

Wyoming State Board of Education Agenda

The Wyoming State Board of Education will empower an educational system that will enable Wyoming students to have the knowledge, skills, and habits of mind to succeed.

September 4, 2014 Natrona CSD #1 Annex Building Garfield Room 970 N. Glenn Road Casper Wyoming		
10:30 am to 10:45 a.m.	<ul style="list-style-type: none"> • Call to order 	
	<ul style="list-style-type: none"> • Approval of Agenda 	
	<ul style="list-style-type: none"> • Minutes July 1, 2014 	Tab A
	<ul style="list-style-type: none"> • Treasurer's Report 	
10:45 a.m. to 12:00 a.m.	Discussion Items: <ul style="list-style-type: none"> • Introduction of Michael Day- Paige Fenton Hughes 	
	<ul style="list-style-type: none"> • Statewide K-12 Education Governance Structures- Sue Belish 	Tab B
	<ul style="list-style-type: none"> • Possible Outreach Options- Paige Fenton- Hughes 	Tab C
12:00 p.m. 1:00 p.m.	Lunch	
1:00 p.m. to 3:00 p.m.	Continuation of Discussion:	
3:00 p.m. to 3:30 p.m.	Other issues, concerns, discussion, public comment:	

WYOMING STATE BOARD OF EDUCATION

July 1, 2014

Carbon CSD #1 Boardroom

615 Rodeo

Rawlins, Wyoming

Wyoming State Board of Education members present: Ron Micheli, Kathy Coon, Scotty Ratliff, Hugh Hageman, Ken Rathbun, Joe Reichardt, Pete Gosar, Belenda Willson, Kathryn Sessions, Richard Crandall, Jim Rose, and Walt Wilcox

Members absent: Sue Belish and Cindy Hill

Also present: Chelsie Oaks, WDE; Julie Magee, WDE; Dianne Frazer WDE; Laurie Hernandez, WDE; Brian Aragon, WDE; Deb Lindsey, WDE; Paige Fenton-Hughes, SBE Coordinator; Sam Shumway, WDE; Mackenzie Williams, Attorney General's Office (AG)

CALL TO ORDER

Chairman Ron Micheli called the meeting to order at 9:10 a.m.

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

APPROVAL OF AGENDA

Pete Gosar moved to approve the agenda, seconded by Joe Reichardt; the motion carried.

APPROVAL OF MINUTES

Minutes from the April 11, 2014 State Board of Education meeting were presented for approval.

Ken Rathbun moved that the minutes be approved, seconded by Kathy Coon; the motion carried.

APPROVAL OF TREASURER'S REPORT

Treasurer for the Board, Pete Gosar, discussed with the Board the end of biennium budget review and gave information on what the next biennium would look like.

Pete Gosar moved to approve the Treasurer's Report with the ending balance of \$15,705.24; Kathy Coon seconded; the motion carried.

ALTERNATIVE SCHEDULES

Brian Aragon, WDE, presented eight districts alternative school schedules for the Board for review and approval. Those districts and schools follow: Campbell 1- Westwood High school

only, Carbon 1- Rawlins Cooperative High School, Little Snake River Valley School (LSRVS), Converse 1-Rural schools including: Dry Creek, Moss Agate, Shawnee, Walker Creek, White School, Fremont 6-Crowheart, Wind River El., Middle and HS, Fremont 24-Shoshoni El., Junior High and HS, Teton 1-Summit High School and Jackson Hole High School, Uinta 4-Mountain View El., Middle, High and Ft. Bridger El, Uinta 6-Lyman Middle, High and Urie Elementary.

Mr. Aragon noted that some of these alternative school schedules were requested by rural schools to better accommodate the school and students for sporting events. Additionally, alternative schedules are used as an incentive to help improve graduation rates.

Kathy Coon moved that the alternative schedules for the schools presented be approved for the 2014- 2015 and 2015-2016 school years, seconded by Walt Wilcox; the motion carried.

RESTRUCTURING PLANS

Jennifer Peterson, Title I Consultant, WDE, gave back ground information on the No Child Left Behind Act and explained to the Board the approval process of the restructuring plans.

Terry Burgess and Sean Wells from Sheridan CSD #2 and Ft Mackenzie presented their restructuring plan to the Board.

Scotty Ratliff moved to approve Ft. Mackenzie's Title I Restructuring Plan, seconded by Ken Rathbun; the motion carried.

Traci Blaze and Fletcher Turcato from Carbon CSD #1 and Rawlins Middle School presented their restructuring plan to the Board and shared concerns with the process.

Joe Reichardt moved to approve Rawlins Middle School's Title I Restructuring Plan, seconded by Kathryn Sessions; the motion carried.

Ms. Peterson stated that processes have been updated and that in the upcoming year there will be fourteen schools that will need their restructuring plans voted on by the Board.

