

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.

October 9, 2014 Fremont CSD # 25 Boardroom 121 North 5 th Street West Riverton, Wyoming		
	Breakfast on Your Own	
8:00 am to 9:00 am	State Board of Vocational Education	
	<ul style="list-style-type: none"> • Roll Call • Pledge of Allegiance 	
	<ul style="list-style-type: none"> • Approval of Agenda 	Tab A
	<ul style="list-style-type: none"> • Information and Updates 	
9:00 am to 9:15 a.m.	State Board of Education	
	<ul style="list-style-type: none"> • Call to order 	
	<ul style="list-style-type: none"> • Approval of Agenda 	Tab B
	<ul style="list-style-type: none"> • Minutes September 4, 2014 	Tab C
	<ul style="list-style-type: none"> • Treasurer's Report 	Tab D
9:15 a.m. to 9:30 a.m.	Break	
9:30 a.m. to 12:00 a.m.	Discussion Items:	
	<ul style="list-style-type: none"> • SBE Updates- Paige Fenton Hughes (1 Hr) 	Tab E
	<ul style="list-style-type: none"> • State System of Support- Shelly Andrews (30 mins) 	Tab F
	Action Items:	
	<ul style="list-style-type: none"> • Review Draft Report on the Professional Judgment Panel – Dr. Mike Beck (1 Hr) 	
	<ul style="list-style-type: none"> • Accountability Model Updates and PJP Preliminary Results- Mike Flicek 	Tab G
	<ul style="list-style-type: none"> • Overview of October 15th Report- Paige Fenton Hughes (30 mins) 	Tab H
12:00 p.m. to 1:00 p.m.	Lunch	
1:00 p.m. to 2:00 p.m.	Action Items:	
	<ul style="list-style-type: none"> • Park CSD #1 Boundary Board Change- Mackenzie Williams (30 mins) 	Tab I
	<ul style="list-style-type: none"> • District Assessment System- Shelly Andrews (30 mins) 	Tab J
	<ul style="list-style-type: none"> • Chapter 10 Rules Update- Laurie Hernandez (20 mins) 	
2:00 p.m. to 2:30 p.m.	Other issues, concerns, discussion, public comment:	

**ACTION SUMMARY SHEET
STATE BOARD OF VOCATIONAL EDUCATION**

DATE: October 9, 2014

ISSUE: Approval of Agenda

BACKGROUND:

SUGGESTED MOTION/RECOMMENDATION:

To approve the Agenda for the October 9, 2014 meeting.

SUPPORTING INFORMATION ATTACHED:

- Agenda

PREPARED BY: *Chelsie Oaks*
Chelsie Oaks, Executive Assistant

APPROVED BY: _____

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

COMMENTS:

State Board of Vocational Education

October 9, 2014

Fremont CSD # 25 Boardroom

121 North 5th Street West

Riverton, Wyoming

A G E N D A

	Call to Order – Ron Micheli		Action	8:00 a.m.
1.	Pledge of Allegiance Roll Call			
2.	Approval of Agenda – Ron Micheli	Tab A	Action	
3.	Information & Updates- WDE			
4.	Adjournment – Ron Micheli			9:00 a.m.

**ACTION SUMMARY SHEET
STATE BOARD OF EDUCATION**

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SUPPORTING INFORMATION ATTACHED:

- Agenda

PREPARED BY: *Chelsie Oaks*
Chelsie Oaks, Executive Assistant

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

COMMENTS:

Wyoming State Board of Education Agenda

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**ACTION SUMMARY SHEET
STATE BOARD OF EDUCATION**

DATE: October 9, 2014

ISSUE: Approval of Minutes

BACKGROUND:

SUGGESTED MOTION/RECOMMENDATION:

To approve the minutes from the State Board of Education meeting on September 4, 2014

SUPPORTING INFORMATION ATTACHED:

- Minutes of September 4, 2014

PREPARED BY: *Chelsie Oaks*
Chelsie Oaks, Executive Assistant

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

COMMENTS:

WYOMING STATE BOARD OF EDUCATION

September 4, 2014

Natrona CSD #1 McKinley Annex

1044 Foster Road

Casper, Wyoming

Wyoming State Board of Education members present: Belenda Willson, Cindy Hill, Kathy Coon, Jim Rose, Walt Wilcox, Kathryn Sessions, Scotty Ratliff, Ken Rathbun, Hugh Hageman, & Joe Reichardt

Absent: Ron Micheli, Pete Gosar and Sue Belish

Also present: Paige Fenton Hughes, SBE Coordinator; Chelsie Oaks, WDE; Mary Kay Hill, Governor's Office; Sam Shumway, WDE; Kathy Scheurman, WEA; Michael Day, UW; Tom Reeder, House 58; Jillian Balow, State Superintendent Candidate; Leah Todd, Casper Star Tribune and Mackenzie Williams, Attorney General's Office (AG)

CALL TO ORDER

Chairman Scotty Ratliff called the meeting to order at 10:32 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 Joe Reichardt; the motion carried.

APPROVAL OF MINUTES

Minutes from the July 1, 2014, State Board of Education meeting were presented for approval.

Joe Reichardt moved that the minutes be approved; seconded by Ken Rathbun; the motion carried.

Paige Fenton Hughes, SBE Coordinator, introduced Michael Day, the Dean of Education at the University of Wyoming. The Board previously requested a staff member from the University attend its meetings; Michael Day will be present at the SBE meetings to fill that request.

STATEWIDE K-12 EDUCATION GOVERNANCE STRUCTURES

Paige Fenton Hughes gave a brief review on the K-12 Education Governance Study being conducted by Cross & Joftus at the direction of the Wyoming Joint Interim Education Committee (JEC). Mrs. Hughes then explained the interview protocol that would be used during the meeting and notified members that their responses would be presented to the JEC on September 10, 2014, along with other stakeholders' input from around the state.

Scotty Ratliff noted the importance of the study and why he felt this meeting was necessary.

The Board, with Paige Fenton Hughes facilitating, proceeded to discuss and answer each question.

POSSIBLE OUTREACH OPTIONS

Paige Fenton Hughes was asked by the SBE Supervisory Committee to prepare some outreach options around the standard setting process. Paige reviewed the memo she provided in the Board packet on the topic.

The Board briefly discussed each option listed in the memo. The Board agreed to have Paige prepare a document to go to school boards, superintendents, legislators and other stakeholders.

Sam Shumway, Chief of Operations for the WDE, talked to the Board about a new initiative at the WDE, Wyoming Measures Up, which will help improve with the communication between all education stakeholders.

PUBLIC COMMENT

Jillian Balow commented one theme she liked is setting clear targets. If elected State Superintendent of Public Instruction, she will begin working with the SBE on many issues that the Board has been working on.

Michael Day thanked the Board for the invite and is excited to spend time with the Board

Larry McGarvin said that he is very impressed with Paige as a facilitator

The State Board of Education adjourned at 3:45 p.m.

**ACTION SUMMARY SHEET
STATE BOARD OF EDUCATION**

DATE: October 9, 2014

ISSUE: Approval of Treasurer's Report

BACKGROUND: The State Board of Education budget for the period ending September 30, 2014 shows a balance of \$208,957.83

SUGGESTED MOTION/RECOMMENDATION:

To approve the Treasurer's Reports as submitted.

SUPPORTING INFORMATION ATTACHED:

- State Board Budget Summary ending September 30,2014

PREPARED BY: *Chelsie Oaks*
Chelsie Oaks, Executive Assistant

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

COMMENTS:



WYOMING

State Board of Education

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Cheyenne, Wyoming 82002-0050
(307) 777-6213 • (307) 777-6234 FAX

RON MICHELI
Chair, Fort Bridger

SCOTTY RATLIFF
Vice Chair, Riverton

PETE GOSAR
Treasurer, Laramie

SUE BELISH
Ranchester

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

CHELSIE OAKS
Executive Assistant

TO: State Board Members

FROM: Paige Fenton Hughes, Coordinator

RE: Board report and updates

When we met in Rawlins earlier this summer, you all provided input to me about the proposed process for reviewing and adopting content and performance standards. If you'll recall, I had already talked to the Joint Education Committee before we talked because of the timing of our meeting schedules. I meshed the input of the committee and the input I received from the board into a revised process which you can read below. This reflects the collective input from the board and the committee. Please review the process so we can talk about it at the meeting. Whatever we finalize will become part of our October 15 report to the legislature regarding our interim topics.

Proposed Content and Performance Standards Review and Adoption Process

1. Change statute to require a review of the standards every eight (8) years with one content area being reviewed each year except physical education and health, which would be reviewed in the same year.
2. Develop a set of guiding criteria such as:
 - Set a standard for college and career readiness (in line with statewide goals)
 - Must align to other adopted standards
 - Build within and across grade levels
3. Provide a procedure/process for choosing a facilitator and committee members
 - Should be facilitated by a person chosen by WDE
 - WDE should choose a committee made up of diverse stakeholders from around the state
 - WDE should seek input from external stakeholders with expertise in the content area
4. Committee meets and considers all relevant standards, research and information; information and resources from meetings will be shared on the WDE website
5. Determine a set of draft standards
 - Create for the board's review along with the standards:
 - ✓ A crosswalk
 - ✓ Impact statement including fiscal analysis

- ✓ Implementation plan
 - Awareness
 - Transition
 - Implementation
- ✓ Plan for statewide support and professional development

6. Post all draft information on the website for public input as well as conduct district surveys
7. Present a draft of standards and information from public input and surveys to the State Board
8. Hold at least four (4) public hearings around the state to present the draft standards.
9. If the board approves the standards, begin the process of rules promulgation and public comment.
10. If revisions are requested by the Board, send the standards back to the committee for review.
11. After the public comment period, the Board can revise the standards as per public input, or choose to adopt the standards as presented.
12. Once finally adopted, standards are sent to the governor for his or her review and eventual approval.

Somewhat related to this topic is the fact that at our September 4 meeting in Casper you all requested that I put together some information to share with local school board members and central office administrators about the current process to review and adopt standards. Because local board members and administrators are communicating with stakeholders about the adoption of standards, the board felt that sharing information about the process would help them answer questions. Here is a draft for your review.

TO: Wyoming School Board Members
FROM: Paige Fenton Hughes, Coordinator, Wyoming State Board of Education
RE: Process for adopting state content and performance standards

During the Wyoming State Board of Education meeting on September 4, the board members had a discussion about the best ways to share information regarding the process for reviewing and adopting state content and performance standards. It was suggested that sharing information with local school board members across the state would be a good “first step” because local board members are really on the front lines with our communities and are fielding a lot of questions about reviewing and adopting standards. Ken Rathbun, state board member and member of the Crook County local school board, suggested that information be sent to each of you as a resource.

The State Board of Education is statutorily charged with approving uniform content

and performance standards in all nine (9) content areas. The board reviews and approves standards that are recommended to them by the Wyoming Department of Education (WDE). The department manages and leads the process and committee work to review the standards. The state is forbidden to dictate or choose curriculum materials. A handout regarding the difference between standards and curriculum is attached below.

The Wyoming State Board of Education is currently working on examining this process and making a recommendation to the Joint Interim Education Committee about whether or not the process should be revised. The review of the process was an interim topic of study for the committee and the board.

Below you will find a very brief outline of the process that has recently been used to adopt content and performance standards. We hope this helps you to answer questions and provide information to the stakeholders in your school district.

