



WYOMING STATE BOARD OF EDUCATION

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

April 28, 2016 Washakie County School District #1 Administration Building 1900 Howell Worland Wyoming		
11:30 a.m. – 12:00 p.m.	Lunch at Washakie CSD #1 Admin Building	
12:00 p.m.- 12:05 p.m.	State Board of Education	
	• Call to order & Plead of Allegiance	
	• Approval of agenda	Tab A
	• Minutes - March 18, 2016 - March 31, 2016	Tab B
	• Treasurer's report	Tab C
12:05 p.m. – 12:20 p.m.	Wyoming State Superintendent Update	Tab D
12:20 p.m. – 1:00 p.m.	Board Reports and Updates- Paige Fenton Hughes & Brent Young	
	• Legislative Tasks	Tab E
	• NASBE Grant and Legislative Forum Meeting And SBE Policies	Tab F
	• Native American Education and Root Cause Analysis	Tab G
	• ESSA Update	Tab H
	• Statewide Assessment	Tab I
1:00 p.m. -2:00 p.m.	School Tour	
2:00 p.m. – 3:30 p.m.	Continuation of Board Reports and Updates	
3:30 p.m. – 5:00 p.m.	Wyoming Statewide System of Support- Joel Dvorak	Tab J
	State Board of Education Meeting Recess	

April 29, 2016
 Washakie County School District #1 Administration Building
 1900 Howell
 Worland Wyoming

	Continuation of State Board of Education meeting	
8:00 a.m.- 9:00 a.m.	SBE Committee Reports <ul style="list-style-type: none"> • Administrative Committee • Communication Committee 	
9:00 a.m. – 9:45 a.m.	Professional Learning Communities- Jason Hillman and Scott Schiller	
9:45 a.m. – 10:15 p.m.	Strategic Plan Session- Paige Fenton Hughes	Tab K
10:15 a.m. – 10:30 a.m.	<u>Action Items:</u> <ul style="list-style-type: none"> • Chapter 3 Rules- Rules of Practice and Procedure • Next year Meeting Schedule 	Tab L
		Tab M
10:30 a.m.- 10:45 a.m.	Other issues, concerns, discussion, public comment:	
	Adjourn	



ACTION SUMMARY SHEET

DATE: April 28, 2016

ISSUE: Approval of Agenda

BACKGROUND:

SUGGESTED MOTION/RECOMMENDATION:

To approve the Agenda for the April 28, 2016 State Board of Education meeting.

SUPPORTING INFORMATION ATTACHED:

- Agenda

PREPARED BY: Chelsie Oaks

Chelsie Oaks, Executive Assistant

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

COMMENTS:



WYOMING STATE BOARD OF EDUCATION

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	Adjourn	



ACTION SUMMARY SHEET

DATE: April 28, 2016

ISSUE: Approval of Minutes

BACKGROUND:

SUGGESTED MOTION/RECOMMENDATION:

To approve the minutes from the State Board of Education meeting on March 28, 2016 and March 31, 2016

SUPPORTING INFORMATION ATTACHED:

- Minutes of March 28, 2016
- Minutes of March 31, 2016

PREPARED BY: Chelsie Oaks

Chelsie Oaks, Executive Assistant

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

COMMENTS:

WYOMING STATE BOARD OF EDUCATION
March 17-18, 2016
Hulett Community Center
401 Sager Street
Hulett, Wyoming

Wyoming State Board of Education members present: Pete Gosar, Kathy Coon, Ken Rathbun, Jillian Balow, Sue Belish, Nate Breen, Scotty Ratliff, Robin Schamber, Kathy Sessions, Walt Wilcox and Belenda Willson (by phone)

Members absent: Hugh Hageman and Jim Rose

Also present: Chelsie Oaks, WDE; Brent Young, WDE; Paige Fenton Hughes, SBE Coordinator; Mackenzie Williams, Attorney General's Office (AG); Shelly Andrews, WDE; Laurie Hernandez, WDE; Monica Mosier, WDE; Joel Dvorak, WDE; Brent Bacon, WDE; and Kathy Scheurman, WEA

March 17th, 2016

ORDER ON GUILD CHARTER SCHOOL HEARING

Scotty Ratliff moved to approve the order as submitted to the board from board attorney, Mackenzie Williams, Nate Breen seconded.

Walt Wilcox and Robin Schamber recused themselves from the vote.

The motion carried.

March 18, 2016

CALL TO ORDER

Chairman Pete Gosar called the meeting to order at 8:07 a.m.

Chelsie Oaks conducted roll call and established that a quorum was present.

APPROVAL OF AGENDA

Ken Rathbun moved to approve the agenda as presented, seconded by Sue Belish.

Sue Belish requested the agenda be revised to include the Wyoming Statewide System of Support after the Treasurer's report.

The motion carried.

APPROVAL OF MINUTES

Minutes from the February 22, 2016 State Board of Education meeting were presented for approval.

Kathy Coon moved to approve the minutes as presented, seconded by Nate Breen; the motion carried.

TREASURER'S REPORT

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

Scotty Ratliff moved to approve the presented Treasurer's Report, Walt Wilcox seconded; the motion carried.

WYOMING STATEWIDE SYSTEM OF SUPPORT

Dr. Joel Dvorak reviewed the Comprehensive Framework for a Statewide System of Support for Wyoming provided in the board meeting packet.

The board discussed the system of support needed to be an infrastructure and not just services to districts. Additional feedback was requested for assessing the system, work on the development of specific adult behaviors, training for the WDE staff and further refining the deployment of the system.

Dr. Dvorak will return to the board in April to present a final plan.

SBE COMMITTEE REPORTS

Communication Committee

Paige Fenton Hughes, SBE Coordinator, provided the board with a copy of the 2016 Wyoming State Board of Education Legislative Priorities Communications Packet and gave a brief update from the last committee meeting.

Administration Committee

Paige Fenton Hughes reported on the last Administration Committee meeting where they discussed assessment committees and the SBE Coordinator position. The committee agreed to advertise the position and that Paige would complete all the necessary paperwork to post the position for interviews.

The board additionally, discussed deliverables of the position and the timeline to get the position filled. Scotty Ratliff moved that the SBE Administration Committee have the authority to move forward on filling the SBE position, seconded by Kathy Coon; the motion carried.

The committee hoped that they would be able to present a candidate at the April meeting for the Board's vote.

RESTRUCTURING PLANS UPDATE

Brent Bacon, Chief of Academics, WDE, gave an update on the current status of restructuring plans and that they are no longer required under the Every Student Succeeds Act. The department is still determining the next steps and are seeking answers from United States Department of Education before any final decisions will be made. Brent Bacon will keep the board updated on what is determined for this year.

RECOMMENDATION OF COURT ORDERED PLACEMENT OF STUDENTS

Jo Ann Numoto, WDE, presented the Devereux-FL, Viera Campus as an approved facility for court ordered placement of students.

Jillian Balow moved to designate Devereux-FL, Viera Campus as an approved facility for court ordered placement of students and subsequent educational payments pursuant to Section 9 and 10 of Chapter 14, SBE Rules and Regulations and completion of the review. Seconded by Kathryn Sessions, the motion carried.

SCIENCE STANDARDS

Scotty Ratliff moved to approve the process to open the Science Standards documents for public input, Jillian Balow seconded; the motion carried.

ELA EXTENDED STANDARDS

Sue Belish moved to approve the process to open only the K-1 ELA Extended Standards for public input, seconded by Nate Breen.

The board discussed the need to re-release of these standards and what implications could result from re-releasing.

Sue Belish revised her motion to state, I move to approve the process to open only the K-1 ELA Extended Standards for public input due to a technical error in the promulgation of the rules, Nate Breen seconded; the motion carried

Walt Wilcox moved to add the extended standards to the official standards review calendar as presented and that the definition be included. Ken Rathbun second, the motion carried.

CHAPTER 31 RULES REVISIONS

Shelly Andrews, WDE, reviewed the Chapter 31 rules revisions on graduation requirements materials in the packet. She discussed with the board where these rules are at in the process, options that the board has, and background on what has already happened.

Sue Belish clarified with Shelly Andrews that the only option the board has left it is to fully revise Chapter 31 Rules. Sue then proposed a recommendation that she believed would best accomplish the necessary rule revisions. The board reviewed her recommendation at length.

Shelly told the board that she did not need a final decision today, but the board would need to by April 1, 2016. The board suggested that Shelly work with the Administration Committee on the final draft of the rules and a special meeting will be held March 31st, 2016 at 8:00 a.m. for a final vote.

NEXT MEETING

Pete Gosar asked that members be thinking of about meeting schedules for the coming year.

The Board's next meeting will take place in Worland, April 28-29, 2016

The meeting adjourned at 12:45 p.m.

DRAFT

WYOMING STATE BOARD OF EDUCATION
March 31st
GoToMeeting

Wyoming State Board of Education members present: Pete Gosar, Kathy Coon, Ken Rathbun, Jillian Balow, Sue Belish, Scotty Ratliff, Jim Rose, Robin Schamber, Walt Wilcox and Belenda Willson

Absent: Nate Breen, Hugh Hageman, and Kathryn Sessions

Also present: Paige Fenton Hughes, SBE Coordinator; Chelsie Oaks, WDE; Mackenzie Williams, Attorney General's Office (AG); Kevin Mitchell, Park County School District # 1; Gerry Chase, Johnson County School District #1

CALL TO ORDER

Chairman Pete Gosar called the meeting to order at 8:00 a.m.

Chelsie Oaks conducted roll call and established that a quorum was present.

APPROVAL OF AGENDA

Belenda Willson moved to approve the agenda as presented, seconded by Sue Belish, the motion carried.

REVISION OF THE WYOMING DEPARTMENT OF EDUCATION'S CHAPTER 31 RULES ON GRADUATION REQUIREMENTS

Shelly Andrews, WDE, reviewed the memo on Chapter 31 Rules provided in the board packet from WDE Liaison, Brent Young.

Kevin Mitchell, Superintendent of Park County School District #1, gave public comment on his support of all the work that has been done with the revisions of the rules.

Gerry Chase, Superintendent of Johnson County School District #1, gave public comment on his support of the revised rules and the alignment and coherence within them.

Sue Belish noted that the SBE Administration Committee really thought about the districts and wanted them to have enough guidance and consistency in the revised rules.

Scotty Ratliff moved to adopt Emergency Rules, Revised Chapter 31, Graduation Requirements, as proposed, and approval to move forward with regular rules promulgation to revise Chapter 31. Seconded by Belenda Willson; the motion carried unanimously.

Representative Albert Sommers thanked the Board for its work on the rules and commented that if there is pushback he will support the Board.

Dicky Shanor, Chief of Operations, WDE, gave a brief update on the SBE Coordinator position and asked the Board for input on a preference of contracts and if the Board would be willing to contribute to funding the position.

After a brief discussion, Chairman Gosar, requested that the conversation be continued in the April meeting, and that the Board was currently in a special meeting and needed to stick to the agenda.

The State Board of Education meeting adjourned at 8:29 a.m.

DRAFT



**ACTION SUMMARY SHEET
STATE BOARD OF EDUCATION**

DATE: April 28, 2016

ISSUE: Approval of Treasurer's Report

BACKGROUND: The State Board of Education budget for the period ending April 5, 20146 shows a balance of \$145,214.07

SUGGESTED MOTION/RECOMMENDATION:

To approve the Treasurer's Reports as submitted.