The Board agreed that in the future all schools should come in person to present their restructuring plan and should make the presentations for review available to the Board before presenting.

NEXT MEETING

Chairman Ron Micheli, suggested that the Board wait until after the general election to have its retreat and allow the winning candidate to participate. It was agreed that 2-3 days would be sufficient to discuss strategic planning and other issues.

In addition, a meeting on October 9th, 2014 in Riverton was scheduled.

Scotty Ratliff moved that the Board write a letter to the University of Wyoming expressing the need of a representative at the State Board of Education meetings; Joe Reichardt seconded; the motion carried.

ACCREDITATION

Dianne Frazer, WDE, presented action summary sheets to the Board on district accreditation and institutional school accreditation and reiterated information from her previous day's presentation.

Joe Reichardt moved that the following Wyoming school districts be granted full accreditation:

Albany CSD #1	Crook CSD #1	Johnson CSD #1	Platte CSD #2	Uinta CSD #4
Big Horn CSD #1	Fremont CSD #1	Laramie CSD #1	Sheridan CSD #1	Uinta CSD #6
Big Horn CSD #2	Fremont CSD #2	Laramie CSD #2	Sheridan CSD #2	Washakie CSD #1
Big Horn CSD #3	Fremont CSD #6	Lincoln CSD #1	Sheridan CSD #3	Washakie CSD #2
Big Horn CSD #4	Fremont CSD #14	Lincoln CSD #2	Sublette CSD #1	Weston CSD #1
Campbell CSD	Fremont CSD #21	Natrona CSD #1	Sublette CSD #9	
Carbon CSD #1	Fremont CSD #24	Niobrara CSD #1	Sweetwater CSD	
Carbon CSD #2	Fremont CSD #25	Park CSD #1	Sweetwater CSD	
Converse CSD	Goshen CSD #1	Park CSD #6	Teton CSD #1	
Converse CSD	Hot Springs CSD	Park CSD #16	Uinta CSD #1	

Seconded by Ken Rathbun; the motion carried.

Ken Rathbun moved that the following Wyoming school districts be granted accreditation with follow-up: Fremont CSD #38, Platte CSD #1, Weston CSD #7; seconded by Joe Reichardt; the motion carried.

Pete Gosar moved that the following Wyoming institutional schools be granted full accreditation:

Big Horn Basin Children's Center (Northwest BOCES)
Colter High School (Wyoming Boys' School)
C-V Ranch (Region V BOCES)
Mae Olson Education Center (Cathedral Home for Children) Normative Services
Powder River Basin Children's Center (Northeast BOCES) Red Top Meadows
St. Joseph's Children's Home
Wyoming Behavioral Institute
Wyoming Girls' School
Youth Emergency Services, Inc.

Seconded by Joe Reichardt; the motion carried.

Joe Reichardt moved that the following Wyoming institutional school be granted accreditation with follow-up:

Southeastern Wyoming Juvenile Center (formerly Jeffrey C. Wardle Academy)

Seconded by Pete Gosar; the motion carried.

ASSESSMENT

Deb Lindsey, Assessment Director, WDE, presented an action summary sheet to the Board and reviewed the discussion from the previous day's meeting. Mrs. Lindsey assures the Board that American Institutes for Research (AIR) is the only vendor that can provide the WDE services necessary for the Wyoming Alternate Assessment in the Spring for 2015 and 2016.

Kathryn Sessions moved to approve the contract with AIR and the contract amendment with Educational Testing Service (ETS) as stated in the action summary sheet provided in the packet, Joe Reichardt seconded; the motion carried.

CHAPTER 10 RULES

Laurie Hernandez, Standards Supervisor, WDE, presented to the Board on the Chapter 10 Rules and reviewed items from the packet. Mrs. Hernandez notified the Board that public comment on the rules would be gathered through the WDE website.

Scotty Ratliff moved to adopt the revised 2014 Wyoming Mathematics and Language Arts Performance Level Descriptors and the 2014 Wyoming Mathematics and Language Arts Standards Extensions for students with significant cognitive disabilities; seconded by Pete Gosar; the motion carried.

WYOMING SCIENCE CONTENT & PERFORMANCE STANDARDS

Laurie Hernandez presented on the current status of the Wyoming Science Content and Performance Standards and reviewed the timeline for science standards revisions provided in the Board packet.

Walt Wilcox stated that he was concerned with where the State Board is in the process of the science standards and feels that without having the Next Generation Science standards as a resource limits Wyoming.

Joe Reichardt moved that the State Board of Education reaffirm that the current 2008 Wyoming science content and performance standards remain the science standards for Wyoming students until the prohibition on considering ALL relevant science standards, including the Next Generation Science Standards, is rescinded by the Legislature; that the State Board of Education direct the WDE to halt any work or review of science standards until directed by the Board; and that Wyoming school districts be reminded that while they must align their science curriculum to the Wyoming standards they may choose to augment and develop curriculum aligned to more rigorous, challenging science standards.