Outline of Content and Performance Standards Review and Adoption Process

1. Standards are reviewed every five (5) years per statute
 - 2017- Math, language arts, health
 - 2018- Foreign language, fine and performing arts
 - 2019- Science, social studies, career-vocational education, physical education
2. Sometimes the state board is asked for input prior to beginning the review process, but not always
3. WDE solicits members of a review committee through a memo to all districts and a press release to all Wyoming media outlets
 - Members are chosen by role and geographic location to ensure broad representation
 - Members of committees may include educators, administrators, business members, local school board members, community members, parents, and students
 - All meetings are open to the public
4. Standards are reviewed by the committee members facilitated by a WDE representative
 - Examine current WY standards for specific content area
 - Gather research-based info about the specific content area
 - Review standards from other states and/or organizations
 - Consensus reached by committee and draft is prepared
5. Solicit feedback prior to presentation of draft to the State Board
 - Input solicited through surveys and comment sections on the WDE website
 - Press releases are issued announcing the comment option
 - Committee reviews comments and may revise standards
 - Final draft of proposed standards is prepared for presentation to the board
6. State Board reviews draft of proposed standards
 - Press releases are issued prior to all state board meetings and

information is available on the state board website

- WDE presents final revisions to State Board of Education for approval
- WDE shares feedback from surveys and public comments with the board
- Board votes to adopt or revise
- If the Board votes to adopt, then rules promulgation begins
- If the Board votes to revise, then the review committee is reconvened

7. Rules promulgation process takes place

- Includes 45-day written public comment period
- Press release is issued announcing the public comment period
- May include public hearing(s)
- All public comments shared with State Board of Education
- Board votes to allow revised standards to be signed into law or votes to make further revisions to standards based on public comment\

8. Governor has 75 days to review and sign revised standards into law

Information provided by Standards and Accountability Division, WDE, for completion of this overview of the recent processes to review standards.

STANDARDS	CURRICULUM
<p>Standards are expectations. They are the ends. For instance, we expect students to know that $2+2=4$.</p>	<p>Curriculum is the program created by local school districts to teach students to learn that $2+2=4$. Curriculum is the means.</p>
<p>Decisions about standards are made at the state level, defining for teachers, school leaders and parents what students are expected to know and do.</p>	<p>Curriculum is strictly a local decision made by teachers, administrators and school boards. Curriculum decisions, including which textbook and programs to use, are made by local districts. Instructional decisions regarding student progress throughout the year are made in the classroom.</p>
<p>The standards simply state what students are expected to know at each grade level. For instance, at the end of 7th grade, students should know how to draw, construct and describe geometrical figures, describe the relationships between them and solve real-life and mathematical problems involving angle measure, area, surface area and volume.</p>	<p>Curriculum is the day to day, week to week scaffolding of skills teachers use to help students reach the standards. Curriculum is what students do in the classroom, the homework they have, and the myriad of ways teachers carefully select the activities to increase each student's learning.</p>
<p>Standards remain constant. Standards cannot be pilot tested—they are simply expectations for learning, a goal to be reached.</p>	<p>Curriculum may be altered year to year, classroom to classroom, and student to student</p>
<p>Standards set the bar and destination</p>	<p>Curriculum is the way to get there.</p>

STANDARDS	CURRICULUM
<p>1. Say you want to run a marathon; that's your goal, your standard.</p>	<p>1. You can't pilot test the goal, you can only determine how you'll reach it. You begin with daily training, running shorter distances and slowly adding on until you're able to build your endurance for 26 miles. That's your curriculum. If at first you can't run those shorter distances, you might try walking until you can run, tweaking the "curriculum" as you go.</p>
<p>2. Track and field high jumpers try to clear a bar that is set at different heights. In this case, the bar is the standard</p>	<p>2. They can use different ways to do this - including the traditional jump and the Fosbury Flop (popularized by Olympic gold medalist Dick Fosbury). Using the Fosbury Flop would be a curricular issue.</p>
<p>3. Every field in the National Football League is the same length and width. No matter the location of the game, the field is exactly the same. So are the rules of the game. The field and rules are the standards</p>	<p>3. But the playbook for each team is significantly different and the different strategy a team uses to win the game is the curriculum.</p>
<p>4. Think of getting directions from Google Maps. The destination is the standard.</p>	<p>4. The route is the curriculum and Google gives you a choice of different paths to get to your destination.</p>
<p>5. Your teenager wants to get a driver's license. The rules of the road are the standards.</p>	<p>5. How you teach your teenager to drive – you do it, you hire a driving instructor, or you let the school do it. That is your choice. How often you let your child practice and which family vehicle you allow to be used for practice is also your choice.</p>

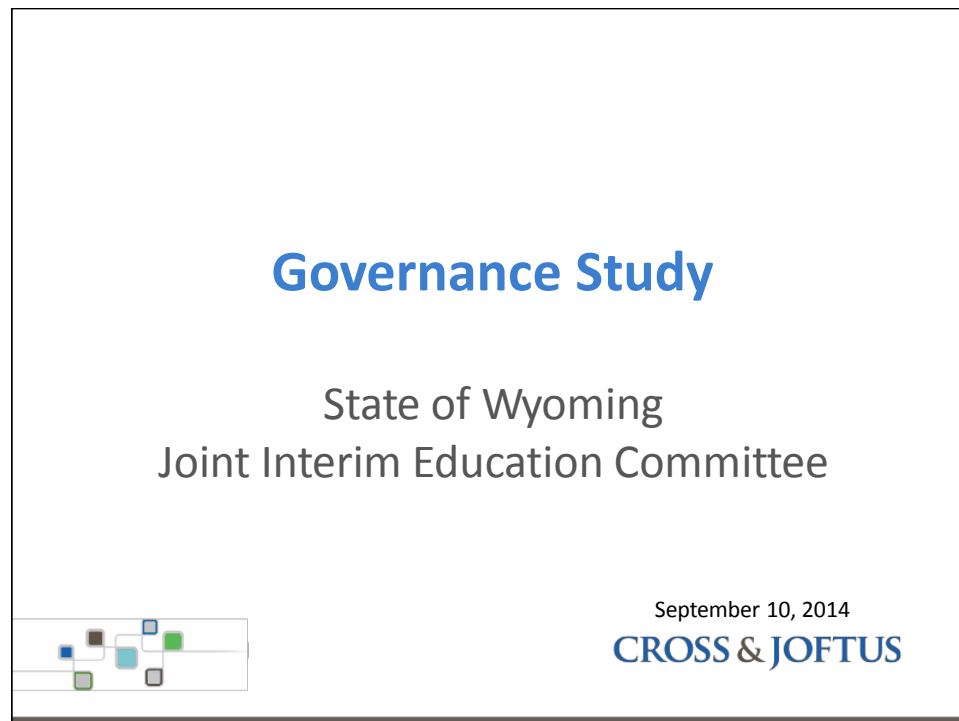
The Joint Education Interim Committee met in Casper on September 10, 2014. The first topic of discussion was the study about the statewide educational governance structure commissioned by Management Council and the Education committee and carried out by Cross and Joftus. The input the board shared from our September 4, 2014 meeting was included as part of the results the consultants shared; however, the summary of our discussion will become part of our October report to the legislature as a separate document.

We had an opportunity to speak to the committee about the process and our input about the governance structure. I did let the committee members know that we appreciated the opportunity to provide detailed input as part of the study, and the committee appreciated and recognized the time the board spent in carefully discussing the survey questions. I will include the preliminary results of the study, as presented to the committee, below. As you will see, the board's input, in nearly every case, closely mirrored that of the survey respondents and the people interviewed in person.

The majority of the board favored an appointed chief state school officer, but the board split on who should appoint the person. That's the same results the consultants presented to the committee from across the state. But I want to share with you some follow up questioning from the committee so we can better address this issue in our October 15 report. We can talk about it in person at our meeting, but think about these questions in advance to prepare for our discussion.

1. If the board did not appoint the chief, how could the board ensure its statutory duties would be fulfilled? If the governor appointed the chief, wouldn't the board be in the same situation it is now?
2. Would we end up with the same inability to ensure the board's priorities are met and that the board's interests are served?

I shared with the committee that the board values the partnership with the WDE on such issues as the review and adoption of standards, and that we would hope to work with the agency in the future rather than direct our own staff through direct administration. One legislator said, "So are you here advocating for the same system that has been proven not to work?" Give it some thought, and we can talk in person at the meeting. But we'll need to explore these issues before we send a written response to the LSO.



The Select Committee on Statewide Education Accountability met in Casper on September 26, 2014, the day after the PJP. Mike Beck and Mike Flicek presented the information about the accountability model and the processes used by the PJP. I won't spend any time talking about that here, because you'll get the full update from the two of them at the meeting. They are still working on that report, so it will be forwarded to you when we get it.

In addition to the accountability information, I reiterated our request to the committee to revamp the district assessment system requirements and to shorten

the appeals process for the PJP. In essence, I simply requested that the committee redraft HB28 from last session. If you'll recall, we asked to eliminate the onerous multiple measures language from statute and get rid of the multiple endorsements on high school diplomas. I suspect we will see draft legislation from the committee addressing our proposal.

The entire morning of the select committee meeting was spent talking about statewide assessment options. Deb Lindsey presented a lot of the same information she presented to you all at our Rawlins meeting this summer. In essence, the state has three options. We can continue to create our own assessment, we can buy an "off the shelf" assessment of some sort (perhaps Aspire from ACT), or we can be part of a consortium assessment like SBAC. No matter what we do, we need to make a decision as soon as possible. Some members of the committee suggested the decision should be made by the state board, but others felt the decision should be made by them as an elected body. Over the past couple of years, it has been made clear to us that the committee would make a decision on assessment, not the board.

Finally, I attended the School Improvement Conference in Cheyenne on the 29th and 30th of September. It's a lot of fun, frankly, to get to see so many dedicated Wyoming educators in one place doing good work. The keynote speaker was Dr. Heidi Hayes Jacobs, who is one of my personal favorites among noted educational experts in the nation. Gear Up provided copies of her new book, *Leading the New Literacies*, to all conference attendees, so that was appreciated. Here are a few notes from her keynote:

- A new kind of learner needs a new kind of school. We need new learning spaces for new types of learners.
- Need to group students instructionally, not institutionally.
- Look at innovation transition teams in every school, and begin...or not. Maybe we were happier in the past.
- Look at new structures, engage stakeholders in the action plan, and get to work.
- Reform is what we've always done, and it doesn't work. Reform is tweaking. What we are looking for are new forms, not reform.
- Ask schools, "What year are you preparing your kids for?"
- When people don't have good information, they tend to make it up.
- New literacies are digital, media, global. Kids need to be engaged with language.

There are also some updates to the AdvancED accreditation process. Districts were given two whole days of sessions on preparing for and following up on external reviews. The southwest Wyoming districts will be visited this fall, so you'll see some results of those in the spring. I also went to a few technology sessions, so during our retreat this fall, we might try out some new things I learned! Bet you can't wait for that...

One last thing...let's talk for a few minutes at the meeting about some outreach. We did some sessions around the state last year, and we could do those again this fall. We could do some regional meetings after the accountability ratings have been released. Those sessions could focus on WAEA, standards adoption information, and definition of a Wyoming graduate. Maybe we don't want to have regional meetings, but instead do a series of WEN meetings or webinars. I'm not certain, but let's visit about it a bit.

I look forward to seeing you all in a few days. Travel safely!



Wyoming Department of Education

Cindy Hill, Superintendent of Public Instruction

2300 Capitol Avenue, 2nd Floor Hathaway

Cheyenne, WY 82002

Phone: 307-777-7675 Fax: 307-777-6234 Website: edu.wyoming.gov

MEMORANDUM

TO: Ron Micheli, Chairman
State Board of Education

FROM: Shelly Andrews, Supervisor, Policy and Planning
Wyoming Department of Education

DATE: October 2, 2014

SUBJECT: Statewide System of Support

The Wyoming Department of Education (WDE) has initiated an organizational team to establish a comprehensive system of support, intervention, and consequences that will provide differentiated assistance to schools based on need. The successful development and implementation of this comprehensive system will take place over a number of years utilizing research, identification of best practices, and input from constituent groups across the state. The implementation timeline will include short term, intermediate, and long term goals.