SUPPORTING INFORMATION ATTACHED:

- State Board Budget Summary ending April 28, 2016

PREPARED BY: Chelsie Oaks

Chelsie Oaks, Executive Assistant

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

COMMENTS:

State Board of Education Reporting Period of Mar 11th - Apr 5th, 2016 Expenditures

Date	Object	Amount	Vendor Name	Description	App Unit
Personal Services (0100 series)					
28-Mar-2016	0104	10,416.64		Salaries	009
25-Mar-2016	0105	796.88		Employer Paid Benefits	009
28-Mar-2016	0105	113.54		Worker's Compensation: 2/29/20016	009
		11,327.06			
Supportive Services (0200 series)					
28-Mar-2016	0221	76.50	PAIGE FENTON HUGHES	M&IE/Casper, WY	009
28-Mar-2016	0221	156.60	PAIGE FENTON HUGHES	Mileage/Casper, WY	009
28-Mar-2016	0221	89.00	PAIGE FENTON HUGHES	Lodging/Casper, WY	009
		322.10			
App Unit 009	Total	\$11,649.16			

Date	Object	Amount	Vendor Name	Description	App Unit
Personal Services (0100 series)					
28-Mar-2016	0104	600.00		Salaries	001
28-Mar-2016	0105	45.90		Employer Paid Benefits	001
		645.90			
Supportive Services (0200 series)					
16-Mar-2016	0221	109.00	Nathan Breen	Per Diem SBE Charter School Hearing Casper, WY 2/20/16	001
28-Mar-2016	0221	76.50	PAIGE FENTON HUGHES	M&IE/Cheyenne, WY	001
28-Mar-2016	0221	131.99	PAIGE FENTON HUGHES	Lodging/Cheyenne, WY	001
28-Mar-2016	0221	156.60	PAIGE FENTON HUGHES	Mileage/Casper, WY	001
28-Mar-2016	0221	156.60	PAIGE FENTON HUGHES	Mileage/Casper, WY	001
28-Mar-2016	0221	156.60	PAIGE FENTON HUGHES	Mileage/Casper, WY	001
28-Mar-2016	0221	229.50	PAIGE FENTON HUGHES	M&IE/Cheyenne, WY	001
28-Mar-2016	0221	280.50	PAIGE FENTON HUGHES	M&IE/Cheyenne, WY	001
28-Mar-2016	0221	293.76	PAIGE FENTON HUGHES	Mileage/Cheyenne, WY	001
28-Mar-2016	0221	293.76	PAIGE FENTON HUGHES	Mileage/Cheyenne, WY	001
28-Mar-2016	0221	293.76	PAIGE FENTON HUGHES	Mileage/Cheyenne, WY	001
28-Mar-2016	0221	527.96	PAIGE FENTON HUGHES	Lodging/Cheyenne, WY	001
28-Mar-2016	0221	659.95	PAIGE FENTON HUGHES	Lodging/Cheyenne, WY	001
31-Mar-2016	0221	115.50	CHELSIE OAKS	M&IE/Hulett, WY	001
31-Mar-2016	0221	172.78	CHELSIE OAKS	Lodging/Hulett, WY	001
31-Mar-2016	0221	27.25	Nathan Breen	Per Diem SBE Meeting 2/22/16	001
31-Mar-2016	0221	-218.00	PETER T GOSAR	Per Diem-SBE Meeting Feb. 22, 2016 Cheyenne, WY	001
31-Mar-2016	0221	-159.84	PETER T GOSAR	Mileage-SBE Charter School Hearing Casper, WY 2/20/16	001
31-Mar-2016	0221	-109.00	PETER T GOSAR	Per Diem-SBE Charter School Hearing Casper, WY 2/20/16	001
31-Mar-2016	0221	-52.92	PETER T GOSAR	Mileage-SBE Meeting Feb. 22, 2016 Cheyenne, WY	001
31-Mar-2016	0221	52.92	PETER T GOSAR	Mileage-SBE Meeting Feb. 22, 2016 Cheyenne, WY	001

31-Mar-2016	0221	52.92	PETER T GOSAR	Mileage-SBE Meeting Feb. 22, 2016 Cheyenne, WY	001
31-Mar-2016	0221	109.00	PETER T GOSAR	Per Diem-SBE Charter School Hearing Casper, WY 2/20/16	001
31-Mar-2016	0221	109.00	PETER T GOSAR	Per Diem-SBE Charter School Hearing Casper, WY 2/20/16	001
31-Mar-2016	0221	159.84	PETER T GOSAR	Mileage-SBE Charter School Hearing Casper, WY 2/20/16	001
31-Mar-2016	0221	159.84	PETER T GOSAR	Mileage-SBE Charter School Hearing Casper, WY 2/20/16	001
31-Mar-2016	0221	218.00	PETER T GOSAR	Per Diem-SBE Meeting Feb. 22, 2016 Cheyenne, WY	001
31-Mar-2016	0221	218.00	PETER T GOSAR	Per Diem-SBE Meeting Feb. 22, 2016 Cheyenne, WY	001
31-Mar-2016	0221	166.00		206MV9571	001
4-Apr-2016	0221	27.25	KATHRYN L SESSIONS	Per Diem-SBE Meeting Cheyenne, WY 2/22/16	001
4-Apr-2016	0221	109.00	KATHRYN L SESSIONS	Per Diem-SBE Charter School Hearing Casper, WY 2/20/16	001
4-Apr-2016	0221	327.00	KATHRYN L SESSIONS	Per Diem - SBE Meeting 3/17-18, 2016 Hulett, WY	001
4-Apr-2016	0221	334.80	KATHRYN L SESSIONS	Mileage - SBE Meeting 3/17-18, 2016 Hulett, WY	001
4-Apr-2016	0221	151.20	KATHY E COON	Mileage - SBE Meeting w/ Governor 2/15/16 Cheyenne, WY	001
4-Apr-2016	0221	174.96	KATHY E COON	Mileage - SBE Meeting 3/17-18, 2016 Hulett, WY	001
4-Apr-2016	0221	218.00	KATHY E COON	Per Diem - SBE Meeting w/ Governor 2/15/16 Cheyenne, WY	001
4-Apr-2016	0221	327.00	KATHY E COON	Per Diem - SBE Meeting 3/17-18, 2016 Hulett, WY	001
4-Apr-2016	0221	79.92	KENNETH C RATHBUN	Mileage - SBE Meeting 3/17-18, 2016 Hulett, WY	001
4-Apr-2016	0221	109.00	KENNETH C RATHBUN	Per Diem - SBE Meeting 3/17-18, 2016 Hulett, WY	001
4-Apr-2016	0221	135.00	KENNETH C RATHBUN	Mileage - SBE Meeting w/ Governor 2/15/16 Cheyenne, WY	001
4-Apr-2016	0221	218.00	KENNETH C RATHBUN	Per Diem - SBE Meeting w/ Governor 2/15/16 Cheyenne, WY	001
4-Apr-2016	0221	327.00	Nathan Breen	Per Diem - SBE Meeting 3/17-18, 2016 Hulett, WY	001
4-Apr-2016	0221	52.92	PETER T GOSAR	Mileage - SBE Meeting w/ Governor 2/15/16 Cheyenne, WY	001
4-Apr-2016	0221	54.50	PETER T GOSAR	Per Diem - SBE Meeting w/ Governor 2/15/16 Cheyenne, WY	001
4-Apr-2016	0221	327.00	PETER T GOSAR	Per Diem - SBE Meeting 3/17-18, 2016 Hulett, WY	001
4-Apr-2016	0221	342.36	PETER T GOSAR	Mileage - SBE Meeting 3/17-18, 2016 Hulett, WY	001
4-Apr-2016	0221	64.80	SCOTT J RATLIFF	Mileage-SBE Charter School Hearing Casper, WY 2/20/16	001
4-Apr-2016	0221	109.00	SCOTT J RATLIFF	Per Diem-SBE Charter School Hearing Casper, WY 2/20/16	001
4-Apr-2016	0221	257.04	SCOTT J RATLIFF	Mileage-SBE Meeting Cheyenne, WY 2/22/16	001
4-Apr-2016	0221	327.00	SCOTT J RATLIFF	Per Diem - SBE Meeting 3/17-18, 2016 Hulett, WY	001
4-Apr-2016	0221	327.00	SCOTT J RATLIFF	Per Diem-SBE Meeting Cheyenne, WY 2/22/16	001
4-Apr-2016	0221	87.48	SUZANNE BELISH	Mileage-SBE Charter School Hearing Casper, WY 2/20/16	001
4-Apr-2016	0221	109.00	SUZANNE BELISH	Per Diem-SBE Charter School Hearing Casper, WY 2/20/16	001
4-Apr-2016	0221	137.16	SUZANNE BELISH	Mileage - SBE Meeting 3/17-18, 2016 Hulett, WY	001
4-Apr-2016	0221	279.72	SUZANNE BELISH	Mileage-SBE Meeting Cheyenne, WY 2/22/16	001
4-Apr-2016	0221	327.00	SUZANNE BELISH	Per Diem - SBE Meeting 3/17-18, 2016 Hulett, WY	001
4-Apr-2016	0221	327.00	SUZANNE BELISH	Per Diem-SBE Meeting Cheyenne, WY 2/22/16	001
4-Apr-2016	0221	27.25	WALT WILCOX	Per Diem-SBE Charter School Hearing Casper, WY 2/20/16	001
4-Apr-2016	0221	192.24	WALT WILCOX	Mileage-SBE Meeting Cheyenne, WY 2/22/16	001
4-Apr-2016	0221	218.00	WALT WILCOX	Per Diem-SBE Meeting Cheyenne, WY 2/22/16	001
4-Apr-2016	0221	222.48	WALT WILCOX	Mileage - SBE Meeting 3/17-18, 2016 Hulett, WY	001
4-Apr-2016	0221	327.00	WALT WILCOX	Per Diem - SBE Meeting 3/17-18, 2016 Hulett, WY	001
31-Mar-2016	0231	21.99	Office Depot	Office Supplies	001
31-Mar-2016	0234	87.02	WalMart SuperCenter	Food	001

31-Mar-2016	0234	160.81	Casper Petroleum Club	Food	001
31-Mar-2016	0234	200.00	Laramie County Library	Food	001
31-Mar-2016	0234	535.00	Ponderosa Café & Bar	Food	001
31-Mar-2016	0240	143.58	GOTOCITRIX.COM	Subscription for conferences	001
		12,190.25			
Data Processing Charges (0400 series)					
24-Mar-2016	0420	253.73	Telecommunications (206TC5125)		001
		253.73			
Professional Services (0900 series)					
3/1716	0901	262.50	Merrilyn F Walz inc	Court Rpting Svcs Guild Charter School Appeal Feb	001
		262.50			
App Unit 001 Total		\$12,706.48			

WYOMING DEPARTMENT OF EDUCATION

State Board of Education

FY15 Budget

1 JULY 2014 thru 5th APRIL 2016

SUMMARY REPORT

DESCRIPTION	BUDGETED	EXPENDED	ENCUMBERED	REMAINING BALANCE	Percentage
Personal Services (0100 series)					
[App Unit 001]	60,000.00	46,255.66		13,744.34	22.91%
Supportive Services (0200 series)					
[App Unit 001]	154,840.00	147,361.84		7,478.16	4.83%
Data Processing Charges (0400 series)					
[App Unit 001]	6,031.00	5,343.56		687.44	11.40%
Professional Services (0900 series)					
[App Unit 001]	62,841.00	45,702.11	8,529.75	8,609.14	13.70%
	283,712.00	244,663.17	8,529.75	30,519.08	10.76%
DESCRIPTION	BUDGETED	EXPENDED	ENCUMBERED	REMAINING BALANCE	Percentage
Personal Services (0100 series)					
[App Unit 009]	266,500.00	239,570.97		26,929.03	10.10%
Supportive Services (0200 series)					
[App Unit 009]	63,500.00	39,776.88		23,723.12	37.36%
Professional Services (0900 series)					
[App Unit 009]	120,000.00	55,957.16		64,042.84	53.37%
	450,000.00	335,305.01		114,694.99	25.49%
TOTAL	733,712.00	579,968.18	8,529.75	145,214.07	19.79%



WYOMING
DEPARTMENT OF EDUCATION

*Creating Opportunities
for Students to Keep
Wyoming Strong*

Jillian Balow

Superintendent of Public Instruction

Dicky Shanor

Chief of Staff

Brent Bacon

Chief Academic Officer

Brent Young

Chief Policy Officer

Dianne Bailey

Chief Operations Officer



Cheyenne Office

Hathaway Building, 2nd Floor
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Riverton Office

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Riverton, WY 82501
Phone: (307) 857-9250
Fax: (307) 857-9256

On the Web

edu.wyoming.gov
wyomingmeasuresup.com

April 28-29, 2016 Update from Superintendent Balow

Dear Chairman Gosar and Members of the SBE:

State Board members and several WDE leaders traveled to Washington, DC earlier this month for updates and information, mostly about the Every Student Succeeds Act (ESSA). If I can impart one takeaway it is this:

While states have a great degree of flexibility to make education decisions, ESSA provides a framework to ensure that the focus remains on student outcomes. There will be changes in Wyoming education and much will remain the same. I remain enthused about where Wyoming is with accountability and assessment in particular.

Planning for and implementation of ESSA is taking place across the agency. In addition, here are briefs from the WDE divisions:

Individual Learning:

In May, you will have an opportunity to meet Lisa Weigel, Individual Learning Division Director, and some of her team members. Lisa joined our leadership team from Converse County #1 where she was a Principal and the Special Services Director. In addition to reorganizing the work of her division for increased efficiency, the technical assistance provided to districts is also reorganized with collaboration and data driven professional development at the forefront.

Finance:

Finance Division Director, Trent Carroll, is meeting with teams across the agency to map out universal cuts, penny cuts, and other cuts incurred. The cuts are deep and, in many areas, the way we do business will change dramatically. Trent will meet with SBE leadership to go through the same exercise.