Seconded by Walt Wilcox.

Ron Micheli stated that he supported the motion and could see that no matter what science standards were created that they could be compared to the Next Generation Science Standards.

Hugh Hageman opposed the motion; the motion carried.

OTHER ISSUES, CONCERNS, DISCUSSION AND PUBLIC COMMENT

Marguerite Herman gave public comment on support of the Board's motion on the Science Standards.

The State Board of Education adjourned at 1:33 p.m.

Wyoming K-12 Educational Governance Study

Interview Protocol

The following is the general interview protocol for this study. Each interview will be somewhat customized based on responses from the individual to avoid unnecessary questions, avoid repetition, and allow for further clarification when needed.

The interview requires use of several charts. For in-person interviews, these will be brought to the interview. The charts and interview protocol will be emailed in advance.

- *Notes for interviewer and explanatory text in italics*
- **Information to be provided and questions to be asked by the interviewer in normal font, bold**

1. *Introduction and explanation of the purpose of the interview*

This interview is part of an independent review commissioned by the Wyoming Legislature Joint Interim Education Committee about Wyoming's state-level educational governance structure. We have been asked to conduct interviews with key stakeholders regarding the merits and challenges of the existing structure, to ascertain whether there is a perceived need to make any changes to the state level governance structure. Based on this feedback and research, Cross & Joftus will present summary findings and one or more options for revised governance structure that could support improvements in the quality of educational governance in Wyoming.

The final report is due in the fall and *may* lead to consideration of changes to the governance structure in the 2015 legislative session.

Introduction: Purpose of the Study and Context-Setting

There are many factors to consider when evaluating the performance of an educational system. We have chosen to focus on reading and math skills and, to do so, to look at Wyoming's performance on the National Assessment of Educational Progress (NAEP), which is probably the most respected assessment in the country and provides the best apples-to-apples comparison we have across states. It's not perfect, nor does it tell the whole story, but it's one of the best indicators we have. We invite you to use the information from the following 4 charts, in addition to what you already know about the performance of Wyoming's educational system.

Proficiency Rates on the 2007 and 2013 National Assessment of Educational Progress:

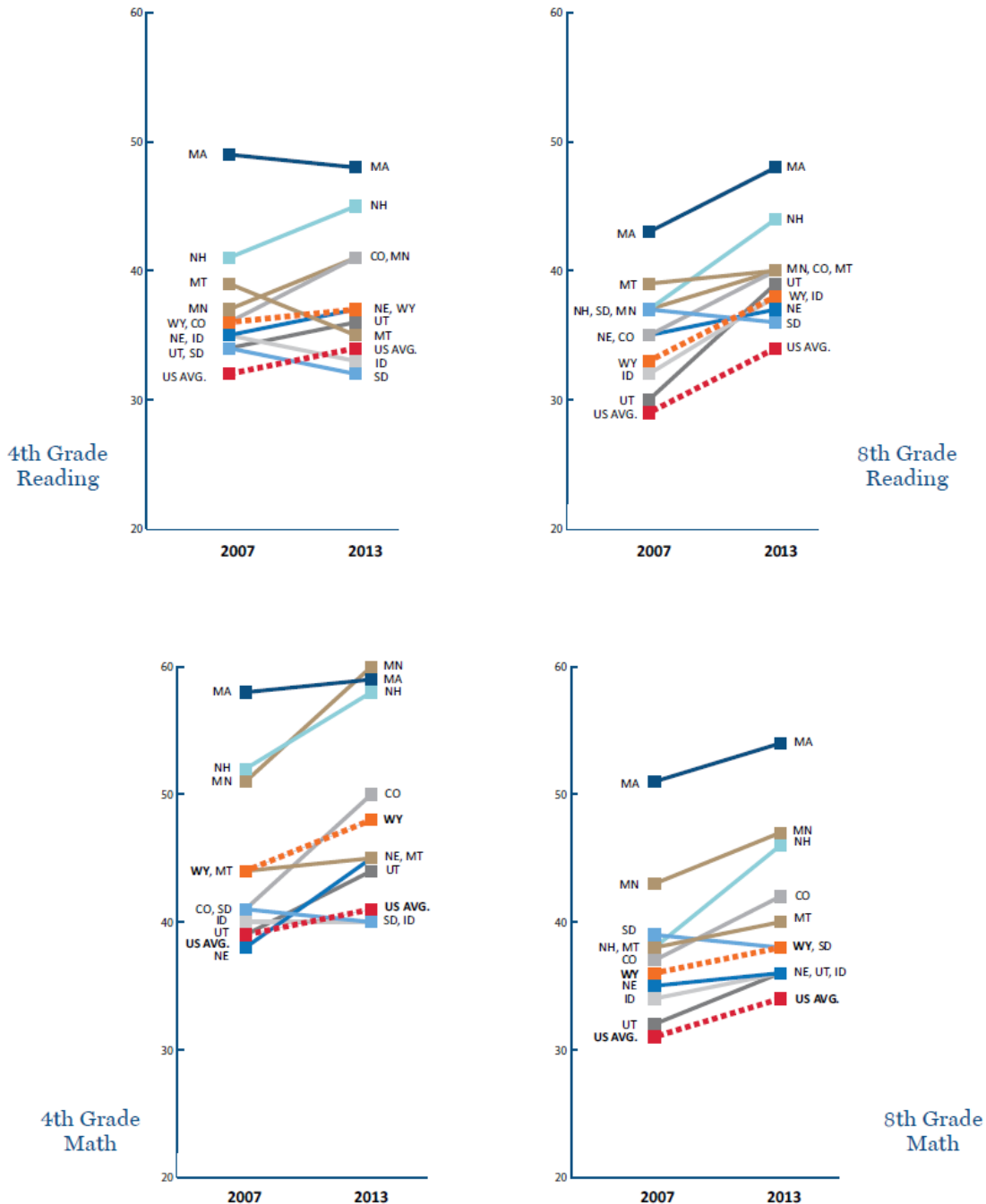
Reading and Mathematics in Grades 4 and 8