With the upcoming release of school performance ratings we are taking the following action:

1. The appointment of a representative for all schools designated as meeting expectations, partially meeting expectations, and not meeting expectations to serve as a liaison between school district leadership and the department.
2. A presentation on the accountability model by the department and consulting staff to all appointed representatives.
3. A review of the existing school improvement plan format and content to identify similarities in statutory reporting requirements (W.S. 21-2-204 (f) (iii) through (vi)) with a focus on minimizing duplication of information already submitted.

Our plan is to create an advisory committee that includes representatives from parent groups, community groups, schools, districts, state agencies, and the University. Research and best practices from multi-tiered systems of support models successfully implemented by other states and countries will be considered as the committee develops a long-term plan to support all levels of school improvement and capacity building throughout the state.

As we progress through this important work, we look forward to the opportunity to receive your feedback and to address any questions you may have.



Wyoming Department of Education

Statewide System of Support Update

State Board of Education Meeting

October 9, 2014

Shelly Andrews, Supervisor, Policy and Planning

Statewide System of Support Timeline

Short-term goals:

- Appoint representatives for all schools designated as
 - Meeting expectations
 - Partially meeting expectations
 - Not meeting expectations
- Conduct a presentation on the accountability model by department and consulting staff to all appointed representatives



Statewide System of Support Timeline

Short-term goals: (continued)

- Review the existing school improvement plan format and content
 - Identify similarities in statutory reporting requirements (W.S. 21-2-204 (f) (iii) through (vi))
 - Focus on minimizing duplication of information already submitted
- Establish an advisory committee



Statewide System of Support Timeline

Intermediate goals:

- Work with an advisory committee to
 - Research and identify best practices from multi-tiered systems of support models successfully implemented by other states and countries
 - Massachusetts
 - Canada
 - Finland
- Compile best practices from Wyoming schools rated as exceeding expectations as a resource for other schools in the state



Statewide System of Support Timeline

Long-term goals:

- Develop a comprehensive system of support that will
 - Address all levels of school improvement
 - Address capacity building throughout the state
 - Utilize existing reporting systems to enhance the system of support structure and minimize duplication of information gathering

Questions



2013-14 Wyoming School Accountability



WYOMING STATE BOARD OF EDUCATION
MEETING
(10/09/14)

MICHAEL FLICEK, ED.D.
EDUCATION ACCOUNTABILITY CONSULTANT

WAEA School Performance Levels



- Unchanged from Wyoming 2012-13 school accountability pilot
 - ✦ Exceeding Expectations
 - ✦ Meeting Expectations
 - ✦ Partially Meeting Expectations
 - ✦ Not Meeting Expectations

Indicators used to Identify School Performance Level

- Unchanged from Wyoming 2012-13 school accountability pilot
 - Schools with grades 3 through 8
 - ✦ Achievement
 - ✦ Growth
 - ✦ Equity
 - Schools with grades 9 through 12
 - ✦ Achievement
 - ✦ Readiness
 - ✦ Equity

3

Indicator Performance for Schools

- Targets set by professional judgment panel (PJP)
 - There is a target for *meets* and a target for *exceeds*
 - A school's pattern of indicator performance is used (via a decision table) to identify a school's overall performance level

Achievement Measures – High School

- Unchanged from Wyoming 2012-13 school accountability pilot
 - ACT Subject Area Tests in grade 11
 - ✦ Reading
 - ✦ Mathematics
 - ✦ Science
- New for 2013-14
 - ACT Subject Area Test in English/writing

5

Illustration: Computation of a School Achievement Score

Content	Count of Tested Scores	Count of Proficient Scores	School Achievement Score
Math	80	65	
Reading	80	60	
Writing (English/writing in Grade 11)	40	25	
Science	20	12	
Column Totals	220	162	$162/220 = 73.6\%$

Note. For grades 3 through 8 and for grade 11.

Note 2. Targets for *meets* and *exceeds* for this school achievement score were established by the PJP.

6

Achievement Cut Scores

- **Grade 3-8 Schools**
 - Meeting Target Cut Point = **53**
 - Exceeding Target Cut Point = **70**

- **High Schools**
 - Meeting Target Cut Point = **32**
 - Exceeding Target Cut Point = **45**

Equity Indicator

- How did the lowest performing students at the school score in reading and math combined?
 - ✦ When a schools' lowest performing students have higher scores the students are closer to proficient and are more likely to get there in a reasonable time frame
- A guiding question for understanding equity, “are the lowest performing students on-track to become proficient within a reasonable time?”

Consolidated Subgroup for Grades 4-8

- **Unchanged from the Wyoming 2012-13 pilot**
 - The lowest performing students were students with below proficient performance on the previous year's reading and/or math test

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Equity Score Changing for Grades 4 through 8

- **Reason for the change:**
 - No AGP in 2014 because PAWS test changed
- **2014 School Equity Score**
 - Average PAWS reading and math score for consolidated subgroup at the school
 - ✦ Meeting Target Cut-Score = **80**
 - ✦ Exceeding Target Cut-Score = **85**

Equity – High School

- Criteria for consolidated subgroup membership
 - ✦ Current grade 11 students with
 - Prior year grade 10 PLAN scores on 2013 subject area tests
 - Below 17 on the math test (bottom 37% of scores) and/or
 - Below 16 on the reading test (bottom 33% of scores)
- School Equity Score = Average Wyoming ACT Scale Score for Reading and Math combined for Consolidated Subgroup Students
 - Meets Target Cut Point = **120**
 - Exceeds Target Cut Point = **127**

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Student Growth – Grades 4-8

- This indicator is unchanged from the Wyoming 2012-13
 - Student Growth Percentiles (SGP) were computed for 2014 in math and reading
 - The model fit was similar to 2013 even though the 2014 test had a new scale
 - ✦ SGPs are norm referenced scores
 - Academic peer norms for each student
 - SGPs are whole numbers from 1 to 99
 - For example, a student with a SGP of 65 in math grew as much or more in math than 65% of her Wyoming academic peers

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School Growth – Grades 4-8

- **Unchanged from the Wyoming 2012-13 pilot**
 - The school score for growth is the median (i.e., MGP) of all SGPs at the school in both reading and math combined
 - School targets were unchanged from last year
 - Meeting target cut score = **45**
 - Exceeding target cut score = **60**

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High School Readiness Indicator

**HIGH SCHOOL READINESS IS THE MOST
CHANGED OF ALL INDICATORS FROM THE
WYOMING 2013 PILOT**

High School Graduation

- Goal of WAEA: “Wyoming to become an education leader among states”
- The 2009-10 four year on-time graduation rate for Wyoming was 80%
- 61% of states had higher four year on-time graduation rates

School Year	Four Year On-Time Graduation Rate
2012-13	77.5
2011-12	78.9
2010-11	79.7
2009-10	80.4

Graduation Rate Targets

- The *graduation* index used in the 2012-13 pilot will not be used in 2013-14
 - The PJP will establish targets for *meeting* or *exceeding* on graduation rate
 - Each school will have three different ways they can meet or exceed the targets
 - ✦ Four year on-time graduation rate
 - ✦ Extended graduation rate
 - ✦ Improvement (i.e., being on track to reach the meet or exceed target)
 - The highest graduation rate category from the three methods is applied

Four Year On-Time Graduation

4 year adjusted
cohort graduation
rate =

Number of four year on-time cohort members who earned a regular high school diploma by the end of the cohort graduation year.

Number of first-time 9th graders in the fall of the school year 4 years prior to the graduation year (starting year) plus students who transfer in, minus students who transfer out, emigrate, or die prior to the graduation year.

Extended Graduation Rate

- This is identical to the four year on-time graduation rate except five, six and seven year graduates are added to both the numerator and the denominator

Improvement Graduation Rate

- Improvement is measured using the four year on-time graduation rate (i.e., the extended rate is not considered)
- After four year on-time graduation rate and extended graduation rate have been applied,
 - schools in the *not meet target* category have the opportunity to show improvement to the *meet target* category
 - Schools in the *meet target* category have the opportunity to show improvement toward the *exceeds target* category
- To increase one category the eligible school must be one third of the way closer to the target in the current year compared to where they were in the prior year

Graduation Rate Cut Points

- The same targets are used for the four year on-time rate and the extended rate
 - Meets Target Cut-Point = **80**
 - Exceeds Target Cut-Point = **90**
- For improvement, school specific targets are computed for the four year on-time rate
 - $((\text{Target cut-point}) - (\text{prior year, 4 year rate}) / (3)) + (\text{prior year, 4 year rate})$

Additional Readiness

- Performance on the 3 remaining sub-indicators are combined into one score
 - Tested readiness (i.e., composite scores)
 - ✦ EXPLORE grade 9
 - ✦ PLAN grade 10
 - ✦ ACT grade 11
 - Grade 9 credits earned
 - Hathaway eligibility
- The PJP identified a *meets* and an *exceeds* target for the combined score

Tested Readiness

- Unchanged from the Wyoming 2013 pilot
 - The school score is the mean tested readiness index score for all tested students at the school across the tested grades

Wyoming ACT Readiness Levels	Composite Score Ranges			Index Points
	ACT Explore Grade 9	ACT Plan Grade 10	ACT Test Grade 11	
Level 1	1-14	1-15	1-16	20
Level 2	15-17	16-18	17-20	50
Level 3	18-20	19-21	21-24	80
Level 4	21-25	22-32	25-36	100

Grade 9 Credits Earned

- Lagged indicator so summer credits can be counted
- The percent of students who completed grade 9 with one fourth of the credits required to receive a diploma
 - Full academic year students only
 - First year in grade 9
 - Credits must be from student transcripts

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Hathaway Scholarship Eligibility

- Lagged indicator that includes all students who graduated from the school during the prior school year
- Proxy for 2013-14 school accountability
 - Includes the unweighted grade point average (GPA)
 - Includes the best ACT composite score from transcript or the WDE census administration
 - Does not include success curriculum performance (i.e., transcript collection should capture this in 2014-15)

Hathaway Scholarship Eligibility Index

Student Eligibility Level	Points
Honors	100
Performance	90
Opportunity	80
Provisional	70
Not Eligible	40

- The school receives an index score for each graduate
- The school's score will be the mean of the student index points for the graduating class at the school

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Illustration of the Additional Readiness Score

Subindicator	Hypothetical Score for a School	Example Subindicator Weight	(School Score * Weight)
ACT Suite Index	55	.30	16.5
Grade 9 Credits	72	.30	21.6
Hathaway Eligibility	80	.40	32.0
School Readiness Score (Sum of Subindicator Weighted Scores) =			70.1

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Additional Readiness Targets



- Meets Target Cut-Point = **70**
- Exceeds Target Cut-Point = **80**

Using Indicator Scores to Derive School Performance Levels



FOR SCHOOLS WITH GRADES 3-8

Decision Table for Schools with Three Indicators for Grades 3-8

		Achievement Below	Achievement Meeting	Achievement Exceeding
	Growth Below	NOT	PARTIALLY	PARTIALLY
Equity Below	Growth Meeting	PARTIALLY	MEETING	MEETING
	Growth Exceeding	PARTIALLY	MEETING	MEETING
	Growth Below	PARTIALLY	PARTIALLY-	MEETING
Equity Meeting	Growth Meeting	PARTIALLY	MEETING	EXCEEDING+
	Growth Exceeding	PARTIALLY	MEETING	EXCEEDING
	Growth Below	PARTIALLY	MEETING	MEETING
Equity Exceeding	Growth Meeting	PARTIALLY	MEETING	EXCEEDING
	Growth Exceeding	PARTIALLY-	EXCEEDING+	EXCEEDING

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Performance Level Descriptions (For Schools with Grades 3-8)

- **EXCEEDING EXPECTATIONS:** This category is reserved for schools considered models of performance. These schools demonstrated high achievement and exceeded target on at least one other performance indicator – equity or growth – while meeting target on the other indicator.
- **MEETING EXPECTATIONS:** Schools in this category demonstrated performance that met or exceeded target on multiple performance indicators. These schools typically had acceptable or better levels of achievement, student growth, and/or in promoting equity for students with below-proficient achievement.
- **PARTIALLY MEETING EXPECTATIONS:** Schools in this category performed below target on multiple performance indicators *or* were below target in achievement while failing to exceed target in the other indicator(s). Many schools in this category showed acceptable performance in promoting equity based on growth for students with below-proficient achievement *and/or* met target for student growth from year to year.
- **NOT MEETING EXPECTATIONS:** Schools in this category had unacceptable performance on all indicators. For schools in this category, improvement is an urgent priority. These schools have low levels of achievement, demonstrate below-target growth, and fall short of producing academic improvement for below-proficient students that will move them toward proficiency.