Accountability:

GEAR UP is within the Accountability Division and staff works closely with K12 schools, community colleges, and UW. The program coordinator, Tracy Stibitz, overhauled and streamlined the reporting process for the federal Annual Performance Report (APR). Julie Magee is the Director for the Accountability Division.

Information Management:

The School District Technology Directors Conference, sponsored by WDE, was well attended, including by Governor Mead. Also, the division is working on migrating major software to a new

platform. This project has been stalled for over four years and is moving forward with adept leadership by Aaron Roberts and his expert team.

Communications:

The Comms Division, led by Kari Eakins, completed the migration of the website onto a new platform, and is currently developing the State Board and Wyoming Measures Up websites. Work continues on the Hathaway coloring book, development of ESSA materials, and conference materials.

Student Support:

Rob Bryant, Student Support Division Director, and his team reorganized their work to place ESSA planning and implementation as the priority. The ESSA work is agency-wide and meaningfully engages stakeholders outside of WDE. Rob's team regularly works across divisions and with school districts to ensure that everyone has the information they need about federal funds and programming. Federal funding will look much different under ESSA.

It is impossible to capture all of the work of WDE in brief updates. Again, we look forward to having Lisa and her team present in May.

My Best,

Jillian

Jillian Balow, State Superintendent



April 21, 2016

MEMORANDUM

To: State Board of Education

From: Paige Fenton Hughes, Coordinator

RE: Legislative Tasks

You'll find in your packet a copy of a memo to Pete regarding interim legislative topics and required reports. The first task is to report on the duties of the board as prescribed by law. You'll recall that last fall we included in our October 15 report a request to the Joint Education Committee to wait until after the NASBE grant work reviewing policies, rules, and statutes is completed before we report to the committee. They granted our request. So at this time, we are working on that comprehensive review. Once that is completed, we can report to the committee on the duties prescribed by law and make any recommendations the board might have.

Regarding the report on standards review and the basket of goods, Laurie Hernandez has completed that report and submitted it on behalf of the board when appropriate. Last year she even prepared a "pre-report" for us to include in our October report in case legislators were getting questions about the science standards.

The board is required this year to present a report by September 1 regarding the state governance structure and the necessity of the coordinator position. This task is required so the committee can consider the continued funding for the position in future years. I will draft the bulk of this report for you and have it ready for your review in the summer.

The board is required to report to the select committee on accountability prior to the release of the RFP for the statewide assessment vendor. Deb and her team are working with a consultant to craft the RFP, and Brent will keep the board in the loop as this process moves forward. WDE will review the RFP with the board before the update goes to the select committee. This item goes along with the required report to the select committee on the recommendations related to specialty assessments. At your last meeting, Deb made some recommendations to the board about how she wanted to proceed with assembling the required committees and beginning the work. She and Brent will keep you in the loop as the work proceeds, and you can review the recommendations before the report is finalized. WDE assessment and finance teams will report to the legislature on the expenditure of funds to support these specialty assessment committees.

The rest of the work in the legislative memo pertains to the alternative school accountability model development and the setting of target levels for the model through the work of the PJP. As you can see, the board is required to provide information to the legislative committees about the work of setting targets for the alternative schools accountability model; however, the final reporting dates are a couple of years away. We will not be having a PJP this fall, but we will need to have one in 2017 to pilot the alternative schools model.



WYOMING LEGISLATIVE SERVICE OFFICE

Memorandum

DATE March 29, 2016
TO Pete Gosar, Chairman, State Board of Education
FROM Tania Hytrek, Operations Administrator, Legislative Service Office
SUBJECT Required Reporting to Legislature – 2016 Interim

This memo is to advise you of several reporting requirements of the State Board of Education to the Wyoming Legislature for the upcoming interim. Reports are to be submitted to the Joint Education Committee and/or Select Committee on Statewide Education Accountability. A few reports have been required by statute on an annual basis over the years, and a number are more recent and time-limited reporting requirements.

On-going Reporting Requirements

Report	Authority
Review of duties prescribed by law and report to the Joint Education Committee on recommendations for modification as necessary.	W.S. 21-2-304(c)
Not later than December 1, at least once every nine (9) years, report to the Joint Education Committee on a Board review of the content and performance standards and the basket of goods as imposed by W.S. 21-9-101 and 21-9-102.	W.S. 21-2-304(c)

2016 Budget Session Reporting Requirements

Report	Authority
Not later than September 1, 2016, report to the Joint Education Committee on the governance structure of the board and the necessity of the coordinator position.	2016 Wyoming Session Laws, Chapter 31, Section 2, Section 206, Footnote 4
Report to the Select Committee on Statewide Education Accountability at least thirty (30) days prior to the release of any Request for Proposals to secure a vendor for the statewide student assessment.	2016 Wyoming Session Laws, Chapter 113, Section 4(c).
Not later than September 1, 2016, report to the Select Committee on Statewide Education Accountability recommendations related to specialty assessments, together with any recommended statutory revisions.	2016 Wyoming Session Laws, Chapter 113, Section 5(c).
Not later than December 31, 2016, report to the Select Committee on Statewide Education Accountability any expenditure of the funds (\$10,000) appropriated to pay the per diem and travel expenses of the	2016 Wyoming Session Laws, Chapter 113, Section 6(a).

Report	Authority
<p>specialty assessment committees.</p> <p>Periodically report to the Select Committee on Statewide Education Accountability and the Joint Education Interim Committee on the proposed target levels for the performance levels specific to alternative schools, with a final report to be submitted not later than October 15, 2018.</p>	<p>2016 Wyoming Session Laws, Chapter 108, Section 1(d).</p>
<p>Not later than October 15, 2018, report to the Select Committee on Statewide Education Accountability and the Joint Education Interim Committee the progressive multi-tiered system of support and interventions and consequences targeted specifically to alternative schools.</p>	<p>2016 Wyoming Session Laws, Chapter 108, Section 1(e).</p>
<p>Not later than December 31, 2018, report to the Select Committee on Statewide Education Accountability and the Joint Education Interim Committee any expenditure of the funds (\$6,500) appropriated to pay per diem and mileage of members serving on the panel of professionals convened to set target performance levels for alternative schools.</p>	<p>2016 Wyoming Session Laws, Chapter 108, Section 4(a).</p>
<p>Not later than December 31, 2018, report to the Select Committee on Statewide Education Accountability and the Joint Education Interim Committee any expenditure of funds (\$3,500) appropriated to pay the per diem and mileage of members serving on the alternative school technical advisory group.</p>	<p>2016 Wyoming Session Laws, Chapter 108, Section 4(b).</p>

The Management Council requests that copies of the reports be provided to LSO both in hard copy and in electronic format. Please provide 17 hard copies (31 for 2 committees) to LSO to distribute to the committee noted above and send electronic copies of the above reports to criss.carlson@wyoleg.gov and tania.hytrek@wyoleg.gov. If the Board is sending copies of the reports directly to Committee members, please provide just three hard copies to LSO along with a statement that the report was also sent directly to Committee members. The Management Council also urges the Board to post legislative reports on the Board's website.

Please let me know if you have questions and if this office can be of further assistance.

CC: Senator Coe and Representative Northrup, Joint Education Committee Cochairmen
 Senator Ross and Representative Harshman, Joint Appropriations Committee Cochairmen
 Mary Kay Hill, Governor's Office
 Jillian Balow, Superintendent of Public Instruction, Department of Education
 Paige Fenton Hughes, Coordinator, State Board of Education
 Don Richard, Legislative Service Office
 Matt Obrecht, Legislative Service Office

WYOMING LEGISLATIVE SERVICE OFFICE Memorandum

LSO SCHOOL FINANCE SECTION • 213 State Capitol • Cheyenne, Wyoming 82002
 TELEPHONE (307)777-7881 • FAX (307)777-5466 • E-MAIL lso@wyoleg.gov • WEB SITE www.wyoleg.gov



April 21, 2016

MEMORANDUM

To: State Board of Education

From: Paige Fenton Hughes, Coordinator

RE: NASBE Grant Work and Policy Manual Updates

Nate, Pete, Brent Bacon, and I attended the NASBE Legislative Conference in Washington, DC recently. Nate and Pete can provide you with their thoughts about the conference. As you can imagine, the bulk of the sessions were related to ESSA and how it affects the work of state boards. We also attended a technical assistance session for just the Standards-Based System grant states. Again, the presentation focused on ESSA. That topic wasn't the most pertinent to the work we are addressing in our grant, but was really good information nevertheless.

The bulk of the work we are doing is around alignment of policies, rules, and statutes. At this point, most of the tasks are for Chelsie and me. NASBE provided us a template to use to review all of our policies and rules...and eventually state statutes. There is a template for each of the circles in the NASBE standards-aligned systems diagram (remember when Francis presented that to us in Saratoga?). For example, there is a template for expectations, one for measure of effectiveness, one for accountability, and so on. Chelsie and I have gone through each policy and each set of rules for which the board is responsible. We have determined which category each policy and set of rules pertains to, charted dates of approval, and then made notes about whether the policy or set of rules needs revisited. We have time scheduled to begin to review the alignment of statutes, so we will have an update for you at the meeting about how that is going.

As you can imagine, this work is leading us to more work☺ I would like to discuss with you at the meeting how you want to go about considering the policy reviews and making updates to the policy manual. I suggest we wait to begin until we are done with the review of the statutes. That way we will know the intertwined nature of the reviews (how they will affect each other). Some of the policies just need the statutory reference updated. Some, however, need a more substantive review. I believe it would make sense to simply read the policies that need a statutory update one time and approve them at the subsequent meeting. For the policies that need different kinds of updates, do you want to have more than two readings? Or will having one reading and then approval be enough? None of these revisions are complicated, so I don't think we need to have a complicated process for this manual updating. I also suggest we spread these out over the next few meeting agendas. Let's talk about how you want to move forward, and then we'll get it planned.



WYOMING
DEPARTMENT OF EDUCATION

*Creating Opportunities
for Students to Keep
Wyoming Strong*

Jillian Balow

Superintendent of Public Instruction

Dicky Shanor

Chief of Staff

Brent Bacon

Chief Academic Officer

Brent Young

Chief Policy Officer

Dianne Bailey

Chief Operations Officer



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Riverton Office

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On the Web

edu.wyoming.gov
wyomingmeasuresup.com

04/15/2016

Chairman Gosar:

The following items will be discussed at the April 28 and 29 meeting of the Wyoming State Board of Education on behalf of the Wyoming Department of Education:

Native American Education and Root Cause Analysis

Wyoming Department of Education staff facilitated a data and root cause analysis retreat with Fremont County schools that were identified as priority schools for our system of support. This retreat occurred on April 14 and 15. I will provide a summary of that work.

Assessment Update

Your packet will contain updated information from Deb Lindsey in regards to the status of RFP development for our new assessment system and information related to the “Specialty Committees” we are assembling as required from EA55.

Chapter 31 Update

On April 13, 2016, WDE staff along with staff from the Attorney General’s Office, Legislative Service Office, and the Governor’s Office met to discuss the next steps for Chapter 31 rules. It was decided at this meeting that the emergency rules that the Board approved at your March, 2016, meeting would go forward with the recommendation for approval from the Governor. The Governor did sign the emergency rules and we are now waiting for the review from LSO.

Moving forward with developing regular rules through a comprehensive review of HB019, Chapter 6, 10, and 31 rules was a recommendation that came from this meeting. WDE staff from the Leadership, Assessment, Accreditation and Standards teams met on April 18, 2016 with Mackenzie Williams to discuss our next steps in moving forward

During this work we will be sharing drafts of the rules with the Board, Attorney General’s Office, LSO, and the Governor’s Office. Our draft of the rules will be accompanied by notes that provide support of the new rules language based on the comprehensive review of the documents listed above.

ESSA Update

In your packet is an slide deck that WDE has created for the Every Student Succeeds Act (ESSA). This will provide a framework for the discussions as we begin to work with our stakeholders. I've placed this in your packet for your information. Other updates on ESSA will be received from Board members and WDE staff that attended the recent events in Washington D.C.

April 2016 Data/School Improvement Planning Retreat Summary

As a component of the Statewide System of Support, a cross-team group of WDE staff were in Riverton on April 14-15, facilitating the data/school improvement planning retreat for nearly 40 staff from the following schools:

- Fort Washakie Middle School
- Arapahoe Elementary (K-8)
- Wyoming Indian Elementary
- Wyoming Indian Middle School
- Wyoming Indian High School

Feedback from the participating schools was quite positive. Staff noted that the organization was very good, the time was well spent, and that they appreciated being able to work collaboratively. They reported they had “powerful discussions” with their teams and the WDE’s “excellent” facilitators. In the words of one of the participants, *“The process was awesome. These data days need to continue. I would like to have data days with WDE staff!”* The full plus/delta is presented below.