2013	Contiguous States								Highest-performing States		
	WY	US	MT	SD	CO	NE	ID	UT	MA	NH	MN
Mathematics 4th Grade	48	41	45	40	50	45	40	44	59	58	60
Mathematics 8th Grade	38	34	40	38	42	36	36	36	54	46	47
Reading 4th Grade	37	34	35	32	41	37	33	36	48	45	41
Reading 8th Grade	38	34	40	36	40	37	38	39	48	44	40

2007	Contiguous States								Highest-performing States		
	WY	US	MT	SD	CO	NE	ID	UT	MA	NH	MN
Mathematics 4th Grade	44	39	44	41	41	38	40	39	58	52	51
Mathematics 8th Grade	36	31	38	39	37	35	34	32	51	38	43
Reading 4th Grade	36	32	39	34	36	35	35	34	49	41	37
Reading 8th Grade	33	29	39	37	35	35	32	30	43	37	37

What this chart says:

- This chart shows the percent of students in Wyoming who scored at the level of Proficient or above on the National Assessment of Educational Progress (NAEP) in 2007 and in 2013, at grades 4 and 8, in reading and math.
- The “Proficient” bar is a very high bar on these assessments, so these charts indicate the percent of students who are performing very well.
- In both 2007 and 2013, Wyoming students slightly out-performed the national average and performed similarly to its neighboring states in the percent of students performing at the Proficient level.
- In addition, Wyoming improved across each of these assessments between 2007 and 2013.



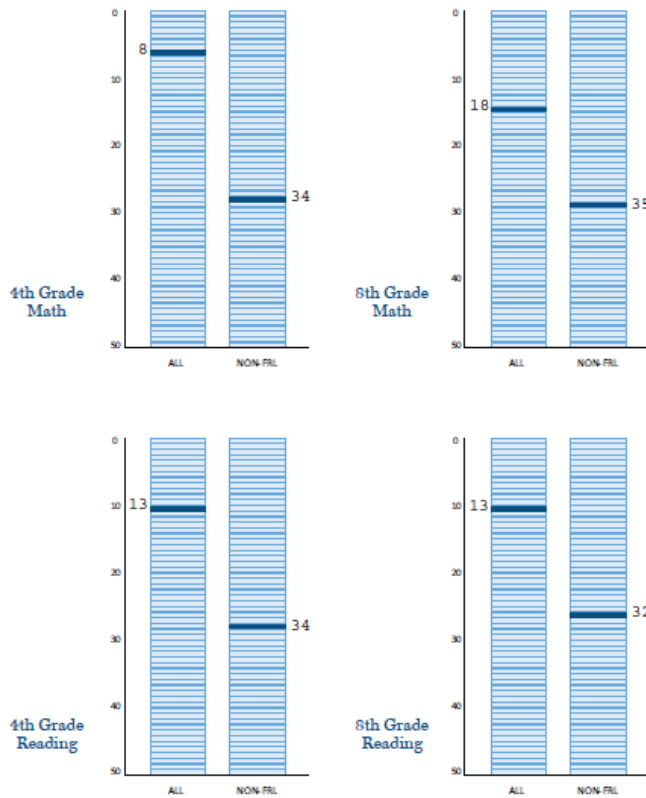
What these charts say:

- This is a graphical representation of this same information on the previous charts.
- You'll see that Wyoming, shown in the orange dashed line, has increased the percent of students scoring at or above Proficient since 2007.
- However, in only 1 of these four assessments has Wyoming's rate of improvement (upward slope of the line) been greater than the national average, which is shown in red dashed lines.