PJP 2013 Version

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Decision Table for Schools with Two Indicators for Grades 3-8

	Achievement Below	Achievement Meeting	Achievement Exceeding
Growth Below	NOT	PARTIALLY	MEET+
Growth Meeting	PARTIALLY	MEETING	EXCEEDING+
Growth Exceeding	PARTIALLY	MEETING	EXCEEDING

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Using Indicator Scores to Derive School Performance Levels

FOR HIGH SCHOOLS

Achievement & Equity Decision Table

	Achievement		
Equity	Below	Meeting	Exceeding
Below	BELOW	BELOW	MEETING
Meeting	MEETING	MEETING	EXCEEDING
Exceeding	MEETING	MEETING	EXCEEDING

Note. Each cell will represent one of three categories (i.e., not meeting target, meeting target & exceeding target)

Overall Readiness Decision Table

	Graduation Rate		
Additional Readiness	Not Meeting	Meeting	Exceeding
Not Meeting	BELOW	BELOW	MEETING
Meeting	MEETING	MEETING	EXCEEDING
Exceeding	MEETING	EXCEEDING	EXCEEDING

Note. Each cell will represent one of three categories (i.e., not meeting target, meeting target & exceeding target)

High School Performance Level Decision Table

	Achievement & Equity		
Overall Readiness	Not Meeting	Meeting	Exceeding
Not Meeting	NOT	PARTIALLY	MEETING
Meeting	PARTIALLY	MEETING	MEETING
Exceeding	PARTIALLY	MEETING	EXCEEDING

Note. Each cell will represent one of four performance level categories (i.e., not meeting expectations, partially meeting expectations, meeting expectations & exceeding expectations)

Performance Level Descriptions (For High Schools)

- **EXCEEDING EXPECTATIONS:** This category is reserved for schools considered models of performance. These schools demonstrated high achievement and exceeded target on at least one other performance indicator – equity or readiness – while meeting target on the other indicator.
- **MEETING EXPECTATIONS:** Schools in this category demonstrated performance that met or exceeded target on multiple performance indicators. These schools typically had acceptable or better levels of achievement, student readiness, and/or in promoting equity for students with below-proficient achievement.
- **PARTIALLY MEETING EXPECTATIONS:** Schools in this category demonstrated either unacceptable levels of achievement *or* were below target on improving the achievement of below-proficient students *and* on graduation rate and tested readiness. Many schools in this category showed acceptable performance in promoting equity based on growth for low achieving students *and/or* met target for student readiness.
- **NOT MEETING EXPECTATIONS:** Schools in this category had unacceptable performance on all indicators. For schools in this category, improvement is an urgent priority. These schools have low levels of achievement, fall short of targets on graduation and tested readiness, and have large achievement gaps that show little or no improvement.

PJP 2013 Version

Minimum n Size

- Changed from the Wyoming 2012-13 school accountability pilot to increase consistency across indicators
 - Minimum n size for all indicators is **10** in 2013-14
 - ✦ The goal was to maximize the number of schools that will receive a school performance level and, thereby, not need a small school review
 - ✦ Analyses showed that minimum n of 10 worked well in Wyoming with all of the small schools to accomplish the goal
- When possible, “look backs” are used to achieve the minimum n of 10
 - When fewer than 10 students look back is applied
 - Look back 1 year first, then a 2nd year when needed
 - Small school review when fewer than 2 indicators meet minimum n

Full Academic Year

- Full academic year students are included in a school’s ratings
 - October 1st through midpoint of testing window for assessments
 - October 1st through 10 days prior to the end of the school year for grade 9 credits earned

Participation Rate

- Computed for all students (i.e., not just full academic year students)
- Computed for consolidated subgroups
- When less than 95% on any participation rate member at the school but 90% or above the school is docked one performance level
- When less than 90% the school is considered not scorable and the school is assigned the lowest performance level
- For high schools, participation rate is computed for achievement and tested readiness

2014 Preliminary Results

	3-8 schools	high schools	all schools
Not Meeting	7%	33%	14%
Partially Meeting	33%	20%	30%
Meeting	35%	27%	33%
Exceeding	18%	14%	17%

Comparison with Pilot

Prior Year	Current Year			
	Not Meeting	Partially Meeting	Meeting	Exceeding
Not Meeting	25	26	4	0
Partially Meeting	13	44	20	5
Meeting	9	31	81	29
Exceeding	0	4	8	25

Exact Agreement = 54%
Exact plus Adjacent Agreement = 93%

Impact of PJP Indicator Targets

	Exceeding	Meeting	Not Meeting
3-8 Achievement	14%	51%	35%
3-8 Growth	18%	54%	28%
3-8 Equity	35%	57%	8%
HS Achievement	20%	34%	46%
HS Equity	29%	48%	24%
HS Readiness	37%	30%	33%
HS Grad Rate	36%	27%	37%
Median	29%	48%	33%

Grade 3-8 Performance Level Results

Percentage of 3-8 Schools in Performance Levels

	Exceeding Expectations	Meeting Expectations	Partially Meeting Expectations	Not Meeting Expectations
Two Indicator Schools	32%	16%	24%	28%
Three Indicator Schools	18%	40%	37%	5%
All Schools	20%	37%	35%	7.50%

Number of 3-8 Schools in Performance Levels

	Exceeding Expectations	Meeting Expectations	Partially Meeting Expectations	Not Meeting Expectations
Two Indicator Schools	8	4	6	7
Three Indicator Schools	44	96	88	13
All Schools	52	100	94	20

Contact Information

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 - 307-259-3963



WYOMING

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CHELSIE BAILEY
Executive Assistant

TO: State Board Members

FROM: Paige Fenton Hughes, Coordinator

RE: October 15 Report

There will be two parts to the October 15 report from the Wyoming State Board of Education to the Legislative Service office which will address work we are doing for two committees, the Joint Education Interim Committee and the Select Committee on Statewide Education Accountability.

The first section of the report will address the accountability work for the select committee and will consist of the following sections:

- Changes in the accountability model (report by Mike Flicek)
- Report on the Professional Judgment Panel (report by Mike Beck)
- Results of the Professional Judgment Panel (information by Mike Flicek)

The second section of the report will address the interim work for the Joint Education Committee and will consist of the following sections:

- Update on the standards adoption process (which we will talk about at the meeting)
- Processes of the state board which were included in the Cross and Joftus study (including the overview of our input from September 4)
- Resources available regarding the inclusion of financial literacy in graduation requirements (information provided by NASBE)

We will be reviewing different parts of this report on October 9 for inclusion in the final report for LSO.



Wyoming Department of Education

Cindy Hill, Superintendent of Public Instruction

2300 Capitol Avenue, 2nd Floor Hathaway

Cheyenne, WY 82002

Phone: 307-777-7675 Fax: 307-777-6234 Website: edu.wyoming.gov

MEMORANDUM

TO: Ron Micheli, Chairman
State Board of Education

FROM: Shelly Andrews
Supervisor, Policy and Planning

DATE: October 1, 2014

SUBJECT: District Assessment System Annual Report

Attached please find two documents that will be presented to the State Board of Education on October 9, 2014. A more comprehensive version of this document was presented to the Board in September 2013. These simplified documents address the district assessment system annual reporting requirements still contained within W.S. 21-2-304 (a) (iv) and W.S. 21-3-110 (a) (xxiv).

These documents represent the work of the District Assessment System Steering Committee. This group of District, University, and WDE professionals was established to provide leadership and assessment expertise in support of WDE's responsibility to provide training and technical assistance to districts as they transitioned from the Body of Evidence system. In September, the committee finalized and published an RFP to solicit proposals for statewide training on assessment literacy and formative assessment development.

The members participating on this committee include:

Name	Position	District/University/WDE
Steve Fenton (retired)	Assistant Superintendent /Curriculum and Assessment	Campbell County School District #1
Shannon Harris	Director of Instruction	Lincoln County School District #2
Laurie Hernandez	Supervisor of Standards and Early Childhood; Math Content Lead – Standards and Assessment	Wyoming Department of Education
Kelly Hornby	Executive Director, Curriculum & Instruction	Natrona County School District #1
Jeanie Iberlin	Associate Superintendent, Curriculum and Assessment	Johnson County School District #1
Scott James	Curriculum and Assessment Coordinator	Platte County School District #1
R.J. Kost	Curriculum and Assessment Coordinator	Park County School District #1

Deb Lindsey	Administrator, Division of Assessment	Wyoming Department of Education
Janet Philp	Curriculum and Assessment Coordinator	Hot Springs County School District #1
Leslie Rush	Associate Professor and Associate Dean of Undergraduate Programs	University of Wyoming, Department of Secondary Education
Nancy Torstenbo	Director of Curriculum	Carbon County School District #1

I look forward to the opportunity to provide additional information and address your questions.

WYOMING DEPARTMENT OF EDUCATION

DISTRICT ASSESSMENT SYSTEM ANNUAL REPORT WITH ASSURANCE STATEMENTS

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Introduction

This document summarizes the process for preparing and submitting the District Assessment System Annual Report for approval by the State Board of Education through the Wyoming Department of Education.

Authority

W.S. 21-2-304 (a) (iv) “...Beginning school year 2014-2015, and each school year thereafter, each district’s assessment system shall include a measure or multiple measures for purposes of determining completion of high school graduation requirements. The state board shall by rule and regulation establish guidelines for district development of this measure or measures, and shall through the department of education, provide support to districts in developing each district’s measure or measures. The state board shall through the department, annually review and approve each district’s assessment system designed to determine the various levels of student performance and the attainment of high school graduation requirements.”

W.S. 21-3-110 (a) (xxiv) “...Beginning school year 2014-2015 and each school year thereafter, a component of the district assessment system shall include a measure or multiple measures used to determine satisfactory completion of high school graduation requirements and developed in accordance with guidelines established by the state board. The district shall on or before August 1, 2015, and each August 1 thereafter, report to the state board in accordance with W.S. 21-2-304 (a) (iv) on its assessment system established under this paragraph.”

Purpose of the District Assessment System

Wyoming State Statutes require that each district report on its district assessment system (DAS) to the Wyoming Department of Education (WDE) on or before August 1, 2015, and each August 1 thereafter (W.S. 21-3-110 (a) (xxiv)). The purpose of the K-12 DAS is to assess progress toward proficiency of the Wyoming Content and Performance Standards in all nine content areas.