The activities and the process mirrored what occurred in February with Riverton High School, with a few changes which included the following:

- placed all of the WDE-provided data and associated handouts in a google folder that was shared with the school principal and district staff a couple of days in advance of the meeting, and
- provided hard copies of the reports and handouts in two binders for use at the tables, and
- created a Powerpoint presentation to address the general session content, and
- trained table facilitators (WDE staff) who guided the discussions with each of the five schools.

WDE views the data/school improvement planning retreats as both an opportunity to assist schools in focusing their school improvement efforts as well as an opportunity to build internal capacity on the interpretation and use of data. In terms of follow up, WDE staff plan to further develop the Powerpoint to make it easier for others to facilitate the general sessions and to conduct more in-depth training on the data reports for table facilitators. There will also be a debrief session with the facilitators to hear from them about what worked and what should be improved. Additionally, the remaining schools will be contacted to schedule their retreat sessions, building feedback and on lessons learned with the first two rounds of retreats.

Plus	Delta
The organization of each part was well done.	Rotate Facilitators
Well organized.	Should be done earlier in the year.
Very powerful discussions and Data session	Need follow up sessions.
Time was well spent.	Add a day to evaluate the School Improvement Plan with the WDE staff.
It was valuable to have the time to discuss problems and solutions to our individual and common issues.	More guidance with respect to the data analysis.
Materials	Would like assistance with collaboration across the county.
Herding of the cats	It was hard to hear people at our table.
Being able to work collaboratively	Capture the groups’ questions and answer

Overview of reports -- Facilitators did a fantastic job guiding discussions.	Help with examples on School Improvement Plan
Having facilitators at each table	Follow up
Great opportunity	More time on the root cause discussion
Multiple facilitators was excellent	Lectures were lengthy
Clear expectations	
Good overview of the data	
Root cause discussion was good	
Excellent Facilitation	
Root cause	
Compliments	
You did very well, keep it up!	
Thank you very much for your help!	
The process was awesome. These data days need to continue. I would like to have data days with WDE staff!	

EVERY STUDENT SUCCEEDS ACT

April 2016 Update

WYOMING
DEPARTMENT OF EDUCATION





Presentation Overview

- How we got here
- ESSA highlights
- Impact on Standards, Assessments, and Accountability Measures
- Changes to School Improvement Interventions
- Effects on Teacher and Leader Quality
- Transition Timeline
- ESSA Implementation Details



Background

The Elementary and Secondary Education Act (ESEA) was first passed in 1965, emphasizing equal access to education for all children.



Accountability in Wyoming

In 2012, the Wyoming Accountability in Education Act was signed into law, creating a new state accountability system for Wyoming.



Every Student Succeeds Act

The Every Student Succeeds Act (ESSA) reauthorizes the Elementary and Secondary Education Act to create a long-term, stable federal policy that gives states additional flexibility and encourages innovation, while at the same time holding us accountable for results.



ESSA Highlights

- Limits power of federal government to set education policy for states
- Increases state flexibility to design accountability systems, interventions and student supports
- Increases state and local flexibility in the use of federal funds
- Gives states flexibility to work with local stakeholders to develop educator evaluation and support systems
- Maintains annual assessments for grades 3-8 and high school



Standards

- The Every Student Succeeds Act reinforces state authority over standards, accountability, and other key education policies.
- It prohibits any U.S. Secretary of Education from requiring or incentivizing states to adopt specific standards, assessments, teacher evaluation methods, or other key policies.
- The law does require that state standards are aligned with college and career skills, but defers to states on how to define such alignment.



Assessments

- Each state is required to have implemented a set of high-quality student academic assessments in math, reading or language arts, and science.
- Assessment timelines from current law are maintained.
- Assessments may, at the state's discretion, measure individual student growth.
- States may use computer-adaptive assessments and may measure a student's academic proficiency above or below grade level and use such scores in the state accountability system.



Assessments (cont.)

- States may allow an LEA to use a nationally-recognized high school academic assessment in lieu of a state assessment as long as such assessment is aligned to the State's standards and meet other requirements.
- The law allows, but does not require, states to set a limit on the amount of time devoted to assessment administration for each grade.



Accountability

Each statewide system must “meaningfully differentiate” schools using:

- Academic proficiency on state assessments
- Graduation rates for high school
- English Language Proficiency
- Growth or another statewide academic indicator for K-8 schools
- Not less than 1 other state-set indicator of school quality or student success
- 95% assessment participation rate



School Improvement

States must use evidence-based interventions.
Specific school improvement models
are no longer required.



School Improvement (cont.)

Comprehensive Support and Improvement:

- Lowest-performing 5% of Title I schools on state accountability index;
- High schools with <67% graduation rates, and
- Schools with underperforming subgroups that do not improve after a state-determined number of years.

Targeted Support and Improvement:

- Schools with consistently underperforming subgroups, as defined by the state.



Teacher and Leader Quality

- The Every Student Succeeds Act does not require specific educator evaluation measures or methods.
 - The law does allow, but does not require, states to use Title II funds to implement teacher evaluations.
- Title II Part A allows states to fund their priorities in attracting, preparing, supporting and retaining effective teachers and leaders to serve high-poverty, minority students.



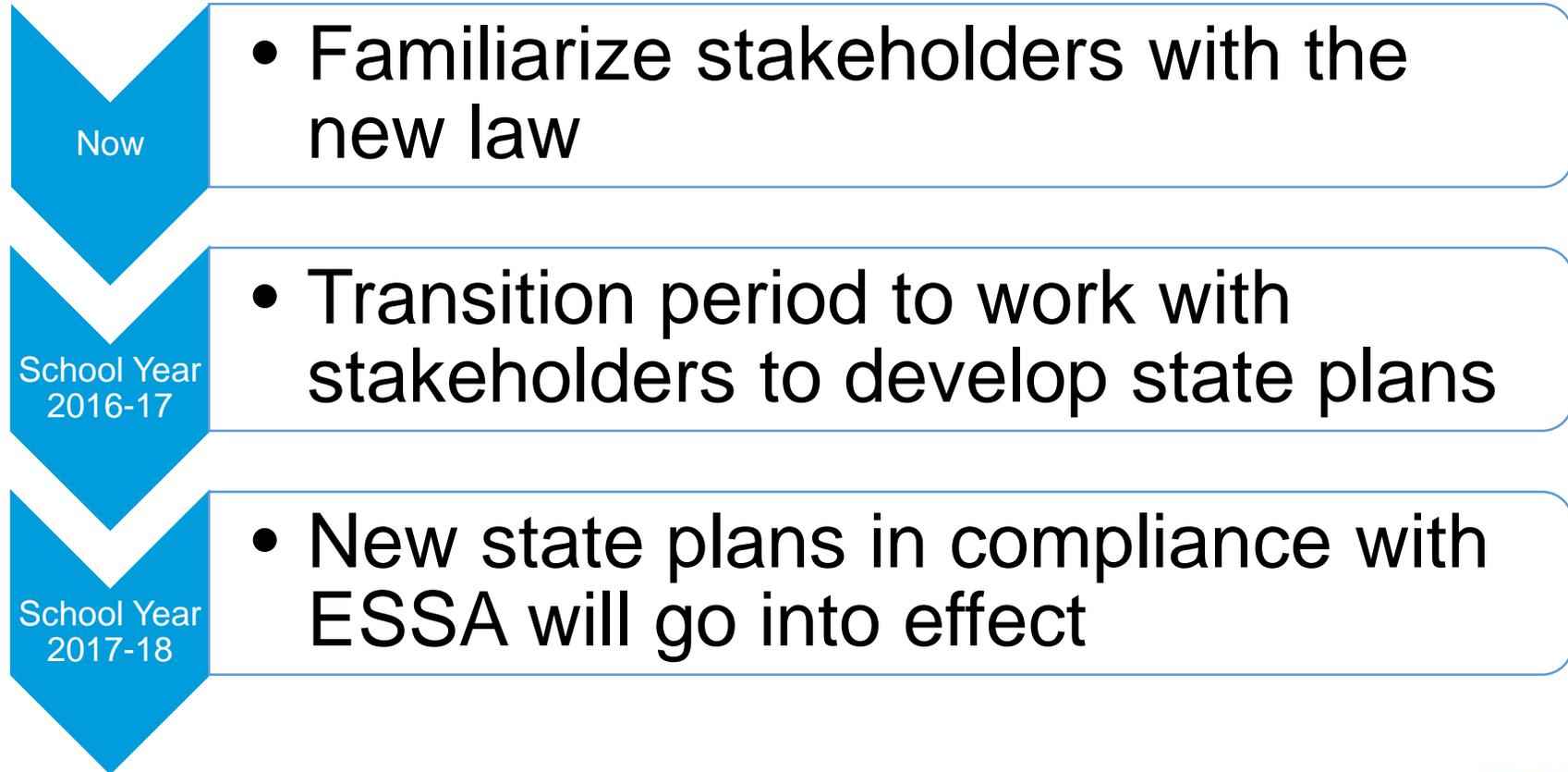
Teacher and Leader Quality (cont.)

ESSA authorizes new allowable federal funding for states to develop and implement:

- Teacher and School Leader Academies
- Activities to support principals (new 3% Title II set-aside)
- Educator training on the use of technology and data privacy
- Review of state certification, licensure, and tenure systems
- Development and implementation of teacher evaluation and support systems
- Other state educator workforce priorities



Transition Timeline





What's Happened So Far

- Adequate Yearly Progress (AYP) is no more.
- NCLB improvement interventions will continue to be implemented for one more year with two exceptions:
 - No requirement to provide school choice, Supplemental Educational Services, or notice to parents
 - Year 4 Planning for Restructuring is suspended
- The Highly Qualified Teacher Requirements will remain in place through the end of the 2016-17 school year.



What You Can Expect

- Not everything to change
- A focus on helping all students grow and improving all schools
- To participate in the process
- A state plan to be submitted for full implementation
- Adjustments to Wyoming's state accountability system
- Additional guidance from the U.S. Department of Education as the rulemaking process continues



What We're Still Figuring Out

- Best way to involve all stakeholders
- How to change mindset from compliance to responsibility
- The best technical assistance to give school districts
- How to define new terms in ESSA
- Funding impacts to school districts and state



Contact Us

[Presenter Info]
edu.wyoming.gov

Memorandum No. 2016-xxx

To: District Superintendents
From: Brent Young, Chief Policy Officer
Date: April 25, 2016
Subject: Specialty Assessment Committees

Enrolled Act 55 of the 2016 Budget Session requires the State Board, through the Wyoming Department of Education, to convene specialty assessment committees in the areas of

- Early literacy
- Kindergarten through grade 2
- English language proficiency
- Alternate assessments for students with significant cognitive disabilities
- Career technical education

The purpose of the specialty assessment committees is to determine the “appropriate application or modification of the recommendations” of the Wyoming Assessment Task Force report to the areas listed above and report any recommendations related to the specialty assessments to the Select Committee on Statewide Education Accountability by September 30, 2016. The Select Committee will then report the findings and recommendations to the Wyoming Legislature for consideration during the 2017 general session, including any necessary enabling legislation.

In collaboration with the WDE, the North Central Comprehensive Center at McREL will plan and facilitate the specialty groups. The first meeting for each of the committees will be face to face, but we anticipate much of the remaining work can be accomplished in 1-3 additional web-based meetings. The first, in-person meetings will be held in a central location in the state on the dates below:

- May 24, all day -- Early Childhood assessments
- June 2 AM -- Half Day - Career Tech Education assessments
- June 2 PM -- Half Day -- English language proficiency assessments
- June 3 AM -- Half Day -- Alternate assessments for students with the most significant cognitive disabilities

WDE is soliciting applications for individuals interested in working on these specialty assessment committees. Interested individuals should complete a brief application indicating their interest, found here: (https://docs.google.com/a/wyo.gov/forms/d/1lj6pNSv0J6NyAYfx7wKo-v11RM9uD4selCfzHSHhw4/edit?usp=drive_web).

If you have questions regarding these specialty committees, please contact Deb Lindsey, Assessment Administrator, at deb.lindsey@wyo.gov or via phone at 307-777-8753.