This means that more states will likely surpass Wyoming's students unless Wyoming's rate of improvement increases. Average Scores on 2013 NAEP Assessments by Income Group

Reading 2013	Reading: 4th Grade			Reading: 8th Grade		
	All	FRL Eligible	Not Eligible	All	FRL Eligible	Not Eligible
Wyoming	13	4	34	13	1	32

Math 2013	Math: 4th Grade			Math: 8th Grade		
	All	FRL Eligible	Not Eligible	All	FRL Eligible	Not Eligible
Wyoming	8	3	34	18	5	35



What these charts say:

- A better way to get a sense of how the “average” students across the state are doing is to look at the statewide average student scores from NAEP.
- Overall, Wyoming ranked well on average scale scores on these for assessments in 2013 – between 8th and 18th in the nation.
- And Wyoming’s low income students, which represent 37% of students, scored extremely well compared to their peers across the country: Wyoming was in the top 5 states in the US across all 4 tests.
- However, for students who do NOT qualify for free-or-reduced lunch, which is the majority of students, Wyoming ranked between 32nd and 35th in the country across these 4 tests.

On international assessments, the U.S. is losing ground to other countries in which educational performance is improving at a faster rate, such as the Slovak Republic, Viet Nam, Poland and Koreaⁱ. As of 2009, Wyoming 15-year olds are out-performed by their peers in Belgium and Estonia and are now equal to those in Sloveniaⁱⁱ.

Question 1: Would you say that the Wyoming educational system is currently performing ABOVE, AT or BELOW your expectations?

Part A: Defining the Purposes of State Level Educational Governance and a Structure to Accomplish Them

In this section of the interview, I want to gain an understanding of your views regarding an optimal governance structure for Wyoming. Let me begin with three over-arching questions:

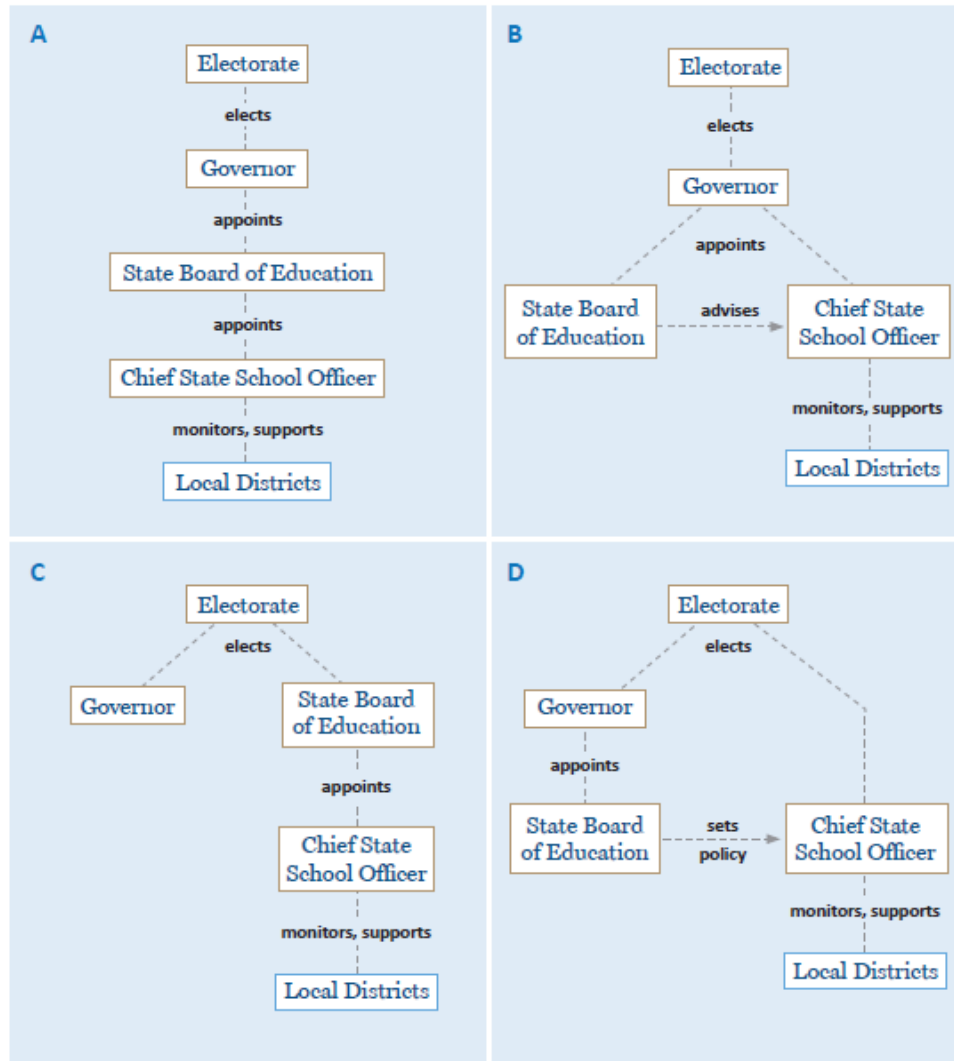
Question 5: What do you see as the primary role or roles of the state in educational governance and educational improvement today?