The system should be designed and implemented so that inferences pertaining to equity of educational opportunity can be supported by the assessment system. A measure or multiple measures shall be used to determine the various levels of student performance and attainment of high school graduation as described in the uniform student content and performance standards.

Preparing the Report

The District Assessment System Annual Report will include a description of the process used to ensure assessment alignment with the content standards. Districts will sign assurance statements addressing the design criteria of consistency, fairness, and standard setting.

The implementation timeline for each content standard varies. The following table provides information on full implementation requirements for each content standard.

Year Revised	Content Standard	Implementation Deadline
2008	Science	Fully implemented now
2012	Language Arts	On or before the first day of 2015-2016 school year
2012	Mathematics	On or before the first day of 2015-2016 school year
2012	Health	On or before the first day of 2015-2016 school year
2013	Foreign Language	On or before the first day of 2016-2017 school year
2013	Fine and Performing Arts	On or before the first day of 2016-2017 school year
2014	Social Studies	On or before the first day of 2017-2018 school year (pending rules revision)
2014	Physical Education	On or before the first day of 2017-2018 school year (pending rules revision)
2014	Career/Vocational Education	On or before the first day of 2017-2018 school year (pending rules revision)

For the August 1, 2015 report, please provide the description of the process used to ensure assessment alignment for the English Language Arts or the Mathematics Content Standard. These content area standards will be fully implemented on or before the first day of 2015-2016 school year.

Submitting the Report

School districts should submit the District Assessment System Annual Report to the WDE by April 15, 2015. Submission by this date will allow WDE staff to review reports and recommend them for consideration by the State Board of Education by August 1, 2015. The following reporting format should be used.

District Assessment System Annual Report

District Information

District Name:

District Address:

District Contact Person:

Contact Person's Phone Number:

Alignment

Describe the process your district is using to ensure the DAS is aligned to the Wyoming Content Standards. Either the English Language Arts or the Mathematics content area may be used as an example.

Statements of Assurance

Consistency

The district assessment system is applied consistently across the district to yield reliable results regarding student performance. Inferences drawn from the results of the assessment are consistent and processes are used to minimize error due to raters or assessment quality.

Fairness

The district assessment system is designed and implemented to minimize bias against any group of students. Multiple assessment opportunities and formats are used to maximize fairness.

Standard-Setting

The district assessment system uses a method to define levels of proficiency for each content area.

Signature

This report is submitted in compliance with W.S. 21-3-110 (a) (xxiv). I assure the accuracy of the above statements. If you have questions, please contact *****, Assessment Director, xxx-xxx-xxxx or assessment.director@email.address.

Superintendent

Date

Review Process

Districts shall submit the District Assessment System Annual Report to the WDE by April 15th of each year. For each report received, WDE staff will conduct a review and prepare a recommendation for approval for consideration by the State Board of Education.

Contact Information

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WYOMING DEPARTMENT OF EDUCATION

DISTRICT ASSESSMENT SYSTEM ANNUAL REPORT WITH DESCRIPTIONS

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Introduction

This document summarizes the process for preparing and submitting the District Assessment System Annual Report for approval by the State Board of Education through the Wyoming Department of Education.

Authority

W.S. 21-2-304 (a) (iv) “...Beginning school year 2014-2015, and each school year thereafter, each district’s assessment system shall include a measure or multiple measures for purposes of determining completion of high school graduation requirements. The state board shall by rule and regulation establish guidelines for district development of this measure or measures, and shall through the department of education, provide support to districts in developing each district’s measure or measures. The state board shall through the department, annually review and approve each district’s assessment system designed to determine the various levels of student performance and the attainment of high school graduation requirements.”

W.S. 21-3-110 (a) (xxiv) “...Beginning school year 2014-2015 and each school year thereafter, a component of the district assessment system shall include a measure or multiple measures used to determine satisfactory completion of high school graduation requirements and developed in accordance with guidelines established by the state board. The district shall on or before August 1, 2015, and each August 1 thereafter, report to the state board in accordance with W.S. 21-2-304 (a) (iv) on its assessment system established under this paragraph.”

Purpose of the District Assessment System

Wyoming State Statutes require that each district report on its district assessment system (DAS) to the Wyoming Department of Education (WDE) on or before August 1, 2015, and each August 1 thereafter (W.S. 21-3-110 (a) (xxiv)). The purpose of the K-12 DAS is to assess progress toward proficiency of the Wyoming Content and Performance Standards in all nine content areas.

The DAS should be designed and implemented so that inferences pertaining to equity of educational opportunity can be supported by the assessment system. A measure or multiple measures shall be used to determine the various levels of student performance and attainment of high school graduation as described in the uniform student content and performance standards.

Preparing the Report

The District Assessment System Annual Report will include a description of the process being used to ensure the primary design principles of alignment, consistency, fairness, and standard setting are met (Rules, Chapter 31, Section 9).

The implementation timeline for each content standard varies. The following table provides information on full implementation requirements for each content standard.

Year Revised	Content Standard	Implementation Deadline
2008	Science	Fully implemented now
2012	Language Arts	On or before the first day of 2015-2016 school year
2012	Mathematics	On or before the first day of 2015-2016 school year
2012	Health	On or before the first day of 2015-2016 school year
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For the August 1, 2015 report, please provide the description of the process used to ensure assessment alignment for the English Language Arts or the Mathematics Content Standard. These content area standards will be fully implemented on or before the first day of 2015-2016 school year.

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School districts should submit the District Assessment System Annual Report to the WDE by April 15, 2015. Submission by this date will allow WDE staff to review reports and recommend them for consideration by the State Board of Education by August 1, 2015. The following reporting format should be used.

District Assessment System Annual Report

District Information

District Name:

District Address:

District Contact Person:

Contact Person's Phone Number:

Alignment

Describe the process your district is using to ensure the DAS is aligned (two-way alignment) to the Wyoming Content Standards. Either the English Language Arts or the Mathematics content area may be used as an example.

Consistency

Describe the process your district is using to ensure the DAS is applied consistently within and between schools across the district.

[Empty text box for consistency description]

Fairness

Describe the process your district is using to ensure your DAS represents fairness for all students and subgroups of students.

[Empty text box for fairness description]

Standard-Setting

Describe the method your district is using to define levels of proficiency for the content area described under alignment.

Signature

This report is submitted in compliance with W.S. 21-3-110 (a). If you have questions, please contact *****
Assessment Director, xxx-xxx-xxxx or assessment.director@email.address.

Superintendent

Date

Review Process

Districts shall submit the District Assessment System Annual Report to the WDE by April 15th of each year. For each report received, WDE staff will conduct a review and prepare a recommendation for approval for consideration by the State Board of Education.

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FAX: 307-777-6234

Glossary

Alignment: The District Assessment System (DAS) is aligned with Wyoming Content and Performance Standards, both in terms of content and cognitive complexity.

Consistency: The DAS is applied consistently across the district to yield reliable results regarding student performance.

Fairness: The DAS is designed and implemented to minimize bias against any group of students. Multiple assessment opportunities and formats should be used to maximize fairness.

Multiple Measures: Multiple measures refers to multiple formats and opportunities for a student to demonstrate proficiency over time. The DAS provides students with multiple opportunities, using multiple formats to demonstrate their knowledge and skills related to the Wyoming Content and Performance Standards. In other words, the system should allow students the opportunity to show what they know, but the system should be designed in such a way so that students who have not mastered the standards should not be able to pretend to know.

Primary Design Principles: The primary design principles guide the development of districts' assessment systems in order to make sure the system fulfills the stated purposes. The primary design principles for a system are: alignment, consistency, fairness, and standard-setting.

Standard-Setting: The DAS has a method to define levels of proficiency for each content area.

Two-way alignment: All assessment items and tasks align to the standards; adequate sampling of the standards is represented in the assessments.

**ACTION SUMMARY SHEET
STATE BOARD OF EDUCATION**

DATE: October 9, 2014

ISSUE:

Chapter 10 Rules – Revised Standards for Social Studies, Physical Education, and Career/Vocational Education; Revised Mathematics and Language Arts Performance Level Descriptors, and Revised Mathematics and Language Arts Standards Extensions for students with significant cognitive disabilities.

BACKGROUND:

Per W.S. 21-9-101, the State Board of Education is responsible for setting educational standards in the nine content areas. The content and performance standards are reviewed every five years. Chapter 10 reflects the revisions to the aforementioned content areas.

SUGGESTED MOTION(S)/RECOMMENDATION(S):

I move to adopt Chapter 10 Rules and the Standards Documents as presented in Tab J.

SUPPORTING INFORMATION ATTACHED:

- Public Comments with Suggested Responses
- 2014 Wyoming Social Studies Content and Performance Standards (Previously)
- 2014 Wyoming Physical Education Content and Performance Standards (Previously)
- 2014 Wyoming Career & Vocational Education Content and Performance Standards (“
- 2014 Wyoming Language Arts Performance Level Descriptors (in Google Drive)
- 2014 Wyoming Math Arts Performance Level Descriptors (in Google Drive)
- 2014 Wyoming Language Arts Standards Extensions for students with significant cognitive disabilities (in Google Drive)
- 2014 Wyoming Math Standards Extensions for students with significant cognitive disabilities (in Google Drive)
- Ch. 10 Rules Packet Included:
 - Governor’s Memo
 - Statement of Reasons
 - Proposed Ch. 10 Rules – Strike & Underline version
 - Proposed Ch. 10 Rules – Clean version
 - Certification Page (to be signed if approved)

PREPARED BY:

Laurie Hernandez, Supervisor of Standards, WDE

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

COMMENTS:

CHAPTER 10 WYOMING CONTENT AND PERFORMANCE STANDARDS STATEMENT OF REASONS

Pursuant to Wyo. Stat. § 21-2-304(a)(iii), the Wyoming State Board of Education must prescribe uniform student content and performance standards for the common core of knowledge specified by Wyo. Stat. § 21-9-101(b)(i). The common core of knowledge includes reading/language arts, social studies, mathematics, science, fine and performing arts, physical education, health and safety, humanities, career/vocational education, foreign cultures and languages, applied technology, and government and civics.

After careful consideration, and with support from members of the following review committees: Social Studies, Physical Education, Career/Vocational Education, Performance Level Descriptors for Mathematics and Language Arts, and Standards Extensions for Mathematics and Language Arts, the Wyoming State Board of Education adopted the following on October 9, 2014.

Previously, the 2012 Wyoming Content and Performance Standards for Mathematics and Language Arts only included the Content Standards. Now with the addition of the Performance Level Descriptors which describe the Performance Standards, the State Board of Education meets its statutory obligation. While these additions slightly lengthen these rules, they are statutorily mandated by Wyo. Stat. Ann. § 21-9-101(b)(i).

The Board is promulgating revised rules for the Wyoming Content and Performance Standards for Social Studies, Physical Education, and Career/Vocational Education. These standards define the knowledge and skills students should know and

be able to do throughout their K-12 education so they can graduate from high school able to succeed in college and career.

Additional changes to these rules include the following: break out of benchmark standards for each content area, addition of implementation dates for the newly revised content areas, corrected dates for recent amendments, and the addition of URLs for each content area. The corrected dates are similar to an issue that arose in 2013 in which the Governor's Office discovered that the listed adoption dates for the Foreign Language and Fine and Performing Arts standards inadvertently stated the date the revisions were proposed rather than the final adoption date. That error was previously corrected without promulgation pursuant to the Secretary of State's Rules on Rules, Chapter 1, section 3(b). A similar error was discovered with respect to the Math and Language Arts during the proposal process, and is being corrected at this time.

