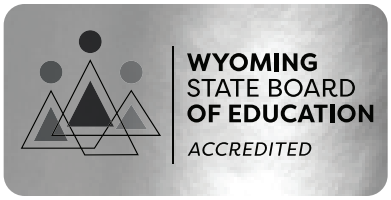
- State Accreditation Stickers Mock-up

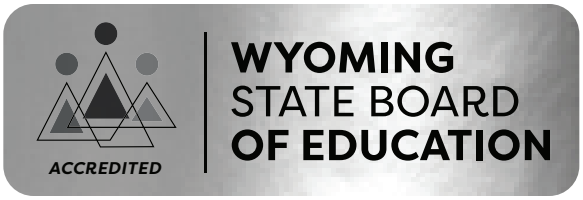
SILVER FOIL PAPER / CIRCLE / BLACK COLOR / 1.5"X 1.5"

SILVER FOIL PAPER / SQUARE / BLACK COLOR / 1"X 1" OR 1.5"X 1.5"

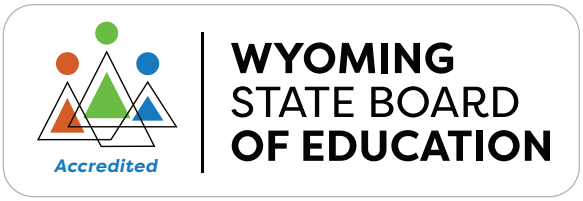
SILVER FOIL PAPER / FULL COLOR OR BLACK / 2"X 1"



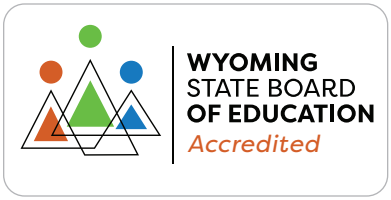




SILVER FOIL PAPER / ROUNDED RECTANGLE / BLACK COLOR / 3"X 1"

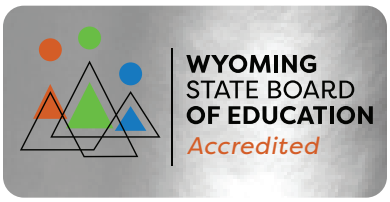


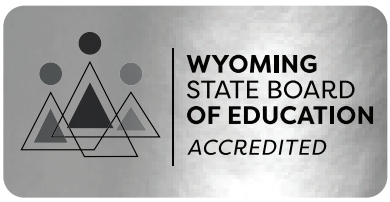
CLEAR BOPP MATTE / ROUNDED RECTANGLE / BLACK COLOR / 3"X 1"



CLEAR BOPP MATTE / ROUNDED RECTANGLE / FULL OR BLACK COLOR / 2"X 1"

CLEAR BOPP MATTE / CIRCLE / FULL OR BLACK COLOR / 1.5"X 1.5" OR 1"X1"





SILVER FOIL PAPER / ROUNDED RECTANGLE / FULL OR BLACK COLOR / 2"X 1"

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WYOMING
DEPARTMENT OF EDUCATION

Memorandum

To: State Board of Education
From: Julie Magee, Director of Accountability
Date: February 14, 2019
Subject: Wyoming Cowboy ChalleNGe Academy Accreditation

Meeting Date: February 21-22, 2019

Item Type: Action

The Wyoming Cowboy ChalleNGe Academy (WCCA) is a program sponsored by the National Guard and is located in Guernsey. The mission of the WCCA is to provide a safe, disciplined, and professional learning environment that empowers non-traditional learners (ages 16-18) to improve their educational level and employment potential and become responsible productive citizens.

In January 2019, the WCCA received its educational accreditation from AdvancED. As a result, the credits students earn while attending WCCA are now more easily transferable back to students' home school districts and will count toward graduation.

During its February meeting, the State Board of Education will hear from the WCCA and vote to approve the AdvancED accreditation designation for this program.

Statutory Reference(s):

- W.S. 21-2-304

WYOMING
STATE BOARD
OF EDUCATION

To: State Board of Education

From: Tom Sachse, Coordinator

Date: February 14, 2019

Subject: Action Items

Background: Policies 21 and 29 were voted on at the board's January meeting, but there were not enough members on the line for the vote to count. These are the last two policies requiring action since the board undertook a comprehensive revision of the entire Policies of Governance. At your next meeting, there will be a complete set of all the updated policies.

Changes since Information: There have been no changes to these policies since the board's last meeting in January.