Question 6: What do you believe should be the guiding objectives around which to organize the design of Wyoming's educational governance system? (alternatively: please give me the two or three most important adjectives that, in your view, describe a high quality state educational system. The system should be....)

Question 7: Should the state be responsible for directly assisting districts and schools in improving student outcomes and, if so, how would you describe the state's appropriate role? (examples from other states: technical assistance, professional development for lead teachers, school turnaround support, dissemination of best practices)

A1. GOVERNANCE MODELS:

I'd like to show you four generic models of state governance structures and will then ask you to describe what you see as the organizational structure that would best serve Wyoming in the future. (show handout) Each of these four models exists in 1 or more states today, one is the structure Wyoming currently has, and each has several variants. None has been shown to consistently lead to better educational performance.



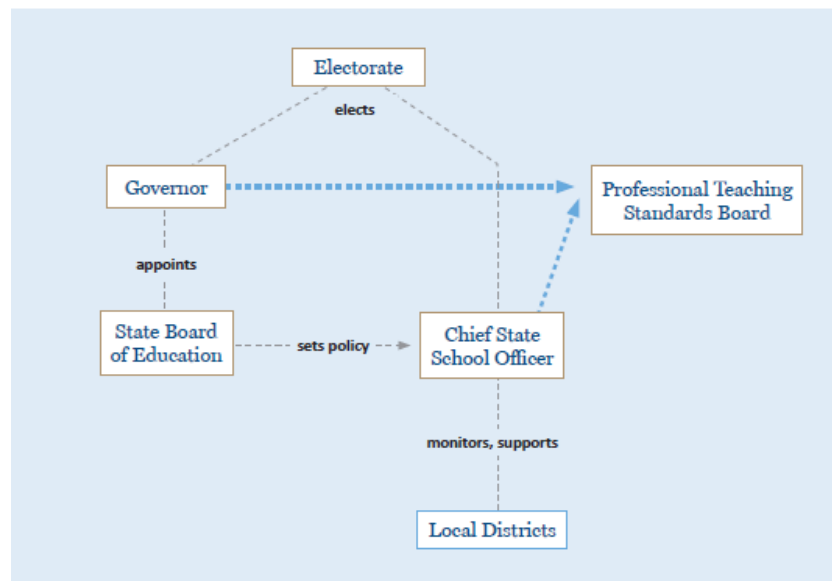
What I'd like you to focus on first is the assignment of responsibilities and accountability.

<Notes below are for walking thru each model. Each ends with asking for comments only to stir the thinking of the individual.>

- In Model A, the electorate assigns all responsibility and accountability for K-12 education governance to the Governor, who then appoints a State Board to select and oversee the Chief State School Officer (CSSO). In this model, the Board members tend to have staggered terms so the sitting Governor typically has limited control over the membership of the Board in the early years of his or her term. In some cases, the Board-appointed Chief State School Officer is also a member of the Governor's Cabinet. The State Board is responsible for annually evaluating the CSSO and holding that individual accountable for improving education in the state.
- In Model B, the electorate again assigns all responsibility to the Governor but, unlike model A, the Governor directly appoints the Chief State School Officer (CSSO). Often, the CSSO is a member of the Governor's Cabinet and serves at the pleasure of the Governor. The State Board, in this model, may have responsibility for initiating and approving policies and regulations, may have veto power only, or may be strictly advisory. In some cases, a mechanism is used to ensure agreement between the Governor and the State

Board on the selection of the CSSO, such as appointment by the Governor from a set of candidates put forward by the State Board. In contrast to Model A, the Governor is responsible for annually evaluating the CSSO and holding that individual accountable for improving education in the state.