The Board has determined that its prior method of compiling comments, though based on longstanding practice, adequately informs the public of the nature of the comments and the reasons for either adopting or rejecting the comment. Accordingly, this process has been revised, including articulating comments separately even if they were part of a single submission, grouping substantially identical comments together with a single response, and organizing the comments and responses into comment, discussion, and changes sections. These changes should make it easier to understand the comments received and the agency's response to those comments.

These rules meet the minimum substantive state statutory requirements and are within the Board and Department's statutory authority. No part of this action should be interpreted as any attempt to dictate curriculum at the national or state level.

Wyoming Department of Education

Chapter 10

Wyoming Content and Performance Standards

Section 1. Authority.

(a) These rules and regulations are promulgated pursuant to the Wyoming Education Code of 1969 (as amended - 2002) [W.S. 21-2-304 (a) (i) (ii) (iii) and (iv)].

Section 2. Applicability.

(a) These rules and regulations pertain to the uniform student content and performance standards for the common core of knowledge and the common core of skills specified under W.S. 21-9-101(b).

Section 3. Promulgation, Amendment, or Repeal of Rules.

(a) These rules and any amendments thereof shall become effective as provided by the Wyoming Administrative Procedures Act. (W.S. 16-3-101 through 16-3-115).

Section 4. Definitions.

(a) Common Core of Knowledge. Areas of knowledge each student is expected to acquire at levels established by the state board of education. [W.S. 21-9-101 (b)(i)]

(b) Common Core of Skills. Skills each student is expected to demonstrate at levels established by the state board of education. [W.S. 21-9-101 (b)(iii)]. These skills may be integrated into the uniform student content and performance standards for the Common Core of Knowledge.

(c) Content and Performance Standards. Standards which include the K-12 content standards, benchmark standards ~~at grades 4, 8, and 11 for science, social studies, health, physical education, foreign language, fine and performing arts, and career/vocational education, and benchmark standards at grades kindergarten through grade 8 and grade 11 for language arts and mathematics~~, and the performance standards level descriptors established for the Common Core of Knowledge and Common Core of Skills. [W.S. 21-2-304 (a)(iii)] The grade levels for benchmark standards for each content area are listed below:

- (i) ELA – grades K, 1, 2, 3, 4, 5, 6, 7, 8, 9-10, 11-12
- (ii) Math – grades K, 1, 2, 3, 4, 5, 6, 7, 8, HS
- (iii) Science – grades 4, 8, 11
- (iv) Social Studies – grades 2, 5, 8, 12
- (v) Health – grades 2, 4, 6, 8, 12

- (vi) Physical Education – grades 2, 5, 8, 12
- (vii) Foreign Language – no grade levels; benchmarked among 6 performance level
- (viii) Career & Vocational Ed. – grades 5, 8, 11
- (ix) Fine & Performing Arts – grades 4, 8, 11

(d) Wyoming Standards Extensions. Standards for students with the most significant cognitive disabilities that show a clear link to the content standards for the grade in which the student is enrolled, although the grade-level content may be reduced in complexity or modified to reflect pre-requisite skills.

Section 5. Wyoming Statutes.

(a) All public school districts, and the schools and personnel within those districts, must comply with the applicable statutes of the State of Wyoming.

Section 6. Wyoming State Board of Education Policies and Regulations.

(a) All public school districts, and the schools and personnel within those districts, must comply with applicable state board policies and regulations. (W.S. 21-2-304)

Section 7. Uniform Student Content and Performance Standards.

(a) Uniform student content and performance standards, including standards for graduation, are hereby incorporated by reference pursuant to W.S. 16-3-103(h) and include the following:

(i) Wyoming Language Arts Content and Performance Standards as approved by the Wyoming State Board of Education on June 8, 1998, amended on July 7, 2003, amended on November 19, 2008, and amended on ~~September 23, 2011~~ April 27, 2012;

(A) Wyoming Language Arts Content and Performance Standards amended on ~~September 23, 2011~~ April 27, 2012 shall be fully implemented on or before the first day of the 2015-2016 school year.

(B) The 2014 Language Arts Performance Level Descriptors, as incorporated by reference, shall be the Wyoming Language Arts Performance Standards for the 2012 Wyoming Language Arts Content Standards.

(C) The 2014 Wyoming Language Arts Standards Extensions for students with significant cognitive disabilities, as incorporated by reference, shall be fully implemented on or before the first day of the 2017-18 school year.

(D) The Wyoming Language Arts Content and Performance Standards, Performance Level Descriptors, and Standards Extensions are available at <http://edu.wyoming.gov/educators/standards>.

(ii) Wyoming Mathematics Content and Performance Standards as approved by the Wyoming State Board of Education on June 8, 1998, amended on July 7, 2003, amended on November 19, 2008, and amended on ~~September 23, 2011~~April 27, 2012;

(A) Wyoming Mathematics Content and Performance Standards amended on ~~September 23, 2011~~April 27, 2012 shall be fully implemented on or before the first day of the 2015-2016 school year.

(B) The 2014 Mathematics Performance Level Descriptors, as incorporated by reference, shall be the Wyoming Mathematics Performance Standards for the 2012 Wyoming Mathematics Content Standards.

(C) The 2014 Wyoming Mathematics Standards Extensions for students with significant cognitive disabilities, as incorporated by reference, shall be fully implemented on or before the first day of the 2017-18 school year.

(D) The Wyoming Mathematics Content and Performance Standards, Performance Level Descriptors, and Standards Extensions are available at <http://edu.wyoming.gov/educators/standards>.

(iii) Wyoming Science Content and Performance Standards as approved by the Wyoming State Board of Education on June 9, 1999, amended on July 7, 2003, and amended on November 19, 2008;

(A) The Wyoming Science Content and Performance Standards are available at <http://edu.wyoming.gov/educators/standards>.

(iv) Wyoming Social Studies Content and Performance Standards as approved by the Wyoming State Board of Education on June 9, 1999, amended on July 7, 2003 ~~and~~ amended on November 19, 2008~~;~~, and amended on October 9, 2014;

(A) Wyoming Social Studies Content and Performance Standards amended on October 9, 2014 shall be fully implemented on or before the first day of the 2017-2018 school year.

(B) The Wyoming Social Studies Content and Performance Standards are available at <http://edu.wyoming.gov/educators/standards>.

(v) Wyoming Health Content and Performance Standards as approved by the Wyoming State Board of Education on June 6, 2000, amended on July 7, 2003, amended on November 19, 2008, and amended on ~~September 23, 2011~~April 27, 2012;

(A) Wyoming Health Content and Performance Standards amended on ~~September 23, 2011~~April 27, 2012 shall be fully implemented on or before the first day of the 2015-2016 school year.

(B) The Wyoming Health Content and Performance Standards are available at <http://edu.wyoming.gov/educators/standards>.

(vi) Wyoming Physical Education Content and Performance Standards as approved by the Wyoming State Board of Education on June 6, 2000, amended on July 7, 2003, ~~and~~ amended on November 19, 2008; and amended on October 9, 2014;

(A) Wyoming Physical Education Content and Performance Standards amended on October 9, 2014 shall be fully implemented on or before the first day of the 2017-2018 school year.

(B) The Wyoming Physical Education Content and Performance Standards are available at <http://edu.wyoming.gov/educators/standards>.

(vii) Wyoming Foreign Language Content and Performance Standards as approved by the Wyoming State Board of Education on June 6, 2000, amended on July 7, 2003, amended on November 19, 2008, and amended on May 8, 2013;

(A) Wyoming Foreign Language Content and Performance Standards amended on May 8, 2013 shall be fully implemented on or before the first day of the 2016-2017 school year.

(B) The Wyoming Foreign Language Content and Performance Standards are available at <http://edu.wyoming.gov/educators/standards>.

(viii) Wyoming Career/Vocational Education Content and Performance Standards as approved by the Wyoming State Board of Education on June 6, 2001, amended on July 7, 2003, ~~and~~ amended on November 19, 2008; and amended on October 9, 2014;

(A) Wyoming Career/Vocational Education Content and Performance Standards amended on October 9, 2014 shall be fully implemented on or before the first day of the 2017-2018 school year.

(B) The Wyoming Career/Vocational Education Content and Performance Standards are available at <http://edu.wyoming.gov/educators/standards>.

(ix) Wyoming Fine and Performing Arts Content and Performance Standards as approved by the Wyoming State Board of Education on June 6, 2001, amended on July 7, 2003, amended on November 19, 2008, and amended on May 8, 2013.

(A) Wyoming Fine and Performing Arts Content and Performance Standards amended on May 8, 2013 shall be fully implemented on or before the first day of the 2016-2017 school year.

(B) The Wyoming Fine and Performing Arts Content and Performance

Standards are available at <http://edu.wyoming.gov/educators/standards>.

(b) The above-referenced content and performance standards are available at the Wyoming Department of Education website or at cost from the Wyoming Department of Education, 2300 Capitol Avenue, Hathaway Building, 2nd Floor, Cheyenne, Wyoming, 82002.

(c) The above-referenced content and performance standards dated November 19, 2008, ~~September 23, 2011~~ April 27, 2012, and May 8, 2013, and October 9, 2014 are the most current editions.

(d) The above-~~reference content and~~ performance standards that are incorporated by reference do not include any amendments to or editions of the standards since the effective date of this rule.

Wyoming Department of Education

Chapter 10

Wyoming Content and Performance Standards

Section 1. **Authority.**

(a) These rules and regulations are promulgated pursuant to the Wyoming Education Code of 1969 (as amended - 2002) [W.S. 21-2-304 (a) (i) (ii) (iii) and (iv)].

Section 2. **Applicability.**

(a) These rules and regulations pertain to the uniform student content and performance standards for the common core of knowledge and the common core of skills specified under W.S. 21-9-101(b).

Section 3. **Promulgation, Amendment, or Repeal of Rules.**

(a) These rules and any amendments thereof shall become effective as provided by the Wyoming Administrative Procedures Act. (W.S. 16-3-101 through 16-3-115).

Section 4. **Definitions.**

(a) Common Core of Knowledge. Areas of knowledge each student is expected to acquire at levels established by the state board of education. [W.S. 21-9-101 (b)(i)]

(b) Common Core of Skills. Skills each student is expected to demonstrate at levels established by the state board of education. [W.S. 21-9-101 (b)(iii)]. These skills may be integrated into the uniform student content and performance standards for the Common Core of Knowledge.

(c) Content and Performance Standards. Standards which include the K-12 content standards, benchmark standards, and the performance standards level descriptors established for the Common Core of Knowledge and Common Core of Skills. [W.S. 21-2-304 (a)(iii)] The grade levels for benchmark standards for each content area are listed below:

- (i) ELA – grades K, 1, 2, 3, 4, 5, 6, 7, 8, 9-10, 11-12
- (ii) Math – grades K, 1, 2, 3, 4, 5, 6, 7, 8, HS
- (iii) Science – grades 4, 8, 11
- (iv) Social Studies – grades 2, 5, 8, 12
- (v) Health – grades 2, 4, 6, 8, 12
- (vi) Physical Education – grades 2, 5, 8, 12
- (vii) Foreign Language – no grade levels; benchmarked among 6 performance level
- (viii) Career & Vocational Ed. – grades 5, 8, 11
- (ix) Fine & Performing Arts – grades 4, 8, 11

(d) Wyoming Standards Extensions. Standards for students with the most significant cognitive disabilities that show a clear link to the content standards for the grade in which the student is enrolled, although the grade-level content may be reduced in complexity or modified to reflect pre-requisite skills.