Recommendation: I recommend the board adopt Policies 21 and 29, as presented.

Section 21: PUBLIC PARTICIPATION AT STATE BOARD MEETINGS

Policy purpose: It is the purpose of this policy to ensure the public has every right to address the state board on issues related to its goals to help improve the quality of public schooling in Wyoming.

Policy statement:

The State Board of Education recognizes its obligation to help Wyoming citizens understand the operation of public schools. The board is also aware of the need for communication with citizens to permit the public to voice opinions and also to permit the board to explain general policies governing the operation of schools in the state. Therefore, in an effort to provide a procedure by which matters of statewide interest concerning schools may be brought before the board, while at the same time permitting the board to conduct its meetings in an orderly and efficient manner, the State Board of Education offers the following policy with regard to citizen participation in the meetings of the board:

Citizen participation will take place during that part of the regular meeting designated on the agenda as the "Public Comment Period," though the Chair has the prerogative to call on individuals or agency representatives to comment during the course of the meeting. Procedures for the "Public Comment Period" are as follows:

1) The chair may limit each individual's comments to five (5) minutes, and the entire period to thirty (30) minutes.
2) Board members may ask clarifying questions after remarks are complete. Board action, if any is warranted, shall be taken at a subsequent meeting.
3) These procedures may be temporarily waived by a majority vote where such a waiver is justified by extenuating circumstances.

Statement of chair: The following statement will be read before any citizen speaks to the board during the Public Comment Period:

"We appreciate your interest in public education. At the discretion of the board you will be allotted {five (5)} minutes for your comments. We would appreciate if you gave us your name and community; you are welcome to add an affiliation, if you have one. Since we are hearing your comments for the first time, it is our policy to accept your

comments as information. If we have questions or need additional information, we will ask now and/or contact you at a later date. Thank you for sharing your views with the state board; we genuinely appreciate your taking time to engage in public schooling in Wyoming."

Last revised: November 18, 2010

Section 29: BOARD COMMUNICATIONS

Issues related to communications are intrinsically interwoven into the ethics statutes and executive orders. The Ethics Act is at W.S. 9-13-101 through -109, and the two executive orders are Executive Order 1997-4 and 1981-12. Linked are the Attorney General's office lobbying memos as well - the lobbying statutes are at W.S. 28-7-101 through -201.

Policy purpose: The purpose of this policy is to identify the various channels of communication within the State Board of Education, their intended purposes, and the roles and responsibilities of board members in accessing and using them. It also attempts to inform board members about the channels and best practices for interacting with the educational community and broader public throughout Wyoming.

Policy statement:

The State Board of Education has the objective of enhancing and streamlining internal communications to reinforce the board's vision and strategic priorities. This involves ensuring that information is equitably disseminated to board members and is relevant, easy to access, accurate, and appropriate in both content and quality.

Each member of the state board has a digital device allowing them to access and collaborate about key documents and information, primarily in email and on the shared platform. The board will continue to develop and expand new communication platforms, channels, and tools to improve information sharing and collaboration among state board members.

This policy is to be implemented in a way that ensures compliance with the Wyoming Public Meetings Act and standards of best practice. In no event will any technology-assisted communication be used to circumvent the Act's purpose.

Board members are encouraged to share information with their peers and the broader education community about activities and events that have an association with the Wyoming State Board of Education.

In some cases, the board chair or delegate will speak, write, and communicate virtually for the board on issues that have come before the board. Every effort will be made to make such communications known to the entire board as time allows. Every effort will be made to date and time-stamp communications emanating from the board.

It is the individual responsibility of each board member to refer communication issues to the board chair. The chair of the state board speaks for the board, but may ask other board members or board staff to represent the consensus views of the board.

Last revised:

WYOMING STATE BOARD OF EDUCATION

November 21, 2018

(Revised) Resolution on State Board Support for Early Childhood Education

Whereas, the Wyoming State Board of Education "shall ensure that the educational programs provide students an opportunity to acquire sufficient knowledge and skills at a minimum, to enter the University of Wyoming and Wyoming community colleges, to prepare students for the job market or postsecondary vocational and technical training, and to achieve the general purposes of education that equip students for the role as a citizen and participant in the political system and to have the opportunity to compete both intellectually and economically in society." WSS:201-2-304 (a)(ii)

Whereas, the Equality State would surely support improving equity of opportunity in schooling and the world of work.

Whereas, the period of birth through age five are critically important to brain development leading to cognitive and academic growth, it is also clear that the same time period provides unique opportunities for social and emotional development.