- In Model C, the electorate assigns all responsibility to an elected State Board of Education, typically with staggered terms. The Board selects the Chief State School Officer and is responsible for annually evaluating the CSSO and holding that individual accountable for improving education in the state. In this model, the Governor has no authority over public education or the state budget for education.
- Model D is the model now in place in Wyoming. Unlike models A, B, and C, under this model a) the pool for CSSOs is restricted to residents of the state and b) the CSSO can only be held accountable every 4 years, rather than annually. In this model the electorate assigns responsibility and accountability to both the Governor, who appoints the members of the State Board with Senate approval, and to the elected Chief State School Officer. The State Board may have any of the 3 levels of authority: policy and reform initiation and approval, veto power, or an advisory role. The State Board may have its own professional staff or, as in Wyoming's case, may rely on the staff of the elected Superintendent, but typically the level of staffing relates to the level of authority/responsibility assigned to the Board.
- There is another entity in Wyoming with an important responsibility regarding educational quality, and that is the Professional Teaching Standards Board (PTSB). This Board is responsible for the rules and regulations governing professional educator certification, and stands largely as an independent board. The Governor and State Superintendent alternately appoint individuals to this 13-member board as vacancies arise.



Question 8: In your view, how well does Wyoming's existing structure support clear lines of responsibility and accountability for educational improvement?

a) Very well

- b) Moderately well but requires adjustment
- c) Requires significant changes

Question 9: Using these models only as a starting point for ideas, describe the organizational structure that would, in your view, best serve the priorities you identified earlier for the educational system with the level of urgency you feel is required?

<Take as much time as needed to discuss their ideas until a model can be drawn that captures their views on the best organizational structure for Governor, State Board, Chief, and PTSB. Elicit whether entities are appointed (by whom) or elected, their major responsibilities, and to whom each is accountable.>

<p>Part B: Responsibilities, Selection, and Composition/Qualifications of Each Entity</p>
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This section discusses the 4 main entities of education governance, in greater detail. Only those questions NOT already answered during the activity above will be asked.

B1. THE STATE BOARD OF EDUCATION

All but two states (MN, WI) have State Boards of Education or the equivalent, although the amount of authority varies greatly. In 1 state (NM) the board is advisory.

Provide as needed:

Membership: In Wyoming, the State Board is made up of 11 voting members, with representation from across the state and across political parties. Members are appointed by the Governor with Senate approval and serve 6 year terms. The board elects its own chair. The State Superintendent serves on the State Board of Education as a voting member.

Roles: In addition to its long-held role in establishing policies for public education and implementing and enforcing standards for educational professionals, programs, and school accreditation, the Legislature increased the duties of the State Board in 2012 through the Wyoming Accountability in Education Act. This act charged the State Board with the creation of an education accountability system in accordance with law for students, schools, districts and educators based on assessments of student achievement and growth toward college- and career-readiness standards, to promulgate rules and regulations for this system, set improvement targets used to rate school and district performance, and create a multi-tiered system of support, interventions and consequences. Similar to the expansion of State Board duties by the Legislature in response to the Campbell series of Wyoming Supreme Court decisions, this was a significant expansion of the roles and responsibilities of the State Board.

Capacity: The WY State Board does not have staff; instead, State statute requires the Superintendent to "assist the state board in the performance of its duties and responsibilities," including providing a staff liaison to the state board and providing information upon request to support policy development and decision-making.

If the interviewee feels a State Board should continue:

Responsibilities:

Question 10: In your view, should the State Board's role:

- a) continue to be policy development and reform leadership,
- b) be reduced to be one with approval authority only for major policy and regulation decisions of the Chief,
- c) converted to an advisory board, or
- d) none – the Board should be eliminated from the governance structure.

If response NOT "eliminated"

Selection:

Question 11: Should members be appointed, elected, or some of each?

10A: If appointed:

- a) By whom should members be appointed and held accountable?
- b) Should there be qualifications for eligibility?
- c) Should the existing provisions for representation on the Board by a teacher, an administrator, a local board member and a business representative be maintained?
- d) How should the Board Chair be selected? (currently elected by members)
- e) Should Board training be mandated?

10B: If all or some elected: For elected members:

- f) Should ballots be partisan or non-partisan?
- g) Should members be elected by some type of district or at large?
- h) Should the existing provisions for representation on the Board by a teacher, an administrator, a local board member and a business representative be maintained?
- i) How should the Board Chair be selected? (currently elected by members)
- j) Should Board training be mandated?

10C: If response "eliminated":

- k) Would you recommend some other means for citizen input into or oversight of public education in the state? Please describe.

B2. THE CHIEF STATE SCHOOL OFFICER

Background: 13 states have an elected Chief State School Officer, 15 are appointed by the Governor and 22 are appointed by a State Board of Education.

The Wyoming constitution charges the Superintendent of Public Instruction with the administration and general supervision of the public schools in the State. The Superintendent is elected by the voters every 4 years, in the same general election as the Governor and leads the Department of Education.

Qualifications:

The current legal qualifications for candidates are:

- at least twenty-five (25) years of age
- a citizen of the United States
- qualified as an elector in the state of Wyoming.