Section 5. Wyoming Statutes.

(a) All public school districts, and the schools and personnel within those districts, must comply with the applicable statutes of the State of Wyoming.

Section 6. Wyoming State Board of Education Policies and Regulations.

(a) All public school districts, and the schools and personnel within those districts, must comply with applicable state board policies and regulations. (W.S. 21-2-304)

Section 7. Uniform Student Content and Performance Standards.

(a) Uniform student content and performance standards, including standards for graduation, are hereby incorporated by reference pursuant to W.S. 16-3-103(h) and include the following:

(i) Wyoming Language Arts Content and Performance Standards as approved by the Wyoming State Board of Education on June 8, 1998, amended on July 7, 2003, amended on November 19, 2008, and amended on April 27, 2012;

(A) Wyoming Language Arts Content and Performance Standards amended on April 27, 2012 shall be fully implemented on or before the first day of the 2015-2016 school year.

(B) The 2014 Language Arts Performance Level Descriptors, as incorporated by reference, shall be the Wyoming Language Arts Performance Standards for the 2012 Wyoming Language Arts Content Standards.

(C) The 2014 Wyoming Language Arts Standards Extensions for students with significant cognitive disabilities, as incorporated by reference, shall be fully implemented on or before the first day of the 2017-18 school year.

(D) The Wyoming Language Arts Content and Performance Standards, Performance Level Descriptors, and Standards Extensions are available at <http://edu.wyoming.gov/educators/standards>.

(ii) Wyoming Mathematics Content and Performance Standards as approved by the Wyoming State Board of Education on June 8, 1998, amended on July 7, 2003, amended on November 19, 2008, and amended on April 27, 2012;

(A) Wyoming Mathematics Content and Performance Standards amended

on April 27, 2012 shall be fully implemented on or before the first day of the 2015-2016 school year.

(B) The 2014 Mathematics Performance Level Descriptors, as incorporated by reference, shall be the Wyoming Mathematics Performance Standards for the 2012 Wyoming Mathematics Content Standards.

(C) The 2014 Wyoming Mathematics Standards Extensions for students with significant cognitive disabilities, as incorporated by reference, shall be fully implemented on or before the first day of the 2017-18 school year.

(D) The Wyoming Mathematics Content and Performance Standards, Performance Level Descriptors, and Standards Extensions are available at <http://edu.wyoming.gov/educators/standards>.

(iii) Wyoming Science Content and Performance Standards as approved by the Wyoming State Board of Education on June 9, 1999, amended on July 7, 2003, and amended on November 19, 2008;

(A) The Wyoming Science Content and Performance Standards are available at <http://edu.wyoming.gov/educators/standards>.

(iv) Wyoming Social Studies Content and Performance Standards as approved by the Wyoming State Board of Education on June 9, 1999, amended on July 7, 2003 amended on November 19, 2008, and amended on October 9, 2014;

(A) Wyoming Social Studies Content and Performance Standards amended on October 9, 2014 shall be fully implemented on or before the first day of the 2017-2018 school year.

(B) The Wyoming Social Studies Content and Performance Standards are available at <http://edu.wyoming.gov/educators/standards>.

(v) Wyoming Health Content and Performance Standards as approved by the Wyoming State Board of Education on June 6, 2000, amended on July 7, 2003, amended on November 19, 2008, and amended on April 27, 2012;

(A) Wyoming Health Content and Performance Standards amended on April 27, 2012 shall be fully implemented on or before the first day of the 2015-2016 school year.

(B) The Wyoming Health Content and Performance Standards are available at <http://edu.wyoming.gov/educators/standards>.

(vi) Wyoming Physical Education Content and Performance Standards as approved by the Wyoming State Board of Education on June 6, 2000, amended on July

7, 2003, amended on November 19, 2008, and amended on October 9, 2014;

(A) Wyoming Physical Education Content and Performance Standards amended on October 9, 2014 shall be fully implemented on or before the first day of the 2017-2018 school year.

(B) The Wyoming Physical Education Content and Performance Standards are available at <http://edu.wyoming.gov/educators/standards>.

(vii) Wyoming Foreign Language Content and Performance Standards as approved by the Wyoming State Board of Education on June 6, 2000, amended on July 7, 2003, amended on November 19, 2008, and amended on May 8, 2013;

(A) Wyoming Foreign Language Content and Performance Standards amended on May 8, 2013 shall be fully implemented on or before the first day of the 2016-2017 school year.

(B) The Wyoming Foreign Language Content and Performance Standards are available at <http://edu.wyoming.gov/educators/standards>.

(viii) Wyoming Career/Vocational Education Content and Performance Standards as approved by the Wyoming State Board of Education on June 6, 2001, amended on July 7, 2003, amended on November 19, 2008, and amended on October 9, 2014;

(A) Wyoming Career/Vocational Education Content and Performance Standards amended on October 9, 2014 shall be fully implemented on or before the first day of the 2017-2018 school year.

(B) The Wyoming Career/Vocational Education Content and Performance Standards are available at <http://edu.wyoming.gov/educators/standards>.

(ix) Wyoming Fine and Performing Arts Content and Performance Standards as approved by the Wyoming State Board of Education on June 6, 2001, amended on July 7, 2003, amended on November 19, 2008, and amended on May 8, 2013.

(A) Wyoming Fine and Performing Arts Content and Performance Standards amended on May 8, 2013 shall be fully implemented on or before the first day of the 2016-2017 school year.

(B) The Wyoming Fine and Performing Arts Content and Performance Standards are available at <http://edu.wyoming.gov/educators/standards>.

(b) The above-referenced content and performance standards are available at the Wyoming Department of Education website or at cost from the Wyoming Department of Education, 2300 Capitol Avenue, Hathaway Building, 2nd Floor, Cheyenne, WY, 82002.

(c) The above-referenced content and performance standards dated November 19, 2008, April 27, 2012, May 8, 2013, and October 9, 2014 are the most current editions.

(d) The above performance standards that are incorporated by reference do not include any amendments to or editions of the standards since the effective date of this rule.



Certification Page Regular and Emergency Rules

Revised May 2014

Emergency Rules *(After completing all of Sections 1 and 2, proceed to Section 5 below)*

Regular Rules

1. General Information

a. Agency/Board Name Wyoming State Board of Education		
b. Agency/Board Address 2300 Capitol Avenue, Hathaway Bldg, 2nd Floor	c. City Cheyenne	d. Zip Code 82002
e. Name of Contact Person Laurie Hernandez	f. Contact Telephone Number 307-777-3469	
g. Contact Email Address laurie.hernandez@wyo.gov	h. Adoption Date October 9, 2014	
i. Program Standards		

2. Rule Type and Information: For each chapter listed, indicate if the rule is New, Amended, or Repealed.

If "New," provide the Enrolled Act numbers and years enacted:

c. Provide the Chapter Number, Short Title, and Rule Type of Each Chapter being Created/Amended/Repealed
(Please use the Additional Rule Information form for more than 10 chapters, and attach it to this certification)

Chapter Number:	Chapter Name:	New	Amended	Repealed
10	Wyoming Content and Performance Standards	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

d. The Statement of Reasons is attached to this certification.

e. If applicable, describe the **emergency** which requires promulgation of these rules without providing notice or an opportunity for a public hearing:

3. State Government Notice of Intended Rulemaking

a. Date on which the Notice of Intent containing all of the information required by W.S. 16-3-103(a) was filed with the **Secretary of State:** **July 17, 2014**

b. Date on which the Notice of Intent and proposed rules in strike and underscore format and a clean copy were provided to the **Legislative Service Office:** **July 15, 2014**

c. Date on which the Notice of Intent and proposed rules in strike and underscore format and a clean copy were provided to the **Attorney General:** **July 15, 2014**

4. Public Notice of Intended Rulemaking

a. Notice was mailed 45 days in advance to all persons who made a timely request for advance notice. Yes No N/A

b. A public hearing was held on the proposed rules. Yes No

If "Yes:"	Date:	Time:	City:	Location:
	Sept. 8, 2014	6 - 8 pm	8th - Jackson Hole & Buffalo	8th - Jackson Hole Library; (Powell) Park CSD#1 Board Rm.
	Sept. 9, 2014	6 - 8 pm	9th - WEN Locations (Rawlins, Cheyenne, Laramie, Pinedale, Gillette, Wheatland, Sheridan, & Riverton)	9th - WEN Sites: (Rawlins) Cooperative School, (Cheyenne) Hallway Bldg. Rm. 125; (Laramie) UW College of Ed. Rm 2; (Pinedale) HS; (Gillette) College - Tech Ed Center Rm 213;
	Sept. 10, '14	6 - 8 pm	10th - Rock Springs, Thermopolis, Casper	Wheatland HS; Sheridan College - Griffith Mem Bldg Rm 164; (Riverton) CWC Health & Science Bldg Rm 100
	Sept. 11, '14	6 - 8 pm	11th - Cheyenne	10th - (R.S.) Sweetwater CSD#1 Central Office Board Room; (Thermopolis) Hot Springs Co Museum & Cultural Center; (Casper) Natrona CSD#1 Central Services Office

5. Final Filing of Rules

a. Date on which the Certification Page with original signatures and final rules were sent to the **Attorney General's Office for the Governor's signature:** **October 17, 2014**

b. Date on which final rules were sent to the **Legislative Service Office:** **October 17, 2014**

c. Date on which a PDF of the final rules was electronically sent to the **Secretary of State:** **October 17, 2014**

6. Agency/Board Certification

The undersigned certifies that the foregoing information is correct.

Signature of Authorized Individual
(Blue ink as per Rules on Rules, Section 7)

Printed Name of Signatory

Ron Micheli

Signatory Title

Chairman, State Board of Education

Date of Signature

October 9, 2014

7. Governor's Certification

I have reviewed these rules and determined that they:

1. Are within the scope of the statutory authority delegated to the adopting agency;
2. Appear to be within the scope of the legislative purpose of the statutory authority; and, if emergency rules,
3. Are necessary and that I concur in the finding that they are an emergency.

Therefore, I approve the same.

Governor's Signature

Date of Signature

Attorney General: 1. Statement of Reasons; 2. Original Certification Page; 3. Summary of Comments (regular rules); 4. Hard copy of rules: clean and strike/underscore; and 5. Memo to Governor documenting emergency (for emergency rules only).

LSO: 1. Statement of Reasons; 2. Copy of Certification Page; 3. Summary of Comments (regular rules); 4. Hard copy of rules: clean and strike/underscore; 5. Electronic copy of rules (PDFs) emailed to Criss.Carlson@wyoleg.gov: clean and strike/underscore; and 6. Memo to Governor documenting emergency (for emergency rules only).

SOS: 1. PDF of clean copy of rules; and 2. Hard copy of Certification Page as delivered by the AG.

The following changes were made to the Chapter 10 Rules following the closing of the Public Comment Period:

- Dates were corrected from Sept. 23, 2011 to April 27, 2012 for the content areas of Language Arts, Mathematics, and Health to correctly reflect the adoption date.
- Dates were corrected from April 11, 2014 to October 9, 2014 for the content areas of Social Studies, Physical Education, and Career & Vocational Education to correctly reflect the adoption date.
- Web Addresses were added to correctly identify where the standards can be found for all nine content areas.