A COMPREHENSIVE FRAMEWORK FOR A STATEWIDE SYSTEM OF SUPPORT FOR WYOMING

A Report from the Collaborative Council of the
Wyoming Statewide System of Support to the State
Board of Education

**Written on behalf of the Statewide System of Support Collaborative
Council by:**
Joel Dvorak, Facilitator
Statewide System of Support Collaborative Council

April 8, 2016

Collaborative Council Members

1. **University of Wyoming, College of Education**
 - a. **Audrey Kleinsasser, Ph.D.**, Executive Director of School/University Partnership
 - b. **Leslie Rush, Ph.D.**, Associate Dean
2. **Wyoming Center for Educational Leadership**
 - a. **Mark Stock, Ed.D.**, Director
3. **Wyoming Association of School Administrators**
 - a. **Kevin Mitchell**, Superintendent, Park County SD#1
 - b. **Gerry Chase, Ed.D.**, Superintendent, Johnson County SD#1
 - c. **Diana Clapp**, Superintendent, Fremont County SD#6
 - d. **Owen St. Clair**, Superintendent, Fremont County SD#14
4. **Wyoming Community College Commission**
 - a. **Jim Rose, Ed.D.**, Executive Director
5. **Wyoming State Curriculum Directors**
 - a. **Kelly Hornby**, Assistant Superintendent, Campbell County
 - b. **Joanne Flanagan, Ed.D.**, Assistant Superintendent, Fremont 25
6. **Wyoming Association of Secondary Principals**
 - a. **Ken Griffith**, Executive Director
7. **Wyoming Association of Elementary Principals**
 - a. **Scott Schiller**, Principal, Southside Elementary, Powell
8. **Wyoming Education Association**
 - a. **Dirk Andrews**, Elementary Teacher, Evansville Elem., Casper
 - b. **Jeff Jelskey**, High School Teacher, Natrona County High School, Casper
9. **Wyoming State Board of Education**
 - a. **Paige Fenton Hughes, Ed.D.**, Liaison to State Board of Education
 - b. **Pete Gosar**, Chairman, or designee
 - c. **Kathryn Sessions**, Board Member
10. **Wyoming Department of Education**
 - a. **Brent Young**, Chief Policy Officer
 - b. **Jillian Balow**, Superintendent of Public Instruction or designee
 - c. **Shelly Andrews**, Accountability Division
11. **Professional Teacher Standards Board**
 - a. **Andrea Bryant**, Executive Director
 - b. **Nicholas Bellack**, Assistant Director
12. **Wyoming School Boards Association**
 - a. **Brian Farmer, JD.**, Executive Director
 - b. **Janine Teske**, President
13. **Instructional Facilitator**
 - a. **Mick Wiest**, Instructional Facilitator for Development of Professional Learning Communities, Sheridan (2014 Wyoming Teacher of the Year)
14. **AdvancED**
 - a. **Geri Fitzgerald**, Wyoming Director
15. **Facilitator**
 - a. **Joel Dvorak, Ed.D.**, CEO, Joel Dvorak & Associates, LLC

A COMPREHENSIVE FRAMEWORK FOR A STATEWIDE SYSTEM OF SUPPORT FOR WYOMING

Introduction

The Collaborative Council focused its work on the creation of a Statewide System of Support that can be successfully deployed, that is sustainable, and that will build capacity in all Wyoming schools as part of a concerted effort to improve student outcomes.

The Council was guided in its work by the January 2012 Accountability Report; Wyoming State Statute W.S. 21-2-204 (f) and (k); and the Governance Study for the State of Wyoming Joint Interim Education Committee submitted on September 10, 2014, by Cross & Jofus. The Council used these documents as guides to establish the parameters of the Statewide System of Support and to ensure that the system design met all the requirements of state statute. The Council members then employed their expertise and varied perspectives to generate recommendations for a Statewide System of Support that would build capacity for all districts and schools in Wyoming as they work to improve outcomes for students. We highlight the recommendations below and then provide details in the sections that follow.

Collaborative Council Recommendations

1. Develop a mission for the Collaborative Council and a framework to ensure that the Council becomes an enduring and resilient initiative that can consolidate the efforts and utilize the resources of multiple educational agencies in the state.
2. Create a strategic plan for the Statewide System of Support with goals, strategies, and action steps that delineate a clear path to implementation.
3. Create a logic model that communicates the framework and process for supporting schools and districts as they work to improve student outcomes.
4. Provide support to the schools in Wyoming demonstrating the greatest need during the 2015-16 school year; transitioning the Statewide System of Support to align with requirements of The Every Student Succeeds Act during the 2016-17 school year; and continuing to design a comprehensive support system for all schools.
5. Develop an Evaluation Model for the Statewide System of Support to measure its effectiveness.

The remainder of this document is organized by first providing more detail regarding each recommendation above and then offering a rationale for the recommendation. The final part of this document is a discussion of challenges that need to be overcome for the successful implementation of each of the recommendations as well as a discussion of the potential of this unique framework to build a positive collective impact on Wyoming's pK-12 education system.

Recommendations for a Statewide System of Support for Wyoming

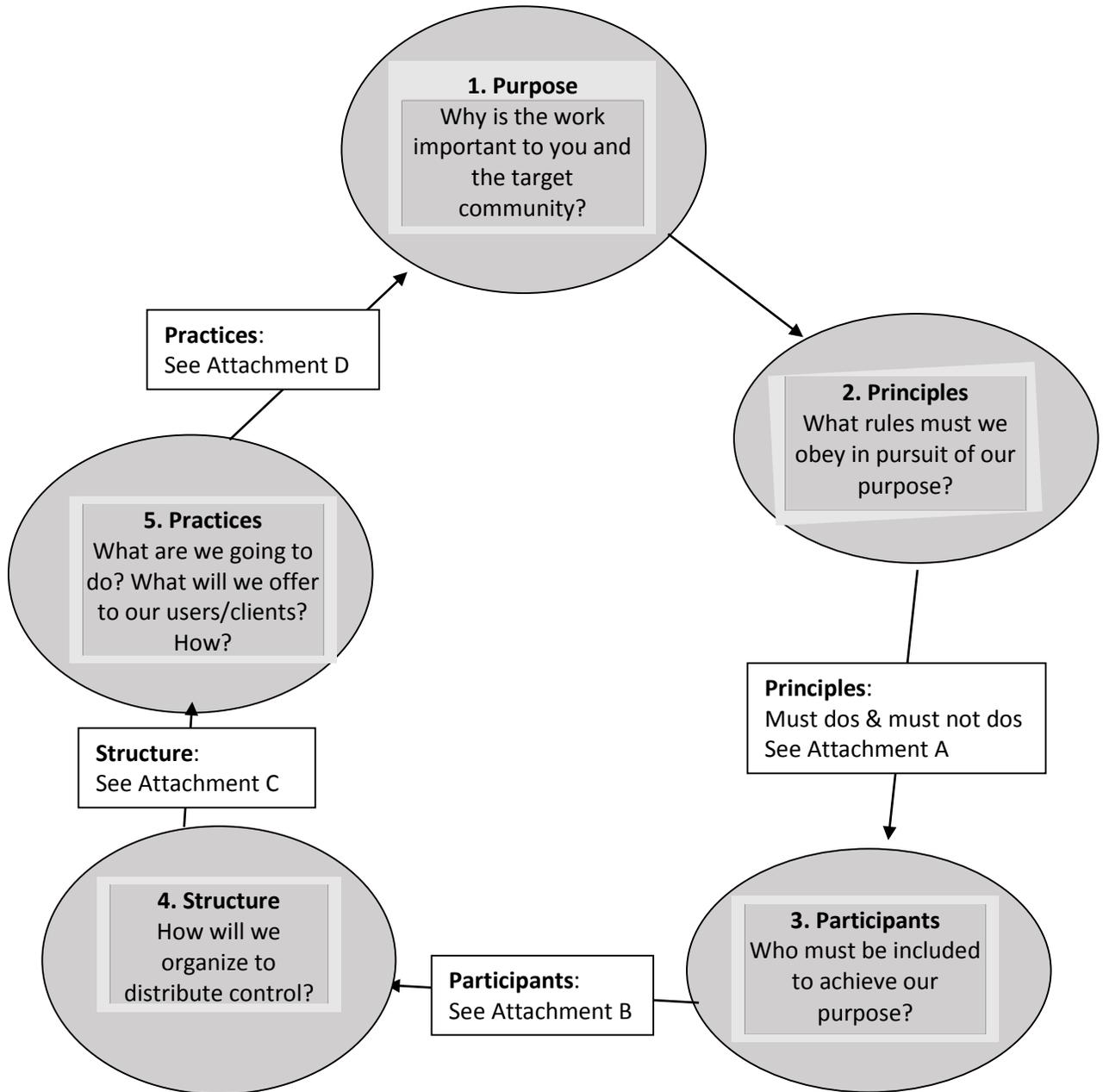
Recommendation #1: A Framework for an Enduring and Resilient Collaborative Council

It is recommended that the Collaborative Council for the Statewide System of Support adhere to the Five Principles of an Enduring Initiative developed collaboratively over a series of Council meetings. The process used to create the framework of a durable and resilient Collaborative Council was adapted from the work of Henri Lipmanowicz and Keith McCandless in their book, *The Surprising Power of Liberating Structures* (2013). The Purpose to Practice (P2P) liberating structure guided the Collaborative Council as it worked to define the five principles it would employ to become a high performing initiative that would thrive far into the future regardless of the "changing of the guard" in state governance structures. The following page is the P2P framework. It is followed by the attachments that provide detail to the function of the Collaborative Council.

Principles to Practice (P2P) Model
SSoS Collaborative Council

Purpose:

The Collaborative Council exists to provide strategic direction for the purpose of unifying and aligning the efforts of multiple education stakeholders who will develop and deploy an effective Statewide System of Support for all Wyoming students.



Source: Lipmanowicz, Henri & McCandless, Keith. *The Surprising Power of Liberating Structures: Simple Rules to Unleash a Culture of Innovation*. San Bernardino: Liberating Structures Press. 2013. Print.

Attachment A

“Must Do’s” from February 5, 2016 Collaborative Council Meeting

Norms for the Collaborative Council

1. Remember your customers
2. Communicate back to the organization you represent
3. Bring your organizations feedback to the Council
4. Attend and engage in Council meetings
5. Be a learner
6. Be a listener
7. Limit distractions
8. Complete tasks (be dependable)
9. Be Action Oriented
10. Rise above the politics
11. Exhibit systems thinking
12. Honor collective agreements
13. Display equitable treatment for all agencies
14. Establish clarity
15. Empower the target constituencies
16. Build systems and work that are sustainable

Attachment B

Collaborative Council Members

1. **University of Wyoming College of Education**
 - a. **Audrey Kleinsasser, Ph.D.**, Executive Director of School/University Partnership
 - b. **Leslie Rush, Ph.D.**, Associate Dean
2. **Wyoming Center for Educational Leadership**
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 - c. **Kathryn Sessions**, Board Member
10. **Wyoming Department of Education**
 - a. **Brent Young**, Chief Policy Officer
 - b. **Jillian Balow**, Superintendent of Public Instruction or designee
 - c. **Shelly Andrews**, Accountability Division
11. **Professional Teacher Standards Board**
 - a. **Andrea Bryant**, Executive Director
 - b. **Nicholas Bellack**, Assistant Director
12. **Wyoming School Boards Association**
 - a. **Brian Farmer, JD.**, Executive Director
 - b. **Janine Teske**, President Wyoming School Boards Association
13. **Instructional Facilitator**
 - a. **Mick Wiest**, Instructional Facilitator for Development of Professional Learning Communities, Sheridan (2014 Wyoming Teacher of the Year)
14. **AdvancED**
 - a. **Geri Fitzgerald**, Wyoming Director
15. **Facilitator**
 - a. **Joel Dvorak, Ed.D.**, CEO, Joel Dvorak & Associates, LLC

Attachment C

Structures for Collaborative Council

1. The Collaborative Council recommends that at an appropriate time WDE hire a director for the Statewide System of Support: The person holding this position will lead the continued deployment of the SSOS and facilitate the work of the Collaborative Council.
2. The Council will use the DuFour's Model for Consensus Decision Making. It is defined as follows:

Consensus is achieved when:

 - a. All points of view have not only been heard but solicited, and
 - b. The will of the group is evident to those who most oppose it.
3. Agencies who are a part of the Council will use their own processes for rotating/transitioning their representatives on the Collaborative Council. A priority is to stagger transitions so the Council maintains its history and integrity. The director shall communicate clearly to prospective members:
 - a. The length of terms (TBD)
 - b. The time commitment required
 - c. The responsibilities of council members (See Attachment A)
 - d. The process by which members are accepted to or released from the Collaborative Council (TBD)
4. A communication document will be prepared with "Talking Points" at the end of each Council meeting.
5. Format for meetings: face-to-face vs. ZOOM technology, will be determined at a later date.

Attachment D

Practices of the Statewide System of Support

SSOS Goal

The Goal of the Statewide System of Support is to increase the percentage of schools that meet or exceed Wyoming Accountability in Education Act (WAEA) expectations each year and to assist all schools toward demonstrating improvement by school year 2022-23.

Strategies

Strategy #1: Inform continuous improvement through comprehensive needs assessment.