Question 12: Should the qualifications for the Chief State School Officer be modified at all? If so, how? (examples from other states: a college degree or advanced degree)

Role:

Unless made clear above: In approximately 25 states, the Chief State School Officer is a member of the Governor's Cabinet and therefore attends regular meetings with the heads of other state departments to coordinate services and participate in budgetary discussions.

13A: If they earlier indicated that they support an elected CSSO:

13A1: What do you see as the strengths of the elected Superintendent model?

13A2: Should the term continue to be 4 years and on the same cycle as the Governor?

13B: If they support an appointed CSSO

13B1. Why should the state move away from the model of an elected Superintendent?

13B2. Would you support a constitutional amendment to accomplish that?

13BC: Who should be authorized to appoint the CSSO? Options from other states include:

- The State Board of Education
- The Governor
- The Governor, with Senate approval
- The Governor, from a list of candidates submitted by the State Board

Responsibilities:

Question 14: Are there any barriers or challenges within the current governance structure that reduce:

- efficient, clear decision-making, and/or
- the ability of the Superintendent to providing timely, effective support to schools and districts? If so, please explain.

Question 15: Should the level of staffing support provided to the State Board remain the prerogative of the Superintendent?

Question 16: Are any changes needed to allow a Superintendent to restructure WDE staff assignments to align with his or her priorities? If so, please explain.

B3. THE WYOMING DEPARTMENT OF EDUCATION

The Wyoming Department of Education (WDE) is the support staff to the Superintendent in providing general supervision of the public schools, enforcing rules and regulations, and implementing the system of supports, interventions, and consequences created by the State Board. The Department is also charged with providing support to the State Board of Education and the Professional Teaching Standards Board, as directed by the Superintendent.

Question 17: Is there anything you would change regarding the roles and responsibilities of the WDE to improve educational performance? If so, please explain

Question 21: Some in Wyoming have recently suggested that the state could provide more targeted assistance to schools if some of the state funding for technical assistance personnel was shifted to the districts. Others have suggested using most of those state funds to contract out with specialized providers based on the specific needs of schools and districts. Do you support either of these suggestions? Why/why not?

Part C: Closing Question

Question 24: On a scale of 1 to 5, with 1 being “not important” and 5 being “essential”, how important is this effort by the Legislature to seek improvements in the educational governance structure of K-12 education to the future of the state of Wyoming?

ⁱ OECD, *PISA 2012 Results: What 15-year-olds know and what they can do with what they know*, 2013.

ⁱⁱ Hanushek, Peterson and Woessermann, *Endangering Prosperity: A Global View of the American School*, 2013.



WYOMING

State Board of Education

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KATHY COON
Lusk

HUGH HAGEMAN
Fort Laramie

CINDY HILL
State Superintendent

KEN RATHBUN
Sundance

GERALD REICHARDT
Wheatland

KATHRYN SESSIONS
Cheyenne

WALT WILCOX
Casper

BELENDIA WILLSON
Thermopolis

CHELSEIE OAKS
Executive Assistant

August 27, 2014

TO: State Board Members

FROM: Paige Fenton Hughes, Coordinator

RE: Standards outreach options

I was asked by the Supervisory Committee to put together some options for sharing information regarding the standards adoption process, the implementation of standards, and associated issues. The conversation was specifically around sharing facts about the Wyoming Content Standards in Math and Language Arts.

Here are some options:

1. **As a portion of outreach sessions**-it is anticipated the board will be building upon our outreach efforts of last fall by holding additional meetings around the state to flesh out the definition of a Wyoming high school graduate, share information about the accountability model, and explain results of the PJP. It would be possible to dedicate a portion of outreach sessions to providing information about the standards adoption process and other information about the content standards.
2. **As a stand-alone meeting**-the board could schedule and hold information sessions around the state dedicated simple to discussion of the standards and the standards adoption process. Both outreach and stand-alone meetings could also be delivered by distance means (WEN, Google hangouts, etc.).
3. **Sharing written information**-the board could generate written documents, white papers, FAQs about the standards adoption process and the standards themselves. The documents could be shared with legislators, school boards, local districts, and others.
4. **Writing editorials/opinion pieces**-the board could submit one or more op-eds to newspapers across the state sharing information about the standards adoption process and the standards themselves. There is no guarantee these would be printed.
5. **Put information on the website and/or make it interactive**-we can certainly put more information on our website, and we could include an interactive component such as a blog or series of videos or podcasts. Twitter and/or Facebook could be utilized as well.
6. **Personal appearances at already scheduled meetings**-be available to share information at meetings that are already scheduled for another purpose (for example Rotary, Kiwanis, Lions, PEO, leader groups throughout the state).
7. **Use media outlets**-be available to appear on local radio or television shows.
8. **Be available to districts**-to provide information at school board, parent, or staff meetings.