Ch. 10 Public Comments

July 21 - September 11, 2014

Comments were collected on the following:

- 1 2014 Wyoming Social Studies Content and Performance Standards
- 2 2014 Wyoming Physical Education Content and Performance Standards
- 3 2014 Wyoming Career & Vocational Education Content and Performance Standards
- 4 2014 Wyoming Mathematics Standards Extensions
- 5 2014 Wyoming Language Arts Standards Extensions
- 6 2014 Wyoming Mathematics Performance Level Descriptors
- 7 2014 Wyoming Language Arts Performance Level Descriptors

Date	Location(s)	# of Verbal Comments	# of Written Comments
M. 9/8/14	Powell	1	1
	Jackson Hole	0	0
T. 9/9/14	*WEN Sites (Comment - Sheridan)	1	0
W. 9/10/14	Rock Springs	0	1
	Thermopolis	4	0
	Casper	0	0
Th. 9/11/14	Cheyenne	0	0

***WEN SITES on 9/9/14**

- Gillette
- Rawlins
- Riverton
- Pinedale
- Wheatland
- Laramie
- Cheyenne
- Sheridan

Online Comments	17
Written Comments	2
Verbal Comments Given at Public Hearings	6
TOTAL COMMENTS	25

The Following are Positive Comments and do NOT Require Changes:						
SBE & / or WDE	S.S. Standards	P.E. Standards	C&VE Standards	ELA PLDs	Math PLDs	Extension Standards
I would like to thank the board for working on the higher standards.	I believe the standards are thorough and provide a comprehensive framework. These would be worth approving as to move them forward.	The 2014 Revised PE Standards provide clarity at all levels.	The revised C and VE Standards are greatly improved and I appreciate the hard work committee members put forth to address today's needed skills in the area of CTE.	Thank you to all who put in the time and the effort to develop this draft!	I know a lot of time and hard work have gone into creating the detailed math performance level descriptors. I feel it is a very solid document.	The performance level descriptors for both ELA and Math will help define student proficiency and advanced performance on standards.
I appreciate the effort to raise rigor for students with the support of the SBE and WDE, working to provide targets that are rigorous... It is imperative that we have rigorous standards and targets for our students, teachers, and communities. Because there have been multiple meetings, even without large participation, we would urge the State Board of Education as well as the Wyoming Department of Education to move forward with continuing to establish strong rigorous standards to support the best education possible in Wyoming.	These new standards provide a clearer path for K-12 articulation.	PE standards are excellent and provide emphasis on lifetime sports.	The 2014 Revised Career and Vocational Education Standards support the clarity and rigor required to be successful in these courses and in the work world.	I like the alignment [of the ELA PLDs] with Common Core Standards. They encourage the development of our students into thoughtful adults who can think and make decisions based on accurate details, not on opinion and hearsay...	I appreciate the work that has been done to define proficiency across all grade levels that are tested by PAWS. That will help us locally align our district standards based assessments to the proficiency levels.	
	[The S.S. Standards] tie literacy into the standards, mostly tested on content, but glean information.		CVE are excellent. A number of our students don't go to college, but do get out into the workforce and need solid standards in regard to Career and Technical education.	I support moving forward with performance level descriptors in ELA.	I support moving forward with performance level descriptors in mathematics.	
	I am quite impressed at the evolution of the [S.S.] standards. These standards seem very complete to me. I really like the suggestion of what ACTIONS can be taken to teach these standards, and how much the hands-on ideas could be used to bring a concept alive to students.			The [C&VE] Standards are organized well, easy to read and follow. They give great expectations while allowing flexibility for each teacher to meet them in various ways.	The performance level descriptors for both ELA and Math will help define student proficiency and advanced performance on standards. This is critical information for students, staff and parents.	

The Following Comments May Require Discussion in Order to Proceed:			
Specific to:	Comment:	Discussion:	Suggested Change:
C&VE Standards	On Page 20 in the Glossary of Terms, provision of a definition for the following terms would support better understanding of the Career & Vocational Ed Standards:	Suggested edits for the following can easily be made without changing the content of the standards. The SBE can request the WDE to make these changes:	
	Career Pathways Model - as found on page 14, in the text describing High School definitions of Advanced Performance and Proficient Performance	- addition of Career Pathways Model to the glossary	Add to glossary
	CTSO - as found on page 14, in the text describing both the Middle School and High School definitions of Advanced Performance and Proficient (at the high school level).	- addition of CTSO to the glossary (Career & Technology Student Organizations)	Add to glossary
	<i>The definition of Diversity would be more comprehensive if it included the word 'ability'. i.e. The multiple experiences brought forth by people representing a variety of cultures, environments, races, and ability.</i>	- addition of "ability" to the definition of 'diversity' in the glossary	Add to definition
	(Page 14) Career & Vocational Education Performance Level Descriptors Standard 1: Career Development and Readiness: Language that recognizes the various pathways to career should be incorporated in the first three Performance Levels in the high School 9-12) column. For example, Proficient Performance could state: Students identify secondary and postsecondary coursework, training, and certification opportunities.	This suggests a preferential edit that does not greatly enhance the content or the quality of the document. Therefore, the committee will not be called to reconvene.	None
	My last comment is towards Pg. 15 Career & Vocational Education Performance Level Descriptors Standard 2: Communication and Collaboration: Language in both the Middle School and High School columns for Basic Performance in the first 2 sentences, in both columns, appears to describe behavior often adopted when a student experiences an unsafe environment such as bullying. Therefore, as written, a student could be labeled as basic in performance when in reality it is a classroom management issue.	This suggests a preferential edit that does not greatly enhance the content or the quality of the document. Therefore, the committee will not be called to reconvene.	None
C&VE Standards	I would like us to change the PLDs to be the 'end of grade 12' or 'upon completion / graduation'.	Suggested edit for the benchmark standards in the C&VE PLDs can be easily made without changing the content of the standards and will be comparable to the PLDs in the Social Studies and Physical Education standards.	Make edit

The Following are Comments with Discussion that do NOT Require Changes:			
Specific to:	Comment:	Discussion:	Suggested Change:
ELA PLDs	In regard to RI 8.4 (or any other similar ELA descriptors)--"The advanced student determines the intended meaning of complex words and phrases . . ." Determining an intended meaning would require something akin to mind reading. Perhaps a better phrase would be "nuanced meaning."	As it pertains to student performance, "determining the intended meaning of a word" can be accurately measured on an assessment. On the PAWS assessment for example, students are often asked to select the meaning that makes the most sense in textual context.	None
ELA PLDs	The second comment pertains to RL 8.6 (or similar ELA descriptors)--"The advanced student analyzes how differences in the points of view of the character, audience, or reader create multiple effects . . ." In an effort to ratchet up the criterion for an advanced student, the writers have added the phrase, "multiple effects." It is possible, of course, that a difference in point of view creates or was intended to create a single effect. Perhaps the ratcheting up could be accomplished by dropping the word, "multiple," and, instead, say, "The advanced student analyzes how subtle differences . . . create effects."	RL8.6 is not to suggest that differing points of view within a text always result in "multiple effects." Rather, the descriptor encourages students to thoroughly analyze and address how different perspectives influence a text or narrative entirely.	None
ELA PLDs	Finally, in a number of places the differentiae between basic, proficient, and advanced performances include phrases such as "simple arguments" for basic and "complex arguments" for advanced with no descriptor of arguments on the continuum for proficient. The absence of a descriptor might be taken by some to mean "any"--simple, complex, or otherwise. I know it is difficult to come up with a word on the continuum between simple and complex; however, it might be worthwhile to wrestle with phrasing for the proficient level descriptor (e.g., "moderately complex arguments").	By general definition, the proficient student performs the standard. There are many adjectives we could use to describe this performance: adequately, sufficiently, thoroughly, etc. Yet, it is often left up to the professional judgment of classroom practitioners to determine if the student is meeting the standard.	None
ELA PLDs	In regard to the ELA PLDs , I trust that the PLDs are aligned to the rigor as well as the content of the Smarter Balanced Assessment items and the Common Core.	The ELA PLDs are tightly aligned to the content and rigor inherent in the Wyoming Content and Performance Standards.	None

Specific to:	Comment:	Discussion:	Suggested Change:
Math PLDs	<p>The one thing I would suggest is taking a look at the Advanced categories. In our district we view the advanced category as going above and beyond the standard OR applying what the standard states in a way that is unfamiliar to the students/not practiced in the classroom. We will still have this expectation as a district. It would be nice if the performance level descriptors complement that for our district. Most of the advanced descriptors already align with our current expectation. A few examples that I would suggest a change in are: 1) 3.OA.3 - the advanced description should be moved to the proficient category; the standard expects this skill 2) 3.OA.5 - I would suggest adding onto this descriptor so it reads something like this: Advanced students use the distributive property to multiply two numbers to explain or decompose a multiplication fact beyond 100 (the product). 3) 3.OA.5 - For the proficient descriptor, I would suggest adding in the commutative property. I feel in order to be proficient, students should be able to use both the associative and commutative properties.</p>	<p>The PLDs were written to address the Wyoming Content and Performance Standards as they relate to the statewide assessment (PAWS). The proficiency levels reflect the standards as they are able to be assessed. Teachers and schools may strive to reach and teach beyond these PLDs, however, this is the bar to be met. It is not recommended that the PLDs get too specific so as to allow for a wider scope of questions to address and assess student learning.</p>	None
CVE, SS, PE Standards; PLDs	<p>One request to those [PLD] descriptors, if possible, I have done some research on other states and would like to see those developed before the state assesses students on them, creating clear targets for students and teachers to be successful.</p>	<p>Wyoming implemented the new standards for math and ELA in stages, phasing them in over a two year period. These proposed PLDs are being finalized prior to the state assessment (PAWS) becoming fully operational in 2015.</p>	None
CVE, SS, PE Standards; PLDs	<p>The Language Arts Performance Level Descriptors and the Math Performance Level Descriptors need to be in place prior to the year of instruction and the results in state assessments, prior to the beginning of school, with the performance levels defined before teachers enter the classroom.</p>		None

The following Comments are Outside the Scope of the Ch. 10 Rules Process:			
Specific to:	Comment:	Discussion:	Suggested Change:
C&VE	I also feel that we can start in 2017-2018 and bounce it up to a year earlier, meaning we can start implementing these standards a year earlier than stated in the rules.	School districts are given two full years to fully implement new standards into their curriculum, instruction, and district assessments. Districts can choose to align their systems to new standards sooner, however, in some cases, districts may need the full two years.	None
C&VE	Please recommend to the state legislators to officially change the standard name from Career and Vocational to Career and Technical. This would reflect the more modern move in CTE education.	This comment would require action outside of the Ch. 10 Rules Promulgation.	None
Standards, PLDs	We need consistency over time and to allow them [the standards] to stay in place for a period of at least 5 years without change so our teachers can build curriculum and alternate lessons needed to build assessments around these standards without a great deal of change or rapid change.	This comment would require action outside of the Ch. 10 Rules Promulgation.	None

The Following Comments Relate to Curriculum & Local Control Decisions:			
Specific to:	Comment:	Discussion:	Sugg. Change:
P.E. Standards	Alternative activities should be offered for children when dancing comes against faith and conscience.	There is no mention of dancing in the P.E. Standards, Benchmarks, or Suggested Activities. Mention of dancing may present itself at the district level in curriculum, but it would then be considered a local curriculum decision.	None
S.S. Standards	Native American history standards need to be implemented.	Several times during the revision process, discussion came up with the committee regarding the amount of content they wished to include in the standards and benchmarks. The committee's decision was to keep the standards and benchmarks broad (regarding content). This would allow for local district curriculum decisions.	None
S.S. Standards	On "advanced" strands, it states independently, this is hard to quantify or assess. Perhaps another term should be used.	Committee members stated they thought 'independently' was a natural progression from 'consistently' used in the Proficient PLD, that if a student can 'independently' google information or ask a parent, they are researching and using independent problem solving skills to accomplish the task.	None