Whereas, a scholarly body of work (Bagdi and Vacca, 2005; Campbell et.al. 2002; Alper 2013) supports the assertion that high-quality early childhood education intervention yields significant improvements in profound metrics, such as graduation rate and academic achievement.

Whereas, citations of economic return on investment (Heckman 2006; Rolnick and Grunewald, 2013; O'Doyle et. al. 2009) are estimated as a ratio of eight to one.

Whereas, the Wyoming State Board of Education has articulated its legislative priority to support optional, universal high quality early learning programs that are available to every child in Wyoming.

Whereas, it is evident that a better coordinated, more coherent state policy leads to better programming at the local level.

Be it therefore resolved, that Wyoming State Board of Education supports unifying all early childhood learning programs within one agency, such as the Wyoming Department of Education. The Wyoming State Board of Education advocates for expanded, high quality early childhood education opportunities throughout Wyoming, especially in rural communities. As part of an emergent set of high quality programs, the state board envisions programs that leads to professionalism among preschool staff, including strong preservice and professional development programs.

Be it further resolved, that the Wyoming State Board of Education supports, as a long-term goal, an array of service providers leading to universal, voluntary preschool throughout the state.

WYOMING STATE BOARD OF EDUCATION

Draft 2019-2020 SBE Calendar

Date	Location	Theme	Business
July 18-19	Laramie	Teacher Education Retreat Topics	Interim Topics SBE Goals (Eval?)
August	TBD	TBD	
September 19-20	Riverton	WCCC? K-14 Articulation	Assessment Results Acct. Results
October 24-25	Cody	Interim Topics	
November 21	Virtual	WSBA Collaboration	
December	TBA	TBA	
January 24	Virtual	Legislative Priorities	

February 27-28	Cheyenne	Legislative Positions	Election of Officers & Invite Governor
March 26-27	Casper	Legislative Impacts	Preliminary Budget
April 27-28	Douglas	Early Learning	
May 22	Virtual	State System of Support	
June 18-19	Rock Springs		Accreditation & Alternative calendars Final budget request

NASBE
National Association of State Boards of Education

NASBE's Legislative Conference 2019

April 7-9, 2019 - Washington, DC
The Madison Hotel

NASBE's Legislative Conference 2019

April 7-9, 2019
The Madison - A Hilton Hotel
1177 15th Street, NW
Washington, DC 20005
202.862.1600

Registration Fees

	Member	Non Member
Full Conference (register by Friday, March 1 and save)	$575	$975
Regular Registration (After Friday, March 1)	$775	$1,100
Daily rates		
Monday	$350	$575
Tuesday	$350	$575
Sunday night, Opening Dinner Only (for guests)	$175	$175

Sunday night April 7, all conference participants are invited to attend the Opening Reception and Dinner of Council of Chief of State School Officers from 5pm-8pm. This joint event is included in your registration fee. However, there is an additional fee for guests.

The reception and dinner will be held at the Grand Hyatt Washington, 1000 H Street, NW, Washington, DC.

Registrants will be asked to indicate their attendance at dinner on April 7th on page 2 of the registration form.

Hotel Information

All conference activities will take place at:
The Madison - A Hilton Hotel
1177 15th Street, NW
Washington, DC 20005
202.862.1600

Attendees are responsible for making hotel reservations. Please call the hotel directly at 202.862.1600 or connect via its **online reservation website** (https://book.passkey.com/go/NASBE2019) to make your room reservation. To guarantee this special group rate of $299 per night plus applicable taxes, you must make your reservation no later than Friday, **March 22, 2019**. After that time, higher rates will apply and rooms may not be available. Please identify yourself as a NASBE Conference attendee. **NASBE WILL NOT MAKE HOTEL RESERVATIONS FOR ATTENDEES.**

FOR THOSE USING PDA FUNDS, YOU MUST MAKE A RESERVATION USING THE LINK ABOVE OR BY PHONE. NASBE WILL WORK WITH THE HOTEL TO PAY THE CHARGES AS DIRECTED BY YOUR PDA REQUEST.

You support NASBE by staying at the The Madison Hotel in our negotiated room block. Meeting our financial obligations to The Madison Hotel 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 strengthen our negotiation efforts in the future to keep conference costs manageable.

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

Note: If you are planning to use PDA funds, please fill out and return this form (https://www.greenmoonsolutions.com/NASBE2019/PDAccountUsageForm2019.pdf) to NASBE Director of Operations Sharon Cannon (mailto:sharon.cannon@nasbe.org).