Action Steps:

1. The Wyoming Department of Education will complete steps 1, 2, and 3 of the SSOS Logic Model by Summer, 2016, for the 17 schools identified by the Wyoming Accountability Framework as “not meeting expectations” for two consecutive years.
 - a. Dr. Dvorak will set a second meeting with each superintendent/leadership team to coordinate with the Data Review/Root Cause Analysis training dates.
 - b. Dr. Dvorak will bring plus/deltas back to the Collaborative Council from each meeting with districts to inform continuous improvement of the process.
 - c. The Council will build a glossary of terms for the Statewide System of Support.
 - d. The WDE team will complete an electronic meeting with each of the 17 schools and 12 districts to discuss and inform leadership as to process and rules of the system of support and Wyoming Accountability Model. All efforts will comply with ESSA requirements.
2. The Wyoming Department of Education will build and execute a Data and Root Cause Analysis Retreat by summer of 2016.
 - a. A team from WDE and the Collaborative Council will meet to coordinate the Data and Root Cause Analysis Retreat with the Human Centered Design/Root Cause Model.
 - b. Joel Dvorak and Mick Wiest will plan a pilot of the Human Centered Design Root Cause Model with Supt. Owen St. Clair of Wyoming Indian Schools when appropriate.
 - c. School level needs assessment will result in a comprehensive plan for school improvement.
3. The Wyoming Center for Educational Leadership will offer an academy, the content of which will be primarily based on conducting needs assessment for schools (Syllabus to include root cause analysis training, etc.). It will be open to all schools.

Strategy #2: Build capacity in all schools, districts, and the state through collaborative processes, communication, and a commitment to high student achievement.

Action Steps:

1. Modify and integrate the Wyoming Association of School Administrators Statewide PLC Model into a Statewide System of Support Model.
 - a. A team from WDE and the Council will work on integrating the Statewide PLC Flowchart.

- b. WDE will develop the job descriptions, deliverables, and contracts for the SSOS Director and Regional Support Coordinators.
 - c. The Director will develop a training program for regional support coordinators that include the following skill sets: Professional Learning Communities, AdvancED Accreditation, Needs Assessment, Coaching of Adults, Networking Practices, and Understanding Poverty.
 - d. WDE may hire or assign staff as a Director of the Statewide System of Support that will also lead the Collaborative Council.
 - e. The Director will create and lead a high performing team of regional support coordinators.
2. Continue the Work of Project ECHO.
 - a. Engage in ECHO projects for principals (to be focused on turn around strategies).
 - b. Use ECHO Project as a mechanism to provide training and bridge the gap before full implementation of the SSOS can be implemented.
 - c. Provide professional development and training on Professional Learning Communities through an ECHO Project in Educational Leadership.
 - d. Joel Dvorak will work collaboratively with district superintendents to build regional networks around the state. One objective will be build rural networks to share best practice and professional development.
 - e. Seek necessary resources: District funds (IF positions), State Funds (SSOS Director, School Needs Assessment and ECHO)
 - f. Scale the initial work of ECHO to fill regional support coordinators positions who will continue to network districts/schools with ECHO resources.
 - g. Identify methods of leveraging various funding sources to support capacity building.
 3. Continue and expand executive leadership coaching training through WyCEL (7 principals are currently being coached).

One of the unique and powerful aspects of this recommendation for the Wyoming Statewide System of Support is the structure and function of the Collaborative Council. Because of the size, population and nature of Wyoming it was possible to bring key stakeholders from 15 education agencies together to shape and support this recommendation. The collective intelligence and unique perspectives of the leaders of these agencies have been put to good use in this effort. Each representative's expertise and perspective on Wyoming's pK-12 education system was heard, valued, and incorporated into the design of this model. An added benefit to the work of the Collaborative Council is the ownership of this system and the support that goes along with that ownership. Fifteen education agencies that have a direct role in shaping Wyoming's pK-12 education system now have ownership in the Statewide System of Support because they were involved in the design process that created it.

The ownership and cooperation engendered by active participation in the design process of this system of support by these 15 agencies is unique to the state of Wyoming's model. The Wyoming State Board of Education and the Wyoming Department of Education are to be commended for supporting the development of this organic model. No other state system of support of which we are aware has involved this type of collaborative effort. As the Collaborative Council continues to mature and improve in its function, it will become even more effective in setting strategic direction, deploying effective strategies, and creating a positive (and aligned) collective impact on the pK-12 education system in Wyoming.

Recommendation #2: A Strategic Plan for the Statewide System of Support

It is recommended that the Strategic Plan developed by the Collaborative Council guide the deployment of the Statewide System of Support. The Strategic Goal of the Statewide System of Support is to increase the percentage of schools that will meet or exceed Wyoming Accountability in Education Act (WAEA) expectations each year and to assist all schools toward demonstrating improvement by school year 2021-22. This goal is supported by two major strategies:

1. Inform continuous improvement through comprehensive needs assessment.
2. Build capacity in all schools, districts, and the state through collaborative processes, communication, and a commitment to high student achievement.

Each of these comprehensive strategies is supported by a continuously evolving and improving set of action steps. The first strategy is being acted upon in the 2015-16 school year by deploying data and root cause analysis retreats facilitated by Wyoming Department of Education staff for the 17 schools in Wyoming who have “not met expectations” for two consecutive years as determined by the Wyoming Accountability in Education Act metrics. As follow-up to the school data summits, a root cause analysis is being conducted with each school. The root cause analysis findings inform the schools’ improvement planning documents and processes. The school data summits have begun, and the intent is to complete the first round of work with 17 schools by the summer of 2016

There is also an effort underway to build a Root Cause Analysis process using Human Centered Design to enhance the Data and Root Cause Analysis Retreat currently being implemented. Most barriers to high student achievement in schools and districts fall into two general categories: structural barriers and/or attitudinal barriers. The intent of the Human Centered Design Process is to go deeper into the attitudinal barriers that may be contributing to a culture that does not promote/support all students learning at high levels. These attitudinal barriers may exist in the classroom, the building, the district or the community. This human centered design process is intended to help discover the root attitudinal cause wherever it may exist in a district/community.

One major action step that supports the second strategy of building capacity in schools, districts and the state through collaborative processes, communication and a commitment to high student achievement is the development and deployment of a regional support model. This model entails the deployment of regional support coordinators that would not only serve schools and districts within their region but across the entire state, based upon matching needs with expertise. These regional support coordinators would bring with them a wide variety of experiences and a high degree of credibility from successfully leading effective and high performing classroom/schools/districts in Wyoming. They would also receive common training and become highly skilled in the areas of: Professional Learning Communities, AdvancED Accreditation, Needs Assessment, School Improvement, Coaching Adults, Understanding Poverty and Networking. This high performing team of Wyoming educators will become the workforce of hands-on people who will work directly and continuously with schools and districts to support the hard work of improving student achievement. They will build positive, trusting relationships with the educators in their region and come to have intimate knowledge of each school’s culture and school improvement efforts. This direct, on-site regional support model is the cornerstone of the strategy to build capacity in all schools in Wyoming.

This regional model for supporting and building capacity in schools/districts is not only advocated by the Collaborative Council but is also supported by the Governance Study for the State of Wyoming Joint Interim Education Committee submitted on September 10, 2014, by Cross & Jofus. On pages 33 and 34 of this report one reads the following: “Educators with proven track records should be hired and assigned as **Regional Support Coordinators** to: get to know the strengths and needs of their assigned districts and schools well, and –coordinate supports and information sharing with the WDE, other districts, and other providers, as appropriate.”

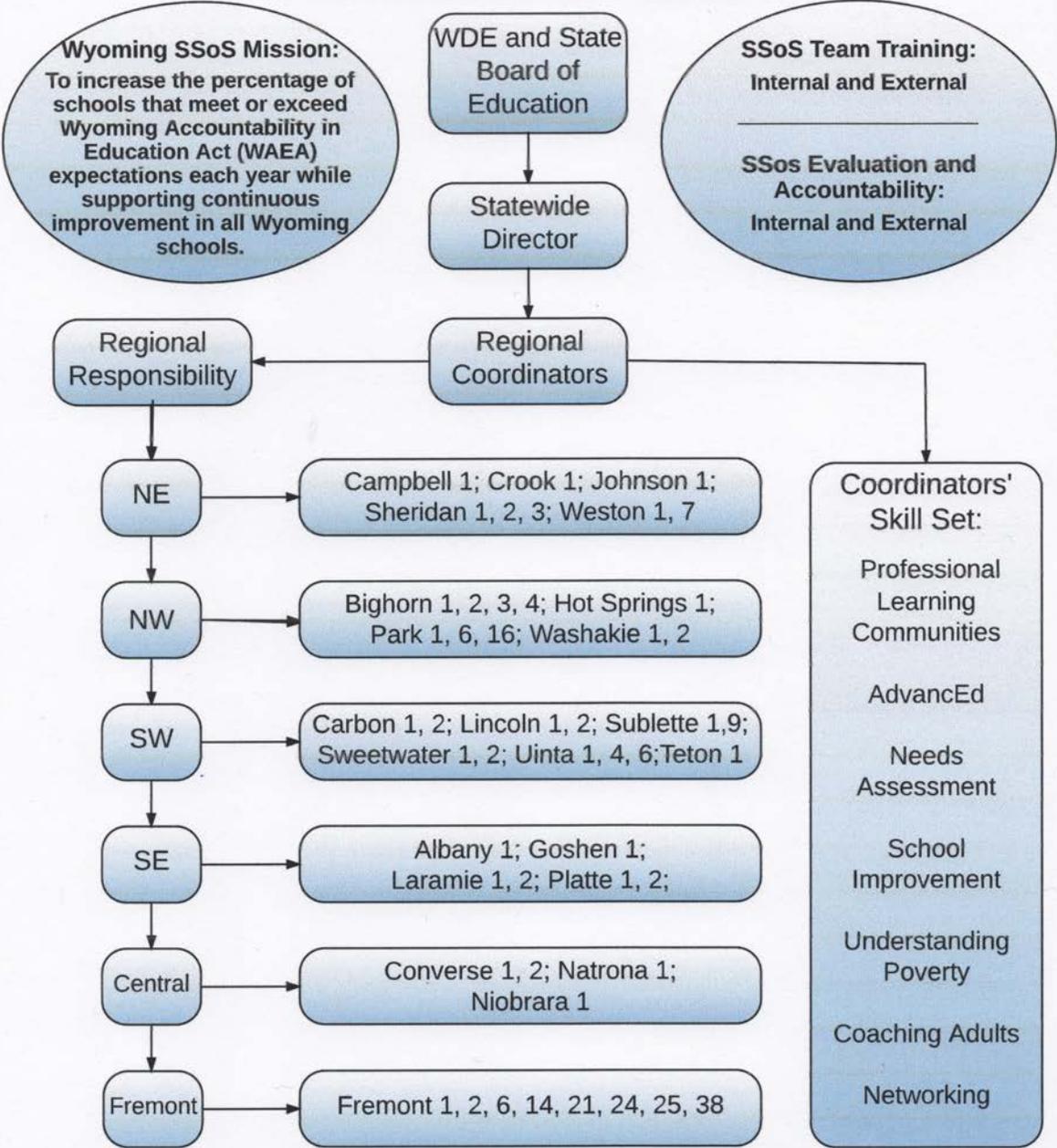
On the following page you will find a Statewide System of Support Flowchart that describes the structure of the regional support model. This model distributes the resource of regional support coordinators in an equitable

manner. It also takes into consideration the extra support needed in Fremont County as they work hard to meet the needs of the Native American student population in that county. The model also recommends that a Director for the Statewide System of Support be hired to lead the development, training and deployment of the regional model as well as facilitate the work of the Collaborative Council.

The first work of the Director of the Statewide System of Support would be to deploy a support system for one or two regions in the state. This first work would support the most needy schools as well as create lighthouse schools/districts that could act as models and hubs for sharing of best practice for the entire state. These two regions would be lay the groundwork for and would act as a bridge to full implementation of the regional model when funds become available. The level of funding for the Statewide System of Support during the 2016-17 school year will determine the deployment of the two region model.

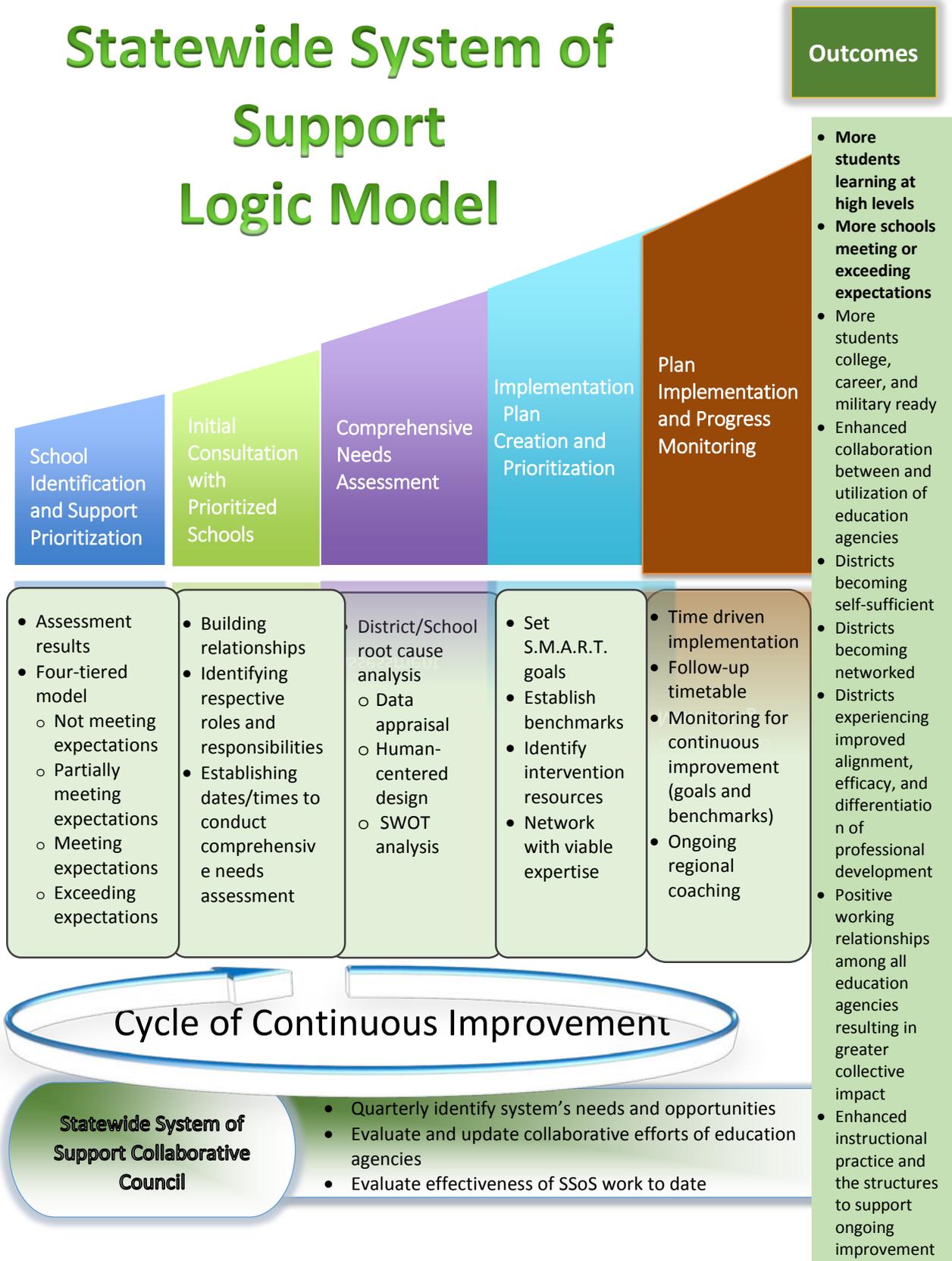
Statewide System of Support

Building High-Performance Learning Systems through Collaborative Frameworks and Targeted Support



Recommendation #3: A Logic Model for the Statewide System of Support

It is recommended that the Statewide System of Support be informed by the following Logic Model:



This one-page logic model is an implementation framework for the Statewide System of Support that reflects the strategic thinking of the Collaborative Council. This model contains the major strategies and action steps that are a part of the strategic planning process undertaken by the Council. This one document brings coherence and alignment to the strategic work of the Council and the implementation framework to deploy the Statewide System of Support.

One important outcome that will be forthcoming from this Logic Model will be its use as the framework for an implementation handbook that will be developed and shared with all school districts in Wyoming. The various sections can be explained in greater detail in a pull-down menu on a WDE web page. In addition, this logic model can be used as a single page communication guide to frame how the Statewide System of Support will use the continuous improvement process to help build capacity in all schools. This framework can and will be differentiated to meet the individual needs of all schools. Schools that are not meeting expectations as well as those that are partially meeting, meeting, or exceeding expectations can all benefit from this framework.

Recommendation #4: A 2015-16 and 2016-17 Action Plan for Supporting Schools “Not Meeting Expectations”

It is recommended that the Statewide System of Support focus its initial efforts on positively affecting those schools in Wyoming demonstrating the greatest need during the 2015-16 school year; transitioning the Statewide System of Support to align with requirements of The Every Student Succeeds Act during the 2016-17 school year; and continuing to design a comprehensive support system for all schools. It is clear to the State Board of Education, the Wyoming Department of Education and all the agencies represented on the Collaborative Council that we have schools in Wyoming that need support in raising student achievement right now. This urgency was not lost on the Collaborative Council. Therefore, some of the first work of the Council was to determine what action steps could be taken immediately to provide support to those schools.

These actions included face-to-face meetings with the leadership of each district, a Web meeting with each district (led by Brent Young), one-to-one principal coaching, professional development through the ECHO project, formative assessment training, and the deployment of the data and root cause analysis retreats. Joel Dvorak executed the meetings with each district’s superintendent and/or leadership team. The purposes of these meetings were to build relationships with the leaders, explain the work of the Collaborative Council, complete a simple needs assessment, and bring information back to the Council to inform next steps. The Web meetings led by Brent Young were intended to inform each of the 17 schools and their district leadership about the statutes, rules, and regulations that will impact them as they move through the processes of the Wyoming Accountability Model. These meetings were very well received and opened a dialog that led to the first data and root cause analysis retreat deployment in Fremont County. The Wyoming Center for Educational Leadership initiated a one-to-one principal coaching model that has included principals of schools most in need as well as the ECHO Project that provides professional development through the internet on a weekly basis. In addition, formative assessment training was delivered regionally by the Wyoming Department of Education. That training involved over 1000 teachers across Wyoming. Finally, on-site data and root cause analysis retreats are being scheduled this spring for the remaining schools that have been categorized as “not meeting expectations” for two years.

The support for these schools/districts will continue into the next school year with the addition of regular on-site coaching. As these schools and districts modify their school improvement plans as a result of the root cause analysis, on-site coaching will be provided to support implementation of strategies that the districts/schools have determined will best serve the needs of their teachers and students. This differentiation of support based on specific school/district needs is a critical attribute to this support framework.

The 2016-17 school year will be a time of transition for the Statewide System of Support. The schools most in need will continue to be supported using the methods mentioned above. In addition, much work will be undertaken by the members of the Collaborative Council to align the Statewide System of Support with the requirements of the

Federal Every Student Succeeds Act. The Wyoming Legislature has determined that one of the topics that will be studied in the interim this year is the alignment of the Wyoming Accountability Model to the Every Student Succeeds Act. This interim study and the recommendations that come out of this work will have a major impact on the Wyoming Accountability Model and therefore will also impact the Statewide System of Support Framework.

One specific change from the new federal legislation that will impact Wyoming's Accountability Model is the identification and separation of subgroups for accountability purposes. This change will impact the process and metrics used to determine which schools are identified as not meeting, partially meeting, meeting or exceeding expectations. The Statewide System of Support Logic Model will need to be modified to reflect these changes. This is just one example of how the Every Student Succeeds Act will impact Wyoming Accountability Model, which will impact the Statewide System of Support, which will impact how schools are identified for different levels of support. There are several additional examples of how the changes in federal law will trickle down to impact the Statewide System of Support Framework. As each of these changes become better defined through federal rules and regulations, the education community in Wyoming will continue the work of aligning our systems and processes to meet the expectations of the federal law. The Collaborative Council will be very active in steering the Statewide System of Support through this time of transition while continuing the monitoring and deploying of support for our schools.

Recommendation #5: An Evaluation Model for the Statewide System of Support

It is recommended that the work of the Collaborative Council and the Statewide System of Support be evaluated by outside experts to best inform all stakeholders regarding the effectiveness of deployment and the efficacy of both frameworks. The Wyoming Department of Education staff are working collaboratively with representatives from the Council to determine what the critical metrics should be to effectively and efficiently evaluate the function of both the Collaborative Council and the Statewide System of Support. Engaging in this collaborative process to determine metrics for evaluation early in the development process is best practice.

In the early stages of the implementation of the Statewide System of Support it will be important to have measures related to the fidelity of deployment of the strategies and action steps taken by the system. Some of this initial evaluation of deployment can be done by the Council. However, oversight by an outside provider can add credibility to the results of this portion of the evaluation model. As the system matures, the metrics would evolve to measure the impacts the Statewide System of Support strategies and action steps are having on adult behaviors and student outcomes. Measuring the impacts and changes in the adult behaviors within the schools and districts that are receiving direct/onsite assistance from the system of support would be helpful in continuously improving the strategies that are being implemented. This targeted approach to getting quality feedback from those adults most served by the system is an efficient and effective methodology that will provide data that informs the Council in making improvement in the services provided to these schools/districts. These data may be collected by reviewing school improvement plans and other documentation as well as onsite interviews. In addition to the evaluation of the direct/onsite work of the system of support on adult behaviors, it would also be helpful to use an outside provider to measure the impact of the ECHO Project on behaviors and networking among the educational leaders in Wyoming who are participating in the project. The ECHO Project has an evaluative process in place and therefore collecting data for review should not require a large expenditure of resources.

Evaluating the specific impacts on student achievement because of the work of the Statewide System of Support will be challenging from a psychometric perspective. This will require the use of an outside expert. This is not "first work" for the evaluation system because changes in student achievement are a trailing indicator of system improvement and will take time to see measureable differences. An additional challenge for the evaluation of the impact of the support provided to schools on student achievement will be in finding a direct correlation between the support provided and the increase in student achievement. Schools are working hard every day to improve

student achievement and are trying many strategies to accomplish this goal. Because of all of this hard work currently being done every day in schools, correlating the specific work being done by the system of support to increased student achievement will be difficult. In a more general sense, seeing an increase in the number of schools being served by the system of support meeting or exceeding expectations as determined by the accountability model will be a positive outcome.

The evaluation of the collective impact of the Collaborative Council will require different metrics. These metrics should be designed to evaluate the impact the work of the Council is having on the strategic direction and the function of each participating agency and the pK-12 education system as a whole. Tools could be developed to measure changes in the strategic direction, processes and emphases that each partner agency is experiencing because of its participation in the Collaborative Council. This portion of the evaluation model would not require any time or effort from schools. These data could be collected from interviews, focus groups and surveys of the partner agencies who are a part of the Collaborative Council. Emphasizing, through evaluation processes, the collective impact that is being experienced by these agencies and the pK-12 system is very important. A positive collective impact on the pK-12 education system as a whole is a very powerful outcome of the Council's work.

Challenges for Implementation

Full implementation of the recommendations for the Statewide System of Support faces several challenges. The first challenge to consider is adequate and sustainable funding. The Wyoming Department of Education has done an excellent job of reviewing agency budgets and creating a specific budget line item for the Statewide System of Support. The level of funding in this budget alone is not adequate to immediately fund full implementation of the Statewide System of Support recommendations. Therefore, one challenge will be how to prioritize and phase in the strategies and action steps within the plan. The structure of the Collaborative Council and the people who participate in its work make it an ideal group to provide the good thinking necessary to manage this challenge.

Another challenge will be how to continue to support the most needy schools in the state before full implementation can be reached. In Recommendation #4 there are several supports that can be continued within the budget resources that are available. One additional resource that can be added immediately is to provide a coordinator/coach for the most needy schools/districts. This person would be available to work on-site with district and school leadership as they implement the improvement strategies the district has determined through data reviews and root cause analysis processes. This person would provide the additional support these schools/districts need and would help sustain improvement efforts until this type of resource becomes available in all regions of the state.

The Every Student Succeeds Act (ESSA) has passed Congress and has been signed into law by President Obama. The ESSA requires the execution of several actions by states that are needed to meet the requirements of and align to the expectations of this reauthorization of the Elementary and Secondary Education Act. One challenge for educators and legislators in Wyoming is to modify the current Education Accountability Statutes to meet the requirements within the ESSA. A part of the modification of current law will be to ensure the Statewide System of Support meets all federal requirements. The opportunity in the ESSA is that there are Federal dollars available for states to use to support struggling schools. These federal dollars combined with the funds available within the Wyoming Department of Education could become an adequate and sustainable budget resource for the full implementation of the Statewide System of Support. These federal dollars are projected to become available in July, 2017.

Maintaining, nurturing and supporting the Collaborative Council as an enduring and resilient initiative will be a challenge. The initial work of the Council was to create a clear mission, determine how they were going to work

together, and then work collaboratively to build a strategic plan for the Statewide System of Support. This has been important work and it is only the beginning of the impact the Council can have on the 90,000+ pK-12 students in Wyoming. Another challenge in the 2016-17 school year will be successfully transitioning the Statewide System of Support Framework to meet new requirements as a result of the passage of the Every Student Succeeds Act. This hard working group of volunteers from 15 education agencies in Wyoming is up to all of these challenges. The Collaborative Council has the potential to have a powerful collective impact on each of the agencies they represent as well as Wyoming's pK-12 education system. This impact is further discussed in the next section.