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)

NASBE

National Association of State Boards of Education

NASBE's Legislative Conference 2019

April 7-9, 2019 - Washington, DC

The Madison Hotel

SCHEDULE AT A GLANCE

2019 Legislative Conference

The Madison - A Hilton Hotel

1177 15th Street, NW

Washington, DC 20005

On April 7-9, 2019, state board of education members from across the nation will gather at the legendary Madison Hotel in Washington, D.C., for NASBE's 2019 Legislative Conference. Focused on national and state education policy, the legislative conference will engage national experts and education leaders on topics that are front and center for state boards. Participants will also hear from influential members of Congress and meet with their state's congressional delegation and/or staff as part of NASBE's annual Capitol Hill visit on Tuesday, April 9.

Below is the schedule at a glance for the 2019 Legislative Conference. Speakers and session descriptions will be released soon, but sessions will cover the following topics:

- Re-Envisioning Learning: Turning Recommendations from the National Commission on Social, Emotional, and Academic Development into Reality
- Seizing the Opportunity to Align Perkins, Workforce Innovation and Opportunity Act (WIOA) and the Every Student Succeeds Act (ESSA)
- Preparing High School Students for Tomorrow's Economy
- State Board Levers to Support Great Teachers in Every Classroom
- Key Lessons from School Leadership Research
- Exploring Equity & Access in Rural Areas
- ESSA Implementation and Monitoring
- Federal Education Policy Landscape for 2019
- Keynotes from Federal Education Leaders and Capitol Hill leaders

Sunday, April 7, 2019

8:00am - 5:00pm Registration

9:00am - 4:00pm	NASBE Board of Directors Meeting
1:00pm - 4:30pm	Government Affairs Committee Meeting
5:00pm - 6:00pm	Networking Reception with NASBE and CCSSO
6:00pm - 8:00pm	NASBE-CCSSO Opening Dinner with Keynote Address

Monday, April 8, 2019

7:00am - 5:00pm	Registration
7:30am - 8:15am	Breakfast
8:15am - 8:30am	Transition Break
8:30am - 9:45am	Opening Plenary Session • Welcome by NASBE Board of Directors Chair Rachel Wise and NASBE President/CEO Robert Hull • Keynote Address and Opening Panel
9:45am - 10:00am	Transition Break
10:00am - 11:15am	Concurrent Sessions
11:15am - 11:30am	Break
11:30am - 12:30pm	Plenary Session
12:30pm - 1:20pm	Lunch
1:30pm - 2:45pm	Plenary Session
2:45pm - 3:15pm	Networking Break
3:15pm - 4:30pm	Plenary Session
4:30pm - 5:15pm	Federal Landscape and Capitol Hill Visit Preparation
5:15pm - 6:45pm	Reception

Tuesday, April 9, 2019

7:00am - 3:00pm	Registration and Baggage Storage
7:00am - 7:30am	Breakfast
7:45am - 8:15am	Travel via Bus to Capitol Hill
8:45am - 9:45am	General Session Featuring Congressional Leadership
9:45am - 10:00am	Break
10:00am - 10:45am	General Session Featuring Federal Education Leaders
10:45am - 12:00pm	General Session Featuring Congressional Leadership
12:00pm - 1:00pm	Lunch in Capitol Hill Visitor Center
1:00pm - 5:00pm	State Meetings with Congressional Delegations and Staff
5:00pm	Conference Adjourns

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

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WYOMING
DEPARTMENT OF EDUCATION

Memorandum

To: State Board of Education
From: Julie Magee, Director of Accountability
Date: February 14, 2019
Subject: Wyoming Cowboy ChalleNGe Academy Accreditation

Meeting Date: February 21-22, 2019

Item Type: Action

The Wyoming Cowboy ChalleNGe Academy (WCCA) is a program sponsored by the National Guard and is located in Guernsey. The mission of the WCCA is to provide a safe, disciplined, and professional learning environment that empowers non-traditional learners (ages 16-18) to improve their educational level and employment potential and become responsible productive citizens.

In January 2019, the WCCA received its educational accreditation from AdvancED. As a result, the credits students earn while attending WCCA are now more easily transferable back to students' home school districts and will count toward graduation.

During its February meeting, the State Board of Education will hear from the WCCA and vote to approve the AdvancED accreditation designation for this program.

Statutory Reference(s):

- W.S. 21-2-304