A Unique Framework and Collective Impact

A unique aspect to the manner in which the State Board of Education and the Wyoming Department of Education approached the design process for the Statewide System of Support is the creation and function of the Collaborative Council. This design structure is unique to Wyoming and is more comprehensive than the design processes used by other states as they built their systems of support. Why is this so important? The fifteen agencies that have representation on the Council view the pK-12 education system through their unique lenses. These deep and specialized perspectives create a robust and insightful dialogue that adds value to the strategies and actions that will be deployed within the Statewide System of Support. In addition, networking among the members of the Council creates opportunities to build partnerships, avoid redundancy of effort, and coordinate and align work in a way that maximizes the impact of the various institutions and initiatives. Specific examples of this collective effort could include: policy work by PTSB to support individualized professional development for teachers; graduate students at the College of Education doing action research to support Wyoming schools; the Wyoming Center for Education Leadership providing on the job coaching to principals and superintendents; and the Wyoming School Boards Association aligning board training to specific needs brought to them by coordinators. These are just a few of the possibilities that can be reached if the work of the Collaborative Council can mature into an organization that creates a collective impact.

The mission of the Collaborative Council is: "The Collaborative Council exists to provide strategic direction for the purpose of unifying and aligning the efforts of multiple education stakeholders who will develop and deploy an effective Statewide System of Support for all Wyoming students." The best hope of the Council to have a profound impact on Wyoming's education system rests in this phrase of the mission statement, "the purpose of unifying and aligning the efforts of multiple education stakeholders". The positive collective impact on the young people of Wyoming that can be achieved by unified and aligned efforts from each of these agencies cannot be overemphasized.

Many of the challenges teachers, administrators, and board members in districts currently face in raising student achievement in Wyoming schools are the result of misalignment, miscommunication, and a lack of coherence from those agencies who have the good intentions of supporting them the most. To meet this systemic challenge, members of the Collaborative Council continue to engage in the hard work of unifying and aligning their agencies support efforts and create a Statewide System of Support that is second to none. When this mission is achieved it will have a transformational effect on the lives and outcomes for all of our pK-12 students in Wyoming.

References

Cross & Joftus. Governance Study for the State of Wyoming Joint Interim Education Committee. September 10, 2014.

Lipmanowicz, Henri and McCandless, Keith. (2013). *The Surprising Power of Liberating Structures*.

Marion, S., and Domaleski, C. (January 31, 2012). The Wyoming Comprehensive Accountability Framework: Phase I. A Report to the Wyoming Select Committee on Statewide Education Accountability.

Wyoming Accountability in Education Act. W.S. 21-2-204 (f) and (k).



April 21, 2016

MEMORANDUM

To: State Board of Education

From: Paige Fenton Hughes, Coordinator

RE: Strategic Plan Planning

One part of our NASBE grant is to complete our strategic planning. We have our one-page overview of our priorities, and last fall in Pinedale the board drafted a set of associated goals. The one-pager is included in your packet for your review. The draft goals are as follows:

- Facilitate the development of and implementation of a comprehensive, multi-tiered system of support focused on continuous improvement which provides assistance to schools not meeting expectations;
- Fostering understanding of the role, duties, and responsibilities of the state board;
- Stressing the importance of communities and families in supporting high quality education for all Wyoming children;
- Sharing the importance of rigorous, college and career ready content and performance standards; and,
- Encouraging collaborative partnerships to collectively impact positive student outcomes.

These are goals specific to the board's work. We need to determine how we want to proceed. At some point, we need to create an action plan with timelines and metrics. Let's discuss at the meeting a plan for completing the work.

At this point, we have WAEA goals set by the legislature. We have goals set by the WDE in their strategic plan. Both these sets of goals are statewide goals. There are no associated measures with the WAEA goals. The draft goals above are goals specific to the work of the board and are not intended to be applicable to all education entities in the state. ESSA requires states to set long-term and interim goals.

The board can simply complete the task of setting metrics and planning actions associated with its priorities and goals...and then get to work. We could wait to see if, as part of the alignment work associated with this same NASBE grant, there might be a recommendation to change or modify those goals. Possibly, a shift in those goals could affect whether or not the board's strategic plan is aligned with those goals. We haven't done an alignment check with the WDE strategic plan at this point.

Let's talk at the meeting about what our next steps should be. Do you want to just move forward, since the board's draft goals are mostly applicable just to the ongoing work of the board, with creating metrics and actions for those goals? Do you want to wait until we complete the alignment study, and determine at that point how to proceed? Do we want to complete an alignment check with the WDE strategic plan? Will ESSA goals affect these board goals?

If we want to move forward with completing the strategic plan, I would suggest we have the accountability and assessment committee meet a couple of times to create a draft document.



ACTION SUMMARY SHEET

DATE: April 28, 2016

ISSUE: Revision of Chapter 3- Rules

AUTHORITY: Wyo. Stat. §§ 21-2-202(d), 21-2-204(d)(v), 21-2-304(a)(i), and 21-2-402(d)

BACKGROUND/HISTORY:

The State Board of Education will be taking action on the Chapter 3 Rules, which contain the process for the informal review of the school performance ratings under WAEA (see Section 9). Although the Board has already voted on and approved this section of the rules, the entire chapter addresses the procedures for contested cases that may be brought before the Wyoming Department of Education or the State Board of Education, as applicable.

These rules have not been revised since 2007. The attached revisions reflect a clarification to the process for contested case proceedings and incorporate by reference the Office of Administrative Hearings Chapter 2 Rules (Uniform Rules for Contested Case Practice and Procedure, October 17, 2014).

FUNDING: N/A

IMPLEMENTATION AND SUSTAINABILITY:

SUGGESTED MOTION(s)/RECOMMENDATION(s): I move to adopt the proposed revisions to the Chapter 3 Rules.

SUPPORTING INFORMATION ATTACHED: Revised Chapter 3- Rules of Practice and Procedure

PREPARED BY: *Julie Magee*
Julie Magee, Director of Accountability Division

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

COMMENTS:

Wyoming Department of Education

Chapter 3

Rules of Practice and Procedure

Section 1. Authority.

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

Section 2. Purpose of Rules.

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

Section 3. Contested Case Hearings.

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

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

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

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

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

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

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

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

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

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

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

(iv) The specific relief sought; and

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

(e) The notice of hearing required under the Uniform Rules § 6(b) shall be served on each party at least thirty (30) days before the hearing date unless an expedited hearing is otherwise required by law. In that event, parties shall be served the notice of hearing as soon as practicable.

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

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

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

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

Section 4. Informal Review of School Performance Ratings.

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

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

(c) When it receives the complete Informal Review Request form from a district, the Department shall review the documentation. If the request is complete, the Department shall notify the district to that effect. If initial documents submitted do not constitute a complete request, the Department shall notify the district of the reason for the deficiencies. No request or related

documentation may be submitted after the later of notification from the Department that the request is complete or fifteen (15) days after the ratings are final.

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

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

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

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

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

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

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

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

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

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



ACTION SUMMARY SHEET

DATE: April 28, 2016

ISSUE: Approval of SBE Meeting Schedule

BACKGROUND:

SUGGESTED MOTION/RECOMMENDATION:

To approve the SBE meeting schedule

SUPPORTING INFORMATION ATTACHED:

- Proposed meeting calendar and locations

PREPARED BY: Chelsie Oaks

Chelsie Oaks, Executive Assistant

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

COMMENTS:



Possible Meeting Locations:

June-	Suggestions: Douglas Torrington Wheatland Buffalo Powell Cody Green River Afton Lyman Lusk Sheridan
August-	
September- Casper, Education Committee	
October-	
November-	
January- Cheyenne, Legislative Session	
February-	
March-	
April-	
May-	
June-	

2016

2017

January							February							March						
Su	Mo	Tu	We	Th	Fr	Sa	Su	Mo	Tu	We	Th	Fr	Sa	Su	Mo	Tu	We	Th	Fr	Sa
					1	2		1	2	3	4	5	6			1	2	3	4	5
3	4	5	6	7	8	9	7	8	9	10	11	12	13	6	7	8	9	10	11	12
10	11	12	13	14	15	16	14	15	16	17	18	19	20	13	14	15	16	17	18	19
17	18	19	20	21	22	23	21	22	23	24	25	26	27	20	21	22	23	24	25	26
24	25	26	27	28	29	30	28	29						27	28	29	30	31		
31																				

April							May							June						
Su	Mo	Tu	We	Th	Fr	Sa	Su	Mo	Tu	We	Th	Fr	Sa	Su	Mo	Tu	We	Th	Fr	Sa
					1	2	1	2	3	4	5	6	7				1	2	3	4
3	4	5	6	7	8	9	8	9	10	11	12	13	14	5	6	7	8	9	10	11
10	11	12	13	14	15	16	15	16	17	18	19	20	21	12	13	14	15	16	17	18
17	18	19	20	21	22	23	22	23	24	25	26	27	28	19	20	21	22	23	24	25
24	25	26	27	28	29	30	29	30	31					26	27	28	29	30		

July							August							September						
Su	Mo	Tu	We	Th	Fr	Sa	Su	Mo	Tu	We	Th	Fr	Sa	Su	Mo	Tu	We	Th	Fr	Sa
					1	2		1	2	3	4	5	6					1	2	3
3	4	5	6	7	8	9	7	8	9	10	11	12	13	4	5	6	7	8	9	10
10	11	12	13	14	15	16	14	15	16	17	18	19	20	11	12	13	14	15	16	17
17	18	19	20	21	22	23	21	22	23	24	25	26	27	18	19	20	21	22	23	24
24	25	26	27	28	29	30	28	29	30	31				25	26	27	28	29	30	
31																				

October							November							December						
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2	3	4	5	6	7	8	6	7	8	9	10	11	12	4	5	6	7	8	9	10
9	10	11	12	13	14	15	13	14	15	16	17	18	19	11	12	13	14	15	16	17
16	17	18	19	20	21	22	20	21	22	23	24	25	26	18	19	20	21	22	23	24
23	24	25	26	27	28	29	27	28	29	30				25	26	27	28	29	30	31
30	31																			

January							February							March						
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8	9	10	11	12	13	14	5	6	7	8	9	10	11	5	6	7	8	9	10	11
15	16	17	18	19	20	21	12	13	14	15	16	17	18	12	13	14	15	16	17	18
22	23	24	25	26	27	28	19	20	21	22	23	24	25	19	20	21	22	23	24	25
29	30	31					26	27	28					26	27	28	29	30	31	

April							May							June						
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						1		1	2	3	4	5	6					1	2	3
2	3	4	5	6	7	8	7	8	9	10	11	12	13	4	5	6	7	8	9	10
9	10	11	12	13	14	15	14	15	16	17	18	19	20	11	12	13	14	15	16	17
16	17	18	19	20	21	22	21	22	23	24	25	26	27	18	19	20	21	22	23	24
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30																				

July							August							September							
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						1							1							1	2
2	3	4	5	6	7	8	6	7	8	9	10	11	12	3	4	5	6	7	8	9	
9	10	11	12	13	14	15	13	14	15	16	17	18	19	10	11	12	13	14	15	16	
16	17	18	19	20	21	22	20	21	22	23	24	25	26	17	18	19	20	21	22	23	
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30	31																				

October							November							December							
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9	10	11	12	13	14	15	13	14	15	16	17	18	19	11	12	13	14	15	16	17	
16	17	18	19	20	21	22	20	21	22	23	24	25	26	18	19	20	21	22	23	24	
23	24	25	26	27	28	29	27	28	29	30				25	26	27	28	29	30	31	
30	31																				

Federal holidays 2016

Jan 1 New Year's Day	Jul 4 Independence Day	Nov 24 Thanksgiving Day
Jan 18 Martin Luther King Day	Sep 5 Labor Day	Dec 25 Christmas Day
Feb 15 Presidents' Day	Oct 10 Columbus Day	Dec 26 Christmas Day (obs.)
May 30 Memorial Day	Nov 11 Veterans Day	

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Federal holidays 2017

Jan 1 New Year's Day	May 29 Memorial Day	Nov 10 Veterans Day (obs.)
Jan 2 New Year's Day (obs.)	Jul 4 Independence Day	Nov 11 Veterans Day
Jan 16 Martin Luther King Day	Sep 4 Labor Day	Nov 23 Thanksgiving Day
Feb 20 Presidents' Day	Oct 9 Columbus Day	Dec 25 Christmas Day

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